

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**федеральное государственное автономное
образовательное учреждение высшего образования_
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Институт филологии и журналистики

УТВЕРЖДЕНО

решением президиума Ученого совета ННГУ

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Рабочая программа дисциплины

Активные процессы в современном английском языке

Уровень высшего образования

Бакалавриат

Направление подготовки / специальность

45.03.02 - Лингвистика

Направленность образовательной программы

Иностранные языки и межкультурная коммуникация

Форма обучения

очная

г. Нижний Новгород

2024 год начала подготовки

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.ДВ.04.06.03 Активные процессы в современном английском языке относится к части, формируемой участниками образовательных отношений образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1: Применяет знания основ делового общения на практике в рамках осуществления устной и письменной коммуникации на языке РФ и изучаемых иностранных языках УК-4.2: Применяет систему лингвистических знаний для создания и понимания текстов разной функциональной принадлежности и разных жанров в условиях устной и письменной коммуникации на государственном языке РФ и изучаемых иностранных языках	УК-4.1: Знает формы, принципы, нормы и средства делового общения на государственном языке РФ и изучаемых иностранных языках; Умеет выражать свои мысли на Государственном языке РФ и изучаемых иностранных языках в ситуации деловой коммуникации; Владеет навыками деловой коммуникации на государственном языке РФ и изучаемых иностранных языках. УК-4.2: Знает литературную форму, функциональные стили государственного языка РФ и изучаемых иностранных языков, приемы создания текстов разной функциональной принадлежности и разных жанров, технологии перевода; Умеет применять приемы создания текстов разной функциональной принадлежности и разных жанров на государственном языке РФ и изучаемых иностранных языках, методику перевода текстов для осуществления	Практическое задание	Зачёт: Практическое задание Зачёт с оценкой: Практическое задание

		коммуникации в условиях делового общения; Владеет практическим опытом составления текстов разной функциональной принадлежности и разных жанров на государственном языке РФ и изучаемых иностранных языках, опытом перевода текстов для осуществления коммуникации в условиях делового общения.		
ПКД-6: Способен демонстрировать владение навыками перевода с иностранных языков и на иностранные языки и практические аспекты аналитико-синтетической переработки различных типов текстов	ПКД-6.3: Осуществляет аналитико-синтетическую переработку различных типов текстов	ПКД-6.3: Знает теоретические положения текстовой деятельности, способы трансформации текстового материала, типологии текстов, систему лингвистических знаний, обеспечивающих адаптацию научного или публицистического текста, научных трудов и художественных произведений для аннотирования и реферирования на русском и/или иностранном языке; Умеет анализировать, трансформировать и адаптировать текстовый материал для различных профессиональных целей; Владеет опытом аналитико-синтетической переработки различных типов текстов на русском и/или иностранном языке	Практическое задание Дискуссия	Зачёт: Практическое задание Зачёт с оценкой: Практическое задание
ПКД-7: Способен осуществлять на базовом уровне сбор и анализ языковых и литературных фактов, лингвистический анализ и интерпретацию текста	ПКД-7.2: Использует современные методы и методики, применяемые в современной филологии и лингвистике при проведении сбора и анализа языковых и литературных фактов	ПКД-7.2: Знает современные методы и методики, применяемые в современной филологии и лингвистике при проведении сбора и анализа языковых и литературных фактов; Умеет применять в практической деятельности современные методы и методики, применяемые в современной филологии и	Практическое задание	Зачёт: Практическое задание Зачёт с оценкой: Практическое задание

		лингвистике при проведении сбора и анализа языковых и литературных фактов; Владеет навыками использования в практической деятельности, в том числе педагогической, современных методов и методик, применяемых в современных филологии и лингвистике при проведении сбора и анализа языковых и литературных фактов		
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	4
Часов по учебному плану	144
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	0
- занятия семинарского типа (практические занятия / лабораторные работы)	36
- КСР	2
самостоятельная работа	106
Промежуточная аттестация	0 Зачёт, Зачёт с оценкой

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
English and culture	22		6	6	16
English and the world	31		6	6	25

Cultural component of words	33		8	8	25
Modern words	28		8	8	20
Text and culture	28		8	8	20
Аттестация	0				
КСР	2			2	
Итого	144	0	36	38	106

Содержание разделов и тем дисциплины

2. Язык и культура
3. Языковая и концептуальная картины мира
4. Культурный компонент содержания языковых единиц: уровень слова
5. Культурный компонент содержания языковых единиц: фразеология
6. Текст и межкультурная коммуникация

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Самостоятельная работа студентов направлена на углубленное изучение тем курса.

Цель самостоятельной работы – формирование способностей и навыков к непрерывному самообразованию и профессиональному совершенствованию у будущего специалиста.

Самостоятельная работа является важным и творческим процессом, который выполняет ряд дидактических функций: способствует формированию диалектического мышления, вырабатывает высокую культуру умственного труда, совершенствует способы организации познавательной деятельности, воспитывает ответственность, целеустремленность, систематичность и последовательность в работе студентов, развивает у них бережное отношение к своему времени, способность доводить до конца начатое дело.

Изучение понятийного аппарата дисциплины

Вся система индивидуальной самостоятельной работы должна быть направлена на усвоение понятийного аппарата, поскольку одной из важнейших задач подготовки современного грамотного специалиста является овладение и грамотное применение профессиональной терминологии. В достижении данной цели помогут различные энциклопедии, словари, справочники и другие материалы, указанные в списке литературы.

Изучение тем самостоятельной подготовки по учебно-тематическому плану

Особое место отводится самостоятельной проработке студентами отдельных разделов и тем по изучаемой дисциплине. Такой подход вырабатывает у студентов инициативу, стремление к увеличению объема знаний, выработке умений и навыков всестороннего овладения способами и приемами профессиональной деятельности.

Работа над основной и дополнительной литературой

Изучение рекомендованной литературы следует начинать с учебников и учебных пособий, затем переходить к научным монографиям и статьям. Конспектирование – одна из основных форм самостоятельного труда, требующая от студента активной работы с учебной литературой,

что способствует расширению кругозора.

Студент должен уметь самостоятельно подбирать необходимую литературу. При этом следует обращаться к каталогам и библиографическим справочникам, которые имеются в библиотеках. Для аккумуляции информации по изучаемым темам рекомендуется формировать личный каталог используемых источников. Подобная работа будет весьма продуктивной с точки зрения формирования библиографии для последующего написания дипломного проекта на выпускном курсе.

Самоподготовка к практическим занятиям

При подготовке к практическому занятию необходимо помнить, что данная дисциплина тесно связана с ранее изучаемыми дисциплинами.

На занятиях практического типа студент должен уметь последовательно излагать свои мысли и аргументировать их.

Для достижения этой цели необходимо:

- 1) ознакомиться с соответствующей темой программы изучаемой дисциплины;
- 2) осмыслить круг изучаемых вопросов и логику их рассмотрения;
- 3) изучить рекомендованную учебно-методическим комплексом литературу по данной теме;
- 4) тщательно изучить лекционный материал;
- 5) ознакомиться с вопросами практического занятия;
- 6) подготовить краткое выступление по каждому из вынесенных на практическое занятие вопросу.

Изучение вопросов очередной темы требует глубокого усвоения теоретических основ дисциплины, раскрытия сущности основных положений, проблемных аспектов темы и анализа фактического материала.

Самостоятельная работа студента при подготовке к зачету

Контроль выступает формой обратной связи и предусматривает оценку успеваемости студентов и разработку мер по дальнейшему повышению качества подготовки современных специалистов.

Промежуточной формой контроля успеваемости студентов по учебной дисциплине является зачет. В начале семестра рекомендуется изучение перечня вопросов к зачету по дисциплине, а также знакомство с программой, разработанной кафедрой по данной дисциплине. Это позволит в процессе изучения тем сформировать более правильное видение студентом существа того или иного вопроса за счет:

- а) уточняющих вопросов преподавателю;
- б) подготовки докладов по отдельным темам, наиболее заинтересовавшие студента;
- в) самостоятельного уточнения вопросов на смежных дисциплинах;
- г) углубленного изучения вопросов темы по учебным пособиям,

Наличие перечня вопросов в период обучения позволит выбрать из предложенных преподавателем учебников наиболее оптимальный для каждого студента, с точки зрения уровня сложности и стилистики изложения.

После изучения соответствующей тематики рекомендуется проверить наличие и формулировки вопроса по этой теме в перечне вопросов к зачету, а также попытаться изложить ответ на этот вопрос. Если возникают сложности при раскрытии материала, следует вновь обратиться к лекционному материалу, материалам практических занятий, уточнить терминологический аппарат темы, а также проконсультироваться с преподавателем.

Изучение сайтов по темам дисциплины в сети Интернет

Ресурсы Интернет являются одним из альтернативных источников быстрого поиска требуемой

информации. Их использование возможно для получения основных и дополнительных сведений по изучаемым материалам.

5. Фонд оценочных средств для текущего контроля успеваемости и промежуточной аттестации по дисциплине (модулю)

5.1 Типовые задания, необходимые для оценки результатов обучения при проведении текущего контроля успеваемости с указанием критериев их оценивания:

5.1.1 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции УК-4:

Read the passage, analyze the concepts mentioned:

From George Mikes. How to be an Alien

A WARNING TO BEGINNERS

in England everything is the other way round. On Sundays on the Continent even the poorest person puts on his best suit, tries to look respectable, and at the same time the life of the country becomes gay and cheerful; in England even the richest peer or motor-manufacturer dresses in some peculiar rags, does not shave, and the country becomes dull and dreary. On the Continent there is one topic which should be avoided - the weather; in England, if you do not repeat the phrase 'Lovely day, isn't it?' at least two hundred times a day, you are considered a bit dull. On the Continent Sunday papers appear on Monday; in England - a country of exotic oddities - they appear on Sunday. On the Continent people use a fork as though a fork were a shovel; in England they turn it upside down and push everything - including peas - on top of it.

On a continental bus approaching a request-stop the conductor rings the bell if he wants his bus to go on without stopping; in England you ring the bell if you want the bus to stop. On the Continent stray cats are judged

individually on their merit - some are loved, some are only respected; in England they are universally worshipped as in ancient Egypt. On the Continent people have good food; in England people have good table manners.

On the Continent public orators try to learn to speak fluently and smoothly; in England they take a special course in Oxonian stuttering. On the Continent learned persons love to quote Aristotle, Horace, Montaigne and show off their knowledge; in England only uneducated people show off their knowledge, nobody quotes Latin and Greek authors in the course of a conversation, unless he has never read them.

On the Continent almost every nation whether little or great has openly declared at one time or another that it is superior to all other nations; the English fight heroic wars to combat these dangerous ideas without ever mentioning which is really the most superior race in the world. Continental people are sensitive and touchy; the English take everything with an exquisite sense of humour - they are only offended if you tell them that they have no sense of humour. On the Continent the population consists of a small percentage of criminals, a small percentage of honest people and the rest are a vague transition between the two; in England you find a small percentage of criminals and the rest are honest people. On the other hand, people on the Continent either tell you the truth or lie; in England they hardly ever lie, but they would not dream of telling you the truth.

Many continentals think life is a game; the English think cricket is a game.

*When people say England, they sometimes mean Great Britain, sometimes the United Kingdom, sometimes the British Isles - but never England.

5.1.2 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПКД-6:

INTRODUCTION

this is a chapter on how to introduce people to one another. The aim of introduction is to conceal a person's identity. It is very important that you should not pronounce anybody's name in a way that the other party may be able to catch it. Generally speaking, your pronunciation is a sound guarantee for that. On the other hand, if you are introduced to someone there are two important rules to follow.

1.If he stretches out his hand in order to shake yours, you must not accept it. Smile vaguely, and as soon as he gives up the hope of shaking you by the hand, you stretch out your own hand and try to catch his in vain. This game is repeated until the greater part of the afternoon or evening has elapsed. It is extremely likely that this will be the most amusing part of the afternoon or evening, anyway.

2.Once the introduction has been made you have to inquire after the health of your new acquaintance. Try the thing in your own language. Introduce the persons, let us say, in French and murmur their names. Should they shake hands and ask: 'Comment allez-vous?' 'Comment allez-vous?' - it will be a capital joke, remembered till their last days. Do not forget, however, that your new friend who makes this touchingly kind inquiry after your state of health does not care in the least whether you are well and kicking or dying of delirium tremens. A dialogue like this:

he: 'How d'you do?'

You: 'General state of health fairly satisfactory. Slight insomnia and

a rather bad corn on left foot. Blood pressure low, digestion slow but normal.' - well, such a dialogue would be unforgivable. In the next phase you must not say 'Pleased to meet you.' This is one of the very few lies you must never utter because, for some unknown reason, it is considered vulgar. You must not say 'Pleased to meet you,' even if you are definitely disgusted with the man. A few general remarks:

1. Do not click your heels, do not bow, leave off gymnastic and choreographic exercises altogether for the moment.
2. Do not call foreign lawyers, teachers, dentists, commercial travellers and estate agents 'Doctor.' Everybody knows that the little word 'doctor' only means that they are Central Europeans. This is painful enough in itself, you do not need to remind people of it all the time.

5.1.3 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПКД-7:

EXAMPLES FOR CONVERSATION

For Good Weather

'Lovely day, isn't it?' 'Isn't it beautiful?' 'The sun . . . ' 'Isn't it gorgeous?' 'Wonderful, isn't it?' 'It's so nice and hot. . . ' 'Personally, I think it's so nice when it's hot- isn't it?' 'I adore it - don't you?'

For Bad Weather

'Nasty day, isn't it?' 'Isn't it dreadful?' 'The rain . . . I hate rain . . . ' 'I don't like it at all. Do you?' 'Fancy such a day in July. Rain in the morning, then a bit of sunshine, and then rain, rain, rain, all day

long.' I remember exactly the same July day in 1936.' 'Yes, I remember too.'

'Or was it in 1928?' 'Yes, it was.' 'Or in 1939?' 'Yes, that's right.' Now observe the last few sentences of this conversation. A very important rule emerges from it. You must never contradict anybody when discussing the weather. Should it hail and snow, should hurricanes uproot the trees from the sides of the road, and should someone remark to you: 'Nice day, isn't it?' - answer without hesitation: 'Isn't it lovely?' Learn the above conversation by heart. If you are a bit slow in picking things up, learn at least one conversation, it would do wonderfully for any occasion. If you do not say anything else for the rest of your life, just repeat this conversation, you still have a fair chance of passing as a remarkably witty man of sharp intellect, keen observation and extremely pleasant manners.

English society is a class society, strictly organized almost on corporative lines. If you doubt this, listen to the weather forecasts. There is always a different weather forecast for farmers. You often hear statements like this on the radio: 'To-morrow it will be cold, cloudy and foggy; long periods of rain will be interrupted by short periods of showers.' And then: 'Weather forecast for farmers. It will be fair and warm, many hours of sunshine.' You must not forget that the farmers do grand work of national importance and deserve better weather.

It happened on innumerable occasions that nice, warm weather had been forecast and rain and snow fell all day long, or vice versa. Some people jumped rashly to the conclusion that something must be wrong with the weather forecasts. They are mistaken and should be more careful with their allegations. I have read an article in one of the Sunday papers and now I can tell you what the situation really is. All troubles are caused by

anti-cyclones. (I don't quite know what anti-cyclones are, but this is not important; I hate cyclones and am very anti-cyclone myself.) The two naughtiest anti-cyclones are the Azores and the Polar anti-cyclones. The British meteorologists forecast the right weather - as it really should be - and then these impertinent little anti-cyclones interfere and mess up everything. That again proves that if the British kept to themselves and did not mix with foreign things like Polar and Azores anti-cyclones they would be much better off.

Критерии оценивания (оценочное средство - Практическое задание)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок Уровень знаний в объеме, превышающем программу подготовки. Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания, в полном объеме, но некоторые с недочетами. Продemonстрированы все основные умения,. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов Продemonстрированы базовые навыки при решении стандартных задач с некоторыми недочетами Продemonстрирован творческий подход к решению нестандартных задач
не зачтено	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа Отсутствие минимальных умений . Невозможность оценить наличие умений вследствие отказа обучающегося от ответа Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа

5.1.4 Типовые задания (оценочное средство - Дискуссия) для оценки сформированности компетенции ПКД-6:

1. «Politeness in different cultures»
2. «Can grammar express concepts»
3. «Is concept a mental or a linguistic phenomenon»
4. «Cultural aspects of the language and translation»
5. «Cultural aspects of the language and psychology»
6. «Cultural aspects of the language and cross-cultural communication»

Критерии оценивания (оценочное средство - Дискуссия)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок Уровень знаний в объеме, превышающем программу подготовки. Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания, в полном объеме, но некоторые с недочетами. Продemonстрированы все основные умения,. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов Продemonстрированы базовые навыки при решении стандартных задач с некоторыми недочетами Продemonстрирован творческий подход к решению нестандартных задач
не зачтено	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа Отсутствие минимальных умений . Невозможность оценить наличие умений вследствие отказа обучающегося от ответа Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа

5.2. Описание шкал оценивания результатов обучения по дисциплине при промежуточной аттестации

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено			зачтено			
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки . Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки . Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов

			объеме	некоторые с недочетами	недочетами	и, выполнены все задания в полном объеме	
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторым и недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторым и недочетами	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продемонстрирован творческий подход к решению нестандартных задач

Шкала оценивания при промежуточной аттестации

Оценка		Уровень подготовки
зачтено	превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим компетенциям на уровне выше предусмотренного программой
	отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично».
	очень хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо»
	хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо».
	удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
не зачтено	неудовлетворительно	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно».
	плохо	Хотя бы одна компетенция сформирована на уровне «плохо»

5.3 Типовые контрольные задания или иные материалы, необходимые для оценки результатов обучения на промежуточной аттестации с указанием критериев их оценивания:

5.3.1 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции УК-4

Open the brackets

16. If she (not to hurry), we (to miss) the bus.

17. If kids (to be taken) care of, they would take to drugs and drinking.

18. If you (to know), you'd have been much more eager about the party, wouldn't you?

19. They broke up last year and if she (to have) any pride, she (to throw) his presents in his face, but she didn't.

20. If it (not to be) so frosty now, we (to go) skiing.

5.3.2 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПКД-6

1. Translate into English.

1. Главный недостаток маленьких городов – отсутствие возможности получить хорошо оплачиваемую работу с возможностью продвижения по службе.

1. Большие города, как правило, переполнены и страдают от пробок, но не смотря на это, они всегда привлекают много жителей из пригорода своей яркостью и удобствами.

1. В городских трущобах нет хороших жилищных условий, и более того, нет адекватных коммунальных условий.

1. Быстрый рост больших городов является одной из причин загрязнения окружающей среды, что заставляет людей практически задыхаться от грязного воздуха.

1. Даже если вы живете в пригороде столицы, стоимость жизни может быть достаточно высокой, таким образом молодым людям это часто не по карману.

1. Агенты по недвижимости говорят, что в этом торговом районе спрос на хорошее жилье превышает предложение, что ведет к острой жилищной проблеме.

1. Если арендатор не может заплатить за квартиру или не может регулярно вносить ипотечные платежи – он может быть выселен из своего дома.

1. Если люди докажут, что у них надежная работа и хорошая зарплата, то жилищно-строительная компания может дать им деньги взаймы на покупку дома с маленькими процентами от займа.

1. Этот город выглядит мрачно и ветхо, так как множество строений здесь разрушены, а какие-то район сравнивали с землей.

1. Вы можете насладиться захватывающим видом на город с широким выбором прекрасных, древних памятников архитектуры и который был основан в 15 веке.
1. Органы власти бережно сохраняют хорошо мощеные набережные, великолепные мосты и отреставрированные дома в исторической части города.
1. Москва известна своей бурной и культурной жизнью, а также своими достопримечательностями.
1. Этот музей, который был назван в честь знаменитого писателя и был открыт в 1957 году, является одной из реликвий Российской Федерации. Он находится на главной улице столицы.
2. Если вы хотите получить много захватывающих эмоций, мой вам совет, приехать в многонациональный город, так как здесь есть прекрасное сочетание развлечений, образования и промышленности.
1. Чтобы доехать до Третьяковской Галереи от Красной Площади, вы должны сесть в автобус номер 37 и выйти на третьей остановке, потом перейти дорогу, идти прямо и на следующем светофоре повернуть налево, пройти через парк и Галерея будет напротив Музея Истории.

5.3.3 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПКД-7

- пересказ текста.

Текст 1

A Novice Teacher

Miss Read

(born 1913)

Visitors to her classroom were frequent. Some were inspectors, some were salaried advisers on a particular subject, some students on educational visits and others were friends of the school.

The inspectors and advisers Anna had expected, for her first year of teaching was probationary and she knew that she would be under surveillance but she had not expected so much vigilance.

There was another reason for the spate of callers, she discovered. Elm Hill was only a small part of the great new suburb which sprawled further and further across the fields to the north-west of London. The education authority was hard-pressed to keep pace with the rapid growth of population. New schools, new teachers, and new methods abounded, and the inspectorate was kept busy as well as the builders.

Many young teachers like Anna had been appointed straight from college to keep pace with the growing mass of "pupils and these needed particular supervision. When, as in Anna's case, the building was grossly overcrowded

and a new school due to open near by, even more interested officials from headquarters came to pay visits, and Anna came to view these callers with dismay.

The advisers, she thought, were the most trying. Each, rather naturally, felt that his own particular subject was the most important on the time-table and gave so many suggestions, not only for the classroom work but for out-of-school activities and involved apparatus to be constructed by Anna, that the poor girl felt quite overwhelmed. These zealous people, each riding his own hobby-horse, did not seem to see that Anna faced daily two fearsome foes — too many children and not enough time. True, they were sympathetic, in a perfunctory way, about the difficulties which confronted her, but Anna suspected that overcrowded conditions and pressure of time were such commonplaces to them and their own burning passion consumed them so remorselessly, that they lost all sense of proportion and, as specialists, expected from the hard pressed teachers far more than the latter could possibly give, no matter how willing they might be.

Anna felt at her most helpless when the adviser for arithmetic had had her in her clutches. She had arrived on a morning of torrential rain and wind. One of the classroom windows had defied all efforts to close it, and the roaring wind played havoc with the papers on the children's desks. Rain had spattered in and Anna, much-tried and irritable, had moved some of the desks to the further side of the classroom.

Outside, the cement-mixer rattled merrily and the thud-ding of another machine told of the birth of the new infants' building, scheduled to be opened next September, in the same field as the present school.

The children were restless and worked uninterestedly at their sum books. The lowest group were having some difficulty in multiplying by five despite Anna's efforts, when the door opened and Miss Birch introduced herself. She looked, more in sorrow than in anger, upon the little band of children plying their pens and struggling with their fives.

"You've done plenty of active work about five, of course?" she asked.

"Of course," echoed Anna. "And in any case, the infant department copes with —".

"The infant department may do," interrupted Miss Birch forcefully, "but I hope you continue that good work."

Anna began, with sinking heart, to submit herself to yet another homily.

"Are they ready to work in the abstract?" continued Miss Birch. "Do they know five? Do they experience five? Have they got a real feeling of fiveness?"

"I think so," Anna faltered, "and in any case they know they've got five fingers on each hand," she added more bravely.

"Ah!" pounced Miss Birch. "They may have — but in a row! Now, I do feel most strongly that they should see five in a pattern, in a cluster, in a five-group, which is automatically flashed into their minds' eye when they hear the number five!" She warmed to her theme and Anna's battered senses began to wander.'

At the back of the room Arnold had his pen poised close to the cheek of his unsuspecting neighbour. Within a minute, Anna knew from bitter experience, he would call his friend and thus impale his victim's cheek on his nib. It was a simple trick which gave the innocent child much pleasure, and there were still a number of gullible classmates who had not yet had the wit to avoid the trap. Two more boys were having a tongue-stretching match, their eyes hideously crossed.

Children whispered, sniggered, fidgeted, copied each other's work, snatched each other's books, and tormented each other's persons in a dozen irritating ways, while Miss Birch's voice rolled remorselessly on. At last, Anna could bear it no longer.

"Excuse me," she said, firmly, and advancing to the front desks gave a fair imitation of Miss Enderby's ear-splitting clapping. Hush fell.

"Get on with your work without a word!" said Anna sharply. "There will be no play for those who talk!"

Meekly, with a martyred air, the children returned to their labours. Miss Birch watched with a reproving eye such heavily repressive methods. Anna could see that she was debating whether she should make some comments on these harsh dicta, so very much in contradiction to her own free activity, but evidently she decided against it, preferring, Anna had no doubt, to make a dignified note, couched in psychological terms, in the report which she would make later on this visit.

With the air of one wishing to change a painful subject for one of agreeable interest Miss Birch opened a leather case and emptied a large number of rings of assorted colour and size upon Anna's table.

"While they're busy," she said, her eyes lighting up with enthusiasm, "I'll explain this simply wonderful method of teaching mathematics. Have you met it?"

Anna confessed that she had not, and secretly viewed the project with the greatest misgiving. There was hardly enough room for a book and a pen on each desk, let alone a mountain of assorted rings, and the thought of the numbers that would fall by accident, or be projected by design, accompanied by their own and their owner's noise, appalled her, but she did her best to look happily responsive.

Later that day in the staff room, Anna was relieved to find that she was not the only one so bedevilled.

Критерии оценивания (оценочное средство - Практическое задание)

Оценка	Критерии оценивания
зачтено	
не зачтено	

5.3.4 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции УК-4

Soapy's Choice

Soapy sat on a seat in Madison Square, New York, and looked up at the sky. A dead leaf fell onto his arm. Winter was coming, and Soapy knew that he must make his plans. He moved unhappily on his seat.

He wanted three months in a nice, warm prison, with food and good friends. This was how he usually spent his winters. And now it was time, because, at night on his seat in the square, three newspapers did not keep out the cold.

So Soapy decided to go to prison, and at once began to try his first plan. It was usually easy. He ate dinner in an expensive restaurant. Then he told them he had no money and they called a policeman. Nice and easy, with no trouble.

So Soapy left his seat, and walked slowly along the street. Soon he came to a bright restaurant on Broadway. Ah! This was all right. He just had to get to a table in the restaurant and sit down. That was all, because, when he sat down, people could only see his coat and his shirt, which were not very old. Nobody could see his trousers. He thought about the meal – not too expensive, but good.

But when Soapy went into the restaurant, the waiter saw Soapy's dirty old trousers and terrible shoes.

Strong hands turned him round and helped him out into the street again.

So now he had to think of something different. Soapy walked away from Broadway and soon he found himself on Sixth Avenue. He stopped in front of a shop window and looked at it. It was nice and bright, and everybody in the street could see him. Slowly and carefully he picked up a stone and threw it at the window. The glass broke with a loud noise. People ran round the corner and Soapy was happy, because the man in front was a policeman. Soapy did not move. He stood there with his hands in his pockets, and he smiled. 'I'll soon be in prison now,' he thought.

The policeman came up to Soapy. 'Who did that?' he asked.

'Perhaps I did,' Soapy replied.

But the policeman knew that people who break windows do not stop to talk to policemen. They run away. And just then the policeman saw another man, who was running to catch a bus. So the policeman ran after him. Soapy watched for a minute. Then he walked away. No luck again! He began to feel cross.

But on the opposite side of the road he saw a little restaurant. 'Ah, that'll be all right,' he thought, and he went in. This time nobody looked at his trousers and his shoes. He enjoyed his meal, and then he looked up at the waiter, smiled and said, 'I haven't got any money, you know. Now, call the police. And do it

quickly. I'm tired!'

'No police for you!' the waiter answered. 'Hey! Jo!'

Another waiter came, and together they threw Soapy out into the cold street. Soapy lay there, very angry. With difficulty, he stood up. His nice warm prison was still far away, and Soapy was very unhappy. He felt worse because a policeman, who was standing near, laughed and walked away.

Soapy moved on, but he walked for a long time before he tried again. This time it looked easy.

A nice young woman was standing in front of a shop window. Not very far away there was also a policeman. Soapy moved nearer to the young woman. He saw that the policeman was watching him. Then he said to the young woman, with a smile, 'Why don't you come with me, my dear? I can give you a good time.'

The young woman moved away a little and looked more carefully into the shop window. Soapy looked at the policeman. Yes, he was still watching. Then he spoke to the young woman again. In a minute she would call the policeman. Soapy could almost see the prison doors. Suddenly, the young woman took hold of his arm.

'OK,' she said happily. 'If you buy me a drink. Let's go before that policeman sees us.'

And poor Soapy walked away with the young woman, who still held on to his arm. He was very unhappy.

At the next corner he ran away from the woman. Suddenly he was afraid. 'I'm never going to get to prison,' he thought.

Slowly, he walked on and came to a street with a lot of theatres. There were a lot of people there, rich people in their best clothes. Soapy had to do something to get to prison. He did not want to spend another night on his seat in Madison Square. What could he do? Then he saw a policeman near him, so he began to sing and shout and make a lot of noise. This time they must send him to prison. But the policeman turned his back to Soapy and said to a man who was standing near, 'He's had too much to drink, but he's not dangerous. We'll leave him alone tonight.'

What was the matter with the police? Soapy was really unhappy now, but he stopped making a noise. How could he get to prison? The wind was cold, and he pulled his thin coat around him.

But, just then, inside a shop, he saw a man with an expensive umbrella. The man put his umbrella down near the door, and took out a cigarette. Soapy went into the shop, picked up the umbrella, and, slowly, he began to walk away. The man came quickly after him.

'That's my umbrella,' he said.

'Oh, is it?' Soapy replied. 'Then why don't you call a policeman? I took it, and you say it's your umbrella. Go on, then. Call a policeman! Look! There's one on the corner.'

The umbrella man looked unhappy. 'Well, you know, perhaps I've made a mistake. I took it from a restaurant this morning. If it's yours, well, I'm very sorry . . .'

'Of course it's my umbrella,' Soapy said.

The policeman looked at them - and the umbrella man walked away. The policeman went to help a beautiful young girl to cross the road.

Soapy was really angry now. He threw the umbrella away and said many bad things about policemen. Just because he wanted to go to prison, they did not want to send him there. He could do nothing wrong!

He began to walk back to Madison Square and home - his seat.

But on a quiet corner, Soapy suddenly stopped. Here, in the middle of the city, was a beautiful old church. Through one purple window he could see a soft light, and sweet music was coming from inside the church. The moon was high in the sky and everything was quiet. For a few seconds it was like a country church and Soapy remembered other, happier days. He thought of the days when he had a mother, and friends, and beautiful things in his life.

Then he thought about his life now - the empty days, the dead plans. And then a wonderful thing happened. Soapy decided to change his life and be a new man. 'Tomorrow,' he said to himself, 'I'll go into town and find work. My life will be good again. I'll be somebody important. Everything will be different. I'll . . .'

Soapy felt a hand on his arm. He jumped and looked round quickly - into the face of a policeman!

'What are you doing here?' asked the policeman.

'Nothing,' Soapy answered.

'Then come with me,' the policeman said.

'Three months in prison,' they told Soapy the next.

5.3.5 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПКД-6

Soapy's Choice

Soapy sat on a seat in Madison Square, New York, and looked up at the sky. A dead leaf fell onto his arm. Winter was coming, and Soapy knew that he must make his plans. He moved unhappily on his seat.

He wanted three months in a nice, warm prison, with food and good friends. This was how he usually spent his winters. And now it was time, because, at night on his seat in the square, three newspapers did not keep out the cold.

So Soapy decided to go to prison, and at once began to try his first plan. It was usually easy. He ate dinner in an expensive restaurant. Then he told them he had no money and they called a policeman. Nice and easy, with no trouble.

So Soapy left his seat, and walked slowly along the street. Soon he came to a bright restaurant on Broadway. Ah! This was all right. He just had to get to a table in the restaurant and sit down. That was all, because, when he sat down, people could only see his coat and his shirt, which were not very old. Nobody could see his trousers. He thought about the meal – not too expensive, but good.

But when Soapy went into the restaurant, the waiter saw Soapy's dirty old trousers and terrible shoes.

Strong hands turned him round and helped him out into the street again.

So now he had to think of something different. Soapy walked away from Broadway and soon he found himself on Sixth Avenue. He stopped in front of a shop window and looked at it. It was nice and bright, and everybody in the street could see him. Slowly and carefully he picked up a stone and threw it at the window. The glass broke with a loud noise. People ran round the corner and Soapy was happy, because the man in front was a policeman. Soapy did not move. He stood there with his hands in his pockets, and he smiled. 'I'll soon be in prison now,' he thought.

The policeman came up to Soapy. 'Who did that?' he asked.

'Perhaps I did,' Soapy replied.

But the policeman knew that people who break windows do not stop to talk to policemen. They run away. And just then the policeman saw another man, who was running to catch a bus. So the policeman ran after him. Soapy watched for a minute. Then he walked away. No luck again! He began to feel cross.

But on the opposite side of the road he saw a little restaurant. 'Ah, that'll be all right,' he thought, and he went in. This time nobody looked at his trousers and his shoes. He enjoyed his meal, and then he looked up at the waiter, smiled and said, 'I haven't got any money, you know. Now, call the police. And do it

quickly. I'm tired!

'No police for you!' the waiter answered. 'Hey! Jo!'

Another waiter came, and together they threw Soapy out into the cold street. Soapy lay there, very angry. With difficulty, he stood up. His nice warm prison was still far away, and Soapy was very unhappy. He felt worse because a policeman, who was standing near, laughed and walked away.

Soapy moved on, but he walked for a long time before he tried again. This time it looked easy.

A nice young woman was standing in front of a shop window. Not very far away there was also a policeman. Soapy moved nearer to the young woman. He saw that the policeman was watching him. Then he said to the young woman, with a smile, 'Why don't you come with me, my dear? I can give you a good time.'

The young woman moved away a little and looked more carefully into the shop window. Soapy looked at the policeman. Yes, he was still watching. Then he spoke to the young woman again. In a minute she would call the policeman. Soapy could almost see the prison doors. Suddenly, the young woman took hold of his arm.

'OK,' she said happily. 'If you buy me a drink. Let's go before that policeman sees us.'

And poor Soapy walked away with the young woman, who still held on to his arm. He was very unhappy.

At the next corner he ran away from the woman. Suddenly he was afraid. 'I'm never going to get to prison,' he thought.

Slowly, he walked on and came to a street with a lot of theatres. There were a lot of people there, rich people in their best clothes. Soapy had to do something to get to prison. He did not want to spend another night on his seat in Madison Square. What could he do? Then he saw a policeman near him, so he began to sing and shout and make a lot of noise. This time they must send him to prison. But the policeman turned his back to Soapy and said to a man who was standing near, 'He's had too much to drink, but he's not dangerous. We'll leave him alone tonight.'

What was the matter with the police? Soapy was really unhappy now, but he stopped making a noise. How could he get to prison? The wind was cold, and he pulled his thin coat around him.

But, just then, inside a shop, he saw a man with an expensive umbrella. The man put his umbrella down near the door, and took out a cigarette. Soapy went into the shop, picked up the umbrella, and, slowly, he began to walk away. The man came quickly after him.

'That's my umbrella,' he said.

'Oh, is it?' Soapy replied. 'Then why don't you call a policeman? I took it, and you say it's your umbrella. Go on, then. Call a policeman! Look! There's one on the corner.'

The umbrella man looked unhappy. 'Well, you know, perhaps I've made a mistake. I took it from a restaurant this morning. If it's yours, well, I'm very sorry . . .'

'Of course it's my umbrella,' Soapy said.

The policeman looked at them - and the umbrella man walked away. The policeman went to help a beautiful young girl to cross the road.

Soapy was really angry now. He threw the umbrella away and said many bad things about policemen. Just because he wanted to go to prison, they did not want to send him there. He could do nothing wrong!

He began to walk back to Madison Square and home - his seat.

But on a quiet corner, Soapy suddenly stopped. Here, in the middle of the city, was a beautiful old church. Through one purple window he could see a soft light, and sweet music was coming from inside the church. The moon was high in the sky and everything was quiet. For a few seconds it was like a country church and Soapy remembered other, happier days. He thought of the days when he had a mother, and friends, and beautiful things in his life.

Then he thought about his life now - the empty days, the dead plans. And then a wonderful thing happened. Soapy decided to change his life and be a new man. 'Tomorrow,' he said to himself, 'I'll go into town and find work. My life will be good again. I'll be somebody important. Everything will be different. I'll . . .'

Soapy felt a hand on his arm. He jumped and looked round quickly - into the face of a policeman!

'What are you doing here?' asked the policeman.

'Nothing,' Soapy answered.

'Then come with me,' the policeman said.

'Three months in prison,' they told Soapy the next.

5.3.6 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПКД-7

Soapy's Choice

Soapy sat on a seat in Madison Square, New York, and looked up at the sky. A dead leaf fell onto his arm. Winter was coming, and Soapy knew that he must make his plans. He moved unhappily on his seat.

He wanted three months in a nice, warm prison, with food and good friends. This was how he usually spent his winters. And now it was time, because, at night on his seat in the square, three newspapers did not keep out the cold.

So Soapy decided to go to prison, and at once began to try his first plan. It was usually easy. He ate dinner in an expensive restaurant. Then he told them he had no money and they called a policeman. Nice and easy, with no trouble.

So Soapy left his seat, and walked slowly along the street. Soon he came to a bright restaurant on Broadway. Ah! This was all right. He just had to get to a table in the restaurant and sit down. That was all, because, when he sat down, people could only see his coat and his shirt, which were not very old. Nobody could see his trousers. He thought about the meal – not too expensive, but good.

But when Soapy went into the restaurant, the waiter saw Soapy's dirty old trousers and terrible shoes.

Strong hands turned him round and helped him out into the street again.

So now he had to think of something different. Soapy walked away from Broadway and soon he found himself on Sixth Avenue. He stopped in front of a shop window and looked at it. It was nice and bright, and everybody in the street could see him. Slowly and carefully he picked up a stone and threw it at the window. The glass broke with a loud noise. People ran round the corner and Soapy was happy, because the man in front was a policeman. Soapy did not move. He stood there with his hands in his pockets, and he smiled. 'I'll soon be in prison now,' he thought.

The policeman came up to Soapy. 'Who did that?' he asked.

'Perhaps I did,' Soapy replied.

But the policeman knew that people who break windows do not stop to talk to policemen. They run away. And just then the policeman saw another man, who was running to catch a bus. So the policeman ran after him. Soapy watched for a minute. Then he walked away. No luck again! He began to feel cross.

But on the opposite side of the road he saw a little restaurant. 'Ah, that'll be all right,' he thought, and he went in. This time nobody looked at his trousers and his shoes. He enjoyed his meal, and then he looked up at the waiter, smiled and said, 'I haven't got any money, you know. Now, call the police. And do it

quickly. I'm tired!'

'No police for you!' the waiter answered. 'Hey! Jo!'

Another waiter came, and together they threw Soapy out into the cold street. Soapy lay there, very angry. With difficulty, he stood up. His nice warm prison was still far away, and Soapy was very unhappy. He felt worse because a policeman, who was standing near, laughed and walked away.

Soapy moved on, but he walked for a long time before he tried again. This time it looked easy.

A nice young woman was standing in front of a shop window. Not very far away there was also a policeman. Soapy moved nearer to the young woman. He saw that the policeman was watching him. Then he said to the young woman, with a smile, 'Why don't you come with me, my dear? I can give you a good time.'

The young woman moved away a little and looked more carefully into the shop window. Soapy looked at the policeman. Yes, he was still watching. Then he spoke to the young woman again. In a minute she would call the policeman. Soapy could almost see the prison doors. Suddenly, the young woman took hold of his arm.

'OK,' she said happily. 'If you buy me a drink. Let's go before that policeman sees us.'

And poor Soapy walked away with the young woman, who still held on to his arm. He was very unhappy.

At the next corner he ran away from the woman. Suddenly he was afraid. 'I'm never going to get to prison,' he thought.

Slowly, he walked on and came to a street with a lot of theatres. There were a lot of people there, rich people in their best clothes. Soapy had to do something to get to prison. He did not want to spend another night on his seat in Madison Square. What could he do? Then he saw a policeman near him, so he began to sing and shout and make a lot of noise. This time they must send him to prison. But the policeman turned his back to Soapy and said to a man who was standing near, 'He's had too much to drink, but he's not dangerous. We'll leave him alone tonight.'

What was the matter with the police? Soapy was really unhappy now, but he stopped making a noise. How could he get to prison? The wind was cold, and he pulled his thin coat around him.

But, just then, inside a shop, he saw a man with an expensive umbrella. The man put his umbrella down near the door, and took out a cigarette. Soapy went into the shop, picked up the umbrella, and, slowly, he began to walk away. The man came quickly after him.

'That's my umbrella,' he said.

'Oh, is it?' Soapy replied. 'Then why don't you call a policeman? I took it, and you say it's your umbrella. Go on, then. Call a policeman! Look! There's one on the corner.'

The umbrella man looked unhappy. 'Well, you know, perhaps I've made a mistake. I took it from a restaurant this morning. If it's yours, well, I'm very sorry . . .'

'Of course it's my umbrella,' Soapy said.

The policeman looked at them - and the umbrella man walked away. The policeman went to help a beautiful young girl to cross the road.

Soapy was really angry now. He threw the umbrella away and said many bad things about policemen. Just because he wanted to go to prison, they did not want to send him there. He could do nothing wrong!

He began to walk back to Madison Square and home - his seat.

But on a quiet corner, Soapy suddenly stopped. Here, in the middle of the city, was a beautiful old church. Through one purple window he could see a soft light, and sweet music was coming from inside the church. The moon was high in the sky and everything was quiet. For a few seconds it was like a country church and Soapy remembered other, happier days. He thought of the days when he had a mother, and friends, and beautiful things in his life.

Then he thought about his life now - the empty days, the dead plans. And then a wonderful thing happened. Soapy decided to change his life and be a new man. 'Tomorrow,' he said to himself, 'I'll go into town and find work. My life will be good again. I'll be somebody important. Everything will be different. I'll . . .'

Soapy felt a hand on his arm. He jumped and looked round quickly - into the face of a policeman!

'What are you doing here?' asked the policeman.

'Nothing,' Soapy answered.

'Then come with me,' the policeman said.

'Three months in prison,' they told Soapy the next.

Критерии оценивания (оценочное средство - Практическое задание)

Оценка	Критерии оценивания
превосходно	

Оценка	Критерии оценивания
отлично	
очень хорошо	
хорошо	
удовлетворительно	
неудовлетворительно	
плохо	

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Волков В. В. Основы филологии. Антропоцентризм, языковая личность и прагматилистика текста : учебное пособие / Волков В. В. - 3-е изд., стер. - Москва : ФЛИНТА, 2019. - 148 с. - Библиогр.: доступна в карточке книги, на сайте ЭБС Лань. - Книга из коллекции ФЛИНТА - Языкознание и литературоведение. - ISBN 978-5-9765-2016-5., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=778419&idb=0>.
2. Александрова Ольга Викторовна. Современный английский язык для филологов : Учебник для академического бакалавриата / Александрова О. В., Васильев В. В. - 2-е изд. - Москва : Юрайт, 2017. - 322 с. - (Высшее образование). - ISBN 978-5-534-04984-8 : 619.00. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=576855&idb=0>.

Дополнительная литература:

1. Английский язык (Магистратура) / Фролова В.П., Кожанова Л.В., Молодых Е.А. Павлова С.В. - Москва : ВГУИТ, 2014., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=651850&idb=0>.
2. Английский язык (Магистратура). Английский язык (Магистратура) : Учебное пособие / Фролова В. П., Кожанова Л. В., Молодых Е. А., Павлова С. В. - Воронеж : ВГУИТ, 2014. - 174 с. - Утверждено редакционно-издательским советом университета в качестве учебного пособия. - Библиогр.: доступна в карточке книги, на сайте ЭБС Лань. - Книга из коллекции ВГУИТ - Языкознание и литературоведение. - ISBN 978-5-00032-068-6., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=715926&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

<http://elibrary.ru>

Научная электронная библиотека

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

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