

Частное образовательное учреждение высшего образования  
«САНКТ-ПЕТЕРБУРГСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ  
УПРАВЛЕНИЯ И ЭКОНОМИКИ»

РАССМОТРЕНО И ОДОБРЕНО

УТВЕРЖДАЮ

На заседании кафедры лингвистики  
и переводоведения  
Протокол № 8 от 26.05.2023 г.

Первый проректор  
С.В. Авдашкевич  
28.06.2023

## РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Дисциплина:	Б1.О.10 Практикум по культуре речевого общения иностранного языка
Направление подготовки:	45.04.02 Лингвистика
Направленность (профиль):	Теория и практика иностранного языка и перевода
Уровень высшего образования:	Магистратура
Форма обучения:	очная, заочная, очно-заочная
Разработчики:	Кандидат филологических наук, доцент Герасимова А. С.

Санкт-Петербург  
2023

**1. Цели и задачи дисциплины:***Цель освоения дисциплины:*

формирование и дальнейшее развитие у студентов, обучающихся по данной специальности, всех компонентов общей и коммуникативной компетенции: лингвистической, социокультурной, социолингвистической, дискурсивной, стратегической применительно ко всем видам коммуникативной деятельности. Сопутствующей целью является повышение культуры чтения текстов разных жанров на языке оригинала, а также общей культуры.

*Задачи дисциплины:*

изучение дискурсивных способов выражения фактуальной, концептуальной и подтекстовой информации в иноязычном тексте, а также развитие навыков извлечения данного рода информации в устных и письменных текстах различных форматов и регистров;

развитие творческих навыков и умений аргументированной устной и письменной речи в различных формах;

дальнейшее совершенствование коммуникативных навыков в различных сферах общения (бытовое общение, деловое общение, научная дискуссия и т.д.);

расширение и активизация словарного запаса и синтаксических структур, усвоенных в ходе обучения на предыдущих курсах, и их интенсивное использование в устной и письменной речи

**2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы высшего образования**

Планируемые результаты освоения ОП ВО (код и содержание компетенций)	Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Примечание
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1 Знает технологии коммуникативного процесса, в том числе на иностранных языках, для академического и профессионального взаимодействия. УК-4.2 Умеет применять коммуникативные технологии, методы и способы делового общения, в том числе на иностранных языках, для академического и профессионального взаимодействия. УК-4.3 Способен осуществлять эффективные коммуникации, в том числе на иностранных языках.	Наименование категории (группы) компетенций: «Коммуникация»
ОПК-4 Способен создавать и понимать речевые произведения на изучаемом иностранном языке в устной и письменной формах применительно к официальному, нейтральному и неофициальному регистрам общения;	ОПК-4.1 Знает правила построения высказывания в соответствии с нормами изучаемого иностранного языка; стилистические особенности официального, нейтрального и неофициального регистров общения. ОПК-4.2 Умеет осуществлять выбор вербальных средств в ситуациях общения с учетом их семантических особенностей; использовать языковые формы в соответствии с ситуативным контекстом и регистром общения. ОПК-4.3 Способен коммуницировать в устной и письменной формах применительно к официальному, нейтральному и неофициальному регистрам общения.	-

Планируемые результаты освоения ОП ВО (код и содержание компетенций)	Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Примечание
ОПК-5 Способен осуществлять межъязыковое и межкультурное взаимодействие с носителями изучаемого языка в соответствии с правилами и традициями межкультурного профессионального общения, правилами речевого общения в иноязычном социуме;	ОПК-5.1 Знает правила и традиции межкультурного профессионального общения, в том числе в иноязычном социуме.	-
	ОПК-5.2 Умеет применять знания иностранного языка для взаимодействия с носителями языка, соблюдая правила и традиции как общей, так и профессиональной сфер межкультурного общения.	
	ОПК-5.3 Способен осуществлять коммуникацию на иностранном языке с его носителями в общей и профессиональной сферах, корректно употреблять клише и выражения, принятые в иноязычном социуме в различных коммуникативных ситуациях.	

Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Планируемые результаты обучения по дисциплине
УК-4.1. Знает технологии коммуникативного процесса, в том числе на иностранных языках, для академического и профессионального взаимодействия.	Знает основные понятия функциональной стилистики; основные особенности научного дискурса
УК-4.2. Умеет применять коммуникативные технологии, методы и способы делового общения, в том числе на иностранных языках, для академического и профессионального взаимодействия.	Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках.
УК-4.3. Способен осуществлять эффективные коммуникации, в том числе на иностранных языках.	Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения
ОПК-4.1. Знает правила построения высказывания в соответствии с нормами изучаемого иностранного языка; стилистические особенности официального, нейтрального и неофициального регистров общения.	Знает социальные нормы иноязычного социума; культурных ценностей, присущих иноязычному социуму.
ОПК-4.2. Умеет осуществлять выбор вербальных средств в ситуациях общения с учетом их семантических особенностей; использовать языковые формы в соответствии с ситуативным контекстом и регистром общения.	Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране.
ОПК-4.3. Способен коммуницировать в устной и письменной формах применительно к официальному, нейтральному и неофициальному регистрам общения.	Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптации собственного поведения к стандартам иноязычной культуры.
ОПК-5.1. Знает правила и традиции межкультурного профессионального общения, в том числе в иноязычном социуме.	Знает способы представления ценностных ориентаций культуры в изучаемом языке; правил и традиций межкультурного и профессионального общения.
ОПК-5.2. Умеет применять знания иностранного языка для взаимодействия с носителями языка, соблюдая правила и традиции как общей, так и профессиональной сфер межкультурного общения.	Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения.
ОПК-5.3. Способен осуществлять коммуникацию на иностранном языке с его носителями в общей и профессиональной сферах, корректно употреблять клише и выражения, принятые в иноязычном социуме в различных коммуникативных ситуациях.	Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.

**3. Содержание, объем дисциплины и формы проведения занятий**

№ п/п	Наименование темы дисциплины	Компетенции	Оценочные средства текущего контроля		
			ЗНАТЬ	УМЕТЬ	ВЛАДЕТЬ
			ОПК-4.1 ОПК-5.1 УК-4.1	ОПК-4.2 ОПК-5.2 УК-4.2	ОПК-4.3 ОПК-5.3 УК-4.3
1	News Media and Journalism (Средства массовой информации)	УК-4 ОПК-4 ОПК-5	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)	Доклад, сообщение/ Реферат №1 (10)	Задания творческого уровня №1 (20)
2	Longlife Education (Образование)	УК-4 ОПК-4 ОПК-5	Коллоквиум/ Проект (групповой проект) №1 (20)	Доклад, сообщение/ Реферат №2 (10)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
<b>Количество баллов (100 баллов):</b>			100		
3	Lifestyles (Образ жизни)	УК-4 ОПК-4 ОПК-5	Доклад, сообщение/ Реферат №3 (10)	Коллоквиум/ Проект (групповой проект) №2 (20)	Деловая и (или) ролевая игра/Кейс-задача №2 (20)
4	Science and Technologies (Наука и технологии)	УК-4 ОПК-4 ОПК-5	Коллоквиум/ Проект (групповой проект) №3 (20)	Доклад, сообщение/ Реферат №4 (10)	Деловая и (или) ролевая игра/Кейс-задача №3 (20)
<b>Количество баллов (100 баллов):</b>			100		
5	Languages (языки)	УК-4 ОПК-4 ОПК-5	Доклад, сообщение/ Реферат №5 (10)	Коллоквиум/ Проект (групповой проект) №4 (20)	Задания творческого уровня №2 (20)
6	Medicine and related social issues (Медицина и социальные проблемы)	УК-4 ОПК-4 ОПК-5	Коллоквиум/ Проект (групповой проект) №5 (20)	Доклад, сообщение/ Реферат №6 (10)	Деловая и (или) ролевая игра/Кейс-задача №4 (20)
<b>Количество баллов (100 баллов):</b>			100		
7	Culture Matters (Проблемы культурной среды)	УК-4 ОПК-4 ОПК-5	Доклад, сообщение/ Реферат №7 (10)	Коллоквиум/ Проект (групповой проект) №6 (20)	Задания творческого уровня №3 (20)
8	Jobs and Careers (карьера и профессиональный рост)	УК-4 ОПК-4 ОПК-5	Собеседование, опрос/ Контрольная работа №1 (10)	Коллоквиум/ Проект (групповой проект) №7 (20)	Деловая и (или) ролевая игра/Кейс-задача №5 (20)
<b>Количество баллов (100 баллов):</b>			100		

**Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа****Тема 1: News Media and Journalism (Средства массовой информации)****Практические занятия/самостоятельная работа:**

<b>Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа</b>
<p>Роль прессы, радио и телевидения в жизни современного человека. Пресса: виды прессы с расчётом на разные категории читателей. Предпочтения молодёжи при выборе прессы. Популярная пресса и бульварная пресса. Радио. Музыка и реклама на радио. Радиопостановки и радиопрограммы для разных возрастных групп. Любимые радиостанции. Телевидение. Жанры передач на телевидении. Программы для разных типов телевизионной аудитории. Любимые телепередачи. Любимые телеведущие. Телевидение вчера и сегодня. Средства массовой информации и воспитание подрастающего поколения. Информация и «промывание мозгов». Манипуляция поведением людей при помощи средств массовой информации. Дискурсивная структура и языковая организация функционально-стилевых разновидностей газетно-публицистического текста. Дискурсивные способы выражения фактуальной информации в иноязычном тексте. Языковая интерпретация газетно-публицистического текста. Языковые характеристики и национально-культурная специфика лексического, семантического, грамматического, аспектов устной подготовленной речи.</p> <p><b>Лабораторная работа:</b> -</p>
<p><b>Тема 2: Longlife Education (Образование)</b>  <b>Практические занятия/самостоятельная работа:</b>  Дискурсивная структура и языковая организация функционально-стилевых разновидностей художественного текста. Дискурсивные способы выражения фактуальной информации в иноязычном тексте. Языковая интерпретация художественного текста. Языковые характеристики и национально-культурная специфика лексического, семантического, грамматического аспектов письменной речи/  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 3: Lifestyles (Образ жизни)</b>  <b>Практические занятия/самостоятельная работа:</b>  Дискурсивная структура и языковая организация функционально-стилевых разновидностей газетно-публицистического текста. Дискурсивные способы выражения концептуальной и подтекстовой информации в иноязычном тексте. Эстетическая интерпретация газетно-публицистического текста.  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 4: Science and Technologies (Наука и технологии)</b>  <b>Практические занятия/самостоятельная работа:</b>  Дискурсивная структура и языковая организация функционально-стилевых разновидностей научного текста, его лингвистический анализ. Дискурсивные способы выражения концептуальной и подтекстовой информации в иноязычном тексте.  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 5: Languages (языки)</b>  <b>Практические занятия/самостоятельная работа:</b>  Дискурсивная структура и языковая организация функционально-стилевых разновидностей научного текста. Дискурсивные способы выражения концептуальной и подтекстовой информации в иноязычном тексте  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 6: Medicine and related social issues (Медицина и социальные проблемы)</b>  <b>Практические занятия/самостоятельная работа:</b>  Дискурсивная структура и языковая организация функционально-стилевых разновидностей научного текста, его лингвистический анализ. Дискурсивные способы выражения концептуальной и подтекстовой информации в иноязычном тексте.  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 7: Culture Matters (Проблемы культурной среды)</b>  <b>Практические занятия/самостоятельная работа:</b>  Дискурсивная структура и языковая организация функционально-стилевых разновидностей публицистического, художественного (поэтического) текстов. Языковые характеристики и национально-культурная специфика лексического, семантического, грамматического, прагматического и дискурсивного аспектов устной и письменной неподготовленной речи.  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 8: Jobs and Careers (карьера и профессиональный рост)</b>  <b>Практические занятия/самостоятельная работа:</b>  Дискурсивная структура и языковая организация функционально-стилевых разновидностей делового текста, его лингвистический анализ. Языковые характеристики и национально-культурная специфика лексического, семантического, грамматического, прагматического и дискурсивного аспектов устной / письменной речи, подготовленной / неподготовленной. Официальный стиль речи.  <b>Лабораторная работа:</b>-</p>
<p><b>Курсовая работа:</b>  не предусмотрено учебным планом</p>

*Очная форма обучения*

Вид учебной работы	Всего часов	Семестр 1	Семестр 2	Семестр 3	Семестр 4
Аудиторные занятия (АЗ):	188	64	64	28	32
Лекционные занятия (Лек)	0	0	0	0	0
Лабораторные занятия (Лаб)	0	0	0	0	0
Практические занятия (Пр)	188	64	64	28	32
Самостоятельная работа студента (СР)	239	81	73	40	45
Курсовая работа	0	0	0	0	0
Другие виды самостоятельной работы*	239	81	73	40	45
Контроль самостоятельной работы (КСР)	23	8	7	4	4
Контактная работа (КоР)	211	72	71	32	36
Форма промежуточной аттестации	0	Экзамен	Экзамен	Экзамен	Экзамен
Подготовка к экзамену и сдача экзамена (СР, КоР)	126	27	36	36	27
Общая трудоемкость дисциплины, часы/ЗЕТ	576/16	180/5	180/5	108/3	108/3

\* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	News Media and Journalism (Средства массовой информации)	1	0	32	0	40	32
2	Longlife Education (Образование)	1	0	32	0	41	32
Итого за 1 семестр:			0	64	0	81	64
3	Lifestyles (Образ жизни)	2	0	32	0	37	32
4	Science and Technologies (Наука и технологии)	2	0	32	0	36	32
Итого за 2 семестр:			0	64	0	73	64
5	Languages (языки)	3	0	14	0	20	14
6	Medicine and related social issues (Медицина и социальные проблемы)	3	0	14	0	20	14
Итого за 3 семестр:			0	28	0	40	28
7	Culture Matters (Проблемы культурной среды)	4	0	14	0	23	14
8	Jobs and Careers (карьера и профессиональный рост)	4	0	16	0	23	16
Итого за 4 семестр:			0	32	0	45	30
Итого:			0	188	0	239	186

\* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

*Заочная форма обучения*

Вид учебной работы	Всего часов	Семестр 1	Семестр 2	Семестр 3	Семестр 4
Аудиторные занятия (АЗ):	40	12	12	8	8
Лекционные занятия (Лек)	0	0	0	0	0
Лабораторные занятия (Лаб)	0	0	0	0	0

45.04.02 Лингвистика, направленность (профиль) "Теория и практика иностранного языка и перевода"

Рабочая программа дисциплины

Дисциплина: Б1.О.10 Практикум по культуре речевого общения иностранного языка

Форма обучения: очная, заочная, очно-заочная

Разработана для приема 2021/2022, 2022/2023 учебного года

Обновлена на 2023/2024 учебный год

Вид учебной работы	Всего часов	Семестр 1	Семестр 2	Семестр 3	Семестр 4
Практические занятия (Пр)	40	12	12	8	8
Самостоятельная работа студента (СР)	476	151	151	87	87
Курсовая работа	0	0	0	0	0
Другие виды самостоятельной работы*	476	151	151	87	87
Контроль самостоятельной работы (КСР)	24	8	8	4	4
Контактная работа (КоР)	64	20	20	12	12
Форма промежуточной аттестации	0	Экзамен	Экзамен	Экзамен	Экзамен
Подготовка к экзамену/зачету и сдача экзамена/зачета (СР, КоР)	36	9	9	9	9
Общая трудоемкость дисциплины, часы/ЗЕТ	576/16	180/5	180/5	108/3	108/3

\* Подготовка к аудиторным занятиям

№	Наименование темы дисциплины	Семестр/Курс	Количество учебных часов			СР	Практическая подготовка
			В том числе по видам аудиторных занятий				
			Лек	Пр	Лаб		
1	News Media and Journalism (Средства массовой информации)	1	0	6	0	76	32
2	Longlife Education (Образование)	1	0	6	0	75	32
Итого за 1 семестр:			0	12	0	151	64
3	Lifestyles (Образ жизни)	2	0	6	0	76	32
4	Science and Technologies (Наука и технологии)	2	0	6	0	75	32
Итого за 2 семестр:			0	12	0	151	64
5	Languages (языки)	3	0	4	0	44	14
6	Medicine and related social issues (Медицина и социальные проблемы)	3	0	4	0	43	14
Итого за 3 семестр:			0	8	0	87	28
7	Culture Matters (Проблемы культурной среды)	4	0	4	0	44	14
8	Jobs and Careers (карьера и профессиональный рост)	4	0	4	0	43	16
Итого за 4 семестр:			0	8	0	87	30
Итого:			0	40	0	476	186

\* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

#### Очно-заочная форма обучения

Вид учебной работы	Всего часов	Семестр 1	Семестр 2	Семестр 3	Семестр 4
Аудиторные занятия (АЗ):	130	32	48	18	32
Лекционные занятия (Лек)	0	0	0	0	0
Лабораторные занятия (Лаб)	0	0	0	0	0
Практические занятия (Пр)	130	32	48	18	32
Самостоятельная работа студента (СР)	304	115	91	51	47
Курсовая работа	0	0	0	0	0

Вид учебной работы	Всего часов	Семестр 1	Семестр 2	Семестр 3	Семестр 4
Другие виды самостоятельной работы*	304	115	91	51	47
Контроль самостоятельной работы (КСР)	16	6	5	3	2
Контактная работа (КоР)	146	38	53	21	34
Форма промежуточной аттестации	0	Экзамен	Экзамен	Экзамен	Экзамен
Подготовка к экзамену и сдача экзамена (СР, КоР)	126	27	36	36	27
Общая трудоемкость дисциплины, часы/ЗЕТ	576/16	180/5	180/5	108/3	108/3

\* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	News Media and Journalism (Средства массовой информации)	1	0	16	0	58	32
2	Longlife Education (Образование)	1	0	16	0	57	32
Итого за 1 семестр:			0	32	0	115	64
3	Lifestyles (Образ жизни)	2	0	24	0	50	32
4	Science and Technologies (Наука и технологии)	2	0	24	0	50	32
Итого за 2 семестр:			0	48	0	91	64
5	Languages (языки)	3	0	10	0	25	14
6	Medicine and related social issues (Медицина и социальные проблемы)	3	0	8	0	26	14
Итого за 3 семестр:			0	18	0	51	28
7	Culture Matters (Проблемы культурной среды)	4	0	16	0	24	14
8	Jobs and Careers (карьера и профессиональный рост)	4	0	16	0	23	16
Итого за 4 семестр:			0	32	0	47	30
Итого:			0	130	0	304	186

\* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

#### 4. Способ реализации дисциплины

Без использования онлайн-курса.

#### 5. Учебно-методическое обеспечение дисциплины:

Основная литература:

1. ИСПАНСКИЙ ЯЗЫК. ОБЩИЙ КУРС ГРАММАТИКИ, ЛЕКСИКИ И РАЗГОВОРНОЙ ПРАКТИКИ. ПРОДВИНУТЫЙ ЭТАП 2-е изд., испр. и доп. Учебник и практикум для вузов / Ларионова М. В., Чибисова О. Б. - Московский государственный институт международных отношений (университет) МИД России (г. Москва), 2022 г. - 287 с. - ISBN 978-5-534-03266-6 – Режим доступа: <https://urait.ru/book/ispanskiy-yazyk-obschiy-kurs-grammatiki-leksiki-i-razgovornoj-praktiki-prodvintyy-etap-488858>

2. НЕМЕЦКИЙ ЯЗЫК ДЛЯ ГУМАНИТАРНЫХ ВУЗОВ + АУДИОЗАПИСИ 4-е изд., пер. и доп. Учебник и практикум для вузов / Катаева А. Г., Катаев С. Д., Гандельман В. А., 2022 г. - 269 с. - ISBN 978-5-534-01265-1 – Режим доступа: <https://urait.ru/book/nemeckiy-yazyk-dlya-humanitarnyh-vuzov-audiomaterialy-v-eps-488844>



**3. АНГЛИЙСКИЙ ЯЗЫК. НАВЫКИ УСТНОЙ РЕЧИ (I AM ALL EARS!) + АУДИОМАТЕРИАЛЫ 2-е изд., испр. и доп. Учебное пособие для вузов / Минаева Л. В., Луканина М. В., Варченко В. В. - Московский государственный университет имени М.В. Ломоносова (г. Москва), 2022 г. - 199 с. - ISBN 978-5-534-09265-3 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-navyki-ustnoy-rechi-i-am-all-ears-audiomaterialy-498909>**

*Дополнительная литература:*

**1. АНГЛИЙСКИЙ ЯЗЫК. РАЗГОВОРНАЯ РЕЧЬ. MODERN AMERICAN ENGLISH. COMMUNICATION GAMBITS 2-е изд., испр. и доп. Учебник и практикум для вузов / Гаврилов А. Н., Даниленко Л. П. - Томский государственный архитектурно-строительный университет (г. Томск), 2022 г. - 129 с. - ISBN 978-5-534-09168-7 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-razgovornaya-rech-modern-american-english-communication-gambits-490931>**

**2. ИСПАНСКИЙ ЯЗЫК. ОБЩИЙ КУРС ГРАММАТИКИ, ЛЕКСИКИ И РАЗГОВОРНОЙ ПРАКТИКИ. ПРОДВИНУТЫЙ ЭТАП 2-е изд., испр. и доп. Учебник и практикум для вузов / Ларионова М. В., Чибисова О. Б. - Московский государственный институт международных отношений (университет) МИД России (г. Москва), 2022 г. - 287 с. - ISBN 978-5-534-03266-6 – Режим доступа: <https://urait.ru/book/ispanskiy-yazyk-obschiy-kurs-grammatiki-leksiki-i-razgovornoj-praktiki-prodvintyy-etap-488858>**

**3. НЕМЕЦКИЙ ЯЗЫК ДЛЯ ИЗУЧАЮЩИХ МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ. Учебник для вузов / Иванова Т. К., Колпакова С. Г., Юсупова А. Ю. ; Отв. ред. Бушканец Л. Е. - Казанский (Приволжский) федеральный университет (г. Казань), 2022 г. - 248 с. - ISBN 978-5-534-10632-9 – Режим доступа: <https://urait.ru/book/nemeckiy-yazyk-dlya-izuchayuschih-mezhdunarodnye-otnosheniya-494695>**

**6. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения**

1. Операционная система
2. Пакет прикладных офисных программ
3. Антивирусное программное обеспечение
4. LMS Moodle
5. Вебинарная платформа

**7. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», информационных справочных систем и профессиональных баз данных, необходимых для освоения дисциплины**

1. [ibooks.ru](https://ibooks.ru) : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://ibooks.ru>. - Текст: электронный

2. Электронно-библиотечная система СПбУТУиЭ : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://libume.ru>. - Текст: электронный

3. Юрайт : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://urait.ru>. - Текст: электронный

4. [eLibrary.ru](http://elibrary.ru) : научная электронная библиотека [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://elibrary.ru>. - Текст: электронный

5. Архив научных журналов НЭИКОН [Электронный ресурс] : профессиональная база данных. - Режим доступа: [arhiv.neicon.ru](http://arhiv.neicon.ru). - Текст: электронный

6. КиберЛенинка : научная электронная библиотека [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://cyberleninka.ru>. - Текст: электронный

7. Лань : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://e.lanbook.com>. - Текст: электронный

8. Philology.ru [Электронный ресурс] : информационная справочная система . - Режим доступа: <http://www.philology.ru>. - Текст: электронный

9. Языкознание.ру [Электронный ресурс] : информационная справочная система . - Режим доступа: <http://yazykoznanie.ru>. - Текст: электронный

10. Langinfo.ru: языкознание [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://www.langinfo.ru>. - Текст: электронный

11. Министерство иностранных дел Российской Федерации (МИД России): профессиональная база данных. - Режим доступа: <http://www.mid.ru>. - Текст: электронный

12. Министерства науки и высшего образования Российской Федерации: профессиональная база данных. - Режим доступа: <https://minobrnauki.gov.ru>. - Текст: электронный

13. Министерство культуры Российской Федерации (Минкультуры России): профессиональная база данных. - Режим доступа: <http://culture.gov.ru>. - Текст: электронный

## **8. Материально-техническое обеспечение дисциплины**

1. Учебная аудитория для проведения занятий семинарского типа - практических занятий, для групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, оборудованная: рабочими местами для обучающихся, оснащенными специальной мебелью; рабочим местом преподавателя, оснащенным специальной мебелью, персональным компьютером с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета; техническими средствами обучения - мультимедийным оборудованием (проектор, экран, колонки) и маркерной доской; лицензионным программным обеспечением

2. При применении электронного обучения, дистанционных образовательных технологий используются: виртуальные аналоги учебных аудиторий - вебинарные комнаты на вебинарных платформах, рабочее место преподавателя, оснащенное персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета [imeos.ru](http://imeos.ru), веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства), программным обеспечением; рабочее место обучающегося оснащено персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета [imeos.ru](http://imeos.ru), веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства). Авторизация на информационно-образовательном portalе Университета [imeos.ru](http://imeos.ru) и начало работы осуществляются с использованием персональной учетной записи (логина и пароля). Лицензионное программное обеспечение

3. Помещение для самостоятельной работы, оборудованное специальной мебелью, персональными компьютерами с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета, лицензионным программным обеспечением

## **9. Оценочные материалы по дисциплине**

Описание оценочных средств (показатели и критерии оценивания, шкалы оценивания) представлено в приложении к основной профессиональной образовательной программе «Каталог оценочных средств текущего контроля и промежуточной аттестации».

Процедуры оценивания знаний, умений, навыков и (или) опыта деятельности приводятся в соответствующих методических материалах и локальных нормативных актах Университета.

Для оценивания учебных достижений студентов в Университете действует балльно-рейтинговая система.

Если оценка, соответствующая набранной в семестре сумме рейтинговых баллов, удовлетворяет студента, то она является итоговой оценкой по дисциплине при проведении

промежуточной аттестации в форме экзамена/зачета с оценкой/зачета.

Условием сдачи экзамена/зачета с оценкой/зачета с целью повышения итоговой оценки по дисциплине является сдача студентом экзамена, за который он получает экзаменационные баллы без учета баллов, полученных за текущий контроль:

**Шкала оценивания учебных достижений по дисциплине, завершающейся зачетом без оценки**

Баллы по дисциплине	60 и менее		61-73		74-90		91-100	
Итоговая оценка по дисциплине	Незачет		Зачет					
Баллы в международной шкале ECTS с буквенным обозначением уровня	50 и менее	51-60	61-67	68-73	74-83	84-90	91-100	
	F	Fx	E	D	C	B	A	
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный	

**Шкала оценивания учебных достижений по дисциплине, завершающейся экзаменом/зачетом с оценкой**

Баллы по дисциплине	60 и менее		61-73		74-90		91-100	
Итоговая оценка по дисциплине	Неудовлетворительно		Удовлетворительно		Хорошо		Отлично	
Баллы в международной шкале ECTS с буквенным обозначением уровня	<50	51-60	61-67	68-73	74-83	84-90	91-100	
	F	Fx	E	D	C	B	A	
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный	

**9.1. Типовые контрольные задания для текущего контроля**

**Круглый стол, дискуссия, полемика, дебаты / Эссе № 1**

1. Пресса: виды прессы с расчётом на разные категории читателей.
2. Предпочтения молодёжи при выборе прессы.
3. Популярная пресса и бульварная пресса.
4. Радиопостановки и радиoproграммы для разных возрастных групп.
5. Жанры передач на телевидении.
6. Телевидение вчера и сегодня.

**Коллоквиум / Проект №1**

1) You are a part of the Students Council, whose members are concerned about a ban on smoking on the campus area proposed by the University Administration. The latter came up with the proposal after the publication of the latest statistic data on tobacco-related health problems, loss in productivity and concentration as well as increase in mortality among young smokers. Being well aware of the hazards associated with tobacco, you still feel that the needs and interests of the smoking segment of the campus population should also be regarded.

Work out a project that would resolve this controversy.

**Доклад, сообщение / Реферат №1**

1. Любимые телепередачи.
2. Любимые телеведущие.
3. Любимые радиостанции.

4. Популярная пресса и бульварная пресса.

5. Пресса: виды прессы с расчётом на разные категории читателей.

6. Информация и «промывание мозгов».

### **Доклад, сообщение / Реферат № 2**

1 Bilingual education has always been desired by parents who believe that learning a foreign language gives their kids advantages over other people in the future. Still such process requires some strength, efforts and time. Write about the advantages and difficulties of bilingual education. Would you like your baby studying in a bilingual school?

### **Задания творческого уровня №1**

1. Роль прессы, радио и телевидения в жизни современного человека.

2. Радио. Музыка и реклама на радио.

3. Телевидение. Жанры передач на телевидении. Программы для разных типов телевизионной аудитории.

4. Манипуляция поведением людей при помощи средств массовой информации.

5. Средства массовой информации и воспитание подрастающего поколения

### **Деловая и (или) ролевая игра / Кейс-задача №1**

1) Downloading an academic paper from the net to hand it in has become rather a rule than an exception with students. What is more, such papers are sold today at every corner for dime a dozen. The authorities of the university you work for are very much concerned about this situation. Some educators insist on using strict measures against all kinds of cheating, not ruling out even expulsion. However, there are many more who believe that plagiarism is just a matter of personal choice and is rather a moral than legal case.

You, as a part of the university community, are to decide how to treat cheaters and what steps to take against cheating.

### **Доклад, сообщение / Реферат № 3**

2 You are a specialist in occupational health. A patient of yours, an office worker, complains that he/she suffers from constant tiredness and stress. He/She is not satisfied with the quality of his/her work. What might be the reasons of such a condition? What would you recommend her/him?

### **Коллоквиум / Проект № 2**

1 You are an activist involved in the campaign Youth against underage alcohol abuse. You strongly believe that the problem could be effectively resolved if young people knew more about the potential dangers of alcohol abuse.

What arguments would you give to persuade your peers to give up alcohol? Get ready to give them advice on where and how to fight this injurious habit if they are too deeply involved and unable to give up on their own.

### **Коллоквиум / Проект № 3**

1. You are a member of the Government committee on health care. The head of the biotechnology company which has developed a gene therapy procedure applied to your committee. The company is

ready to begin human testing of this therapy and is asking for permission. What kind of questions would you ask to clear out the details about the clinical trials? Would give them a positive or a negative answer?

#### **Доклад, сообщение / Реферат №4**

1 The paradox of cloning technology has been widely discussed in mass media and in scientific papers. Weigh the costs and benefits of cloning and write about your considerations. What is your perspective on cloning?

#### **Деловая и (или) ролевая игра / Кейс-задача № 2**

1) You have found out that your friend has been involved with a sect. She/ he has changed a lot: manifests little interest to studies and social life; shows much anxiety and shuns friends and family. You have learnt that the sectarian preachers practice brainwashing and other methods to get the members deeply involved and make them shut the door on life.

Try your best and persuade your friend to quit. Make your speech convincing, appealing both to mind and heart.

2) As a former juror you have been invited to a TV debate around the institute of jury and its alternatives. Knowing this system from inside, you are supposed to comment on its strong and weak points as compared to the traditional "one judge – one verdict" approach. You are also to decide whether this system has outlived itself and should be replaced by far more progressive approaches like, say, the so called "cyber justice".

Which view will you side with? Give your reasons.

3) With the upsurge of the world crisis, more and more people are getting marginalized in terms of health care. It means that health care is increasingly unaffordable to some segments of population. As the Major's Counselor, come up with your analysis of the situation in health care system, its reasons, potential and real consequences. Show positive attitude and suggest as many ways to improve the situation as you can. You can rely on the world practice in resolving such problems.

#### **Деловая и (или) ролевая игра / Кейс-задача №3**

1. You are employed by a biotechnology company that wants to initialize human testing of a gene therapy procedure that it has developed. You are responsible for the safety of the experiments. Think about the list of issues that should be checked before the procedure starts. Warn the authority of the company about the potential risks and responsibilities.

#### **Доклад, сообщение / реферат №5**

1. The international language issue.
2. Dead languages – are they factually archaic?

#### **Доклад, сообщение / Реферат № 6**

a. Your best friend is wreck and ruin because of terrible backache and he is going to visit a doctor. You strongly believe that one of alternative therapies which you find particularly interesting and which you have experienced yourself, will help him. Tell your friend about your experience; give your

arguments in favour of alternative medicine and persuade your friend to try it.

b. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at diagnosing genetic disorders in early age, which later may seriously affect the heart. What arguments would give to support your viewpoint? Persuade your committee colleagues.

c. You are an infectious diseases specialist participating in the Doctors' World Congress. You have been involved in the discussion of the following issue: Is it possible to develop an effective response to AIDS and stop its rapid spread?

d. Your colleagues expect you to prepare a speech on the topic sharing your views on and experience in HIV/AIDS prevention.

#### **Коллоквиум / Проект № 4**

Create the project on the following topic:

1. Language Multitude as a basic hindrance to global comprehension
2. A global language house as a means of business bonds enforcement.

#### **Коллоквиум / Проект № 5**

a. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the rate from heart disease. You strongly believe that it will be more effective to invest money into the project which aim is to inform the public about the link between heart disease and lifestyle. Persuade your committee colleagues.

b. You work as a juror on a case about a medical error. A wrong organ has been transplanted to a patient and the nurse in charge is to be punished. However, in the course of investigation it was found out that, due to the shortage of hands, the nurse in question had to work two shifts non-stop instead of the planned one. Who is to be made responsible? Is it possible in principle to eliminate medical mistakes caused by human factor? Make your own choice and get ready to speak before the members of the jury either in favor or against the "guilty" verdict.

#### **Задание творческого уровня № 2**

##### **CONNECTIONS BETWEEN SENTENCES**

Read the numbered sentence. Then choose and circle the sentence, a or b, that logically follows it.

1 One obvious quality possessed by most immigrants to the United States is their willingness to make sacrifices as they pursue the goal of a better life for themselves and their children.

a They become part of an ethnic community where they make a network of contacts that is a source of support in their adjustment to their new lives.

b A significant proportion of them accept jobs that place them in a lower economic and social status than they had achieved at home.

2 Because contemporary immigrants continue using their native language, some native-born residents of the United States perceive them as not really committed to becoming fully integrated members of American society.

a Such a conclusion, however, is likely to be invalid, because it assumes – erroneously – that language shift should occur in the first generation of immigrants.

b Their language use demonstrates that today's immigrants are acquiring English and are assimilating into mainstream American life just as well as earlier European immigrants.

3 Between 1965 and 2000, the United States became a much more diverse society – ethnically and racially – than it had been in the preceding one hundred years.

a This development reflects the government’s successful attempt to preserve the ethnic and racial character of the nation.

b This development was the inevitable result of a shift from an immigration policy that was biased in favor of admitting Europeans to one that did not discriminate against people of other racial or ethnic backgrounds.

#### **Деловая и (или) Ролевая игра / кейс-задача №4**

a. You are a heart surgeon. Your patient has survived a heart attack and you performed an operation on him. Tell you patient about the post-heart attack risks and the behavior patterns he/she should follow to avoid a second one. Ask your patient about harmful habits. Give him/her the recommendations about the lifestyle.

b. You are a doctor. A patient of yours tells you that he has discovered that his roommate is HIV-positive. He is very concerned and wants your advice. Try to find words to soothe the person and tell him about the ways of HIV contamination.

c. You are a high-level government official. After suffering for many years from heart, kidney and liver disease, you have recently been told that you need an operation to replace all three organs. To increase your chances for successful outcome you will have to be cloned. What would you do? What do you think about cloning for therapeutic purposes?

#### **Доклад, сообщение / Реферат №7**

1. Most immigrants from Asian countries believe that Western culture has no respect for other cultures and traditions. This attitude forces them to annihilate their ethnic identity.

#### **Собеседование, опрос / Контрольная работа № 1**

##### **Fill in the prepositions**

1. Michael was always good\_\_\_\_\_office management. I guess he needs to apply \_\_\_\_\_ the position of a stuff manager.

2. I don’t have experience\_\_\_\_\_restaurant business. I am afraid I cant set\_\_\_\_\_and take it\_\_\_\_\_.

3. Your salary will depend\_\_\_\_\_the amount of sells you do and your creativity \_\_\_\_\_ work.

4. What sphere have you specialized\_\_\_\_\_before? – I worked\_\_\_\_\_a well-known sportswear company as a sells manager. Now I am interested\_\_\_\_\_public service.

5. They came\_\_\_\_\_agreement\_\_\_\_\_the promotion prospects and the pay raise in case their partners would bring\_\_a brand new product.

## **I. Word Formation: form adjectives and adverbs out of the words below**

1) Add

- 2) Apply
- 3) Effect
- 4) Help
- 5) Profession
- 6) Industry

## II. Fill in the gaps with the right phrasal verbs

1. The times were hard and a lot of companies were going out of business, so our company started to the number of employees.
2. I applied for several jobs but I was not successful, they all \_\_\_\_\_.
3. Jeremy attended an interview and successfully went through it, the manager \_\_\_\_\_.
4. The job was rather tiring and I didn't know much what to do, but my friend assured me that I would soon \_\_\_\_\_.
5. My new job didn't satisfy me at all. I had to \_\_\_\_\_ working conditions. Besides, I earned just enough to \_\_\_\_\_.
6. The lack of promotion prospects and a low salary really \_\_\_\_\_ when I worked in this low position.
7. She decided to return to study and \_\_\_\_\_ law.

## III. Choose the right answer about cover letter writing.

1. In a formal letter, where should the date go? At the bottom left of the page.  
At the top right-hand corner of the page, above your address.  
At the top right-hand corner of the page, under your address.  
At the bottom right of the page.
2. Which beginning does NOT go with a letter that ends with 'Yours faithfully'? Dear Sir  
Dear Madam  
Dear Ms Adler  
To Whom It May Concern
3. How should you end a letter that begins with 'Dear Miss Fahad'? Yours sincerely  
Yours sincerely  
Yours sincerley  
Your sincerely
4. "\_\_\_\_\_ the documents you requested". Which phrase should you use in a formal letter to be sent by post?  
Please find in  
Please look inside for  
Please find attached  
Please find enclosed
5. "\_\_\_\_\_, Anna". Anna is emailing the CEO of a company. She has never met her face-to-face so she is writing formally. Which is the best way to end the email?  
Kisses  
See you  
Love from  
Regards
6. "I am writing to \_\_\_\_\_". Which phrase could begin the first line of a formal letter of complaint?  
demand...



request your assistance with...

express my dissatisfaction with...

inform you about...

#### **IV. Writing**

##### **V.**

You found a summer job ad of a large multinational trade company in the local newspaper. You would like to apply for the position of an interpreter in the Russian branch. Write your CV and a cover letter to the staff manager in the appropriate style and format.

Mrs. L. Groom

Graduate Recruitment Manager The High Roller Group

Blue Base Road Birmingham, B2 12BE

#### **Коллоквиум / Проект №6**

Prepare the project in the following subject matter

1. Different members of different cultures will think that some things are beautiful.” – Jock Sturges
2. “Asia is not going to be civilized after the methods of the West. There is too much Asia and she is too old.” – Rudyard Kipling

#### **Коллоквиум / Проект №7**

You are a very successful solicitor in a city law firm. Recently you have come to the conclusion that your highly paid, high status job is just ‘a living death’. You don’t have much contact with people and no free time at all and the job doesn’t bring you satisfaction any more. What would you do? Would you resign from the law firm or take a period out of the fast lane?

As a social worker you deal with adolescent delinquents. Teenagers in the neighborhood you supervise are excessively aggressive and hardy. One of them is to be sent to a specialized institution due to the misdemeanor he was involved in. However there is an alternative – to put the boy on probation. You are one of those whose opinion about this case really matters.

Weigh up your decision and provide substantial arguments for your choice.

#### **Задание творческого уровня № 3**

##### **“THE CHALLENGE OF DIVERSITY”**

Choose one task from the following, define the type of argumentative essay, and write an essay. Remember to write down your full name, group number, and the number of the chosen task.

**TASK 1** To help a multicultural society overcome difficulties, which root from intolerance, stereotyping, and misperception, immigrants and native-born people must learn about each other’s cultural ways. How could such learning occur and be effective? Analyze the problems commonly associated with immigration and suggest steps which would help to make a smooth transition to a more fully integrated multiethnic society. Write an essay in about 350 words for 60 min.

**TASK 2** One of the charges traditionally directed at immigrants is that they are reluctant to assimilate and become part of the mainstream society. As evidence for this, opponents cite the tendency of immigrants to settle in their ethnic neighborhoods, and unwillingness to learn a new official language. Express your views on the problem of immigrants’ assimilation in a new land and the tendency to going back to their roots. Write an essay in about 350 words for 60 min.

**TASK 3** The experiment in multiculturalism is rather controversial. Some people argue that cultural and ethnic diversity has always been a source of strength in, for instance, American society. They consider that present government policy will inevitably lead to the development of large ethnic groups who

are not interested in becoming a part of the national community. This encouraged diversity has more potential dangers than benefits, has not it? Support your position with well-grounded arguments. Write an essay in about 350 words for 60 min.

TASK 4 It would be a mistake to assume that cultural diversity is problem-free. The truth is that immigration as well as being a long-term benefit to any multicultural society, has the potential to create its own immediate problems or to worsen the existing ones. Describe the pros and cons of a diverse society and the policy of multiculturalism. Do benefits outweigh negative outcomes of a multiethnic community? Write an essay in about 350 words for 60 min.

### **Деловая и (или) ролевая игра / Кейс-задача № 5**

a. You have recently become the president of a trade company and you think that your employees' performance is not satisfactory. In your opinion, the reason of this is stress and inappropriate working environment. You decided to change the situation. What innovations can you bring in to help your employees fight stress and to improve their working conditions?

b. You are a human-resources director at a law firm. You were assigned to interview new applicants for the positions of a legal counsel. What qualities should an applicant have, in your opinion, to meet the case? How are you going to plan the interview? Will the physical appearance influence your attitude toward the potential candidate?

c. Your best friend is a very gifted person, but at the same time he is rather cowering and shy. He complains to you that he is usually underrated at the job interviews as he can't overcome his shyness and advertise himself. What would you advise him to do to go through the interview successfully? Can you share some ploys to boost one's confidence?

d. You have recently become the president of a trade company and you think that your employees' performance is not satisfactory. In your opinion, the reason of this is stress and inappropriate working environment. You decided to change the situation. What innovations can you bring in to help your employees fight stress and to improve their working conditions?

## **9.2. Примерный перечень тем курсовой работы**

Не предусмотрено учебным планом

## **9.3. Типовые контрольные задания для промежуточной аттестации: экзамен**

### **Примерный перечень теоретических вопросов к экзамену №1 (Вопрос № 1)**

1. Радиопостановки и радиопрограммы для разных возрастных групп.
3. Предпочтения молодёжи при выборе прессы.
5. Телевидение вчера и сегодня.
7. Популярная пресса и бульварная пресса.
9. Роль прессы, радио и телевидения в жизни современного человека.
10. Пресса: виды прессы с расчётом на разные категории читателей.
11. Средства массовой информации и воспитание подрастающего поколения.
12. Информация и «промывание мозгов».
13. Манипуляция поведением людей при помощи средств массовой информации.
14. Система органов, обеспечивающих охрану здоровья в англоязычных странах и РФ
15. Социальное расслоение общества.
16. Дистанционное образование как мера необходимости или прогресс в системе.
17. Современный язык коммуникации

### **Примерный перечень практических заданий к экзамену №1 (Вопрос № 2)**

## **1. Task 1 – provide the speech abstract in subject:**

### **Statement 3**

AIDs nowadays has become “number one killer” in the world and the only way to stop its spread is to isolate HIV and AIDs infected people from our society.

### **Statement 4**

“The work of the doctor will, in the future, be ever more that of an educator, and ever less that of a man who treats ailments.” Lord Horder

### **Statement 5**

Prudential regulation of the cloning process can bring more advantages to modern society.

### **Statement 6**

Alternative therapies widely used by the population have little therapeutic effect.

### **Statement 7**

As a result of information about the causes of heart disease, people are changing the way they think about health care and are leading a healthier lifestyle.

### **Statement 8**

Stress and smoking are the only factors that increase the risk of heart disease.

### **Statement 9**

The majority of people still do not understand the importance of heart disease prevention.

### **Statement 10**

Nations are usually healthy if they are rich.

## **Statement 12**

The major obstacle to successful prevention is that many people mistakenly believe that they are not at risk for HIV/AIDS.

## **Statement 13**

Most high-tech crimes are committed not for financial gain but to experience an adrenaline buzz.

## **Statement 14**

Medicine has benefited a great deal from the advances that have been made in genetic research since 1980s.

## **Statement 15**

“Let the punishment match the offense.” Cicero (106 BC - 43 BC), De Legibus

## **Statement 16**

Smoking is a matter of personal freedom.

## **Statement 17**

“Laws are sand, customs are rock. Laws can be evaded and punishment escaped but an openly transgressed custom brings sure punishment.” Mark Twain (1835 - 1910), The Gorky Incident

## **Statement 18**

“Capital punishment is our society's recognition of the sanctity of human life.” Orrin Hatch, Republican senator

## **Statement 19**

Those who control genetic resources will exercise enormous power over the world's economy.

## **Statement 20**

The best way to recruit the staff is to take the candidate for a trial period.

## **Statement 21**

There is a little correlation between how well children do at school and the salary and job satisfaction they achieve as adults.

## **Statement 22**

The extensive growth of teleworking can lead to lack of communication and social isolation of people.

## **Statement 23**

Teleworking has considerable profits for both employers and employees.

## **Statement 24**

As a result of information about the causes of heart disease, people are changing the way they think about health care and are leading a healthier lifestyle.

## **Statement 25**

«If we cannot now end our differences, at least we can help make the world safe for diversity». John F. Kennedy

## **Statement 29**

“The work of the doctor will, in the future, be ever more that of an educator, and ever less that of a man who treats ailments.” – Lord Horder

## **Statement 30**

“A man who is not a Liberal at sixteen has no heart; a man who is not a Conservative at sixty has no head.” – Benjamin Disraeli

## **Statement 31**

“We are prone to judge success by the index of our salaries or the size of our automobiles rather than by the quality of our service and relationship to mankind.” – Martin Luther King, Jr.

## **Statement 32**

“Choose a job you love and you will never have to work a day in your life.” – Confucius

## **Statement 33**

“The decisions you make about your work life are especially important, since most people spend more of their waking lives working than doing anything else. Your choices will affect not only yourself and those closest to you, but in some way the whole world.” — Laurence G. Boldt

*Переведите текст. Сделайте пересказ текста.*

Текст 1

No doubt, Media means is an important part of our life. People from different walks of life have become nowadays listeners, readers, viewers. Or in other words, reading newspapers and magazines, watching TV, listening to the news on the radio are our main means of getting information in all its variety. Newspapers with their enormous circulation report different kinds of news. They carry articles which cover the latest international and national events. Now people buy newspapers also for the radio and TV programmes which they publish. There are special newspapers which gave a full coverage of commercial, financial and publish affairs. There are newspapers and magazines for young people. They give a wide coverage of news, events and reports on education, sports, cultural life, entertainment, fashion. There are a lot of advertising programmes now, sensation material, too. They represent the views of today's youth. Radio broadcasts are valued mainly for their music programmes. TV, radio, press reflect the present day life. Their information may vary from social and economic crises, conflicts, wars, disasters, earthquakes, to diplomatic visits, negotiations, from terrorism, corruption, to pollution problems, strikes, social movements. Much information is published concerning official governmental decisions. TV is the most popular kind of mass media now. Viewers are fond of watching variety show, films, sports, plays, games, educational and cultural programmes. We have many different channels, including commercial channels. There are many interesting and exciting programmes, but at the same time too often very primitive films are televised. Those are horror films, thrillers, detective films with all their cool-blooded atmosphere of violence and endless crimes and murders.

Текст 2

Mass media are one of the most characteristic features of modern civilization. People are united into one global community with the help of mass media. People can learn about what is happening in the world very fast using mass media. The mass media include newspapers, magazines, radio and television. The earliest kind of mass media was newspaper. The first newspaper was Roman handwritten newsheet called "Acta Diurna" started in 59 B.C. Magazines appeared in 1700's. They developed from newspapers and booksellers' catalogs. Radio and TV appeared only in this century. The most exciting and entertaining kind of mass media is television. It brings moving pictures and sounds directly to people's homes. So one can see events in faraway places just sitting in his or her chair. Radio is widespread for its portability. It means that radios can easily be carried around. People like listening to the radio on the beach or picnic, while driving a car or just walking down the street. The main kind of radio entertain- ment is music. Newspapers can present and comment on the news in much detail in comparison to radio and TV newscasts. News- papers can cover much more events and news. Magazines do not focus on daily, rapidly changing events. They provide more profound analysis of events of proceeding week. Magazines are designed to be kept for a longer time so they have cover and binding and are printed on better paper.

Текст 3

Russia has close to ninety officially registered television companies, 25,000 newspapers, over 1,500 radio programmes and 400 news agencies—over half of them independent, the rest entitled to full or partial government financing.

The Mass Media Act, passed in December 1991, regulates their activities.

Judging by opinion polls, 82 per cent of the Russian public see television as the principal information source, and prefer it to the press. Radio comes next with 24 per cent.

The total number of subscriptions to publications exceeded 61.5 million in 1994, with newspapers accounting for 43.8 million. 78 per cent of Russians are regular readers of local periodicals whose total circulation accounts for 25.2 million copies, while that of national papers is 18.1 million copies.

The weekly Argumenty i Fakty leads the national press, with 36 per cent of the polled readership, and is the most popular among people with college and university degrees and those in managerial occupations. Moskovsky Komsomolets, a Moscow daily, is second in popularity, with a huge number of

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subscribers and sells like hotcakes on the newsstands. The youth weekly AIDS-Info and the daily Trud (Labour), a favourite with trade union bosses and blue collar workers, come after these two.

The respectable daily Izvestia (News) is a pronounced preference in cultural, research and business circles, 35 out of a hundred political activist pollees are also its regular readers. Of the Russian dailies, Nezavisimaya Gazeta, Commersant Daily, Moskovsky Komsomolets, Rossiiskaya Gazeta and Pravda are also popular among political leaders, as are the weeklies Finansovaya Gazeta and Moscow News.

#### Текст 4

Opinion polls highlight the most popular TV programmes-"Wonderfield Quiz," "Topic," with its social and political charge, news programmes, and foreign serials.

The Mir (World) interstate television and radio company, established in the middle of 1992, is jointly sponsored by Russia, Armenia, Tajikistan, Belarus, Moldova, Kyrgyzstan and some other Commonwealth countries.

Mayak (Beam), a round-the-clock radio station, which broadcasts news every thirty minutes, is most popular. Private radio stations—Europe Plus, Radio 101, M Radio, Moscow Echo, Radio Nadezhda (Hope), Nostalgie and others also have huge audience. They broadcast information, the analysis of the most important events and music. The new radio station Auto-Radio telling the audience about the situation in the Moscow traffic and about everything connected with cars has rapidly gained popularity. ITAR-TASS and RIA Novosti, the two national news agencies, are followed by private and joint-stock agencies: Interfax, Postfactum, and IMA-PRESS.

The Russian Information Agency "Novosti" (former APN) has 50 offices in foreign states, seventeen in the CIS countries and receives information from correspondents and stringers from about 40 cities in Russia.

The agency daily transmits up to 150 telegraph communications to almost 500 subscribers. More than 3,000 subscribers receive thematical bulletins covering the reforms in Russia, its economy, science, culture, international life and so on. An illustrated "Russia" magazine and Russian press digest, "Sputnik," are circulated in Russia and abroad.

RIA Novosti has its own news analysis service, a television company, a photoservice, and a radio station.

#### Текст 4

### **College applicants need to show the person behind the test scores and grades. Pomona's admissions dean suggests how.**

The essay is a key piece of learning those life stories. I live near Los Angeles, where every day screenplays are read without regard for human context. The writer's life and dreams don't matter—all that matters is the writing, the ideas, the end product. On the other hand, in reading essays, context does matter: who wrote this? We are driven to put the jigsaw puzzle together because we think we are building a community, not just choosing neat stories. When I pick up a file, I want to know whether the student has siblings or not, who his parents are, where he went to high school. Then I want the essay to help the rest of the application make sense, to humanize all the numbers that flow past. I am looking for insight.

Текст 5

**Read the text. Define the type of essay. Comment on its structure.**

## **We Are an Old-Fashioned Stew**

Christine Willis

In this selection, student writer Christine Willis relates her experiences of segregated and exclusive clubs in high school, and she offers her concept for a fully inclusive club of the future for all Americans. Great, a black family just moved in. There goes the neighborhood!" I heard this statement when I was a little girl, and it continues to ring in my ears to this day. I didn't see any problem with the Keith family when they moved in across the street. The parents would discuss worldly and neighborhood problems with my parents, and the girls would have tea parties and play "Barbies" with my sister and me. The only difference was the color of their skin.

I still do not understand how one minor characteristic can create such controversy. Why does everything have to become a racial issue? If we are truly "one nation under God," then why is there such segregation and ethnic rivalry? We don't have any real excuse to still be segregated in America. We have so many Constitutional laws, federal laws, and reform movements that were intended to increase integration and equality. The Fourteenth Amendment gives African Americans every right that Caucasian Americans have. Affirmative action opened up many doors to greater opportunities for minorities and women, but this only seemed to create rivalries among various social groups, since most people feel that it is no longer fair to have quotas in the workplace. It is unethical to infringe on one person's rights to create rights for another person. Quotas and many aspects of affirmative action are unfair and have only served to create hostility between ethnic groups.

Despite all the work we have accomplished so far in attaining Martin Luther King's goal of creating a vast brotherhood and sisterhood of humanity here in America, people still continue to insist on segregation and encouraging ethnic rivalry. The most common place for ethnic diversity is in the colleges and grade schools, which, at first, appears to be a positive sign.

However, diversity in the schools has just created situations where segregation and ethnic rivalries sometimes flourish. Today the most popular trend in schools is to organize clubs that have ethnicity as their primary organizational factor. When I was in high school there was the African American club, the Asian club, and the Mecha club for Hispanic Americans. These clubs would be alright if they were only promoting pride in one's ethnicity, but oftentimes promoting pride in one's ethnicity means putting down other ethnicities. For example, you don't see a "Caucasian Club," or a "White Folks" club (although many fraternities could easily label themselves that), because that club would be considered to be racist. Such a club would automatically be considered affiliated with the KKK or other white supremacy groups. These other clubs are not considered supremacy clubs because they supposedly encourage other races to join their clubs. However, for some reason other students do not join these clubs. It might be because they do not feel welcome. I tried to join the Mecha club once because my friend had invited me and because they do volunteer service work around our community. I could only handle two meetings. For one thing, I was the only white person in the club, and for another, no one but my friend wanted me there. The first time I walked into the classroom everyone stared at me and gave me the look that said, "What the hell are you doing here white girl?" Even the teacher made remarks that indirectly told me, "You won't be able to make it in a club like this."

This sense of voluntary segregation does not exist only in clubs. Most groups tend to stick together. On many campuses you will see the jocks and cheerleaders hanging out together; the "overachievers"



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stay with the other "overachievers"; the "rockers" are with other "rockers"; and the African Americans, Asians, and Hispanics have created their own cliques. Why are there always so many separations into different groups? So many Americans have worked so hard to create an America that is free and provides opportunities for all regardless of age, gender, race, or sexual persuasion.

We need to continue to take steps forward towards unity, but by creating separate groups we are taking steps backward. I know it's become a cliché, but I believe Rodney King asked the right question when he asked, "Why can't we all just get along?"

We need to find a solution to this problem. I had a soccer coach once who was very proud of who he was. His family heritage was Brazilian. Once he was asked what nationality he was by one of his soccer players. His reply was, "I am an American." She continued to persist and wanted to know, "American what?" He continued to reply, "I am an American." I really liked the sound of that phrase. I think we need to establish an all-American club on every college and high school campus. In this club, everyone would be an American, and if one were not an American citizen, she could still be an honorary member. In this club everyone might have different opinions; but all could feel free to share their opinions because members would be considerate of another's right to have opinions, even if vastly different from theirs. Within this club, people would not have to hide behind their ethnicity. Everybody would be treated equally and no one would have power over anybody else. Most importantly we would not be segregated; therefore, we would eliminate such prefixes as African, Caucasian, Native, Hispanic, Asian, Gay and Lesbian, etc. We would all be just Americans.

Ethnic rivalry has become a great problem in America. The only way to avoid ethnic rivalry is by establishing unity. Maybe the all-American club is an impossible goal, but if we all walk together and try to learn from one another, we will continue the road towards the brotherhood and sisterhood in America. America can be compared to an old-fashioned stew. Some people like to separate the onions, the carrots, the meat, and the potatoes, but then you might as well have not cooked a stew. If you want the full flavor of the stew, you have to eat it together as it was always meant to be eaten.

A brilliantly written essay may compel me to look beyond superficial shortcomings in an application. But if no recommendation or grade or test score hints at such writing talent, I may succumb to cynicism and assume the writer had help—maybe too much. In the worst cases, I may find that I have read it before—with name and place changed—on the Internet, in an essay- editing service or a "best essays" book. /

The most appealing essays take the opportunity to show a voice not rendered homogeneous and pasteurized. But sometimes the essays tell us too much. Pomona offers this instruction with one essay option: "We realize that not everything done in life is about getting into college. Tell us about something you did that was just plain fun." One student grimly reported that nothing was fun because in his family everything was about getting into college. Every activity, course choice and spare moment. It did spark our sympathy, but it almost led to a call to Child Protective Services as well.

Perfection isn't required. We have seen phenomenal errors in essays that haven't damaged a student at all. I recall a student who wrote of the July 1969 lunar landing of—I kid you not—Louis Armstrong. I read on, shaking my head. This student was great—a jazz trumpeter who longed to study astronomy. It was a classic slip and perhaps a hurried merging of two personal heroes. He was offered admission, graduated and went on for a Ph.D. in astrophysics. He may not have been as memorable if he had named "Neil" instead of "Louis" in his essay's opening line. Hey, we're human, too.

An essay that is rough around the edges may still be compelling. Good ideas make an impression, even when expressed with bad punctuation and spelling errors. Energy and excitement can be communicated. I'm not suggesting the "I came, I saw, I conquered" approach to essay writing, nor the "I saved the world" angle taken by some students who write about community-service projects. I'm talking about smaller moments that are well captured. Essays don't require the life tragedy that so many seem to think is necessary. Not all admission offers come out of sympathy!

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №1 Теоретический вопрос (проверяет («знать»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	Знает основные понятия функциональной стилистики; основные особенности научного дискурса Знает социальные нормы иноязычного социума; культурных ценностей, присущих иноязычному социуму. Знает способы представления ценностных ориентаций культуры в изучаемом языке; правил и традиций межкультурного и профессионального общения.	30
Вопрос №2 Практическое задание (проверяет умения («уметь»), практические навыки («владеть»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках. Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране. Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптивования собственного поведения к стандартам иноязычной культуры. Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения. Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.	30
Вопрос №3 Практическое задание (проверяет умения («уметь»), практические навыки («владеть»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках. Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране. Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптивования собственного поведения к стандартам иноязычной культуры. Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения. Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.	40

### **Примерный перечень теоретических вопросов к экзамену №2 (Вопрос № 1)**

1. Радиопостановки и радиопрограммы для разных возрастных групп.
3. Предпочтения молодежи при выборе прессы.
5. Телевидение вчера и сегодня.
7. Популярная пресса и бульварная пресса.
9. Роль прессы, радио и телевидения в жизни современного человека.
10. Пресса: виды прессы с расчётом на разные категории читателей.
11. Средства массовой информации и воспитание подрастающего поколения.
12. Информация и «промывание мозгов».
13. Манипуляция поведением людей при помощи средств массовой информации.
14. Система органов, обеспечивающих охрану здоровья в англоязычных странах и РФ
15. Социальное расслоение общества.
16. Дистанционное образование как мера необходимости или прогресс в системе.
17. Современный язык коммуникации
18. Наука и технологии в социальном обиходе.

### **Примерный перечень практических заданий к экзамену №2 (Вопрос № 2)**

1. **TASK 2 – provide the short report in subject**
2. It is a well-known fact that smokers run double the risk of contracting heart disease, several times the risk of suffering from chronic bronchitis and at least 25 times the risk of lung cancer, as compared to non-smokers. Despite extensive press campaigns, which have regularly told smokers the grave risks they are running, the number of smokers has remained much the same. Consider the other ways of changing people's evaluations and attitudes to smoking. Write a thoughtful essay about the roots of this problem and its possible solutions.
3. Some people consider that the patient who suffers acute cases of an incurable disease should have the right to die with a much control and dignity as possible. What is your opinion about such consideration? How would you define human dignity? What would you say are appropriate criteria for dying with dignity?
4. Most people believe that study abroad is almost always a “value added” experience in a job search. Write about your career perspectives as an interpreter and describe the kind of experience you can have while living in a different culture and language environment.
5. CVD is generally accepted as a “number one killer” in the world. Write a survey report about the death rate, causes, and public awareness of this disease in your country. Compare the data you provide with the relevant information about CVD in other parts of the world.
6. The paradox of cloning technology has been widely discussed in mass media and in scientific papers. Weigh the costs and benefits of cloning and write about your considerations. What is your perspective on cloning?
7. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project which aim is to inform the public about the link between heart disease and lifestyle. What arguments would give to support your viewpoint? Persuade your committee colleagues.
8. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at creating new technique of heart surgery. What arguments would give to support your viewpoint? Persuade your committee colleagues.
9. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at supplying up-to-date equipment for early diagnosis of heart

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disease symptoms. What arguments would give to support your viewpoint? Persuade your committee colleagues.

10. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at discouraging smoking and alcohol abuse, especially in public places, and encourage healthier dieting. What arguments would give to support your viewpoint? Persuade your committee colleagues.

11. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at educating the team of highly qualified heart specialists. What arguments would give to support your viewpoint? Persuade your committee colleagues.

12. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at cultivating sport activities among the public. What arguments would give to support your viewpoint? Persuade your committee colleagues.

13. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You are an economist. You are not quite aware of the heart disease causes and risk. You ask your more experienced colleagues about them. You should assess the economic profit and disadvantages of the projects supported by your committee colleagues.

14. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at reducing stress factors at the working places. What arguments would give to support your viewpoint? Persuade your committee colleagues.

15. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You are a lawyer. You are not quite aware of the heart disease causes and risk. You ask your more experienced colleagues about them. You should also assess the legal validity of the projects supported by your committee colleagues.

16. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at diagnosing genetic disorders in early age, which later may seriously affect the heart. What arguments would give to support your viewpoint? Persuade your committee colleagues.

17. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at supporting the investigations into heart transplant techniques. What arguments would give to support your viewpoint? Persuade your committee colleagues.

18. You are a member of the Government committee on health care. You have to finance a project that is intended to lower the death rate from heart disease. You strongly believe that it will be more effective to invest money into the project aimed at improving the life of heart attacks survivors. What arguments would give to support your viewpoint? Persuade your committee colleagues.

19. Medical researchers showed that heart disease is connected with certain factors in our everyday lives.

20. Now people realize that simply receiving the best treatment for illness is not enough.

21. People have learned to take more responsibility for looking after and improving their health.

22. Well-informed people are eager to change their way of living.

23. CVD is the most common cause of death in most Western countries.

24. There are many barriers to the success of government programs to fight CVD.

25. Many people realize that there is a connection between heart disease and lifestyle.

26. There is a vivid shift in public's attitude about health.

27. Nowadays people understand that they are responsible for improving and maintaining their health themselves.
28. Young people are more concerned with what they eat; they keep to diets with less fat and cholesterol.
29. Better diagnosis and treatment helps people to avoid and survive heart attacks.
30. Better educated public has become aware of the benefits of prevention.
31. A vitamin deficiency is the most vital factor which affects the growth of CVD in Russia
32. Stress and smoking are the only factors that increase the risk of heart disease.
33. Health education is very useful and extremely important component of the project aimed at keeping the nation's health.
34. There is a clear connection between heart disease and poverty.
35. The global strategy to fight CVD should emphasize prevention of the disease through community and government programs.

**Примерный перечень практических заданий к экзамену №2 (Вопрос № 3)**

Текст 6

# EUROPE'S MOVE TO BIOFUELS THREATENS RAINFOREST

## **Plan to reduce greenhouse gas emissions may create other problems**

/ "In a bid to solve one problem, we risk creating another, and making things worse. Rainforest destruction is a major contributory factor in global warming and it would be ludicrous to promote this loss to slake our thirst for fuel," said Chris Davies.

Europe's dash for biofuels could accelerate the destruction of tropical rainforests, the European Commission admitted on Thursday.

The EU's executive arm said that the 27-member bloc's decision to increase tenfold its consumption of vehicle fuel made from crops by 2020 to reduce greenhouse gas emissions would increase the pressure on virgin land, especially in Asia.

However, it said it was working on laying down minimum standards for sustainable fuels. / Chris Davies, a British Liberal Member of Parliament whose question elicited the response, cast doubt on the effectiveness of such a policy.

He said: "In a bid to solve one problem, we risk creating another, and making things worse. Rainforest destruction is a major contributory factor in global warming and it would be ludicrous to promote this loss to slake our thirst for fuel.

"Any certification scheme would have to be treated with the greatest suspicion. We haven't been able to halt the supply from rainforests of illegally felled timber so how can we have confidence that sustainability certificates would be worth the paper on which they are written?" There are no mandatory certification programs today.

As well as cutting consumption, Davies favors waiting until new technologies exist that would permit the use of plant waste such as corn husks. Researchers believe these are still a few years away.

The Commission said that it would accompany its biofuel legislation, expected next year, with binding measures to deter the clearing of forest or peat bogs for fuel crops such as palm oil and methods that are energy intensive. Though rape seed and other vegetable oils were more efficient, they would remain scarce, it said.

It said the huge spread of palm oil plantations – global production grew by more than 10 metric tons, 41 percent, in the last four years – was not driven by biofuel demand. That was just 30,000 tons in 2005, it said. However, the EU alone will require 30 metric tons in 2020, much of which will be imported.

Sustainable measures for biofuels will not prevent the slashing of forests for food production, said the commission. "Growth in demand for food and household uses as well as for energy can be expected to continue," it said.

Stavros Dimas, the environment commissioner, has warned of the dangers of the "wrong kind" of biofuels. Some use almost as much energy to produce as they save in burning. However, EU leaders last month made a firm commitment that biofuels should account for 20 percent of vehicle fuels by 2020.

45.04.02 Лингвистика, направленность (профиль) "Теория и практика иностранного языка и перевода"  
Рабочая программа дисциплины  
Дисциплина: Б1.О.10 Практикум по культуре речевого общения иностранного языка  
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Разработана для приема 2021/2022, 2022/2023 учебного года  
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Текст 7

# HIV-POSITIVE MINORITIES AND POOR GET LITTLE OUTPATIENT CARE

**Oct 26, 2006**

/ In a first-of-its-kind study, UCLA researchers have shown that segments of the HIV- infected population who have little to no consistent outpatient medical care - and yet are most in need of such services - are overwhelmingly minorities, the poor and substance abusers.

Previous studies had shown minorities, the poor and substance users who were receiving routine medical care for the HIV infection, and whose data could therefore be easily captured in healthcare studies, were likelier to be medically underserved and to die more quickly. But Dr. William Cunningham, and the study's lead author, said UCLA researchers tracked HIV-infected people who were not receiving regular care - and thus more difficult to find. Often this segment showed up in the medical system in emergency situations. /

"As we expected, they are much less likely to get routine outpatient care but more likely to get acute care, when they are at their sickest," said Cunningham, who is professor of medicine in the Division of General Internal Medicine and Health Services Research at the David Geffen School of Medicine at UCLA. "This is just the group that needs to get grassroots outreach service."

For this study, to be published in the November issue of the journal *Medical Care*, the researchers compared socio-demographic, clinical and health care utilization characteristics of HIV-infected adults from two samples: 1,286 people from the 2001-02 Targeted HIV Outreach and Intervention Initiative (Outreach) and 2,267 who were interviewed in 1998 for the HIV Costs and Services Utilization Study (HCSUS).

Outreach, a multi-site program initiated in 2001 under the Ryan White Care Act, was intended to locate HIV-infected people who are hard to reach and connect them with medical care. HCSUS focused on HIV-positive patients who were receiving care.

The 16 Outreach study sites, which were spread throughout the U.S., offered a variety of services such as HIV testing and counseling, social services, case management and direct medical care. They all provided outreach services linking HIV-positive patients with continuous outpatient care. The researchers examined the demographic data, the kinds of medical services the patients used and which services would be the most helpful to them.

According to the study, 59 percent of patients in the Outreach group were black, compared with 32 percent of HIV-infected people who were receiving routine care and were tracked by HCSUS. Also, 20 percent of those from the Outreach sites were Hispanic versus 16 percent from the HCSUS sample; 9 percent were Spanish speakers compared to 2 percent; 75 percent had annual incomes of \$10,000 or less compared with 45 percent; and nearly 60% were unemployed, homeless, had no insurance or used heroin or cocaine compared with less than half in the HCSUS study.

Additionally, people from the Outreach group received medical care on an outpatient basis two times or less, but were likelier to have gone to emergency rooms or been hospitalized, during the prior six months. They were also less likely to be on antiretroviral drugs. And surprisingly, these patients were also more likely to have abused alcohol than drugs.

The findings can be used to develop novel interventions specifically tailored to this group, such as mobile HIV testing facilities and bringing HIV treatment to single occupancy hotels, which are typically home to drug abusers, sex workers and other marginalized people.

"Because we did this study, we know better what kind of services to tailor to them," Cunningham said. "They're not the same kind of services that are important to more mainstream patients."

Other authors in addition to Cunningham are Mitchell D. Wong of UCLA; Nancy L. Sohler of City



45.04.02 Лингвистика, направленность (профиль) "Теория и практика иностранного языка и перевода"

Рабочая программа дисциплины

Дисциплина: Б1.О.10 Практикум по культуре речевого общения иностранного языка

Форма обучения: очная, заочная, очно-заочная

Разработана для приема 2021/2022, 2022/2023 учебного года

Обновлена на 2023/2024 учебный год

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University of New York; Carol Tobias, Mari-lynn Drainoni, Howard J. Cabral and Judith Bradford of Boston University; Cynthia Davis of Charles R. Drew University in Lynwood, Calif.; Chinazo O. Cunningham of Montefiore Medical Center, New York City, and Lois Eldred of the federal Health Resources and Services Administration.

Текст 8

## RISK ASSESSMENT

**A simple new blood test can help to predict whether a patient has predisposition for diabetes.**

**By Mary Carmichael**

Newsweek, 2007

/ Type 2 diabetes, like most chronic illnesses, has many causes. Some are outwardly visible; those who carry extra pounds have a higher risk of developing the disease. Other causes, however, are not so easily identified – or, at least, they haven't been until now. Over the last few years, researchers have discovered several genes that also influence risk, including one on chromosome 10 that regulates how much insulin the body produces. On Sunday, the Icelandic firm deCODE Genetics, which found that gene last year, revealed a simple blood test for it. The test is the first one that can help predict a patient's future risk of diabetes. /

Of all the genes linked to the disease so far, deCODE's plays the largest role. More than a third of Americans carry one faulty and one normal copy of the gene; their risk of developing diabetes is 40 percent greater than those who carry two normal copies. For people with two flawed copies, inherited from both parents, the risk of diabetes is double the norm. (About 10 percent of Americans carry two bad copies.) The gene is part of the reason a family history of diabetes can signal an increased risk. But the faulty variant can also appear in thin people with no family history and no other risk factors.

The new test, by itself, tells people only part of the hand they've been dealt. But that knowledge alone can help them play the rest of their cards wisely - eating healthier, exercising more and, in extreme cases, taking medications such as metformin that control blood-sugar levels and may ward off diabetes. Losing weight and exercising a few times a week can drastically reduce patients' risks, even if they're unlucky enough to have two flawed copies of the gene. "It's often difficult to get people to lose weight if they haven't developed diabetes already," says deCODE CEO Kari Stefansson. "Having this insight into their future personal risk can give them the motivation to deal with it in advance." For an extra boost of motivation, the new test's \$500 sticker price includes counseling sessions with doctors to help patients plan for the worst and, hopefully, avoid it.

Still, the test has some detractors. Larry Deeb, president of medicine and science for the American Diabetes Association, says he worries that patients might view a negative result as permission to live carelessly. "The test isn't black or white. Just because you don't have the gene, that doesn't mean you have zero risk," says Deeb. "So we don't want to be telling people that if they test negative, they can just sit on the couch and not worry. They're still not off scot-free."

Like all genetic testing, the test also raises the specter of discrimination by health-insurance companies and employers. Insurers are already reluctant to take on patients who have been diagnosed with diabetes. They might go further and start rejecting people who score positive for the gene but have not yet developed the disease. Deeb says that privacy laws can address some of those concerns -patients can simply request that doctors not reveal their status to insurers. And Stefansson notes that "no one is forcing people to take a test like this." In a few years, he adds, people worried about their risk might also be able to sidestep doctors altogether by using a possible home version of the test.

The bigger problem with insurers, says Deeb, will be getting them to pay for the test in the first place. It may be hard for patients who don't already have the other risk factors - arguably those who would most need to learn about their unexpected genetic bad luck - to convince them the test is worth the money. But Deeb adds that a suite of tests, aimed not just at one gene but at all those known to influence

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diabetes, would be more useful and more appealing to insurers. With researchers discovering more and more about how diabetes develops, those tests may also become available in just a few years.

Текст 9

# PUBLIC TO HAVE SAY ON ORGAN DONATION INCENTIVES

## Payments to donors are limited to expenses

/ Cash incentives and the payment of funeral expenses are two ideas being put forward to encourage people to donate human organs and tissue. The Nuffield Council on Bioethics is asking the public if it is ethical to use financial incentives to increase donations of organs, eggs and sperm. Paying for most types of organs and tissue is illegal in the UK. The public consultation will last 12 weeks and the council's findings will be published in autumn 2011. It will explore ways of boosting donations from living people of bodily material such as blood or sperm, as well as ways to encourage more people to sign up for the donor register and state their wishes for their organs to be used by others after their death. /

As well as cash payments or contributions towards funeral costs, other options include priority for the donor if they require a transplant later in life, the payment of more generous expenses and the sending of certificates or "thank you" letters to the donor or donor's family. It will be interesting to see what people really think. Will they be willing to pay for some things and not others?

Demand for organ donors has increased in recent years and now far exceeds supply. This is due to an ageing population and improvements in medicine that mean more people could benefit from transplants. Demand for sperm and egg donations has also risen due to new treatments and procedures to help infertility.

**Morality check.** Professor Dame Marilyn Strathern, who is chairing the Council's working party on this issue, said she wanted to explore all the issues involved in responding to that demand. She said: "We need to think about the morality of pressing people to donate their bodily material. Offering payment or other incentives may encourage people to take risks or go against their beliefs in a way they could not have otherwise done."

Women can already get free IVF treatment from private clinics to encourage them to donate eggs. Sperm and egg donors are paid a nominal sum just to cover expenses. But, on the whole, the current system relies on people donating altruistically, to help society or a loved one.

**High demand.** Each year, 1,000 people in the UK die while waiting for transplants. Around 8,000 people are currently waiting for an organ, but there were 3,500 transplant operations last year. There is also demand for approximately 1,200 more egg donors and 500 more sperm donors. Scientists also need people to donate human tissue for research. The idea of

paying living donors for organs would be tempting the poor to risk their lives.

The consultation will look at all kinds of donation including whole organs, blood, skin, bone, sperm, eggs and embryos, as well as clinical trials that test the safety of new medicines. The aim is to bring all donations under one ethical framework.

Keith Rigg, a transplant surgeon from Nottingham University Hospitals NHS Trust and a member of the Nuffield Council on Bioethics' working party, said: "It will be interesting to see what people really think. Will they be willing to pay for some things and not others?" As a result of the high demand for organs, he said, 30 people a year travel abroad for transplants, mostly kidney operations. And around 50 women per month are thought to go abroad for fertility treatment.

Mrs Rigg said there was a whole range of different consent systems in different countries and that it would be part of the Council's remit to look at how well those work. In response to the consultation paper, Joyce Robins, co-director of the campaigning group Patient Concern, complained that there was no patient representative on the working party. She also queried whether the question of paying for donation of eggs, sperm and organs was even a priority in the current financial climate.

## STUDENTS FORCED DEEPER INTO DEBT AS INFLATION SURGES TO 4.4%

Gráinne Gilmore  
 The Guardian, 2010

More than 3.5 million students and graduates face an increase in their student loan rates later this year after an unexpected surge in inflation last month.

Interest rates on student loans are linked to the retail price index (RPI) each March. Official figures published yesterday showed that this measure of inflation jumped to an 18-month high of 4.4 per cent. Those at university or college can take out student loans up to a maximum of £10,153 a year, depending on where they are studying, leaving some with debts of about £30,000 when they leave after three years. Although graduates do not have to start paying off the loan until they earn £15,000 or more a year, the interest starts rolling up on the loan from the day they take it out. RPI inflation fell into negative territory for the first time in 50 years last year as the recession took its toll of the economy.

In March last year the rate of inflation measured by the retail price index stood at -0.4 per cent, handing millions of students an interest-free year on their student loan accounts. Although last month's rise in RPI inflation is expected to be temporary, it will leave students and graduates facing an uncomfortable increase in payments.

Nearly 400,000 graduates are still paying off loans taken out before 1998 that track the RPI alone. From September they will see the interest rate on their loans rise from -0.4 per cent to 4.4 per cent. The 3.3 million graduates and students who have taken out a loan since 1998 pay either the RPI inflation rate or the bank base rate plus 1 per cent, whichever is lower. They are paying no interest this year, but are likely to face interest charges of between 1.5 and 1.75 per cent from September, when the exact rate on their loans will be announced. The base rate is currently at a record low of 0.5 per cent. If it stays there until September, the new rate would be 1.5 per cent.

However, if interest rates rise later this year or next year, as many economists forecast, student loan rates will increase too — and will stop rising only if they reach 4.4 per cent. Many economists expect that the Bank of England will raise rates at least once before the end of the year. A 1.75 per cent interest rate would add £525 to the bill for those graduating in the summer who have taken out the maximum student loan.

Despite this, experts said that student loans were still some of the cheapest credit available. Martin Lewis, of the consumer website MoneySavingExpert.com, said: "Until September, student loans are at least interest free. The last thing you should do if you have spare cash is to pay off the debt any more quickly than you planned to. "While 4.4 per cent is not cheap, student loans are still the least expensive long-term debt you'll ever get."

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №1 Теоретический вопрос (проверяет знания («знать»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	Знает основные понятия функциональной стилистики; основные особенности научного дискурса Знает социальные нормы иноязычного социума; культурных ценностей, присущих иноязычному социуму. Знает способы представления ценностных ориентаций культуры в изучаемом языке; правил и традиций межкультурного и профессионального общения.	30

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №2 Практическое задание (проверяет умения («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	<p>Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках.</p> <p>Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения</p> <p>Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране.</p> <p>Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптивования собственного поведения к стандартам иноязычной культуры.</p> <p>Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения.</p> <p>Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.</p>	40
Вопрос №3 Практическое задание (проверяет умения («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	<p>Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках.</p> <p>Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения</p> <p>Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране.</p> <p>Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптивования собственного поведения к стандартам иноязычной культуры.</p> <p>Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения.</p> <p>Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.</p>	40

### Примерный перечень теоретических вопросов к экзамену №3 (Вопрос № 1)

1. Радиопостановки и радиопрограммы для разных возрастных групп.
3. Предпочтения молодёжи при выборе прессы.
5. Телевидение вчера и сегодня.
7. Популярная пресса и бульварная пресса.

9. Роль прессы, радио и телевидения в жизни современного человека.
10. Пресса: виды прессы с расчётом на разные категории читателей.
11. Средства массовой информации и воспитание подрастающего поколения.
12. Информация и «промывание мозгов».
13. Манипуляция поведением людей при помощи средств массовой информации.
14. Система органов, обеспечивающих охрану здоровья в англоязычных странах и РФ
15. Социальное расслоение общества.
16. Дистанционное образование как мера необходимости или прогресс в системе.
17. Современный язык коммуникации
18. Наука и технологии в социальном обиходе.

### Примерный перечень практических заданий к экзамену №3 (Вопрос № 2)

## **TASK 3. Give a speech in the created situational subject areas.**

### **Situation 1**

As a social worker you deal with adolescent delinquents. Teenagers in the neighborhood you supervise are excessively aggressive and hardy. One of them is to be sent to a specialized institution due to the misdemeanor he was involved in. However there is an alternative – to put the boy on probation. You are one of those whose opinion about this case really matters.

Weigh up your decision and provide substantial arguments for your choice.

### **Situation 2**

You are an attorney for the defense. The case you are working on now is mass murder. The investigation found out that your teenage defendant had been undergoing medical treatment for depression. You believe that, along with other numerous influences, the prescribed medication could push the teenager over the edge.

Preparing your speech in court, you found out more about the defendant's family background and his relationship with the peers in college, the true reasons of his aggressive behavior. You intend to use this information to the advantage of the accused.

### **Situation 3**

Downloading an academic paper from the net to hand it in has become rather a rule than an exception with students. What is more, such papers are sold today at every corner for dime a dozen. The authorities of the university you work for are very much concerned about this situation. Some educators insist on using strict measures against all kinds of cheating, not ruling out even expulsion. However, there are many more who believe that plagiarism is just a matter of personal choice and is rather a moral than legal case.

You, as a part of the university community, are to decide how to treat cheaters and what steps to take against cheating.

### **Situation 4**

You are a Member of Parliament. One of the most burning issues on today's agenda is the abolition of death penalty. A substantial segment of MPs supports the ban on capital punishment, while the rest strongly believe this ban can lead to more problems in society.

Who will you side with? Give your reasons for joining one of the above groups.

### **Situation 5**

As a former juror you have been invited to a TV debate around the institute of jury and its alternatives.

Knowing this system from inside, you are supposed to comment on its strong and weak points as compared to the traditional “one judge – one verdict” approach. You are also to decide whether this system has outlived itself and should be replaced by far more progressive approaches like, say, the so called “cyber justice”.

Which view will you side with? Give your reasons.

### **Situation 6**

You are a specialist in teenage delinquent’s psychology. Your client is a single parent of a teenage daughter. The girl has been recently involved with a group of juvenile delinquents and drug addicts. Her mother has tried almost everything to deter her from criminal influence – from locking up at home to installing spy-cameras in every room. None of the measures worked.

Desperate, she turns to you to find out what she has done wrong. Explain to your client what usually triggers such behavior among teens, what the possible consequences are, and what steps should be taken to eliminate the problem. Be tactful but assertive.

### **Situation 7**

You work as a juror on a case about a medical error. A wrong organ has been transplanted to a patient and the nurse in charge is to be punished. However, in the course of investigation it was found out that, due to the shortage of hands, the nurse in question had to work two shifts non-stop instead of the planned one. Who is to be made responsible? Is it possible in principle to eliminate medical mistakes caused by human factor? Make your own choice and get ready to speak before the members of the jury either in favor or against the “guilty” verdict.

## **Примерный перечень практических заданий к экзамену №3 (Вопрос № 3)**

Текст 11

### **'GOOD FAT' HELPS HEART ATTACK PATIENTS**

#### **Mediterranean diet high in olive oil can stop a repeat, new study suggests**

/ NEW ORLEANS - A Mediterranean-style diet high in olive oil and other “healthy” fats is just as good as the classic American Heart Association low-fat diet for the 8 million Americans who have suffered a heart attack and want to prevent a repeat, new research suggests.

People on either diet had one-third the risk of suffering another heart attack, a stroke, death or other heart problem compared with heart patients eating in the usual way, the study found. The results of the study were presented Sunday at an American College of Cardiology conference.

Doctors said it was one of the best tests of specific diets on heart health, especially because participants stuck to it and achieved the goals for various fats that researchers set. The participants also were similar in treatments and other factors so the effect of the diets could be isolated. /

“Both diets are prudent choices” for people at high risk of heart disease, said Dr. Katherine Tuttle of Providence Medical Research Center and Sacred Heart Medical Center in Spokane, Wash. She led the study and presented the results at the conference.

Both the Heart Association and the Mediterranean diet are low in saturated fat (less than 7 percent of total calories) and cholesterol (less than 200 milligrams a day). The typical American’s diet contains twice those levels or more, Tuttle said.

In the study, those on the American Heart diet were told to keep total fat intake to less than 30 percent of calories. The Mediterranean dieters were allowed to go up to 40 percent, with the extra coming from healthier monounsaturated and polyunsaturated fats and foods like olive oil, avocados and especially fish. It aimed for 20 to 25 percent of calories to come from these sources, and fish three to five times per week was recommended.

Researchers thought this diet would prove best, because of the heart-helpful omega-3 fatty acids in the fish. They tested this hunch on 202 people who had suffered heart attacks in the previous six weeks.



Fifty were put on the low-fat diet and 51 on the Mediterranean diet. Both groups received two individual diet counseling sessions in the first month and six group sessions over the next two years. The other 101 served as a comparison group. "They got the usual advice in the hospital — that was it," Tuttle said. All were prescribed standard heart care drugs like aspirin, beta blockers and statins to lower cholesterol. Deaths, second heart attacks, strokes and heart-related hospitalizations were tracked.

**Unaccustomed to so much fish.** After four years, 83 percent of those on the low-fat or Mediterranean diets had survived without such problems; only 53 percent of the others did. Cholesterol levels improved in both diet groups but not the comparison group.

There was no difference in risk between the low-fat and Mediterranean diet groups — both did well. Despite being allowed more fat, those on the Mediterranean diet found it tougher than the Heart Association one, possibly because they were mostly older people unaccustomed to eating so much fish, Tuttle said. "We really had to work to get these people to use olive oil instead of margarine or butter," she said.

Dr. Steven Nissen, a Cleveland Clinic heart specialist and president of the College of Cardiology who had no role in the study, said the study gave an important choice to people who want to reduce their risk. "It's refreshing and it's interest to hear a report on the impact of a specific kind of a diet," and to be able to recommend two that are effective, he said.

## Текст 12

### THE IMPORTANCE OF UNDERSTANDING ISLAM

Islamic Studies has become a subject of strategic importance in our multicultural society

Without a doubt given the political turmoil worldwide and the ever-present fears of extremism and terrorism, promoting intelligent debate and understanding of Islam and the role of Muslims in the contemporary world is increasingly vital. It's a crucial 21st century issue and there is a growing recognition that Islamic Studies has become a subject of strategic importance in a multicultural society. The students of today, if properly taught, will become the teachers of the future with a vision for multiculturalism and peaceful co-existence. From its base in Dundee, on the east coast of Scotland, the Al-Maktoum Institute for Arabic and Islamic Studies has a graduation roll of 64 in its first six-years' existence, including students from Malaysia, the United Arab Emirates, Palestine, Poland and Scotland. Following the publication of the Time for Change Report in 2006, co-authored by current Acting Principal, Professor Malory Nye, the UK government commissioned a report on the teaching of Islamic Studies. Published as the 'Siddiqui Report' in June 2007 by the then Department for Education and Skills (now the Department for Innovation, Universities, and Skills), it confirmed the conclusions of the Institute that teaching of Islamic Studies in the UK was 'outdated and irrelevant' and the teaching should be more focused on the needs of contemporary multicultural British society.

/ Minister for Higher Education, Bill Rammell, also declared Islamic Studies as a subject of 'strategic importance,' meaning that it is in the national interest to safeguard research and graduates with the right knowledge and skills. The Institute continues to work with both the UK and Scottish governments to develop effective means by which this agenda can be taken forward. "The Al-Maktoum Institute is a research-led institution offering a unique environment for study," said Professor Nye. "Our aim is to be a centre of excellence in the Study of Islam and Muslims, in particular to promote intelligent debate and understanding of Islam and the role of Muslims in the contemporary world. /

"We recently introduced two new Masters programmes to take our total range of programmes to four and these are: Islamic Studies; Islamic Jerusalem Studies; Multiculturalism; Muslims, Globalisation, and the West. "Alongside these programmes we also offer opportunities for postgraduate research supervision to doctoral (PhD) level in many areas of the Study of Islam and Muslims." Recent Masters graduate and current PhD student, Magdalena Gilewicz says her experience as a student at Al Maktoum Institute was and continues to be a very positive one. "At Al Maktoum I have studied topics during my Masters here which I always wanted to develop my knowledge on," she said.

"Being surrounded by people of different origins and backgrounds made the whole process easier. Sharing views and different experiences allowed me to learn more about Muslims and non Muslims."

Текст 13

## PRESTIGE PANIC

**Too many parents are pushing kids to get an elite degree even though it's no guarantee of success in later life.**

**By Robert J. Samuelson**

Newsweek, Aug. 21-28, 2008

/ In the college-admissions wars, we parents are the true gladiators. We're pushing our kids to get good grades, take SAT prep courses and build résumés so they can get into the college of our first choice. We say our motives are selfless and sensible. A degree from Stanford or Princeton is the ticket for life. If Aaron and Nicole don't get in, they're forever doomed. Gosh, we're delusional.

I've twice been to the wars, and as I survey the battlefield, something different is happening. It's one-upmanship among parents. We see our kids' college pedigrees as trophies attesting to how well — or how poorly — we've raised them. But we can't acknowledge that our obsession is more about us than them. So we've contrived various justifications that turn out to be half-truths, prejudices or myths. It actually doesn't matter much whether Aaron and Nicole go to Stanford. /

Admissions anxiety afflicts only a minority of parents. It's true that getting into college has generally become tougher because the number of high-school graduates has grown. From 1994 (the recent low) to 2006, the increase is 28 percent. Still, 64 percent of freshmen attend schools where acceptance rates exceed 70 percent, and the application surge at elite schools dwarfs population growth. Take Yale. In 1994, it accepted 18.9 percent of 12,991 applicants; this year it admitted only 8.6 percent of 21,000. We have a full-blown prestige panic; we worry that there won't be enough trophies to go around. Fearful parents prod their children to apply to more schools than ever. "The epicenters of parental anxiety used to be on the coasts: Boston, New York, Washington, Los Angeles," says Tom Parker, Amherst's admissions dean. "But it's radiated throughout the country."

Underlying the hysteria is the belief that scarce elite degrees must be highly valuable. Their graduates must enjoy more success because they get a better education and develop better contacts. All that's plausible — and mostly wrong. "We haven't found any convincing evidence that selectivity or prestige matters," says Ernest T. Pascarella of the University of Iowa, co-author of "How College Affects Students," an 827-page evaluation of hundreds of studies of the college experience. Selective schools don't systematically employ better instructional approaches than less-selective schools, according to a study by Pascarella and George Kuh of Indiana University. Some do; some don't. On two measures — professors' feedback and the number of essay exams — selective schools do slightly worse.

By some studies, selective schools do enhance their graduates' lifetime earnings. The gain is reckoned at 2 percent to 4 percent for every 100-point increase in a school's average SAT scores. But even this advantage is probably a statistical fluke. A well-known study by Princeton economist Alan Krueger and Stacy Berg Dale of Mathematic Policy Research examined students who got into highly selective schools and then went elsewhere. They earned just as much as graduates from higher-status schools.

Kids count more than their colleges. Getting into Yale may signify intelligence, talent and ambition. But it's not the only indicator and, paradoxically, its significance is declining. The reason: so many similar people go elsewhere. Getting into college isn't life's only competition. In the next competition — the job market, graduate school — the results may change. Old-boy networks are breaking down. Krueger studied admissions to one top Ph.D. program. High scores on the Graduate Record Exam helped explain who got in; Ivy League degrees didn't.

So, parents, lighten up. The stakes have been vastly exaggerated. Up to a point, we can rationalize our pushiness. America is a competitive society; our kids need to adjust to that. But too much pushiness can be destructive. The very ambition we impose on our children may get some into Harvard but may also set them up for disappointment. One study of students 20 years out found that, other things being

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equal, graduates of highly selective schools experienced more job dissatisfaction. They may have been so conditioned to being on top that anything less disappoints.

Текст 14

## DOCTOR ADMITS KILLING 50 PEOPLE

The Sunday Times, July 20, 1997

An eminent British doctor has admitted helping at least 50 people to die, including two in the past six months. In more than half the cases he personally administered a lethal injection of morphine. "They wanted to die, I helped them," he said last week.

/ Dr Michael Irwin, a former medical director of the United Nations, says his "conscience is clear" and the time has come to confront the issue of euthanasia. Last week he described how he had injected morphine overdoses and how he also supplied a plastic bag to asphyxiate a terminally ill patient. Earlier this year, he said, he was contacted by the relatives of a woman suffering from motor neuron disease. She had reached the point where she could not speak or swallow and had indicated she wanted to die. Irwin, though not her regular doctor, supplied her with 20 times the normal dose of a sedative: he also supplied a large plastic bag, known as a "customized exit bag" that he bought from a right-to-die society in Canada for £20. "The patient took an overdose of temazepam and a plastic bag was then involved. That is a way you can guarantee death," he said. /

The person takes the temazepam and goes into a deep coma and then an appropriate large plastic bag is used. They feel no discomfort and just gradually use up the oxygen in the bag and die that way. "Although the bag is opaque you can see what is happening and it is big enough so that it doesn't get sucked onto their face and wake them up. You then wait until they have obviously stopped breathing or the body starts to go cold."

This year Irwin was also involved in the case of a woman suffering from extensive cancer. She had been prescribed morphine to help relieve the pain. "I told her how much she would need to take for it to be lethal and she then took it orally," he said. Both women took about an hour and a half to die; their family doctors had no knowledge of what had happened and both deaths were recorded as natural.

Irwin is aware that the consequences of confessing publicly to assisting in the deaths could be serious. A doctor who "aids, abets, counsels or procures the suicide of another", can be jailed for up to 14 years under section two of the 1961 Suicide Act. He has decided to speak out to ignite a campaign to amend the act. He would like legislation similar to that in Holland, where euthanasia is legal provided strict conditions are met. He said: "I have given patients a morphine injection and they have died from that overdose. In the eyes of the law, it was to relieve their pain. (But) I ended their life and that was the intention of the patient who wanted help of that nature."

He wants to clarify such grey areas. He also accuses his colleagues in Britain of hypocrisy. They have for years, he says, made private agreements to kill each other if they ever become terminally ill but refuse to do the same for their patients. "I have an agreement with a doctor here in London," said Irwin, who is chairman of the Voluntary Euthanasia Society.

His admissions come two weeks after the British Medical Association (BMA) voted overwhelmingly at its annual conference to oppose legalizing euthanasia. Dr Stuart Horner, chairman of the BMA's medical ethics committee, condemned Irwin last week for practicing what he called "back-street euthanasia" and was aghast at his description of the deaths.

"It sounds to me like an episode of Brookside with the added advantage of medical knowledge. It is effectively an execution. Doctors are supposed to be relieving pain, not putting patients out of their misery," he said. He believes the medical authorities and courts should deal firmly with any doctors who break the law. Dr Peggy Norris, who chairs the anti-euthanasia group Alert, said of Irwin's actions: "Normally speaking, we call that murder. If you give someone an overdose with the intention of killing them, that is illegal." Even other practitioners of euthanasia found the techniques employed by Irwin primitive.

By speaking out Irwin is supporting the call last year by Ludovic Kennedy, president of the Voluntary Euthanasia Society, for a doctor to challenge the law banning euthanasia. Last week Kennedy said: "I

have always been hoping that someone of stature would grasp the nettle and take things a stage further, and that seems to be what Michael is doing. He is an admirable man."

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №1 Теоретический вопрос (проверяет знания) («знать»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	Знает основные понятия функциональной стилистики; основные особенности научного дискурса Знает социальные нормы иноязычного социума; культурных ценностей, присущих иноязычному социуму. Знает способы представления ценностных ориентаций культуры в изучаемом языке; правил и традиций межкультурного и профессионального общения.	30
Вопрос №2 Практическое задание (проверяет умения) («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках. Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране. Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптивирования собственного поведения к стандартам иноязычной культуры. Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения. Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.	30

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №3 Практическое задание (проверяет умения («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)	УК-4 ОПК-4 ОПК-5	<p>Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках.</p> <p>Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения</p> <p>Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране.</p> <p>Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптации собственного поведения к стандартам иноязычной культуры.</p> <p>Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения.</p> <p>Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.</p>	40

#### Примерный перечень теоретических вопросов к экзамену №4 (Вопрос № 1)

1. Радиопостановки и радиопрограммы для разных возрастных групп.
3. Предпочтения молодежи при выборе прессы.
5. Телевидение вчера и сегодня.
7. Популярная пресса и бульварная пресса.
9. Роль прессы, радио и телевидения в жизни современного человека.
10. Пресса: виды прессы с расчётом на разные категории читателей.
11. Средства массовой информации и воспитание подрастающего поколения.
12. Информация и «промывание мозгов».
13. Манипуляция поведением людей при помощи средств массовой информации.
14. Система органов, обеспечивающих охрану здоровья в англоязычных странах и РФ
15. Социальное расслоение общества.
16. Дистанционное образование как мера необходимости или прогресс в системе.
17. Современный язык коммуникации
18. Наука и технологии в социальном обиходе.

#### Примерный перечень практических заданий к экзамену №4 (Вопрос № 2)

##### TASK 4

##### Translate the sentences into Russian:

1. В настоящее время согласно статистике частота сердечно-сосудистых заболеваний в России выросла почти в 3 раза.
2. Специалисты связывают это с загрязнением окружающей среды, с увеличением частоты стрессовых ситуаций, употреблением спиртных напитков, курением.
3. Частота смертельных случаев от сердечно-сосудистых заболеваний выросла в 2,5 раза.
4. По возрастным особенностям сердечно-сосудистых заболеваний имеется тенденция к

омоложению. Поэтому одно из важных в лечении сердечно-сосудистых заболеваний является профилактика.

5. Американская Ассоциация Сердца (American Heart Association – АНА) рекомендует проводить профилактику сердечно-сосудистых заболеваний с детских лет.

6. Последние достижения в понимании избыточного веса и ожирения показывают связь между ожирением и риском сердечно-сосудистых заболеваний.

7. Ученые пришли к выводу, что наиболее пристальное внимание необходимо направить на питание и диету независимо от возраста.

8. Несмотря на то, что от 75% до 90% случаев сердечно-сосудистых заболеваний связаны с дислипидемией, гипертензией, сахарным диабетом, курением табака, недостаточной физической активностью, наиболее важным фактором являются вредоносные формы поведения, включая нерациональное питание.

9. Рациональное питание, физическая активность и отказ от курения табака и употребления алкоголя снижают риск сердечно-сосудистой патологии, отодвигают время появления или даже предотвращают сердечно-сосудистые заболевания.

### **Примерный перечень практических заданий к экзамену №4 (Вопрос № 3)**

Текст 15

#### **DOES THE USA NEED AN OFFICIAL LANGUAGE?**

In a California Hospital with a high percentage of Pilipino nurses and patients the staff was forbidden to speak any language other than English while at work, including the time they were on breaks. Several largely Asian Los Angeles suburbs have passed city laws that restrict the posting of non-English signs. Some homeless shelters have even barred those who don't speak English from entering. Incidents such as these illustrate the climate in which a movement to make English the official language of the United States is gaining strength.

By 1990 more than 15 states had passed laws designating English as their official language. The organized force behind this movement is a group called U.S. English. One of the founding members of this movement, S.I. Hayakawa, fearing that the U.S. had begun to force "a policy of bilingualism," believed that English would soon be competing with other languages within the borders of the USA. The goal of U.S. English is to pass a constitutional amendment designating English as the official language of the USA. Beyond the declaration of official status, the practical purposes of such amendment would include the elimination of multilingual ballots, the restriction on bilingual education, and the raising of language proficiency standards for citizenship requirements.

As the movement grows, philosophical sides are taken and legal battles are fought. While the English-only promoters argue that a climate of language pluralism would result in a culturally and linguistically divided nation, opponents of this movement charge that the actual basis of U.S. English and other such groups is prejudice against new immigrant groups. They argue that the imposition of an amendment to enforce language standards would serve only to increase prejudice toward non-English speaking groups and further divide ethnic communities within the nation.

As evidence that a constitutional amendment is not necessary to promote the learning, they put forth the country's history of immigration as an example – assimilation, both cultural and linguistic, has evolved among the nation's immigrant groups naturally, without the existence a legal statute. In some cases where a state has instituted a law designating English as the official language, court cases have resulted. For example, Arizona made English the official law, requiring that all state and local business be conducted in English only. A state insurance claims manager legally challenged this law, fearing that if she tried to communicate with clients or co-workers in Spanish, her job would be in jeopardy. While the state courts upheld the English-only law, a federal judge struck it down on the grounds that it deprived the employee of her right to freedom of speech.

Текст 16

## **AIDS shrinks life span of half S. African teens**

### **50 percent of 15-year-olds will die before their 60th birthdays, report says**

/ CAPE TOWN, South Africa - Fewer than half of South Africa's 15-year-olds will live to see their 60th birthday because of HIV/AIDS, according to a new report.

An estimated 950 people died per day during 2006 from AIDS-related diseases and a further 1,400 were infected each day — a total of 530,000 new infections, said the report by the Actuarial Society of South Africa and the Medical Research Council.

The report, issued every two years and widely used as a model for predicting the course of the disease and its impact, included an estimate that 5.4 million of South Africa's 48 million people were infected with the AIDS virus by the middle of 2006 — a figure in line with the government's own estimates issued earlier this year. /

Only India is believed to have more people infected with HIV than South Africa.

The report said life expectancy dropped from 63 in 1990 to 51 in 2006. In the hardest hit province of KwaZulu-Natal, it was as low as 43. "The Demographic Impact of HIV/AIDS in South Africa: National and Provincial Indicators for 2006" said that 15-year-olds had a 56 percent chance of dying before the age of 60, compared to a 29 percent chance of dying in 1990. "The youth of today are facing a bleak future, and much still needs to be done to protect and support this vulnerable group," said Leigh Johnson, one of the authors of the report.

The South African government, long under fire for doing too little to prevent the spread of AIDS and to promote effective treatments, recently revamped its strategy. It gave responsibility to Deputy President Phumzile Mlambo-Ncguka and effectively sidelined Health Minister Manto Tshabalala-Msimang, who has been criticized for praising garlic, lemons and the African potato as remedies while disparaging the benefits of antiretroviral medicines.

Mlambo-Ncguka is due to unveil a plan for prevention, care and treatment of HIV/AIDS in 2007-2011 at World AIDS Day ceremonies on Friday. The final five-year plan will be released in March, to allow time for activist groups, who were previously ignored by the government, to have their say.

The new report said high rates of AIDS mortality will persist in South Africa at least for the next decade, but much depended on the provision of treatment. It forecast that if 50 percent of people with AIDS were given treatment, then by 2010 approximately 388,000 AIDS deaths would occur each year. This compared to approximately 291,000 deaths if 90 percent of people progressing to AIDS started treatment.

The report said approximately 230,000 HIV-infected individuals were receiving antiretroviral treatment by mid-2006, and a further 540,000 were sick with AIDS but not receiving any therapy.

Текст 17

### **ALL-AMERICAN, WITH ONE FOOT IN CHINA Adoptive parents grapple with race, culture and growing up**

**By Kari Huus**

Like a lot of 8-year-olds, when Meg Garrison is mad at her parents, she occasionally threatens to run away. She even has a destination, says her father, Bill, a realtor in Seattle: "She says: 'I'm running away — to China!'" In some ways, it is a typical childhood antic, but it is also a sign that she has started reckoning with her beginnings as an orphan in China.

Meg is one of tens of thousands of children, most of them girls, adopted from China by U.S. families in the last decade. They now make up the largest number of children adopted from a given country at any one time. In 2004, the number is set to rise even higher as China lifts a quota on foreign adoptions in an effort to relieve a backlog of applications.



/ Inevitably, as these children grow up, they are beginning to look around and raise questions about why they were abandoned and how they came to be adopted, and wonder about their skin color and the shape of their noses. It can be a painful process of discovery, as foreign-born adoptees of past generations have found. But the sheer numbers of children adopted from China in a short period has created a virtual cottage industry in support groups, culture and language courses and books. Families of adopted Chinese children are deluged by catalogues selling clothing with Chinese accents. It all signals a shift in philosophy in the adoption community — from one that presses for assimilation of their children to one that embraces a different culture. "The support network is unprecedented," says Ann Frechette, and anthropologist and expert on Chinese adoptions at Hamilton College in Clinton. Groups of families are organized through Internet listserves, adoption agencies and organizations like Families with Children from China. Some are groups of families that traveled together to China when they first went to get their Chinese babies. /

Families get together to celebrate Chinese holidays and the anniversary of their travel date.

Some also send their children to Chinese language lessons and Chinese culture camps.

Only part of the goal is to deal with race issues, Frechette says. It's also a natural affiliation. "Just as some people get together to play golf or tennis or to go to craft shows, these parents get together to celebrate China."

How far American parents should go to embrace Chinese culture and language is an open question.

Lynda Kommel and David Browne of Westport, Conn., have three children — two biological and one adopted from China. For them, it's a balancing act. One of two part-time nannies is from China, and all three children, two of them 5 years old and one 3, study Chinese with a tutor for about half an hour a week. "If they say they don't want to study Chinese, we say they need to because there are a billion people in the world who speak it," says Kommel, who has an extensive academic and professional background in China. On the other hand, they don't want to cause rifts between their adopted daughter and the biological son and daughter who themselves don't make any distinction so far. "We don't want to overemphasize it," says Kommel.

For Paul Tumarkin and his wife, Joanna Norman, the adoption of two girls from China has "fundamentally changed the identity of our family," says Tumarkin. While the Tucson, Ariz., couple plan to raise their children — now 3 years old and 16 months — in their Jewish tradition, they also celebrate all the Chinese festivals and are learning about Chinese culture. "We are very conscious of the fact that our family is going to be a Jewish-Chinese-American family," he says.

...

The latest wave of adoptive parents is doing far better than in the days when strict assimilation was the norm, says Jane Brown, a social worker who has worked with adoptive families and children throughout her career. But she says most are still falling short of preparing their children for racism and cultural disconnects. "What children really need is to be with people of color — people of the same race, or another race. Sometimes we need to give them those opportunities, and then pull back," she says. An example, she says, might be letting an adopted Chinese child go to with a Chinese-American family to the supermarket. "It's giving them a chance to connect with their ethnic community ... and not just do these things with their adoptive community ... and doing things that feel safe to the adoptive families....

March 25, 2004 © 2007 MSNBC Interactive

Текст 18

### **WHY STUDY ABROAD?**

#### **ONE SCOT EXPLAINS WHY HE WENT TO CANADA....**

The Guardian

March 03, 2010

A few weeks ago I posted a piece by American student Caitlin Fairfield on her experience of studying in London. Caitlin explained why she came to the UK and some of the differences (and similarities). She may well have not expected to have got so much anti-American abuse for her trouble....

Now 22-year-old Jhonti Bird explains why he chose to study in Canada for a year - and wonders why

British students are such apathetic travellers.

"UCAS figures published in February showed that the number of University applicants rose by 23% compared to February 2009. This fact, combined with the projected elimination of 6,000 University places, suggests that many potential students may look abroad in search of higher education. After all figures from the OECD have claimed that rejection from first choice British Universities is the number one reason why students attend non-UK institutions.

/ British students are, however, some of the most reticent academic travellers in the world. This can, in part, be explained by the high fees of many foreign, and particularly American schools, but the statistics also seem to support a widespread reluctance to look beyond the simplicity of the British University system.

For example when I decided to apply to my home institution, the University of St Andrews, for the opportunity to study for a full academic year in Canada, although many of my friends were supportive, others failed to see why studying abroad was any different to simply travelling during holidays. /

In response I would claim that studying at the University of Western Ontario was the most important experience of my academic career. This was not so much because of it was "a wonderful opportunity to learn about another culture" but rather because it was the perfect scenario to learn about one's own.

As a student of International Relations I naturally leapt at the chance to take a course on Canadian foreign policy from a Canadian perspective and it was perfect for learning in depth about the country's unique "patchwork quilt" approach nationalism. The course, however, played a much more pertinent role in formulating many of my opinions on Scottish independence.

It was by living in Ontario that I was able to see first hand the true extent of US cultural and economic dominance over its neighbour to the North. It was by studying there that I became acquainted with the extent to which Canada's military sovereignty has been consistently undermined by the USA's quest for "security".

I believe these are issues which any nascent Scottish state would have to deal with post- Independence. In the same way as the United States simply "solves" its security concerns without consulting the weaker Canadian military, I doubt that any future Scottish Government would receive full consultation about English military operations in the North Sea, resulting in less rather than more Scottish control over its borders. I also am certain that the interlocking relationship between the Scottish and English economies would make it very difficult for Scotland, like Canada, to diversify its business links or shield itself from the fiscal policies of any English Government.

Whilst this analysis is not without both its critiques and flaws what is important, certainly from a personal point of view, is that it resulted from time spent learning outside of Scotland rather than within it. As another famous Scot abroad Robert Louis Stephenson put it: "There is no foreign land; it is the traveller only that is foreign, and now and again, by a flash of recollection, lights up the contrasts of the earth".

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
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Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
<p>Вопрос №2</p> <p>Практическое задание (проверяет умения («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)</p>	<p>УК-4</p> <p>ОПК-4</p> <p>ОПК-5</p>	<p>Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках.</p> <p>Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения</p> <p>Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране.</p> <p>Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптивования собственного поведения к стандартам иноязычной культуры.</p> <p>Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения.</p> <p>Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.</p>	30
<p>Вопрос №3</p> <p>Практическое задание (проверяет умения («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)</p>	<p>УК-4</p> <p>ОПК-4</p> <p>ОПК-5</p>	<p>Умеет применять на практике функциональные возможности стилистических средств языка в их системе; вести научный дискурс в русском и изучаемых иностранных языках.</p> <p>Владеет системой лингвистических знаний, включающей в себя знание основных явлений и закономерностей функционирования изучаемого иностранного языка, системой знаний функциональных разновидностей и регистров общения</p> <p>Умеет использовать социальные стратегии, подходящие для достижения коммуникационных целей в процессе межкультурного взаимодействия; адаптироваться к существующему укладу жизни в иноязычной стране.</p> <p>Владеет технологиями получения информации для комфортного существования в иноязычном социуме; навыками адаптивования собственного поведения к стандартам иноязычной культуры.</p> <p>Умеет выстраивать собственное вербальное и невербальное поведение в соответствии с нормами культуры изучаемого языка; пользоваться правилами и традициями межкультурного и профессионального общения.</p> <p>Владеет навыками построения высказывания, адекватно отражающими культурные ценности изучаемого языка, а также собственными, но в приемлемой для носителя форме с целью достижения взаимопонимания; конвенциями речевого общения в иноязычном социуме.</p>	40