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Министерство науки и высшего образования Российской Федерации  
ФГБОУ ВО «Тверской государственный университет»



«УТВЕРЖДАЮ»

Руководитель ООП

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31.08.2021

Рабочая программа дисциплины (с аннотацией)

Иностранный язык

Направление подготовки

41.03.05 Международные отношения

Профиль подготовки

Международные отношения и дипломатия

Для студентов 4 курса очной формы обучения

Год набора 2018

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Тверь, 2021

2. A: There is a new soap opera on BBC1 — The Stretford Wives. Not exactly Chekhov's Three Sisters. The cast was great, but I found it rather stupid.

B:

3. A: A junior lecturer at Oxford armed with a PhD earns £ 15,000, less than the platform staff on the London Underground. A full professor earns £ 45,000.

B:

4. A: I got stuck in a traffic jam last night. I was to meet Jane at the station at 8. I called her on the mobile but she was not available.

B:

5. A: In Great Britain, having your own house and a car doesn't necessarily mean you belong to the middle class.

B:

6. A: Ten per cent of internet users in the US have a dependency that can be as destructive as alcoholism. Doctors call it internet addiction disorder.

B:

7. A: Do you know that Matryoshka, a famous Russian symbol, is just a hundred years old? The first workshop that started making Matryoshkas was founded in Babenki, a village not far from Moscow.

B:

8. A: Psychologists say there are four learning styles. Students can be activists, reflectors, theorists and pragmatists. Activists are open-minded and enthusiastic about anything new.

B:

9. A: I was planning to go skiing this week-end and now it looks as if we'll have to stay indoors. The forecast says minus 20 and a north wind.

B:

10. A: Amur tigers may disappear altogether! There are about 450 left in the Far Eastern taiga.

B:

## PAIRWORK 2.

One student describes an event (a list is given below), his / her partner responds while the student is speaking. DO NOT wait for pauses!

Model:

A: I went to the dentist the other day for a regular checkup. I hate going to the dentist, though I go every six months ...

B: Do you?

A: Yes, when I think of the drilling machine I start sweating. Anyway, I went there in the morning and came right on time for the ten o'clock appointment, you know I hate to be late, and settled down for a long wait, dentists, you know, never see you on time.

B: Don't they?

A: Never, they just love to keep you waiting! Then, quite unexpectedly they called out my name. I went into the room, sat down in the chair and ...

B: Yes?

A: ... and saw that the doctor was a very pretty young woman.

B: Was she?

A: I liked her a lot but was nervous, too, because she looked too young to be a doctor and seemed rather inexperienced. Well, she looked into my mouth and said a filling needed fixing.

B: And?

A: I didn't like the idea at all. But before I could say anything she started drilling out the old one.

I must say she was real good at it, I didn't feel any pain or anything. Before I knew it she said, "That's it. Do not eat anything for two hours and come back in six months".

B: OK.

A: I can't wait another six months. I have to see her sooner than that. I think I am going to have a toothache.

Ideas about events to describe:

1. the examination day;
2. my first date;
3. a trip abroad;
4. a meal at a Chinese / Japanese restaurant;
5. how I helped my mother about the house;
6. the worst day in my life;
7. an accident you were in or witnessed.

## 5.2. Оценочные материалы для проведения промежуточной аттестации

Вопросы к зачету с практическим заданием

Reading task:

Look through the text, which is a selection of comments sent to the BBC online debate "Can life improve for the world's poorest?" Make a list of key words and compare it with your partner's.

1. Education is always top on the list, if we could build schools and set up public programs in poor countries this will give these people the opportunity to learn skills that will allow them to develop and eventually become a more independent nation. If we were

not in constant war we would have the money to help humanitarian efforts. Mark, Rochester USA

2. Like most other residents of the UK I do not consider myself to be rich and I do not feel that I somehow have a responsibility to help the poor of other countries. We need to take care of our own poor before we can tackle the problems of underdeveloped nations. Matt Munro, Bristol, UK.

3. How do you expect to see an end to poverty when a country like Zambia has an unemployment rate of 80%? Could any single country in Europe live with such an unemployment rate? If we do not start creating jobs in developing countries, then there will be no end to poverty. In all the aid that is given to Africa, I have never seen one aid organisation even mention the need to create jobs. Job creation requires investment and it is not difficult to calculate how much investment each country requires to create those jobs. It will cost billions of dollars, but with targets and effort, progress could be made. Mark, Lusaka, Zambia.

4. Throwing money at poor countries will only make things worse. Up to 90% of the money given to some poor countries for aid will be siphoned (siphon — перекачивать) off by corrupt bureaucrats. Fair and equal trade without protectionist subsidies is essential to lifting families out of poverty. There should also be huge penalties on Western Banks that allow corrupt leaders to siphon off funds meant for aid. Lucinda, London.

5. Ask yourself this question: Why do super rich people come from developing countries? Do you have the answer? It's because if you give \$100 to the country in aid, less than 1 cent gets to the people that require the aid, the rest is used to grease the wheels (подмазать, дать взятку) in getting the aid to where it is needed.

6. I think life will not improve in poorer nations, especially in Africa, by mere cancellation of debts and sending food parcels. Life will improve only if rich countries invest in agriculture, like implementing green revolution model which was a great success in India and still is and providing better quality of seeds and improving education. Sunil Mohan Reddy M, India.

7. It's a shame that in the twenty first century there is so much poverty. How can there be so many people who have so little and so few people who have so much? The only way to prevent poverty is for every citizen of the world to give a mere 1% of their income to charities involved in feeding and assisting the poor. 1% from you and me to the rest of the world is a substantial amount. Brenda Schmitt, Germany.

8. Africans have failed Africa. I am sick and tired of the whole thing. Why do we bother? We keep on funding the poor to live in areas that obviously cannot sustain life for any decent period. We should face the reality and just stop trying to interfere. White western politicians and pop stars have had more than enough chances to make everything wonderful — plus the billions and billions that the West have pumped in and what have we achieved? Nothing. I want Gordon Brown to concentrate on the UK — not act as a Saint at our expense. Roger, Whitwick, England.

9. Extreme poverty will always be with us until the extremely poor reduce their birth rate. The well-off nations of the world have no obligation to support people who produce huge numbers of children without the ability to support them. Poverty cannot be checked until the massive population growth is brought under control. D. Peters, Ohio, USA.

10. It is not up to the so called 'rich counties' to sort out world poverty. The gap between the rich and the poor is the biggest in the poorest countries. For example, India with its caste system. Just drive around Bombay (Mumbai) and you will see untold wealth in one area while just down the road there are whole families living in cardboard boxes. You have to sort out the countries' political and social systems, no easy task, before throwing western tax payers' money at them.

The fact is that most countries where there is poverty have a very wealthy elite and it is they who should lead the way before asking for UN aid. John, France. What can the developed countries do to help the developing ones?

Read the text again and match each comment with the main idea (some comments have the same message / idea):

- improving education;
- creating jobs;
- investing more money;
- charity;
- fighting corruption;
- letting the poor countries take care of themselves;
- concentrating on the problems at home;
- opening the western markets for the poor countries;
- birth control.

#### DISCUSSION QUESTIONS:

1. What views on the problem do the people from the developed / developing countries have?

2. Comment on the statement from The Hunger Report: “No one really knows how many hungry people there are in the world. No one knows because hunger is difficult to define, because the statistical data are weak, and because efforts to improve data collection and analysis have been limited. But beyond these real difficulties we may not know how many hungry people there are in the world because we may not want to know.”

## 6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

### 6.1. Рекомендуемая литература

#### 6.3.1 Перечень программного обеспечения

#### 6.4 Образовательные технологии

6.4.1 Ролевая игра, интерактивные тренинги, регламентированная/нерегламентированная дискуссия, активизация

## 8. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

В ходе освоения учебной дисциплины различные образовательные технологии являются неотъемлемой частью всего образовательного процесса.

Задача формирования правильного владения коммуникативными актами на иностранном языке, как устно так и письменно, делает необходимым использование аудио- и видеоаппаратуры. На лекциях страноведческого характера устное описание целесообразно подкреплять различного рода видеофильмами на иностранном языке. Выполнение практических заданий устного характера на занятиях-диспутах и занятиях-беседах с использованием аудиотекстов и видеосюжетов расширяет лексический словарь обучающихся, способствует закреплению навыков восприятия иностранной речи на слух и демонстрирует фонетические и грамматические образцы оформления слов и предложений.

При выполнении внеаудиторной (домашней) работы обучающиеся могут использовать аудио- и видеоматериалы для расширения опыта аудирования. При проведении тестирования по лексике и грамматике компьютерные технологии дают возможность преподавателю менять характер заданий: упрощать, усложнять, индивидуализировать и т.п. При выполнении домашнего задания обучающиеся могут пользоваться различными электронными словарями.

Занятия по иностранному языку должны проходить в аудитории, оборудованной видео- и аудиотехникой.

Самостоятельная работа студентов включает в себя работу студентов при выполнении домашних заданий и во время подготовки к контрольной работе и к экзамену; работу со справочной литературой для аутентичного усвоения профессиональной лексики: подготовку к практическим занятиям (подбор литературы к определенной теме, работа над различными программными материалами, составление доклада на английском языке и его критический анализ, работу над проектами и пр.), а также работу на практических занятиях, проблемно-научная форма которых ориентирует студентов на творческий поиск оптимального решения проблемы, развивает навыки самостоятельного мышления, умения вести диалог на английском языке, выступать с монологической речью на заданную тему.

Самостоятельная работа включает в себя также индивидуальную работу по видеокурсам «Windows on Britain» и «Family Album, USA» (работа по рабочим тетрадям, устные отчеты по просмотренному материалу)

Самостоятельная работа с грамматическими материалами включает в себя выполнение упражнений и проверку их по ключам с целью дальнейшего совершенствования знаний грамматики английского языка