



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение
высшего образования

«Магнитогорский государственный технический университет им. Г.И. Носова»



УТВЕРЖДАЮ

Директор ИГО

Л.Н. Санникова

20.02.2024 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННАЯ КОММУНИКАЦИЯ

Направление подготовки (специальность)

45.04.02 Лингвистика

Направленность (профиль/специализация) программы

Лингвистика и межкультурная коммуникация

Уровень высшего образования - магистратура

Форма обучения

заочная

| | |
|---------------------|------------------------------------|
| Институт/ факультет | Институт гуманитарного образования |
| Кафедра | Лингвистики и перевода |
| Курс | 2 |

Магнитогорск
2024 год

Рабочая программа составлена на основе ФГОС ВО - магистратура по направлению подготовки 45.04.02 Лингвистика (приказ Минобрнауки России от 12.08.2020 г. № 992)

Рабочая программа рассмотрена и одобрена на заседании кафедры Лингвистики и перевода

26.01.2024, протокол № 5

Зав. кафедрой _____ Т.В. Акашева

Рабочая программа одобрена методической комиссией ИГО

20.02.2024 г. протокол № 7

Председатель _____ Л.Н. Санникова

Рабочая программа составлена:

доцент кафедры ЛиП, канд. пед. наук _____ Т.Ю. Баклыкова

Рецензент:

профессор кафедры ЯиЛ, д-р филол. наук _____ С.В. Рудакова

Лист актуализации рабочей программы

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2025 - 2026 учебном году на заседании кафедры Лингвистики и перевода

Протокол от ____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2026 - 2027 учебном году на заседании кафедры Лингвистики и перевода

Протокол от ____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2027 - 2028 учебном году на заседании кафедры Лингвистики и перевода

Протокол от ____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

1 Цели освоения дисциплины (модуля)

Целями усвоения дисциплины "Профессионально-ориентированная коммуникация" являются: владение системой лингвистических знаний, включающей в себя знание основных явлений на всех уровнях языка и закономерностей функционирования изучаемых языков, функциональных разновидностей языка; овладение конвенциями речевого общения в иноязычном социуме, правилами и традициями межкультурного и профессионального общения с носителями изучаемого языка; способностью создавать и редактировать тексты профессионального назначения; овладение навыками управления профессиональным коллективом лингвистов и способами организации его работы в целях достижения максимально эффективных результатов; овладение навыками стилистического редактирования перевода, в том числе художественного; овладение международным этикетом и правилами поведения переводчика в различных ситуациях устного перевода (сопровождение туристической группы, обеспечение деловых переговоров, обеспечение переговоров официальных делегаций).

2 Место дисциплины (модуля) в структуре образовательной программы

Дисциплина Профессионально-ориентированная коммуникация входит в часть учебного плана формируемую участниками образовательных отношений образовательной программы.

Для изучения дисциплины необходимы знания (умения, владения), сформированные в результате изучения дисциплин/ практик:

Межкультурная коммуникация в профессиональной деятельности

Иностранный язык в профессиональной деятельности

Научный дискурс на русском и английском языке

Знания (умения, владения), полученные при изучении данной дисциплины будут необходимы для изучения дисциплин/практик:

Подготовка к сдаче и сдача государственного экзамена

Выполнение, подготовка к процедуре защиты и защита выпускной квалификационной работы

Производственная - научно-исследовательская работа (по теме выпускной квалификационной работы)

Производственная - преддипломная практика

3 Компетенции обучающегося, формируемые в результате освоения дисциплины (модуля) и планируемые результаты обучения

В результате освоения дисциплины (модуля) «Профессионально-ориентированная коммуникация» обучающийся должен обладать следующими компетенциями:

| Код индикатора | Индикатор достижения компетенции |
|----------------|---|
| УК-4 | Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия |
| УК-4.1 | Устанавливает контакты и организует общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии |
| УК-4.2 | Составляет деловую документацию, создает различные академические или профессиональные тексты на русском и иностранном языках |
| УК-4.3 | Представляет результаты исследовательской и проектной деятельности на различных публичных мероприятиях, участвует в академических и профессиональных дискуссиях на русском и иностранном языках |

| | |
|---|--|
| УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия | |
| УК-5.1 | Ориентируется в межкультурных коммуникациях на основе анализа смысловых связей современной поликультуры и полиязычия |
| УК-5.2 | Владеет навыками толерантного поведения при выполнении профессиональных задач |

4. Структура, объём и содержание дисциплины (модуля)

Общая трудоемкость дисциплины составляет 6 зачетных единиц 216 акад. часов, в том числе:

- контактная работа – 12,4 акад. часов;
- аудиторная – 4 акад. часов;
- внеаудиторная – 8,4 акад. часов;
- самостоятельная работа – 199,7 акад. часов;
- в форме практической подготовки – 2 акад. час;

– подготовка к зачёту – 3,9 акад. час

Форма аттестации - зачет

| Раздел/ тема дисциплины | Курс | Аудиторная контактная работа (в акад. часах) | | | Самостоятельная работа студента | Вид самостоятельной работы | Форма текущего контроля успеваемости и промежуточной аттестации | Код компетенции |
|--|------|--|-----------|-------------|---------------------------------|----------------------------------|---|--|
| | | Лек. | лаб. зан. | практ. зан. | | | | |
| 1. Язык как система. Функциональные стили и жанры. | | | | | | | | |
| 1.1 Уровни языка. Функциональные разновидности. | 2 | 2 | | | 56 | Выполнение практических заданий. | Устный опрос. Проверка письменных заданий. | УК-4.1, УК-4.2, УК-4.3, УК-5.1, УК-5.2 |
| 1.2 Виды жанров. Жанровые особенности текстов. | | | | 2 | 70,7 | Выполнение практических заданий. | Устный опрос. Проверка письменных заданий. | УК-4.1, УК-4.2, УК-4.3, УК-5.1, УК-5.2 |
| 1.3 Особенности перевода текстов разных жанров. | | | | | 20 | Выполнение практических заданий. | Устный опрос. Проверка письменных заданий. | УК-4.1, УК-4.2, УК-4.3, УК-5.1, УК-5.2 |
| Итого по разделу | | 2 | | 2 | 146,7 | | | |
| 2. Особенности профессиональной коммуникации | | | | | | | | |
| 2.1 Особенности коммуникации в англоязычных странах. | 2 | | | | 28 | Выполнение практических заданий. | Устный опрос. | УК-4.1, УК-4.2, УК-4.3, УК-5.1, УК-5.2 |
| 2.2 Особенности коммуникации в лингвистическом сообществе. | | | | | 25 | Выполнение практических заданий. | Устный опрос. | УК-4.1, УК-4.2, УК-4.3, УК-5.1 |

| | | | | | | | |
|---------------------|---|--|---|-------|--|-------|--|
| Итого по разделу | | | | 53 | | | |
| Итого за семестр | 2 | | 2 | 199,7 | | зачёт | |
| Итого по дисциплине | 2 | | 2 | 199,7 | | зачет | |

5 Образовательные технологии

При изучении дисциплины «Профессионально-ориентированная коммуникация» используются следующие образовательные, интерактивные и информационные технологии: традиционные образовательные технологии (практическое занятие), технологии проблемного обучения (кейс метод), интерактивные технологии (практическое занятие – дискуссия), информационно-коммуникативные образовательные технологии (практическое занятие в форме презентации).

6 Учебно-методическое обеспечение самостоятельной работы обучающихся

Представлено в приложении 1.

7 Оценочные средства для проведения промежуточной аттестации

Представлены в приложении 2.

8 Учебно-методическое и информационное обеспечение дисциплины (модуля)

а) Основная литература:

1. Зеркина, Н. Н. English for professional purposes : практикум / Н. Н. Зеркина, О. В. Кисель ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/2083> (дата обращения: 24.07.2023). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

б) Дополнительная литература:

1. Иностранный язык в профессиональной деятельности : учебное пособие / Л. И. Антропова, Т. И. Дрововоз, Т. Ю. Залавина, Л. А. Шорохова ; МГТУ. - Магнитогорск, 2014. - 103 с. : ил. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/3620> (дата обращения: 26.04.2024). - Макрообъект. - Текст : электронный.

2. Артамонова, М. В. Let`s Read and Speak about Culture : учебное пособие [для вузов]. Part 1 / М. В. Артамонова, Л. В. Павлова, И. Р. Пулеха ; МГТУ. - Магнитогорск : МГТУ, 2019. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/2410> (дата обращения: 11.04.2024). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

в) Методические указания:

Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/2391> (дата обращения: 11.04.2024). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

г) Программное обеспечение и Интернет-ресурсы:

Программное обеспечение

| Наименование ПО | № договора | Срок действия лицензии |
|-----------------|------------------------------|------------------------|
| 7Zip | свободно распространяемое ПО | бессрочно |
| FAR Manager | свободно распространяемое ПО | бессрочно |

Профессиональные базы данных и информационные справочные системы

| Название курса | Ссылка |
|--|---|
| Поисковая система Академия Google (Google Scholar) | URL: https://scholar.google.ru/ |
| Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ) | URL: https://elibrary.ru/project_risc.asp |
| Электронная база периодических изданий East View Information Services, ООО «ИВИС» | https://dlib.eastview.com/ |
| Международная база полнотекстовых журналов Springer Journals | http://link.springer.com/ |
| Электронные ресурсы библиотеки МГТУ им. Г.И. Носова | https://host.megaprolib.net/MP0109/Web |
| Российская Государственная библиотека. Каталоги | https://www.rsl.ru/ru/4readers/catalogues/ |

9 Материально-техническое обеспечение дисциплины (модуля)

Материально-техническое обеспечение дисциплины включает:

Центр дистанционных образовательных технологий:

Мультимедийные средства хранения, передачи и представления информации.

Комплекс тестовых заданий для проведения промежуточных и рубежных контролей.

Персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета.

Оборудование для проведения он-лайн занятий:

Настольный спикерфон Plantronics Calisto 620

Документ камера AverMedia AverVision U15, Epson

Графический планшет Wacom Intuos PTH

Веб-камера Logitech HD Pro C920 Lod-960-000769

Система настольная акустическая Genius SW-S2/1 200RMS

Видеокамера купольная Praxis PP-2010L 4-9

Аудиосистема с петличным радиомикрофоном ArthurForty U-960B

Система интерактивная SmartBoard 480 (экран+проектор)

Поворотная веб-камера с потолочным подвесом Logitech BCC950 loG-960-000867

Комплект для передачи сигнала

Пульт управления презентацией Logitech Wireless Presenter R400

Стереогарнитура (микрофон с шумоподавлением)

Источник бесперебойного питания POWERCOM IMD-1500AP

Помещения для самостоятельной работы обучающихся:

Персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета

Помещение для хранения и профилактического обслуживания учебного оборудования:

Шкафы для хранения учебно-методической документации, учебного оборудования и учебно-наглядных пособий.

ПРИЛОЖЕНИЕ 1

Учебно-методическое обеспечение самостоятельной работы обучающихся

Для успешного усвоения знаний по предмету «Профессионально ориентированная коммуникация» необходимо:

- 1) выполнение всех задний самостоятельной работы ;
- 2) активная работа на практических занятиях, включающая подготовку теоретического вопроса и выполнение практических заданий.

1. Раздел: Язык как система. Функциональные стили и жанры.

1.1. Тема: Уровни языка. Функциональные разновидности.

Ответьте на вопросы:

- 1) What are the language levels?
- 2) What is their correlation?
- 3) What are the main registers of the English language?

Выполните практические задания:

Read the text and find out what functional styles (registers) are used in the text.

Promptly at the beginning of twilight, came again to that quiet corner of that quiet, small park the girl in gray. She sat upon a bench and read a book, for there was yet to come a half hour in which print could be accomplished.

To repeat: Her dress was gray, and plain enough to mask its impeccancy of style and fit. A largemeshed veil imprisoned her turban hat and a face that shone through it with a calm and unconscious beauty. She had come there at the same hour on the day previous, and on the day before that; and there was one who knew it.

The young man who knew it hovered near, relying upon burnt sacrifices to the great joss, Luck. His piety was rewarded, for, in turning a page, her book slipped from her fingers and bounded from the bench a full yard away.

The young man pounced upon it with instant avidity, returning it to its owner with that air that seems to flourish in parks and public places — a compound of gallantry and hope, tempered with respect for the policeman on the beat. In a pleasant voice, he risked an inconsequent remark upon the weather that introductory topic responsible for so much of the world's unhappiness-and stood poised for a moment, awaiting his fate.

The girl looked him over leisurely; at his ordinary, neat dress and his features distinguished by nothing particular in the way of expression.

«You may sit down, if you like,» she said, in a full, deliberate contralto. «Really, I would like to have you do so. The light is too bad for reading. I would prefer to talk.»

The vassal of Luck slid upon the seat by her side with complaisance.

«Do you know,» he said, speaking the formula with which park chairmen open their meetings, «that you are quite the stunningest girl I have seen in a long time? I had my eye on you yesterday. Didn't know somebody was bowled over by those pretty lamps of yours, did you, honeysuckle?»

«Whoever you are,» said the girl, in icy tones, «you must remember that I am a lady. I will excuse the remark you have just made because the mistake was, doubtless, not an unnatural one — in your circle. I asked you to sit down; if the invitation must constitute me your honeysuckle, consider it withdrawn.»

«I earnestly beg your pardon,» pleaded the young man. His expression of satisfaction had changed to one of penitence and humility. It was my fault, you know -I mean, there are girls in parks, you know — that is, of course, you don't know, but — »

«Abandon the subject, if you please. Of course I know. Now, tell me about these people passing and crowding, each way, along these paths. Where are they going? Why do they hurry so? Are they happy?»

The young man had promptly abandoned his air of coquetry. His cue was now for a waiting part; he could not guess the role he would be expected to play.

«It is interesting to watch them,» he replied, postulating her mood. «It is the wonderful drama of life. Some are going to supper and some to — er -other places. One wonders what their histories are.»

«I do not,» said the girl; «I am not so inquisitive. I come here to sit because here, only, can I be tear the great, common, throbbing heart of humanity. My part in life is cast where its beats are never felt. Can you surmise why I spoke to you, Mr. — ?»

«Parkenstacker,» supplied the young man. Then he looked eager and hopeful.

«No,» said the girl, holding up a slender finger, and smiling slightly. «You would recognize it immediately. It is impossible to keep one's name out of print. Or even one's portrait. This veil and this hat of my maid furnish me with an incog. You should have seen the chauffeur stare at it when he thought I did not see. Candidly, there are five or six names that belong in the holy of holies, and mine, by the accident of birth, is one of them. I spoke to you, Mr. Stackenpot — »

«Parkenstacker,» corrected the young man, modestly.

« — Mr. Parkenstacker, because I wanted to talk, for once, with a natural man — one unspoiled by the despicable gloss of wealth and supposed social superiority. Oh! you do not know how weary I am of it — money, money, money! And of the men who surround me, dancing like little marionettes all cut by the same pattern. I am sick of pleasure, of jewels, of travel, of society, of luxuries of all kinds.»

«I always had an idea,» ventured the young man, hesitatingly, «that money must be a pretty good thing.»

«A competence is to be desired. But when you leave so many millions that — !» She concluded the sentence with a gesture of despair. «It is the mootony of it» she continued, «that palls. Drives, dinners, theatres, balls, suppers, with the gilding of superfluous wealth over it all. Sometimes the very tinkle of the ice in my champagne glass nearly drives me mad.»

Mr. Parkenstacker looked ingenuously interested.

«I have always liked,» he said, «to read and hear about the ways of wealthy and fashionable folks. I suppose I am a bit of a snob. But I like to have my information accurate. Now, I had formed the opinion that champagne is cooled in the bottle and not by placing ice in the glass.»

The girl gave a musical laugh of genuine amusement.

«You should know,» she explained, in an indulgent tone, «that we of the non-useful class depend for our amusement upon departure from precedent. Just now it is a fad to put ice in champagne. The idea was originated by a visiting Prince of Tartary while dining at the Waldorf. It will soon give way to some other whim. Just as at a dinner party this week on Madison Avenue a green kid glove was laid by the plate of each guest to be put on and used while eating olives.»

«I see,» admitted the young man, humbly.

«These special diversions of the inner circle do not become familiar to the common public.»

«Sometimes,» continued the girl, acknowledging his confession of error by a slight bow, «I have thought that if I ever should love a man it would be one of lowly station. One who is a worker and not a drone. But, doubtless, the claims of caste and wealth will prove stronger than my inclination. Just now I am besieged by two. One is a Grand Duke of a German principality. I think he has, or has had, a wife, somewhere, driven mad by his intemperance and cruelty. The other is an English Marquis, so cold and mercenary that I even prefer the diabolism of the Duke. What is it that impels me to tell you these things, Mr. Packenstacker?

«Parkenstacker,» breathed the young man. «Indeed, you cannot know how much I appreciate your confidences.»

The girl contemplated him with the calm, impersonal regard that befitted the difference in their stations.

«What is your line of business, Mr. Parkenstacker?» she asked.

«A very humble one. But I hope to rise in the world. Were you really in earnest when you said that you could love a man of lowly position?»

«Indeed I was. But I said 'might.' There is the Grand Duke and the Marquis, you know. Yes; no calling could be too humble were the man what I would wish him to be.»

«I work,» declared Mr. Parkenstacker, «in a restaurant.»

The girl shrank slightly.

«Not as a waiter?» she said, a little imploringly. «Labor is noble, but personal attendance, you know — valets and — »

«I am not a waiter. I am cashier in» — on the street they faced that bounded the opposite side of the park was the brilliant electric sign «RESTAURANT» — «I am cashier in that restaurant you am there.»

The girl consulted a tiny watch set in a bracelet of rich design upon her left wrist, and rose, hurriedly. She thrust her book into a glittering reticule suspended from her waist, for which, however, the book was too large.

«Why are you not at work?» she asked.

«I am on the night turn,» said the young man; it is yet an hour before my period begins. May I not hope to see you again?»

«I do not know. Perhaps — but the whim may not seize me again. I must go quickly now. There is a dinner, and a box at the play — and, oh! the same old round. Perhaps you noticed an automobile at the upper corner of the park as you came. One with a white body

«And red running gear?» asked the young man, knitting his brows reflectively.

«Yes. I always come in that. Pierre waits for me there. He supposes me to be shopping in the department store across the square. Conceive of the bondage of the life wherein we must deceive even our chauffeurs. Good-night.»

«But it is dark now,» said Mr. Parkenstacker, «and the park is full of rude men. May I not walk — »

«If you have the slightest regard for my wishes,» said the girl, firmly, «you will remain at this bench for ten minutes after I have left. I do not mean to accuse you, but you are probably aware that autos generally bear the monogram of their owner. Again, good-night»

Swift and stately she moved away through the dusk. The young man watched her graceful form as she reached the pavement at the park's edge, and turned up along it toward the corner where stood the automobile. Then he treacherously and unhesitatingly began to dodge and skim among the park trees and shrubbery in a course parallel to her route, keeping her well in sight

When she reached the corner she turned her head to glance at the motor car, and then passed it, continuing on across the street. Sheltered behind a convenient standing cab, the young man followed her movements closely with his eyes. Passing down the sidewalk of the street opposite the park, she entered the restaurant with the blazing sign. The place was one of those frankly glaring establishments, all white, paint and glass, where one may dine cheaply and conspicuously. The girl penetrated the restaurant to some retreat at its rear, whence she quickly emerged without her hat and veil.

The cashier's desk was well to the front. A redhead girl on the stool climbed down, glancing pointedly at the clock as she did so. The girl in gray mounted in her place.

The young man thrust his hands into his pockets and walked slowly back along the sidewalk. At the corner his foot struck a small, paper-covered volume lying there, sending it sliding to the edge of the turf. By its picturesque cover he recognized it as the book the girl had been reading. He picked it up carelessly, and saw that its title was «New Arabian Nights,» the author being of the name of Stevenson. He dropped it again upon the grass, and lounged, irresolute, for a minute. Then he stepped into the automobile, reclined upon the cushions, and said two words to the chauffeur:

«Club, Henri.»

- a) Write three texts with different dictions.
б) Приведите примеры английских текстов разных функциональных стилей.

1.2. Тема: Уровни языка. Функциональные разновидности.

Ответьте на вопросы:

- 1) What are the main characteristics of poetic texts?
2) What are the main difficulties a translator faces translating a literary text?
3) What are stylistic peculiarities of scientific, legal, spots, poetic, technical texts?

Практические задания:

Read the texts. Define their genres.

a) *Day had broken cold and grey, exceedingly cold and grey, when the man turned aside from the main Yukon trail and climbed the high earth-bank, where a dim and little-travelled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there seemed an intangible pall over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun. This fact did not worry the man. He was used to the lack of sun. It had been days since he had seen the sun, and he knew that a few more days must pass before that cheerful orb, due south, would just peep above the sky-line and dip immediately from view.*

The man flung a look back along the way he had come. The Yukon lay a mile wide and hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, as far as his eye could see, it was unbroken white, save for a dark hair-line that curved and twisted from around the spruce-covered island to the south, and that curved and twisted away into the north, where it disappeared behind another spruce-covered island. This dark hair-line was the trail--the main trail--that led south five hundred miles to the Chilcoot Pass, Dyea, and salt water; and that led north seventy miles to Dawson, and still on to the north a thousand miles to Nulato, and finally to St. Michael on Bering Sea, a thousand miles and half a thousand more.

But all this--the mysterious, far-reaching hairline trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all--made no impression on the man. It was not because he was long used to it. He was a new-comer in the land, a chechaquo, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty odd degrees of frost. Such fact impressed him as being cold and uncomfortable, and that was all. It did not lead him to meditate upon his frailty as a creature of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold; and from there on it did not lead him to the conjectural field of immortality and man's place in the universe. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, ear-flaps, warm moccasins, and thick socks. Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head.

As he turned to go on, he spat speculatively. There was a sharp, explosive crackle that startled him. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled. He knew that at fifty below spittle crackled on the snow, but this spittle had crackled in the air. Undoubtedly it was colder than fifty below--how much colder he did not know. But the temperature did not matter. He was bound for the old claim on the left fork of Henderson Creek, where the boys were already. They had come over across the divide from the Indian Creek country, while he had come the roundabout way to take a look at the possibilities of getting out logs in the spring from the islands in the Yukon. He would be in to camp by six o'clock; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready. As for lunch, he pressed his hand against the protruding bundle under his jacket. It was also under his

shirt, wrapped up in a handkerchief and lying against the naked skin. It was the only way to keep the biscuits from freezing. He smiled agreeably to himself as he thought of those biscuits, each cut open and sopped in bacon grease, and each enclosing a generous slice of fried bacon...

b) According to the World Wildlife Fund, there are more tigers in captivity than there are in the wild. This is especially true in the United States, where backyard zoos and cub petting operations are successful—if controversial—businesses. Big cat ownership is more heavily regulated in the UK than it is in the U.S., but that wasn't always the case. More than 70 years ago, there was at least one pet tiger living in England.

To the people of Britain, Holmfirth, 20 miles outside of Manchester, is probably best known as the picturesque setting of *Last of the Summer Wine*, the BBC show that ran for a staggering 37 years from 1973 to 2010 and is now appropriately credited as being the world's longest running sitcom. But back in the early 1940s, the village was known locally as the home of Fenella the Holmfirth Tiger.

Fenella's story actually begins more than 8000 miles away in South Africa, where she was adopted by a family of circus performers and acrobats from Yorkshire, the Overends, in the late 1930s. While touring South Africa with a traveling circus in 1939, the Overend family was offered two newborn circus tiger cubs to rear and eventually incorporate into their act. One of the cubs died barely a week later, but the other—given the name Fenella, or "Feney" for short—survived. The Overends were forced to return to England after the outbreak of the Second World War. They took Fenella home with them to live (albeit after a brief stay in quarantine) in the back garden of their house in Holmfirth. Although she had a specially built hut and enclosure, the tiger eventually began spending just as much time in the family house as she did in the garden, and according to her owners, soon became extraordinarily tame.

The family would take her for walks through the village, including past the local primary school, where she became a firm favorite among the pupils. When the local council began to raise questions over just how tame Fenella really was, the sight of her walking calmly while being petted by all the schoolchildren as they returned from their lunch break was all it took to quash their worries.

c) The notorious Antarctic "ozone hole" sparked worldwide concern after its discovery in the 1980s, and for good reason — declining ozone allows harmful ultraviolet radiation to reach the Earth's surface, a major threat to public health.

But the ozone hole had another effect on the planet: It caused major atmospheric changes in the Southern Hemisphere.

With less ozone trapping solar radiation higher in the atmosphere, the stratosphere began to cool. The jet stream shifted toward the South Pole. The warm, wet tropics expanded, and the dry zone below the tropics shifted southward, as well. Weather patterns in certain parts of the Southern Hemisphere began to change.

Thanks to the Montreal Protocol, an international agreement to phase out ozone-depleting chlorofluorocarbons, the ozone hole is now in recovery. The treaty has been regarded as one of the most successful cooperative environmental efforts in history.

As it turns out, it's had a noticeable effect on the Southern Hemisphere's atmosphere. Since about the year 2000, there's been a pause in the shifting of the jet stream and the other changes caused by the declining ozone.

These are the findings in a study published yesterday in *Nature*.

Led by Antara Banerjee of NOAA's Earth System Research Laboratory, the researchers analyzed historical data from the Southern Hemisphere and revealed that past trends in the shifting atmosphere had been on hold for two decades. Then they used climate models to test whether the pause is the result of the recovering ozone layer or some other factor, like greenhouse gas emissions or natural climate cycles.

The study indicates that changes in the ozone layer are the primary driver. At the same time, the models do suggest that greenhouse gas emissions and declining ozone have similar effects on the Southern Hemisphere's atmosphere. The exact mechanisms are a little

different, but climate change seems to encourage a poleward shift of the jet stream and an expansion of the tropics.

Before the Montreal Protocol kicked in, it seems likely that greenhouse gas emissions were slightly reinforcing the effects of the ozone hole.

Greenhouse gases may also be part of the reason the trends have only paused since 2000, instead of being fully reversed. The effects of human-caused climate change are now somewhat at odds with the effects of the recovering ozone hole.

Translate and edit the above mentioned texts into Russian.

Read the text and edit it making it shorter.

Why Major in Linguistics?

If you are considering becoming a linguistics major, you probably know something about the field of linguistics already. However, you may find it hard to answer people who ask you, "What exactly is linguistics, and what does a linguist do?" They might assume that it means you speak a lot of languages. And they may be right: you may, in fact, be a polyglot! But while many linguists do speak multiple languages—or at least know a fair bit about multiple languages—the study of linguistics means much more than this.

Linguistics is the scientific study of language. Many topics fall under this umbrella. At the heart of linguistics is an understanding of:

- *the unconscious knowledge that humans have about language*
- *how children acquire language*
- *the structure of language in general and of particular languages*
- *how languages vary*
- *how language influences the way in which we interact with each other and think about the world*

What exactly do we mean by this?

When you were born, you were not able to communicate with the adults around you by using language. But by the time you were five or six, you were able to produce sentences, make jokes, ask questions, and so on. In short, you had become a fluent native speaker. During those first few years of your life, you accumulated a wide range of knowledge about at least one language, probably with very little conscious effort. If you studied a foreign language later on, it's likely that you discovered that it was not nearly as easy.

Speakers of all languages know a lot about their languages, usually without knowing that they know it. For example, as a speaker of English, you possess knowledge about English word order. Perhaps without even knowing it, you understand that Sarah admires the teacher is grammatical, while Admires Sarah teacher the is not, and also that The teacher admires Sarah means something entirely different. You know that when you ask a yes-no question, you may reverse the order of words at the beginning of the sentence and that the pitch of your voice goes up at the end of the sentence (for example, in Are you going?).

However, if you speak French, you might add est-ce que at the beginning, and if you know American Sign Language, you probably raise your eyebrows during the question. In addition, you understand that asking a wh-question (who, what, where, etc.) calls for a somewhat different strategy (compare the rising intonation in the question above to the falling intonation in Where are you going?). You also possess knowledge about the sounds of your language—for example, which consonants can go together in a word, and how they go together. You know that slint could be an English word, while sbint and lsint could not be. And you most likely know something about the role of language in your interactions with others. You know that certain words are "taboo" or controversial, that certain contexts might require more formal or less formal language, and that certain expressions or ways of speaking draw upon shared knowledge between speakers.

Yes, linguistics is a science!

Linguists investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes, how it varies across speakers and geographic regions,

and how to model this knowledge computationally. They study how to represent the structure of the various aspects of language (such as sounds or meaning), how to account for different linguistic patterns theoretically, and how the different components of language interact with each other. Linguists develop and test scientific hypotheses. Many linguists appeal to statistical analysis, mathematics, and logical formalism to account for the patterns they observe.

Do linguists know lots of languages?

Many linguists do fieldwork, collecting empirical evidence to help them gain insight into a specific language or languages in general. They work with speakers of different languages to discover patterns and/or to document the language, search databases (or corpora) of spoken and written language, and run carefully-designed experiments with children and adults in schools, in the field, and in university labs.

By now you can see that while linguists may be better informed if they know multiple languages, the work of a linguist actually involves learning about Language, rather than learning different languages.

What will I study as a linguistics major?

Linguistics is a major that gives you insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). It can involve looking at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, experimental linguistics).

Linguistics programs may be organized around different aspects of the field. For example, in addition to or instead of the above areas, a program might choose to focus on a particular language or group of languages; how language relates to historical, social, and cultural issues (anthropological linguistics); how language is taught in a classroom setting, or how students learn language (applied linguistics); or how linguistics is situated in the cognitive sciences.

Although linguistics programs in the United States may vary in their emphasis and their approach, they tend to have similar requirements. You will most likely be required to take an introductory course in linguistics, and to take one or more courses in the core theoretical areas of linguistics. You may also be required or encouraged to have proficiency in at least one language besides English in order to help you understand how languages vary and how your native language fits into the bigger picture and informs your judgments.

In addition, you may be encouraged to complement your linguistic studies with courses in related areas, such as cognitive psychology, cognitive science, philosophy, anthropology, computer science, or communication sciences. You might choose to double major and make your linguistic work part of an interdisciplinary program of study. A secondary specialization in one of the areas just mentioned complements a linguistics major nicely, and can enhance your training and marketability. You may also choose to engage in independent research, such as working as an assistant in a language laboratory, spending time studying and/or traveling abroad, or doing fieldwork. Taking advantage of these opportunities allows you to be more well-rounded and better informed, and will open more doors for you after graduation.

What opportunities will I have with a linguistics degree?

Students who major in linguistics acquire valuable intellectual skills, such as analytical reasoning, critical thinking, argumentation, and clarity of expression. This means making insightful observations, formulating clear, testable hypotheses, generating predictions, making arguments and drawing conclusions, and communicating findings to a wider community. Linguistics majors are therefore well equipped for a variety of graduate-level and professional programs and careers. Some may require additional training or skills, but not all do.

1.3. Тема: Особенности перевода и редактирования текстов разных жанров.

Ответьте на вопросы:

- 1) What are the main characteristics of poetic texts?
- 2) What are the main difficulties a translator faces translating a literary text?
- 3) What are stylistic peculiarities of scientific, legal, spots, poetic, technical texts?
- 4) What are lexical characteristics of scientific papers?
- 5) What are grammatical characteristics of scientific papers?
- 6) What is a term? What are characteristics of linguistic terminological system?

Выполните практические задания:

Read the texts. Define their genres.

a) *Day had broken cold and grey, exceedingly cold and grey, when the man turned aside from the main Yukon trail and climbed the high earth-bank, where a dim and little-travelled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there seemed an intangible pall over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun. This fact did not worry the man. He was used to the lack of sun. It had been days since he had seen the sun, and he knew that a few more days must pass before that cheerful orb, due south, would just peep above the sky-line and dip immediately from view.*

The man flung a look back along the way he had come. The Yukon lay a mile wide and hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, as far as his eye could see, it was unbroken white, save for a dark hair-line that curved and twisted from around the spruce-covered island to the south, and that curved and twisted away into the north, where it disappeared behind another spruce-covered island. This dark hair-line was the trail--the main trail--that led south five hundred miles to the Chilcoot Pass, Dyea, and salt water; and that led north seventy miles to Dawson, and still on to the north a thousand miles to Nulato, and finally to St. Michael on Bering Sea, a thousand miles and half a thousand more.

But all this--the mysterious, far-reaching hairline trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all--made no impression on the man. It was not because he was long used to it. He was a new-comer in the land, a chechaquo, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty odd degrees of frost. Such fact impressed him as being cold and uncomfortable, and that was all. It did not lead him to meditate upon his frailty as a creature of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold; and from there on it did not lead him to the conjectural field of immortality and man's place in the universe. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, ear-flaps, warm moccasins, and thick socks. Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head.

As he turned to go on, he spat speculatively. There was a sharp, explosive crackle that startled him. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled. He knew that at fifty below spittle crackled on the snow, but this spittle had crackled in the air. Undoubtedly it was colder than fifty below--how much colder he did not know. But the temperature did not matter. He was bound for the old claim on the left fork of Henderson Creek, where the boys were already. They had come over across the divide from the Indian Creek country, while he had come the roundabout way to take a look at the possibilities of getting out logs in the spring from the islands in the Yukon. He would be in to camp by six o'clock; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready. As for lunch, he pressed his hand against the protruding bundle under his jacket. It was also under his

shirt, wrapped up in a handkerchief and lying against the naked skin. It was the only way to keep the biscuits from freezing. He smiled agreeably to himself as he thought of those biscuits, each cut open and sopped in bacon grease, and each enclosing a generous slice of fried bacon...

b) According to the World Wildlife Fund, there are more tigers in captivity than there are in the wild. This is especially true in the United States, where backyard zoos and cub petting operations are successful—if controversial—businesses. Big cat ownership is more heavily regulated in the UK than it is in the U.S., but that wasn't always the case. More than 70 years ago, there was at least one pet tiger living in England.

To the people of Britain, Holmfirth, 20 miles outside of Manchester, is probably best known as the picturesque setting of *Last of the Summer Wine*, the BBC show that ran for a staggering 37 years from 1973 to 2010 and is now appropriately credited as being the world's longest running sitcom. But back in the early 1940s, the village was known locally as the home of Fenella the Holmfirth Tiger.

Fenella's story actually begins more than 8000 miles away in South Africa, where she was adopted by a family of circus performers and acrobats from Yorkshire, the Overends, in the late 1930s. While touring South Africa with a traveling circus in 1939, the Overend family was offered two newborn circus tiger cubs to rear and eventually incorporate into their act. One of the cubs died barely a week later, but the other—given the name Fenella, or “Feney” for short—survived. The Overends were forced to return to England after the outbreak of the Second World War. They took Fenella home with them to live (albeit after a brief stay in quarantine) in the back garden of their house in Holmfirth. Although she had a specially built hut and enclosure, the tiger eventually began spending just as much time in the family house as she did in the garden, and according to her owners, soon became extraordinarily tame.

The family would take her for walks through the village, including past the local primary school, where she became a firm favorite among the pupils. When the local council began to raise questions over just how tame Fenella really was, the sight of her walking calmly while being petted by all the schoolchildren as they returned from their lunch break was all it took to quash their worries.

c) The notorious Antarctic “ozone hole” sparked worldwide concern after its discovery in the 1980s, and for good reason — declining ozone allows harmful ultraviolet radiation to reach the Earth's surface, a major threat to public health.

But the ozone hole had another effect on the planet: It caused major atmospheric changes in the Southern Hemisphere.

With less ozone trapping solar radiation higher in the atmosphere, the stratosphere began to cool. The jet stream shifted toward the South Pole. The warm, wet tropics expanded, and the dry zone below the tropics shifted southward, as well. Weather patterns in certain parts of the Southern Hemisphere began to change.

Thanks to the Montreal Protocol, an international agreement to phase out ozone-depleting chlorofluorocarbons, the ozone hole is now in recovery. The treaty has been regarded as one of the most successful cooperative environmental efforts in history.

As it turns out, it's had a noticeable effect on the Southern Hemisphere's atmosphere. Since about the year 2000, there's been a pause in the shifting of the jet stream and the other changes caused by the declining ozone.

These are the findings in a study published yesterday in *Nature*.

Led by Antara Banerjee of NOAA's Earth System Research Laboratory, the researchers analyzed historical data from the Southern Hemisphere and revealed that past trends in the shifting atmosphere had been on hold for two decades. Then they used climate models to test whether the pause is the result of the recovering ozone layer or some other factor, like greenhouse gas emissions or natural climate cycles.

The study indicates that changes in the ozone layer are the primary driver.

At the same time, the models do suggest that greenhouse gas emissions and declining ozone have similar effects on the Southern Hemisphere's atmosphere. The exact mechanisms are a little

different, but climate change seems to encourage a poleward shift of the jet stream and an expansion of the tropics.

Before the Montreal Protocol kicked in, it seems likely that greenhouse gas emissions were slightly reinforcing the effects of the ozone hole.

Greenhouse gases may also be part of the reason the trends have only paused since 2000, instead of being fully reversed. The effects of human-caused climate change are now somewhat at odds with the effects of the recovering ozone hole.

Translate and edit the above mentioned texts into Russian.

Read the text and edit it making it shorter.

Why Major in Linguistics?

If you are considering becoming a linguistics major, you probably know something about the field of linguistics already. However, you may find it hard to answer people who ask you, "What exactly is linguistics, and what does a linguist do?" They might assume that it means you speak a lot of languages. And they may be right: you may, in fact, be a polyglot! But while many linguists do speak multiple languages—or at least know a fair bit about multiple languages—the study of linguistics means much more than this.

Linguistics is the scientific study of language. *Many topics fall under this umbrella. At the heart of linguistics is an understanding of:*

- *the unconscious knowledge that humans have about language*
- *how children acquire language*
- *the structure of language in general and of particular languages*
- *how languages vary*
- *how language influences the way in which we interact with each other and think about the world*

What exactly do we mean by this?

When you were born, you were not able to communicate with the adults around you by using language. But by the time you were five or six, you were able to produce sentences, make jokes, ask questions, and so on. In short, you had become a fluent native speaker. During those first few years of your life, you accumulated a wide range of knowledge about at least one language, probably with very little conscious effort. If you studied a foreign language later on, it's likely that you discovered that it was not nearly as easy.

Speakers of all languages know a lot about their languages, usually without knowing that they know it. For example, as a speaker of English, you possess knowledge about English word order. Perhaps without even knowing it, you understand that Sarah admires the teacher is grammatical, while Admires Sarah teacher the is not, and also that The teacher admires Sarah means something entirely different. You know that when you ask a yes-no question, you may reverse the order of words at the beginning of the sentence and that the pitch of your voice goes up at the end of the sentence (for example, in Are you going?).

However, if you speak French, you might add est-ce que at the beginning, and if you know American Sign Language, you probably raise your eyebrows during the question. In addition, you understand that asking a wh-question (who, what, where, etc.) calls for a somewhat different strategy (compare the rising intonation in the question above to the falling intonation in Where are you going?). You also possess knowledge about the sounds of your language—for example, which consonants can go together in a word, and how they go together. You know that slint could be an English word, while sbint and lsint could not be. And you most likely know something about the role of language in your interactions with others. You know that certain words are "taboo" or controversial, that certain contexts might require more formal or less formal language, and that certain expressions or ways of speaking draw upon shared knowledge between speakers.

Yes, linguistics is a science!

Linguists investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes, how it varies across speakers and geographic regions, and how to model this knowledge computationally. They study how to represent the structure of the various aspects of language (such as sounds or meaning), how to account for different linguistic patterns theoretically, and how the different components of language interact with each other. Linguists develop and test scientific hypotheses. Many linguists appeal to statistical analysis, mathematics, and logical formalism to account for the patterns they observe.

Do linguists know lots of languages?

Many linguists do fieldwork, collecting empirical evidence to help them gain insight into a specific language or languages in general. They work with speakers of different languages to discover patterns and/or to document the language, search databases (or corpora) of spoken and written language, and run carefully-designed experiments with children and adults in schools, in the field, and in university labs.

By now you can see that while linguists may be better informed if they know multiple languages, the work of a linguist actually involves learning about Language, rather than learning different languages.

What will I study as a linguistics major?

Linguistics is a major that gives you insight into one of the most intriguing aspects of human knowledge and behavior. Majoring in linguistics means that you will learn about many aspects of human language, including sounds (phonetics, phonology), words (morphology), sentences (syntax), and meaning (semantics). It can involve looking at how languages change over time (historical linguistics); how language varies from situation to situation, group to group, and place to place (sociolinguistics, dialectology); how people use language in context (pragmatics, discourse analysis); how to model aspects of language (computational linguistics); how people acquire or learn language (language acquisition); and how people process language (psycholinguistics, experimental linguistics).

Linguistics programs may be organized around different aspects of the field. For example, in addition to or instead of the above areas, a program might choose to focus on a particular language or group of languages; how language relates to historical, social, and cultural issues (anthropological linguistics); how language is taught in a classroom setting, or how students learn language (applied linguistics); or how linguistics is situated in the cognitive sciences.

Although linguistics programs in the United States may vary in their emphasis and their approach, they tend to have similar requirements. You will most likely be required to take an introductory course in linguistics, and to take one or more courses in the core theoretical areas of linguistics. You may also be required or encouraged to have proficiency in at least one language besides English in order to help you understand how languages vary and how your native language fits into the bigger picture and informs your judgments.

In addition, you may be encouraged to complement your linguistic studies with courses in related areas, such as cognitive psychology, cognitive science, philosophy, anthropology, computer science, or communication sciences. You might choose to double major and make your linguistic work part of an interdisciplinary program of study. A secondary specialization in one of the areas just mentioned complements a linguistics major nicely, and can enhance your training and marketability. You may also choose to engage in independent research, such as working as an assistant in a language laboratory, spending time studying and/or traveling abroad, or doing fieldwork. Taking advantage of these opportunities allows you to be more well-rounded and better informed, and will open more doors for you after graduation.

What opportunities will I have with a linguistics degree?

Students who major in linguistics acquire valuable intellectual skills, such as analytical reasoning, critical thinking, argumentation, and clarity of expression. This means making insightful observations, formulating clear, testable hypotheses, generating predictions, making arguments and drawing conclusions, and communicating findings to a wider community. Linguistics majors are therefore well equipped for a variety of graduate-level and professional programs and careers. Some may require additional training or skills, but not all do.

Write a scientific paper on linguistics, then swop the paper with your group mate and edit each other's papers.

2. Раздел: Особенности профессиональной коммуникации.

2.1. Тема: Особенности коммуникации в англоязычных странах.

Ответьте на вопросы:

- 1) What are conventions of communication?
- 2) What are communication traditions of English-speaking countries?
- 3) What are intercultural peculiarities of English speaking countries?

Практические задания:

Read the text and find out why it is difficult for the British to study foreign languages. What cultural peculiarities of the British are mentioned in the text?

I have failed at French, German, Croatian – and now I'm learning Welsh

'I'm learning Welsh because I thought it was about time I did so, having spent so much time there on holiday all my life.'

'I'm learning Welsh because I thought it was about time I did so, having spent so much time there on holiday all my life.' Photograph: Becky Stares/Alamy Stock Photo

'No other subject,' says my language teacher, "is the cause of so much shame. You might struggle with other subjects, but you'll probably never berate yourself like you do about your shortcomings in language learning."

That's a good point or, as they say in Welsh, mae e'n gwneud pwynt da.

I'm learning Welsh because I thought it was about time I did so, having spent so much time there on holiday all my life. It struck me that I wasn't much different to the kind of expats in Spain I might sniff at for not knowing any Spanish beyond dos cervezas por favor.

I felt a kind of shame about this. There we go; it's that word shame again. And there's that feeling of self-loathing you get when you know that, at some point, you knew the German word for exhaust pipe but suddenly can't remember it. I don't recall this ever happening in maths – "I used to know what eight times seven was, but now it's gone" – or geography – "I'm so idiotically stupid; I used to know exactly how an oxbow lake was formed, but I've forgotten."

I expect many Guardian readers made a resolution earlier this year to learn a new language or "brush up" their school French. And now, as they are preparing to make the same resolution, they will be feeling a little, yes, ashamed.

What is this self-flagellation all about? My Croatian teacher thinks it is a peculiarly British thing. She says you never hear French, German or Spanish speakers berating themselves about how poor their English is. Nor Croats actually – never have I heard one of my mum's countryfolk seek forgiveness for grammatical errors, or the word they can't quite recall. They just crack on, and quite right, too. Perhaps it's some expression of guilt about our linguistic imperialism. How many times have we been told how hopeless at languages we are as a nation? It's true, but the message might have sunk in so far that it's holding us back from rectifying the situation.

Being brought up bilingually didn't seem to help me with other languages at school. With French, I always felt as if I had missed a key lesson early on and never quite caught up. All of a sudden, the teacher was talking about something mysteriously called the "perfect" tense. Eh? Seriously, I couldn't see what was so special about it. Then came the imperfect tense, which looked no worse than any other tense, as far I could see. As for pluperfect, well, enough was enough. I gave up French and took up German. To my dismay and bewilderment, I was soon presented with something more confusing than even the French had thought up, bizarre things called cases – nominative, accusative etc. I duly failed my O-level.

Now, realising (with shame, naturally) that my Croatian is the standard of a small child's, I am having Croatian lessons. To my horror, there are seven cases. And now I am hearing all the

mistakes I am making, I am too ashamed (sorry to labour the point, but it's so true) to speak. All fluency has gone.

So, all told, I have failed at French, German, Croatian and, while it's great to be learning a language from scratch with a great teacher, I am sure I will soon be failing at Welsh too. The shame of it.

*PS. German for exhaust pipe is *auspuff*, to my mind easily the most delightful word in any language.*

Make up a dialogue discussing linguistic problems.

2.2. Тема: Особенности коммуникации в лингвистическом сообществе.

Ответьте на вопросы:

- 1) What are the most urgent issues of modern linguistics?
- 2) How is linguistics correlated with other branches of the Arts? Science?
- 3) What are the branches of modern linguistics?
- 4) What are the basics of international etiquette?
- 5) What are national features of etiquette in English-speaking countries?
- 4) What are the main rules of translators?

Практические задания:

Make a report on urgent issues of one of the linguistics branches.

Role play: In a group of linguistics discuss a possible solution of a an urgent issue. Give tasks to your colleagues and supervise them in their research.

Role play: Meet an international delegation of linguists.

ПРИЛОЖЕНИЕ 2

Оценочные средства для проведения промежуточной аттестации

Промежуточная аттестация имеет целью определить степень достижения запланированных результатов обучения по дисциплине «Практикум по профессионально-ориентированному общению» в форме зачета.

а) Планируемые результаты обучения и оценочные средства для проведения промежуточной аттестации:

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|--|--|---|
| УК-5: Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия | | |
| УК-5.1 | Ориентируется в межкультурных коммуникациях на основе анализа смысловых связей современной поликультуры и полиязычия | <p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) What is a register? 2) How many registers are there in English? 3) What defines a register? <p>Практические задания:</p> <p>Прочитайте следующие тексты и определите их регистр:</p> <p>1) In 2006 an American big-game hunter from Idaho shot and killed the first documented wild polar-grizzly bear hybrid, a mostly white male covered in patches of brown fur with long grizzly-like claws, a humped back, and eyes ringed by black skin. Four years later a second-generation “pizzly” or “grolar” was shot. After hearing reports of the bears, Brendan Kelly, then an Alaska-based biologist with the National Oceanic and Atmospheric Administration, started to wonder which other species might be interbreeding as a result of a changing Arctic landscape. (from Katherine Bagley, “Climate Change Is Causing Some Mixed-Up Wildlife”)</p> <p>2) The renovation of the County Courthouse is progressing on schedule and within budget. Although the cost of certain materials is higher than our original bid indicated, we expect to complete the project without exceeding the estimated costs because the speed with which the project is being completed will reduce overall labor expenses. (from Tran Nugélen, project engineer)</p> <p>3) Every day you walk on it, your baby crawls across it, and your dog rolls around on it. Your child may accidentally drop a piece of candy on it and eat the candy</p> |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|--|---|---|
| | | <p>anyway. All the while you are unaware that your floor is made with a toxic chemical that has proven to cause various types of cancer and other serious health risks. Vinyl flooring — one of today’s most affordable, durable, and easily installed flooring options — is manufactured using vinyl chloride. From Mina Raine, student, “The Real Dangers of Vinyl Chloride”)</p> <p>4) Once upon a time there was a small, beautiful, green and graceful country called Vietnam. It needed to be saved. (In later years no one could remember exactly what it needed to be saved from, but that is another story.) For many years Vietnam was in the process of being saved by France, but the French eventually tired of their labors and left. Then America took on the job. America was well equipped for country saving. It was the richest and most powerful nation on earth. It had, for example, nuclear explosives on hand and ready to use equal to six tons of TNT for every man, woman, and child in the world. It had huge and very efficient factories, brilliant and dedicated scientists, and most (but not everybody) would agree, it had good intentions. (from The Sierra Club, “Vietnam Defoliation: A Fable for Our Times”).</p> |
| УК-5.2: | Владеет навыками толерантного поведения при выполнении профессиональных задач | <p>Комплексные проблемные задания:</p> <p>Writers create and control tone in their writing in part through the words they choose. For example, the words laugh, cheery, dance, and melody help create a tone of celebration. Make a list of the words that come to mind when considering each of the following tones:</p> <p>humorous authoritative tentative angry triumphant repentant</p> <p>Compare your lists of words with those of others in the class. What generalizations can you make about the connotations associated with each of these tones?</p> |
| УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия | | |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|----------------|---|--|
| УК-4.1 | Устанавливает контакты и организует общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии | <p><i>Теоретические вопросы:</i></p> <ol style="list-style-type: none"> 1) <i>What is a register?</i> 2) <i>How many registers are there in English?</i> 3) <i>What lexical and grammatical means are used to express factual/conceptual information?</i> <p><i>Практические задания:</i></p> <p><i>Read the text and find examples of factual/conceptual information:</i></p> <p><i>'Of course,' the man in the brown hat said, 'there are good policemen and there are bad policemen, you know.'</i></p> <p><i>'You're right,' the young man said. 'Yes. That's very true. Isn't it, Julie?' He looked at the young woman next to him.</i></p> <p><i>Julie didn't answer and looked bored. She closed her eyes.</i></p> <p><i>'Julie's my wife,' the young man told the man in the brown hat. 'She doesn't like trains. She always feels ill on trains.'</i></p> <p><i>'Oh yes?' the man in the brown hat said. 'Now my wife — she doesn't like buses. She nearly had an accident on a bus once. It was last year ... No, no, it wasn't. It was two years ago. I remember now. It was in Manchester.' He told a long, boring story about his wife and a bus in Manchester.</i></p> <p><i>It was a hot day and the train was slow. There were seven people in the carriage. There was the man in the brown hat; the young man and his wife, Julie; a mother and two children; and a tall dark man in an expensive suit.</i></p> <p><i>The young man's name was Bill. He had short brown hair and a happy smile. His wife, Julie, had long red hair and very green eyes — the colour of sea water. They were very beautiful eyes.</i></p> <p><i>The man in the brown hat talked and talked. He had a big red face and a loud voice. He talked to Bill because Bill liked to talk too. The man in the brown hat laughed a lot, and when he laughed, Bill laughed too. Bill liked talking and laughing with people. The two children were hot and bored. They didn't want to sit down. They wanted to be noisy and run up and down the train.</i></p> |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|----------------|--|---|
| | | <p><i>'Now sit down and be quiet,' their mother said. She was a small woman with a tired face and a tired voice.</i></p> <p><i>'I don't want to sit down,' the little boy said. 'I'm thirsty.'</i></p> <p><i>'Here. Have an orange,' his mother said. She took an orange out of her bag and gave it to him.</i></p> <p><i>'I want an orange too,' the little girl said loudly.</i></p> <p><i>'All right. Here you are,' said her mother. 'Eat it nicely, now.'</i></p> <p><i>The children ate their oranges and were quiet for a minute.</i></p> <p><i>Then the little boy said, 'I want a drink. I'm thirsty.'</i></p> <p>Комплексные проблемные задания: Write a letter to a friend. Write a business letter.</p> |
| УК-4.2 | Составляет деловую документацию, создает различные академические или профессиональные тексты на русском и иностранном языках | <p><i>Теоретические вопросы:</i></p> <p><i>1) What lexical and grammatical means are used to express factual/conceptual information?</i></p> <p><i>Практические задания:</i></p> <p><i>Read the text and find examples of factual/conceptual information:</i></p> <p><i>The tall dark man took out his newspaper and began to read. Julie opened her eyes and looked at the back page of his newspaper. She read about the weather in Budapest and about the football in Liverpool. She wasn't interested in Budapest and she didn't like football, but she didn't want to listen to Bill and the man in the brown hat. 'Talk, talk, talk,' she thought. 'Bill never stops talking.'</i></p> <p><i>Then suddenly she saw the tall man's eyes over the top of his newspaper. She could not see his mouth, but there was a smile in his eyes. Quickly, she looked down at the newspaper and read about the weather in Budapest again.</i></p> <p><i>The train stopped at Dawlish station and people got on and got off. There was a lot of noise.</i></p> |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|----------------|--|--|
| | | <p><i>'Is this our station?' the little girl asked. She went to the window and looked out.</i></p> <p><i>'No, it isn't. Now sit down,' her mother said.</i></p> <p><i>'We're going to Penzance,' the little girl told Bill.</i></p> <p><i>'For our holidays.'</i></p> <p><i>'Yes,' her mother said. 'My sister's got a little hotel by the sea. We're staying there. It's cheap, you see.'</i></p> <p><i>'Yes,' the man in the brown hat said. 'It's a nice town. I know a man there. He's got a restaurant in King Street. A lot of holiday people go there. He makes a lot of money in the summer.' He laughed loudly. 'Yes,' he said again. 'You can have a nice holiday in Penzance.'</i></p> <p><i>'We're going to St Austell,' Bill said. 'Me and Julie. It's our first holiday. Julie wanted to go to Spain, but I like St Austell. I always go there for my holidays. It's nice in August. You can have a good time there too.'</i></p> <p><i>Julie looked out of the window. 'Where is Budapest?' she thought. 'I want to go there. I want to go to Vienna, to Paris, to Rome, to Athens.' Her green eyes were bored and angry. Through the window she watched the little villages and hills of England.</i></p> <p><i>The man in the brown hat looked at Julie. 'You're right,' he said to Bill. 'You can have a good time on holiday in England. We always go to Brighton, me and the wife. But the weather! We went one year, and it rained every day. Morning, afternoon, and night. It's true. It never stopped raining.' He laughed loudly. 'We nearly went home after the first week.'</i></p> <p><i>Bill laughed too. 'What did you do all day, then?' he asked.</i></p> <p><i>Julie read about the weather in Budapest for the third time. Then she looked at the tall man's hands. They were long, brown hands, very clean. 'Nice hands,' she thought. He wore a very expensive Japanese watch. 'Japan,' she thought. 'I'd like to go to Japan.' She looked up and saw the man's eyes again over the top of his newspaper. This time she did not look away. Green eyes looked into dark</i></p> |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|----------------|--|---|
| | | <p><i>brown eyes for a long, slow minute.</i></p> <p><i>After Newton Abbot station the guard came into the carriage to look at their tickets. 'Now then,' he said, 'where are we all going?'</i></p> <p><i>'This train's late,' the man in the brown hat said.</i></p> <p><i>'Twenty minutes late, by my watch.'</i></p> <p><i>'Ten minutes,' the guard said. 'That's all.' He smiled at Julie.</i></p> <p><i>The tall dark man put his newspaper down, found his ticket, and gave it to the guard. The guard looked at it.</i></p> <p><i>'You're all right, sir,' he said. 'The boat doesn't leave Plymouth before six o'clock. You've got lots of time.'</i></p> <p><i>The tall man smiled, put his ticket back in his pocket and opened his newspaper again.</i></p> <p><i>Julie didn't look at him. 'A boat,' she thought. 'He's taking a boat from Plymouth. Where's he going?' She looked at him again with her long green eyes.</i></p> <p><i>He read his newspaper and didn't look at her. But his eyes smiled. The train stopped at Totnes station and more people got on and off.</i></p> <p><i>'Everybody's going on holiday,' Bill said. He laughed. 'It's going to be wonderful. No work for two weeks. It's a nice, quiet town, St Austell. We can stay in bed in the mornings, and sit and talk in the afternoons, and have a drink or two in the evenings. Eh, Julie?' He looked at his wife. 'Are you all right, Julie?'</i></p> <p><i>'Yes, Bill,' she said quietly. 'I'm OK.' She looked out of the window again. The train went more quickly now, and it began to rain. Bill and the man in the brown hat talked and talked. Bill told a long story about two men and a dog, and the man in the brown hat laughed very loudly.</i></p> <p><i>'That's a good story,' he said. 'I like that. You tell it very well. Do you know the story about . . .'</i></p> <p><i>And he told Bill a story about a Frenchman and a bicycle.</i></p> <p><i>'Why do people laugh at these stories?' Julie thought. 'They're so boring!'</i></p> <p><i>But Bill liked it. Then he told a story about an old</i></p> |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|----------------|---|---|
| | | <p>woman and a cat, and the man in the brown hat laughed again. 'That's good, too. I don't know. How do you remember them all?'</p> <p>'Because', Julie thought, 'he tells them every day.'</p> <p>'I don't understand,' the little girl said suddenly. She looked at Bill. 'Why did the cat die?'</p> <p>'Shhh. Be quiet,' her mother said. 'Come and eat your sandwiches now.'</p> <p>'That's all right,' Bill said. 'I like children.'</p> <p>The man in the brown hat looked at the children's sandwiches. 'Mmm, I'm hungry, too,' he said. 'You can get sandwiches in the restaurant on this train.'</p> <p>He looked at Bill. 'Let's go down to the restaurant, eh? I need a drink too.'</p> <p>Bill laughed. 'You're right. It's thirsty work, telling stories.'</p> <p>The two men stood up and left the carriage.</p> <p>The little girl ate her sandwich and looked at Julie.</p> <p>'But why did the cat die?' she asked.</p> <p>'I don't know,' Julie said. 'Perhaps it wanted to die.'</p> <p>The little girl came and sat next to Julie. 'I like your hair,' she said. 'It's beautiful.' Julie looked down at her and smiled.</p> |
| УК-4.3 | <p>Представляет результаты исследовательской и проектной деятельности различных публичных мероприятиях, участвует в академических и профессиональных дискуссиях на русском и иностранном языках</p> | <p><i>Практические задания:</i></p> <p><i>Read the text and find examples of factual/conceptual information:</i></p> <p><i>The man in the brown hat looked at Julie. 'You're right,' he said to Bill. 'You can have a good time on holiday in England. We always go to Brighton, me and the wife. But the weather! We went one year, and it rained every day. Morning, afternoon, and night. It's true. It never stopped raining.'</i> He laughed loudly. 'We nearly went home after the first week.'</p> <p><i>Bill laughed too. 'What did you do all day, then?' he asked.</i></p> <p><i>Julie read about the weather in Budapest for the third time. Then she looked at the tall man's hands. They were long, brown hands, very clean. 'Nice hands,' she thought. He wore a very expensive</i></p> |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|----------------|--|---|
| | | <p><i>Japanese watch. 'Japan,' she thought. 'I'd like to go to Japan.' She looked up and saw the man's eyes again over the top of his newspaper. This time she did not look away. Green eyes looked into dark brown eyes for a long, slow minute.</i></p> <p><i>After Newton Abbot station the guard came into the carriage to look at their tickets. 'Now then,' he said, 'where are we all going?'</i></p> <p><i>'This train's late,' the man in the brown hat said. 'Twenty minutes late, by my watch.'</i></p> <p><i>'Ten minutes,' the guard said. 'That's all.' He smiled at Julie.</i></p> <p><i>The tall dark man put his newspaper down, found his ticket, and gave it to the guard. The guard looked at it.</i></p> <p><i>'You're all right, sir,' he said. 'The boat doesn't leave Plymouth before six o'clock. You've got lots of time.'</i></p> <p><i>The tall man smiled, put his ticket back in his pocket and opened his newspaper again.</i></p> <p><i>Julie didn't look at him. 'A boat,' she thought. 'He's taking a boat from Plymouth. Where's he going?' She looked at him again with her long green eyes.</i></p> <p><i>He read his newspaper and didn't look at her. But his eyes smiled. The train stopped at Totnes station and more people got on and off.</i></p> <p><i>'Everybody's going on holiday,' Bill said. He laughed. 'It's going to be wonderful. No work for two weeks. It's a nice, quiet town, St Austell. We can stay in bed in the mornings, and sit and talk in the afternoons, and have a drink or two in the evenings. Eh, Julie?' He looked at his wife. 'Are you all right, Julie?'</i></p> <p><i>'Yes, Bill,' she said quietly. 'I'm OK.' She looked out of the window again. The train went more quickly now, and it began to rain. Bill and the man in the brown hat talked and talked. Bill told a long story about two men and a dog, and the man in the brown hat laughed very loudly.</i></p> <p><i>'That's a good story,' he said. 'I like that. You tell it very well. Do you know the story about . . .'</i> And he told Bill a story about a Frenchman and a</p> |

| Код индикатора | Индикатор достижения компетенции | Оценочные средства |
|----------------|----------------------------------|---|
| | | <p><i>bicycle.</i></p> <p><i>'Why do people laugh at these stories?' Julie thought. 'They're so boring!'</i></p> <p><i>But Bill liked it. Then he told a story about an old woman and a cat, and the man in the brown hat laughed again. 'That's good, too. I don't know. How do you remember them all?'</i></p> <p><i>'Because', Julie thought, 'he tells them every day.'</i></p> <p><i>'I don't understand,' the little girl said suddenly. She looked at Bill. 'Why did the cat die?'</i></p> <p><i>'Shhh. Be quiet,' her mother said. 'Come and eat your sandwiches now.'</i></p> <p><i>'That's all right,' Bill said. 'I like children.'</i></p> <p><i>The man in the brown hat looked at the children's sandwiches. 'Mmm, I'm hungry, too,' he said. 'You can get sandwiches in the restaurant on this train.'</i></p> <p><i>He looked at Bill. 'Let's go down to the restaurant, eh? I need a drink too.'</i></p> <p><i>Bill laughed. 'You're right. It's thirsty work, telling stories.'</i></p> <p><i>The two men stood up and left the carriage.</i></p> <p><i>The little girl ate her sandwich and looked at Julie. 'But why did the cat die?' she asked.</i></p> <p><i>'I don't know,' Julie said. 'Perhaps it wanted to die.'</i></p> <p><i>The little girl came and sat next to Julie. 'I like your hair,' she said. 'It's beautiful.' Julie looked down at her and smiled.</i></p> <p>Комплексные проблемные задания:</p> <p>Write a summary of a scientific article.</p> |

б) Порядок проведения промежуточной аттестации, показатели и критерии оценивания:

Показатели и критерии оценивания на зачете:

На оценку «зачтено» – магистрант должен показать высокий уровень знаний на уровне воспроизведения, объяснения информации, интеллектуальные навыки решения проблем и задач, нахождения ответов к проблемам, оценки и вынесения критических суждений, студент должен обоснованно ответить на вопрос, дать определение понятию, решить тест или выполнить задание;

На оценку «не зачтено» – магистрант не может показать знания на уровне

воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения простых задач, студент не отвечает на вопрос, не дает определение понятию, не решает тест или не выполняет задание.