

**Рабочая программа дисциплины
Б1.О.01.05 Деловой иностранный язык (английский язык)**

**: 44.04.02 Педагогическое образование
: Психология и педагогика развития дошкольников**

1

1

2, 72
1

1. Место дисциплины в структуре ОП

44.04.0

2. Планируемые результаты обучения по дисциплине

Компетенция	Индикаторы достижения
УК-4.	Знать: - Уметь: Владеть: -
УК-5.	Знать: Уметь: Владеть:

3. Содержание дисциплины

Стили речи. Стил ь речи профессиональной коммуникации. Основные понятия в профессиональной сфере на английском языке

Деловое общение, межкультурная коммуникация. Этические нормы в профессиональной деятельности

Письменное деловое общение

Коммуникация по теме научных исследований в профессиональной сфере

4. Тематический план

1		18			8		10
2		18			8		10

3		18			6		8
4		18			10		12
		72			32		40

5. Виды образовательной деятельности

Контактные часы 32
 Самостоятельная работа 40
 ЗЕТ - 2

Тематические блоки I семестра

Практические занятия 32
 Самостоятельная работа 4
 ЗЕТ 2

Блок 1

Стили речи. Слль речи профессиональной коммуникации. сновные понятия в профессиональной сфере на английском языке.
 (практические занятия – 8 часов)

Занятие 1

Аудиторная работа

_____:

_____ : Pedagogy as a science. Teaching as a career.

_____:

Занятие 2

Аудиторная работа

_____:

_____ : Parents and children, What parents can do to

_____:

Занятие 3

Аудиторная работа

_____:

_____ : n-
 What is the importance of child education? The main objectives of early child care education? The best way to educate a child. How children learn: learning at 0-5 years. (_____).

_____:

Занятие 4

Аудиторная работа

_____:

_____, _____: Passive aggressive behaviour, The big problem of small children education, Children with problems or problem children? (

_____ Suppositional Mood).

Блок 2

Деловое общение, межкультурная коммуникация. Этические нормы в профессиональной деятельности. (практические занятия – 8 часов)

Занятие 1

Аудиторная работа

_____:

_____:

_____, _____: Etiquette, How not to behave badly abroad.

(
_____ : Making a reservation

Занятие 2

Аудиторная работа

_____:

_____:

_____:

_____, _____: Starting a Conversation. Asking for Directions, Forms of address, Greetings, Shaking hands, Parting. ()

_____ : Making a reservation

Занятие 3

Аудиторная работа

_____:

communication, Restaurant Menu.

Telephone

_____ : Fast food, Regular Restaurant Ordering, Fine Dining. Left right and around the corner, Talking to Strangers. ()

_____:

_____, _____: At the restaurant, Festive Dinner, Business Lunch

_____ : Making a reservation

Занятие 4

Аудиторная работа

_____:

_____:

_____:

_____, _____: Gestures and speech interaction, What does argumentation mean? (

_____): Making a reservation

Блок 3

Письменное деловое общение (практические занятия – 6 часов)

Занятие 1

Аудиторная работа

_____:

_____): Curriculum Vitae, Going through a job interview. (

_____): Common questions at a job interview. (

_____:

Занятие 2

Аудиторная работа

_____:

_____, _____): Business letter, Business Correspondence, The Best Formatting for a Business Letter, Business Letters Writing. Write your business plan.

_____:

_____:

Занятие 3

Аудиторная работа

_____:

_____, _____): Electronic letters, History of electronic correspondence, Types of Electronic correspondence.

_____:

Subject Clause.

Блок 4

Коммуникация по теме научных исследований в профессиональной сфере. (практические занятия – 10 часов)

Занятие 1

Аудиторная работа

_____:

_____, _____: Types of Scientific Research, Writing the Thesis, Research: Fundamental and Applied. (_____).

_____:

Занятие 2

Аудиторная работа

_____:

_____, _____: Understanding Research Methods, Interpreting Research Results, How to Write a Summary. (_____).

_____:

Занятие 3

Аудиторная работа

_____:

_____, _____: The Main Logical Parts of a Presentation, Paraphrasing tactics. Forums, Conferences, Master-Classes.

_____ : Report.

_____:

Attributive Clause.

Занятие 4

Аудиторная работа

_____:

_____, _____: The Structure of a Scientific Paper, The Use of Statistics, Formal Methods in Research.

_____:

_____:

Adverbial Clause.

Занятие 5

Аудиторная работа

_____:

_____, _____: How to write a dissertation in time, What is PhD? What should a dissertation include? Master's degree.

Object Clause.

Тематические блоки I семестра

Самостоятельная работа 4

Блок 1

Стили речи. Слль речи профессиональной коммуникации. сновные понятия в профессиональной сфере на английском языке.
(самостоятельная работа – 10 часов)

Занятие 1

Самостоятельная работа

_____ : _____ - _____ - _____
_____ : History of education, Stages of education in Russia and abroad. (

_____ :

Занятие 2

Аудиторная работа

Самостоятельная работа

_____ : How do you create a welcoming atmosphere for families in childcare? Modern family, Early-life language stimulation. (
_____).
_____ .

Занятие 3

Самостоятельная работа

_____ : Lack of Teacher Contact, Poor Time Management, Technological Difficulties, Missing social interaction. (

_____ :

Занятие 4

Самостоятельная работа

_____ : Praise and reprimands as critical ingredients of behaviour management, Parents use of praise and criticism. (
_____ Subjunctive II).

Блок 2

Деловое общение, межкультурная коммуникация.
Этические нормы в профессиональной деятельности.
(самостоятельная работа – 10 часов)

Занятие 1

Самостоятельная работа

1. _____:
Conver-

sational Formulas.

_____, _____: General things, Flight, Confirming your flight,
Departing date, Finding the gate, At the counter, At the Airport, Checking in and checking out,

_____, _____.

_____:

Занятие 2

Самостоятельная работа

1. _____: Directions, Asking the Way, Sightseeing, Sports.

_____, _____: The main sights of the towns (Moscow, Smo-
lensk, London, New York). World Cup in RF. Association football in Great Britain. Baseball,
Basketball and Ice-Hockey in the USA.

_____, _____: GPS,

_____:

Занятие 3

Самостоятельная работа

_____: Conversational Formulas.

_____, _____: Radio Communication Phraseology, Internet

_____:

_____: Meeting your partners. Being late for your meeting with business partners.
You want to excuse yourself.

Занятие 4

Самостоятельная работа

1. _____:

_____, _____: A case study of designing speech interaction.
Argumentation. What is Aggressive Speech.

_____, _____:
(_____).

Блок 3

Письменное деловое общение (самостоятельная работа – 8 часов)

Занятие 1

Самостоятельная работа

_____, _____:
_____ Business Contracts, Business Ethics, Social and
Business visits in the USA, Negotiations, Business trips.

_____:

_____:

Занятие 2

Самостоятельная работа

_____:

_____, _____: Using idiomatic English when talking about business, Job problems, Project planner business idea. (_____).

_____:

_____:

_____:

Занятие 3

Самостоятельная работа

_____:

_____, _____: Basic Internet Terms, 20 Internet Terms Every Beginner Should Know, Internet slang and terminology.

_____:

_____:

(_____).

Блок 4

Коммуникация по теме научных исследований в профессиональной сфере. (самостоятельная работа – 12 часов)

Занятие 1

Самостоятельная работа

_____:

_____ : The style of dissertation. (_____).

_____:

_____:

Predicative Clause.

Занятие 2

Самостоятельная работа

_____:

Занятие 3
Самостоятельная работа

_____:

_____, _____: Internet texts, Websites to expand scientific knowledge.

_____:

_____:

_____:

Занятие 4
Самостоятельная работа

_____:

_____, _____: What are scientific research articles and how do I find them? Scientific papers.

_____:

_____:

Занятие 5
Самостоятельная работа

_____:

_____, _____ A thesis or dissertation, Master s degree in Europe.

6. Критерии оценивания результатов освоения дисциплины (модуля)

6.1. Оценочные средства и критерии оценивания для текущей аттестации

Критерии оценивания заданий для текущего контроля и образцы заданий

1) Контроль лексико-грамматических навыков (I семестр)

Семестр 1

The Passive Voice

Module 1

Complete the sentences

- 1)
 - a) is killed
 - b) was killed
 - c) will be killed
- 2)
 - a) are changed
 - b) changed
 - c) is changed
- 3)
 - a) was posted
 - b) will be posted
 - c) posted
- 4)
 - a) are being mended
 - b) are mended
 - c) were being mended
- 5)
 - a) was already told
 - b) has already been told
 - c) is already told
- 6)
 - a) are expected
 - b) have been expected
 - c) has been expected
- 7)
 - a) will be blown
 - b) was blown
 - c) will blown
- 8)
 - a) was questioning
 - b) is questioning
 - c) is being questioned
- 9)
 - a) has not signed
 - b) are not signed
 - c) have not been signed
- 10)
 - a) was planned
 - b) is being planned
 - c) has been planned
- 11)
 - a) is given
 - b) was being given
 - c) was given
- 12)
 - a) will have been built
 - b) will built
 - c) will have built
- 13)
 - a) had been repaired

- b) was being repaired
 - c) is being repaired
- 14)
- a) will be completed
 - b) will have been completed
 - c) has been completed
- 15)
- a) was taught
 - b) is being taught
 - c) will be taught

Module 2

Open the brackets and put the verb in the proper tense form of the Passive Voice

- 1) Wait a little! Your questions (to discuss) now.
- 2) _____ very interesting.
- 3) This new dictionary (to sell) everywhere now.
- 4) I cannot use my hotel room because (not to clean) yet.
- 5) A new metro line (to construct) now. One of the stations (to build) in our street.
- 6) The place looked wonderful Everything (to prepare, already) for the ball.
- 7) A lot of new articles (to write) about this book soon, I am sure.
- 8) He (to laugh at) when he was a schoolboy.
- 9) This mountain (to climb, never) before.
- 10) Mushrooms (to gather) in autumn.

Second Meanings of Modal Verbs

Module 1

Complete the sentences

- 1)
 - a) must joke
 - b) must be joking
 - c) must have joked
 - d) must have been joking
- 2) _____ y birthday
 - a) may be
 - b) must be
 - c) must have been
 - d) may have been
- 3)
 - a) _____
 - b) may have said
 - c) _____
 - d) _____
- 4) _____ meeting.
 - a) must have been
 - b) may have been
 - c) might have been
 - d) _____
- 5)

- a) must be
 - b) may be
 - c)
 - d) might be
- 6) address.
- a) may send
 - b) may be sending
 - c)
 - d) may have sent
- 7)
- a) must broke
 - b)
 - c) must have broken
 - d)
- 8)
- a) must have fallen
 - b) have fallen
 - c) might fall
 - d) must fall
- 9)
- a) must sleep
 - b) must have slept
 - c) must sleeping
 - d) must be sleeping
- 10)
- a) might be
 - b) must have been
 - c) must be
 - d) might have been

Module 2

Translate into English

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

*The Verbals (the non-finite forms of the verb)
The Infinitive and the Gerund*

Complete the sentences

- 1)
- a) buy
 - b) buying

- c) to buy
 - d) in buying
- 2)
- a) go
 - b) to go
 - c) going
 - d) for going
- 3)
- a) being
 - b) be
 - c) to be
 - d) from being
- 4)
- a) to borrow
 - b) borrow
 - c) borrowing
 - d) for borrowing
- 5) Several people insist
- a) to help
 - b) helping
 - c) help
 - d) on helping
- 6)
- a) to thank
 - b) thank
 - c) thanking
 - d) in thanking
- 7)
- a) to leave
 - b) leave
 - c) leaving
 - d) left
- 8)
- a) to sleep
 - b) to be sleeping
 - c) sleep
 - d) being sleeping
- 9)
- a) to be
 - b) be
 - c) for be
 - d) to have been
- 10)
- a) to stay
 - b) staying
 - c) stay
 - d) to have stayed
- 11)
- a) laughing
 - b) to laugh
 - c) on laughing
 - d) laugh

- 12) ary.
- a) to ski
 - b) skiing
 - c) for skiing
 - d) ski

Причастие и абсолютные конструкции (независимый причастный оборот)
The Participle and the Absolute Constructions
(the Absolute Participial Construction)

1) Translate into English

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)
- j)

2) Replace the following sentences or groups of sentences by simple sentences with the Participle.

- a)
- b) Jane was tidying up her bedroom. She found some old letters.
- c) We moved to Florida. We had sold our cottage.
- d) His head was aching at night. He had studied all day.
- e) He knew all the goals by heart. He had seen that match several times.

3) Replace the clauses with the Absolute Participial Construction

- a) As there was a severe storm at sea, the steamer could not leave the port.
- b) As it was Sunday, the library was closed.
- c) As the weather was fine, they went for a walk.
- d) As the professor was ill, the lecture was put off.

The Subjunctive Mood. Types of Conditionals

Module 1

Complete the sentences

- 1)
- a) will lend
 - b) lend
 - c) lends
- 2)
- a) will hurry
 - b) hurry
 - c) would hurry

- 3) You were n
 a) have been
 b) will be
 c) had been
- 4)
 a) will be
 b) is
 c) would be
- 5)
 a) would go
 b) went
 c) would went
- 6) Id have had time to watch this film
 a)
 b)
 c)
- 7)
 a) would give
 b) would have given
 c) will give
- 8)
 a) would you have bought
 b) did you buy
 c) will you buy
- 9) late.
 a) will not hurry
 b)
 c)
- 10)
 a) would be
 b) would not be
 c) would not have been
- 11)
 a) were
 b) was
 c) will be
- 12)
 a) calls
 b) would call
 c) called
- 13) If I had read
 a) will be able
 b) would be able
 c) would have been able

Module 2

Translate into English

- 1.
- 2.
- 3.
- 4.
- 5.

6.

86% - 100%	
69% - 85%	
50% - 68%	

2) Контроль навыков говорения (I семестр).

5

30

Семестр 1

My scientific work

9-10	
7-8	
5-6	

1.		
2.		
	-3)	
	- \	
	\ -	

3.		
4.		
5.		

8-

Семестр 1

You make a reservation at a hotel. Be active and polite.

9-10	
7-8	
5-6	

1.		
		-2

2.		
	-3)	
	- \	
3.		
4.		
	\	
5.		

3) Контроль навыков чтения (I семестр).

Read and translate the text.

Leaving home

Almost every 16-year old has thought about leaving home.

Many teens dream about leaving home: but the reality can often be much harder than they imagine.

Recently, a survey of "Young People's Social Attitudes" asked British teenagers for their opinions about leaving home. Forty-nine per cent of 12-15 year olds thought that teenagers should be allowed to leave home at the age of 16; another 12% said 17, and 8% said "when they want". Only 23% of young teenagers thought that they should live at home until they were 18!

Yet the teenage dream seems to conflict with the experience of real life; when the same question was put to 18 and 19-year olds, almost half replied that teenagers should not leave home before the age of 18.

Nevertheless, leaving home is part of the process of growing up. Many teenagers leave to go and study or train or look for a job in a different town or city, returning home when the money runs out. Others leave because they just want to get out. Most, especially younger ones, are happy to go home again later; for a small number, leaving home is a definitive break.

Every year thousands of young people in Britain leave home in search of a better or more exciting life; many of them go to London, attracted by the bright lights, the night life, the youth scene and the hope of finding work.

16-year olds who leave school with few or no qualifications find it very hard to get jobs; indeed, in some British cities, particularly in the North, finding work is almost impossible for unqualified people, especially young people. London, however, has less unemployment and more jobs; and though no one imagines that the streets of the capital are "paved with gold" (as in the legend), many teenagers make their way to the capital, hoping to set up a new home of their own.

Though there are indeed more jobs in London than in most other cities, they are not always good jobs, and the dream of leaving home and finding a job often turns out to be just that; a dream. Many return home; some become homeless.

Homelessness is not a new problem, and there are many associations that help homeless people to find somewhere to live. And although, overall, less people keep coming to London in search of a new life, the number of young people doing so has gone up sharply; their reasons for coming have changed too.

It's all part of our changing society. In 1961, only about 5% of children (about half a million children) in Britain lived in single-parent families; in 2013, 22% of children, that is three million children, lived in single-parent families. Single-parent families are generally poorer than traditional families.

9-10	
7-8	
5-6	

1.		
2.	-	
	-	
	-	
3.	-	
	-	
	-	
4.		
	-	
5.		

-

-

- I found the article (rather) interesting (important, useful)

9-10	
7-8	
5-6	

1.		
	50%	
2.		
	-	
3.		
	-3)	
	-	
4.		
5.		
	\	

9-10	
7-8	
5-6	

1.		
2.	-	
	-	
	-	
3.	-	
	-	
	-	
4.		
	-	
5.		

5) Контроль участия в проекте (I семестр).

-
-
-
-
-
-
-
-

9-10	
7-8	
5-6	

	0-
	0-
	0-
	0-
	0-

Семестр 1

Cross-

6.2. Оценочные средства и критерии оценивания для промежуточной аттестации
Промежуточный контроль I

-

СЕМЕСТР 1

Образцы лексико-грамматического теста. (Задание 1)

The Complex Object

- 1) Fill in the blanks with the particle “to” where necessary
- a)
 - b)

- a) and
 - b) but
 - c) or
- 8) I sh
- a) so
 - b) where
 - c) if
- 9)
- a) unless
 - b) when
 - c) if
- 10)
- a) unless
 - b) when
 - c) if

Образец текста на чтение, перевод, обсуждение на английском языке (Задание 2)

How to Write a Summary

A "stand-alone" summary is a summary produced to show a teacher that you have read and understood something. It is common in many 100 and 200 level classes to get assignments that ask you to read a certain number of articles and summarize them. This is also a very common type of writing assignment in graduate school.

How to produce a summary:

1. Read the article to be summarized and be sure you understand it.
2. Outline the article. Note the major points.
3. Write a first draft of the summary without looking at the article.
4. Always use paraphrase when writing a summary. If you do copy a phrase from the original be sure it is a very important phrase that is necessary and cannot be paraphrased. In this case put "quotation marks" around the phrase.
5. Target your first draft for approximately 1/4 the length of the original.

The features of a summary:

1. Start your summary with a clear identification of the type of work, title, author, and main point in the present tense.

Example: In the feature article "Four Kinds of Reading," the author, Donald Hall, explains his opinion about different types of reading.

2. Check with your outline and your original to make sure you have covered the important points.
3. Never put any of your own ideas, opinions, or interpretations into the summary. This means you have to be very careful of your word choice.
4. Write using "summarizing language." Periodically remind your reader that this is a summary by using phrases such as *the article claims*, *the author suggests*, etc.

5. Write a complete bibliographic citation at the beginning of your summary. A complete bibliographic citation includes as a minimum, the title of the work, the author, the source. Use APA format.

Questions:

1. What is a summary? Is it a common type of assignment in graduate school?
2. What is included in the outline of the article?
3. How long should the first draft of the summary be?
4. How is a first draft of the summary to be written?

5. How often should paraphrase be used? When can phrases be copied from the text of the article?
6. What is it necessary to mention at the beginning of the summary?
7. What is it necessary to cover in the summary? Can you put your own ideas and interpretations in the summary?
8. What phrases are used in the summarizing language?

Задание 3.

CV

**Критерии оценивания заданий для промежуточного контроля
I семестр**

I

-

Чтение

5-10	

1.		
2.	-	
	-	
	-	
3.	-	
	-	
	-	
4.		
	-	
5.		

Монологическая речь

5-10	

1.		
2.	-3)	
	- \	
	\ -	
3.		
4.		
	\	
5.		

Диалогическая речь

8-

5-10	

1.		
		-2
2.		-3)
	-	\
	\	-
3.		
4.		
	\	

5.		

Письмо

5-10	

1.		
	50%	
2.		
	-	
3.		
	-3)	
	-	
4.		
5.		
	\	

7. Перечень основной и дополнительной учебной литературы

7.1. Основная литература

1.

[www.biblio-online.ru/book/9DECDEFF-0CFB-48ED-82B3-8620AEBDEFC3]

7.2. Дополнительная литература

1.

2.

3.

-

4.

5.

6.

7.

8.

9.

... Reader on Sociology.

10.

-13.

11.

-

12.

-

13.

-

14.

[www.biblio-online.ru/book/13127DE7-5C8E-](http://www.biblio-online.ru/book/13127DE7-5C8E-4CEB-B3AD-03EBD2E8AC41)

[4CEB-B3AD-03EBD2E8AC41](http://www.biblio-online.ru/book/13127DE7-5C8E-4CEB-B3AD-03EBD2E8AC41)]

15.

7.3. Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

1. <http://www.native-english.ru/exercises> -

Native English -

2. <http://www.study.ru> -

Study.ru

3. <http://www.bbc.co.uk/learningenglish> -
BBC
4. <https://www.rt.com> - Russia Today
5. <http://www.ru.wikipedia.org> -
6. <http://www.english.language.ru/tests/index.html> -
ru

8. Материально-техническое обеспечение

-

-

9. Программное обеспечение

Kaspersky Endpoint Security

FB6-161215-133553-1-6231

Microsoft Open License, 49463448 :

1. Microsoft Windows Professional 7 Russian
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