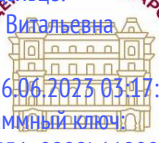


Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Щёкина Вера Витальевна
Должность: Ректор
Дата подписания: 26.06.2022 03:17:58
Уникальный программный ключ:
a2232a55157e5766551a8999b119089af53989420420336ffbf573a434a57789



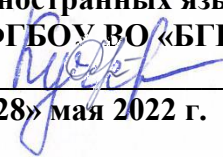
**МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное образовательное
учреждение высшего образования
«Благовещенский государственный педагогический университет»**

**ОСНОВНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА
Рабочая программа дисциплины**

«УТВЕРЖДАЮ»

**И.о. декана факультета
иностранных языков
ФГБОУ ВО «БГПУ»**

 **М.В. Рябова**
«28» мая 2022 г.

**Рабочая программа дисциплины
«КОММУНИКАТИВНЫЙ ПРАКТИКУМ АНГЛИЙСКОГО ЯЗЫКА»
(4 курс)**

**Направление подготовки
44.03.05 ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ
(с двумя профилями подготовки)**

**Профиль
«АНГЛИЙСКИЙ ЯЗЫК»**

**Профиль
«ФРАНЦУЗСКИЙ ЯЗЫК»**

**Уровень высшего образования
БАКАЛАВРИАТ**

**Принята на заседании кафедры
английской филологии и методики
преподавания английского языка
(протокол № 9 от «11» мая 2022 г.)**

Благовещенск 2022

СОДЕРЖАНИЕ

1 ПОЯСНИТЕЛЬНАЯ ЗАПИСКА	3
2 УЧЕБНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ	4
3 СОДЕРЖАНИЕ ТЕМ (РАЗДЕЛОВ).....	5
4 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ (УКАЗАНИЯ) ДЛЯ СТУДЕНТОВ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ.....	8
5 ПРАКТИКУМ ПО ДИСЦИПЛИНЕ	15
6 ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ (САМОКОНТРОЛЯ) УСВОЕННОГО МАТЕРИАЛА.....	20
7 ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ В ПРОЦЕССЕ ОБУЧЕНИЯ.....	42
8 ОСОБЕННОСТИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ ИНВАЛИДАМИ ИЛИЦАМИ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ	42
9 СПИСОК ЛИТЕРАТУРЫ И ИНФОРМАЦИОННЫХ РЕСУРСОВ	42
10 МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА	43
11 ЛИСТ ИЗМЕНЕНИЙ И ДОПОЛНЕНИЙ.....	43

1 ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

1.1 Цель освоения дисциплины: подготовка студентов к свободному владению иностранным языком в разных видах речевой деятельности и сферах общения в границах, близких к речи носителей языка, развитие личности студентов посредством воспитательного потенциала дисциплины.

1.2 Место дисциплины в структуре ООП: Дисциплина «Коммуникативный практикум английского языка» относится к дисциплинам части, формируемой участниками образовательных отношений блока Б1 (Б1.О.07.07) и входит в предметный модуль по английскому языку.

1.3 Дисциплина направлена на формирование следующих компетенций: УК-4, ОПК-8, ПК-2.

- **УК-4.** Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах), индикаторами достижения которой являются:

- УК-4.1. Владеет системой норм русского литературного языка, родного языка и нормами иностранного(ых) языка(ов);

- УК-4.2. Использует языковые средства для достижения профессиональных целей на русском, родном и иностранном(ых) языке(ах);

- УК-4.3. Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами.

- **ОПК-8.** Способен осуществлять педагогическую деятельность на основе специальных научных знаний, индикатором достижения является:

- ОПК-8.3. Демонстрирует научные знания, в том числе в предметной области.

- **ПК-2.** Способен осуществлять педагогическую деятельность по профильным предметам (дисциплинам, модулям) в рамках программ основного общего и среднего общего образования; индикатором достижения которой является:

- ПК-2.2. Выстраивает стратегию устного и письменного общения на иностранном языке, интерпретирует содержание оригинальных литературных и публицистических текстов.

1.4 Перечень планируемых результатов обучения. В результате освоения дисциплины студент должен

знать:

- языковые средства (лексические, грамматические, фонетические), на основе которых формируются и совершенствуются базовые умения говорения, аудирования, чтения и письма;

- стратегии устного и письменного общения;

- основные признаки и свойства текста.

уметь:

- использовать формулы речевого общения для выражения различных коммуникативных намерений в устной и письменной форме;

- выстраивать устное и письменное общение на изучаемых иностранных языках;

- выделять и анализировать информацию, содержащуюся в тексте;

- извлекать информацию из устных и письменных текстов на иностранном языке.

владеть:

- способностью соотносить языковые средства с конкретными ситуациями, условиями и задачами межкультурного речевого общения;

- навыками применения различных стратегий устного и письменного общения на изучаемых иностранных языках;

- умениями изучающего, поискового и просмотрового чтения;

• умениями устно и письменно интерпретировать содержание текста и выразить собственную точку зрения по теме текста.

1.5 Общая трудоемкость дисциплины «Коммуникативный практикум английского языка» составляет 30 зачетных единиц (30 ЗЕ) (1080 часов).

№	Наименование раздела	Курс	Семестр	Кол-во часов	ЗЕ
1.	Коммуникативный практикум английского языка	3	5	144	4
2.	Коммуникативный практикум английского языка	3	6	144	4
3.	Коммуникативный практикум английского языка	4	7	180	5
4.	Коммуникативный практикум английского языка	4	8	252	7
5.	Коммуникативный практикум английского языка	5	9	144	4
6.	Коммуникативный практикум английского языка	5	10	216	6

Общая трудоемкость дисциплины на 4 курсе составляет 12 ЗЕ (432 часа).

Программа предусматривает изучение материала на лабораторных занятиях в 5-10 семестрах. Предусмотрена самостоятельная работа студентов по темам и разделам. Проверка знаний осуществляется фронтально, индивидуально.

1.6 Объем дисциплины и виды учебной деятельности

Объем дисциплины и виды учебной деятельности

Вид учебной работы	Всего часов	Семестр 7	Семестр 8
Общая трудоемкость	432	180	252
Аудиторные занятия	180	72	108
Лабораторные занятия	180	72	108
Самостоятельная работа, написание курсовой работы	180	72	108
Вид итогового контроля:	72	Экзамен 36	Курсовая работа Экзамен 36

2 УЧЕБНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Учебно-тематический план

№	Наименование тем (разделов)	Всего часов	Аудиторные занятия	Самостоятель- ная работа, написание кур. работы
			Лабораторные заня- тия	
	7 семестр			
1.	Как добиться успеха (Something to shout about)	32	16	16
2.	Отдых и путешествия (Escape Artists)	32	16	16
3.	Семья, общение (People Power)	28	14	14
4.	Социальные и экологические проблемы (Growing concerns)	28	14	14
5.	Технологии в современной жизни (Our changing world)	24	12	12
	Экзамен	36		
	Итого за 7 семестр	180	72	72
	8 семестр			

6.	Выбор профессии (A job well done)	52	26	26
7.	Спорт и здоровье (Fit for life)	52	26	26
8.	Образование (Live and learn)	48	24	24
9.	Мода, искусство (The image business)	40	20	20
10.	Экономика, реклама (Shop around)	24	12	12
	Защита курсовой работы			
	Экзамен	36		
	Итого за 8 семестр	252	108	108
	ИТОГО	432	180	180

Интерактивное обучение по дисциплине

№	Наименование тем (разделов)	Вид занятия	Форма интерактивного занятия	Кол-во часов
1	Something to shout about	Лабораторное занятие	- Разработка проекта - Работа в малых группах	2 2
2	Escape Artists	Лабораторное занятие	- Разработка проекта - Мозговой штурм	2 2
3	People Power	Лабораторное занятие	- Проведение пресс-конференции - Дебаты	2 2
4	Growing concerns	Лабораторное занятие	- Разработка проекта - Ролевая игра	2 2
5	Our changing world	Лабораторное занятие	- Проведение пресс-конференции - Разработка проекта	2 2
6	A job well done	Лабораторное занятие	- Разработка проекта - Ролевая игра	2 2
7	Fit for life	Лабораторное занятие	- Проведение пресс-конференции - Круглый стол	2 2
8	Live and learn	Лабораторное занятие	- Дебаты - Работа в малых группах	2 2
9	The image business	Лабораторное занятие	- Учебная групповая дискуссия - Ролевая игра	2 2
10	Shop around	Лабораторное занятие	- Работа в малых группах - Ролевая игра	2 2
	Итого			40

3 СОДЕРЖАНИЕ ТЕМ (РАЗДЕЛОВ)

Тема 1. Как добиться успеха – Something to shout about

Vocabulary: success and achievements; special occasions; celebrations; career qualities; feelings; idioms; fixed phrases with 'on'.

Reading: multiple matching; multiple choice.

Listening: listening for gist and detail; blank filling; multiple matching.

Speaking: asking for/giving advice; giving an opinion; expressing uncertainty; giving and responding to news; comparing and contrasting; speculating. Project "The story of a successful person", small-group discussions.

English in Use: multiple cloze; error correction; gap fill; register transfer.

Grammar: gerund and infinitives; dependent prepositions.

Phrasal verbs: carry; wear.

Writing: formal and informal letters.

Тема 2. Отдых и путешествия – Escape Artists

Vocabulary: free time and entertainment; film; theatre; holidays; descriptive adjectives; idioms; fixed phrases with 'at'.

Reading: multiple choice; gapped text (paragraph insertion).

Listening: blank filling; multiple matching.

Speaking: negotiating; reaching agreement. Project, small-group discussions, brainstorming.

English in Use: structural cloze; error correction (spelling and punctuation); sentence completion; word formation.

Grammar: review of present tenses; dependent prepositions.

Phrasal verbs: put; set.

Writing: reviews

Тема 3. Семья, общение – People Power

Vocabulary: character; relationships; idioms; fixed phrases with 'of'.

Reading: multiple matching; multiple choice.

Listening: listening for gist and detail; matching; blank filling; multiple choice.

Speaking: giving/reacting to advice; offering/accepting/rejecting an apology; comparing and contrasting; speculating; discussing pros and cons; inviting speaker to continue. Press-conference, debates.

English in Use: register transfer; error correction (extra words); multiple cloze.

Grammar: past tenses, used to/be used to+ ing/would.

Phrasal verbs: bring, stand.

Writing: articles.

Тема 4. Социальные и экологические проблемы – Growing concerns

Vocabulary: social/community issues – problems/solutions; law; crime and punishment; idioms; fixed phrases with 'against'.

Reading: multiple matching; gapped text.

Listening: sentence completion; multiple matching; listening for specific information; identifying speakers and topics.

Speaking: discussing problems/offering solutions; evaluating, discussing, speculating, giving an opinions. Project, role-play.

English in Use: gap fill; error correction; multiple choice; word formation.

Grammar: passive voice/causatives.

Phrasal verbs: cut; pass.

Writing: reports and proposals.

Тема 5. Технологии в современной жизни – Our changing world.

Vocabulary: science and technology; machines; computers; idioms; fixed phrases with 'in'.

Reading: multiple matching; multiple choice.

Listening: listening for gist and detail; blank filling; multiple matching.

Speaking: agreeing; asking for justification; comparing and assessing. Project, role-play.

English in Use: error correction (unnecessary words); cloze; register transfer; word formation.

Grammar: future forms.

Phrasal verbs: send; take.

Writing: book entries.

Тема 6. Выбор профессии - A job well done

Vocabulary: work; the workplace; business; professions; money; idioms; fixed phrases with “on”.

Reading: multiple matching; gapped text.

Listening: sentence completion; note taking.

Speaking: requests; discussing, evaluating, selecting.

English in Use: multiple choice cloze; word formation; gap fill; structure and cohesion.

Grammar: conditionals and wishes.

Phrasal verbs: get, work.

Writing: business option; reports; letters of application; making suggestions; presenting results and consequences.

Тема 7. Спорт и здоровье – Fit for life

Vocabulary: health; medicine; sport and fitness; the human body; illnesses and ailments; idioms; fixed phrases with ‘under’.

Reading: multiple matching; multiple choice.

Listening: listening for detail; multiple matching; multiple choice; picture discussion.

Speaking: making appointments; describing; speculating and eliminating.

English in Use: open cloze; error correction; multiple cloze; register transfer.

Grammar: inversion; modal verbs; prepositions.

Phrasal verbs: hold; clear.

Writing: combined transactional task.

Тема 8. Образование - Live and learn

Vocabulary: study places; methods of study; learning experience; different kinds of education; idioms; fixed phrases with ‘by’.

Reading: multiple choice; gap fill.

Listening: gap fill.

Speaking: similarities/differences; justifying opinion; agreeing/disagreeing; suggesting; hypothesizing. Press-conference, round table.

English in Use: error correction; word formation; register transfer.

Grammar: relative clauses.

Phrasal verbs: drag; keep.

Writing: leaflets and information sheets.

Тема 9. Мода и искусство - The Image Business

Vocabulary: describing appearances; film; fashion; clothing; professions; idioms; fixed phrases with ‘down’.

Reading: gapped text; multiple matching.

Listening: note taking; multiple matching.

Speaking: likes and dislikes; expressing surprise; reporting emergencies; discussing, evaluating and selecting. Debate, Small-group discussion.

English in Use: gapped text; open cloze; multiple choice cloze; register transfer.

Grammar: reported speech; reporting verbs.

Phrasal verbs: go; pick.

Writing: competition entries.

Тема 10. Экономика и реклама – Shop Around

Vocabulary: shop/shopping; products; money; advertising/media; idioms; fixed phrases with ‘carry’.

Reading: gapped text; multiple choice.

Listening: sentence completion; multiple choice.

Speaking: orders and complaints, discussing, evaluating, giving opinions and selecting. Debate, Small-group discussion.

English in Use: gapped text; error correction; word formation.

Grammar: articles and punctuation.

Phrasal verbs: call; draw.

Writing: review of basic writing tasks.

4 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ (УКАЗАНИЯ) ДЛЯ СТУДЕНТОВ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

Методические рекомендации по подготовке к лабораторным занятиям

Подготовка к лабораторным занятиям включает следующие виды заданий: выполнение заданий практикума, комментирование статей, написание эссе, подготовку презентаций, проектов и устных высказываний по теме.

Примерный план комментирования статьи

1. The title and the author of the article

1. The article is headlined/entitled...
2. The headline/title of the article we've read is the following:...
3. The article is headlined/entitled in the following way...
4. The article under review is...
5. The author of the article is...
6. The article is written by...

2. Where and when the article is published

1. The article is published/printed in...
2. The article appeared/came out in...
3. The article is published/printed under the rubric...

3. The main idea/problem of the article

1. The article is devoted to/deals with/dwells on/touches upon the problem of ...
2. The author concentrates on/brings out/focuses the reader's attention on the problem of...
3. The purpose of the article is to...

4. The contents of the article (with simultaneous commentary)

a) the flow of ideas, linking devices:

1. The author starts by telling the reader about...
2. Further the author reports that...
3. The author goes on to say that...
4. The author concludes with the following/makes the following conclusion...
5. The author sums up by telling/reminding/warning the reader about...
6. In conclusion...
7. The article ends with comments on...
8. By way of conclusion the author quotes...

b) neutral phrases to render the contents

1. The author writes/states/stresses/considers/describes/outlines/points out/comments on/briefly touches upon/is concerned with/expresses an opinion that/finds a good deal to say about...
2. In the author's view...
3. As the author puts it...
4. According to the author of the article...
5. The author draws our attention to the fact that...
6. The author cites/quotes/ ... as proof of/to prove that....

c) “For”-phrases to render the contents

1. the author finds a good deal to say in support of...
2. the author finds it significant to stress that...
3. the author, speaking of the significance of the event, welcomes...
4. the author is confident that...
5. the author strongly believes that/voices confidence that/makes a vigorous call for/declares his (her) support for/expresses approval of/insists on/pays tribute to/praises the fact that...

d) “Against”-phrases to render the contents

the author argues that/accuses sb of/brings forward accusation/bitterly attacks/is sharply critical of/condemns/strongly denounces/disagrees/expresses alarm/strongly protests against/regrets that/rejects the idea of...

5. Your opinion about the article

I found the article important/interesting/worth attention/acute/dull...

Примерные темы презентаций/проектов

Тема 1. Successful career of a famous person

Тема 2. The best trip I've ever had

Тема 3. Genealogical tree of your family

Тема 4. 1) Growing Crime Rate: causes, results, solutions

2) Ecological problem: causes, results, solutions

Тема 5. The world in 2100

Тема 6. A Job of my dream

Тема 7. How to keep fit

Тема 8. University profile

Тема 9. One person-different images

Тема 10. Top ten of your favourite advertisements.

Методические рекомендации по организации самостоятельной работы

Самостоятельное чтение: чтение и лингвистический анализ произведений из рекомендуемого списка:

- 1 Graham Swift *Waterland* (1983);
- 2 Hilary Mantel *An Experiment in Love* (1995)
- 3 Julian Barnes *A History of the World in 10 and a Half Chapters* (1989);
- 4 Jonathan Coe *What a Carve Up!* (1994);
- 5 David Lodge *Nice Work* (1988);
- 6 Pat Barker *Regeneration* (1991)
- 7 Michael Frayn *Headlong* (1999);
- 8 Ian McEwan *Atonement* (2001);
- 9 Nick Hornby *About a Boy* (1998);
- 10 Esther Freud *The Sea House* (2003)
- 11 Zadie Smith *White Teeth* (2000);
- 12 Penelope Lively *The House in Norham Gardens* (1974)
- 13 Jill Dawson *Magpie* (1998) (Out of print)
- 14 Beryl Bainbridge *Master Georgie* (1998)
- 15 Barry Unsworth *Morality Play* (1995)
- 16 David Mitchell *Black Swan Green* (2006)
- 17 Julia Darling *The Taxi Driver's Daughter* (2003)
- 18 Adam Thorpe *Ulverton* (1992)
- 19 Ruth Rendell *Portobello* (2008)

- 20 Bernard MacLaverty *Grace Notes* (1997)
 21 Sebastian Faulks *A Week in December* (2009)
 22 Magnus Macintyre *Whirligig* (2013)
 23 David Hare *Stuff Happens* (2004)
 24 David Edgar *Testing the Echo* (2008)
 25 John Lanchester *Capital* (2013)
 26 Mark Haddon *The Curious Incident of the Dog ...* (2004)
 27 Emma Healey *Elizabeth is Missing* (2014)
 28 Rachel Joyce *A Snow Garden and other stories* (2015)
 29 Mike Bartlett *King Charles III* (2014)
 30 Jane Rogers *Hitting Trees with Sticks* (2012)

ОБРАЗЕЦ ЗАДАНИЯ ДЛЯ КОНТРОЛЯ ИНДИВИДУАЛЬНОГО ЧТЕНИЯ ПО
ПРОИЗВЕДЕНИЮ НИКА ХОРНБИ «ABOUTABOY»

1) Check the meaning of the following words and expressions. Make up a context for each on the basis of the story.

To lure into a trap A cause for wild and raucous celebration To encounter difficulties To bully Weird To have a thing about smth Munificence Not to have a clue To bring up the subject of To tell fibs To decide on the spur of the moment Premature teenage rebellion To stick to smth To get frustrated To back up Busker To muster To have the cheek to do smth To inflict oneself on sb To be entitled to Soppy A repulsive notion A nerdy kid A batty	parent To come up To put sb up to smth Sod's law To be bound to Implication To concede reluctantly A nuclear option To go nuclear How come...? To get cross A truant A surge of affection Oblivious In broad daylight To nag at sb To arouse suspicion To time smth to the second To skive up To nip out Keep your hair on To bunk off Misapprehension To squabble To indulge smth To get cross with sb To snub	To look/be appalled To dredge one's memory On balance To come in handy To lie through one's teeth Run-of-the-mill To get the wrong end of the stick Let's-cut-the-crap tone When all was said and done To wangle To inculcate a feeling of pride As good as told him To mess smth up To snivel A red herring To get into a pattern To break off A weirdo To be smitten To be getting at To harp on about smth To run riot Don't push your luck Vulnerable Obtuse
--	---	--

2) Answer the Questions:

- How did Kurt Cobain's suicide affect the characters?
- Why was Marcus attracted to Will? How did their relationship change over the course of the novel?
- What does the novel say about the importance of relationships/children in our lives?
- How are the characters developed – through narrative or dialogue?
- How does Marcus' friendship with Ellie change him? What does he learn about making friends?
- Why does Hornby make a pivotal scene set at Christmas dinner?
- Is Will's drink with Fiona a turning point in the novel?

8. What does the author say about depression and how people find meaning in their lives?
9. Does he judge parents who commit suicide?
10. What does Marcus give up to fit in? Is he better off at the end of the novel?
11. Was it Marcus that made Fiona depressed? Will losing him help?

ОБРАЗЕЦ ЗАДАНИЯ ДЛЯ КОНТРОЛЯ ИНДИВИДУАЛЬНОГО ЧТЕНИЯ ПО
ПРОИЗВЕДЕНИЮ ДЖОНА МИТЧЕЛЛА «BLACKSWANGREEN»

1) Retell the chapter on the basis of the following summary:

January Man

Jason Taylor is a 13-year-old with a stammer in the small village of Black Swan Green in the West Midlands. The first chapter introduces Taylor's friend Dean "Moron" Moran, popular boy Gilbert Swinyard, Ross Wilcox and his cousin Gary Drake, golden boy student Neal Brose, tomboy Dawn Madden, Mervyn "Squelch" Hill, bully Grant Burch, local legend Tom Yew and "less shiny legend" Pluto Noak. Taylor secretly publishes his poems in the Black Swan Green Parish magazine under the alias "Eliot Bolivar". Taylor and his older sister, Julia, are not allowed to answer a phone in their father's office. Taylor breaks his grandfather's Omega Seamaster De Ville.

Hangman

Taylor goes into more detail about his struggles with stammering. He refers to this mental block as "hangman". He's scared to stand up and speak during the school's weekly rhetoric session, but his saved by a call from his South Africa speech therapist, Mrs. De Roos.

Relatives

Introduces Taylor's relatives who come for a visit, including cool, 15-year-old cousin Hugo, who convinces Taylor to try his first cigarette.

Bridle Path

A fight between Burch and Wilcox ends with the former breaking his right wrist. Taylor encounters Madden, a girl he has a crush on. She treats him like a dog. Escaping up a tree, Taylor witnesses Tom Yew, on leave from the Navy, make love to Debby Crombie.

Rocks

This chapter explores Taylor's perspective on the growing British instability in the Falklands War and arguments between his mother and father. Tom Yew is killed when his ship, the HMS Coventry, is bombed by Skyhawks. Eventually, a ceasefire is declared.

Spooks

Taylor's mother takes up an interest in running an art gallery part-time. Taylor finds an invitation to join the Spooks, a local secret society made up of Noak, Burch, Swinyard, Peter Redmarley and John Tookey. Taylor and Moran are challenged with making it through six back gardens in 15 minutes. Taylor makes it with ten seconds to spare.

Solarium

Taylor receives an invitation from the publisher of his poems. The real benefactor is revealed to be Eva van Outryve de Crommelynck. She conducts sessions with him, offering constructive criticisms of his poems. Crommelynck is soon extradited as a result of her husband's financial scams in Germany.

Souvenirs

Taylor is taken to fish and chip's by Danny Lawlor, a man who works under his father at Greenland. He later meets his father's boss, Craig Salt. Taylor's mother takes over as manager of Yasmin Morton-Bagot's gallery, La Boite aux Mille Surprises. Taylor and his mother prevent a trio of girls stealing items from the store. His mother decides to take him to see Chariots of Fire, an act which gets noticed by people from his school.

Maggot

Wilcox and Drake make fun of Taylor for going to the cinema with his mother. Wilcox starts calling Taylor "maggot", a name which grows within the school. Taylor meets Holly Deblin, who tells him, "You're not a maggot. Don't let dickheads decide what you are."

Knife Grinder

A gypsy knife grinder visits Taylor's house, offering his services. Taylor does not let him in. Taylor and his father attend a village meeting to decide what to do about a proposed gypsy encampment. After several speeches, a fire alarm is pulled, causing minor panic. Moran's father reveals to Taylor that his grandfather was a gypsy. Through a series of events Taylor finds himself in the gypsy camp.

Goose Fair

Taylor finds Wilcox's lost wallet, containing six hundred pounds, at the fair. After some encounters in the fair ground he decides to give it back. Wilcox breaks up with Madden and finds her sleeping with Burch. In shock, Wilcox steals Tom Yew's Suzuki and crashes it, losing part of his right leg.

Disco

We learn that Taylor's father lost his job. Taylor crushes Brose's calculator in a vice. After being taken to the Principal's office, Taylor reveals that Brose has been running an extortion scheme, intimidating other boys in his year for money. Brose is expelled. Taylor is kicked out of the Spooks. Miss Lippetts delivers a class about secrets and the ethics of revealing them. During the dance, Taylor kisses Deblin. He reveals to his father that he broke the watch and his father reveals that he's been having an affair and is divorcing.

January Man

Taking place two weeks later, Taylor reminisces around the village one final time before leaving. The mystery phone calls were from Taylor's father's mistress, Cynthia. He has stopped writing poems for the parish magazine.

2) Find information about the author.

3) Discuss the following points:

- *Black Swan Green* is firmly anchored in 1982. How does David Mitchell succeed in evoking the period?
- 'It's a question - and this might sound nutty - of understanding it, of coming to a working accommodation with it, of respecting it, of not fearing it.' advises Mrs de Roo. – (page 39)
- 'Ackkk, a wonderful, miserable age. Not a boy, not a teenager. Impatience, but timidity too. Emotional incontinence.' (page 182) How apt did you find Madame Commelynck's description of what it is to be a thirteen-year-old boy? Does it suit Jason? How well does Mitchell capture a thirteen-year-old's voice?
- 'How about an Outside You, suggested Upside-Down Me, who is your Inside You too?' (page 316) How different is the Jason on the inside from his outward personality? How does he change over the course of the novel?
- The boys construct their own world based on an elaborate set of codes. Why is it so hard for Jason to fit into that world? What problems do other boys have to cope with?
- What gives Jason the courage to stand up to Neal Brose and to overturn the entrenched code of not 'grassing'? How does it change his life?
- How does Jason see the world outside *Black Swan Green*? What ideas and opinions does he have? Where do they come from?
- 'His voice was poshish but not as posh as Mum's put-on posh' (page 133). How evident are class divisions in the novel? How important are they?
- From early in the novel it is clear to the reader, although not so clear to Jason, that the Taylors' marriage is in trouble. How does Mitchell convey the disintegration of the relationship through Jason's narration?
- How important is humour in the novel and how would you describe that humour?
- 'Authors knit their sentences tight. It's their job.' (page 265). How important are language and style in the novel, particularly in constructing Jason's character? How does the language of Jason's narrative change over the course of thirteen months?

- Although the *Black Swan Green*'s structure is considerably less complex than Mitchell's previous work it can almost be read as a set of inter-linked short stories rather than a straightforward linear narrative. How well did you feel this worked?
- If you have read *Cloud Atlas* you will already have encountered Madame Crommelynck and Robert Frobisher. Why do you think Mitchell chose to introduce these particular characters into *Black Swan Green*?

Самостоятельное аудирование: прослушивание текстов и выполнение заданий из следующих учебных пособий:

- Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part I. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть I Благовещенск: Изд-во БГПУ, 2009. - 98 с.
- Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part II. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть II Благовещенск: Изд-во БГПУ, 2011. - 98 с.

Самостоятельная лексико-грамматическая работа: выполнение заданий из рабочей тетради учебно-методического комплекса Upstream Advanced :

- Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing 2011.

Рекомендации по написанию курсовой работы

Курсовая работа – одна из обязательных форм учебно-исследовательской работы студента, выполняемая в пределах часов, отводимых на самостоятельное изучение дисциплины в соответствии с ФГОС ВО. Курсовая работа выполняется в соответствии с Положением о курсовой работе (проекте) в ФГБОУ ВО «БГПУ».

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

Наименование раздела (темы)	Формы/виды самостоятельной работы	Количество часов, в соответствии с учебно-тематическим планом
1. Как добиться успеха (Something to shout about)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, написание различных видов писем.	16
2. Отдых и путешествия (Escape Artists)	Домашнее чтение и выполнение заданий по прочитанному. Аудирование, написание рецензий. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы.	16
3. Семья, общение (People Power)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, написание статей. Домашнее чтение и выполнение заданий по прочитанному. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы.	14
5. Социальные и экологические	Аудирование, написание докладов и деловых писем.	14

гические проблемы (Growing concerns)	вых писем. Домашнее чтение и выполнение заданий по прочитанному. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы.	
5. Технологии в современной жизни (Our changing world)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, выполнение письменных работ различного характера. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы	12
6. Выбор профессии (A job well done)	Домашнее чтение и выполнение заданий по прочитанному. Аудирование, написание резюме и сопроводительных писем. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы	26
7. Спорт и здоровье (Fit for life)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, выполнение письменных работ различного характера. Домашнее чтение и выполнение заданий по прочитанному.	26
8. Образование (Live and learn)	Аудирование, выполнение письменных работ различного характера. Домашнее чтение и выполнение заданий по прочитанному. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы	24
9. Мода, искусство (The image business)	Домашнее чтение и выполнение заданий по прочитанному. Аудирование, выполнение письменных работ различного характера. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме.	20
10. Экономика, реклама (Shop around)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, выполнение письменных работ различного характера. Домашнее чтение и выполнение Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы и заданий по прочитанному.	12

Итого		180
--------------	--	------------

5 ПРАКТИКУМ ПО ДИСЦИПЛИНЕ

ТЕМА 1. SOMETHING TO SHOUT ABOUT. AMBITION, SUCCESS, ACHIEVEMENT, HAPPINESS.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *How to be a Winner*. Text analysis, discussions, projects, presentations *A story of a successful person*.
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Special moments in people's life*. Speaking 1 Dialogues: *Giving and responding to news*.
5. Reading 2 *Life's good*. Text analysis and discussion. Listening 2 *Google*. Speaking 2 Comparing, contrasting and speculating: *Achievements, celebrations*.
6. English in Use (SB,WB): *Gerund, Infinitive*.
7. Reading - 3 (WB) *Money can buy happiness*. Listening – 3 (WB) *Organizing children's party*. Speaking 3 (WB) *Persuading*
8. Commenting on the article.
9. Writing (SB,WB) *Formal and informal letters*. Progress test 1. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 1. Pp.7-26.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 1. Pp. 4-13.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 1.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part II. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть II. Благовещенск: Изд-во БГПУ, 2011. Раздел Music, tasks 1-15, pp. 61-80.

ТЕМА 2. ESCAPE ARTISTS. TRAVEL, ENTERTAINMENT, LEISURE, RELAXING.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *The book of the century*. Text analysis, discussions, projects, presentations *A work of fiction you have read recently*.
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Family-oriented hotel chain*. Speaking 1 Dialogues: *Making and responding to suggestions*.
5. Reading 2 *Lonely enough for you?*. Text analysis and discussion. Listening 2 *Favourite ways of relaxing*. Speaking 2 Negotiating, reaching agreement.
6. English in Use (SB,WB): Present tenses.
7. Reading - 3 (WB) *All that jazz*. Listening – 3 (WB) *Experience of moving to another country*. Speaking 3 (WB) *Clarifying and justifying*.
8. Commenting on the article.
9. Writing (SB,WB) *Reviews*. Progress test 2. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 2. Pp.27-46.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 2. Pp. 14-23.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 2.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part II. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть II. Благовещенск: Изд-во БГПУ, 2011. Раздел Music, tasks 15-20, pp. 80-86.

ТЕМА 3. PEOPLE POWER. PEOPLE, FAMILIES, APPEARANCES.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *Generations apart?* Text analysis, discussions, projects, presentations *A role of grandparents in your life.*
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *News on TV*. Speaking 1 Dialogues: *Apologizing.*
5. Reading 2 *Confidence Lab*. Text analysis and discussion. Listening 2 *Laughter*. Speaking 2 *Comparing, contrasting and speculating: People alone vs People together.*
6. English in Use (SB, WB): Past tenses.
7. Reading - 3 (WB) *Men about the house*. Listening – 3 (WB) *Successful marriage*. Speaking 3 (WB) *Hope and regret*.
8. Commenting on the article.
9. Writing (SB, WB) *Articles*. Progress test 3. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 3. Pp.53-72.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 3. Pp. 24-33.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 3.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part II. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть II. Благовещенск: Изд-во БГПУ, 2011. Раздел Difficult Children, tasks 1-17, pp. 3-32.

ТЕМА 4. GROWING CONCERNS. SOCIAL PROBLEMS, CIVIL LIBERTIES, UNEMPLOYMENT, POVERTY, INTERNATIONAL ISSUES, ENVIRONMENTAL PROBLEMS.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *I can see you*. Text analysis, discussions, projects, presentations.
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Volunteer help-line*. Speaking 1 Dialogues: Discussing problems, offering solutions.
5. Reading 2 *Judgement day*. Text analysis and discussion. Listening 2 *Punishment for road accidents*. Speaking 2 *Helpers*.
6. English in Use (SB, WB): Passive.

7. Reading - 3 (WB) *Vanishing voices*. Listening – 3 (WB) *Successful marriage*. Speaking 3 (WB) *Charity*.
8. Commenting on the article.
9. Writing (SB,WB) *Reports and proposals*. Progress test 4. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 4. Pp.73-92.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit4. Pp. 34-43.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 4.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part II. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть II. Благовещенск: Изд-во БГПУ, 2011. Раздел Environment, tasks 1-23, pp. 33-60.
- 5) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part I. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть I. Благовещенск: Изд-во БГПУ, 2009. Раздел Crime-and Punishment, tasks 1-28, pp. 20-57.

ТЕМА 5. OUR CHANGING WORLD. TECHNOLOGY, COMPUTERS, SPACE TRAVEL, TECHNOLOGY IN EVERYDAY LIFE.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *A search for artificial intelligence*. Text analysis, discussions, projects, presentations.
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Pros and cons of fast food*. Speaking 1 Dialogues: *Sharing opinion*.
5. Reading 2 *Moonstruck*. Text analysis and discussion. Listening 2 *Technological devices at work*. Speaking 2 *Comparing, contrasting and speculating: Technology*.
6. English in Use (SB,WB): Future.
7. Reading - 3 (WB) *The day of the flying keyboard*. Listening – 3 (WB) *Energy conservation*. Speaking 3 (WB) *Imagining the future*.
8. Commenting on the article.
9. Writing (SB,WB) *Book entries*. Progress test 5. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 5. Pp.99-118.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 5. Pp. 44-53.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 5.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part I. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть I. Благовещенск: Изд-во БГПУ, 2009. Раздел Books and Reading vs Computers and the Internet, tasks 18-20, pp. 84-86.

TEMA 6. A JOB WELL DONE. WORK, THE WORKPLACE, BUSINESS, PROFESSIONS, MONEY.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *From dusk till dawn*. Text analysis, discussions, projects, presentations.
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Efficiency in the workplace*. Speaking 1 Dialogues: *Polite requests*.
5. Reading 2 *Getting a life*. Text analysis and discussion. Listening 2 *Job profile: firefighter*. Speaking 2 *Discussing, evaluating, selecting: Working environments*.
6. English in Use (SB,WB): Conditionals and wishes.
7. Reading - 3 (WB) *What leaders really do*. Listening – 3 (WB) *Employment and students*. Speaking 3 (WB) *Fillers and turn-taking*.
8. Commenting on the article.
9. Writing (SB,WB) *Letter of application*. Progress test 6. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 6. Pp.119-138.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 6. Pp. 54-63.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 6.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part I. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть I. Благовещенск: Изд-во БГПУ, 2009. Раздел Books and Reading vs Computers and the Internet, tasks 10-13, pp. 70-75, 16-17 pp. 81-82

TEMA 7. FIT FOR LIFE. HEALTH, FITNESS, MEDICINE, SPORT AND EXERCISE.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *Eureka!* Text analysis, discussions, projects, presentations *Medical discoveries that changed our life to the better*.
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Exercise and health*. Speaking 1 Dialogues: *Making appointments*.
5. Reading 2 *Whistle while you work*. Text analysis and discussion. Listening 2 *Extreme sport: Heliskiing*. Speaking 2 *Describing, speculating: keep on running, medicine in action*.
6. English in Use (SB,WB): *Inversion, modals*. Listening 3 *Sport*
7. Reading - 3 (WB) *Moments of glory*. Listening – 4 (WB) *Losing weight*. Speaking 3 (WB) *Giving instructions, describing procedures*.
8. Commenting on the article.
9. Writing (SB, WB) *Combined transactional tasks*. Progress test 7. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 7. Pp.145-164.

- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 7. Pp. 64-73.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 7.

TEMA 8. LIVE AND LEARN. SCHOOL, EDUCATION, UNIVERSITY LIFE, EDUCATIONAL ISSUES.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *How I got my first-class degree* Text analysis, discussions, projects, presentations *System of education in different countries*
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Application requirements*. Speaking 1 *Dialogues: Describing similarities-differences*.
5. Reading 2 *You can make me do it, but you can't make me like it*. Text analysis and discussion. Listening 2 *University newslines*. Speaking 2 *Discussing, selecting: Learning for life*.
6. English in Use (SB,WB): *Relative clauses*
7. Reading - 3 (WB) *Art galleries*. Listening – 3 (WB) *Truancy*. Speaking 3 (WB) *Asking for/Giving information*.
8. Commenting on the article.
9. Writing (SB, WB) *Leaflets*. Progress test 8. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 8. Pp.165-184.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 6. Pp. 74-83.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 8.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part I. Учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов. Часть I. Благовещенск: Изд-во БГПУ, 2009. Раздел Higher Education tasks 1-10, pp. 5-18.

TEMA 9. THE IMAGE BUSINESS. THE FASHION INDUSTRY, IMAGE, THE VISUAL ARTS.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *Something of an oddity* Text analysis, discussions, projects, presentations
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1 *Dress code* Speaking 1 *Dialogues: Expressing surprise*.
5. Reading 2 *More than meets the lens* Text analysis and discussion. Listening 2 *Special effects in films*.
6. English in Use (SB,WB): *Reported speech*
7. Reading - 3 (WB) *What is photography*. Listening – 3 (WB) *Importance of being fashionable*. Speaking 3 (WB) *Deciding on an Evening out*.
8. Commenting on the article.
9. Writing (SB, WB) *Competition entry*. Progress test 9. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 9. Pp.191-210.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 9. Pp. 84-93.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 9

ТЕМА 10. SHOP AROUND. SHOPPING, THE ECONOMY, ADVERTISING.

1. Lead-in: discussing pictures and ideas, introductory listening.
2. Reading-1 *The cost of convenience*. Text analysis, discussions, projects, presentations
3. Language focus SB.
4. Language focus WB, extra exercises on vocabulary, Listening 1. *Jewellery business*. Speaking 1 Dialogues: *Placing/confirming an order*.
5. Reading 2 *Those crazy kids* Text analysis and discussion. Listening 2 *Men's shopping habit*.
6. English in Use (SB, WB): *Articles and punctuation*
7. Reading - 3 (WB) *Shopping centers with a difference*. Listening – 3 (WB) *Shopping for clothes*. Speaking 3 (WB) *Shopping advice*.
8. Commenting on the article.
9. Writing (SB, WB) *Review of basic writing tasks*. Progress test 10. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 10. Pp.211-234.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 10. Pp. 94-104.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 10

6 ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ (САМОКОНТРОЛЯ) УСВОЕННОГО МАТЕРИАЛА

6.1 Оценочные средства, показатели и критерии оценивания компетенций

Индекс компетенции	Оценочное средство	Показатели оценивания	Критерии оценивания сформированности компетенций
ПК-2 УК-4	Рабочая тетрадь	Низкий (неудовлетворительно)	Правильное выполнение заданий менее 60 %
		Пороговый (удовлетворительно)	Правильное выполнение заданий от 61-75 %
		Базовый (хорошо)	Правильное выполнение заданий от 76-84 %
		Высокий (отлично)	Правильное выполнение заданий 95-100%
ПК-2	Тест	Низкий (неудовлетворительно)	Количество правильных ответов на вопросы теста менее 60 %
		Пороговый	Количество правильных ответов на

		(удовлетворительно)	вопросы теста от 61-75 %
		Базовый (хорошо)	Количество правильных ответов на вопросы теста от 85-100 %
		Высокий (отлично)	Количество правильных ответов на вопросы теста от 85-100 %
ПК-2 УК-4 ОПК-8	Доклад (комментирование статьи), сообщение (презентация), проект, круглый стол, дискуссия, полемика, диспут, дебаты, собеседование (См. ниже <i>Критерии оценивания устного ответа</i>)	Низкий (неудовлетворительно)	Менее 8 баллов
		Пороговый (удовлетворительно)	9-12 баллов
		Базовый (хорошо)	13-16 баллов
		Высокий (отлично)	17-20 баллов
ПК-2 ОПК-8	Деловая и/или ролевая игра	Низкий (неудовлетворительно)	Для каждой деловой игры критерии оценивания определяются отдельно в соответствии с поставленными целями и задачами
		Пороговый (удовлетворительно)	
		Базовый (хорошо)	
		Высокий (отлично)	
ПК-2 УК-4	Эссе (См. ниже <i>Критерии оценивания устного ответа</i>)	Низкий (неудовлетворительно)	Менее 8 баллов
		Пороговый (удовлетворительно)	9-12 баллов
		Базовый (хорошо)	13-16 баллов
		Высокий (отлично)	17-20 баллов

КРИТЕРИИ ОЦЕНИВАНИЯ УСТНОГО ОТВЕТА
ДОКЛАД (комментирование статьи + последующая дискуссия)
КОММЕНТИРОВАНИЕ СТАТЬИ

Коммуникативная компетенция и организация			
Аспект 1. Содержание высказывания соответствует заданию (Правильно определяет тему и основную проблему статьи, умеет обосновать свою интерпретацию, опираясь на текст статьи)	0	1	2
Аспект 2 Стилизовое оформление и воздействие на собеседника соответствует заданию	0	1	2
Аспект 3 Структурное оформление высказывания соответствует заданию (комментирует статью, придерживаясь следующего плана: заголовков, автор, выходные данные, тема, проблема, точка зрения автора на проблему, аргументы, используемые автором в поддержку своего	0	1	2

взгляда на проблему, собственное отношение к проблеме).			
Аспект 4 Информация в высказывании представлена четко и логично. Используются разнообразные и контекстуально уместные средства логической связи. Высказывание носит завершённый характер	0	1	2
Языковая компетенция.			
Аспект 1. Грамматика соответствует уровню С-1. Грамматические ошибки отсутствуют.	0	1	2
Аспект 2 Синтаксис соответствует уровню С-1. Синтаксические ошибки отсутствуют.	0	1	2
Аспект 3 Лексика соответствует уровню С-1. Лексические ошибки отсутствуют.	0	1	2
Аспект 4 Фонетическое оформление высказывания соответствует уровню С-1. Фонетические ошибки отсутствуют.	0	1	2

ДИСКУССИЯ ПО СТАТЬЕ

Коммуникативная компетенция и организация			
Аспект 1. Ответ по содержанию и объёму (не менее 3 развернутых предложений) соответствует поставленному вопросу.	0	1	2
Языковая компетенция.			
Аспект 1. Используемый словарный запас, грамматические структуры, фонетическое оформление ответа соответствуют уровню С-1.	0	1	2

Каждый аспект оценивается от 0 до 2 баллов. 2 балла – ошибки по данному аспекту отсутствуют или имеется одна незначительная ошибка, не мешающая пониманию высказывания. 1 балл – имеется 2-4 (не более 4) ошибок по данному аспекту, не затрудняющие понимание текста. 0 баллов – количество ошибок по данному аспекту превышает 4, уровень языковой компетенции по аспекту не соответствует уровню С-1.

Максимум 20 баллов. Оценка «отлично» 17-20 баллов, Оценка «хорошо» 13 - 16 баллов, Оценка «удовлетворительно» 12 – 9 баллов, Оценка «неудовлетворительно» < 8 баллов

КРИТЕРИИ ОЦЕНИВАНИЯ ПИСЬМЕННОГО ОТВЕТА

Коммуникативная компетенция и организация			
Оценивается, если объем высказывания соответствует поставленной задаче и высказывание носит продуктивный характер. Если объем превышает установленный более, чем на 10% (286 слов), оценивается часть работы в 260 слов, остальной текст не проверяется. Если объем работы ниже установленного на 10% (194 слова) работа не проверяется.			
Аспект 1. Содержание высказывания соответствует заданию	0	1	2
Аспект 2 Стилизовое оформление и воздействие на читателя (адресата) соответствует заданию	0	1	2
Аспект 3 Структурное оформление соответствует заданию (в наличии имеются все элементы, присущие данному типу задания)	0	1	2
Аспект 4 Информация в высказывании представлена четко и логично. Используются разнообразные и контекстуально уместные средства логической связи	0	1	2
Аспект 5 Соблюдено деление на абзацы, присущее данному типу задания	0	1	2
Языковая компетенция.			
Аспект 1. Грамматика соответствует уровню С-1. Грамматические ошибки отсутствуют.	0	1	2
Аспект 2 Синтаксис соответствует уровню С-1. Синтаксические ошибки отсутствуют.	0	1	2

Аспект 3 Лексика соответствует уровню С-1. Лексические ошибки отсутствуют.	0	1	2
Аспект 4 Орфография соответствует уровню С-1. Орфографические ошибки отсутствуют.	0	1	2
Аспект 5 Пунктуация соответствует уровню С-1. Пунктуационные ошибки отсутствуют.	0	1	2

Каждый аспект оценивается от 0 до 2 баллов. 2 балла – ошибки по данному аспекту отсутствуют или имеется одна незначительная ошибка, не мешающая пониманию высказывания. 1 балл – имеется 2-4 (не более 4) ошибок по данному аспекту, не затрудняющие понимание текста. 0 баллов – количество ошибок по данному аспекту превышает 4. Уровень языковой компетенции по аспекту не соответствует уровню **С-1**. Максимум 20 баллов.

Оценка «отлично» 17-20 баллов

Оценка «хорошо» 13 - 16 баллов

Оценка «удовлетворительно» 12 – 9 баллов

Оценка «неудовлетворительно» < 8 баллов

С1 - уровень профессионального владения – подразумевает умение понимать объемные сложные тексты на различную тематику, распознать скрытое значение. Умение говорить спонтанно в быстром темпе, не испытывая затруднений с подбором слов и выражений. Умение гибко и эффективно использовать язык для общения в научной и профессиональной деятельности. Умение создать точное, детальное, хорошо выстроенное сообщение на сложные темы, демонстрируя владение моделями организации текста, средствами связи и объединением его элементов.

КОМПЕТЕНЦИИ НА УРОВНЕ С1:

Понимание	Аудирование	Понимание развернутых сообщения, даже если они имеют нечеткую логическую структуру и недостаточно выраженные смысловые связи. Почти свободное понимание всех телевизионных программ и фильмов.
	Чтение	Понимание больших сложных нехудожественных и художественных текстов, их стилистических особенностей. Понимание специальных статей и технических инструкций большого объема, даже если они не касаются сферы деятельности студента.
Говорение	Диалог	Умение спонтанно и бегло, не испытывая трудностей в подборе слов, выражать свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления в ситуациях профессионального и повседневного общения. Умение точно формулировать свои мысли и выражать свое мнение, а также активно поддерживать любую беседу.
	Монолог	Умение понятно и обстоятельно излагать сложные темы, объединять в единое целое составные части, развивать отдельные положения и делать соответствующие выводы.
Письмо	Письмо	Умение четко и логично выражать свои мысли в письменной форме и подробно освещать свои взгляды. Умение подробно излагать в письмах, сочинениях, до-

		кладах сложные проблемы, выделяя то, что представляется наиболее важным. Умение использовать языковой стиль, соответствующий предполагаемому адресату.
--	--	--

ОТДЕЛЬНЫЕ АСПЕКТЫ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА УРОВНЕ С1

ДИАПАЗОН	Владеет широким спектром языковых средств, позволяющим ясно, свободно и в рамках соответствующего стиля выражать любые свои мысли на большое количество тем (общих, профессиональных, повседневных), не ограничивая себя в выборе содержания высказывания.
ТОЧНОСТЬ	Постоянно поддерживает высокий уровень грамматической правильности; ошибки редки, практически незаметны и при появлении немедленно исправляются.
БЕГЛОСТЬ	Способен/способна к беглым спонтанным высказываниям практически без усилий. Гладкое, естественное течение речи может быть замедленно только в случае сложной малознакомой темы для беседы.
ВЗАИМО-ДЕЙСТВИЕ	Может отобрать подходящее выражение из широкого арсенала средств ведения дискурса и использовать его в начале своего высказывания, с тем, чтобы получить слово, сохранить позицию говорящего за собой или умело связать свою реплику с репликами собеседников, продолжив обсуждение темы.
СВЯЗНОСТЬ	Может строить ясное, не прерываемое паузами, правильно организованное высказывание, показывающее уверенное владение организационными структурами, служебными частями речи и другими средствами связности.

6.2 Промежуточная аттестация студентов по дисциплине

Промежуточная аттестация является проверкой всех знаний, навыков и умений студентов, приобретённых в процессе изучения дисциплины. Формой промежуточной аттестации по дисциплине является **курсовая работа, экзамен.**

Критерии оценивания курсовой работы

Оценка 5 (отлично) ставится, если:

- Исследование выполнено самостоятельно, имеет научно-практический характер, содержит элементы новизны.
- Студент показал знание теоретического материала по рассматриваемой теме, умение анализировать, аргументировать свою точку зрения, делать обобщение и выводы.
- Материал излагается грамотно, логично, последовательно.
- Оформление отвечает требованиям написания курсовой работы.
- Во время защиты курсовой работы, студент показал умение кратко, доступно (яно) предоставить результаты исследования, адекватно ответить на поставленные вопросы по теме курсовой работы.

Оценка 4 (хорошо) ставится, если:

- Исследование выполнено самостоятельно, имеет научно-практический характер, содержит элементы новизны.
- Студент показал знание теоретического материала по рассматриваемой теме, умение анализировать, аргументировать свою точку зрения, делать обобщение и выводы.

- Материал не всегда излагается логично, последовательно.
- Имеются недочёты в оформлении курсовой работы.
- Во время защиты курсовой работы, студент показал умение кратко, доступно (яно) предоставить результаты исследования, однако затруднялся отвечать на поставленные вопросы по теме курсовой работы.

Оценка 3 (удовлетворительно) ставится, если:

- Исследование не содержит элементы новизны.
- Студент не в полной мере владеет теоретическим материалом по рассматриваемой теме, не может анализировать, аргументировать свою точку зрения, делать обобщение и выводы у него вызывает затруднения.
- Материал не всегда излагается логично, последовательно.
- Тема исследования раскрыта не полностью.
- Во время защиты курсовой работы, студент затрудняется в предоставлении результатов исследования и ответах на поставленные вопросы по теме.

Оценка 2 (неудовлетворительно) ставится, если:

- Выполнено менее 50% требований к курсовой работе (**см. оценку»5»**)и студент не допущен к защите курсовой работы.

Требования к экзамену (7, 8 семестр):

1. Аудирование текста и выполнение заданий на проверку понимания.
2. Чтение текста и выполнение заданий на проверку понимания.
3. Написание письма/отзыва/статьи/отчета в соответствии с установкой.
4. Комментирование статьи по изученной теме и ответы на вопросы преподавателя в рамках обсуждаемой темы.
5. Выполненный полный объем самостоятельной работы (индивидуальное чтение в объеме 200 страниц в семестр, задания на аудирование, лексико-грамматические упражнения в рабочей тетради).

Экзамен включает испытания по четырем компетенциям: чтению, говорению, аудированию и письму. Уровень сложности соответствует уровню C1 Единого европейского стандарта.

Для оценивания результатов освоения дисциплины применяются следующие критерии оценивания (максимум 20 баллов по каждому аспекту)

Критерии оценивания ответа на экзамене

Аспект	Оценка			
	5 отлично	4 хорошо	3 удовлетворительно	2 неудовлетворительно
АУДИРОВАНИЕ	17-20 баллов	13 - 16 баллов	12 – 8 баллов	< 8 баллов
ЧТЕНИЕ	17-20 баллов	13 - 16 баллов	12 – 8 баллов	< 8 баллов
ПИСЬМО	17-20 баллов	13 - 16 баллов	12 – 8 баллов	< 8 баллов
КОММЕНТИРОВАНИЕ СТАТЬИ +БЕСЕДА	17-20 баллов	13 - 16 баллов	12 – 8 баллов	< 8 баллов
САМОСТОЯТЕЛЬНАЯ РАБОТА	17-20 баллов	13 - 16 баллов	12 – 8 баллов (выполнено 45-	< 8 баллов (выполнено 0-45%)

	(выполне- но 90- 100%)	(выполне- но 75- 90%)	75%)	
--	------------------------------	-----------------------------	------	--

Оценка 5 (отлично) ставится, если:

Общее количество баллов составляет 85-100

Оценка 4 (хорошо) ставится, если:

Общее количество баллов составляет 65-84

Оценка 3 (удовлетворительно) ставится, если:

Общее количество баллов составляет 40-64

Оценка 2 (неудовлетворительно) ставится, если:

Общее количество баллов составляет менее 40

6.3 Типовые контрольные задания или иные материалы, необходимые для оценки результатов освоения дисциплины

ОБРАЗЦЫ ЗАДАНИЙ РАБОЧЕЙ ТЕТРАДИ

1. **Eight out of the ten sentences contain spelling or punctuation mistakes. Write the correct words in the spaces provided. If a sentence contains no mistakes, put (+) next to it. There are three examples (0).**

- 0 The need to watch escapist movies has it's origins in childhood. its
- 0 Whatever, you say, I will not change my mind about this. Whatever you
- 0 Terry would like to go to the party, but it might not be possible. ±
- 1 There's been a lot of resistance to the new no-smoking policy. _____
- 2 Childrens worlds are inhabited by imaginary friends and foes. _____
- 3 Most people can't concieve of living in such poverty. _____
- 4 I was born in England, but my parents are Scottish. _____
- 5 There are many diffcultys involved in setting up your own business. _____
- 6 Most women say they aren't happy with their looks. _____
- 7 They gave us their asurance that they would be ready on time. _____ Frank
and Doris have gone to visit their daughter, Tina, in Australia. _____
- 8 "Whats going on in here?" he asked _____
- 9 Mike hasn't heard from his eldest brother in years. _____

2 Underline the correct word.

- 1 The road was very **slippery** / slick / slimy / greasy as a result of the overnight frost.
- 2 Following the accident, Sheila has been advised to take it **careful** / slow / gradual / easy for a while.
- 3 The company is **into** / under / on / in investigation for suspected tax evasion.
- 4 Flow do you suppose / **presume** / hypothesise / believe that he got that job without any experience?
- 5 The organisers expressed their **dissention** / disturbance / discourse / dismay at the poor attendance figures.
- 6 The notion of organ transplant **avoids** / warns / repels / rebukes most people.
- 7 Visiting the famine victims was a **harrowing** / worrying / stressing / terrorising experience.
- 8 Job retraining in middle age is a(n) **unapproachable** / disheartening / daunting / demoralising task for most people.
- 9 Asking the staff to take a pay cut was a(n) **absurd** / abstract / abnormal / absent suggestion.
- 10 Negotiations between the union and the management are at a **stoppage** / pause / hurdle /

standstill.

3 Fill in the gaps with ONE word.

- 1 We're putting our summer holidays until the weather gets a bit better.
- 2 That car must have set Joe quite a bit, it's top of the range.
- 3 I thought I'd like living in the country, but it wasn't long before boredom set and I was back to the city.
- 4 Parents aren't always to blame their children's bad behaviour.
- 5 The film is based the book of the same name.
- 6 If you're allergic nuts you should stay clear of Chinese food.
- 7 Let's get going before the rain sets
- 8 They're setting early to beat the rush hour traffic.
- 9 I'll never forgive her for what she put me ...
- 10 Karen's husband is always putting her ... in public, it's so embarrassing!

ОБРАЗЦЫ ТЕСТОВЫХ ЗАДАНИЙ

Тест 1. Тема 1. Как добиться успеха (Something to shout about)

1 Choose A, B, C or D to complete each sentence.

- 1 Our main is to reduce debt by cutting costs.
A objective C resolution
B decision D desire
- 2 The discovery of penicillin was a significant medical ...
A revolution C novelty
B innovation D breakthrough
- 3 Employers are not allowed to discriminate against an applicant because of their social or financial ...
A past C history
B background D precedent
- 4 It's important to project a(n) ... image during the interview.
A upbeat C optimistic
B positive D cheerful
- 5 Aspirin was used as a medicine as far ... as the 5th century BC.
A back C behind
B beyond D before
- 6 Competitive is an essential requirement for success in the entertainment industry.
A mind C spirit
B thought D soul
- 7 The brochure stated the hotel was situated ... beside the sea.
A direct C right
B precise D exact
- 8 There is a wide ... of options to choose from with something to suit all tastes.
A degree C scale
B variance D range
- 9 They say he inherited his money from a ... relative he had never met.
A faraway C distant
B remote D slight
- 10 Carrie doesn't do her own washing, she ... her little sister to do it for her.
A makes C lets
B gets D puts

- 11 When the workload got too much for him, he gave in and decided to ...
 A allot C assign
 B entrust D delegate
- 12 You must complete the Business ... course satisfactorily before you can progress to the third year programme.
 A Morals C Rights
 B Values D Ethics
- 13 For the ... of rewiring your home, hiring an electrician is a wise move.
 A aim C object
 B purpose D intention
- 14 He agreed to give me his car for the weekend on ... that I helped him write his essay.
 A condition C Crule
 B term D Decree
- 15 The Beatles remain hugely popular among the ... and the old alike.
 A youth C adolescents
 B young D teenagers
- 16 The manager really wanted Anna to join the company; he believed she would be a valuable ... to his team of sales people.
 A addition C supplement
 B accumulation D appendage
- 17 Expect seminars and tutorials to ... approximately 15% of your time at university.
 A cover C occupy
 B receive D complete
- 18 Some say that success in today's competitive workplace calls for toughness and ...
 A ruthlessness C rudeness
 B cruelty D callousness
- 19 When he learned that the assistant manager was retiring, he felt that this was an opportunity he just had to ...
 A grab C pull
 B follow D seize
- 20 For such an old house, it is in excellent ..
 A state C form
 B condition D shape

2 Complete sentences with words formed from the words in capitals.

- 1 The new manager is not bad, but he lacks the leadership and (SENSITIVE) of the previous one.
- 2 The country is experiencing an era of peace and (PROSPER).
- 3 He's not a very well-known (NOVEL), but I enjoy his books.
- 4 I'm well aware of the fact that smoking is (DETRIMENT) to my health.
- 5 Mark's (CIVIL) to customers led to his finally being dismissed.
- 6 Lee was determined to become manager and his (PERSIST) eventually paid off.
- 7 Her (DETERMINE) to survive kept her alive until the rescuers found her.
- 8 If enough people volunteer for early (RETIRE), there'll be no need for redundancies.
- 9 The doctor said his cholesterol levels are (ALARM) high.
- 10 Young children are very (IMPRESSION) and shouldn't be allowed to watch violent films.

3 Underline the correct word.

- 1 It was a rough **travel** / **voyage** / **trip** / **crossing** and a lot of people on the ferry were seasick.
- 2 Losing weight is a great way to **boost** / **push** / **shape** / **foster** your confidence.
- 3 The number **complications** / **permutations** / **transformation** / **incarnations** you can get out of these figures is in the millions.

- 4 Having to travel so far to work and back every day is beginning to wear me **off** / **through** / **down** / **in**.
- 5 Even though it started to rain, Pete carried **through** / **in** / **over** / **on** watering the garden.
- 6 Even though Joe tries to be nice, he always rubs me up the wrong **side** / **way** / **end** / **time**.
- 7 I was thinking of going out tonight, but on **stronger** / **second** / **better** / **deeper** thoughts, it might be better to stay in.
- 8 John's face was **listening** / **glaring** / **beaming** / **flashing** when he heard he had won first prize.
- 9 Rob **made** / **passed** / **sent** / **offered** so good an impression at the interview that they offered him the job on the spot.
- 10 Although he wasn't the star of the film, Keanu Reeves **took** / **robbed** / **grabbed** / **stole** the show.

4 Fill in the gaps with ONE word.

- 1 My boss expects his instructions to be carried to the letter.
- 2 As the day wore ... , I began to feel more and more uncomfortable in their company.
- 3 My parents have always disapproved ... my friends. No one was ever good enough for them.
- 4 I felt ashamed ... myself for losing my temper like that over nothing.
- 5 Ann isn't very keen ... camping, she prefers staying in hotels.
- 6 Lorna never benefitted ... her parents' wealth, she's always had to work for a living.
- 7 I wasn't involved ... the argument, so I've no idea what it was about.
- 8 Joanne's diet consists ... junk food and fizzy drinks; no wonder she's overweight.
- 9 I strongly object ... being forced to pay for carrier bags in supermarkets.
- 10 The airline compensated us in full ... the loss of our luggage.

Тест 2. Тема 2. Отдых и путешествия (Escape Artists)

I Choose A, B, C or D to complete each sentence.

- 1 The boys have gone on a fishing ... with their father.
A trip C trek
B journey D hike
- 2 The band gave a rousing ... of the Stones' classic 'Brown Sugar'.
A translation B execution C rendition D edition
- 3 His voice was barely ... above the loud music.
A listened B audible C loud D clear
- 4 I think you need a jacket, there's a ... breeze blowing outside.
A chilly B frosty C frigid D glacial
- 5 He stood on the ... of the ship and watched these eagles dive for fish.
A floor C platform
B ground D deck
- 6 The resort boasts a ... beach and crystal clear sea.
A pristine C faultless
B pure D untouched
- 7 The brother and sister were ... over who would get to inherit the beach house.
A at large C at a standstill
B at odds D at a loose end
- 8 Guests are requested to state their ... for smoking or non-smoking accommodation upon booking.
A likeness C care
B preference D inclination
- 9 The city was under ... for six months before it finally fell.
A blockade C closure

- B cordon D siege
- 10 It's impossible to travel in the ... heat of the desert.
 A bubbling C blistering
 B smoldering D sizzling
- 11 I enjoy taking a ... bath as soon as I get home from work.
 A restful C soothing
 B gentle D mild
- 12 Frank has been the ... of the local history museum for over 10 years now.
 A curator C dean
 B escort D conductor
- 13 He found the fact that Susan had been saving money secretly quite ...
 A discordant C disconcerting
 B discontenting D discouraging
- 14 The ceiling-high bookcase swayed for a few seconds, then ... crashed to the floor with a noise.
 A vociferous C boisterous
 B raucous D deafening
- 15 Use the ... to drain the spaghetti, but make sure that you do it quickly enough so that it doesn't go cold.
 A whisk C saucepan
 B colander D grater
- 16 After congratulating his team, the coach left, allowing the players to let their ...down for a while.
 A hair C hearts
 B heads D souls
- 17 Turn to page 24 to find out at a ... which courses are available to you.
 A look C stare
 B glance D glimpse
- 18 Mrs Robinson ... great pride in her cooking.
 A gets C has
 B finds D takes
- 19 Sleep is...to our health, and lack of it can lead to many illnesses.
 A needed C essential
 B required D desirable
- 20 The aircraft experienced severe ... during the final approach, but the pilot kept his cool and landed it safely.
 A turbulence C unsteadiness
 B instability D waverin

ОБРАЗЕЦ СТАТЬИ ДЛЯ КОММЕНТИРОВАНИЯ (ДОКЛАДА)
HOW TO SURVIVE CULTURE SHOCK

Nicky Branagh

Having taken a gap year back in 2010, I'm fortunate enough to have travelled fairly extensively. I've immersed myself in various cultures around the globe and come back all the better for it. Those months were undoubtedly the best of my life and have changed the way I look at the world today. However, these experiences are not without their downsides. Anyone who has visited another country is probably familiar with the concept of culture shock. Whether you've spent a year teaching English as a foreign language in Honduras, or a week with the family in Cyprus you've probably experienced the symptoms of culture shock at some time or another. As a normal process of adjustment in a new environment, culture shock is not something to be ashamed of and the effects can be minimised with relative ease.

The first country my friend and I visited in our year out was the Republic of China, a country of vast cultural diversity. I think this proved beneficial because we then felt culturally prepared for the rest of our journey, having been introduced to an environment which required a lot of getting used to from the moment we stepped off the plane.

One factor which often causes the onset of culture shock when travelling to a new country is the language barrier which can sometimes be difficult to overcome, inducing a lack of confidence and a sense of displacement. For English speakers this barrier is slightly less prominent because most the English language is so widely spread and used, but it can still cause significant problems. Despite its common use, English is not spoken by everyone and is rarely spoken to a level that will allow you to live a “normal” life without learning the native tongue, as my friend and I soon discovered when searching for a licensed taxi to take us to our hotel. Had it not been for the hotel address scrawled down on a piece of paper in apparently very difficult to read Mandarin, we might have found ourselves completely stranded. As you might have guessed, investing in a phrase book is essential if you’re not familiar with the native tongue of the country you’re travelling to. This will help you throughout your stay and ensure that you don’t feel vulnerable on occasions where communication is difficult.

Most foreign hotels and hostels will cater for these difficulties and on arrival at our hotel in Beijing we were given a card with a small map showing where it was and the address in Chinese symbols. This proved an essential part of each day as the initial discomfort of being in a strange setting was considerably lessened with the knowledge that we could continue our cultural experience without worrying about how we might be able to return to our hotel. If you’re going to be travelling on your own but don’t like the prospect of being lonely you might want to consider a short stint at a volunteer project or take time out to go on an adventure travel tour. This is a great way to make friends with people of all nationalities and you could even find someone to spend the rest of your travels with. Such travel experiences often include a cultural orientation which will help accustom you to your surroundings. Some companies, including i-to-i, offer Year Out packages which deliberately place you with other travellers so that you can make friends with people with similar interests.

Once we arrived at our hotel in Beijing, my friend and I met up with a group of ten others that we were to travel with for fifteen days until we reached Shanghai. Only when we spent a further few days in China having left our group, did we truly notice the effects of culture shock setting in. We found ourselves irritable, homesick and powerless in a country where we had previously relied so heavily upon our tour guide to communicate for us, direct us and inform us of local customs so that we could avoid any cultural misunderstanding. Luckily the effects of cultural shock are temporary and we were soon back on form. To get us through those early days we planned extensively and kept to a routine which made us feel in control. It helped a lot to visit places regularly, for example we stopped at the same café most mornings before setting off on the days adventure and it was soon a familiar haunt that made us feel at home.

When visiting an area of great cultural diversity it is important that you acquaint yourselves with local customs so as to avoid any offence. Information about dress codes is readily available on the internet and guide books will help you behave in an appropriate manner. In my experience, I found that any questions on polite custom in China could be answered by our tour guide and if you’re booking a volunteer placement or cultural tour with an established organisation they will almost always offer a cultural orientation to get you accustomed to the customs of local people before you set off on your adventure. Even this low level understanding of Chinese culture allowed us to cope better in while we were away. For example, my friend was a red-head and gained much attention during our time in the country due to her vibrant hair colour. This is something that we couldn’t quite understand, but we slowly grew unconscious that this was an oddity in our old culture, particularly when friendly locals would approach us in order to ask politely if they could take a photograph.

Culture shock is common but easily battled and can prove to be beneficial in learning and acquiring new perspectives of the world. There are huge benefits to starting your travels with an organ-

ised project or tour which will make significant efforts to help you adjust to the new culture. If possible, learn a few phrases of the language and read up about the culture prior to your visit. This will lessen the surprise that many travellers encounter during their first days in-country. It is essential to be open-minded about different cultures and if you begin to feel lonely, remember you are not the only one to be going through these feelings. Take the opportunity to volunteer, join a tour group or befriend other individuals you encounter - this is particularly easy if you are staying in a hostel. Exploring new cultures and immersing yourself in the customs and traditions of a foreign country is half of the appeal of travelling and yet this can be the very thing that destroys your break. With a little effort you can turn this around and make your cultural experience one to remember for the right reasons. So don't let culture shock bring you down, make an effort, and take control.

ОБРАЗЕЦ ВОПРОСОВ ДЛЯ ДИСКУССИИ ПО СТАТЬЕ

- 1) Have you ever experienced a culture shock?
- 2) What can be done to alleviate the culture shock when people travel to other countries?
- 3) What aspects of Russian culture typically make foreigners feel uneasy

ОБРАЗЦЫ ТЕМ ДЛЯ СООБЩЕНИЙ (ПРЕЗЕНТАЦИЙ)

- Тема 1. Successful career of a famous person
- Тема 2. The best trip I've ever had
- Тема 3. Genealogical tree of your family
- Тема 4. 1) Growing Crime Rate: causes, results, solutions
2) Ecological problem: causes, results, solutions
- Тема 5. The world in 2100
- Тема 6. A Job of my dream
- Тема 7. How to keep fit
- Тема 8. University profile
- Тема 9. One person-different images
- Тема 10. Top ten of your favourite advertisements.

ОБРАЗЦЫ ТЕМ ПРОЕКТОВ

1. Healthy Lifestyle.
2. Healthy Eating.
3. Modern Trends in IT.
4. Environmentally Friendly Activities in Our Region.
5. Becoming Eco-Friendly.
6. Sustainable Energy: Sources and Efficiency.
7. University of My Dream.
8. Green Issue I'm Most Concerned About.
9. College and university profile:

Choose a university that is interested in enrolling international students and describe it using the following outline:

1. Name of the University
2. Location
3. The year of foundation
4. Degrees awarded
5. Campus setting
 - Urban (located within a major city)
 - Suburban (a residential area within commuting distance of a major city)

- Small town (a small but compactly settled area not within commuting distance of a major city)
- Rural (a remote and sparsely populated area)
- 6. Enrollment
 - the total enrollment the number of matriculated students in fall 2012 (2011)
 - the number of foreign countries represented by current students
 - the percentage of international students
- 7. Faculty (the number of faculty members teaching at the institution in fall 2012)
- 8. Majors (the total number of undergraduate majors offered or the number of departments)
- 9. Admissions figures for international students
 - the number of international students who applied for fall 2012
 - the number of those accepted
 - the number of those enrolled
- 10. Starting times (the months when international students may begin taking classes)
- 11. Admission tests
 - TOEFL\IELTS + minimum score
 - Other tests if necessary
- 12. Application deadline
- 13. Costs (tuition fees for full time international students for a full academic year)
- 14. Housing (if it is guaranteed for international students)
- 15. Where to find info about the university

ОБРАЗЦЫ ТЕМ ДЛЯ ДЕБАТОВ/ДИСПУТОВ/КРУГЛОГО СТОЛА

1. Express your opinion, what form of assessment is more efficient and reliable: exams or continuous assessment?
2. Capital punishment: for and against

ОБРАЗЕЦ РОЛЕВОЙ ИГРЫ

TRIAL. A CASE OF ROBBERY

- 1) Judge – Jeremy Lee, 49. Determines the order of the trial. Sustains or overrules objections made by attorneys, makes a final decision on the case, imposes a sentence.
- 2) Attorney for the defence - Linda Bates, 37. Makes an opening statement, questions the defendant in such a way as to diminish his guilt, examines witness for the defence, cross-examines witness for the prosecution, makes objections (if any) to prosecutor's questions, makes a closing statement. (questions for examination of witnesses should be prepared in advance)
- 3) Prosecuting Attorney - Ronald Clark, 32 makes an opening statement, questions the defendant in such a way as to emphasize his guilt and seriousness of crime, examines witness for the prosecution, cross-examines witness for the defence, makes objections (if any) to the defence attorney's questions, makes a closing statement. (questions for examination of witnesses should be prepared in advance)
- 4) Defendant – Tom Corman, a boy of 14, accused of planning an armed raid on a shop. Carefully prepares his answers to his lawyer's questions.
- 5) Witness for the defence – Tom's school teacher Anne Brighton, 26. Describes Tom as a diligent student. Says mostly good things about him.
- 6) Witness for the prosecution - Ted MacKey, 53, a shop owner
- 7) Juror - Alice Darrell, 44, a housewife with 3 teenage children. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.
- 8) Juror – John Smith, 30, a manager in the department store, single. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.
- 9) Juror – Lynn Brown, 24, a graduate of teacher's training college, single. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.

10) Juror – Katrin Daniels, 58, retired, a grandmother of two young girls. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.

Tom Corman, a boy of 14, is accused of planning an armed raid on a shop.

Allegedly, the crime did not take place because he and two older boys chose a Saturday night for the robbery, when the shop was busy with customers, among who there turned out to be two policemen. The moment the boys entered the shop wearing masks and with kitchen knives in their hands, they saw the policemen and fled. The shop owner Ted MacKey thinks that he recognized Tom, despite the mask. He saw the boy before many times, hanging around his shop and always found his behavior suspicious. There is one more evidence against Tom - the boy dropped a knife near the shop door when he was running away. Later the knife was identified as belonging to his mother.

Tom Corman lives with his stepfather, mother and sister, has difficulties at home and school. He had never been in trouble with police before. Tom's school teacher Anne Brighton describes Tom as a rather capable student, interested in computers. He didn't have a computer at home and at her lessons of computer programming was usually very attentive. Only recently he started missing lessons, after, as she believes, "getting into a bad company".

In a private conversation with his defence attorney, Linda Bates, before the trial Tom reluctantly admitted conspiracy to rob a shopkeeper. He confessed that had taken two large knives from his mother's kitchen, a pair of her tights for a stocking mask, and planned to use his bike as a getaway vehicle.

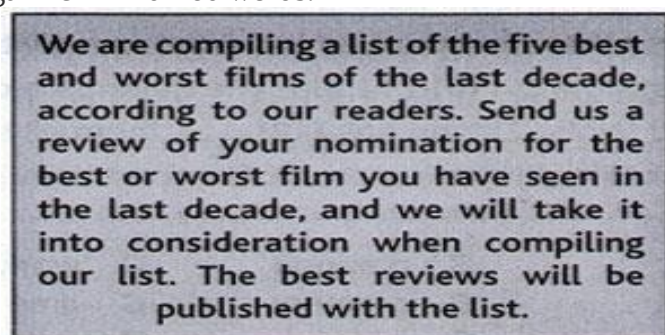
He said that his main role was to wait around the corner with his bicycle to give one of the robbers a lift with the money away from the scene. He thought it would be a pretty good buzz, but as he walked towards the shop he changed his mind. He finally went in because he thought he would look stupid and be embarrassed in front of his friends if he did not carry it through.

Prosecuting attorney Ronald Clark insists on a strict punishment, finding Tom dangerous for society. He believes that the rate of juvenile delinquency in they town is very high mostly because young offenders are too often let off with a caution or receive a very mild punishment. He wants to put an end to it using Tom's case as an example.

Material evidences for the case: two large knives, a pair of tights for a stocking mask, a bike

ОБРАЗЦЫТЕМЭССЕ

You see this announcement in an international magazine called Film Now. Write your review for the magazine in 220-260 words.



ОБРАЗЦЫ ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ

ОБРАЗЕЦ ЗАДАНИЯ НА АУДИРОВАНИЕ:

PART 1

You will hear five short extracts in which various are people sharing their opinions about the books they have read recently. While you listen you must complete both tasks. You will hear the recording twice.

Task one: For questions 1-5 match the speakers with their reaction to the book

Task two: For questions 6-10 match the speakers with the type of the book

Reaction	Speaker	The type of the book	Speaker
A bored	1	A romance	6
B excited	2	B detective story	7
C moved	3	C psychological thriller	8
D scared	4	D a fairy tale	9
E confused	5	E science fiction	10
F furious		F drama	
G disappointed		G autobiography	
H exhausted		H non-fiction	

PART 2

You will hear an interview with an ecologist. For questions 11-17 complete the sentences. You will hear the recording twice.

"I know you're very 11.....environmental issues at Overland Encounter but, in practical terms, what can a tour operator do to make sure that tourists don't destroy the beauty of the thing they came to see?" "Well I think you have to get involved in what we call 12'.....' tourism. You can't deprive people of their interest in wanting to travel. But what you can do is to c13.....patterns of behaviour which will introduce them to a country in a responsible way. That means, for example, making sure that, on an adventure holiday, no detergents are used in springs or streams and that no 14.....left behind after camps. It means, if you're visiting a 15.....like the Antarctic, that people must respect the rules and not damage 16.....or go too near the penguins. It means providing travellers with a pack with 17.....how to behave and what to do to best preserve the cultures and places visited."

PART 3

You will hear Professor Richard Hill expressing his opinion about British newspapers. For questions 18-20 choose the best answer:

18. In Britain the popular papers are to do the following except ... people.

- a) to shock;
- b) to instruct;
- c) to amuse

19. Facts show that the vast majority of British readers want ...

- a) no proper papers at all;
- b) a proper paper;
- c) more than a few papers of entertainment

20. If an intelligent person finds a copy of Professor Hill's favourite paper 50 years from now, he will still find it

- a) entertaining and amusing;
- b) interesting and instructive;
- c) shocking and surprising

ОБРАЗЦЫ ТЕКСТОВ И ЗАДАНИЙ ДЛЯ ЧТЕНИЯ

Part 1

You are going to read a newspaper article about technology and personal privacy. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

WHAT PRICE PRIVACY?

Don't blame technology for threatening our privacy: it's the way the institutions choose to use it. The most depressing moment of my day is first thing in the morning, when I download my overnight batch of emails. Without fail, it will contain dozens of messages from people who, knowing my interest in the subject, write to me describing violations of their personal privacy. Throughout the day, the stream continues, each message in my inbox warning of yet another nail in the coffin of personal privacy. In other centuries, such invasions of liberty would have arisen from religious persecution or the activities of tax collectors. Nowadays, the invasions take place through the use of information technology.

So, when those of us who value personal privacy are asked for their view, we will invariably speak in disparaging terms about such technologies. In an effort to stem the speed and force of the invasion, we will sometimes argue that the technologies themselves should simply be banned. 'Just stop using the cursed technology,' we cry, 'then there won't be any privacy issue.' Of course, things are not so simple. Even the strongest advocate of privacy recognises that technology can offer enormous benefits to individuals and to society. To prohibit a technology on the grounds that it is being used to invade privacy would also be to deny society the benefits of that innovation.

The sensible perspective is that technology does not necessarily have to invade privacy. The reality is that it invariably does. Companies may well argue that customers are prepared to 'trade off' a little privacy in return for better service or a cooler and more sophisticated product. They say that this is a matter of free choice. I doubt that there is any genuine free choice in the matter. Whether I go with Orange or Vodafone is indeed a free choice. But I have no choice over whether my communications data will or will not be stored by my communications provider. They know the location of my mobile and the numbers from which I received calls, and the emails I send are routinely stored by all providers, whether I like it or not.

CCTV also gives me no free choice. Its purpose may be to keep me secure, but I have no alternative but to accept it. Visual surveillance is becoming a fixed component in the design of modern urban centres, new housing areas, public buildings and even, in Britain at least, throughout the road system. Soon, people will expect spy cameras to be part of all forms of architecture and design. Of course, there is another side to the coin, many technologies have brought benefits to the consumer with little or no cost to privacy. Encryption is one that springs to mind. Many of the most valuable innovations in banking and communications could never have been deployed without this technique.

The problem with privacy is not technology, but the institutions which make use of it. Governments are hungry for data, and will use their powers to force companies to collect, retain and yield personal information on their customers. In recent years, governments have managed to incorporate surveillance into almost every aspect of our finances, communication and lifestyle. While acknowledging the importance of privacy as a fundamental right, they argue that surveillance is needed to maintain law and order and create economic efficiency. The right to privacy, it is always claimed, should not be allowed to stand in the way of the wider public interest. This argument is sound in principle, but there seems little intellectual or analytical basis for its universal and unquestioned application.

When the UK government introduced the RIP legislation in 2000, it originally intended to allow an unprecedented degree of communications interception on the grounds that the dangers of crime on the Internet warranted increased surveillance. At no time did anyone produce much evidence for this crime wave, however, nor did anyone in government seem to think any was required. It was left to an eleventh-hour campaign by civil rights activists to block the more offen-

sive elements of the legislation from a personal privacy point of view. Such lack of prior justification is a common feature of privacy invasion for law enforcement and national security purposes.

As I've said, technology does not have to be the enemy of privacy. But while governments insist on requiring surveillance, and while companies insist on amassing personal information about their customers, technology will continue to be seen as the enemy of privacy.

1 From the first paragraph, we understand that the writer

- A resents receiving such distressing emails from people.
- B is surprised that people should contact him about privacy.
- C finds it hard to cope with the tone of the emails he receives.
- D is resigned to the fact that invasions of privacy are on the increase

2 What view does the writer put forward in the second paragraph?

- A People should be willing to do without certain forms of technology.
- B It is a mistake to criticise people for the way they use technology.
- C It is unrealistic to deny people the benefits that technology can bring.
- D People shouldn't be allowed to use technologies that threaten privacy.

3 The writer feels that some companies

- A do not really give customers a say in issues related to privacy.
- B fail to recognise that their products may invade people's privacy.
- C underestimate the strength of their customers' feelings about privacy.
- D refuse to make compromises with customers concerned about privacy.

4 What point does the writer make about CCTV?

- A People no longer question how necessary it is.
- B People feel more secure the more widely it is used.
- C It ought to be a feature of all new building projects.
- D it would be difficult for society to function without it.

5 The writer gives encryption as an example of a technology which

- A brings only questionable benefits to society in general.
- B poses much less of a threat to privacy than others.
- C actually helps us to protect personal privacy.
- D is worth losing some personal privacy for.

6 In the fifth paragraph, the writer suggests that governments are

- A justified in denying the right of privacy to criminals.
- B mistaken in their view that surveillance prevents crime.
- C wrong to dismiss the individual's right to privacy so lightly.
- D unreasonable in their attitude towards civil rights campaigners.

7 What is the writer's main criticism of the RIP legislation in the UK?

- A Changes were made to it at the last moment.
- B It contained elements that had to be removed.
- C There was no proof that it was really needed.

D Civil rights groups were not consulted about it.

Part 2

You are going to read an article about photographers. For questions 8-20, choose from the photographers (A-E). The people may be chosen more than once.

Which photographer...

- 8 says there's a need to be flexible at a shoot?
- 9 admits to relying on instinctive decisions during a shoot?
- 10 consciously adopts a particular type of behaviour during a shoot?
- 11 criticises the attitude of certain other photographers?
- 12 feels that aspects of a photographer's skill cannot be taught?
- 13 welcomes suggestions for shots from the subjects themselves?
- 14 is critical of recent developments on photography courses?
- 15 keen to introduce new ideas in one branch of photography?
- 16 likes to keep the photography focused on social interaction?
- 17 prefers not to take shots of people in a photographic studio?
- 18 tends to work to a set routine?
- 19 prefers not to do research about a subject before doing the shoot?
- 20 believes in investing in the time needed to get the best shots?

THE CRITICAL MOMENT

Some of the world's greatest photographers tell us how they get their extraordinary images
A Mary Elton Mark

I loved photography from the moment I first picked up a camera and knew my life would be devoted to it. I don't think you can develop or learn a 'way of seeing' or a 'point of view'. It's something that's inside you. It's how you look at the world. I want my photographs not only to be real but to portray the essence of my subjects, too. To do that, you have to be patient - it can't be rushed. I prefer doing portraiture on location. On a subject's home ground you pick up certain hints that tell you personal things and they come up with ideas. During a session with an animal trainer who had a massive ego, he took the trunk of his beloved elephant Shyama and wrapped it around his neck like a necklace, and of course that was my picture. I'd never have thought of something that clever.

B Tina Barney

I don't know how my brain works, but I do know that I work really fast. My shoots don't vary: an hour to set up, an hour to take the shots. And the minute I walk into a room I know what I'm going to shoot, although what that is only becomes clear to me after seeing the result. So it's a subconscious process. You couldn't get those pictures in a million years if you took your time. I started taking pictures in the 1970s for all the beautiful reasons photography was known for. Then all of a sudden digital technology booms and darkrooms get annihilated from photography schools. But I really believe in the classical way. It all comes down to looking at a piece of art and dissecting it and understanding how it's put together. I think the most important thing is to go out in the world and see.

C Rankin

I think if you aren't fascinated by people, you'll never succeed as a portrait photographer, be-

cause your pictures will look cold. You don't have to know anything about the people in advance of the session, you just tap into them - it's a skill. Every shoot is different and you have to alter your approach accordingly. You have to try to get into people's heads, so that they can open up to you and give you something. Sometimes we chat first, but sometimes it's good for everyone to be fresh and tense when you start out. I use the technique of being cheeky and rude or asking my subjects to do ridiculous things, but I don't set out to upset anyone. I hope the viewer sees what I see. I think two words that would describe my work well are: humour and honesty.

D Mario Sorrenti

I've always tried to push the boundaries of fashion photography. After all, why should a fashion photograph only talk about clothes? Why can't it talk about something else? I want my pictures to ask questions; I want people to think. You don't need to be technically great, because if you have a strong philosophy people will be moved by your pictures regardless. The most important thing is to figure out what you want to try and say. To make your name as a photographer, you have to have a unique point of view that the viewer can recognise as yours, otherwise you'll get lost in the mix. For me, photography is about exploring - either myself or another place.

E Sebastiao Salgado

It's difficult to explain why we're more attracted to certain images than others. For me, black and white photography has a certain kind of power. I'm not talking about conceptual photography but instantaneous photography, the kind that happens in a fraction of a second. A great picture is one that transmits a lot of emotion and where you can see who took it; who that person is. I come from a Latin American world, where you believe in things and you form a relationship with your surroundings. I also grew up with a sense of mysticism and belonging. The cynicism that exists in certain kinds of photography, and that pleasure of seeing oneself as a deep individualist, that's not for me. We're a gregarious species made to live together. That's the point of view of my photography and the starting point of all my work.

ОБРАЗЕЦ ЗАДАНИЯ ДЛЯ ПИСЬМЕННОГО ОТВЕТА

Write your answer in 220-260 words in an appropriate style.

You have been asked to write a report for the *World Information Organisation* on the following topic:

What are the greatest threats to the environment in your country today? What are the solutions?

Write your **report** for the organization.

ОБРАЗЕЦ СТАТЬИ ДЛЯ КОММЕНТИРОВАНИЯ

HOW TO SURVIVE CULTURE SHOCK

Nicky Branagh

Having taken a gap year back in 2010, I'm fortunate enough to have travelled fairly extensively. I've immersed myself in various cultures around the globe and come back all the better for it. Those months were undoubtedly the best of my life and have changed the way I look at the world today. However, these experiences are not without their downsides. Anyone who has visited another country is probably familiar with the concept of culture shock. Whether you've spent a year teaching English as a foreign language in Honduras, or a week with the family in Cyprus you've probably experienced the symptoms of culture shock at some time or another. As a normal process of adjustment in a new environment, culture shock is not something to be ashamed of and the effects can be minimised with relative ease.

The first country my friend and I visited in our year out was the Republic of China, a country of vast cultural diversity. I think this proved beneficial because we then felt culturally prepared for the rest of our journey, having been introduced to an environment which required a lot of getting used to from the moment we stepped off the plane.

One factor which often causes the onset of culture shock when travelling to a new country is the language barrier which can sometimes be difficult to overcome, inducing a lack of confidence and a sense of displacement. For English speakers this barrier is slightly less prominent because most the English language is so widely spread and used, but it can still cause significant problems. Despite its common use, English is not spoken by everyone and is rarely spoken to a level that will allow you to live a “normal” life without learning the native tongue, as my friend and I soon discovered when searching for a licensed taxi to take us to our hotel. Had it not been for the hotel address scrawled down on a piece of paper in apparently very difficult to read Mandarin, we might have found ourselves completely stranded. As you might have guessed, investing in a phrase book is essential if you’re not familiar with the native tongue of the country you’re travelling to. This will help you throughout your stay and ensure that you don’t feel vulnerable on occasions where communication is difficult.

Most foreign hotels and hostels will cater for these difficulties and on arrival at our hotel in Beijing we were given a card with a small map showing where it was and the address in Chinese symbols. This proved an essential part of each day as the initial discomfort of being in a strange setting was considerably lessened with the knowledge that we could continue our cultural experience without worrying about how we might be able to return to our hotel. If you’re going to be travelling on your own but don’t like the prospect of being lonely you might want to consider a short stint at a volunteer project or take time out to go on an adventure travel tour. This is a great way to make friends with people of all nationalities and you could even find someone to spend the rest of your travels with. Such travel experiences often include a cultural orientation which will help accustom you to your surroundings. Some companies, including i-to-i, offer Year Out packages which deliberately place you with other travellers so that you can make friends with people with similar interests.

Once we arrived at our hotel in Beijing, my friend and I met up with a group of ten others that we were to travel with for fifteen days until we reached Shanghai. Only when we spent a further few days in China having left our group, did we truly notice the effects of culture shock setting in. We found ourselves irritable, homesick and powerless in a country where we had previously relied so heavily upon our tour guide to communicate for us, direct us and inform us of local customs so that we could avoid any cultural misunderstanding. Luckily the effects of cultural shock are temporary and we were soon back on form. To get us through those early days we planned extensively and kept to a routine which made us feel in control. It helped a lot to visit places regularly, for example we stopped at the same café most mornings before setting off on the days adventure and it was soon a familiar haunt that made us feel at home.

When visiting an area of great cultural diversity it is important that you acquaint yourselves with local customs so as to avoid any offence. Information about dress codes is readily available on the internet and guide books will help you behave in an appropriate manner. In my experience, I found that any questions on polite custom in China could be answered by our tour guide and if you’re booking a volunteer placement or cultural tour with an established organisation they will almost always offer a cultural orientation to get you accustomed to the customs of local people before you set off on your adventure. Even this low level understanding of Chinese culture allowed us to cope better in while we were away. For example, my friend was a red-head and gained much attention during our time in the country due to her vibrant hair colour. This is something that we couldn’t quite understand, but we slowly grew unconscious that this was an oddity in our old culture, particularly when friendly locals would approach us in order to ask politely if they could take a photograph.

Culture shock is common but easily battled and can prove to be beneficial in learning and acquiring new perspectives of the world. There are huge benefits to starting your travels with an organ-

ised project or tour which will make significant efforts to help you adjust to the new culture. If possible, learn a few phrases of the language and read up about the culture prior to your visit. This will lessen the surprise that many travellers encounter during their first days in-country. It is essential to be open-minded about different cultures and if you begin to feel lonely, remember you are not the only one to be going through these feelings. Take the opportunity to volunteer, join a tour group or befriend other individuals you encounter - this is particularly easy if you are staying in a hostel. Exploring new cultures and immersing yourself in the customs and traditions of a foreign country is half of the appeal of travelling and yet this can be the very thing that destroys your break. With a little effort you can turn this around and make your cultural experience one to remember for the right reasons. So don't let culture shock bring you down, make an effort, and take control.

ПРИМЕРНЫЕ ВОПРОСЫ ДЛЯ БЕСЕДЫ С ЭКЗАМИНАТОРОМ:

1. Have you ever experienced a culture shock?
2. What can be done to alleviate the culture shock when people travel to other countries?
3. What aspects of Russian culture typically make foreigners feel uneasy

Примерные темы курсовых работ

1. Особенности выражения экспрессии на уровне синтаксиса в современной британской литературе
2. Специфика использования графических стилистических средств, употребляемых в частной электронной переписке на английском языке
3. Сленг как стилиобразующий элемент в современной британской литературе
4. Стилистические особенности публицистического дискурса на английском языке
5. Способы передачи фразовых глаголов на русский язык
6. Заимствования в английском языке
7. Образ России в массмедийном дискурсе Великобритании
8. Концепт «еда» в американской лингвокультуре
9. Особенности передачи экспрессивности в переводе с английского на русский язык
10. Принципы образования и особенности функционирования молодежного сленга в современном английском языке
11. Репрезентация официальной позиции США в отношении сирийского конфликта(на примере дискурса американских СМИ)
12. Особенности перевода публицистики с английского языка на русский
13. Вербальные средства манипулирования в тексте рекламы
14. Концепт «счастье» в американской лингвокультуре
15. Жанровые особенности дискурса моды
16. Типологический анализ заимствований в английском и русском языках.
17. Современный англоязычный дискурс (на примере английской прессы)
18. Сопоставительный анализ междометий в английском и русском языках
19. Сопоставительно-типологический анализ фразеологических единиц, обозначающих интеллектуальные особенности человека, в английском и русском языках
20. Функционирование диалога в драме Бернарда Шоу
21. Социокультурный комментарий как способ преодоления конфликтов культур (на материале комментариев к пьесам Бернарда Шоу)
22. Специфика разговорного языка американской пьесы XX века
23. Лингвокультурный типаж чудака эпохи Просвещения (на материале романа Л.Стерна «Жизнь и мнения Тристрама Шэнди, джентльмена»)

24. Лексико-стилистические особенности романа Дж. Голсуорси «The Man of Property»

7 ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ В ПРОЦЕССЕ ОБУЧЕНИЯ

Информационные технологии—обучение в электронной образовательной среде с целью расширения доступа к образовательным ресурсам, увеличения контактного взаимодействия с преподавателем, построения индивидуальных траекторий подготовки, объективного контроля и мониторинга знаний студентов.

В образовательном процессе по дисциплине используются следующие информационные технологии, являющиеся компонентами Электронной информационно-образовательной среды БГПУ:

- Официальный сайт БГПУ;
- Корпоративная сеть и корпоративная электронная почта БГПУ;
- Система электронного обучения ФГБОУ ВО «БГПУ»;
- Система тестирования на основе единого портала «Интернет-тестирования в сфере образования www.i-exam.ru»;
- Система «Антиплагиат.ВУЗ»;
- Электронные библиотечные системы;
- Мультимедийное сопровождение лекций и практических занятий;
- Тренажеры, виртуальные среды.

8 ОСОБЕННОСТИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ ИНВАЛИДАМИ ИЛИ ЦИТАМИ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

При обучении лиц с ограниченными возможностями здоровья применяются адаптивные образовательные технологии в соответствии с условиями, изложенными в раздел «Особенности организации образовательного процесса по образовательным программам для инвалидов и лиц с ограниченными возможностями здоровья» основной образовательной программы (использование специальных учебных пособий и дидактических материалов, специальных технических средств обучения коллективного и индивидуального пользования, предоставление услуг ассистента (помощника), оказывающего обучающимся необходимую техническую помощь и т.п.) с учётом индивидуальных особенностей обучающихся.

9 СПИСОК ЛИТЕРАТУРЫ И ИНФОРМАЦИОННЫХ РЕСУРСОВ

9.1 Литература

- 1) Evans, V. Upstream Advanced C-1: Student's Book/ Virginia Evans, Linda Edwards. – Express Publishing, 2011. – 256 p. (20 экз.)
- 2) Evans, V. Upstream Advanced C-1: Workbook/ Virginia Evans, Linda Edwards. – Express Publishing, 2011. – 136 p. (20 экз.)
- 3) Evans, V. Upstream Advanced C-1: Test Booklet/ Virginia Evans, Linda Edwards. – Express Publishing, 2011. – 24 p. (20 экз.)
- 4) Практический курс английского языка. 4 курс: Учеб. для студ. высш. учеб. заведений. — 5-е изд, перераб. и доп. — М. : Гуманитар. изд. центр ВЛАДОС, 2008. — 350 с. (39 экз.)
- 5) Аниховская, Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part I: учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов/Т.В. Аниховская. - Благовещенск: Изд-во БГПУ, 2009. - 98 с. (25 экз.)

- 6) Аниховская, Т.В. Have you heard about it? Listening Activities for Advanced Students of English. PartII: учебное пособие по аудированию для студентов старших курсов языковых факультетов вузов/Т.В. Аниховская. - Благовещенск: Изд-во БГПУ, 2009. - 98 с. (25 экз.)

9.2 Базы данных и информационно-справочные системы

1. Портал научной электронной библиотеки. - Режим доступа: <http://elibrary.ru/defaultx.asp>
2. Сайт Министерства просвещения РФ. - Режим доступа: <https://edu.gov.ru/>
3. Русский Биографический Словарь - статьи из Энциклопедического Словаря издательства Брокгауз-Ефрон и Нового Энциклопедического Словаря (включает статьи биографии российских деятелей, а также материалы тома «Россия»). - Режим доступа: <http://www.rulex.ru>
4. People'sHistory - биографии известных людей (история, наука, культура, литература и т.д.). - Режим доступа: <https://www.peoples.ru>

9.3 Электронно-библиотечные ресурсы

1. ЭБС «Юрайт». - Режим доступа: <https://urait.ru>
2. Полпред (обзор СМИ). - Режим доступа: <https://polpred.com/news>

10 МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА

Для проведения занятий лекционного и семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации используются аудитории, оснащённые учебной мебелью, аудиторной доской, компьютером с установленным лицензионным специализированным программным обеспечением, с выходом в электронно-библиотечную систему и электронную информационно-образовательную среду БГПУ, мультимедийными проекторами, экспозиционными экранами, учебно-наглядными пособиями (стенды, карты, мультимедийные презентации).

Самостоятельная работа студентов организуется в аудиториях оснащенных компьютерной техникой с выходом в электронную информационно-образовательную среду вуза, в специализированных лабораториях по дисциплине, а также в залах доступа в локальную сеть БГПУ.

Лицензионное программное обеспечение: операционные системы семейства: Microsoft®WINEDUpperDVC AllLng Upgrade/SoftwareAssurancePack Academic OLV 1License LevelE Platform 1Year; Microsoft®OfficeProPlusEducation AllLng License/SoftwareAssurancePack Academic OLV 1License LevelE Platform 1Year; Dr.Web Security Suite; Java Runtime Environment; Calculate Linux.

Разработчик: Аниховская Т.В., кандидат филологических наук, доцент кафедры английской филологии и методики преподавания английского языка.

11 ЛИСТ ИЗМЕНЕНИЙ И ДОПОЛНЕНИЙ

Утверждение изменений и дополнений в РПД для реализации в 20 /20 уч. г.

РПД обсуждена и одобрена для реализации в 20 /20 уч. г. на заседании кафедры английской филологии и методики преподавания английского языка (протокол № от « » 20 г.). В РПД внесены следующие изменения и дополнения:

№ изменения: 1	
№ страницы с изменением: титульный лист	

Исключить:	Включить: