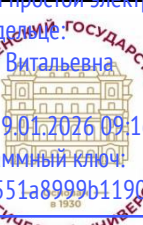


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|  | <b>МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ<br/>ФЕДЕРАЦИИ</b>                                                                                                            |
|                                                                                   | <b>Федеральное государственное бюджетное образовательное<br/>учреждение высшего образования<br/>«Благовещенский государственный<br/>педагогический университет»</b> |
|                                                                                   | <b>ОСНОВНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА</b>                                                                                                                           |

**«УТВЕРЖДАЮ»**

**Декан  
историко-филологического факультета  
ФГБОУ ВО «БГПУ»**



**В.В. Гуськов  
«14» мая 2025 г.**

**Рабочая программа дисциплины  
КОММУНИКАТИВНЫЙ ПРАКТИКУМ АНГЛИЙСКОГО ЯЗЫКА  
4курс**

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

**Профиль  
«РУССКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ»**

**Профиль  
«АНГЛИЙСКИЙ ЯЗЫК»**

**Уровень высшего образования  
БАКАЛАВРИАТ**

**Принята на заседании кафедры  
английской филологии и методики  
преподавания английского языка  
(протокол № 8 от «14» мая 2025 г.)**

**Благовещенск 2025**

## СОДЕРЖАНИЕ

|                                                                                                       |                                 |
|-------------------------------------------------------------------------------------------------------|---------------------------------|
| 1 ПОЯСНИТЕЛЬНАЯ ЗАПИСКА .....                                                                         | Ошибка! Закладка не определена. |
| 2 УЧЕБНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ .....                                                              | 4                               |
| 3 СОДЕРЖАНИЕ ТЕМ (РАЗДЕЛОВ) .....                                                                     | 5                               |
| 4 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ (УКАЗАНИЯ) ДЛЯ СТУДЕНТОВ ПО<br>ИЗУЧЕНИЮ ДИСЦИПЛИНЫ.....                   | 8                               |
| 5 ПРАКТИКУМ ПО ДИСЦИПЛИНЕ .....                                                                       | 16                              |
| 6 ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ (САМОКОНТРОЛЯ)<br>УСВОЕННОГО МАТЕРИАЛА .....                   | 21                              |
| 7 ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ.....                                               | 45                              |
| В ПРОЦЕССЕ ОБУЧЕНИЯ.....                                                                              |                                 |
| 8 ОСОБЕННОСТИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ ИНВАЛИДАМИ И ЛИЦАМИ С<br>ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ ..... | 45                              |
| 9 СПИСОК ЛИТЕРАТУРЫ И ИНФОРМАЦИОННЫХ РЕСУРСОВ .....                                                   | 45                              |
| 10 МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА .....                                                                 | 47                              |
| 11 ЛИСТ ИЗМЕНЕНИЙ И ДОПОЛНЕНИЙ.....                                                                   | 48                              |

## 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 Б1, формируемой участниками образовательных отношений (Б1.О.07.06) и входит в предметный модуль по английскому языку.

**1.3 Дисциплина направлена на формирование следующих компетенций:**

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

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

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

- ОПК-8.2. Проектирует и осуществляет учебно-воспитательный процесс с опорой на знания основных закономерностей возрастного развития когнитивной и личностной сфер обучающихся, научно-обоснованных закономерностей организации образовательного процесса.

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

- 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.

**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 выражать собственную точку зрения по теме текста.

**1.5 Общая трудоемкость дисциплины** «Коммуникативный практикум английского языка» составляет 30 зачетных единиц (30ЗЕ) (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  |

Программа предусматривает изучение материала на лабораторных занятиях в 5,6,7,8 семестрах. Предусмотрена самостоятельная работа студентов по темам и разделам. Проверка знаний осуществляется фронтально, индивидуально.

#### 1.6 Объем дисциплины и виды учебной деятельности в 5 и 6 семестрах

| 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<br>Экзамен 36 |

## 2 УЧЕБНО – ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

### Учебно-тематический план

| №  | Наименование<br>тем (разделов)                              | Всего<br>часов | Аудиторные занятия |                              | Самостоятель-<br>ная работа,<br>написание кур.<br>работы |
|----|-------------------------------------------------------------|----------------|--------------------|------------------------------|----------------------------------------------------------|
|    |                                                             |                | Лекции             | Лаборатор-<br>ные<br>занятия |                                                          |
|    | 7 семестр                                                   |                |                    |                              |                                                          |
| 1. | Как добиться успеха<br>(Something to shout about)           | 32             | -                  | 16                           | 16                                                       |
| 2. | Отдых и путешествия<br>(EscapeArtists)                      | 32             | -                  | 16                           | 16                                                       |
| 3. | Семья, общение<br>(People Power)                            | 28             | -                  | 14                           | 14                                                       |
| 4. | Социальные и экологические<br>проблемы<br>(Growingconcerns) | 28             | -                  | 14                           | 14                                                       |

|                  |                                                      |            |   |            |            |
|------------------|------------------------------------------------------|------------|---|------------|------------|
| 5.               | Технологии в современной жизни<br>(Ourchangingworld) | 24         | - | 12         | 12         |
|                  | Экзамен                                              | 36         |   |            |            |
|                  | <b>Итого за 7 семестр</b>                            | <b>180</b> |   | <b>72</b>  | <b>72</b>  |
| <b>8 семестр</b> |                                                      |            |   |            |            |
| 6.               | Выбор профессии<br>(A job well done)                 | 52         | - | 26         | 26         |
| 7.               | Спорт и здоровье<br>(Fitforlife)                     | 52         | - | 26         | 26         |
| 8.               | Образование<br>(Live and learn)                      | 48         | - | 24         | 24         |
| 9.               | Мода, искусство<br>(The image business)              | 40         | - | 20         | 20         |
| 10.              | Экономика, реклама<br>(Shop around)                  | 24         | - | 12         | 12         |
|                  | Экзамен+курсовая                                     | 36         |   |            |            |
|                  | <b>Итого за 8 семестр</b>                            | <b>252</b> |   | <b>108</b> | <b>108</b> |
| <b>ИТОГО</b>     |                                                      | <b>432</b> | - | <b>180</b> | <b>180</b> |

### Интерактивное обучение по дисциплине

| №  | Наименование тем (разделов) | Вид занятия | Форма интерактивного занятия                                                                               | Кол-во часов |
|----|-----------------------------|-------------|------------------------------------------------------------------------------------------------------------|--------------|
| 1  | Something to shout about    | ЛЗ          | <ul style="list-style-type: none"> <li>Разработка проекта</li> <li>Работа в малых группах</li> </ul>       | 2<br>2       |
| 2  | Escape Artists              | ЛЗ          | <ul style="list-style-type: none"> <li>Разработка проекта</li> <li>Мозговой штурм</li> </ul>               | 2<br>2       |
| 3  | People Power                | ЛЗ          | <ul style="list-style-type: none"> <li>Проведение пресс-конференции</li> <li>Дебаты</li> </ul>             | 2<br>2       |
| 4  | Growing concerns            | ЛЗ          | <ul style="list-style-type: none"> <li>Разработка проекта</li> <li>Ролевая игра</li> </ul>                 | 2<br>2       |
| 5  | Our changing world          | ЛЗ          | <ul style="list-style-type: none"> <li>Проведение пресс-конференции</li> <li>Разработка проекта</li> </ul> | 2<br>2       |
| 6  | A job well done             | ЛЗ          | <ul style="list-style-type: none"> <li>Разработка проекта</li> <li>Ролевая игра</li> </ul>                 | 2<br>2       |
| 7  | Fit for life                | ЛЗ          | <ul style="list-style-type: none"> <li>Проведение пресс-конференции</li> <li>Круглый стол</li> </ul>       | 2<br>2       |
| 8  | Live and learn              | ЛЗ          | <ul style="list-style-type: none"> <li>Дебаты</li> <li>Работа в малых группах</li> </ul>                   | 2<br>2       |
| 9  | The image business          | ЛЗ          | <ul style="list-style-type: none"> <li>Учебная групповая дискуссия</li> <li>Ролевая игра</li> </ul>        | 2<br>2       |
| 10 | Shop around                 | ЛЗ          | <ul style="list-style-type: none"> <li>Работа в малых группах</li> <li>Ролевая игра</li> </ul>             | 2<br>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 opinion. 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 – ShopAround**

*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 confident 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.

## **4.2 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 «ABOUT A BOY»

**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<br>A cause for wild and raucous celebration<br>To encounter difficulties<br>To bully<br>Weird<br>To have a thing about smth<br>Munificence<br>Not to have a clue<br>To bring up the subject of<br>To tell fibs<br>To decide on the spur of the moment<br>Premature teenage rebellion<br>To stick to smth<br>To get frustrated<br>To back up<br>Busker<br>To muster | parent<br>To come up<br>To put sb up to smth<br>Sod's law<br>To be bound to<br>Implication<br>To concede reluctantly<br>A nuclear option<br>To go nuclear<br>How come...?<br>To get cross<br>A truant<br>A surge of affection<br>Oblivious<br>In broad daylight<br>To nag at sb<br>To arouse suspicion<br>To time smth to the second<br>To skive up | To look/be appalled<br>To dredge one's memory<br>On balance<br>To come in handy<br>To lie through one's teeth<br>Run-of-the-mill<br>To get the wrong end of the stick<br>Let's-cut-the-crap tone<br>When all was said and done<br>To wangle<br>To inculcate a feeling of pride<br>As good as told him<br>To mess smth up<br>To snivel<br>A red herring<br>To get into a pattern<br>To break off<br>A weirdo<br>To be smitten |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                        |                                                                                                                                        |                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| To have the cheek to do smth<br>To inflict oneself on sb<br>To be entitled to<br>Soppo<br>A repulsive notion<br>A nerdy kid<br>A batty | To nip out<br>Keep your hair on<br>To bunk off<br>Misapprehension<br>To squabble<br>To indulge smth<br>To get cross with sb<br>To snub | To be getting at<br>To harp on about smth<br>To run riot<br>Don't push your luck<br>Vulnerable<br>Obtuse |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|

## 2) Answer the Questions:

1. How did Kurt Cobain's suicide affect the characters?
2. Why was Marcus attracted to Will? How did their relationship change over the course of the novel?
3. What does the novel say about the importance of relationships/children in our lives?
4. How are the characters developed – through narrative or dialogue?
5. How does Marcus' friendship with Ellie change him? What does he learn about making friends?
6. Why does Hornby make a pivotal scene set at Christmas dinner?
7. 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 serves. 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 find 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 descrip-

tion 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».

#### **4.1 Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине**

| Наименование раздела (темы) | Формы/виды самостоятельной работы | Количество часов, в соответствии с учебно- |
|-----------------------------|-----------------------------------|--------------------------------------------|
|-----------------------------|-----------------------------------|--------------------------------------------|

|                                                            |                                                                                                                                                                                                                                                                                                    | <b>тематическим<br/>планом</b> |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1.Какдобитьсяуспеха<br>(Something to shout<br>about)       | Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, написание различных видов писем.                                                                                                                                                  | 16                             |
| 2.Отдых и путешествия<br>(EscapeArtists)                   | 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<br>(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                             |
| 4.Социальные и экологические проблемы<br>(Growingconcerns) | Аудирование, написание докладов и деловых 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.        | 14                             |
| 5.Технологии в современной жизни<br>(Ourchangingworld)     | 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<br>(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<br>(Fitforlife)                         | 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<br>(Live and learn)         | Аудирование, выполнение письменных работ различного характера.<br>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<br>(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<br>(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 работыизаданий 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: *Achivements, 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 helpline*. 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. Unit 4. 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.

ТЕМА 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

#### TEMA 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<br>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 (удовлетворительно) | Количество правильных ответов на 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<br>УК-4<br>ОПК-8 | Доклад (комментирование статьи), сообщение (презентация), проект, круглый стол, дискуссия, полемика, диспут, дебаты, собеседование (См. ниже <i>Критерии оценивания устного от-</i> | Низкий (неудовлетворительно)  | Менее 8 баллов                                             |
|                       |                                                                                                                                                                                     | Пороговый (удовлетворительно) | 9-12 баллов                                                |
|                       |                                                                                                                                                                                     | Базовый (хорошо)              | 13-16 баллов                                               |
|                       |                                                                                                                                                                                     | Высокий (отлично)             | 17-20 баллов                                               |

|               |                                                                               |                                  |                                                                                                                             |
|---------------|-------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|               | <i>вета)</i>                                                                  |                                  |                                                                                                                             |
| ПК-2<br>ОПК-8 | Деловая<br>и/или ролевая<br>игра                                              | Низкий<br>(неудовлетворительно)  | Для каждой деловой игры критерии<br>оценивания определяются отдельно в<br>соответствии с поставленными целями<br>и задачами |
|               |                                                                               | Пороговый<br>(удовлетворительно) |                                                                                                                             |
|               |                                                                               | Базовый (хорошо)                 |                                                                                                                             |
|               |                                                                               | Высокий (отлично)                |                                                                                                                             |
| ПК-2<br>УК-4  | Эссе<br>(См. ниже<br><i>Критерии<br/>оценивания<br/>устного от-<br/>вета)</i> | Низкий<br>(неудовлетворительно)  | Менее 8 баллов                                                                                                              |
|               |                                                                               | Пороговый<br>(удовлетворительно) | 9-12 баллов                                                                                                                 |
|               |                                                                               | Базовый<br>(хорошо)              | 13-16 баллов                                                                                                                |
|               |                                                                               | Высокий<br>(отлично)             | 17-20 баллов                                                                                                                |

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

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

**ДИСКУССИЯ ПО СТАТЬЕ**

| <b>Коммуникативная компетенция и организация</b>                                                                 |   |   |   |
|------------------------------------------------------------------------------------------------------------------|---|---|---|
| Аспект 1. Ответ по содержанию и объёму (не менее 3 развернутых предложений) соответствует поставленному вопросу. | 0 | 1 | 2 |

|                                                                                                                                    |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| <b>Языковая компетенция.</b>                                                                                                       |   |   |   |
| Аспект 1. Используемый словарный запас, грамматические структуры, фонетическое оформление ответа соответствуют уровню <b>С-1</b> . | 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

|                                                                                                                                                                                                                                                                                                                                          |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| <b>Коммуникативная компетенция и организация</b>                                                                                                                                                                                                                                                                                         |   |   |   |
| 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 |
| <b>Языковая компетенция.</b>                                                                                                                                                                                                                                                                                                             |   |   |   |
| 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

**C1 - 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 C1:

|                  |             |                                                                                                                                                                                                                                                                                                                                   |
|------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Понимание</b> | 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.                                                                                                |
| <b>Говорение</b> | 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.                                                                                                                                                                    |
| <b>Письмо</b>    | Письмо      | Умение четко и логично выражать свои мысли в письменной форме и подробно освещать свои взгляды. Умение подробно излагать в письмах, сочинениях, докладах сложные проблемы, выделяя то, что представляется наиболее важным. Умение использовать языковой стиль, соответствующий предполагаемому адресату.                          |

#### ОТДЕЛЬНЫЕ АСПЕКТЫ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА УРОВНЕ C1

|                 |                                                                                                                                                                                                                                                            |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ДИАПАЗОН</b> | 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. |
| <b>ТОЧНОСТЬ</b> | Постоянно поддерживает высокий уровень грамматической правильно-                                                                                                                                                                                           |

|                 |                                                                                                                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | сти; 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<br>отлично    | 4<br>хорошо       | 3<br>удовлетворительно          | 2<br>неудовлетворительно |
| АУДИРОВАНИЕ                       | 17-20<br>баллов | 13 - 16<br>баллов | 12 – 8 баллов                   | < 8 баллов               |
| ЧТЕНИЕ                            | 17-20<br>баллов | 13 - 16<br>баллов | 12 – 8 баллов                   | < 8 баллов               |
| ПИСЬМО                            | 17-20<br>баллов | 13 - 16<br>баллов | 12 – 8 баллов                   | < 8 баллов               |
| КОММЕНТИРОВАНИЕ СТАТЬИ<br>+БЕСЕДА | 17-20<br>баллов | 13 - 16<br>баллов | 12 – 8 баллов                   | < 8 баллов               |
| САМОСТОЯТЕЛЬНАЯ РАБОТА            | 17-20<br>баллов | 13 - 16<br>баллов | 12 – 8 баллов<br>(выполнено 45- | < 8 баллов               |

|  |                     |                    |      |                   |
|--|---------------------|--------------------|------|-------------------|
|  | (выполнено 90-100%) | (выполнено 75-90%) | 75%) | (выполнено 0-45%) |
|--|---------------------|--------------------|------|-------------------|

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 Оценочные средства для проверки уровня сформированности компетенций ПК-2, ОПК-8, УК-4:

| Тип задания                                                                             | № задания | Вес задания (балл) | Результат оценивания (баллы, полученные за выполнение задания / характеристика правильности ответа)                                                                                                         |
|-----------------------------------------------------------------------------------------|-----------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| задания закрытого типа с выбором одного правильного (1 из 4)                            | 1, 2, 3   | 1 балл             | 1 б - полное правильное соответствие; 0 б - остальные случаи                                                                                                                                                |
| задания закрытого типа с выбором одного правильного ответа по схеме: «верно»/ «неверно» | 4, 5      | 1 балл             | 1 б - полное правильное соответствие; 0 б - остальные случаи                                                                                                                                                |
| задания закрытого типа с выбором нескольких правильных ответов (3 из 6)                 | 6, 7      | 2 балла            | 2 б – полное правильное соответствие (последовательность вариантов ответа может быть любой); 1 б – если допущена одна ошибка / ответ правильный, но не полный; 0 б – остальные случаи                       |
| задания закрытого типа на установление соответствия (4 на 4)                            | 8, 9      | 2 балла            | 2 б – полное правильное соответствие; 1 б – если допущена одна ошибка / ответ правильный, но не полный; 0 б – остальные случаи                                                                              |
| задание закрытого типа на установление последовательности                               | 10, 11    | 2 балла            | 2 б – полное правильное соответствие; 1 б – если допущена одна ошибка / ответ правильный, но не полный; 0 б – остальные случаи                                                                              |
| задания открытого типа с кратким ответом                                                | 12, 13    | 3 балла            | 3 б – полное правильное соответствие; 0 б – остальные случаи.                                                                                                                                               |
| задания открытого типа с развернутым ответом                                            | 14, 15    | 5 баллов           | 5 б – полное правильное соответствие; если допущена одна ошибка/неточность / ответ правильный, но не полный - 3 балла; если допущено более одной ошибки / ответ неправильный / ответ отсутствует – 0 баллов |

| Формируемая компетенция                                                                                                                                                                     | Индикаторы сформированности компетенции                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ПК-2.</b> Способен осуществлять педагогическую деятельность по профильным предметам (дисциплинам, модулям) в рамках программ начального, основного общего и среднего общего образования. | ПК 2.2 Выстраивает стратегию устного и письменного общения на иностранном языке, интерпретирует содержание оригинальных литературных и публицистических текстов. |

**Task 1.**

Read the task carefully and choose one correct option:

Which word or phrase most accurately completes the sentence?

*Our main \_\_\_ is to reduce debt by cutting costs.*

1. decision
2. resolution
3. objective
4. desire

**Answer:** 3

**Task 2.**

Read the task carefully and choose one correct option:

Which word is NOT typically used to describe extreme heat?

1. sizzling
2. temperate
3. blistering
4. scorching

**Answer:** 2

**Task 3.**

Read the task carefully and choose one correct option:

Which word most accurately conveys the meaning of the sentence?

*The organisers expressed their \_\_\_ at the poor attendance figures.*

1. dissention
2. disturbance
3. discourse
4. dismay

**Answer:** 4

**Task 4.**

Is the following statement true? The correct collocation is "do a project".

1. True
2. False

**Answer:** True

**Task 5.**

Is the following statement true? The idiom "in the long run" means "after a short period of time."

1. True
2. False

**Answer:** False

**Task 6.**

Read the task carefully and choose three correct options:

Which of the following words are synonyms for the word "daunting"?

1. intimidating
2. disheartening
3. encouraging
4. challenging
5. inspiring
6. demoralising

**Answer:** 1, 2, 6

**Task 7.**

Read the task carefully and choose three correct options:

Which of the following are synonyms for "spendthrift"?

1. saver
2. bigspender
3. wastefulperson
4. thriftier
5. miser
6. squanderer

**Answer:** 2, 3, 6

**Task 8.**

Match the words to their definitions.

breakthrough: something that causes a sudden improvement in a situation

solitude: the state or situation of being alone

unanimously: without any opposition

audible: able to be heard

**Task 9.**

Match the phrasal verbs with their meanings:

wear off: to gradually disappear

bring round: to help someone regain consciousness

stand for: to represent or mean

carry on: to continue doing something

**Task 10.**

Put the items in the correct order to form a Formal Letter Outline:

1. Your Address & Date
2. Recipient's Address
3. Salutation
4. Subject Line
5. Body
6. Closing&Signature

**Task 11.**

Arrange the parts of the text in a logical sequence:

1. First, we need to identify the main goals
2. Then, we can develop a strategy to achieve them
3. After that, we should allocate resources
4. Finally, we will evaluate the results

**Task 12.**

Read the task carefully and write the correct answer:

Complete the sentence using the appropriate word:

The company is under \_\_\_\_ for suspected tax evasion

**Answer:** investigation

**Task 13.**

Read the task carefully and write the correct answer:

Complete the sentence using the appropriate word:

The film is based \_\_\_\_ the book of the same name

**Answer:** on

**Task 14.**

Read the task carefully and write a detailed, reasoned answer:

Analyze the following article describing a successful teacher and, on its base, create a list of three essential qualities a teacher needs to achieve this kind of profound, lasting impact. For each quality, provide a brief, concrete example of what it might look like in a classroom setting:

*Success in the teaching profession is not measured by test scores alone, but by the spark of understanding in a student's eyes. It is found in the quiet confidence of a once-struggling learner and the vibrant classroom community built on mutual respect. A successful teacher is a cultivator of curiosity, fostering resilience and critical thinking that extends far beyond the curriculum. This profound impact is a legacy of empowered individuals, each carrying forward lessons in both knowledge and character. True success, therefore, is a lasting imprint on the future, crafted daily through patience, passion, and a belief in every student's potential.*

**Answer:** Quality 1. Passion for Fostering Curiosity. Classroom Example: Instead of just stating a historical fact, the teacher poses a provocative question like, "Why did this event happen *this* way and not another?" and guides students in exploring the multiple perspectives and possibilities. Quality 2. Empathy and Belief in Student Potential. Classroom Example: A teacher notices a quiet student has a deep interest in graphic novels. The teacher then allows that student to create a comic book as a final project for a literature unit, validating their unique strengths and learning style. Quality 3. Dedication to Building Resilience. Classroom Example: When a student becomes frustrated after failing a science experiment, the teacher reframes the "failure" as a valuable data point, saying, "Excellent! Now we know one method that doesn't work. Let's analyze why and design your next attempt."

**Task****15.**

Read the task carefully and write a detailed, reasoned answer:

Write a short 100 word-essay on the topic: "What is the greatest threat to the environment in your region today? What are the solutions?" Follow the outline: problem-reasons for it-consequences-solutions.

**Answer:** The biggest environmental problem in the Amur region is the polluted Amur River. This happens because factories dump chemicals, farms let fertilizers wash into the water, and cities lack good water treatment systems. Since the river flows between Russia and China, it's hard for either country to fix it alone.

This dirty water is harmful. It kills fish and other wildlife, which hurts the famous Amur tiger. It also makes people sick and damages the fishing and tourism industries.

The solution is for Russia and China to work together. They need to build better water treatment plants, create and enforce shared anti-pollution laws, and help farmers reduce fertilizer runoff. Protecting the river requires teamwork from both countries.

The greatest environmental threats include industrial pollution, deforestation, and plastic waste. Solutions require implementing stricter emissions controls, promoting sustainable forestry, and developing recycling infrastructure.

### Семестр 8

| Формируемая компетенция                                                                                                                                                                     | Индикаторы сформированности компетенции                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ПК-2.</b> Способен осуществлять педагогическую деятельность по профильным предметам (дисциплинам, модулям) в рамках программ начального, основного общего и среднего общего образования. | ПК 2.2 Выстраивает стратегию устного и письменного общения на иностранном языке, интерпретирует содержание оригинальных литературных и публицистических текстов. |

#### Task 1.

Read the task carefully and choose one correct option:

Which word or phrase most accurately completes the sentence?

*The \_\_\_\_ of artificial intelligence is bound to change the way we work and learn.*

1. challenge
2. breakthrough
3. approach
4. advent

**Answer:** 4

#### Task 2.

Read the task carefully and choose one correct option:

Which word is NOT typically used to describe a person's character?

1. reproachful
2. redundant
3. prejudiced
4. righteous

**Answer:** 2

#### Task 3.

Read the task carefully and choose one correct option:

Which word most accurately conveys the meaning of the sentence?

*The scientist's work \_\_\_\_ the old theory, proving it was completely wrong.*

1. debunked
2. delivered
3. credited
4. dismissed

**Answer:** 1

#### Task 4.

Is the following statement true? The correct collocation is "do a mistake".

1. True

2. False

**Answer:** False

**Task 5.**

Is the following statement true? The idiom "*to pass with flying colours*" means "*to fail an exam spectacularly*".

1. True

2. False

**Answer:** False

**Task 6.**

Read the task carefully and choose three correct options:

Which of the following words are synonyms for the word "prejudiced"?

1. opinionated

2. biased

3. partial

4. objective

5. impartial

6. subjective

**Answer:** 1, 2, 3

**Task 7.**

Read the task carefully and choose three correct options:

Which of the following are synonyms for "thrifty"?

1. spendthrift

2. economical

3. wasteful

4. frugal

5. squanderer

6. prudent

**Answer:** 2, 4, 6

**Task 8.**

Match the words to their definitions.

**eradicate:** to destroy completely

**rigorous:** extremely thorough and careful

**immaculate:** perfectly clean, neat, or tidy

**coincidence:** a situation in which events happen at the same time by chance

**Task 9.**

Match the phrasal verbs with their meanings:

**hold back:** to prevent something from being seen or known

**clear up:** (of an illness or other medical condition) to become cured

**apply for:** to make a formal request for something

**yearn for:** to desire something strongly

**Task 10.**

Put the words in the correct order to form a sentence:

1. little

2. did

3. they

4. know
5. what
6. they
7. were
8. about
9. to
10. face

**Task****11.**

Arrange the parts of the text in a logical sequence for preparing and submitting a competition entry:

1. First, carefully read the competition's official rules, theme, and submission criteria.
2. After that, develop your core idea or project, creating drafts and gathering necessary materials.
3. Then, check your final work against the competition's requirements to ensure it is a perfect fit.
4. Finally, review all guidelines one last time and officially submit the entry before the deadline.

**Task 12.**

Read the task carefully and write the correct answer:

Complete the sentence using the appropriate word:

The health authorities are trying to \_\_\_\_ the disease completely.

**Answer:** eradicate

**Task 13.**

Read the task carefully and write the correct answer:

Complete the sentence using the appropriate word:

He was credited \_\_\_\_ the discovery of the new planet.

**Answer:** with

**Task****14.**

Read the task carefully and write a detailed, reasoned answer:

Analyze the following short article on the future of education and, on its basis, create a list of three significant changes you expect to take place in universities in the near future. For each change, provide a brief explanation of its potential impact.

*The university model is expected to evolve significantly in the coming years. While traditional lectures will remain, there is a likely shift towards more personalized and flexible learning pathways. Technology, particularly artificial intelligence, is anticipated to play a larger role in supporting customized education. Furthermore, the growing prominence of modular credentials and online courses may offer alternatives to the standard degree. The physical campus will probably adapt, emphasizing its unique value in fostering critical thinking, collaboration, and hands-on experience through direct interaction. The outcome points towards universities becoming more integrated, lifelong learning ecosystems.*

**Answer:**  
**Change 1: The Rise of Personalized Learning Pathways.****Explanation:** Instead of a rigid, one-size-fits-all curriculum, AI and data analytics will allow courses to adapt to individual student pace and interests. This could increase engagement and improve outcomes by targeting specific knowledge gaps.  
**Change 2: The Growth of Modular Credentials.****Explanation:** The traditional four-year degree may be supplemented or replaced by "micro-credentials" or digital badges for specific skills. This offers greater flexibility for professionals seeking targeted, lifelong learning without committing to a full degree program.  
**Change 3: The Evolving Role of**

**the Physical Campus.Explanation:** As theoretical content moves online, the campus's primary function will shift towards facilitating human interaction. It will become a center for mentorship, collaborative projects, lab work, and developing soft skills, which are difficult to replicate in a purely virtual environment.

### Task 15.

Read the task carefully and write a detailed, reasoned answer:

Write a short 100-word essay on the topic: **"How is Technology Reshaping Our Approach to Health and Wellness?"** Follow the outline: phenomenon - benefits - drawbacks - balanced view.

### Answer:

Technology has woven itself into the fabric of health culture, creating a "digital diet" where apps and wearables dictate our wellness routines. This shift offers both empowering tools and new challenges.

On the one hand, the benefits are profound. Fitness trackers motivate us to move more by turning activity into a daily game, while nutrition apps demystify calorie counting, making informed choices easier. Telemedicine breaks down geographical barriers, providing expert advice from home, and online communities offer invaluable support and accountability that was previously hard to find.

However, this digital guidance has a downside. The constant stream of health data can lead to anxiety and an unhealthy obsession with numbers, overshadowing how we actually feel. Social media often promotes unattainable body standards, fostering insecurity rather than genuine well-being. The focus can shift from internal health to external validation.

In conclusion, technology is a powerful servant but a poor master. A balanced approach is crucial. We should leverage digital tools for awareness and motivation, but ultimately, we must learn to silence the apps occasionally and listen to the wisdom of our own bodies to achieve true, sustainable health.

## Семестр 8

| Формируемая компетенция                                                                                 | Индикаторы сформированности компетенции                                 |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>ОПК-8</b><br>Способен осуществлять педагогическую деятельность на основе специальных научных знаний; | ОПК-8.3. Демонстрирует научные знания в том числе в предметной области. |

### Task 1.

Read the task carefully and choose one correct answer:

The discovery of penicillin was a significant medical \_\_\_\_\_.

1. revolution
2. innovation
3. novelty
4. breakthrough

**Answer:** 4

### Task 2.

Read the task carefully and choose one correct answer:

For the \_\_\_\_\_ of rewiring your home, hiring an electrician is a wise move.

1. aim
2. purpose
3. object

4. intention

**Answer:** 2

**Task 3.**

Read the task carefully and choose one correct answer:

The notion of organ transplant \_\_\_\_\_ most people.

1. avoids
2. warns
3. repels
4. rebukes

**Answer:** 3

**Task 4.**

Is the following statement true? The question "What time does the movie start?" is a general question.

1. true
2. false

**Answer:** 2

**Task 5.**

Is the following statement true? The phrase "I was wondering if you could help me" is used to make a polite request for information.

1. true
2. false

**Answer:** 1

**Task 6.**

Read the task carefully and choose three correct answers:

Which of the following qualities have negative connotations?

1. ruthlessness
2. patience
3. toughness
4. cheerfulness
5. determination
6. narrow-mindedness

**Answer:** 1, 3, 5

**Task 7.**

Read the task carefully and choose three correct answers:

Which of the following phrases are used for discussing problems and offering solutions?

1. How do you suppose he got that job?
2. One possible solution might be to...
3. The main issue we are facing is...
4. Let's consider the advantages.
5. What if we tried a different approach?
6. I'm fine with that.

**Answer:** 2, 3, 5

**Task 8.**

Match the word with its definition.

Detrimental: causing harm or damage; having a negative effect

Harrowing: causing great emotional pain and distress; deeply unsettling  
 Underfunded: not having enough financial support  
 Groundbreaking: introducing new ideas or methods

**Task 9.**

Match the word with its definition.

Turbulence: sudden, violent movements of air or water

Perseverance: continued effort to achieve something despite difficulties

Integrity: the quality of being honest and having strong moral principles

Empathy: the ability to understand and share the feelings of another

**Task 10.**

Put the parts of the text in the correct logical order to form a coherent text.

1. In the modern world, information technology permeates every aspect of our lives.
2. From banking and shopping to social interaction and work, digital tools are indispensable.
3. However, this reliance on technology also raises significant concerns about personal privacy.
4. Governments and corporations often collect vast amounts of personal data, sometimes without explicit consent.
5. Furthermore, the widespread use of encryption is vital for securing online transactions and communications.
6. Therefore, finding a balance between technological benefits and the right to privacy remains a key challenge for society.

**Task 11.**

Put the parts of the text in the correct logical order to form a coherent text.

1. When people travel or move to a country with a different culture, they often experience a period of adjustment.
2. It occurs when individuals lose the familiar signs and symbols of their everyday social interaction.
3. This process, known as culture shock, is a normal reaction to an unfamiliar environment.
4. Symptoms can include irritability, homesickness, and a sense of powerlessness
5. Fortunately, these effects are usually temporary and can be mitigated with preparation and an open mind.
6. Learning a few phrases of the local language and reading about customs beforehand can significantly lessen the surprise.

**Task 12.**

Read the task carefully and write the correct answer:

The doctor said his cholesterol levels are \_\_\_\_\_ high; he needs to change his diet immediately. (ALARM)

**Answer:** alarmingly

**Task 13.**

Read the task carefully and write the correct answer:

Her \_\_\_\_\_ to survive kept her alive until the rescuers found her. (DETERMINE)

**Answer:** determination

**Task 14.**

Read the text carefully and write a detailed answer to the question.

*The concept of "sustainable energy" is central to addressing environmental concerns. It refers to energy sources that are not depleted when used, such as solar or wind power. Transitioning to these sources reduces our reliance on fossil fuels, which are major contributors to air pollution and climate change. While the initial setup cost for renewable energy infrastructure can be high, the long-term benefits for the planet's health are undeniable. This shift also involves improving energy efficiency in our homes, transport, and industries.*

**Question:** Why is the transition to sustainable energy sources important, and what are the challenges associated with it? Use information from the text and your own knowledge.

**Answer: (sample points for assessment):**

**Text Comprehension:** Mentioning key ideas: definition of sustainable energy, reduction of fossil fuel use, long-term benefits, energy efficiency. **Scientific Knowledge:** Demonstrating understanding of environmental issues (pollution, climate change) and technical-economic aspects (high initial cost, need for infrastructure development). **Grammar and Vocabulary:** Correct use of vocabulary on "Ecology" (sustainable energy, fossil fuels, climate change, renewable sources) and "Technology" (infrastructure, efficiency). Use of complex grammatical structures (subordinate clauses, passive voice). **Coherence:** The answer is a logical and structured paragraph with clear argumentation.

#### Task15.

Read the text carefully and write a detailed answer to the question.

*Advances in technology, particularly in artificial intelligence (AI), are revolutionizing fields like medicine. AI algorithms can now analyze medical images, such as X-rays and MRIs, with a level of speed and accuracy that sometimes surpasses human capabilities. This can lead to earlier and more precise diagnoses of diseases like cancer. However, this reliance on technology also raises ethical questions about data privacy and the potential for algorithmic bias. The role of the human doctor, therefore, may shift towards interpreting AI findings and providing empathetic patient care.*

**Question:** How is artificial intelligence changing the field of medicine, and what are the potential benefits and ethical concerns associated with its use?

**Answer (sample points for assessment):**

**Text Comprehension:** Mentioning specific AI applications (analysis of medical images), benefits (speed, accuracy, early diagnosis), and problems (data privacy, algorithmic bias). **Scientific Knowledge:** Demonstrating understanding of the relationship between technology and medicine. Discussing ethical dilemmas associated with new technologies, showing depth of knowledge in the subject area. **Grammar and Vocabulary:** Use of advanced vocabulary (algorithms, diagnoses, ethical questions, empathetic care, algorithmic bias) and grammatical structures (modal verbs to express probability, passive voice to describe processes). **Coherence:** The answer is a balanced essay that considers both sides of the issue and provides a logical conclusion.

#### Семестр 8

| Формируемая компетенция                                                                                                                                         | Индикаторы сформированности компетенции                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>УК-4.</b> Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах), | УК-4.1. Владеет системой норм русского литературного языка, родного языка и нормами иностранного(ых) языка(ов);<br>УК-4.2. Использует языковые средства для достижения профессиональных целей на русском, родном и иностранном(ых) языке(ах);<br>УК-4.3. Выбирает на государственном и |

|  |                                                                                                                                  |
|--|----------------------------------------------------------------------------------------------------------------------------------|
|  | иностранном(-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами. |
|--|----------------------------------------------------------------------------------------------------------------------------------|

**Task 1**

Read the task carefully and choose one correct answer:

Which phrase is most appropriate for a formal business email?

1. Hey, what's up?
2. I am writing to inquire about...
3. Can you get back to me ASAP?
4. Sorry to bother you, but...

**Answer 2**

**Task 2**

Read the task carefully and choose one correct answer:

Which sentence is grammatically correct in a formal context?

1. We was pleased to receive your proposal.
2. We were pleased to receive your proposal.
3. We are pleased receiving your proposal.
4. We pleased to receive your proposal.

**Answer: 2**

**Task 3**

Read the task carefully and choose one correct answer:

Which of the following is a typical closing phrase in a formal letter?

1. Cheers,
2. Yoursfaithfully,
3. Seeyousoon,
4. Byefornow,

**Answer: 2**

**Task 4**

Is the following statement true?

The phrase "I look forward to hearing from you" is appropriate in a formal business letter.

1. True
2. False

**Answer: 1**

**Task 5**

Is the following statement true?

In a business negotiation, it is acceptable to interrupt your partner frequently.

1. True
2. False

**Answer: 2**

**Task 6**

Read the task carefully and choose three correct answers:

Which of the following are appropriate for a job interview?

1. Useinformalslang.
2. Maintainecontact.

3. Speak clearly and confidently.
4. Arrive late.
5. Prepare questions to ask the interviewer.
6. Check your phone during the interview.

**Answer:** 2, 3, 5

### Task 7

Read the task carefully and choose three correct answers:

Which phrases are suitable for making a formal request?

1. Give me the documents now.
2. Could you possibly send me the report?
3. I would appreciate it if you could...
4. I need it yesterday.
5. Would you mind clarifying this point?
6. Just do it, please.

**Answer:** 2, 3, 5

### Task 8

Match the word with its definition.

Negotiate: to discuss something to reach an agreement

Deadline: the last date or time by which something must be done

Briefing: a short and concise meeting or report

Application letter: a formal document sent with a resume to apply for a job

### Task 9

Match the sentence with a missing word.

John will have to stay at home until doctors give him a clean ... of health: bill

Whenever I have to speak in public I have... in my stomach: butterflies

Sorry, you can't come into the sports club, you're ... age: under

If we are going to do this right, we'll have to do it by the ...: book

### Task 10

Arrange the parts of the email in the correct logical order.

1. Dear Mr. Johnson,
2. I am writing to apply for the position of Marketing Manager, which was advertised on your website.
3. Please find my CV attached.
4. I look forward to your reply.
5. Yours sincerely,
6. Jane Doe

### Task 11

Arrange the parts of the presentation introduction in the correct logical order.

1. Good morning, everyone.
2. Thank you for coming today.
3. First, I will present the project objectives.
4. Then, I will analyze the current market trends.
5. Finally, I will outline our recommendations.

### Task 12

Read the task carefully and write the correct answer:

In business, it is important to build a strong \_\_\_\_\_ with your clients (RELATION).

**Answer:** relationship

### Task 13

Read the task carefully and write the correct answer:

We need to \_\_\_\_\_ a meeting to discuss the new project.

**Answer:** schedule / arrange

### Task 14

Read the text and write a detailed answer to the question.

In today's globalized world, effective cross-cultural communication is essential for business success. Understanding cultural norms, avoiding misunderstandings, and showing respect for different traditions can help build strong international partnerships. For example, in some cultures, direct refusal is considered rude, while in others, it is seen as honest and efficient.

**Question:** Why is cross-cultural communication important in business? Give examples of how it can affect negotiations.

**Answer (sample points for evaluation):**

Understanding of the text: Mention of globalization, cultural norms, and international partnerships. Personal opinion: Explanation of the importance of cultural awareness (e.g., avoiding offense, building trust). Grammar and vocabulary: Use of appropriate terms (e.g., cross-cultural, negotiations, misunderstandings). Coherence: Logical and well-structured response.

### Task 15

Read the text and write a detailed answer to the question.

Remote work has become increasingly common, especially in international companies. This trend requires employees to master digital communication tools, manage their time effectively, and maintain professionalism in virtual meetings. However, it can also lead to challenges such as feelings of isolation or miscommunication due to lack of face-to-face interaction.

**Question:** What are the advantages and disadvantages of remote work in terms of business communication? How can employees overcome these challenges?

**Answer (sample points for evaluation):**

Understanding of the text: Reference to digital tools, time management, and virtual professionalism. Personal opinion: Balanced analysis of pros (flexibility, access to global talent) and cons (isolation, communication barriers). Grammar and vocabulary: Use of advanced vocabulary (e.g., virtual meetings, time management, isolation). Coherence: Clear structure with examples and solutions.

### 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 assurance that they would be ready on time. \_\_\_\_\_ Frank  
and Doris have gone to visit their daughter, Tina, in Australia. \_\_\_\_\_
- 8 "What's 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 How 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!

## 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.

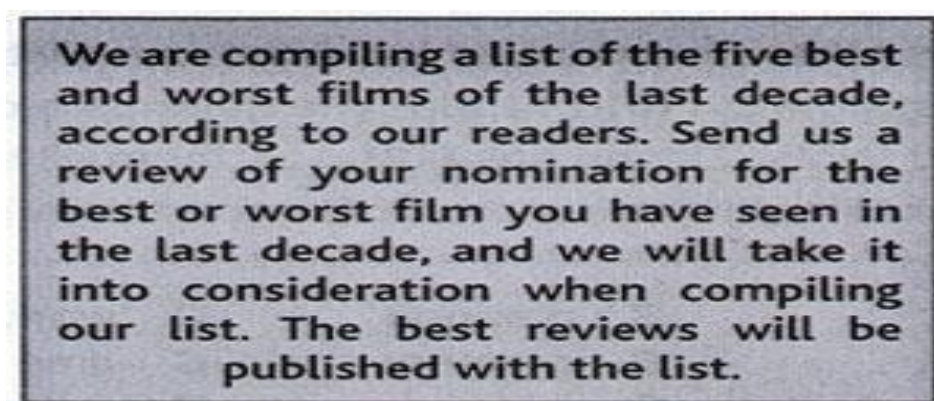
He said that his main role was to wait around the corner with his bicycle to give one of the robbers a lift with the money away from the scene. He thought it would be a pretty good buzz, but as he walked towards the shop he changed his mind. He finally went in because he thought he would look stupid 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 offensive 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, because 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 organised 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 стилеобразующий 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](http://www.i-exam.ru)»;
- Система «Антиплагиат.ВУЗ»;
- Электронные библиотечные системы;
- Мультимедийное сопровождение лекций и практических занятий;
- Тренажеры, виртуальные среды;

## **8 ОСОБЕННОСТИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ ИНВАЛИДАМИ ИЛИЦАМИ 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. Part II: 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's History - 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, оснащенные 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® Windows 7 Ultimate Upgrade/Software Assurance Pack Academic OLV 1 License Level E Platform 1 Year; Microsoft® Office Pro Plus Education All Languages License/Software Assurance Pack Academic OLV 1 License Level E Platform 1 Year; 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 2025/2026уч. г.**

РПД обсуждена и одобрена для реализации в 2025/2026 уч. г. на заседании кафедры Английской филологии и методики преподавания английского языка (протокол № 8 от «14» мая 2025г.). В РПД не внесено изменений и дополнений.