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**МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное образовательное
учреждение высшего образования**

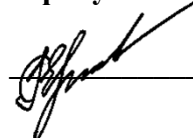
«Благовещенский государственный педагогический университет»

ОСНОВНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА

Рабочая программа дисциплины

«УТВЕРЖДАЮ

**Декан факультета иностранных языков
ФГБОУ ВО «БГПУ»**



Р.Ю. Ермаков

«26» марта 2025 г.

**Рабочая программа дисциплины
СОВРЕМЕННЫЙ АНГЛИЙСКИЙ ЯЗЫК
ADVANCED MODERN ENGLISH**

**Направление подготовки
44.04.01 ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ**

**Профиль подготовки
ИНОЯЗЫЧНОЕ ОБРАЗОВАНИЕ И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ
(НА АНГЛИЙСКОМ ЯЗЫКЕ)**

**Уровень высшего образования
МАГИСТРАТУРА**

**Принята на заседании кафедры
русского языка как иностранного
протокол № 7 от «26» марта 2025 г.**

Благовещенск 2025

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

1.1 Цель дисциплины: обеспечение достаточно свободного, нормативно-правильного и функционально адекватного владения всеми видами речевой деятельности на английском языке.

1.2 Место дисциплины в структуре ООП:

Дисциплина «Современный английский язык» относится к части, формируемой участниками образовательных отношений Б1.В.О3. основной образовательной программы подготовки магистра по направлению 44.04.01 «Педагогическое образование», профиль «Иноязычное образование и межкультурная коммуникация (на английском языке)». Дисциплина изучается в условиях очной формы обучения в 1-4 семестрах.

1.3 Перечень планируемых результатов обучения по дисциплине, соотнесённых с планируемыми результатами освоения ООП.

Дисциплина направлена на формирование следующих компетенций:

ПК-1. Способен использовать знание системы и функционирования языковых единиц различных уровней в педагогической деятельности, **индикаторами** достижений которой являются:

ИПК-1.1. Знает закономерности системной организации языка и особенности функционирования языковых единиц различных типов.

ИПК-1.2. Умеет лингвистически корректно интерпретировать языковой материал в соответствии с условиями образовательной среды.

ИПК-1.3. Владеет современными методами и приемами лингвистического анализа для решения конкретных педагогических задач.

В результате освоения дисциплины студент должен

знать:

- стратегии устного и письменного общения;
- основные признаки и свойства текста.

уметь:

- выстраивать устное и письменное общение на английском языке;
- выделять и анализировать информацию, содержащуюся в тексте.

владеть:

- навыками применения различных стратегий устного и письменного общения на английском языке;
- умениями изучающего, поискового и просмотрового чтения;
- умениями устно и письменно интерпретировать содержание текста и выразить собственную точку зрения по теме.

1.4 Объем дисциплины и виды учебной работы:

Общая трудоемкость дисциплины составляет 15 ЗЕ (540 часов). Программа предусматривает изучение материала на лекциях и лабораторных занятиях. Предусмотрена самостоятельная работа студентов по темам и разделам. Проверка знаний осуществляется фронтально, индивидуально.

ОБЪЕМ ДИСЦИПЛИНЫ И ВИДЫ УЧЕБНОЙ РАБОТЫ

Виды учебной работы	Семестр 1	Семестр 2	Семестр 3	Семестр 4
Общая трудоемкость дисциплины	108	108	144	144
Аудиторные занятия	28	28	44	36
Лекции				
Лабораторные занятия	28	28	44	36
Самостоятельная работа	80	80	64	72
Вид итогового контроля	Зачет	Экзамен 36	Экзамен 36	Экзамен 36

2 УЧЕБНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Учебно-тематический план

1-2 семестры

№	Тема занятия	Трудоемкость	Всего ауд	Лабораторные	Самост работа
1.	Как добиться успеха – Something to shout about	54	14	14	40
2.	Отдых и путешествия – Escape Artists	54	14	14	40
3.	Семья, общение -- People Power	54	14	14	40
4.	Социальные и экологические проблемы-- Growing concerns	54	14	14	40
5.	ИТОГО:	216	56	56	160

3 семестр

№	Тема занятия	Трудоемкость	Всего ауд	Лабораторные	Самост работа
1	Технологии в современной жизни (Our changing world)	34	14	14	20
2	Выбор профессии (A job well done)	34	14	14	20
3	Спорт и здоровье (Fit for life)	34	14	14	20
4	Revision	6	2	2	4
	Итого Экзамен 36	144	44	44	64

4 семестр

№	Тема занятия	Трудоемкость	Всего ауд	Лабораторные	Самост работа
1	Образование (Live and learn)	36	12	12	24
2	Мода, искусство (The image business)	36	12	12	24
3	Экономика, реклама(Shop around)	36	12	12	24
	Итого Экзамен 36	144	36	36	72

2.1 Интерактивное обучение

1-2 семестры

№	Тема занятия	Вид занятия	Форма интерактивного занятия	Кол-во часов
1.	Как добиться успеха – Something to	ЛБ	Проект «Some-	2 ч.

	shout about		thing to shout about»	
2.	Отдых и путешествия – Escape Artists	ЛБ	Проект «My ideal holidays.»	2 ч.
3.	Семья, общение -- People Power	ЛБ	Проект «Family problems»	2 ч.
4.	Социальные и экологические проблемы-- Growing concerns	ЛБ	Проект «Growing concerns»	2 ч.
Всего:				8 ч.

3 семестр

№ п/п	Тема занятия	Вид занятия	Форма интерактивного занятия	Количество часов
1	Our changing world	ЛЗ	<ul style="list-style-type: none"> • Проведени епресс-конференции • Разработк апроекта 	2
2	A job well done	ЛЗ	<ul style="list-style-type: none"> • Разработк апроекта • Проведени епресс-конференции “My way to business success.” • Круглый стол“What makes business work?” 	2
3	Fit for life	ЛЗ	<ul style="list-style-type: none"> • Проведени епресс-конференции • Круглый стол 	2
	Итого			6/36 20%

4 семестр

№	Тема	Вид занятия	Форма интерактивного занятия	Кол-во часов
1	Образование (Live and learn)	ПР	Дебаты Работа в малых группах	2

2	Мода, искусство (The imagebusiness)	ПР	Проведение пресс-конференции Учебная групповая дискуссия	2
3	Экономика, реклама (Shop around)	ПР	Работа в малых группах Ролевая игра	2
	Итого			6/36 20%

3 СОДЕРЖАНИЕ ТЕМ

1-2 семестры

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: People, family, appearances

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 “My family”, small-group discussions.

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

Grammar: Past.

Phrasal verbs: clear, come.

Writing: Articles.

Тема 4.

Социальные и экологические проблемы-- Growing concerns

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

Reading: multiple matching; gapped text.

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

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

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

Grammar: passive voice/causatives.

Phrasal verbs: cut; pass.

Writing: reports and proposals.

3-4 семестры

Тема 1. 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 2. 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 3. 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 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 – Shop Around

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

Reading: gapped text; multiple choice.

Listening: sentence completion; multiple choice.

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

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

Grammar: articles and punctuation.

Phrasal verbs: call; draw.

Writing: review of basic writing tasks.

Самостоятельное чтение: чтение и лингвистический анализ рекомендуемых статей

Самостоятельное аудирование: прослушивание текстов и выполнение заданий из рекомендованных учебных пособий.

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

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО КОММЕНТИРОВАНИЮ СТАТЬИ

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...

**Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине
«Современный английский язык»**

Наименование раздела (темы) дисциплины¹	Формы/виды самостоятельной работы	Количество часов, в соответствии с учебно-тематическим планом	Формы контроля СРС
Как добиться успеха (Something to shout about)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, написание различных видов писем.	40	Индивидуальный опрос, защита проектов, проверка практических заданий и письменных работ, тесты.
Отдых и путешествия (Escape Artists)	Домашнее чтение и выполнение заданий по прочитанному. Аудирование, написание рецензий. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме.	40	Обсуждение и комментирование статей. Опрос, проверка письменных работ и практических заданий. Выполнение тестов. Защита проектов.
Семья, общение (People Power)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, написание статей. Домашнее чтение и выполнение заданий по прочитанному.	40	Обсуждение прочитанного. Проверка письменных работ и практических заданий. Защита проектов. Обсуждение и комментирование статей.
Социальные и экологические проблемы (Growing concerns)	Аудирование, написание докладов и деловых писем. Домашнее чтение и выполнение заданий по прочитанному. Выполнение практических за-	40	Выполнение тестов. Защита проектов. Обсуждение вопросов в группах. Проверка практических заданий

	даний и упражнений, подготовка проектов и комментирование статей по теме.		
Как добиться успеха (Something to shout about)	Выполнение практических заданий и упражнений, подготовка проектов и комментирование статей по теме. Аудирование, написание различных видов писем.	14	Индивидуальный опрос, защита проектов, проверка практических заданий и письменных работ, тесты.
Отдых и путешествия (Escape Artists)	Домашнее чтение и выполнение заданий по прочитанному. Аудирование, написание рецензий. Выполнение практических заданий и упражнений, подготовка проектов и комментирование статей по теме.	16	Обсуждение и комментирование статей. Опрос, проверка письменных работ и практических заданий. Выполнение тестов. Защита проектов.
Семья, общение (People Power)	Выполнение практических заданий и упражнений, подготовка проектов и комментирование статей по теме. Аудирование, написание статей. Домашнее чтение и выполнение заданий по прочитанному.	14	Обсуждение прочитанного. Проверка письменных работ и практических заданий. Защита проектов. Обсуждение и комментирование статей.
Социальные и экологические проблемы (Growing concerns)	Аудирование, написание докладов и деловых писем. Домашнее чтение и выполнение заданий по прочитанному. Выполнение практических заданий и упражнений, подготовка проектов и комментирование статей по теме.	16	Выполнение тестов. Защита проектов. Обсуждение вопросов в группах. Проверка практических заданий
Технологии в современной жизни (Our changing world)	Выполнение практических заданий и упражнений, подготовка проектов и комментирование статей по теме. Аудирование, выполнение письменных работ различного характера.	14	Индивидуальный опрос, защита проектов, проверка практических заданий и письменных работ, тесты.

Выбор профессии (A job well done)	Домашнее чтение и выполнение заданий по прочитанному. Аудирование, написание резюме и сопроводительных писем. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме.	16	Обсуждение и комментирование статей. Дискуссия по прочитанному. Защита проектов. Выполнение тестов. Защита проектов. Обсуждение вопросов в группах. Проверка практических заданий
Спорт и здоровье (Fit for life)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, выполнение письменных работ различного характера. Домашнее чтение и выполнение заданий по прочитанному.	30	Опрос, проверка письменных работ и практических заданий. Выполнение тестов. Защита проектов.
Образование (Live and learn)	Аудирование, выполнение письменных работ различного характера. Домашнее чтение и выполнение заданий по прочитанному. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме.	32	Дискуссия по прочитанному. Защита проектов. Выполнение тестов. Защита проектов. Обсуждение вопросов в группах. Проверка практических заданий
Мода, искусство (The image business)	Домашнее чтение и выполнение заданий по прочитанному. Аудирование, выполнение письменных работ различного характера. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме.	30	Обсуждение и комментирование статей. Дискуссия по прочитанному. Защита проектов. Выполнение тестов.
Экономика, реклама (Shop around)	Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, выполнение письменных работ различного характера. Домашнее чтение и выполнение заданий по прочитанному	34	Индивидуальный опрос, защита проектов, проверка практических заданий и письменных работ, тесты.

	МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
	Федеральное государственное бюджетное образовательное учреждение высшего образования «Благовещенский государственный педагогический университет»
	ОСНОВНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА Рабочая программа дисциплины

5 ПРАКТИКУМ ПО ДИСЦИПЛИНЕ

1-2 семестры

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

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

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 1. Pp.7-26.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 1. Pp. 4-13.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 1.

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 *Favorite 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.

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.

ТЕМА 4. GROWING CONCERNS: SOCIAL PROBLEMS, CIVIL LIBERTIES, UNEMPLOYMENT, POVERTY, INTERNATIONAL ISSUES, AND 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 hotline*. Speaking 1 Dialogues: Discussing problems, offering solutions.

5. Reading 2 *Judgement day*. Text analysis and discussion. Listening 2 *Punishment for road accidents*. Speaking 2 *Helpers*.
6. English in Use (SB, WB): Passive.
7. Reading - 3 (WB) *Vanishing voices*. Listening – 3 (WB) *Successful marriage*. Speaking 3 (WB) *Charity*.
8. Commenting on the article.
9. Writing (SB, WB) *Reports and proposals*. Progress test 4. Checking independent listening work on the unit.

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 4. Pp.73-92.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit4. Pp. 34-43.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 4.

3-4 семестры

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

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

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – Express Publishing, 2011. Unit 1. Pp.7-26.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – Express Publishing, 2011. Unit 1. Pp. 4-13.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – Express Publishing, 2011. Progress Test 1.
- 4) Аниховская Т.В. Have you heard about it? Listening Activities for Advanced Students of English. Part II. Учебное пособие по аудированию для студентов стар-

ших 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 *Volunteerhelpline*. 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

ТЕМА 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
- ## ТЕМА 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 – ExpressPublishing, 2011. Unit 9. Pp.191-210.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – ExpressPublishing, 2011. Unit 9. Pp. 84-93.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – ExpressPublishing, 2011. Progress Test 9

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

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

Литература:

- 1) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Student's book – ExpressPublishing, 2011. Unit 10. Pp.211-234.
- 2) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Workbook – ExpressPublishing, 2011. Unit 10. Pp. 94-104.
- 3) Virginia Evans, Linda Edwards. Upstream Advanced C-1. Testbook – ExpressPublishing, 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-1	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-1	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-1	Доклад (комментирование статьи), сообщение (презентация), проект, круглый стол, дискуссия, полемика, диспут, дебаты, собеседование (См. ниже <i>Критерии оценивания устного ответа</i>)	Низкий (неудовлетворительно)	Менее 8 баллов
		Пороговый (удовлетворительно)	9-12 баллов
		Базовый (хорошо)	13-16 баллов
		Высокий (отлично)	17-20 баллов
		Пороговый (удовлетворительно)	
		Базовый (хорошо)	
ПК-1	Эссе (См. ниже <i>Критерии</i>)	Низкий (неудовлетворительно)	Менее 8 баллов
		Пороговый	9-12 баллов
		Высокий (отлично)	

	оценивания устного от- вета)	(удовлетворительно)	
		Базовый (хорошо)	13-16 баллов
		Высокий (отлично)	17-20 баллов

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 в 1 семестре является **зачёт**.

Для оценивания результатов освоения дисциплины применяется следующие критерии оценивания:

Балльно-рейтинговая система оценивания учебной работы студентов.

Учебная работа оценивается по следующим показателям:

1. Посещаемость практических занятий:

+ 1 балл за каждое занятие

2. Активность на практических занятиях:

+ 1 балл за вопрос или дополнительную информацию по рассматриваемой теме

+ 3 балла за выступление на практикуме (печатный вариант)

+ 5 баллов за выступление с мультимедиа презентацией

3.Итоговый контроль:

+ 3-5 баллов по результатам выполнения теста на положительную оценку

+ 1 балл за умение работать в группе

4. Аттестация самостоятельной работы:

+ 5 баллов за проект

+ 8 баллов за мультимедийную презентацию

5.Штрафные баллы

- 1 балл за пропуск практического занятия

- 3 балла за отказ от ответа на практическом занятии

- 1-2 балла за неудовлетворительное выполнение итогового теста

- 3 балла за невыполнение проекта по выбранной теме

« **зачтено** » ставится студенту, если он набрал не менее 30 баллов.

« **не зачтено** » ставится студенту, если он набирает менее 30 баллов.

Промежуточная аттестация является проверкой всех знаний, навыков и умений студентов, приобретённых в процессе изучения дисциплины. Формой промежуточной аттестации по дисциплине в 2 семестре является экзамен.

Для оценивания текущей успеваемости и промежуточной аттестации студентов применяется следующая система оценок.

Таблица

Оценка за экзамен и зачёт	Зачётная оценка	Рейтинговая оценка Успеваемости
Отлично	Зачтено	85-100 баллов

Хорошо	Зачтено	75-84 балла
Удовлетворительно	Зачтено	61-74 балла
Неудовлетворительно	Не зачтено	до 60 баллов

**КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЙ НА ЭКЗАМЕНЕ
КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЙ НА АУДИРОВАНИЕ**

Каждый правильный ответ 1 балл, максимум 20 баллов.

Оценка «отлично» 17-20 баллов

Оценка «хорошо» 13 - 16 баллов

Оценка «удовлетворительно» 12 – 9 баллов

Оценка «неудовлетворительно» < 8 баллов

КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЯ НА ЧТЕНИЕ

Каждый правильный ответ 1 балл, максимум 20 баллов.

Оценка «отлично» 17-20 баллов

Оценка «хорошо» 13 - 16 баллов

Оценка «удовлетворительно» 12 – 9 баллов

Оценка «неудовлетворительно» < 8 баллов

КРИТЕРИИ ОЦЕНИВАНИЯ ПИСЬМЕННОГО ОТВЕТА

Коммуникативная компетенция	10баллов				
• Выполнение требований, сформулированных в задании Тип текста, указанное количество слов, расположение текста на странице	0	1			
• Соблюдение социолингвистических параметров речи Учитывает ситуацию и получателя сообщения, оформляет текст в соответствии с предложенными обстоятельствами	0	1	2		
• Представление информации Может четко и ясно представить и объяснить факты, события, наблюдения	0	1	2	3	
• Воздействие на читателя Может представить свои мысли, чувства, впечатления, чтобы воздействовать на своих читателей	0	1	2		
• Связность и логичность текста Оформляет текст, соблюдая связность и логичность построения	0	1	2		
Языковая компетенция	10баллов				

• Морфо-синтаксис. Правильно употребляет глагольные времена и наклонения, местоимения, детерминативы, наиболее употребляемые коннекторы и т.д.	0	1	2	3	
• Владение письменной фразой. Правильно строит простые и сложные фразы, употребляемые в повседневном общении.	0	1	2	3	
• Лексика. Владеет лексическим запасом, позволяющим высказаться по предложенной теме. Допустимо незначительное количество ошибок в выборе слов, если это не затрудняет понимания текста (6% от заданного объема).	0	1	2	3	
• Орфография. Владеет лексической и грамматической (наиболее употребляемые виды согласований) орфографией. Ошибки пунктуации, связанные с влиянием родного языка, во внимание не принимаются.	0	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 УСТНОГО ОТВЕТА

Комментирование Статьи	10баллов				
• Комментирует статью, придерживаясь следующего плана: заголовок, 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		
• Правильно определяет тему и основную проблему статьи, умеет обосновать свою интерпретацию, опираясь на текст статьи	0	1	2	3	
• Четко и адекватно формулирует собственную точку зрения на проблему и обосновывает свои мысли	0	1	2	3	
• Логично переходит от одной мысли к другой, понимание высказывания и основной мысли статьи не вызывает затруднений.	0	1	2		
Беседа с экзаменатором	4 балла				
• Реагирует на вопросы и реплики экзаменатора, вступает в диалог для того, чтобы объяснить свою интерпретацию (дополняет и уточняет обсуждаемую информацию). Умеет точно формулировать свои мысли и выражать свое мнение, а также активно поддерживать беседу	0	1	2		
• Умеет спонтанно и бегло, не испытывая трудностей в подборе слов, выражать свои мысли. Речь отличается разнообразием языковых средств и	0	1	2		

точностью их употребления.					
Языковая компетенция	ббаллов				
• Морфо-синтаксис. Правильно употребляет глагольные времена и наклонения, местоимения, артикли, основные виды согласований, наиболее употребляемые слова-связки. Правильно строит простые и сложные предложения.	0	1	2		
• Лексика. Владеет лексическим запасом, позволяющим высказаться по предложенной теме на уровне Advanced, умеет использовать перифразы для заполнения ситуативно-возникающих лексических лакун	0	1	2		
• Фонетика, интонация. Речь фонетически четкая и легко воспринимаемая на слух. Говорит плавно, в среднем темпе, с естественной интонацией	0	1	2		

Максимум 20 баллов.

Оценка «отлично» 17-20 баллов

Оценка «хорошо» 13 - 16 баллов

Оценка «удовлетворительно» 12 – 9 баллов

Оценка «неудовлетворительно» < 8 баллов

КРИТЕРИИ ОЦЕНИВАНИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ:

Максимум 20 баллов.

Оценка «отлично» - 17-20 баллов (выполнено 90-100%)

Оценка «хорошо» 13 - 16 баллов (выполнено 75-90%)

Оценка «удовлетворительно» 12 – 9 баллов (выполнено 45-75%)

Оценка «неудовлетворительно» < 8 баллов (выполнено 0-45%)

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

Оценочные средства для проверки уровня сформированности компетенций ПК-1, ПК-3

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 ти-	4, 5	1 балл	1 б - полное правильное соответствие;

па с выбором одного правильного ответа по схеме: «верно»/ «неверно»			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
ПК-1. Способен использовать знание системы и функционирования языковых единиц различных уровней в педагогической деятельности.	<p>ПК 1.1. Знает закономерности системной организации языка и особенности функционирования языковых единиц.</p> <p>ПК 1.2. Умеет интерпретировать языковой материал в соответствии с условиями образовательной среды.</p> <p>ПК 1.3. Владеет методами и приёмами лингвистического анализа для решения педагогических задач.</p>

Task 1.

Read the task carefully and choose the ONE correct answer.

A student says: "Yesterday I have watched a great film." What is the most likely reason for this error, and what is the correct form?

1. They don't know the past simple form; "I watched"
2. They are overgeneralizing the present perfect; "I watched"
3. They are translating directly from their native language; "I was watching"

4. They don't know the irregular verb; "I have watch"

Answer: 2

Task 2.

Read the task carefully and choose the ONE correct answer.

An intermediate student consistently pronounces "ship" and "sheep" the same way. This problem is related to:

1. Vocabulary (lexical set)
2. Grammar (verb conjugation)
3. Phonology (vowel sound distinction)
4. Syntax (word order)

Answer: 3

Task 3.

Read the task carefully and choose the ONE correct answer.

You are teaching a lesson on giving advice. Which of the following phrases is the most formally appropriate for a business email?

1. "You'd better talk to the manager."
2. "If I were you, I'd talk to the manager."
3. "I recommend that you consult with the manager."
4. "How about talking to the manager?"

Answer: 3

Task 4.

True or False: Correcting every single mistake a student makes during a fluency-speaking activity is the most effective way to improve their accuracy.

1. True
2. False

Answer: 2

Task 5.

True or False: The phrase "Could you pass the salt?" is a grammatical question, but its primary function is to make a polite request.

1. True
2. False

Answer: 1

Task 6.

Read the task carefully and choose THREE correct answers.

Choose THREE techniques that are considered good practice for presenting new vocabulary to students.

1. Providing a list of 20 words to memorize for a test.
2. Using visual aids like pictures or real objects (realia).
3. Giving a direct translation for every word.
4. Providing example sentences in context.

5. Eliciting the meaning from students through questions.
6. Correcting pronunciation only after the lesson.

Answer: 2, 4, 5

Task 7.

Read the task carefully and choose THREE correct answers.

A student writes: "I am very boring in this lesson." What is the problem? Choose THREE correct statements about this error.

1. The student has confused an adjective ending in -ed with one ending in -ing.
2. The student means they are not interested, not that they are uninteresting.
3. The student has made a grammatical mistake with the verb 'to be'.
4. The correct sentence should be "I am very bored in this lesson."
5. The student has used the wrong preposition.
6. This is a common error related to the meaning of participial adjectives.

Answer: 1, 2, 4

Task 8.

Match the student's goal with the most appropriate type of classroom activity.

To practice speaking spontaneously: A role-play simulation (e.g., job interview)

To understand the main idea of a text quickly: Skimming a long article for gist

To learn a new grammatical structure accurately: A controlled gap-fill exercise

To improve accurate pronunciation of specific sounds: Minimal pair drills (e.g., "ship" vs "sheep")

Task 9.

Match the common student error with the most likely linguistic focus area for correction.

"I go to the cinema yesterday.": Tense and Aspect (Past Simple)

"She is teacher.": Articles

"It depends of the weather.": Prepositions

"He can to play the piano.": Verb Patterns (modal verbs)

Task 10.

Arrange the stages of a typical "Test-Teach-Test" lesson in the correct order.

: Initial Test (Students try a task and make errors).

: Teaching (The teacher clarifies the language based on the errors from the initial test).

: Final Test (Students do a similar task to see what they have learned).

Task 11.

Arrange these steps for dealing with a new reading text in a logical teaching sequence.

: Pre-Reading (Activate students' prior knowledge of the topic, pre-teach key vocabulary).

: While-Reading (Students read for specific tasks, e.g., answer comprehension questions).

: Post-Reading (Discuss the topic, debate the ideas, or write a response).

Task 12.

Read the task carefully and write the correct answer.

What is the method that describes and classifies language facts without explaining their causes?

Answer: Descriptive method.

Task 13.

Read the task carefully and write the correct answer.

What is a collection of linguistic data in digital form called?

Answer: Text corpus (linguistic corpus).

Task 14.

Read the task carefully and write the correct answer.

Extended Answer: A student asks you: "What's the difference between 'look', 'see', and 'watch'? They all mean the same in my language." How would you explain the difference to a pre-intermediate class? Provide a clear, simple explanation and one example sentence for each verb to illustrate its specific use.

Sample Answer:

"I would explain that these verbs describe different ways of using our eyes.

See is automatic. It's about ability or something that comes to our eyes without effort. Example: 'I can see a bird in the tree.' (You didn't try, it's just there).

Look is a deliberate action, to direct your eyes towards something for a short time. Example: 'Look at this photograph!' (I'm asking you to focus on it).

Watch is to look at something for a longer period, usually something that is moving or changing. Example: 'We watch movies every weekend.' (A movie has action and a story).

I might use a short mime or quick pictures on the board to make this even clearer."

Task 15.

Read the task carefully and write the correct answer.

Extended Answer: You are planning a lesson on "Making Requests" for a B1 (Intermediate) level class. Describe your plan for the Presentation stage. Mention what language you would present (provide at least 3 examples from less formal to more formal) and how you would present it (e.g., using a dialogue, a video, a situation) to make it clear and memorable for students.

Sample Answer:

"For the Presentation stage, I would show a short video or play an audio dialogue of people making requests in different situations (e.g., a friend asking for a pen, a customer in a cafe, an employee asking a boss for a day off). After playing it, I would write the key request phrases on the board, focusing on the scale of formality:

Less Formal (with friends): 'Can you lend me a pen?'

Neutral/Polite (everyday situations): 'Could you help me with this, please?'

More Formal (in a professional context): 'Would you mind sending me the report when you have a moment?'

I would then highlight the grammatical structure and the context for each one, using concept checking questions like, 'Do we say this too

Формируемая компетенция	Индикаторы сформированности компетенции
<p>ПК-3. Способен анализировать и систематизировать результаты научных и научно-методических исследований в области филологии и филоло-</p>	<p>ПК 3.1. Знает современные направления и методы филологических исследований. ПК 3.2. Умеет проводить анализ, обобщение и систематизацию научных данных. ПК 3.3. Владеет навыками научного анализа и интер-</p>

гического образования.	претации результатов исследований.
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Task 1.

Read the task carefully and choose the ONE correct answer.

You are choosing a new textbook for your "Speaking Practice" course. The description states: "The textbook is based on the principles of the communicative approach and develops soft skills." What does this tell you as a specialist?

1. The textbook focuses on memorizing grammar rules.
2. The textbook is focused on formal writing and text analysis.
3. The textbook is focused on developing communication skills and competencies like collaboration and critical thinking.
4. The textbook uses only the audio-lingual method.

Answer: 3

Task 2.

Read the task carefully and choose the ONE correct answer.

A methodological article describes the successful experience of colleagues who used role-plays to prepare students for a speaking exam. You want to implement this method. What is your first logical step in systematizing this information?

1. Immediately conduct a role-play in the next class.
2. Analyze for which student level, within which topics, and with which specific language tasks this method was used.
3. Reject the idea as it is not a proven scientific method.
4. Make a list of all role-plays that have ever existed.

Answer: 2

Task 3.

Read the task carefully and choose the ONE correct answer.

You read a study showing that short, regular, self-study video sessions in the target language (10 minutes daily) are more effective for improving listening skills than one long session per week. How will you apply this finding in your work?

1. I will assign one long video for homework on weekends.
2. I will incorporate regular short video podcasts or TikToks in the target language with simple tasks into the homework.
3. I will stop doing listening activities in class since students can do it themselves.
4. I will inform students about this study but will not change anything.

Answer: 2

Task 4.

True/False: If a large-scale study has proven the effectiveness of a certain teaching method (e.g., the "flipped classroom"), it means I am obliged to use this method in all my classes, and it is guaranteed to work with my group.

1. True
2. False

Answer: 2

Task 5.

True/False: Analyzing scientific data allows a teacher not to blindly copy, but to consciously adapt new techniques to specific students and learning conditions.

1. True
2. False

Answer: 1

Task 6.

Read the task carefully and choose THREE correct answers.

You are preparing a presentation for a teachers' meeting on "Digital Tools in Language Teaching." Which THREE actions would be part of your analysis and systematization of the material?

1. Collect and classify various digital tools according to their methodological purposes (for vocabulary, grammar, project work, etc.).
2. Provide only positive reviews of one chosen application.
3. Analyze potential risks and limitations of using digital tools (e.g., the digital divide, distraction).
4. Develop and propose specific example tasks using these tools to colleagues.
5. Demand that the administration purchases the most expensive software.
6. Ignore international experience in this area.

Answer: 1, 3, 4

Task 7.

Read the task carefully and choose THREE correct answers.

You want to increase student motivation for reading in a foreign language. You are looking for evidence-based methods. Choose THREE questions that will help you analyze and select appropriate techniques.

1. Is the method suitable for my students' age and psychological characteristics?
2. Do I have a personal interest in this method?
3. Is the method's effectiveness supported by research data or successful experience of colleagues?
4. Can it be technically and organizationally implemented in the context of my institution?
5. Is the author of the method famous and a media personality?
6. Was the method described in the most beautifully designed article?

Answer: 1, 3, 4

Task 8.

Match the stage of a teacher's work with research to its description.

Analysis: Critical evaluation of the research's goals, methods, and conclusions.

Systematization: Organizing the obtained information into categories (e.g., by effectiveness, complexity of implementation, target audience).

Application (Adaptation): Developing a concrete plan of action for a lesson or course based on the findings.

Task 9.

Match the teaching problem with the type of research, the results of which would be most useful for solving it.

Students cannot write academic essays: Methodological research describing a step-by-step system for teaching academic writing.

Student motivation in the group has sharply decreased: Articles on educational psychology about techniques for increasing learning motivation.

Need to integrate modern content (memes, blogs) into lessons: Colleagues' experiences shared in professional blogs and teaching forums.

Students make repetitive grammatical errors: Works on the theory and practice of grammar teaching, analyzing the nature of errors.

Task 10.

Arrange the stages of practical application of scientific research by a teacher in the correct order.

: Identifying a teaching problem or task (e.g., "poor listening skills").

: Searching for and analyzing scientific and methodological articles addressing this problem

: Adaptation and testing of the method with one's own study group.

: Analyzing the test results and drawing a conclusion about the advisability of further using the method.

Task 11.

Arrange the steps for preparing a literature review for your own methodological article in a logical sequence.

: Defining the topic and purpose of your review.

: Searching for relevant scientific publications in bibliographic databases

: Critical analysis and comparison of the found sources.

: Structuring the information and writing a coherent text.

Task 12.

Read the task carefully and write the correct answer.

What is the term for the brief conclusion you draw after testing a new method with your group, answering the question "Did it work and why?"

Answer: Analysis of results / Reflection / Conclusion (any correct variant reflecting the essence is accepted)

Task 13.

Read the task carefully and write the correct answer.

What is the main question that a scientific or scientific-methodological research aims to answer?

Answer: Research Problem / Research Question

Task 14.

Read the task carefully and write the correct answer.

Extended Answer: You receive an email advertisement from an educational platform "X" claiming: "Our app with an AI tutor improves language grades by 80% in just one month! Based on cutting-edge neuroscience!"

Describe how you, possessing analysis skills, would verify the reliability of these claims. What specific questions would you ask, and where would you look for information?

Sample Answer:

"I would approach this with skepticism and verify the claims as follows:

Questions about the research: Where are these 'neuroscience' studies published? Is there a link to a specific article in a peer-reviewed scientific journal? What is meant by 'improves grades by 80%'—knowledge of words, grammar, speaking ability? How was it measured: by whom, on what sample of subjects, was there a control group?

Searching for information: I would check independent sources: reviews from other teachers in professional communities, reviews on educational portals. I would search scientific databases (e.g., Google Scholar, ERIC) for articles on the effectiveness of similar platforms. I might request a free trial from the platform itself to personally evaluate its methodology and perhaps test it with a small group of students. I would not rely solely on advertising slogans."

Task 15.

Read the task carefully and write the correct answer.

Extended Answer: You have read several articles stating that the project-based method is effective for developing communicative competence but is time-consuming and does little to develop grammatical accuracy.

Part 1: Analyze these conflicting findings. Based on this description, what are the method's strengths and weaknesses?

Part 2: Propose how you could systematize this method in your annual planning to leverage its strengths and compensate for its weaknesses.

Sample Answer:

"Part 1 (Analysis):

Strength: The project-based method excellently develops fluency, teamwork skills, information finding, and a creative approach to problem-solving. It motivates students because the project result is a real and meaningful product for them (e.g., a blog, video, presentation).

Weakness: In the pursuit of meaning and the final result, form suffers, i.e., grammatical accuracy. Students do not focus on errors, and the teacher does not always have the opportunity to correct everyone during the process.

Part 2 (Systematization in planning):

I would not base the entire course solely on projects. Instead, I would integrate it into the annual plan as a cyclical activity. For example:

Stage 1: Traditional lessons on mastering a new grammar topic and vocabulary.

Stage 2: Project work where students are required to use the studied grammar and vocabulary. This will be one of the project assessment criteria.

Stage 3: After project completion, I will conduct a 'correction lesson' where we, as a whole group, analyze the most common grammatical errors made during the project presentations.

Thus, the project method becomes not a replacement, but a part of a system where its strengths are used consciously, and its weaknesses are mitigated by other types of learning activities."

Оценочное средство №1
ОБРАЗЦЫ КОНТРОЛЬНЫХ ЗАДАНИЙ
Образец задания на аудирование:

PART 1
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 its 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 Children's worlds are inhabited by imaginary friends and foes. _____
- 3 Most people can't conceive of living in such poverty. _____
- 4 I was born in England, but my parents are Scottish. _____
- 5 There are many difficulties 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 / hypothesize / believe** that he got that job without any experience?
- 5 The organizers 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!

**Оценочное средство №2. Тест
ОБРАЗЦЫ ТЕСТОВЫХ ЗАДАНИЙ**

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

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

- 1 Our main is to reduce debt by cutting costs.
- A objective C resolution
B decision D desire
- 2 The discovery of penicillin was a significant medical ...
- A revolution C novelty
B innovation D breakthrough
- 3 Employers are not allowed to discriminate against an applicant because of their social or financial ...
- A past C history
B background D precedent
- 4 It's important to project a (n) ... image during the interview.
- A upbeat C optimistic
B positive D cheerful
- 5 Aspirin was used as a medicine as far ... as the 5th century BC.
- A back C behind
B beyond D before
- 6 Competitive is an essential requirement for success in the entertainment industry.
- A mind C spirit
B thought D soul

- 7 The brochure stated the hotel was situated ... beside the sea.
 A direct C right
 B precise D exact
- 8 There is a wide ... of options to choose from with something to suit all tastes.
 A degree C scale
 B variance D range
- 9 They say he inherited his money from a ... relative he had never met.
 A faraway C distant
 B remote D slight
- 10 Carrie doesn't do her own washing, she ... her little sister to do it for her.
 A makes C lets
 B gets D puts
- 11 When the workload got too much for him, he gave in and decided to ...
 A allot C assign
 B entrust D delegate
- 12 You must complete the Business ... course satisfactorily before you can progress to the third year programme.
 A Morals C Rights
 B Values D Ethics
- 13 For the ... of rewiring your home, hiring an electrician is a wise move.
 A aim C object
 B purpose D intention
- 14 He agreed to give me his car for the weekend on ... that I helped him write his essay.
 A condition C Crule
 B term D decree
- 15 The Beatles remain hugely popular among the ... and the old alike.
 A youth C adolescents
 B young D teenagers
- 16 The manager really wanted Anna to join the company; he believed she would be a valuable ... to his team of sales people.
 A addition C supplement
 B accumulation D appendage

- 17 Expect seminars and tutorials to ... approximately 15% of your time at university.
 A cover C occupy
 B receive D complete
- 18 Some say that success in today's competitive workplace calls for toughness and ...
 A ruthlessness C rudeness
 B cruelty D callousness
- 19 When he learned that the assistant manager was retiring, he felt that this was an opportunity he just had to ...
 A grab C pull
 B follow D seize
- 20 For such an old house, it is in excellent...
 A state C form
 B condition D shape

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

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

3 Underline the correct word.

- 1 It was a rough **travel / voyage / trip / crossing** and a lot of people on the ferry were seasick.
- 2 Losing weight is a great way to **boost / push / shape / foster** your confidence.
- 3 The number **complications / permutations / transformation / incarnations** you can get out of these figures in the millions.
- 4 Having to travel so far to work and back every day is beginning to wear me **off / through /**

down / in.

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

4 Fill in the gaps with ONE word.

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

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 vis-

ited 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.

Оценочное средство №3

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

Оценочное средство №4.

ОБРАЗЦЫ ТЕМ ДЛЯ СООБЩЕНИЙ (ПРЕЗЕНТАЦИЙ)

Тема 1. Successful career of a famous person

Тема 2. The best trip I've ever had

Оценочное средство №5

ОБРАЗЦЫ ТЕМ ПРОЕКТОВ

1. What is success?
2. Successful people.
3. Modern Trends in travelling.
4. Becoming a successful businessman.

Оценочное средство №6

ОБРАЗЦЫ ТЕМ ДЛЯ ДЕБАТОВ/ДИСПУТОВ/КРУГЛОГО СТОЛА

1. Express your opinion, what kind of travelling is the most eco-friendly?
2. How can we become successful?

ОБРАЗЦЫ ТЕМ ЭССЕ

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

ОБРАЗЦЫ ЗАДАНИЙ ДЛЯ ЗАЧЕТА

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 Vodaphone 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, and 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.

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:

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

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:

- Система электронного обучения ФГБОУ ВО «БГПУ»;
- Система «Антиплагиат. ВУЗ»;
- Электронные библиотечные системы;
- Мультимедийное сопровождение лекций и практических занятий;

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.)

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, оснащённые учебной мебелью, аудиторной доской, компьютером с установленным лицензионным специализированным программным обеспечением, с выходом в электронно-библиотечную систему и электронную информационно-образовательную среду БГПУ, мультимедийными проекторами, экспозиционными экранами, учебно-наглядными пособиями (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®WINEDUperDVC AllLng Upgrade/SoftwareAssurancePack Academic OLV 1License LevelE Platform 1Year; Microsoft®OfficeProPlusEducation AllLng License/SoftwareAssurancePack Academic OLV 1License LevelE Platform 1Year; Dr.Web Security Suite; Java Runtime Environment; Calculate Linux.

Разработчик: Пожидаева Е.А., старший преподаватель кафедры английской филологии и методики преподавания английского языка ФГБОУ ВО «БГПУ» .

11 ЛИСТ ИЗМЕНЕНИЙ И ДОПОЛНЕНИЙ

Утверждение изменений и дополнений в РПД для реализации в 2024/2025 уч. г.

РПД обсуждена и одобрена для реализации в 2024/2025 уч. г. на заседании кафедры русского языка как иностранного (протокол № 7 от 21.03.2024 г.).

В рабочую программу дисциплины внесены следующие изменения и дополнения:

№ изменения:	
№ страницы с изменением:	
Исключить:	Включить:

Утверждение изменений и дополнений в РПД для реализации в 2025/2026 уч. г.

РПД обсуждена и одобрена для реализации в 2025/2026 уч. г. на заседании кафедры русского языка как иностранного (протокол № 7 от 26.03.2025 г.).

В рабочую программу дисциплины внесены следующие изменения и дополнения:

№ изменения:	
№ страницы с изменением:	
Исключить:	Включить: