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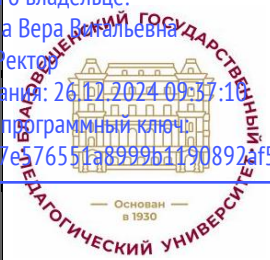
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|  | МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ |
| | Федеральное государственное бюджетное образовательное учреждение высшего образования «Благовещенский государственный педагогический университет» |
| | ОСНОВНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА Рабочая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

«УТВЕРЖДАЮ»

И. о. декана факультета иностранных языков

ФГБОУ ВО «БГПУ»



М. В. Рябова

«22» июня 2022 г.

**Рабочая программа дисциплины
ПРАКТИКУМ ИНОЯЗЫЧНОГО РЕЧЕВОГО ОБЩЕНИЯ**

**Направление подготовки
44.03.01 ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ**

**Профиль
«АНГЛИЙСКИЙ ЯЗЫК»**

**Уровень высшего образования
БАКАЛАВРИАТ**

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

Благовещенск 2022

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1 ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

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

1.2 Место дисциплины в структуре ООП: Дисциплина «Коммуникативный практикум английского языка» относится к дисциплинам части Б1, формируемой участниками образовательных отношений (Б1.В.01.09) и входит в предметный модуль по английскому языку.

1.3 Дисциплина направлена на формирование следующих компетенций:

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

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

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

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

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

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

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

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

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

знать:

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

- стратегии устного и письменного общения;

- основные признаки и свойства текста.

уметь:

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

- выстраивать устное и письменное общение на изучаемых иностранных языках;

- выделять и анализировать информацию, содержащуюся в тексте;

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

владеть:

- способностью соотносить языковые средства с конкретными ситуациями, условиями и задачами межкультурного речевого общения;
- навыками применения различных стратегий устного и письменного общения на изучаемых иностранных языках;
- умениями изучающего, поискового и просмотрового чтения;
- умениями устно и письменно интерпретировать содержание текста и выражать собственную точку зрения по теме текста.

1.5 Общая трудоемкость дисциплины «Практикум иноязычного речевого общения» составляет 9 зачётные единицы. (9 ЗЕ - 324 часа)

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

1.6 Объем дисциплины и виды учебной деятельности

| Вид учебной работы | Всего часов | Семестр 7 | Семестр 8 |
|---|-------------|-----------|------------|
| Общая трудоемкость | 324 | 72 | 252 |
| Аудиторные занятия | 144 | 36 | 108 |
| Лабораторные занятия | 144 | 36 | 108 |
| Самостоятельная работа, написание курсовой работы | 144 | 36 | 108 |
| Вид итогового контроля: | | Зачет | Экзамен 36 |

2 УЧЕБНО – ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Учебно-тематический план

| № п/п | Наименование разделов | Всего часов | Виды уч. занятий | | |
|-------|---|-------------|------------------|-----|------|
| | | | лек. | пр | сам. |
| | 7 семестр | | | | |
| 1. | Higher Education in the United States | 36 | - | 18 | 18 |
| 2. | Crime and Punishment | 36 | - | 18 | 18 |
| | Итого за семестр | 72 | | 36 | 36 |
| | 8 семестр | | | | |
| 3. | Books and Reading vs Computers and the Internet | 56 | - | 28 | 28 |
| 4. | Ecology | 56 | - | 28 | 28 |
| 5. | Difficult children | 52 | - | 26 | 28 |
| 6. | Music | 52 | - | 26 | 26 |
| | Экзамен | 36 | | | |
| | Итого за семестр | 144 | - | 108 | 108 |

Интерактивное обучение по дисциплине

| № | Тема | Вид занятия | Форма интерактивного занятия | Кол-во часов |
|---|---------------------------------------|-------------|---|--------------|
| 1 | Higher Education in the United States | ЛБ | <ul style="list-style-type: none"> • Разработка проекта • Работа в малых группах • Учебная групповая дискуссия | 2 2 2 |
| 2 | Crime and Pun- | ЛБ | <ul style="list-style-type: none"> • Разработка проекта | 2 |

| | | | | |
|---|---|----|--|-------------|
| | ishment | | <ul style="list-style-type: none"> • Мозговой штурм • Работа в малых группах | 2 2 |
| 3 | Books and Reading vs Computers and the Internet | ЛБ | <ul style="list-style-type: none"> • Проведение пресс-конференции • Круглый стол • Дебаты | 2 2 2 |
| 4 | Ecology | ЛБ | <ul style="list-style-type: none"> • Разработка проекта • Дебаты • Ролевая игра | 2 2 |
| 5 | Difficult children | ЛБ | <ul style="list-style-type: none"> • Проведение пресс-конференции • Разработка проекта • Дебаты | 2 2 |
| 6 | Music | ЛБ | <ul style="list-style-type: none"> • Разработка проекта • Ролевая игра | 2 2 |
| | Итого | | | 30 |

3 СОДЕРЖАНИЕ ТЕМ (РАЗДЕЛОВ)

Тема 1. Высшее образование в США и Великобритании.

Типы высших учебных заведений в странах изучаемого языка, требования к поступлению, учебные программы. Проблемы высшего образования в странах изучаемого языка и в России.

Тема 2. Система правосудия в США и Великобритании.

Судебная система. Проблемы преступления и наказания. Проблемы детской преступности.

Тема 3. Книги и чтение.

Роль чтения в развитии и образовании человека. Жанры книг. Классическая и современная литература.

Тема 4. Проблемы воспитания. Трудный подросток.

Трудный подросток. Взаимоотношения между родителями и детьми, учителями и учащимися.

Тема 5. Человек и музыка.

Роль и значение музыки в культурной и общественной жизни. Музыкальные формы и жанры. Музыкальные течения. Классическая и современная музыка.

Тема 6. Экология.

Экологические проблемы, их влияние на физическое и духовное развитие человека, на состояние планеты. Современные аспекты проблемы: «Индивид vs. Окружающая среда». Меры по защите окружающей среды от загрязнения.

4 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ (УКАЗАНИЯ) ДЛЯ СТУДЕНТОВ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

Методические рекомендации по подготовке к лабораторным занятиям

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

Примерный план комментирования статьи

1) **The title and the author of the article**

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

2) **Where and when the article is published**

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

3) **The main idea/problem of the article**

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

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

a) the flow of ideas, linking devices:

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

b) neutral phrases to render the contents

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

c) "For"-phrases to render the contents

1. the author finds a good deal to say in support of...
2. the author finds it significant to stress that...
3. the author, speaking of the significance of the event, welcomes...
4. the author is confident that...

5. the author strongly believes that/voices confident that/makes a vigorous call for/declares his (her) support for/expresses approval of/insists on/pays tribute to/praises the fact that...

d) “Against”-phrases to render the contents

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

5. Your opinion about the article

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

Примерные темы презентаций/проектов

Successful career of a famous person

The best trip I've ever had

Genealogical tree of your family

Growing Crime Rate: causes, results, solutions

Ecological problem: causes, results, solutions

The world in 2100

A Job of my dream

How to keep fit

University profile

One person-different images

Top ten of your favourite advertisements.

4.2 Методические рекомендации по организации самостоятельной работы

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

- 1 Graham Swift *Waterland* (1983);
- 2 Hilary Mantel *An Experiment in Love* (1995)
- 3 Julian Barnes *A History of the World in 10 and a Half Chapters* (1989);
- 4 Jonathan Coe *What a Carve Up!* (1994);
- 5 David Lodge *Nice Work* (1988);
- 6 Pat Barker *Regeneration* (1991)
- 7 Michael Frayn *Headlong* (1999);
- 8 Ian McEwan *Atonement* (2001);
- 9 Nick Hornby *About a Boy* (1998);
- 10 Esther Freud *The Sea House* (2003)
- 11 Zadie Smith *White Teeth* (2000);
- 12 Penelope Lively *The House in Norham Gardens* (1974)
- 13 Jill Dawson *Maggie* (1998) (Out of print)
- 14 Beryl Bainbridge *Master Georgie* (1998)
- 15 Barry Unsworth *Morality Play* (1995)
- 16 David Mitchell *Black Swan Green* (2006)
- 17 Julia Darling *The Taxi Driver's Daughter* (2003)
- 18 Adam Thorpe *Ulverton* (1992)
- 19 Ruth Rendell *Portobello* (2008)
- 20 Bernard MacLaverty *Grace Notes* (1997)
- 21 Sebastian Faulks *A Week in December* (2009)

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

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

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

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

2) Answer the Questions:

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

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

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

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

January Man

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

Hangman

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

Relatives

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

Bridle Path

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

Rocks

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

Spooks

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

Solarium

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

Souvenirs

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

Maggot

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

Knife Grinder

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

Goose Fair

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

Disco

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

January Man

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

2) Find information about the author.

3) Discuss the following points:

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

- 'Authors knit their sentences tight. It's their job.' (page 265). How important are language and style in the novel, particularly in constructing Jason's character? How does the language of Jason's narrative change over the course of thirteen months?
- Although the *Black Swan Green's* structure is considerably less complex than Mitchell's previous work it can almost be read as a set of inter-linked short stories rather than a straightforward linear narrative. How well did you feel this worked?
- If you have read *Cloud Atlas* you will already have encountered Madame Crommelynck and Robert Frobisher. Why do you think Mitchell chose to introduce these particular characters into *Black Swan Green*?

4.1 Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

| Наименование раздела (темы) | Формы/виды самостоятельной работы | Количество часов, в соответствии с учебно-тематическим планом |
|-----------------------------|--|---|
| Тема 1. | Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, написание различных видов писем. | 18 |
| Тема 2. | Домашнее чтение и выполнение заданий по прочитанному. Аудирование, написание рецензий. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы. | 18 |
| Тема 3. | Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, написание статей. Домашнее чтение и выполнение заданий по прочитанному. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы. | 28 |
| Тема 4. | Аудирование, написание докладов и деловых писем. Домашнее чтение и выполнение заданий по прочитанному. Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы. | 28 |
| Тема 5. | Выполнение практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Аудирование, выполнение письменных работ различного характера. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы | 28 |
| Тема 6. | Домашнее чтение и выполнение заданий по прочитанному. Аудирование, написание резюме и сопроводительных писем. Выполне- | 26 |

| | | |
|-------------------|---|-----|
| (A job well done) | ние практических заданий и упражнений, подготовка проектов и комментирования статей по теме. Сбор материала для выполнения курсовой работы. Подготовка текста курсовой работы | |
| Итого | | 144 |

5 ПРАКТИКУМ ПО ДИСЦИПЛИНЕ

ТЕМА I. ВЫСШЕЕ ОБРАЗОВАНИЕ В США И ВЕЛИКОБРИТАНИИ.

1) *First Year At University.*

Hall of residence, to commute, to be self-motivated, to sit back, to feel up to smth, to fall behind, tutorial, to do a degree in languages, to be lured by smth, to get into the partying mode, to make a break from home, no way, to cover expenses, to produce projects to a deadline.

3) *Living With a Stranger.*

To face the challenge ; to tolerate sb's idiosyncrasies; to teach flexibility and the art of compromise; to spring from, neat and compulsive student; messy neighbour; to party into the early hours; against all odds

4) *Higher Education*

To receive applications, to apply to university, to seek a bachelor's degree, a graduate school, to obtain a doctoral degree, to transfer to another college, the source of funding, to gain reputation (for), to offer particularly challenging courses, to be of the best (lower) prestige, research facilities, amount of funding available for libraries, the competence and number of applicants for admission, to be selective in choosing the students, entrance requirements, to award Doctor's degrees, to complete a course, to award credits, to attend lectures, to accumulate credits.

5) *Phrasal verbs 1. Student life: courses and exams (Unit 43, British English phrasal verbs).*

To break up, to go back, to sign up (for a course), to drop out, to write up (an essay), to throw sb out (of the college), to keep up (reading), to brush up on smth, to come up (at the exam); to mug up on (the key points), to scrape through, to swot up on (everything), polish up (the most important areas), to pick up

6) *Phrasal verbs 2. Student life: reading and writing (Unit 44, British English phrasal verbs).*

To read up on smth, to dip into, turn over (the worksheet), read out, to write out, to note down, to jot down, to scribble down, to make out, to fill in, to fill out, to cut out, to sum up, to tone down, to crop up, to touch on, to set out

7) *Back in College*

Perfect SAT scores; to boast a variety of extracurricular interests; demanding students; a quintessentially American experience; to apply to a college; to mail off an application; spring break; to meet admissions officers; intense competition; acceptance rates; to increase the odds; "safety school"; average applicant; to win one's heart; lavish facilities; the pros and cons; dorm

8) *The Characters of Our Campuses*

Campus; to care about grades; commencement season; industrious, goal-oriented and responsible students; constant achievement; bright and earnest workaholics; crammed schedule of studies and extracurriculars, to buck the system, to be streamlined for ascent; superachievers; to have little interest in developing moral character; to be unconcerned with academic achievement; to go to great lengths to instill character; to place enormous emphasis on achievement; to guide students' life in every way imaginable; to be obsessed with, to keep smth on one's to-do list

9) *Exams or continuous assessment.*

A shift from exams to continuous assessment, efficient and reliable form of assessment, well-tried system, to abolish exams, to introduce continuous assessment as an experiment, to be trained in the technique of working under stress/pressure/duress, test of memory, not ability, to encourage memorizing, to restrict reading, to induce cramming, to eliminate cramming, anxiety-

makers, to reveal the gaps in students' knowledge; to supplement exams by the teacher's monthly assessment

10) Who Offers Better Education – The USA or Russia?

To give students an extensive (first-grade) training in...; to open access to Western culture; to surpass smth (in quality); to preserve the best features of the Russian system of education; to succeed in the educational race; an influx of highly trained personnel; to come across Russian Professors in American Universities; to keep abreast of the latest scientific discoveries and technological inventions; to prompt criticism; evident accomplishments; to give a superficial knowledge of the subjects studied; remedial teaching; disparity of knowledge among students; a system of electives; to take certain compulsory courses; to attract well-prepared candidates; a strenuous selection; to be apprehensive of smth; a general decline in the educational level of young Americans, complete ignorance of social sciences and humanities; to gravitate to computers; study the subjects pertaining to one's occupation; to be tenacious in one's aims; to lack general social education; to get the utmost possible for one's money; to digress from the textbook; fragmentary knowledge; limited in scope; to account for smth; to get a certificate of education; to impose on a secondary school a core curriculum; to be at liberty to do smth; to work out a course of study; to put a student in an awkward situation; to test smth at will; to establish a permanent peer group to work with; all notion of group is lost; to prick the conscience/ambition of a student; to rob students of an important part of their social life; advantage of competitiveness; tough competition for admittance; to have an appetite for teaching; the chief incentive for working in an educational institution; to be engaged in pure scientific research; to enjoy the respect of society; to take heed of sb's opinion; to provide a sufficient level of education; would-be students; to be born gifted in every respect; conceited snobs.

ТЕМА 2. СИСТЕМА ПРАВОСУДИЯ В США И ВЕЛИКОБРИТАНИИ.

1) Arakin Topical Vocabulary p. 61-62

2) Arakin The US Court System

To administer the law; to resolve disputes under the law; to ensure smth; to be impartial for everyone; intermediate courts; to be concerned with particular cases; to bear the main burden; to administer justice; to resolve a case; to have general civil and criminal jurisdiction; serious/minor criminal case; penalty; a penitentiary term; probate matters; administration of estates; adoption; guardianship; child custody; the juvenile division; to have jurisdiction over a case; delinquent and unruly child; a juvenile delinquent; to neglect and abuse children; to contribute to the delinquency of children; to review cases; a court of last resort; to be appointed for life

3) Arakin Text 2 p. 64

To return an indictment; to refer smth to the jury; to indict; a charge against sb; to plead; to be sentenced without trial; to try; to be entitled to smth; the criminal investigation of the case; to plead the case of the accused; to examine the witnesses; to show the evidence in the most favourable light for one's side; to disregard the evidence; to consider the verdict; to agree on the verdict; unanimous verdict

4) Litigious America

To sue; to sue sb for damages; to sue sb for negligence; to go bankrupt; malpractice; to resort to litigation; suit; to rule on a suit; well-honed judicial structure; disincentive; to encourage lawsuit; legal liability; to assert one's rights; to pre-empt legal actions

5) Do you live in a burglar-friendly house?

To be burgled; bank account; rusty vehicle; a burglar alarm; to give sb the green light; to keep an eye on smth; possessions; to identify; to put sb behind bars.

6) *Burglaries*

To rise alarmingly; appalling; a break-in; insurance companies; to provide burglary cover; high risk areas; a small outlay; opportunist; to pop out for a minute; to be wary of smth; to read the gas meter; to check sb's credentials; to strike a balance between smth.

7) *Girls are turning to violent crime*

To become increasingly involved in violence; to account for smth; family breakdown; to be exposed to antisocial influence; poor parental supervision; a vicious circle; to be effectively supervised; to be involved in smth; to resort to smth; surveillance equipment; to destroy the remnants of trust; surreptitiously

8) *I love my electronic ball and chain*

to be tagged electronically; curfew; to alert sb; to provide a managed transition; to prearrange curfew times and boundaries; to tailor smth to one's needs; to be eligible for; to pass the risk assessment; to fight tooth and nail for smth; a tamper-proof scheme; to slip the tag; to cope with emergencies and occasional mishap; to feel stigmatized.

9) *Capital punishment*

In terms of, to deter sb from doing smth, to contend; detection; to have significant effect on; to engender fear, to exert a positive moral influence; to strongly stigmatize smth; to develop attitudes of disgust and horror, to perpetrate a crime, to prevent the public from taking law into its own hands; to abolish capital punishment, to reduce the number of capital offences; illegal lynching, elimination of death penalty, to construe retribution as revenge; to keep smth in check; sanctity, to justify killing in self-defence; to jeopardize the welfare of society; a substitute for the death penalty, to convert life imprisonment into early parole; malefactor, to endanger the moral code; enforcement;; to uphold the moral code; to execute a prisoner; to enforce the death penalty; to be reluctant to do smth; to make restitution to the victim; to save the expense of; to ensure; to pass on undesirable hereditary traits to one's offsprings; to apply arbitrarily

9) *Phrasal verbs*

To beat up; to break into; to break out of; to break away from; to walk off with; to hold up; to tip off; to put sb up to smth; to take in; to lead on; to let off; to lean on; to get mixed up in

10) *Odds and Ends*

To accuse sb of smth; to blame sb for smth; to indict sb for smth; to charge sb with smth; to convict sb of; to acquit sb of; to sentence sb to; to rule out an objection; to release on bail; to impose a sentence on sb; to release sb on parole; to be eligible for parole

A litigant; an accomplice; to catch sb red-handed; to commit crime in cold blood; to be at large; to do one's time; to be on the alert

II. Listening tasks

1) *Outrageous Lawsuits*

to sue sb; to suffer stress; burglar bars; to settle the dispute; unanimously; to sustain injuries; to allege; to dismiss the case

2) *Let the body be brought*

to commit sb to jail; to cause an outcry; to be acquitted; to arrest sb without a warrant; to be severely reprimanded; to pass the act

3) *Let off with a caution*

To let off with a caution, to go straight, suspended sentence, to appear in court on shop-lifting charges; to withdraw from public life; the court was far to severe

4) *Street Survey about Rise in Crime*

to do a survey; to act in a violent way; to look glamorous and desirable; in particular; to fit in; to commit petty crimes; to be accepted by the gang; to end up doing smth

5) *Punishment*

to violate a law, justification, retribution, deterrence, rehabilitation, incapacitation, penal, lenient sentences, corporal punishment, to invoke smth, punitive, severity, incarceration, community supervision, restitution, atrocious murder, treason

6) *How to protect oneself against a crime*

Completely uncontrollable; obvious target; to act sure of oneself; victim; self-defense; to be at risk; bodyguard; to fit an alarm system; attended park.

7) *The purpose of punishment*

To reform the offender; to correct sb's moral attitudes; to rehabilitate sb; a deterrent; to be tempted to do smth; retribution; a wrongdoer; a misdeed; to be deprived of; to ensure; corporal punishment; to be subject to smth.

8) *Tracking Humans*

Alternatives to incarceration, to yield benefits, overriding rationale in favour of; to alleviate prison overcrowding; to return to society with a scarred psychic, a highly disrupted family

9) *Criticism of Jail TV*

To go soft on crime; cells; to reduce tensions in overcrowded jails; to weigh up the pros and cons of the scheme; austere conditions; to be consistent with smth; to provide a coming influence a powerful incentive

10) *A lifer keen on Canaries*

A lifer, a self-taught ornithologist, solitary confinement, to stab sb, to prove troublesome, a loner, to commute one sentence into another, to smuggle.

ТЕМА. 3 КНИГИ И ЧТЕНИЕ.

1) *Arakin IV, p. 105-106*

2) *Arakin IV, Graham Greene*

- To prompt sadness, to prompt questions, to invade and shape public imagination, to portray smth meticulously, to seek retreat in voracious reading, to dabble in|with writing

- To contain meticulously drafted and richly coloured illustrations, to derive pleasure from, on the assumption that, to one's dismay

- To increase one's appetite for reading, mischievous characters, to foster interest in reading, to pick up on adults' enthusiasm

3) *Book Tour*

To drive people away from books; best-seller list; to overflow with; steamy romances; formulaic thrillers; the book fair; to bring home; eminent/successful writer; to crack the books; separate book-review section in a newspaper; to reach a larger readership

4) *The Book on the Future*

The era of e-books, to download, to sell direct to readers, instant near-free and far-ranging distribution of books, to be at loggerheads with sb, out of print books, a reprint, to have the upper hand, under the auspices of, to run a business, to convert one's books into a digital format

5) *Book Fair for intellectuals*

High-quality reading, alternative to mass culture, to be engaged in the book-selling business, to exhibit intellectual literature, to house the book exhibition, to become the celebrity number one

6) *The Big three*

Quality fiction, publishers' promotional efforts, pulp fiction, to be focused on collecting quick profits, newly emerging authors, contemporary fiction, recognizable present-day realities, paperback trash, to be deliberately focused on creating commercial fiction of higher quality, to have the same protagonist, (not) to be intended for mass consumption, controversy around the book, to boost the sales, to gain publicity, to receive positive critical response, to shrink

VOCABULARY FROM LISTENING TASKS

6) *Why is it good for children to read?*

to do an art project; to expand vocabulary; to handle advanced sentence structure; to have limited experience; to read a manual; mystery books; science fiction; Silent Sustained Reading time; to stifle the desire to read;

8) *Speaking about favourite books*

a prolific reader, to pinpoint smth, to stick in one's mind, a complete package, a weighty book, to give sb insight into, acute observations, to convey one's enthusiasm for life in one's books, encounter, to end up somewhere, to get involved with the characters/plot, the story keeps you on the edge of your seat.

10) *British Newspapers*

To appear in print; to cause a chuckle; accurate reports; news from the stock exchange; full coverage of sporting events; in-depth interviews; to set out to shock or amuse; a circulation; inescapable conclusion; to cover political matters; the editorial column; to compare like with like; to run a successful commercial operation.

11. *Speaking about newspapers*

To have a predictable political bias; to have the obvious political affiliations; dailies; to seem relatively impartial; the feature section; to have good coverage of the arts; to be light-weight and readable; broadsheets; too wordy; a real right-wing rag; xenophobic; a newspaper junkie; to get a broad spectrum; celebs; to present the left-wing conscience; to provide a viewpoint of smth.

12. *Net Addicts Lead Sad Virtual Life*

to chat with strangers; eventually; to meet sb online; an addict; to exaggerate anti-social tendencies; to interfere with face-to-face contact; to acknowledge smth.

13. *My Internet Hell*

to be dazed; to be trapped in cyberspace; to amuse oneself with purchases; to order smth via the Internet; to delete abusive mail; to keep sane; to download software; to become addicted.

ТЕМА 4. ПРОБЛЕМЫ ВОСПИТАНИЯ. ТРУДНЫЙ ПОДРОСТОК.

Texts and Articles

Difficult child.

To be at war with sb; moulded child; to be prone to obey authority; to be fearful of smth; to hand down one's complexes, fears and frustrations to one's children; to take smth for granted; to attach importance to obedience and docility; to fit into life; to exercise self-discipline; to impose smth by authority; to pressure sb into obedience; to persuade through fear; to eliminate fear entirely; to flourish in the atmosphere of fear; to be crushed by fear; to hold love aloof; compelled respect; natural source of affection; to provide sb with opportunities of recreation; to ensure proper emotional development; to intensify the yearning for parental regard; broken home; to make sb permanently embittered; to develop a stronger sense of responsibility; roughhousing; to bring one's aggressiveness under control; to guide children from violence of any kind; to be tolerant of harshness, lawlessness and violence.

Adolescence.

Happy and straightforward childhood; to feel affection for grown-ups; to be brought in contact with people; to despise sb; to have absurd notions about smth; to acquire the habit of deceit; to

become second nature to sb; to keep smth to oneself; to generate/ overcome the impulse of concealment; to hold one's tongue about smth; to find one's way among the set of foolish prohibitions; to be a harassment to teachers; enjoy using slang; to preserve an impenetrable secrecy towards one's people; pretend to have no feelings; to reach the "latency period"

You and your teenagers.

To a great extent; it so happens that; to segregate into groups; to work out one's own problems; a serene acceptance of parties; to rouse a good deal of criticism; teenage idleness; a frustrating experience; to become unreasonable dictators; to have the same outlook on smth; to put an ugly creak into sb's relations; without "I-told-you-so-implications"; to be rejected by sb.

+ Inferiority complex; to neglect a child; not to burn one's pants off studying; formative years; to impose smth by authority; to inherit certain traits; to pattern oneself on one's parents; to assert one's authority; to expect miracles in bringing up children; to resort to corporal punishment; to smother the child with gifts; to be a harassment to teachers;

Parents are too permissive with their children nowadays.

To know where one stands; to do away with smth; to be bewildered; to suffer from fear and guilt; spanking; to be out of the question; child-rearing manuals; to inflict deep psychological wounds; to recover from the dreadful traumatic experience; to bend over backwards to do smth; to give complexes to children; excessive permissiveness; to undermine parents' confidence in their own authority; to get wind of smth; to give unsolicited advice; to regulate one's life according to the needs of one's offspring; to take complete control over smth; lax authority; adolescent rebellion against parents; to spoil the fun; hardy creatures; to survive the harmful influence of extreme permissiveness; the spread of juvenile delinquency; due to parental laxity; to roam the streets; sheer negligence; to have a surfeit of happiness in childhood.

Like mother, like daughter.

A toddler; an OK parent; relationship between an adolescent and parent filled with fury; the supposed terror of the teen years; to be unapproachable and unwilling to let parents know why; a precipitous fall; to shriek at sb; to insult; to ignore sb; to deliver punishment for smth; to flunk the class; to be time-consuming; to be jealous of everything; to be satisfied with nothing; to have a completely inadequate wardrobe; to be a mass of self-doubt, confusion and emotions; to be crying one minute and laughing the next; to cast aside every positive thing one hears about oneself and cling to every negative one; to make nasty remarks about sb's outfit; to one's chagrin; to be unfailingly kind and attentive to pets; to become mean and unresponsive; to enter into a years-long cold war with teenagers; the shy smile follows the scowl; the generous gesture follows the cruellest remark; the baffling behaviour fuelled by pain and confusion;

To keep an open mind; to set clear, reasonable and consistent limits; to fit punishment to the crime; to break away from parents; to treasure praise; to force one's tastes and preferences on a teenager; to form one's own tastes and preferences; to discourage sb from doing smth; to make reasonable demands.

Listening Tasks

Discipline. What really does go on in a teenager's bedroom?

Not to cross a line; to take liberties; to be within reasonable levels; to behave within reasonable limits; to have friends round for the evening; to offer a degree of freedom; to ban smth.

Single out the selfish breeders

To top the league; teenager pregnancy rate; to pat sb on the head; mere mortals; attitude of complacency; to stick sb in the slammer; to get sb off the benefit bandwagon; to bend over backwards to do smth; to be entitled to; to make one's teeth grind; to drag up one's brood; genuine hard luck cases; to pave the way to smth

Extract from a Talk by Dr. Spock, the Pediatrician

to intimidate children, to scold, to threaten with loss of love, to be scared of bullies, to be worthy of sb, mature, to apply (theory) to ordinary home situations.

Coming From A Large Family

To reverse the roles, to keep an eye on sb, the remainder, to enjoy life on a shoestring, the poor relations, to be stuffed into Eton suits, hand-me-down clothes, advantages outweigh the disadvantages.

Diary of a Walkout

To bang on the door, unsupportive, to collect belongings, to hang out, to divulge, to be evicted, to agree grudgingly.

The Ugly Duckling

birthday barbecue, to make inquiries, to beat about the bush, comforting cuddles, to feel hard done by, to develop a chip on one's shoulder, awkward, skinny, a brace on one's teeth, to credit sb with changing one's life, to feel hideous

Childhood Memories

To push, to do PE, the second eleven for cricket, to feel crushed, to crawl away, petty rules, out of sheer boredom, to give sb every material benefit, to be wrapped up in each other, 'yobbos'(sl), not to have a clue, to ruffle, to scrap about smth

Трудный подросток. Взаимоотношения между родителями и детьми, учителями и учащимися.

ТЕМА 5. ЧЕЛОВЕК И МУЗЫКА.

Understanding music

To awaken in sb sensations and emotions of a spiritual kind; to blend an emotional experience and intellectual exercise; to gain the ultimate pleasure from music; to master the gift of listening; to find in music a satisfying means of self-expression; to embrace forms and styles that can be digested by the masses; to find inspiration in the country's heritage; to emancipate the music from the domination of foreign concepts and conventions; musical repertory; creative output; to win widespread international recognition; to blend music and the spoken word; to place emphasis on unity and theatrical realism; to cling to established forms and conventions; to inject new rhythms into traditional music; to condemn jazz as vulgar; to weave jazz idiom into musical works; music of unprecedented and unexpected power; to be in revolt against traditional values; reduction and virtual elimination of harmony; to need stimulation and comfort provided by music; to reject the spurious; to accept the genuine.

Classical composers

To excel in all the musical genres; range of expression; to be rooted in the Classical traditions; encompass the new spirit of humanism; to reveal the power of music to convey a philosophy of life without the aid of a spoken text; the fountainhead of smth; a considerable innovator; to widen the scope of (sonata, symphony, concerto); to combine the worlds of vocal and instrumental music; an outstanding harpsichordist; masterpieces of church and instrumental music; to bring together and enrich the principal styles, forms, and national traditions.

Scott Joplin

To play by ear, to become the talk of the town, to read music, to spot one's talent

A Boy with grown-up fingers.

To give mature and sensitive performance, fierce debate, to make high-profile appearances, to hone one's skills in a conservatoire, to embark on a performing career, the slow-burn approach, child prodigy, to cosset sb, to do high-profile things, to go easy on sb, to tour, to get good reviews, to get ... curtain calls, to suffer stress-related problems, to start as child prodigy, to mature into legendary performer, instant fame,

The future of classical music

to change the way people approach cultural events; to target concerts to different kinds of audiences; the graying of the audience; to have luxury time to go to the arts; to go to the concerts on a regular basis; disappearance of music as a shared experience; to return to the performer-composer; to keep the styles and sounds of a particular organization intact.

I still want my MTV

Show host, obscure upstart, current dominant role in music and pop culture, to turbocharge the career of icons, to inspire fashion trends, to cater to teen's most immediate and banal tastes, main-attraction artists, hard-core fans, to stay consistently on top of fickle teenage tastes; shift toward teen pop, to gobble up, to target young people, to listen to a wide array of artists; current pop trends; alternative outlets, to have one foot outside the world of mainstream pop, cop-out.

Classical and Hot

Bump-and-grind stage act; to play catchy pop tunes; fledgling album; the audience is aging and fading away; a real moneymaker; youth-oriented group; sales are shrivelling; a stellar year for classical recording; to defend the boundaries of classical music; to reach the new ears with easy-listening cover versions of pop-songs and movie themes; to play masterfully not only on one's instruments, but also on one's looks; a formal attire; to make records that would appeal to a wider audience; to alienate serious listeners; to capture a vast array of styles; to record respectable renditions of classical composers; (by the) courtesy of; to shun publicity; an element of decoy in electronic music;

ТЕМА 6. ЭКОЛОГИЯ.

How Green Are You?

Ozone, chlorofluorocarbons, carbon dioxide, chloride gas, fluorine, lead, unleaded petrol, disposable, mercury, hydrocarbons, nitrogen oxides, sulfur (sulphur) dioxide, soot, carbon monoxide, to aggravate.

Problems of our planet (Enterprise 3)

To fight for survival, to be under threat of, animal species, to contaminate rivers, to repair the damage, destruction of the rainforests, to absorb carbon dioxide, to give out oxygen, to cut down trees for paper, to bring about changes in the climate, flooding, drought, famine, to release oil into the ocean, to pour tons of industrial and domestic waste into the sea, to be threatened with extinction, to give off dangerous fumes, to develop allergies and health problems, endangered species, to put pressure on sb.

To cut down trees, to become extinct, to breathe exhaust fumes, develop breathing problems; to dump industrial waste into the sea, to drop litter.

To lose natural habitats;

To get involved in recycling schemes; to ban cars from city centers, to pollute the environment, to use environmentally friendly production methods

Economics vs. Ecology

The effect of air and water pollution on the environment, debilitating effects of air pollution, smokestack, to put sulfur dioxide and nitric oxide into the atmosphere, to cause the death of all vegetation, concomitant erosion and loss of soil, to be carried to extreme, a major lack of foresightedness, business community-consumer community, to refuse to accept pollution in its various aspects s having any form of economic consequence, to be part and parcel of the problem, to involve many things, to give the superficial glance to the problem of, to be after the "quick fix", in the area of fixing environmental problems, when it comes down to..., to take precedence, long-range (short-range) problem; a total disregard for the environment, to be very cost-

conscious, to place restrictions on smth, to dump wastes into the atmosphere; to clean up the residue, the major reason for air pollution, private consumer, to do away with pollution control devices, to cause a problem, problem endemic throughout the world; exorbitant cost; to pump wastes directly into the river, impact on wildlife.

Gentle Gorillas, Violent Times (Enterprise 4)

Conservationists, to prevent gorillas from becoming completely extinct, to inhabit an area, live in the wild, to view sb as, to establish a national park, to be free to hunt the gorillas, to capture, to create greater awareness of the problem, endangered habitat, to observe sb at close quarters, to become a model of conservation, to threaten the existence of gorillas, to reinvest in land protection and tourist schemes, to be dependent on each other for survival, to desperately need protection.

To die out,

p. 108: To put back = postpone, put up = raise, to put up with = to tolerate, to put out (fire) = to extinguish, to put in (time and effort on smth) = to devote

p.109: urban sprawl, deforestation, acid rain, water contamination, destruction of the ozone layer, to release poisonous chemicals into the air;

rhino (rhinoceros); to be hunted for horns, the World Wildlife Federation, to provide vehicles and equipment for several national parks, to roam in safety, to lessen the demand for rhino horns, to raise awareness of the problem.

Save the animals, radio interview with an ecologist (cassette)

animal protection activists, to face the dangers, habitat destruction, to crowd the animals out of their natural homes, to identify the industries which are doing the most damage, to encourage industries to use cleaner methods of production, to educate the public about the importance of recycling, to stop illegal hunting, to introduce harsher punishments for illegal hunters, to raise public awareness about endangered species.

p.110: Koala, to hatch, tusk, pesticides

Ex. 5, p. 110: threats to the environment: oil spills, nuclear emissions, nuclear waste, endangered species, acid rain, thick smog, forest fires, greenhouse gases;

possible ways to solve environmental problems: environmental awareness, national parks, conservation programmes, breeding areas.

Ex. 6, p.110 (cassette): to live in the wild, to die of starvation, to live trapped in the cage, to live in concrete prison.

Loving Pandas to Death.

National treasure, to raise pandas in concrete pens, reserve, to have ample opportunity to do smth, to reflect on the plight of pandas, to put on the endangered-species list, to decline in population, to prompt the government to set up a reserve, to deteriorate markedly, to establish a reserve, to upgrade tourist facilities in the area, tourist per se, to spring up, culprit, illegal logging, to clear away vast swaths of forest, to disturb finicky bears, to thrive in a particular area, to destroy denning sites, to create gaps in the forest, to cut off segments of population from one another, to cause animals to inbreed, to lower their birthrate, to exacerbate the problem, to compete for resources with endangered species, to benefit from tourism.

The Mercury's Rising.

Usual penguins' haunts, wayward birds, signs of a massive climatic shift, to alter ocean circulation, to nudge the cold-water currents thousands of miles off course, to chow, to plunge 20 degrees, harbinger of catastrophe, benign-sounding, to cut (to reduce) emissions of greenhouse gases, to ratify the global-climate treaty, to contribute to global warming, rise of sea levels, the

melting of glaciers, to accelerate, flooded coasts, the influx of fresh water, to plunge the region into a new ice age, to be vulnerable to (rising sea level, flooding).

Leave your car at home (cassette)

The leading cause of smogs, to choke towns and cities, a major contributor to poor air quality, rural areas, to clog up the roads, road congestion, to gobble up precious natural resources, to scrap a car.

Sustainability.

Fossil fuels; to supply electricity and heat; to generate greenhouse gases; tidal waves; the largest energy consumer; to account for; per capita energy consumption; to achieve a turnaround in energy consumption; to reduce greenhouse gas emission; pledge to reduce the output of most important greenhouse gases; renewable energy sources; significantly and sustainably improve the climatic balance, to put trust in offshore wind farms; virtual power plants; pilot projects for sustainable energy production.

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 |
|-----------------------|--|-------------------------------|--|
| УК-4 ОПК-8 ПК-2 | 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% |
| УК-4 ОПК-8 ПК-2 | Тест | Низкий (неудовлетворительно) | Количество правильных ответов на вопросы теста менее 60 % |
| | | Пороговый (удовлетворительно) | Количество правильных ответов на вопросы теста от 61-75 % |
| | | Базовый (хорошо) | Количество правильных ответов на вопросы теста от 85-100 % |
| | | Высокий (отлично) | Количество правильных ответов на вопросы теста от 85-100 % |
| УК-4 ОПК-8 ПК-2 | Доклад (комментирование статьи), сообщение (презентация), проект, круглый стол, дискуссия, | Низкий (неудовлетворительно) | Менее 8 баллов |
| | | Пороговый (удовлетворительно) | 9-12 баллов |
| | | Базовый (хорошо) | 13-16 баллов |
| | | Высокий (отлично) | 17-20 баллов |

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

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

| Коммуникативная компетенция и организация | | | |
|--|---|---|---|
| Аспект 1. Содержание высказывания соответствует заданию (Правильно определяет тему и основную проблему статьи, умеет обосновать свою интерпретацию, опираясь на текст статьи) | 0 | 1 | 2 |
| Аспект 2 Стилизовое оформление и воздействие на собеседника соответствует заданию | 0 | 1 | 2 |
| Аспект 3 Структурное оформление высказывания соответствует заданию (комментирует статью, придерживаясь следующего плана: заголовков, автор, выходные данные, тема, проблема, точка зрения автора на проблему, аргументы, используемые автором в поддержку своего взгляда на проблему, собственное отношение к проблеме). | 0 | 1 | 2 |
| Аспект 4 Информация в высказывании представлена четко и логично. Используются разнообразные и контекстуально уместные средства логической связи. Высказывание носит завершённый характер | 0 | 1 | 2 |
| Языковая компетенция. | | | |
| Аспект 1. Грамматика соответствует уровню С-2 . Грамматические ошибки отсутствуют. | 0 | 1 | 2 |
| Аспект 2 Синтаксис соответствует уровню С-2 . Синтаксические ошибки отсутствуют. | 0 | 1 | 2 |
| Аспект 3 Лексика соответствует уровню С-2 . Лексические ошибки отсутствуют. | 0 | 1 | 2 |

| | | | |
|--|---|---|---|
| Аспект 4 Фонетическое оформление высказывания соответствует уровню С-2. Фонетические ошибки отсутствуют. | 0 | 1 | 2 |
|--|---|---|---|

ДИСКУССИЯ ПО СТАТЬЕ

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

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

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

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

Оценка «отлично» 17-20 баллов

Оценка «хорошо» 13 - 16 баллов

Оценка «удовлетворительно» 12 – 9 баллов

Оценка «неудовлетворительно» < 8 баллов

С2 - уровень профессионального владения – подразумевает умение понимать объемные сложные тексты на различную тематику, распознать скрытое значение. Умение говорить спонтанно в быстром темпе, не испытывая затруднений с подбором слов и выражений. Умение гибко и эффективно использовать язык для общения в научной и профессиональной деятельности. Умение создать точное, детальное, хорошо выстроенное сообщение на сложные темы, демонстрируя владение моделями организации текста, средствами связи и объединением его элементов.

КОМПЕТЕНЦИИ НА УРОВНЕ С2:

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

ОТДЕЛЬНЫЕ АСПЕКТЫ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА УРОВНЕ С2

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

6.2 Промежуточная аттестация студентов по дисциплине

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

Критерии оценивания курсовой работы

Оценка 5 (отлично) ставится, если:

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

Оценка 4 (хорошо) ставится, если:

- Исследование выполнено самостоятельно, имеет научно-практический характер, содержит элементы новизны.
- Студент показал знание теоретического материала по рассматриваемой теме, умение анализировать, аргументировать свою точку зрения, делать обобщение и выводы.
- Материал не всегда излагается логично, последовательно.
- Имеются недочёты в оформлении курсовой работы.

- Во время защиты курсовой работы, студент показал умение кратко, доступно (яно) предоставить результаты исследования, однако затруднялся отвечать на поставленные вопросы по теме курсовой работы.

Оценка 3 (удовлетворительно) ставится, если:

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

Оценка 2 (неудовлетворительно) ставится, если:

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

Требования к экзамену (7, 8 семестр):

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

Экзамен включает испытания по четырем компетенциям: чтению, говорению, аудированию и письму. Уровень сложности соответствует уровню C2 Единого европейского стандарта.

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

Критерии оценивания ответа на экзамене

| Аспект | Оценка | | | |
|-------------|-----------------|-------------------|------------------------|--------------------------|
| | 5 отлично | 4 хорошо | 3 удовлетворительно | 2 неудовлетворительно |
| АУДИРОВАНИЕ | 17-20 баллов | 13 - 16 баллов | 12 – 8 баллов | < 8 баллов |
| ЧТЕНИЕ | 17-20 баллов | 13 - 16 баллов | 12 – 8 баллов | < 8 баллов |
| ПИСЬМО | 17-20 баллов | 13 - 16 баллов | 12 – 8 баллов | < 8 баллов |

| | | | | |
|--------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|---------------------------------|
| КОММЕНТИРОВАНИЕ СТАТЬИ +БЕСЕДА | 17-20 баллов | 13 - 16 баллов | 12 – 8 баллов | < 8 баллов |
| САМОСТОЯТЕЛЬНАЯ РАБОТА | 17-20 баллов (выполнено 90-100%) | 13 - 16 баллов (выполнено 75-90%) | 12 – 8 баллов (выполнено 45-75%) | < 8 баллов (выполнено 0-45%) |

Оценка 5 (отлично) ставится, если:

Общее количество баллов составляет 85-100

Оценка 4 (хорошо) ставится, если:

Общее количество баллов составляет 65-84

Оценка 3 (удовлетворительно) ставится, если:

Общее количество баллов составляет 40-64

Оценка 2 (неудовлетворительно) ставится, если:

Общее количество баллов составляет менее 40

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

Year Terminal Test

I. Listen to an extract from a lecture devoted to ecological problems and fill in the following chart:

| | |
|-----------|-----|
| Problem | |
| Cause | |
| Effects | (3) |
| Solutions | (4) |

II. Essential Vocabulary.

1. *Say in other words:*

1) to frighten sb; 2) to change one's point of view; 3) to bring itself to the mind; 4) to take up all the attention, interest, time; 5) near in time or place; 6) to allow freedom to pass 7) to beg; 8) remote; 9) free from guilt or blame; 10) quite the opposite; 11) sudden and unexpected; 12) lacking knowledge.

2. *Complete the sentences:*

1) We are losing money ... and ... 2) Days ... without any news. 3) ... its size, please. 4) He told a lie and is ... 5) The rooms ... a garden. 6) Try to ... the beauty of the ocean on a bright sunny day. 7) the wood is ... from the cottage 8) He ... to tell the manager how the work should be done. 9) I would never ... his honesty. 10) I am not ... about music.

3. *Translate the sentences*

1) С ним бесполезно спорить, он всегда меняет свою позицию. 2) Он откашлялся и сказал, что опасность миновала и можно без промедления отправляться в дорогу. 3) Мартин хорошо разбирался в обстановке и знал, чего ждать от будущего. 4) Через несколько минут корабль должен был пойти ко дну, и капитан приказал команде покинуть его. 5) В начале конкурса жюри не возлагало больших надежд на конкурсанта, но он занял первое место.

III. Topical Vocabulary.

1. Divide the following musical instruments into four groups:

| | | | |
|--------------------|-------------------|-----------------------|------------------------|
| String instruments | Brass instruments | Wood-wind instruments | percussion instruments |
|--------------------|-------------------|-----------------------|------------------------|

Drums, oboe, violin, flute, piano, xylophone, clarinet, guitar, saxophone, cymbals, harp, tambourine, double bass, horn, trumpet

2. Divide the following character qualities into four groups (some words can be used in two groups at once):

| | | | |
|-------------|---------------|--------------|----------------|
| Happy child | Unhappy child | Happy parent | Unhappy parent |
|-------------|---------------|--------------|----------------|

indulging, gregarious, self-restrained, alert, submissive, listless, belligerent, partial, nagging persevering, consistent, reassuring, courteous, secure, pampering, insolent.

3. Divide the following ecological problems into four groups (some words can be used in two groups at once):

| | | | |
|---------------|-----------------|----------------|-------------------|
| Air pollution | Water pollution | Land pollution | Animal extinction |
|---------------|-----------------|----------------|-------------------|

Oil spillage, urban sprawl, derelict land, burning of fossil fuels, dropping litter, habitat destruction, salination, exhaust fumes, poaching, logging, the denudation of soil, dumping waste materials; the growing number of cars, extensive use of agrochemicals.

4. Choose the correct answer (consider both the meaning and the structure in which the word is used).

- 1) Rebellious children find it difficult to ...into life later on. a) match b) fit c) suit d) correspond
- 2) ... species are those that have already disappeared from the Earth. a) dying out b) endangered c) extinct d) thriving
- 3) She never learnt the piano, but she can play ... a) by ear b) on ear c) by hand d) by heart
- 4) As a child Mozart was considered to be an infant ... a) fantasy b) miracle c) prodigy d) sensation
- 5) She ought to ... singing with a voice like that. a) take on b) take to c) take up d) undertake
- 6) Rainforests clean the air by ... carbon dioxide. a) giving out b) giving off c) absorbing d) releasing
- 7) Children ... in the atmosphere of love a) flourish b) perish c) cherish d) relish
- 8) Although I play the piano quite well I still can't ... a) play a score b) play the notes c) read a score d) read music
- 9) Desertification of once fertile lands can lead to ... a) flooding b) salination c) famine d) inundation
- 10) Popular musicians earn their living by ... the country a) travelling b) touring c) torturing d) performing
- 11) Pandas in China are ... with extinction a) endangered b) in danger c) threatened d) jeopardized
- 12) Arguments, ... and even real fights are quite common in the families with teenage children a) toughhousing b) roughbuilding c) roughhousing c) rough-and-tough
- 13) They have recently ... a new album a) come out b) brought out c) given out d) taken out
- 14) Resorting to ... punishment in bringing up children should be out of the question a) hand b) manual c) corporal d) spanking

IV Writing.

Characterize in five sentences a) a "difficult parent" b) your attitude to classical music c) ecological situation in Amur Region

ПЕРЕЧЕНЬ ВОПРОСОВ И ЗАДАНИЙ ДЛЯ КОНТРОЛЬНЫХ РАБОТ

- 1) Написание отчетов/эссе по теме:
 Getting higher education abroad
 Paper books
 Electronic monitoring as a form of punishment
 A system of electives in university
 Oral examinations
 Getting acquainted via the internet
 E-books
 Capital punishment
 Strict punishment for juvenile delinquents
 Living in a hall of residence
 Written examinations
 Screen versions of books
 Continuous assessment

2) Лексико-грамматические тесты

Final Test on “ Courts and Trials”

1. *Paraphrase the underlined expressions using legal vocabulary.*

Confession: I used to be an assistant director in a prosperous firm and had an access to the big sums of money. It was hard to resist the temptation 1) to extract use out of my position. 2) Taking money from influential businessmen in exchange for my help in their dirty tricks was my weak point. But I wanted more. I worked out a plan of 3) how to use the firm’s property for my own benefit. To begin with, I decided 4) to make false signatures on a number of important documents. To that end I 5) got into the office through the window one night but the guard caught me doing it. He 6) threatened to tell the boss unless I paid him for his silence. I was outraged to hear that and 7) attacked him. I overestimated my strength and 8) killed him, though I didn’t mean to. Then I realized that I had to cover up the tracks. I 9) put the building on fire, but before that I 10) took away one very expensive device. I don’t want to make things worse by 11) giving false testimony, so I take an oath that all I’ve said is true and 12) I confess that I’m guilty.

2. *Fill in the correct preposition*

1) Murderers are still sentenced ... death in some parts of the world. 2) The criminal broke ... the policemen who were holding him. 3) Three men broke ... prison yesterday. 4) The thieves waited until it was dark enough to break 5) They framed up various charges ... her. 6) They charged him ... armed robbery. 7) Her assistant was accused ... theft and fraud by the police. 8) The judge sent the man to prison but let the two boys ... with a warning. 9) The criminals held ... the train and took all the passengers money. 10) The adults who neglect and abuse their children contribute ... juvenile delinquency.

3. *Listening task. You will hear a news bulletin. For questions 1-10 choose the correct answer a), b), or c). Make sure you know the following words: tycoon –финансовый магнат, a ransom – выкуп, culprit - преступник; виновный, правонарушитель)*

1. The first news item is about a) a murder b) a kidnapping c) a robbery
2. Richard Steen’s wife is believed to a) be dead b) be searching for her husband c) have gone to another country
3. Glenda Branston was kidnapped a) as she was arriving at her office b) as she was leaving home c) as she was leaving work

4. Kidnappers were asking for a ransom of a) a hundred thousand dollars b) a hundred thousand pounds c) twenty thousand pounds.
5. The kidnappers a) broke away from police b) were captured c) were released
6. The vandals were aged between a) six and thirteen b) eight and thirteen c) eight and thirty
7. The parents of the vandals a) were given a warning b) had to pay for the damages c) had to buy new cars.
8. The city council has promised to a) to fit secret video cameras in car parks b) to increase the salary of security guards c) to increase the number of indoor car parks
9. What did the Paterson family first think was causing the noise? a) the water system b) the ghost c) the animal
10. When did Rosie the Chimp disappear from the zoo? A) three weeks ago b) four weeks ago c) this morning.

4. *Render the article "Prison Clear-Out Planned Soon", by Irina Belasheva, published in Moscow News, in 10-12 sentences. Speak about the main idea, dwell on the reasons for, and potential risks of the process discussed, give your opinion. DO NOT REWRITE SENTENCES FROM THE ARTICLE!*

PRISON CLEAR-OUT PLANNED SOON

Work on the government's far-reaching amnesty program, which seeks to unburden Russia's over-crowded prisons, is underway

A program designed by Russia's Justice Ministry to "unload" the country's prisons is about to become a reality. The government's draft decree on granting an amnesty to prisoners has been approved, and will affect close to 100,000 people.

At first the Justice Ministry had planned to have 115,000-120,000 prisoners released, but then this number was reduced to 94,000-95,000, still a sizeable figure, accounting for one tenth of the entire population of Russia's citizens behind bars.

Officials at the Justice Ministry are not denying that the point of the amnesty was not so much a display of compassion as easing the cramped conditions in the country's prisons and making life at least marginally better for the remaining prisoners. After the government's session, Justice Minister stated that the amnesty would apply to prisoners who have done their army service, expectant mothers and women with small children, minors, pensioners, disabled people, TB sufferers, and first-time offenders. Only those whose crimes were accidental or unpremeditated will be eligible for the amnesty.

"If, for instance, a murderer has tuberculosis, he will not be eligible, regardless of his condition," the minister explained. "Murderers, rapists and robbers will remain in prison. Only those prisoners who pose no threat to society will be released." This is why the Justice Ministry is not expecting an outbreak of crime. According to experts, only 3-3.5 percent of the amnestied prisoners are expected to become second-time offenders, whereas approximately 30 percent of "professional" criminals end up back in jail after being released. Be that as it may, even someone who is not considered dangerous is capable of having a relapse, simply because he has nothing to eat. Therefore, the decree on the procedure of implementing the amnesty, which must also be approved by the State Duma, is supposed to outline the obligations of the country's social authorities to help the released prisoners find work and accommodation and get medical care. "Of course no specific terms are outlined," our source at the Justice Ministry told us, "but at least people will have a chance to demand help through the courts."

Over recent years, practice has shown that approximately half a year goes by from the moment when the amnesty is declared to the time that the first amnestied prisoner is released. In that time, the prison administration goes over the personal files of the prisoners to determine which of them will have their sentences reduced.

PS. In the last 60 years over 30 amnesties have been declared on the territory of Russia. The biggest one was in 1953 and saw 1,181,264 people released, many of whom were repeat offenders, murderers, rapists and robbers. The amnesty of 1953 led to a large outbreak of crime: by the beginning of 1954 alone, the average number of murders committed in the country grew by 20% compared to the same period in 1952.

ОБРАЗЕЦ СТАТЬИ ДЛЯ КОММЕНТИРОВАНИЯ (ДОКЛАДА)

HOW TO SURVIVE CULTURE SHOCK

Nicky Branagh

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

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

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

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

Once we arrived at our hotel in Beijing, my friend and I met up with a group of ten others that we were to travel with for fifteen days until we reached Shanghai. Only when we spent a further few days in China having left our group, did we truly notice the effects of culture shock setting

in. We found ourselves irritable, homesick and powerless in a country where we had previously relied so heavily upon our tour guide to communicate for us, direct us and inform us of local customs so that we could avoid any cultural misunderstanding. Luckily the effects of cultural shock are temporary and we were soon back on form. To get us through those early days we planned extensively and kept to a routine which made us feel in control. It helped a lot to visit places regularly, for example we stopped at the same café most mornings before setting off on the days adventure and it was soon a familiar haunt that made us feel at home.

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

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

ОБРАЗЕЦ ВОПРОСОВ ДЛЯ ДИСКУССИИ ПО СТАТЬЕ

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

ОБРАЗЦЫ ТЕМ ДЛЯ СООБЩЕНИЙ (ПРЕЗЕНТАЦИЙ)

Successful career of a famous person

The best trip I've ever had

Genealogical tree of your family

Growing Crime Rate: causes, results, solutions

Ecological problem: causes, results, solutions

The world in 2100

A Job of my dream

How to keep fit

University profile

One person-different images

Тема 10. Top ten of your favourite advertisements.

ОБРАЗЦЫ ТЕМ ПРОЕКТОВ

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

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

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

ОБРАЗЦЫ ТЕМ ДЛЯ ДЕБАТОВ/ДИСПУТОВ/КРУГЛОГО СТОЛА

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

ОБРАЗЕЦ РОЛЕВОЙ ИГРЫ

TRIAL. A CASE OF ROBBERY

- 1) Judge – Jeremy Lee, 49. Determines the order of the trial. Sustains or overrules objections made by attorneys, makes a final decision on the case, imposes a sentence.
- 2) Attorney for the defence - Linda Bates, 37. Makes an opening statement, questions the defendant in such a way as to diminish his guilt, examines witness for the defence, cross-examines witness for the prosecution, makes objections (if any) to prosecutor’s questions, makes a closing statement. (questions for examination of witnesses should be prepared in advance)
- 3) Prosecuting Attorney - Ronald Clark, 32 makes an opening statement, questions the defendant in such a way as to emphasize his guilt and seriousness of crime, examines witness for the prosecution, cross-examines witness for the defence, makes objections (if any) to the defence attorney’s questions, makes a closing statement. (questions for examination of witnesses should be prepared in advance)
- 4) Defendant – Tom Corman, a boy of 14, accused of planning an armed raid on a shop. Carefully prepares his answers to his lawyer’s questions.
- 5) Witness for the defence – Tom’s school teacher Anne Brighton, 26. Describes Tom as a diligent student. Says mostly good things about him.
- 6) Witness for the prosecution - Ted MacKey, 53, a shop owner
- 7) Juror - Alice Darrell, 44, a housewife with 3 teenage children. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.
- 8) Juror – John Smith, 30, a manager in the department store, single. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.
- 9) Juror – Lynn Brown, 24, a graduate of teacher’s training college, single. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.
- 10) Juror – Katrin Daniels, 58, retired, a grandmother of two young girls. Discuss the case with other jurors, bring in a verdict of guilty/not guilty.

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

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

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

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

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

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

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

ОБРАЗЦЫ ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ

ОБРАЗЕЦ ЗАДАНИЯ НА АУДИРОВАНИЕ:

PART 1

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

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

| Reaction | Speaker |
|----------------|---------|
| A bored | 1 |
| B excited | 2 |
| C moved | 3 |
| D scared | 4 |
| E confused | 5 |
| F furious | |
| G disappointed | |
| H exhausted | |

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

| The type of the book | Speaker |
|--------------------------|---------|
| A romance | 6 |
| B detective story | 7 |
| C psychological thriller | 8 |
| D a fairy tale | 9 |
| E science fiction | 10 |
| F drama | |
| G autobiography | |
| 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 ДЛЯ АУДИРОВАНИЯ

Opinions about books

1. At long last I held it in my hands! A new spy thriller written by my favourite author. I couldn't wait to settle into my favourite armchair and begin to read. The advertisements claimed that this book was the spy-thriller of the year. Settled at last I eagerly opened the front cover. Two hours later I put it down. I was in despair. I had read six chapters but I couldn't understand any of it.

2. I don't usually enjoy the books that my grandfather sends me for Christmas and birthday presents. But this one was different. It made me cry. The book was set in France, showing the World War I. The heroine was a little girl. Her name was Claudine and she was seven years old. One day her dog Blacky ran away and she decided that she had to find him. The whole story is about her various adventures, some were funny, some were sad. I was really happy when in the last chapter she found him.

3. Never in my life have I read a book like this. I think the author must have written it in five minutes. I bought it in the airport bookshop, as the novel I had intended to read during my holiday flight had been packed to the bottom of my suitcase by mistake. When I realized my error it was too late as I had already checked in my luggage. The book was about the Dracula coming back to life. It was supposed to be a scary horror story. In fact it was so dull that I fell asleep while I was reading it.

4. The book itself was beautifully produced. It was a hardback volume. It had a dark blue cover with *Carina Kay in Boston* in large golden letters. And underneath in smaller golden letters: *A heroine's True Story*. I gladly paid thirty five pounds to buy the book as I'm Carina's sister. When I read it I couldn't understand how anyone had the nerve to write so many lies. I'm gonna write to the publisher to complain. And as for the author... If I ever meet him you can guess what I'll say to him!

5. My favourite book is part of a trilogy. The third part has not yet been published. The main character is an alien called Fuzz. He is now living on Earth because his spaceship has broken down and needs repairing. The adventures that he has while looking for the strangers to spare parts are amazing. Imagine what I felt like today when I saw the author on a television programme talking about the publication of part three in two days' time!

Protecting Ecology Of Tourist Cites

Interviewer: I know you're very concerned about 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?

Michael Leech: Well, I think you have to get involved in what we call "low impact tourism". You can't deprive people of their interest in wanting to travel. But what you can do is to set up 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 rubbish is left behind after camps. It means, if you're visiting a protected area like the Antarctic, that people must respect the rules and not damage fragile plants or go too near the penguins. It means providing travellers with a pack with instructions on how to behave and what to do to best preserve the cultures and places visited.

Interviewer: Do you think that many people will in fact not listen and will just ignore whatever guidelines you give them?

Michael Leech: Perhaps, but the key factor in minimising damage through tourism is to keep groups to a manageable size and then you can control how they behave. Thirty on a safari is an absolute maximum.

Interviewer: Are operators now putting things back into the environment instead of just taking from it?

Michael Leech: Very much so. There are schemes to protect wildlife habitats in Kenya and Tanzania, to save the rhino, veterinary programmes and so on. People now go on holiday to restore ancient monuments or clean up beaches. Things have changed and the model of Mediterranean tourism of high-rise concrete, sun, sea, sand and sex is not the one most people now want. And another thing, in some places the environment *is* tourism and national parks have been created by it. Without tourism, the animals would have gone. I think the environment is strengthened by sensitive tourism - look at the preservation of the gorillas, for example. And you never know, tourism might save the tropical rainforest in a place like Madagascar. I think most countries go through several phases in their tourism development and hopefully, in the best scenario, the local people not only share the income and foreign exchange generated by tourism but also use the amenities.

British Newspapers

Professor Richard Hill is talking about British newspapers.

It seems to me that many British newspapers aren't really newspapers at all. They contain news, it is true, but much of this news only appears in print because it is guaranteed to shock, surprise or cause a chuckle.

What should we expect to find in a real newspaper? Interesting political articles? Accurate reports of what has been happening in distant corners of the world? The latest news from the stock exchange? Full coverage of great sporting events? In-depth interviews with leading personalities?

It is a sad fact that in Britain the real newspapers, the ones that report the facts, sell in thousands, while the popular papers that set out to shock or amuse have a circulation of several million. One's inescapable conclusion is that the vast majority of British readers do not really want a proper newspaper at all. They just want a few pages of entertainment.

I buy the same newspaper every day. In this paper political matter both British and foreign, are covered in full. The editorial column may support government policy on one issue and oppose it on another. There is a full page of book reviews and another devoted to the latest happenings in the theatre, the cinema and the world of art. Stock exchange prices are quoted daily. So are the exchange rates of the world's major currencies. The sports correspondents are among the best in the country while the standard of the readers' letters is absolutely first class. If an intelligent person were to find a copy of this paper 50 years from now, he or she would still find it entertaining, interesting and instructive.

So my favourite newspaper is obviously very different from those popular papers that have a circulation of several million. But that does not mean that it is 'better' or that they are 'worse'. We are not comparing like with like. A publisher printing a newspaper with a circulation of several million is running a highly successful commercial operation. The people who buy his product are obviously satisfied customers and in a free society everybody should have the right to buy whatever kind of newspaper he pleases.

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, public buildings and even, in Britain at least, throughout the road system. Soon, people will expect spy cameras to be part of all forms of architecture and design. Of course, there is another side to the coin, many technologies have brought benefits to the consumer with little or no cost to privacy. Encryption is one that springs to mind. Many of the most valuable innovations in banking and communications could never have been deployed without this technique.

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

When the UK government introduced the RIP legislation in 2000, it originally intended to allow an unprecedented degree of communications interception on the grounds that the dangers of crime on the Internet warranted increased surveillance. At no time did anyone produce much evidence for this crime wave, however, nor did anyone in government seem to think any was required. It was left to an eleventh-hour campaign by civil rights activists to block the more offensive elements of the legislation from a personal privacy point of view. Such lack of prior justification is a common feature of privacy invasion for law enforcement and national security purposes.

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

1 From the first paragraph, we understand that the writer

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

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

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

3 The writer feels that some companies

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

4 What point does the writer make about CCTV?

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

5 The writer gives encryption as an example of a technology which
 A brings only questionable benefits to society in general.
 B poses much less of a threat to privacy than others.
 C actually helps us to protect personal privacy.
 D is worth losing some personal privacy for.

6 In the fifth paragraph, the writer suggests that governments are
 A justified in denying the right of privacy to criminals.
 B mistaken in their view that surveillance prevents crime.
 C wrong to dismiss the individual's right to privacy so lightly.
 D unreasonable in their attitude towards civil rights campaigners.

7 What is the writer's main criticism of the RIP legislation in the UK?
 A Changes were made to it at the last moment.
 B It contained elements that had to be removed.
 C There was no proof that it was really needed.
 D Civil rights groups were not consulted about it.

Part 2

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

Which photographer...

8 says there's a need to be flexible at a shoot?

9 admits to relying on instinctive decisions during a shoot?

10 consciously adopts a particular type of behaviour during a shoot?

11 criticises the attitude of certain other photographers?

12 feels that aspects of a photographer's skill cannot be taught?

13 welcomes suggestions for shots from the subjects themselves?

14 is critical of recent developments on photography courses?

15 keen to introduce new ideas in one branch of photography?

16 likes to keep the photography focused on social interaction?

17 prefers not to take shots of people in a photographic studio?

18 tends to work to a set routine?

19 prefers not to do research about a subject before doing the shoot?

20 believes in investing in the time needed to get the best shots?

THE CRITICAL MOMENT

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

A *Mary Elton Mark*

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

B *Tina Barney*

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

C *Rankin*

I think if you aren't fascinated by people, you'll never succeed as a portrait photographer, because your pictures will look cold. You don't have to know anything about the people in advance of the session, you just tap into them - it's a skill. Every shoot is different and you have to alter your approach accordingly. You have to try to get into people's heads, so that they can open up to you and give you something. Sometimes we chat first, but sometimes it's good for everyone to be fresh and tense when you start out. I use the technique of being cheeky and rude or asking my subjects to do ridiculous things, but I don't set out to upset anyone. I hope the viewer sees what I see. I think two words that would describe my work well are: humour and honesty.

D *Mario Sorrenti*

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

E *Sebastiao Salgado*

It's difficult to explain why we're more attracted to certain images than others. For me, black and

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

ОБРАЗЕЦ ЗАДАНИЯ ДЛЯ ПИСЬМЕННОГО ОТВЕТА

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

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

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

Write your **report** for the organization.

ОБРАЗЕЦ СТАТЬИ ДЛЯ КОММЕНТИРОВАНИЯ

HOW TO SURVIVE CULTURE SHOCK

Nicky Branagh

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

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

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

Most foreign hotels and hostels will cater for these difficulties and on arrival at our hotel in Beijing we were given a card with a small map showing where it was and the address in Chinese symbols. This proved an essential part of each day as the initial discomfort of being in a strange setting was considerably lessened with the knowledge that we could continue our cultural expe-

rience 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

- Использование системы электронного обучения СЭО БГПУ.
- Мультимедийное сопровождение занятий.
- Использование интерактивной доски.

7 ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ В ПРОЦЕССЕ ОБУЧЕНИЯ

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

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

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

8 ОСОБЕННОСТИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ ИНВАЛИДАМИ 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. Практический курс английского языка. 4 курс: Учеб. для студ. высш. учеб. заведений. — 5-е изд, перераб. и доп. — М. : Гуманитар. изд. центр ВЛАДОС, 2006. — 351 с. (20 экз.)
2. Практический курс английского языка. 4 курс: Учебник для студентов ВУЗов—5-ое изд. перераб. и доп.—М.: Гуманит . изд. центр ВЛАДОС, 2000.-336 с. (30 экз.)

9.2 Базы данных и информационно-справочные системы

1. Портал научной электронной библиотеки. - Режим доступа: <http://elibrary.ru/defaultx.asp>
2. Сайт Министерства просвещения РФ. - Режим доступа: <https://edu.gov.ru/>
3. Русский Биографический Словарь - статьи из Энциклопедического Словаря издательства Брокгауз-Ефрон и Нового Энциклопедического Словаря (включает статьи биографии

российских деятелей, а также материалы тома «Россия»). - Режим доступа:

<http://www.rulex.ru>

4. People'sHistory - биографии известных людей (история, наука, культура, литература и т.д.). - Режим доступа: <https://www.peoples.ru>

9.3 Электронно-библиотечные ресурсы

1. ЭБС «Юрайт». - Режим доступа: <https://urait.ru>

2. Полпред (обзор СМИ). - Режим доступа: <https://polpred.com/news>

10 МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА

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

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

Лицензионное программное обеспечение: операционные системы семейства: Microsoft®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.

11 ЛИСТ ИЗМЕНЕНИЙ И ДОПОЛНЕНИЙ

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

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

| | |
|---|-----------|
| № изменения: 1 | |
| № страницы с изменением: титульный лист | |
| Исключить: | Включить: |
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