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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
КОММУНИКАТИВНЫЙ ПРАКТИКУМ АНГЛИЙСКОГО ЯЗЫКА**

4 курс

**Направление подготовки
44.03.01 ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ
(с одним профилем подготовки)**

**Профиль
«АНГЛИЙСКИЙ ЯЗЫК»**

**Уровень высшего образования
БАКАЛАВРИАТ**

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

Благовещенск 2022

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1 ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

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

1.2 Место дисциплины в структуре ООП:

Дисциплина «Практикум иноязычного речевого общения» относится к дисциплинам части, формируемой участниками образовательных отношений (Б1.В.01.05).

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 «Коммуникативный практикум английского языка»» составляет 27 зачетных единиц (27 ЗЕ) (972 часа)

№	Наименование раздела	Курс	Семестр	Кол-во часов	ЗЕ
1.	Коммуникативный практикум английского языка	3	5	252	7
2.	Коммуникативный практикум английского языка	3	6	360	10
3.	Коммуникативный практикум английского языка	4	7	144	4
4.	Коммуникативный практикум английского языка	4	8	216	6

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

1.6 Объем дисциплины и виды учебной деятельности в 7 и 8 семестрах

Вид учебной работы	Всего часов	Семестр 7	Семестр 8
Общая трудоемкость	360	144	216
Аудиторные занятия	144	54	90
Лабораторные занятия	144	54	90
Самостоятельная работа	144	54	90
Вид итогового контроля:	72	Экзамен 36	Экзамен 36

2 УЧЕБНО – ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Учебно-тематический план

№	Наименование тем (разделов)	Всего часов	Аудиторные занятия		Самостоятельная работа
			Лекции	Лабораторные занятия	
7 семестр					
1.	Means of communication	28	-	14	14
2.	Education	28	-	14	14
3.	Media	28	-	14	14
4.	Means of transport	24	-	12	12
	Экзамен	36			
	Итого за семестр	144		54	54
8 семестр					
5.	Health issues	32	-	16	16
6.	The arts	32	-	16	16

7.	Sports Personalities	32	-	16	16
8.	Social Issues	28	-	14	14
9.	Work and business	28	-	14	14
10	The Environment	28	-	14	14
	Экзамен	36			
	Итого за семестр	216	-	90	90
	ИТОГО	360	-	144	144

Интерактивное обучение по дисциплине

№	Наименование тем (разделов)	Вид занятия	Форма интерактивного занятия	Кол-во часов
1	Means of Communication	ЛБ	<ul style="list-style-type: none"> • Разработка проекта • Работа в малых группах 	2
2	Education	ЛБ	<ul style="list-style-type: none"> • Учебная групповая дискуссия 	2
3	Media	ЛБ	<ul style="list-style-type: none"> • Проведение пресс-конференции 	2
4	Means of Transport	ЛБ	<ul style="list-style-type: none"> • Ролевая игра 	2
5	Health	ЛБ	<ul style="list-style-type: none"> • Работа в малых группах 	2
6	The Arts	ЛБ	<ul style="list-style-type: none"> • Разработка проекта 	2
7	Sports Personalities	ЛБ	<ul style="list-style-type: none"> • Проведение пресс-конференции 	2
8	Social Issues	ЛБ	<ul style="list-style-type: none"> • Дебаты • Учебная групповая дискуссия • Просмотр и обсуждение видеофильмов 	2
9	Work and Business	ЛБ	<ul style="list-style-type: none"> • Проведение пресс-конференции • Круглый стол 	2
10	The Environment	ЛБ	<ul style="list-style-type: none"> • Дебаты • Работа в малых группах 	2

3 СОДЕРЖАНИЕ ТЕМ (РАЗДЕЛОВ)

Тема 1. Means of Communication

Language Focus: facial expressions, ways of speaking, the Internet, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, purpose, tone, reference, implication, gapped text, reading for cohesion, coherence and text structure

English in Use: modal verbs, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, selecting relevant information

Phrasal verbs: act, break.

Тема 2. Education

Language Focus: literacy, university studies, educational systems, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure
English in Use: conditionals, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, paraphrasing
Phrasal verbs: come, call

Tema 3. Media

Language Focus: journalism, newspapers, advertising, reporting news, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: the passive, open cloze, key word transformation, word formation passage, words with multiple meanings, summary writing, working within the word limit

Phrasal verbs: do, drive

Tema 4. Means of Transport

Language Focus: technology, travel, places to visit, signs, air travel, sea travel, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: conditionals, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, paraphrasing

Phrasal verbs: get, fall

Tema 5. Health

Language Focus: illnesses, medicine, exercising, healthy eating, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: reported speech, tense revision, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, identifying arguments

Phrasal verbs: get, fall

Tema 6. The Arts

Language Focus: music, forms of entertainment, festivals, cultural events, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: gerund, infinitive, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: make, look

Tema 7. Sports Personalities

Language Focus: world records, sports, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: relative clauses, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: put, run

Тема 8. Social Issues

Language Focus: historical events, racism, human rights, globalization, ageism, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: future tenses, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: see, settle

Тема 9. Work and Business

Language Focus: workplace, careers, professional skills, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: participles, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: take, tell

Тема 10. The Environment

Language Focus: recycling, environmental problems, ecology, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: concession, comparison, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: turn, wear

4 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ (УКАЗАНИЯ) ДЛЯ СТУДЕНТОВ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

4.1 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.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО КОММЕНТИРОВАНИЮ СТАТЬИ ПРИМЕРНЫЙ ПЛАН КОММЕНТИРОВАНИЯ СТАТЬИ

1) The title and the author of the article

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

2) Where and when the article is published

1. The article is published/printed in...

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

3) The main idea/problem of the article

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

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

a) The flow of ideas, linking devices:

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

b) Neutral phrases to render the contents

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

c) "For"-phrases to render the contents

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

d) "Against"-phrases to render the contents

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

6. Your opinion about the article

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

4.2 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Учебно-методическое обеспечение для самостоятельного чтения

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

Julian Barnes A History of the World in Ten and a Half Chapters
 Adam Thorp Ulverton
 Magnus Macintyre Whirligig
 Barry Unsworth Morality Play
 Pat Barker Regeneration
 GrahamSwiftWaterland

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

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

- Virginia Evans, Jenney Dooley. Upstream Proficiency C2. Workbook – Express Publishing 2012.

ОБРАЗЕЦ ЗАДАНИЯ ДЛЯ КОНТРОЛЯ ИНДИВИДУАЛЬНОГО ЧТЕНИЯ

- 1) *Check the meaning of the following words and expressions. Make up a context for each on the basis of the story.*
- 2) *Answer the Questions.*
- 3) *Find information about the author.*
- 4) *Summarize the chapters.*
- 5) *Speak on the problem.*
- 6) *Write down the Essay on the Problem.*

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

- Virginia Evans, Linda Edwards. Upstream C-2. Workbook – Express Publishing 2011.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине «Практикум иноязычного речевого общения»

Наименование раздела (темы) дисциплины	Формы/виды самостоятельной работы	Количество часов, в соответствии с учебно-тематическим планом
Тема 1. Means of Communication	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, • комментирование статей, • написание эссе extra-reading - индивидуальное 	6

	чтение литературного произведения	
Тема 2. Education	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, • комментирование статей, • написание эссе <p>Extra-reading - индивидуальное чтение литературного произведения Составление конспекта (схема, график). Работа со справочными материалами</p>	6
Тема 3. Media.	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2. Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, • комментирование статей, • написание эссе <p>Extra-reading - индивидуальное чтение литературного произведения.</p>	6
Тема 4. Means of Transport	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, • 	6
Тема 5. Health	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, • комментирование статей, • написание эссе • extra-reading - комментирование статей, • написание эссе <p>Extra-reading .</p>	6
Тема 6. The Arts	<ul style="list-style-type: none"> • Выполнение заданий 	6

	<p>практикума Virginia Evans, Linda Edwards Upstream Proficiency C2. Workbook – Express Publishing, 2011,</p> <ul style="list-style-type: none"> • выполнение заданий по аудированию, • комментирование статей, • написание эссе <p>Extra-reading.</p>	
Тема 7. Sport Personalities	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, 	30
Тема 8. Social Issues	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, • комментирование статей, • написание эссе extra-reading - индивидуальное чтение литературного произведения 	28
Тема 9. Work and Business	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, 	30
Тема 10. The Environment	<ul style="list-style-type: none"> • Выполнение заданий практикума Virginia Evans, Linda Edwards Upstream Proficiency C2. Workbook – Express Publishing, 2011, • выполнение заданий по аудированию, • комментирование статей, • написание эссе Extra-reading - индивидуальное чтение литературного произведения. 	30

5 ПРАКТИКУМ ПО ДИСЦИПЛИНЕ

Тема 1. Means of Communication.

Language Focus: facial expressions, ways of speaking, the Internet, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, purpose, tone, reference, implication, gapped text, reading for cohesion, coherence and text structure

English in Use: modal verbs, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, selecting relevant information

Phrasal verbs: act, break.

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C2. Student's book – Express Publishing, 2012. Unit 1. Pp.7-26.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C2. Workbook – Express Publishing, 2012. Unit 1. Pp. 4-13.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C2. Testbook – Express Publishing, 2012. Progress Test 1.

Тема 2. Education

Language Focus: literacy, university studies, educational systems, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: conditionals, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, paraphrasing

Phrasal verbs: come, call

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 2. Pp.27-46.
- 2) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 2. Pp. 14-23.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 2.

Тема 3. Media.

Language Focus: journalism, newspapers, advertising, reporting news, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: the passive, open cloze, key word transformation, word formation passage, words with multiple meanings, summary writing, working within the word limit

Phrasal verbs: do, drive

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 3. Pp.53-72.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 3. Pp. 24-33.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 3.

Тема 4. Means of Transport

Language Focus: technology, travel, places to visit, signs, air travel, sea travel, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: conditionals, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, paraphrasing

Phrasal verbs: get, fall

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 4. Pp.73-92.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit4. Pp. 34-43.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 4.

Тема 5. Health

Language Focus: illnesses, medicine, exercising, healthy eating, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: reported speech, tense revision, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, identifying arguments

Phrasal verbs: get, fall

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 5. Pp.99-118.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 5. Pp. 44-53.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 5.

Тема 6. The Arts

Language Focus: music, forms of entertainment, festivals, cultural events, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: gerund, infinitive, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: make, look

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 6. Pp.119-138.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 6. Pp. 54-63.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 6.

Тема 7. Sport Personalities

Language Focus: world records, sports, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: relative clauses, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: put, run

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 7. Pp.145-164.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 7. Pp. 64-73.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 7.

Тема 8. Social Issues

Language Focus: historical events, racism, human rights, globalization, ageism, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: future tenses, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: see, settle

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 8. Pp.165-184.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 6. Pp. 74-83.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 8.

Тема 9. Work and Business

Language Focus: workplace, careers, professional skills, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: participles, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasal verbs: take, tell

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 9. Pp.191-210.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 9. Pp. 84-93.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 9

Тема 10. The Environment

Language Focus: recycling, environmental problems, ecology, prepositions, fixed phrases, idioms

Reading: multiple choice, reading for content, opinion, attitude, tone, opinion, implication, text organization, reading for cohesion, coherence and text structure

English in Use: concession, comparison, open cloze, key word transformations, word formation passage, words with multiple meanings, summary writing, open-ended questions, detail questions, summary writing

Phrasalverbs: turn, wear

Литература:

- 1) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Student's book – Express Publishing, 2012. Unit 10. Pp.211-234.
- 2) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Workbook – Express Publishing, 2012. Unit 10. Pp. 94-104.
- 3) Virginia Evans, Jenny Dooley. Upstream Proficiency C-2. Testbook – Express Publishing, 2012. Progress Test 10

6 ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ (САМОКОНТРОЛЯ) УСВОЕННОГО МАТЕРИАЛА

6.1 Оценочные средства, показатели и критерии оценивания компетенций

Индекс компетенции	Оценочное средство	Показатели оценивания	Критерии оценивания сформированности компетенций
ПК-2 ОПК-8 УК-4	Рабочая тетрадь	Низкий (неудовлетворительно)	Правильное выполнение заданий менее 60 %
		Пороговый (удовлетворительно)	Правильное выполнение заданий от 61-75 %
		Базовый (хорошо)	Правильное выполнение заданий от 76-84 %
		Высокий (отлично)	Правильное выполнение заданий 95-100%
ПК-2 ОПК-8 УК-4	Тест	Низкий (неудовлетворительно)	Количество правильных ответов на вопросы теста менее 60 %
		Пороговый (удовлетворительно)	Количество правильных ответов на вопросы теста от 61-75 %
		Базовый (хорошо)	Количество правильных ответов на вопросы теста от 85-100 %
		Высокий (отлично)	Количество правильных ответов на вопросы теста от 85-100 %
ПК-2 ОПК-8 УК-4	Доклад (комментирование статьи), сообщение (презентация), проект, круглый стол, дискуссия, полемика,	Низкий (неудовлетворительно)	Менее 8 баллов
		Пороговый (удовлетворительно)	9-12 баллов
		Базовый (хорошо)	13-16 баллов
		Высокий (отлично)	17-20 баллов

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

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 экзамен.

ТРЕБОВАНИЯ К ЭКЗАМЕНУ

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 С2 Единого европейского стандарта.

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 сообщений, 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 в начале своего высказывания, с тем, чтобы получить слово, сохранить позицию говорящего за собой или умело связать свою реплику с репликами собеседников, продолжив обсуждение темы.

СВЯЗНОСТЬ	Может строить ясное, не прерываемое паузами, правильно организованное высказывание, показывающее уверенное владение организационными структурами, служебными частями речи и другими средствами связности.
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ПРИМЕРНЫЕ ВОПРОСЫ ДЛЯ БЕСЕДЫ С ЭКЗАМИНАТОРОМ:

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

Подготовка к экзамену включает следующие формы контроля:

ФОРМЫ КОНТРОЛЯ	СОДЕРЖАНИЕ	КРИТЕРИИ ОЦЕНИВАНИЯ
Выполнение заданий проекта	<ol style="list-style-type: none"> 1) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Student's Book – Express Publishing, 2012. 2) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Workbook – Express Publishing, 2012. 	Правильное выполнение 95-100% - «отлично» Правильное выполнение 75-94 % - «хорошо» Правильное выполнение 51-74% - «Удовлетворительно» Правильное выполнение < 50% - «неудовлетворительно»
Лексико-грамматические тесты по теме.	1) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Testbook – Express Publishing, 2012.	95-100% - «отлично» 75-94 % - «хорошо» 51-74% - «Удовлетворительно» <50% - «неудовлетворительно»
Тестовые задания по аудированию и чтению.	1) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Student's Book – Express Publishing, 2012. Self-assessment modules.	95-100% - «отлично» 75-94 % - «хорошо» 51-74% - «Удовлетворительно» <50% - «неудовлетворительно»
Написание отчетов/эссе по теме проекта	Темы представлены в каждом разделе учебного пособия под рубрикой Writing: <ol style="list-style-type: none"> 1) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Student's Book – Express Publishing, 2012. 2) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Workbook – Express Publishing, 2012. 	См. ниже <i>Критерии оценивания письменного ответа</i>
Подготовка презентаций	Темы представлены в	См. ниже <i>Критерии оценивания устного ответа</i>

по проекту	каждом разделе учебного пособия под рубриками Speaking, Discussion: 1) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Student's Book – Express Publishing, 2012. 2) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Workbook – Express Publishing, 2012.	
Подготовка устных высказываний по теме проекта	Темы представлены в каждом разделе учебного пособия под рубриками Speaking, Discussion: 3) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Student's Book – Express Publishing, 2012. 4) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Workbook – Express Publishing, 2012.	См. ниже <i>Критерии оценивания устного ответа</i>
Комментирование статей/текстов по теме проекта	Статьи и тексты представлены в каждом разделе учебного пособия под рубриками Reading, Discussion: 1) Virginia Evans, Jenny Dooley Edwards Upstream Proficiency C-2. Student's Book – Express Publishing, 2012. 2) Virginia Evans, Jenny Dooley Upstream Proficiency C-2. Workbook – Express Publishing, 2012.	См. ниже <i>Критерии оценивания устного ответа</i>

Критерии оценивания устного ответа на экзамене

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	0	1	2

заданию (комментирует статью, придерживаясь следующего плана: заголовок, автор, выходные данные, тема, проблема, точка зрения автора на проблему, аргументы, используемые автором в поддержку своего взгляда на проблему, собственное отношение к проблеме).			
Аспект 4 Информация в высказывании представлена четко и логично. Используются разнообразные и контекстуально уместные средства логической связи. Высказывание носит законченный характер	0	1	2
Языковая компетенция.			
Аспект 1. Грамматика соответствует уровню С-1 . Грамматические ошибки отсутствуют.	0	1	2
Аспект 2 Синтаксис соответствует уровню С-1 . Синтаксические ошибки отсутствуют.	0	1	2
Аспект 3 Лексика соответствует уровню С-1 . Лексические ошибки отсутствуют.	0	1	2
Аспект 4 Фонетическое оформление высказывания соответствует уровню С-1 . Фонетические ошибки отсутствуют.	0	1	2

ДИСКУССИЯ ПО СТАТЬЕ

Коммуникативная компетенция и организация			
Аспект 1. Ответ по содержанию и 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-1 .	0	1	2

Каждый аспект оценивается от 0 до 2 баллов. 2 балла – ошибки по данному аспекту отсутствуют или имеется одна незначительная ошибка, не мешающая пониманию высказывания. 1 балл – имеется 2-4 (не более 4) ошибок по данному аспекту, не затрудняющие понимание текста.). 0 баллов – количество ошибок по данному аспекту превышает 4, уровень языковой компетенции по аспекту не соответствует уровню С-1. Максимум 20 баллов. Оценка «отлично» 17-20 баллов, Оценка «хорошо» 13 - 16 баллов, Оценка «удовлетворительно» 12 – 9 баллов, Оценка «неудовлетворительно» < 8 баллов

Критерии оценивания письменного ответа на экзамене

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

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

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

Оценка «отлично» 17-20 баллов

Оценка «хорошо» 13 - 16 баллов

Оценка «удовлетворительно» 12 – 9 баллов

Оценка «неудовлетворительно» < 8 баллов

6.3 Методические материалы, определяющие процедуры оценивания результатов освоения дисциплины

Примеры заданий из рабочей тетради

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

ОБРАЗЦЫТЕКСТОВДЛЯАУДИРОВАНИЯ

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 minimizing 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.

ОБРАЗЕЦ СТАТЬИ ДЛЯ КОММЕНТИРОВАНИЯ (ДОКЛАДА)

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 recognizes 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 your 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 ПРОЕКТА (Деловой игры)

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 (ДЛЯ ЭССЕ)

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.

ОБРАЗЕЦТЕСТА

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.

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.

2. 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
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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

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 ЭЛЕКТРОННЫХ РЕСУРСОВ

9.1 Литература

1. Evans Virginia, Jenny Dooley. Upstream Proficiency C-2. Student's Book. – Express Publishing, 2012. (20 экз.)
2. Evans Virginia, Jenny Dooley. Upstream Proficiency C-2. Workbook. – Express Publishing, 2012. (20 экз.)
3. Evans Virginia, Jenny Dooley. Upstream Proficiency C-2. Test Booklet. – Express Publishing, 2012. (20 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 « » 20 г.). В РПД внесены следующие изменения и дополнения:

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