

Частное образовательное учреждение высшего образования
«САНКТ-ПЕТЕРБУРГСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ
УПРАВЛЕНИЯ И ЭКОНОМИКИ»

РАССМОТРЕНО И ОДОБРЕНО

УТВЕРЖДАЮ

На заседании кафедры педагогики и
психологии
Протокол № 10 от 29.05.2023 г.

Первый проректор
С.В. Авдашкевич
28.06.2023

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Дисциплина:	Б1.В.08 Практика письменной речи первого иностранного языка
Направление подготовки:	44.03.01 Педагогическое образование
Направленность (профиль):	Иностранный язык
Уровень высшего образования:	Бакалавриат
Форма обучения:	очная, заочная, очно-заочная
Разработчики:	кандидат филологических наук, доцент Филясова Ю.А.

Санкт-Петербург
2023

1. Цели и задачи дисциплины:*Цель освоения дисциплины:*

– научить студентов письменно излагать свои мысли в логической последовательности в форме академического сочинения и эссе. При обучении иноязычной письменной речи особое внимание уделяется специфике логического построения сочинения, эссе, обусловленного различиями культурного характера и разницей менталитетов.

Задачи дисциплины:

- объяснение роли построения речи в передаче ее прагматической установки;
- разъяснение отличий академического письма от других видов письменной речи (личная переписка, деловая корреспонденция) с точки зрения аудитории, цели и стиля;
- ознакомление студентов с основными закономерностями построения английской письменной речи;
- рассмотрение экспрессивных возможностей синтаксического конструирования речи и их роли в достижении коммуникативной задачи, стоящей перед автором письменной работы;
- развитие у студентов практических навыков выражения своих мыслей на письме.

2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы высшего образования

Планируемые результаты освоения ОП ВО (код и содержание компетенций)	Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Примечание
УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	УК-1.1 Анализирует задачу, выделяя этапы ее решения, действия по решению задачи. УК-1.2 Находит, критически анализирует и выбирает информацию, необходимую для решения поставленной задачи. УК-1.3 Грамотно, логично, аргументировано формирует собственные суждения и оценки. Отличает факты от мнений, интерпретаций, оценок и т.д. в рассуждениях других участников деятельности.	Наименование категории (группы) компетенций: «Системное и критическое мышление»
ПК-1 Способен осуществлять обучение учебному предмету на основе использования предметных методик и применения современных образовательных технологий	ПК-1.1 Знает: концептуальные положения и требования к организации образовательного процесса по иностранному языку, определяемые ФГОС общего образования; особенности проектирования образовательного процесса по иностранному языку в образовательном учреждении, подходы к планированию образовательной деятельности; содержание школьного предмета «Иностранный язык»; формы, методы и средства обучения иностранному языку, современные образовательные технологии, методические закономерности их выбора; особенности частных методик обучения иностранному языку.	01.001 Профессиональный стандарт «Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель)»

Планируемые результаты освоения ОП ВО (код и содержание компетенций)	Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Примечание
	<p>ПК-1.2 Умеет: проектировать элементы образовательной программы, рабочую программу по иностранному языку; формулировать дидактические цели и задачи обучения иностранному языку и реализовывать их в образовательном процессе по иностранному языку; планировать, моделировать и реализовывать различные организационные формы в процессе обучения иностранному языку (урок, экскурсию, домашнюю, внеклассную и внеурочную работу); обосновывать выбор методов обучения иностранному языку и образовательных технологий, применять их в образовательной практике, исходя из особенностей содержания учебного материала, возраста и образовательных потребностей обучающихся; планировать и комплексно применять различные средства обучения иностранному языку.</p> <p>ПК-1.3 Владеет: умениями по планированию, проектированию, реализации образовательного процесса; методами обучения иностранному языку и современными образовательными технологиями.</p>	
<p>ПК-3 Способен применять предметные знания, компетентность в области использования современных информационно-коммуникационных технологий в учебном процессе при реализации образовательного процесса по иностранному языку</p>	<p>ПК-3.1 Знает: закономерности, принципы и уровни формирования и реализации содержания образования по иностранному языку; компоненты содержания обучения иностранному языку и принципы их отбора; подходы к разработке и реализации части учебной дисциплины средствами электронного образовательного ресурса</p> <p>ПК-3.2 Умеет: осуществлять грамотный отбор содержания обучения иностранному языку, в т.ч. с применением электронных средств сопровождения образовательного процесса и использованием совместно с обучающимися иноязычных источников информации, инструментов перевода, произношения и т.п. в соответствии с целями и возрастными особенностями и потребностями обучающихся.</p> <p>ПК-3.3 Владеет: предметным содержанием иностранного языка, теорией и практикой иностранного языка, методикой его преподавания; умениями отбора вариативного содержания с учетом взаимосвязи урочной и внеурочной форм обучения иностранному языку; способами создания иноязычных материалов с помощью соответствующих электронных редакторов для эффективной и результативной организации процесса обучения иностранному языку для достижения результатов обучения и воспитания в контексте целостной образовательной деятельности с привлечением всех участников образовательных отношений.</p>	<p>01.001 Профессиональный стандарт «Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель)»</p>

Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Планируемые результаты обучения по дисциплине
<p>УК-1.1. Анализирует задачу, выделяя этапы ее решения, действия по решению задачи.</p>	<p>Знает языковые единицы, необходимые для построения речевого высказывания, методы анализа задач, приемы выделения этапов ее решения, последовательность действий по решению задачи.</p>

Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Планируемые результаты обучения по дисциплине
УК-1.2. Находит, критически анализирует и выбирает информацию, необходимую для решения поставленной задачи.	Умеет оформить речевое высказывание с использованием необходимых языковых единиц, критически анализировать и выбирать информацию, необходимую для решения поставленной задачи.
УК-1.3. Грамотно, логично, аргументировано формирует собственные суждения и оценки. Отличает факты от мнений, интерпретаций, оценок и т.д. в рассуждениях других участников деятельности.	Владеет навыками использования языковых средств для решения коммуникативных задач в различных ситуациях общения; навыками грамотно, логично, аргументированно формировать собственные суждения и оценки; владеет навыками отличия фактов от мнений, интерпретаций, оценок в рассуждениях других участников коммуникации.
ПК-1.1. Знает: концептуальные положения и требования к организации образовательного процесса по иностранному языку, определяемые ФГОС общего образования; особенности проектирования образовательного процесса по иностранному языку в образовательном учреждении, подходы к планированию образовательной деятельности; содержание школьного предмета «Иностранный язык»; формы, методы и средства обучения иностранному языку, современные образовательные технологии, методические закономерности их выбора; особенности частных методик обучения иностранному языку.	Знает закономерности, принципы и уровни формирования и реализации содержания образования по английскому языку; компоненты содержания обучения английскому языку и принципы их отбора; подходы к разработке и реализации части учебной дисциплины средствами электронного образовательного ресурса.
ПК-1.2. Умеет: проектировать элементы образовательной программы, рабочую программу по иностранному языку; формулировать дидактические цели и задачи обучения иностранному языку и реализовывать их в образовательном процессе по иностранному языку; планировать, моделировать и реализовывать различные организационные формы в процессе обучения иностранному языку (урок, экскурсию, домашнюю, внеклассную и внеурочную работу); обосновывать выбор методов обучения иностранному языку и образовательных технологий, применять их в образовательной практике, исходя из особенностей содержания учебного материала, возраста и образовательных потребностей обучаемых; планировать и комплексно применять различные средства обучения иностранному языку.	Умеет осуществлять грамотный отбор содержания обучения английскому языку, в т.ч. с применением электронных средств сопровождения образовательного процесса и использованием совместно с обучающимися англоязычных источников информации, инструментов перевода, произношения и т.п. в соответствии с целями и возрастными особенностями и потребностями обучающихся.
ПК-1.3. Владеет: умениями по планированию, проектированию, реализации образовательного процесса; методами обучения иностранному языку и современными образовательными технологиями.	Владеет предметным содержанием английского языка, теорией и практикой английского языка, методикой его преподавания; умениями отбора вариативного содержания с учетом взаимосвязи урочной и внеурочной форм обучения английскому языку; способами создания иноязычных материалов с помощью соответствующих электронных редакторов для эффективной и результативной организации процесса обучения английскому языку для достижения результатов обучения и воспитания в контексте целостной образовательной деятельности с привлечением всех участников образовательных отношений.

Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Планируемые результаты обучения по дисциплине
ПК-3.1. Знает: закономерности, принципы и уровни формирования и реализации содержания образования по иностранному языку; компоненты содержания обучения иностранному языку и принципы их отбора; подходы к разработке и реализации части учебной дисциплины средствами электронного образовательного ресурса	Знает требования ФГОС к личностным результатам образовательной деятельности; основы психодиагностики, назначение и особенности использования активных методов и технологий, обеспечивающих развитие у обучающихся творческих способностей, готовности к сотрудничеству, активности, инициативности и самостоятельности.
ПК-3.2. Умеет: осуществлять грамотный отбор содержания обучения иностранному языку, в т.ч. с применением электронных средств сопровождения образовательного процесса и использованием совместно с обучающимися иноязычных источников информации, инструментов перевода, произношения и т.п. в соответствии с целями и возрастными особенностями и по-требностями обучающихся.	Умеет осуществлять психолого-педагогические действия с точки зрения использования активных форм, методов и технологий образовательной деятельности, обеспечивающих развитие у обучающихся творческих способностей, готовности к сотрудничеству, активности, инициативности и самостоятельности.
ПК-3.3. Владеет: предметным содержанием иностранного языка, теорией и практикой иностранного языка, методикой его преподавания; умениями отбора вариативного содержания с учетом взаимосвязи урочной и внеурочной форм обучения иностранному языку; способами создания иноязычных материалов с помощью соответствующих электронных редакторов для эффективной и результативной организации процесса обучения иностранному языку для достижения результатов обучения и воспитания в контексте целостной образовательной деятельности с привлечением всех участников образовательных отношений.	Владеет психолого-педагогическими особенностями организации учебной и внеучебной деятельности; особенностями использования различных форм и методов обучающей и воспитательной деятельности

3. Содержание, объем дисциплины и формы проведения занятий

№ п/п	Наименование темы дисциплины	Компетенции	Оценочные средства текущего контроля		
			ЗНАТЬ	УМЕТЬ	ВЛАДЕТЬ
			ПК-1.1 ПК-3.1 УК-1.1	ПК-1.2 ПК-3.2 УК-1.2	ПК-1.3 ПК-3.3 УК-1.3
1	Лексико-грамматические аспекты сочинения. Предложение.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №1 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
2	Лексико-грамматические аспекты сочинения. Пунктуация.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №1 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
3	Когезия.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №1 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)

№ п/п	Наименование темы дисциплины	Компетенции	Оценочные средства текущего контроля		
			ЗНАТЬ	УМЕТЬ	ВЛАДЕТЬ
			ПК-1.1 ПК-3.1 УК-1.1	ПК-1.2 ПК-3.2 УК-1.2	ПК-1.3 ПК-3.3 УК-1.3
4	Порядок слов в английском предложении.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
5	Согласование.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
6	Однородные члены предложения.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
7	Лексические способы экспрессивности.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
8	Цитаты, ссылки, сноски.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
9	Содержательные и коммуникативно-риторические аспекты сочинения. Коммуникативные типы предложений.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
10	Структура абзаца.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
11	Риторические модели организации письменной речи.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №3 (10)	Круглый стол, дискуссия, полемика, дебаты/Эссе №1 (20)
12	Структура сочинения.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №3 (10)	Деловая и (или) ролевая игра/Кейс-задача №2 (20)

№ п/п	Наименование темы дисциплины	Компетенции	Оценочные средства текущего контроля		
			ЗНАТЬ	УМЕТЬ	ВЛАДЕТЬ
			ПК-1.1 ПК-3.1 УК-1.1	ПК-1.2 ПК-3.2 УК-1.2	ПК-1.3 ПК-3.3 УК-1.3
13	Этапы работы над сочинением.	УК-1 ПК-1 ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №3 (10)	Деловая и (или) ролевая игра/Кейс-задача №2 (20)
Количество баллов (100 баллов):			100		

Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа	
<p>Тема 1: Лексико-грамматические аспекты сочинения. Предложение. Практические занятия/самостоятельная работа: Предложение. Простые и сложные предложения. Виды сложносочиненных и сложноподчиненных предложений. Союзы и союзные наречия как средства логической связи. Лабораторная работа: -</p>	
<p>Тема 2: Лексико-грамматические аспекты сочинения. Пунктуация. Практические занятия/самостоятельная работа: Основные знаки препинания и правила их использования в английском языке Лабораторная работа: -</p>	
<p>Тема 3: Когезия. Практические занятия/самостоятельная работа: Текстовосвязывающие средства (когезия) в предложении, абзаце, тексте Лабораторная работа: -</p>	
<p>Тема 4: Порядок слов в английском предложении. Практические занятия/самостоятельная работа: Порядок слов в английском предложении. Инверсия. Эмфаза. Лабораторная работа: -</p>	
<p>Тема 5: Согласование. Практические занятия/самостоятельная работа: Согласование подлежащего и сказуемого, существительных и местоимений. Особенности в употреблении местоимений it, you, one. Лабораторная работа: -</p>	
<p>Тема 6: Однородные члены предложения. Практические занятия/самостоятельная работа: Однородные члены предложения (parallel structures). Лабораторная работа: -</p>	
<p>Тема 7: Лексические способы экспрессивности. Практические занятия/самостоятельная работа: Лексические способы экспрессивности и выражения оценки (attitude words, viewpoint adverbs) Лабораторная работа: -</p>	
<p>Тема 8: Цитаты, ссылки, сноски. Практические занятия/самостоятельная работа: Правила оформления цитат, ссылок и сносок. Лабораторная работа: -</p>	
<p>Тема 9: Содержательные и коммуникативно-риторические аспекты сочинения. Коммуникативные типы предложений. Практические занятия/самостоятельная работа: Коммуникативные типы предложений (topic sentence, supporting sentence, concluding sentence). Основное предложение и его элементы (topic sentence: topic and controlling idea). Лабораторная работа: -</p>	
<p>Тема 10: Структура абзаца. Практические занятия/самостоятельная работа: Структура абзаца. Отдельные абзацы и абзацы как элементы связного текста. Лабораторная работа: -</p>	
<p>Тема 11: Риторические модели организации письменной речи. Практические занятия/самостоятельная работа:</p>	

Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа
Риторические модели организации письменной речи на уровне абзаца и сочинения (narration, description, process, examples, classification, definition, cause and effect, comparison and contrast) Лабораторная работа: -
Тема 12: Структура сочинения. Практические занятия/самостоятельная работа: Структура сочинения (introduction, body, conclusion). Виды письменных сочинений (narrative, descriptive, argumentative, persuasive). Принципы построения аргументации. Лабораторная работа: -
Тема 13: Этапы работы над сочинением. Практические занятия/самостоятельная работа: Этапы работы над сочинением (pre-writing, planning/outlining, writing and revising drafts, writing and final copy). Распределение времени при работе над сочинением. Лабораторная работа: -
Курсовая работа: не предусмотрено учебным планом

Очная форма обучения

Вид учебной работы	Всего часов	Семестр 8
Аудиторные занятия (АЗ):	48	48
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	48	48
Самостоятельная работа студента (СР)	22	22
Курсовая работа	0	0
Другие виды самостоятельной работы*	22	22
Контроль самостоятельной работы (КСР)	2	2
Контактная работа (КоР)	50	50
Форма промежуточной аттестации	0	Экзамен
Подготовка к экзамену и сдача экзамена (СР, КоР)	36	36
Общая трудоемкость дисциплины, часы/ЗЕТ	108/3	108/3

* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/ Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	Лексико-грамматические аспекты сочинения. Предложение.	8	0	2	0	1	2
2	Лексико-грамматические аспекты сочинения. Пунктуация.	8	0	2	0	1	2
3	Когезия.	8	0	4	0	1	4
4	Порядок слов в английском предложении.	8	0	4	0	1	4
5	Согласование.	8	0	4	0	2	4
6	Однородные члены предложения.	8	0	4	0	2	4
7	Лексические способы экспрессивности.	8	0	4	0	2	4
8	Цитаты, ссылки, сноски.	8	0	4	0	2	4
9	Содержательные и коммуникативно-риторические аспекты сочинения. Коммуникативные типы предложений.	8	0	4	0	2	4
10	Структура абзаца.	8	0	4	0	2	4
11	Риторические модели организации письменной речи.	8	0	4	0	2	4
12	Структура сочинения.	8	0	4	0	2	4
13	Этапы работы над сочинением.	8	0	4	0	2	4
Итого:			0	48	0	22	48

* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

Заочная форма обучения

Вид учебной работы	Всего часов	Семестр 9
Аудиторные занятия (АЗ):	16	16
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	16	16
Самостоятельная работа студента (СР)	79	79
Курсовая работа	0	0
Другие виды самостоятельной работы*	79	79
Контроль самостоятельной работы (КСР)	4	4
Контактная работа (КоР)	20	20
Форма промежуточной аттестации	0	Экзамен
Подготовка к экзамену/зачету и сдача экзамена/зачета (СР, КоР)	9	9
Общая трудоемкость дисциплины, часы/ЗЕТ	108/3	108/3

* Подготовка к аудиторным занятиям

№	Наименование темы дисциплины	Семестр/ Курс	Количество учебных часов				СР	Практическая подготовка
			В том числе по видам аудиторных занятий					
			Лек	Пр	Лаб			
1	Лексико-грамматические аспекты сочинения. Предложение.	9	0	2	0	6	2	
2	Лексико-грамматические аспекты сочинения. Пунктуация.	9	0	2	0	6	2	
3	Когезия.	9	0	0	0	6	4	
4	Порядок слов в английском предложении.	9	0	2	0	6	4	
5	Согласование.	9	0	2	0	6	4	
6	Однородные члены предложения.	9	0	0	0	6	4	
7	Лексические способы экспрессивности.	9	0	2	0	6	4	
8	Цитаты, ссылки, сноски.	9	0	0	0	6	4	
9	Содержательные и коммуникативно- риторические аспекты сочинения. Коммуникативные типы предложений.	9	0	2	0	6	4	
10	Структура абзаца.	9	0	0	0	6	4	
11	Риторические модели организации письменной речи.	9	0	2	0	6	4	
12	Структура сочинения.	9	0	0	0	6	4	
13	Этапы работы над сочинением.	9	0	2	0	7	4	
Итого:			0	16	0	79	48	

* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

Очно-заочная форма обучения

Вид учебной работы	Всего часов	Семестр 9
Аудиторные занятия (АЗ):	32	32
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	32	32
Самостоятельная работа студента (СР)	38	38
Курсовая работа	0	0
Другие виды самостоятельной работы*	38	38
Контроль самостоятельной работы (КСР)	2	2
Контактная работа (КоР)	34	34
Форма промежуточной аттестации	0	Экзамен
Подготовка к экзамену и сдача экзамена (СР, КоР)	36	36

Вид учебной работы	Всего часов	Семестр 9
Общая трудоемкость дисциплины, часы/ЗЕТ	108/3	108/3

* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/ Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	Лексико-грамматические аспекты сочинения. Предложение.	9	0	4	0	3	2
2	Лексико-грамматические аспекты сочинения. Пунктуация.	9	0	2	0	3	2
3	Когезия.	9	0	4	0	3	4
4	Порядок слов в английском предложении.	9	0	2	0	3	4
5	Согласование.	9	0	4	0	3	4
6	Однородные члены предложения.	9	0	2	0	3	4
7	Лексические способы экспрессивности.	9	0	2	0	2	4
8	Цитаты, ссылки, сноски.	9	0	2	0	2	4
9	Содержательные и коммуникативно-риторические аспекты сочинения. Коммуникативные типы предложений.	9	0	2	0	2	4
10	Структура абзаца.	9	0	2	0	2	4
11	Риторические модели организации письменной речи.	9	0	2	0	4	4
12	Структура сочинения.	9	0	2	0	4	4
13	Этапы работы над сочинением.	9	0	2	0	4	4
Итого:			0	32	0	38	48

* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

4. Способ реализации дисциплины

Без использования онлайн-курса.

5. Учебно-методическое обеспечение дисциплины:

Основная литература:

1. АНГЛИЙСКИЙ ЯЗЫК. ГРАММАТИКА (B2). Учебник и практикум для вузов / Гуреев В. А. - Московский международный университет (г. Москва), 2022 г. - 294 с. - ISBN 978-5-534-07464-2 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-grammatika-b2-494348>

2. АНГЛИЙСКИЙ ЯЗЫК. ГРАММАТИКА 2-е изд., испр. и доп. Учебное пособие для вузов / Невзорова Г. Д., Никитушкина Г. И. - Балтийский государственный технический университет ВОЕНМЕХ имени Д.Ф. Устинова (г. Санкт-Петербург), 2022 г. - 213 с. - ISBN 978-5-534-09359-9 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-grammatika-490866>

3. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЛИНГВИСТОВ (A2—B2) 5-е изд. Учебник для вузов / Токарева Н. Д., Богданова И. М. - Московский государственный лингвистический университет (г. Москва), 2022 г. - 415 с. - ISBN 978-5-534-12874-1 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-lingvistov-a2-b2-494386>

Дополнительная литература:

1. АНГЛИЙСКИЙ ЯЗЫК. ЛЕКСИКО-ГРАММАТИЧЕСКОЕ ПОСОБИЕ В 2 Ч. ЧАСТЬ 1 8-е изд., испр. и доп. Учебное пособие для вузов / Куряева Р. И. - Казанский национальный исследовательский технологический университет (г. Казань), 2022 г. - 264 с. - ISBN 978-5-534-07394-2 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-leksiko->

grammaticheskoe-posobie-v-2-ch-chast-1-490730

2. АНГЛИЙСКИЙ ЯЗЫК. ЛЕКСИКО-ГРАММАТИЧЕСКОЕ ПОСОБИЕ В 2 Ч. ЧАСТЬ 2 8-е изд., испр. и доп. Учебное пособие для вузов / Куряева Р. И. - Казанский национальный исследовательский технологический университет (г. Казань)., 2022 г. - 254 с. - ISBN 978-5-534-08706-2 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-leksiko-grammaticheskoe-posobie-v-2-ch-chast-2-491126>

3. АНГЛИЙСКИЙ ЯЗЫК (A1—B1+) 13-е изд., испр. и доп. Учебное пособие для вузов / Аитов В. Ф., Аитова В. М., Кади С. В. - Башкирский государственный педагогический университет имени М. Акмуллы (г. Уфа)., 2022 г. - 234 с. - ISBN 978-5-534-07022-4 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-a1-v1-491695>

6. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения

1. Операционная система
2. Пакет прикладных офисных программ
3. Антивирусное программное обеспечение
4. LMS Moodle
5. Вебинарная платформа

7. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», информационных справочных систем и профессиональных баз данных, необходимых для освоения дисциплины

1. ibooks.ru : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://ibooks.ru>. - Текст: электронный

2. Электронно-библиотечная система СПбУТУиЭ : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://libume.ru>. - Текст: электронный

3. Юрайт : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://urait.ru>. - Текст: электронный

4. [eLibrary.ru](http://elibrary.ru) : научная электронная библиотека [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://elibrary.ru>. - Текст: электронный

5. Архив научных журналов НЭИКОН [Электронный ресурс] : профессиональная база данных. - Режим доступа: arhiv.neicon.ru. - Текст: электронный

6. КиберЛенинка : научная электронная библиотека [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://cyberleninka.ru>. - Текст: электронный

7. Лань : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://e.lanbook.com>. - Текст: электронный

8. [Языкознание.ру](http://yazykoznanie.ru) [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://yazykoznanie.ru>. - Текст: электронный

9. Ярус [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://yarus.asu.edu.ru>. - Текст: электронный

10. [Langinfo.ru](http://www.langinfo.ru): языкознание [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://www.langinfo.ru>. - Текст: электронный

11. [Текстология.ру](https://www.textologia.ru) [Электронный ресурс] : информационная справочная система. - Режим доступа: <https://www.textologia.ru>. - Текст: электронный

12. Российская национальная библиотека [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://nlr.ru>. - Текст: электронный

13. Министерство иностранных дел Российской Федерации (МИД России): профессиональная база данных. - Режим доступа: <http://www.mid.ru>. - Текст: электронный

14. Министерства науки и высшего образования Российской Федерации: профессиональная

база данных. - Режим доступа: <https://minobrnauki.gov.ru>. - Текст: электронный

15. Педагогический сайт: профессиональная база данных. - Режим доступа: <https://pedsite.ru/>. - Текст: электронный

8. Материально-техническое обеспечение дисциплины

1. Учебная аудитория для проведения занятий семинарского типа - практических занятий, для групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, оборудованная: рабочими местами для обучающихся, оснащенными специальной мебелью; рабочим местом преподавателя, оснащенным специальной мебелью, персональным компьютером с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета; техническими средствами обучения - мультимедийным оборудованием (проектор, экран, колонки) и маркерной доской; лицензионным программным обеспечением

2. При применении электронного обучения, дистанционных образовательных технологий используются: виртуальные аналоги учебных аудиторий - вебинарные комнаты на вебинарных платформах, рабочее место преподавателя, оснащенное персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета imeos.ru, веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства), программным обеспечением; рабочее место обучающегося оснащено персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета imeos.ru, веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства). Авторизация на информационно-образовательном portalе Университета imeos.ru и начало работы осуществляются с использованием персональной учетной записи (логина и пароля). Лицензионное программное обеспечение

3. Помещение для самостоятельной работы, оборудованное специальной мебелью, персональными компьютерами с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета, лицензионным программным обеспечением

9. Оценочные материалы по дисциплине

Описание оценочных средств (показатели и критерии оценивания, шкалы оценивания) представлено в приложении к основной профессиональной образовательной программе «Каталог оценочных средств текущего контроля и промежуточной аттестации».

Процедуры оценивания знаний, умений, навыков и (или) опыта деятельности приводятся в соответствующих методических материалах и локальных нормативных актах Университета.

Для оценивания учебных достижений студентов в Университете действует балльно-рейтинговая система.

Если оценка, соответствующая набранной в семестре сумме рейтинговых баллов, удовлетворяет студента, то она является итоговой оценкой по дисциплине при проведении промежуточной аттестации в форме экзамена/зачета с оценкой/зачета.

Условием сдачи экзамена/зачета с оценкой/зачета с целью повышения итоговой оценки по дисциплине является сдача студентом экзамена, за который он получает экзаменационные баллы без учета баллов, полученных за текущий контроль:

Шкала оценивания учебных достижений по дисциплине, завершающейся зачетом без

оценки

Баллы по дисциплине	60 и менее	61-73	74-90	91-100
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Итоговая оценка по дисциплине	Незачет		Зачет					
Баллы в международной шкале ECTS с буквенным обозначением уровня	50 и менее	51-60	61-67	68-73	74-83	84-90	91-100	
	F	Fx	E	D	C	B	A	
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный	

Шкала оценивания учебных достижений по дисциплине, завершающейся экзаменом/зачетом с оценкой

Баллы по дисциплине	60 и менее		61-73		74-90		91-100
Итоговая оценка по дисциплине	Неудовлетворительно		Удовлетворительно		Хорошо		Отлично
Баллы в международной шкале ECTS с буквенным обозначением уровня	<50	51-60	61-67	68-73	74-83	84-90	91-100
	F	Fx	E	D	C	B	A
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный

9.1. Типовые контрольные задания для текущего контроля

Тестирование №1

- How old are you?
A I have 16. B I am 16. C I have 16 years. D I am 16 years.
- Are you having a nice time?
A Yes, I'm nice. B Yes, I'm having it. C Yes, I am. D Yes, it is.
- Could you pass the salt please?
A Over there. B I don't know. C Help yourself. D Here you are.
- Yesterday I went _____ bus to the National Museum.
A on B in C by D with
- Sue and Mike _____ to go camping.
A wanted B said C made D talked
- Who's calling, please?
A Just a moment. B It's David Parker. C I'll call you back. D Speaking.
- They were _____ after the long journey, so they went to bed.
A hungry B hot C lazy D tired
- Can you tell me the _____ to the bus station?
A road B way C direction D street
- _____ you remember to buy some milk?
A Have B Do C Should D Did
- Don't forget to put the rubbish out.
- I've _____ done it!
A yet B still C already D even

Собеседование, опрос / Контрольная работа № 1

- Use a comma between the attributes where necessary:
her fine little hands; her small delicate hands; an old experienced doctor; all those stupid young doctors; beautiful brightly shining eyes; his firm lean dark-coloured cheeks; her clear dark eyes; her round wide-opened clear grey eyes; a generous intelligent warm-hearted young man; a nice brown woman's hat; a jolly light-hearted easy-going sort of a chap
- State where the post-positional attributes are to be regarded as loose (detached) or close (representing an indispensable part of the syntactic structure), use a comma when necessary.
 - He is a man with a very kind heart.
 - He was a big strong man with a kind heart besides.

3. She said it in a tone full of spite.

4. She said it in a strange tone cold and hating.

5. It was something terrible.

6. It was something horrifying unimaginable.

7. He said something quite unaware of my presence.

8. To Martin sitting at her bedside time seemed endless.

9. The people waiting for the doctor rose as he entered.

10. The policeman expecting something of the kind to happen raised his gun at once.

3. Fill in suitable punctuation marks where needed.

1. I knew there must be others who like myself found themselves suddenly enchanted.

2. I remember thinking curious wasn't it of the waters that usher us into this life at birth of the waters that contain us in the womb.

3. The sensation I had was strange never experienced before.

4. I don't mean the feeling I have been here before I don't mean the romantic dream this is reincarnation neither of those things.

5. It was as though quite intuitively I had become at long last myself I felt that I had become some sort of power-house radiating currents which becoming charged with other currents returned to me again.

6. I did everything the tourist does except feed the pigeons. Too fat too sleek as they were I picked my way amongst them with distaste.

7. Deliberately I had avoided the cafe I had walked only on the opposite side.

8. Wait a minute I said and went on reading or rather I must admit going through the motions of reading.

9. From the point of view of filming the elephant seal colony was to say the least difficult.

10. We have been given a fine performance of a remarkable play a play which whatever some of us may think of its characters and its language comes as you have rightly said to challenge any easy self-satisfaction that we may happen to feel.

11. Very nice breakfast Harold Oh Harold answered it was Mark's doing not mine.

12. If it hadn't been for the need to repair what she had indiscreetly said she wouldn't have spoken another word she was so deeply hurt.

1. Here is a sentence without capital letters and without punctuation:

James said do you agree with those people and there are very many of them aren't there who say that mozarts best opera is the magic flute Correctly punctuated and presented, it becomes: James said, 'Do you agree with those people - and there are very many of them, aren't there? - who say that Mozart's best opera is "The Magic Flute"'? Here, now, is a passage for you to punctuate and present correctly, with capital letters where necessary, and suitable paragraphs. the red warning light appeared on the wall of the aeroplane beside the pilots head as i saw it my heart gave another jump here we are sir said the dispatcher cheerfully he got up from his seat and opened the sliding door there was a terrifying noise the air outside seemed to be screaming furiously at us i felt very frightened again i tried to calm myself by remembering what the instructor had said during the weeks of training no matter how often you jump youll never lose the fear of it as you get yourself ready but dont feel ashamed of it its very natural everybody feels afraid i got up and approached the open doorway i put my hands on its sides and gripped i did not look down at the earth i stared straight out into space chewed on my gum felt sick and waited seeing the red light from the corner of my eyes the red light went out the green one came on the dispatcher behind me said ready sir i nodded my head okay then he said one two three go

2. Identify the postnoun modifiers in the following sentences as restrictive or nonrestrictive by adding commas if needed.

1. My parents who retired to Arizona in 1992 love the dry climate there.

2. The town where I was born which has a population of 3,000 offers very little in the way of entertainment for teenagers.

3. My favourite television show which I watch every chance I get is 'Cheers'.

4. The reruns of 'Cheers' that I like best are the early ones with the Shelley Long character.

5. Neither the senator nor his wife sitting next to him on the speakers' platform looked very enthusiastic

about being there.

6. Westerners generally understand very little about the Middle East where much of the world's oil is located.

7. On weekends I sometimes work for my eldest sister who runs a day-care centre.

8. The driver of the bus that I take to work knows her regular passengers by name.

9. The International Date Line which is an imaginary line at 180° longitude was fixed at the location on the earth exactly opposite Greenwich England.

3. Distinguish between limiting, descriptive and continuative clauses; clarify the differences by translating or paraphrasing.

1. An event soon occurred which took a profound hold on the public mind. 2. Think a little about the world we've made for Jimmy - a world that has nothing to offer to a generous, intelligent, warm-hearted young man like that. 40 3. I sat on the steps glancing at everything except my neighbour who in his turn pointedly unwatched me. 4. They came for the party with a simplicity of heart that was its own ticket of admission. 5. Everybody knows Tinsbury Pavement, which is not very far away. 6. He bears an unfortunate resemblance to a soap manufacturer of Liege who poisoned his wife in order to marry a blonde secretary. 7. If I were a good businessman which I am not I would comb the city dumps. 8. When she does lose her heart she loses it with a desperation and an abandonment that the silly simple type can never know. 9. Music makes one feel so romantic - at least it gets on one's nerves which is the same thing nowadays (Wilde).

4. Add commas to the following sentences, if necessary. 1. We left the party as soon as we politely could. 2. Jim agreed to leave the party early and go bowling with us although he was having a good time. 3. When the storm is over we can head for home. 4. We might as well put on the coffee since we're going to be here for another hour. 5. I know that Jerry and I will never be able to afford that much money for rent even if it does include utilities. 6. I won't be able to stay in this apartment if the rent goes any higher. 7. I won't be able to stay in this apartment even if the rent stays the same. 8. If you can't stand the heat get out of the kitchen. (Harry Truman)

Собеседование, опрос / Контрольная работа № 2

1. Punctuate the following sentences.

1. Pete sanded the car on Friday and painted it with undercoating on Saturday. 2. Even though the car's new paint job looks terrific now I suspect it will be covered with rust and scratches and dents before next winter. 3. I spent a fortune on new tires shock absorbers and brake linings for the car last week. 4. The car that my father had back in the 1960s and 1970s a 1959 Chevy required very little maintenance and no major repairs during the ten or more years he drove it. 5. I have decided to park my car until gas prices go down and to ride my bicycle instead. 6. I don't suppose I'll ever be able to afford either the down payment or the insurance on a new Corvette the car of my dreams.

2. Combine the following groups of sentences into compound sentences, using conjunctions of your choice, including conjunctive adverbs. In each case there are a number of possible ways to combine them, depending on the emphasis. 1. The library closes at noon on Thursdays. It is open until 9:00 p.m. on Fridays. 2. The food at the new French restaurant is exceptionally good. The prices are exceptionally high. 3. I am going to take piano lessons this fall. 4. I may take guitar lessons, too. 4. My first-period students are bright. They are wide awake at 8:00 a.m., too. 5. Our trip across Kansas was long and straight and uneventful. The trip across Kansas took an entire day.

3. Revise and/or combine the following sentences or groups by providing an appositive or by changing the focus. Experiment with commas, colons, and dashes. 1. The cost of repairs to the nation's public transportation facilities is an expenditure that cannot be delayed much longer if the system is to survive. Roads, bridges, and railroads are all in need of repair. 2. To many people, the mushroom is a lowly fungus. It has little food value. To other people, it is a gourmet's delight. 3. In the early 1980s the Chinese banned the import of certain American goods, such as cotton, synthetic fibers, and soybeans. The restriction had an adverse effect on the U.S. economy, especially on the farmers. 4. According to fashion experts, the crew cut will be back in style before long. That particular haircut was more or less

the hallmark of the 1950s. 5. My favourite activities are skiing, playing golf, and bowling; unfortunately, they cost more than my budget can stand. 6. Alexander Graham Bell is remembered as the inventor of the telephone. Most people probably don't know that Bell succeeded his father-in-law as president of the National Geographic Society. 7. Cypress Gardens, Florida, comprises thirty acres of flowers, exotic plants, and wildlife. It is a year-round extravaganza of nature's bounty and beauty. 8. Many scientists believe that sightings of 'cryptids' are mistakes. Cryptids include Big Foot, the Loch Ness monster, and Yeti, known as the Abominable Snowman/Mistaken sightings can be attributed to unfamiliarity with known animals, rather than to delusions.

SENTENCES FOR DICTATION

1. Don't laugh at the boy, you will hurt his feelings. 2. A draught through the cracks in the window-frame stirred his night-shirt. 3. He stood on the hearth-rug, his hands folded behind his back. 4. The boy caught at the oar and his friends pulled him into the boat. 5. Why are you speaking in such a hoarse voice? — I caught cold yesterday at the skating-rink. 6. People take their clothes to the laundry to have them washed. 7. His appearance on the stage called forth a storm of applause. 8. I'm sure it is not my fault that we are late. 9. Will you draw the curtains, please? 10. It usually begins to thaw at the end of March. 11. He spends all his time in his little garden, from dawn till dusk. 12. This is really an awkward situation. 13. I'm awfully sorry but I can't find your shawl anywhere.

Exercise 1. Compose a story about your running for a tram. Use no more than 200 words.

Exercise 2. Join the following pairs of sentences using the words: *when, what, where, why, how* — where necessary. Make other changes if required.

1. Why did he refuse to see me? You must find out. 2. I must leave now. I have already told you the reason. 3. How did you find out my address? Please tell me. 4. This is the shop. She bought her new hat at this

shop. 5. When did you last hear from him? Write and let me know. 6. He wanted me to do something for him. He did not tell me what it was. 7. What did he tell you? I want to know. 8. Did he leave the firm? Ask him why. 9. When did you buy this picture? You must surely remember. 10. He asked me to meet him at a certain place. This is the place. 11. How did he recognize you? I can't understand it. 12. Where did he put the book I lent you? Please ask him. 13. What time does the train arrive? No one seems to know. 14. He was going somewhere. He wouldn't tell me the place.

Собеседование, опрос / Контрольная работа № 3

Text 1. THE FACE ON THE WALL

By E. V. Lucas (adapted)

We were talking of unusual events — of events that seemed to have no natural explanation — and most of us had remembered one. Among the strangers to me was a little man with an anxious white face, and he watched each speaker with the closest attention, but said nothing. Then Dabney, wishing to include him in the talk, turned to him and asked if he had no experience to describe, no story which could not be explained.

He thought a moment. "Well," he said, "not a story in the ordinary sense of the word. Truth, I always believe, is not only stranger than stories, but also much more interesting. I could tell you of an event which happened to me personally, and which strangely enough completed itself only this afternoon."

We begged him to begin.

"A year or two ago," he said, "I was in rooms in Great Ormond Street — an old house. The place was damp, and great patches of dampness had broken out on the walls. One of these — as indeed often happens — was exactly like a human face. Lying in bed in the morning, I used to watch it and watch it, and gradually I began to think of it as real — as my fellow-lodger, in fact. The strange thing was that while the other patches on the walls grew larger and changed their shapes, this never did. It remained exactly the same.

"While I was there I fell ill, and all day long I had nothing to do but read or think, and it was then that this face began to get a firmer hold of me. It grew more and more real and remarkable. It was the chief thing in my thoughts, day and night.

"Well, I got better, but the face still controlled me. I found myself searching the streets for one like it. Somewhere, I was sure, a real man must exist, and him I must meet. I did not know why: I only knew that he and I were in some way connected by fate. I went to places where men collect together in large numbers — political meetings, football matches, the railway stations. But all in vain. I had never before realized as I then did how many different faces of men there are, and how few. They are all different, and yet they all belong to only a few groups.

"The search became like a madness to me. I neglected everything else. I stood at busy corners watching the crowd until people thought me mad, and the police began to know me and be suspicious. Women I never looked at: men, men, men, all the time."

He passed his hand in a tired way over his face. "And then," he continued, "at last I saw him. He was in a taxi driving east along Piccadilly. I turned and ran beside it for a little way and then saw an empty one coming. 'Follow that taxi,' I cried, and jumped in. The driver managed to keep it in sight and it took us to Charing Cross railway station. I rushed on to the platform and found my man with two ladies and a little girl. They were going to France. I waited to try to get a word with him,

but in vain. Other friends had joined the party, and they moved to the train together.

"I hastily bought a ticket to Folkestone, hoping that I should catch him on the boat before it sailed; but at Folkestone he got on board before me with his friends, and they disappeared into a large private room. Evidently he was a man of wealth.

"Again I failed; but I determined to cross to France too, feeling certain that when the voyage had begun he would leave the ladies and come outside for a walk. I had only just enough money for the ticket to Boulogne, but nothing could stop me now. I took up my position opposite his door and waited. After half an hour the door opened and he came out, with a little girl. My heart beat so much that it seemed to shake the boat. There was no mistaking the face — every line was the same. He looked at me and started to move away. It was now or never, I felt. 'Excuse me,' I said uncertainly, 'but do you mind giving me your card? I have a very important reason for wishing to communicate with you.'

"He seemed to be astonished, but did what I asked. Very slowly he took out his case and handed me his card and hurried on with the little girl. It was clear that he thought me a madman and considered it best to do what I wanted.

"Holding the card tightly I hurried to a quiet corner of the ship and read it. My eyes grew dark; my head turned round; for on it were the words, 'Mr Ormond Wall,' with an address at Pittsburgh, USA. I remember no more until I found myself in a hospital at Boulogne. There I lay in a broken condition for some weeks, and only a month ago did I return."

He was silent.

We looked at him and at one another and waited. All the other talk of the evening was nothing compared with the story of the little pale man.

"I went back," he continued after a moment or so, "to Great Ormond Street and set to work to discover all I could about this American. I wrote to Pittsburgh; I wrote to American newspapermen; I met Americans in London; but all that I could find was that he was a millionaire with English parents who had lived in London. But where? To that question I received no answer.

"And so the time went on until yesterday morning. I had gone to be more than usually tired, and slept till late. When I woke the sun was streaming into the room. As I always do, I looked at once at the wall on which the face was to be seen, I rubbed my eyes and sprang up. It could only just be seen. Last night it was as clear as ever: now it was very faint.

"I got up sadly and went out. The early evening papers were already on sale, and on the notices I saw 'American Millionaire's Motor Accident.' All of you must have seen it. I bought a paper and read at once what I knew I should read. Mr Ormond Wall, the Pittsburgh millionaire, and party, motoring from Spezzia to Piza, had had an accident; their car had overturned; Mr Wall's condition was dangerous.

Exercise 3. Explain the difference in meaning between the following two sentences with *nothing but*. Make up similar sentences.

1. While I was there I fell ill, and all day long I had nothing to do but read and think. 2. There was nothing left for me to do but follow the stranger.

Exercise 4. Study the following sentences with subjective infinitive constructions, paying attention to the difference in the meaning between *seem*, *happen to be*, *appear to be* and *prove to be*. Translate the sentences into Russian.

1. These events seemed to have no natural explanation. 2. The patch on the wall happened to be exactly like a human face. 3. My heart beat so much that it seemed to shake the boat. 4. The abruptness of the suggestion proved (to be) too much for his heart. 5. He appeared to be a man of wealth.

Exercise 5. Translate the sentences into Russian. Note the different ways of conveying emphasis. Make up at least four emphatic sentences of your own.

1. It was then that the face began to get a firmer hold of me. 2. There I lay in a broken condition for some weeks and only a month ago did I return. 3. Women I never looked at: men, men, men, all the time. 4. Somewhere, I was sure, a real man must exist, and him I must meet. 5. Last night the face was as clear as ever; now it was very faint. 6. The strange thing was that while the other patches on the walls grew larger and changed their shapes, this never did.

Exercise 6. Translate the following sentences, paying special attention to the use of the verb *to find*:

1. I remember no more until I found myself in a hospital. 2. The face still controlled me. I found myself searching the streets for one like it. 3. Science will find it difficult to explain this fact. 4. All that I could find out about him was that he was an American millionaire with English parents who had lived in London.

Exercise 7. Reproduce the story by answering the following questions:

1. What were the people talking about that night?
2. Who was the next to tell a story?
3. What kind of place did the little pale man live in?
4. What was unusual about one patch of dampness on the wall?
5. How did that patch affect the man?
6. What did he start doing?
7. Where was it that the little pale man first saw the stranger?
8. It was not easy to follow the stranger, was it? Why?
9. Why did the name on the stranger's card give the storyteller a shock? What happened to him after that?
10. Did the little pale man manage to learn anything about the stranger?

Exercise 1. Complete the stories, following the outline given below or inventing something of your own. Note that most of the articles in the given outlines, as well as some pronouns, have been left out. Do not forget to insert them.

1. "Just look at that smoke belching out of the Petrovs' kitchen window!" Father called out to me. I went onto the balcony where Father sat reading his paper. Sure enough, there was smoke rising from our neighbours' window, though perhaps not as much as Father's words had led me to believe. "You'd better go and see if they're in," Father suggested, "I think I saw them go out a couple of hours ago." ... Petrovs out — more smoke coming out of window — phoned the fire-station — fire-engine arrived — crowd gathered below — firemen raised ladder — one fireman climbed through window into flat — a few minutes later appeared in kitchen window, holding a large saucepan — loud laughter from crowd — fireman threw saucepan to ground — fire-engine went away — crowd dispersed, disappointed.

2. I had been invited to a New Year party by my old school friend Peter, who is now at art school. The party was to be held in the flat of his fellow-student and we were to meet there at 11.30. Knowing neither the host nor any of the people that were to be present, I felt a little nervous about going, but Peter assured me there was nothing to worry about. He promised to come a little before 11.30, so as to be there when I arrived.

Peter's friend lives in a new suburb, and I had quite a job finding the block of flats, as there were few people about, mostly strangers themselves. In the end it was nearly 12 o'clock when I rang the bell of Peter's friend's flat, or what I thought was his flat. ... Door flung open — ushered into large room — young people round table — no Peter — about to drink to the Old Year — glass pressed into my hand — toast to the New Year —

hostess asked who I was — in the wrong flat — general merriment — hostess showed me to the flat I wanted — met with loud cheering — told of my adventure.

Exercise 2. Using your imagination or drawing on your own or your friends' experience, complete the following stories. Find a suitable title for each story.

1. The train was quickly gathering speed. I sat looking out of the window until the last twinkling lights of the town had disappeared, giving way to moonlit fields stretching away on both sides of the railway line. It was after midnight and as we were to arrive in Moscow early the following day, I thought I might as well turn in. I was just about to go and get my bed-linen, when I saw the attendant coming along collecting the tickets. So I opened my bag to get mine ready for him.

2. There probably isn't a boy in the world who, after reading of the wonderful adventures of Tom Sawyer and Huckleberry Finn, has not dreamt of running away from home and launching upon a life full of excitement and danger. My two closest friends, Sashka the Sailor and Mishka, and I read the books at the impressionable age of ten and began to lay our plans.

3. "I have never yet lost my way in the forest," said Alexander defensively when the path which was supposed to take them to the station had petered away to nothing. "Well, you seem to have this time," Jane observed caustically, putting down her heavy basket full of mushrooms. "And the last train leaves in less than an hour. Whatever shall we do?" she added after a short pause. ...

4. I woke up with a start and sat up, wondering for a moment where I was. There was nothing but the sea around me, and only in the distance could I make out the faint line of the coast. My skin was burning, but I felt chilly because of the fresh breeze which was blowing from the land. The breeze must have carried me out to sea while I lay asleep on my lilo (air mattress), I thought, feeling cold with fear. ...

Круглый стол, дискуссия, полемика, дебаты / Эссе №1

Education

1. People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.
2. Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.
3. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.
4. Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.
5. In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.
6. Do you agree or disagree with the following statements? All students should be required to study art

and music in secondary school. Use specific reasons to support your answer.

7. Some people say that physical exercise should be a required part of every school day. Other people believe that students should spend the whole school day on academic studies. Which opinion do you agree with? Use specific reasons and details to support your answer.

8. Some high schools require all students to wear school uniform. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.

9. Do you agree or disagree with the following statement? High school should allow students to study the courses that students want to study. Use specific reasons and examples to support your opinion.

10. If you could make one important change in a school that you attended, what change would you make? Use reasons and specific examples to support your answer.

11. Some people believe that students should be given one long vacation each year. Others believe that students should have several short vacations throughout the year. Which viewpoint do you agree with? Use specific reasons and examples to support your choice.

12. Your school has received a gift of money. What do you think is the best way for your school to spend this money? Use specific reasons and details to support your choice.

13. Do you agree or disagree with the following statement? Teachers should be paid according to how much their students learn. Give specific reasons and examples to support your opinion.

14. School should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

15. Students at universities often have a choice of places to live. They may choose to live in university dormitories, or they may choose to live in apartments in the community. Compare the advantages of living in university housing with the advantages of living in an apartment in the community. Where would you prefer to live? Give reasons for your preference.

16. Some people believe that a college or university education should be available to all students. Others believe that higher education should be available only to good students. Which view do you agree with? Explain why.

17. Some people think that children should begin their formal education at a very early age and should spend most of their time on school studies. Others believe that young children should spend most of their time playing. Compare these two views. Which view do you agree with? Why?

18. The government has announced that it plans to build a new university. Some people think that your community would be a good place to locate the university. Compare the advantages and disadvantages of establishing a new university in your community. Use specific details in your discussion.

19. People learn in different ways. Some people learn by doing things; other people learn by reading about things; others learn to how listening to people talk about things. Which of these methods of learning is best for you? Use specific examples to support your choice.

20. In the future, students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.

21. Is the ability to read and write more important today than in the past? Why or why not? Use specific reasons and examples to support your answer.

22. Many students choose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to explain your answer.

23. When students move to a new school, they sometimes face problems. How can schools help these students with their problems? Use specific reasons and examples to explain your answer.

24. Some students like classes where teachers lecture (do all of the talking) in class. Other students prefer classes where the students do some of the talking. Which type of class do you prefer? Give specific reasons and details to support your choice.

25. Some students prefer to study alone. Others prefer to study with a group of students. Which do you prefer? Use specific reasons and examples to support your answer.

Тема 9

Life experience

1. It has been said, "Not everything that is learned is contained in books". Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?
2. Do you agree or disagree with the following statement? One should never judge a person by external appearances. Use specific reasons and details to support your answer.
3. Do you agree or disagree with the following statement? There is nothing that young people can teach older people. Use specific reasons and examples to support position.
4. Some people believe that the best way of learning about life is by listening to the advice of family and friends. Other people believe that the best way of learning about life is through personal experience. Compare the advantages of these two different ways of learning about life. Which do you think is preferable? Use specific examples to support your preference.

Mass Media

1. How do movies or television influence people's behavior? Use reasons and specific examples to support your answer.
2. Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.
3. Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion.
4. Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. Use specific reasons and details to support your answer.
5. Some movies are serious, designed to make the audience think. Other movies are designed primarily to amuse and entertain. Which type of movie do you prefer? Use specific reasons and examples to support your answer.
6. Do you agree or disagree with the following statement? People should read only those books that are about real events, real people, and established facts. Use specific reasons and details to support your opinion.
7. Do you agree or disagree with the following statement? Reading fiction (such as novels and short stories) is more enjoyable than watching movies. Use specific reasons and examples to explain your position.
8. Some people say that advertising encourages us to buy things we really need. Others say that advertisements tell us about new products that may improve our lives. Which viewpoint do you agree with? Use specific reasons and examples to support your answer.
9. Movies are popular all over the world. Explain why movies are so popular. Use reasons and specific examples to support your answer.
10. Films can tell us a lot about the country where they were made. What have you learned about a country from watching its movies? Use specific examples and details to support your response.

Тема 10

Native place (cities and countryside)

1. If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.
2. Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.
3. It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.
4. A person you know is planning to move to your town or city. What do you think this person would like and dislike about living in your town or city? Why? Use specific reasons and details to develop your essay.

Тема 11

Ecology

1. Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.
2. Some people think that human needs for farmland, housing, and industry are more important than saving land for endangered animals. Do you agree or disagree with this point of view? Why or why not? Use specific reasons and examples to support your answer.
3. A company is going to give some money either to support the arts or to protect the environment. Which do you think the company should choose? Use specific reasons and examples to support your answer.
4. Many parts of the world are losing important natural resources, such as forests, animals, or clean water. Choose one resource that is disappearing and explain why it needs to be saved. Use specific reasons and examples to support your opinion.
5. In some countries, people are no longer allowed to smoke in many public places and office buildings. Do you think this is a good rule or a bad rule? Use specific reasons and details to support your position.
6. Do you agree or disagree with the following statement? Businesses should do anything they can to make a profit. Use specific reasons and examples to support your position.

Деловая и (или) ролевая игра / Кейс-задача №1

1. Here is a sentence without capital letters and without punctuation:

James said do you agree with those people and there are very many of them arent there who say that mozarts best opera is the magic flute Correctly punctuated and presented, it becomes: James said, 'Do you agree with those people - and there are very many of them, aren't there? - who say that Mozart's best opera is "The Magic Flute"'? Here, now, is a passage for you to punctuate and present correctly, with capital letters where necessary, and suitable paragraphs. the red warning light appeared on the wall of the aeroplane beside the pilots head as i saw it my heart gave another jump here we are sir said the dispatcher cheerfully he got up from his seat and opened the sliding door there was a terrifying noise the air outside seemed to be screaming furiously at us i felt very frightened again i tried to calm myself by remembering what the instructor had said during the weeks of training no matter how often you jump youll never lose the fear of it as you get yourself ready but dont feel ashamed of it its very natural everybody feels afraid i got up and approached the open doorway i put my hands on its sides and gripped i did not look down at the earth i stared straight out into space chewed on my gum felt sick and waited seeing the red light from the corner of my eyes the red light went out the green one came on the dispatcher behind me said ready sir i nodded my head okay then he said one two three go

2. Identify the postnoun modifiers in the following sentences as restrictive or nonrestrictive by adding commas if needed.

1. My parents who retired to Arizona in 1992 love the dry climate there.
2. The town where I was born which has a population of 3,000 offers very little in the way of entertainment for teenagers.
3. My favourite television show which I watch every chance I get is 'Cheers'.
4. The reruns of 'Cheers' that I like best are the early ones with the Shelley Long character.
5. Neither the senator nor his wife sitting next to him on the speakers' platform looked very enthusiastic about being there.
6. Westerners generally understand very little about the Middle East where much of the world's oil is located.
7. On weekends I sometimes work for my eldest sister who runs a day-care centre.
8. The driver of the bus that I take to work knows her regular passengers by name.
9. The International Date Line which is an imaginary line at 180° longitude was fixed at the location on the earth exactly opposite Greenwich England.

Деловая и (или) ролевая игра / Кейс-задача №2

This week, various aspects of effective research will be discussed, such as creating an annotated bibliography, research strategies, and avoiding plagiarism. You will conduct research for your next project, a case study, contribute to an annotated bibliography, and submit your case study draft.

A Practical Solution For Your 'Write My Case Study For Me' Concerns

Everybody needs their college papers particularly case studies to be expert to portray the precise standard for higher learning education. This is why most university students in England frequently write to us requesting 'I need an expert case study writer to work on my project.' as well since inexperienced writer online have let down some college scholar by not only annoyed their belief but also ruined their educational scores through offering bad quality case studies.

It is standard that if you have experienced annoyance with online case study helpers, you would be doubtful about the services other agencies look to offer. We have excellent news for you- our writing corporation has been in operation for a number of years now and has served lots of students with different writing services including case study writing. You don't have to fear when you have trustworthy Writing Corporation like our own to work on your case study. Just believe us, and you will have the best case study writers doing your work as necessary.

If you have a complicated or long case study and you feel debilitated to do it, just come to us with it, and you have the best solution from professional case study writers. We have superb solutions for you, & you don't need to worry. All your concerns just need a trustworthy expert, & you will be sorted.

9.2. Примерный перечень тем курсовой работы

Не предусмотрено учебным планом

9.3. Типовые контрольные задания для промежуточной аттестации: экзамен

Примерный перечень теоретических вопросов к экзамену: Вопрос № 1

Задание 1

1. Лексико- грамматические аспекты сочинения. Предложение
2. Лексико- грамматические аспекты сочинения. Пунктуация
3. Когезия.
4. Порядок слов в английском предложении.
5. Согласование.
6. Однородные члены предложения.
7. Лексические способы экспрессивности.
8. Цитаты, ссылки, сноски.
9. Содержательные и коммуникативно-риторические аспекты сочинения.
10. Коммуникативные типы предложений.
11. Структура абзаца.
12. Риторические модели организации письменной речи.
13. Структура сочинения.
14. Этапы работы над сочинением.

Задание 2

1. Sea levels will probably rise in the next few decades AS A RESULT OF global warming.
2. I hope he drives carefully, OTHERWISE he may have problems on such a slippery road.
3. The president was not a very popular leader. THEREFORE, his resignation did not come as a surprise.
4. Our economy will not improve this year. ON THE CONTRARY, all projections show that it will get worse.

5. The couple broke up a few days ago. **HOWEVER**, they are still living together because of the children.
6. **ALTHOUGH** it was a wonderful place to go skiing, not many tourists found their way there.
7. The scientist studied the behaviour of various animals, **INCLUDING** whales and dolphins.
8. On one hand we have to fight against environmental problems, **BUT ON THE OTHER HAND** we need more and more energy every day.
9. I think he's asleep. **AT LEAST** his eyes are closed.
10. The candidate didn't quite meet the necessary requirements. **IN OTHER WORDS/AS A RESULT/THEREFORE**, he failed.
11. Please take some warm clothes with you, **JUST IN CASE** it gets cold at night.
12. The report will be finished soon. **IN THE MEANTIME**, let's get some coffee.

Примерный перечень практических заданий к экзамену: Вопрос № 2

***Задание 1.** Some people say that the best way to improve public health is by increasing the number of sports facilities. Others, however, say that this would have little effect on public health and that other measures are required.*

Discuss both the views and give your opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

A problem of modern societies is the **declining** level of health in the general population, with **conflicting views** on how to **tackle** this worrying trend. One possible solution is to provide more sports **facilities** to encourage a more active lifestyle.

Advocates of this believe that today's **sedentary lifestyle** (**WOW! Это крутое словосочетание!**) and stressful working conditions mean that physical activity is no longer part of either our work or our **leisure** time. If there were **easy to-reach** local sports centres, we would **be more likely** to make exercise a regular part of our lives, rather than just **collapsing** in front of a screen every evening. The variety of sports that could be offered would **cater for** all ages, levels of fitness and interests: those with **painful memories** of PE at school might be happier in the swimming pool than on the football **pitch** (**А это супер слово означает футбольное поле**).

However, there may be better ways of **tackling this problem**. Interest in sport is not universal, and additional facilities might **simply** attract the already fit, not those who most need them. Physical activity could be encouraged **relatively** cheaply, for example by **installing** exercise equipment in parks, as my **local council** has done. This has the added benefit that parents and children often use them together just for fun, which develops a **positive attitude** to exercise **at an early age**.

As well as physical activity, **high tax penalties** could be imposed on **high-fat** food products, tobacco and alcohol, as **excessive consumption** of any of these **contributes to poor health**. Even improving public transport would help: it takes longer to walk to the bus stop than to the car.

In my opinion, focusing on sports facilities is too **narrow an approach** and would not have the desired results. People should be encouraged not only to be more physically active but also to **adopt a healthier lifestyle** in general.

Задание 2. Business Letter

*Roshni Duttaa Gomez
Sr. Project Manager
Asomtech Solutions
42/08, Bose road
Kolkata, West Bengal, India*

050 2948 2948

rdutta@email.com

July 1, 2019

Ram Prasad

Sr. Data Analyst

Clouddatanow Tech

101 Solanki Street

Kanchan marg, Kolkata, West Bengal

Dear Ram Prasad,

It is my pleasure to strongly recommend Aashna Singhania for the Jr. Data Analyst role with Clouddatanow Tech. I am Roshni Duttaa, a project manager at Asomtech Solutions. I have 12 years of experience working in the tech industry and have seen many young professionals come and go. Ms. Singhania is one individual I have worked with who uniquely stands out.

During our time together, Aashna displayed great talents in data analytics. When we first met, I was immediately impressed with Aashna but during the time we worked together, her understanding of analyzing data to achieve results for our company grew far more than that of her peers.

It's not just her technical skills that impress me. Aashna was a joy to work with because of her amazingly positive attitude and ability to communicate across teams. Her focus and attention to detail were also necessary and valued not just by me but also by her peers who often relied on her to get the job done.

I am absolutely confident that Aashna would be a great fit at Clouddatanow Tech. Not only will she bring the kind of skills and experiences you're looking for in an applicant, but she will also quickly become an asset and help your company grow in any way she can.

If you need more information or specific examples, please do not hesitate to contact me at 050 2948 2948. As a recommendation letter likely only provides a snapshot of her talents and achievements, I would be happy to further elaborate on my time working with her.

Sincerely,

Roshni Dutta

Sr. Project Manager

Задание 3

Напишите контрольное сочинение. Примерные темы

Social relations

1. Do you agree or disagree with the following statement? It is better to be a member of a group than to be the leader of a group. Use specific reasons and examples to support your answer.
2. Some people think that the family is the most important influence on young adults. Other people think that friends are the most important influence on young adults. Which view do you agree with? Use examples to support your position.
3. When famous people such as actors, athletes and rock stars give their opinions, many people listen. Do you think we should pay attention to these opinions? Use specific reasons and examples to support your answer.
4. Groups or organizations are an important part of some people's lives. Why are groups or

organizations important to people? Use specific reasons and examples to explain your answer.

5. What are some of the qualities of a good parent? Use specific details and examples to explain your answer.

Travelling, transport

1. Choose one of the following transportation vehicles and explain why you think it has changed people's lives.

- Automobiles
- Bicycles
- Airplanes. Use specific reasons and examples to support your answer.

2. Some people like to travel with a companion. Other people prefer to travel alone. Which do you prefer? Use specific reasons and examples to support your choice.

3. You need to travel from your home to a place 40 miles (64 kilometers) away. Compare the different kinds of transportation you could use. Tell which method of travel you would choose. Give specific reasons for your choice.

4. You have the opportunity to visit a foreign country for two weeks. Which country would you like to visit? Use specific reasons and details to explain your choice.

5. Imagine that you are preparing for a trip. You plan to be away from your home for a year. In addition to clothing and personal care items, you can take one additional thing. What would you take and why? Use specific reasons and details to support your choice.

6. A friend of yours has received some money and plans to use all of it either

- To go on vacation
- To buy a car
-

Sports

1. Some young children spend a great amount of their time practicing sports. Discuss the advantages and disadvantages of this. Use specific reasons and examples to support your answer.

2. Do you agree or disagree with the following statement? Playing a game is fun only when you win. Use specific reasons and examples to support your answer.

3. Some people prefer to spend their free time outdoors. Other people prefer to spend their leisure time indoors. Would you prefer to be outdoors or would you prefer to be indoors for your leisure activities? Use specific reasons and examples to explain your choice.

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №1 Теоретический вопрос (проверяет знания («знать»), сформированные дисциплиной)	УК-1 ПК-1 ПК-3	Знает языковые единицы, необходимые для построения речевого высказывания, методы анализа задач, приемы выделения этапов ее решения, последовательность действий по решению задачи. Знает закономерности, принципы и уровни формирования и реализации содержания образования по английскому языку; компоненты содержания обучения английскому языку и принципы их отбора; подходы к разработке и реализации части учебной дисциплины средствами электронного образовательного ресурса. Знает требования ФГОС к личностным результатам образовательной деятельности; основы психодиагностики, назначение и особенности использования активных методов и технологий, обеспечивающих развитие у обучающихся творческих способностей, готовности к сотрудничеству, активности, инициативности и самостоятельности.	50

Раздел билета	Компетенции	Планируемые результаты обучения по дисциплине	Количество баллов
Вопрос №2 Практическое задание (проверяет умения («уметь»), проверяет практические навыки («владеть»), сформированные дисциплиной)	УК-1 ПК-1 ПК-3	<p>Умеет оформить речевое высказывание с использованием необходимых языковых единиц, критически анализировать и выбирать информацию, необходимую для решения поставленной задачи.</p> <p>Владеет навыками использования языковых средств для решения коммуникативных задач в различных ситуациях общения; навыками грамотно, логично, аргументированно формировать собственные суждения и оценки; владеет навыками отличия фактов от мнений, интерпретаций, оценок в рассуждениях других участников коммуникации.</p> <p>Умеет осуществлять грамотный отбор содержания обучения английскому языку, в т.ч. с применением электронных средств сопровождения образовательного процесса и использованием совместно с обучающимися англоязычных источников информации, инструментов перевода, произношения и т.п. в соответствии с целями и возрастными особенностями и потребностями обучающихся.</p> <p>Владеет предметным содержанием английского языка, теорией и практикой английского языка, методикой его преподавания; умениями отбора вариативного содержания с учетом взаимосвязи урочной и внеурочной форм обучения английскому языку; способами создания иноязычных материалов с помощью соответствующих электронных редакторов для эффективной и результативной организации процесса обучения английскому языку для достижения результатов обучения и воспитания в контексте целостной образовательной деятельности с привлечением всех участников образовательных отношений.</p> <p>Умеет осуществлять психолого-педагогические действия с точки зрения использования активных форм, методов и технологий образовательной деятельности, обеспечивающих развитие у обучающихся творческих способностей, готовности к сотрудничеству, активности, инициативности и самостоятельности.</p> <p>Владеет психолого-педагогическими особенностями организации учебной и внеучебной деятельности; особенностями использования различных форм и методов обучающей и воспитательной деятельности</p>	50