

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Магнитогорский государственный технический университет им. Г.И. Носова»



РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

***ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ (АНГЛИЙСКИЙ
ЯЗЫК)***

Направление подготовки
44.03.05 Педагогическое образование (с двумя профилями подготовки)

Профиль программы
Английский язык и немецкий язык

Уровень высшего образования – бакалавриат

Программа подготовки – академический бакалавриат

Форма обучения
Очная

Институт	Гуманитарного образования
Кафедра	Английского языка
Курс	3
Семестр	6

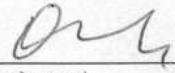
Магнитогорск
2016 г.

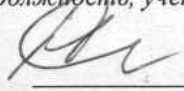
Рабочая программа составлена на основе ФГОС ВО по направлению подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки), утвержденного приказом МОиН РФ от 09.02.2016 № 91.

Рабочая программа рассмотрена и одобрена на заседании кафедры Английского языка «22» сентября 2016 г., протокол № 2.

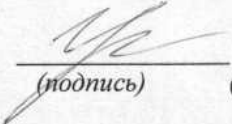
Зав. кафедрой  / М.С. Галлямова /
(подпись) (И.О. Фамилия)

Рабочая программа дисциплины рассмотрена и утверждена на заседании методической комиссии гуманитарного образования «17» октября 2016г., протокол № 3.

Председатель  / О.В. Гневэк /
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1 Цели освоения дисциплины «Практикум по культуре речевого общения (английский язык)»

Целями освоения дисциплины (модуля) «Практикум по культуре речевого общения (английский язык)» являются: формирование знаний, умений, владений культурой речевого общения на английском языке – практическим применением функциональных стилей и жанров устной и письменной речи в общении на английском языке в различных сферах коммуникации человека в соответствии с социокультурными нормами англоязычного сообщества в рамках подготовки специалистов по направлению 44.03.05 Педагогическое образование (с 2 профилями подготовки). Профиль Иностранный язык и иностранный язык (английский язык и немецкий язык).

2 Место дисциплины «Практикум по культуре речевого общения (английский язык)» в структуре образовательной программы подготовки бакалавра

Дисциплина «Практикум по культуре речевого общения (английский язык)» входит в вариативную часть блока 1 образовательной программы и является дисциплиной по выбору.

Для изучения дисциплины необходимы знания (умения, владения), сформированные в результате изучения «Иностранного языка», «Практической фонетики».

Знания (умения, владения), полученные при изучении данной дисциплины будут необходимы для изучения дисциплин «Деловая переписка», «Лексикология».

3 Компетенции обучающегося, формируемые в результате освоения дисциплины (модуля) и планируемые результаты обучения

В результате освоения дисциплины «Практикум по культуре речевого общения (английский язык)» обучающийся должен обладать следующими компетенциями:

Структурный элемент компетенции	Планируемые результаты обучения
ОК-4	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
Знать	– основные принципы устной коммуникации на английском языке; – основные принципы письменной коммуникации на английском языке, – принципы межличностного и межкультурного взаимодействия в рамках изучаемых тем.
Уметь	– применять принципы устной коммуникации на английском языке; – применять принципы письменной коммуникации на английском языке, – применять принципы межличностного и межкультурного взаимодействия в рамках изучаемых тем.
Владеть	– устной коммуникацией в рамках заданных тем; – письменной коммуникацией в рамках заданных тем; принципами межличностного и межкультурного взаимодействия в рамках изучаемых тем.
ПК-2	способностью использовать современные методы и технологии обучения и диагностики
Знать	– современные методы обучения; – современные технологии обучения; – принципы диагностики

Структурный элемент компетенции	Планируемые результаты обучения
Уметь	<ul style="list-style-type: none"> – применять современные методы обучения; – применять современные технологии обучения; – принимать принципы диагностики.
Владеть	<ul style="list-style-type: none"> – практическими умениями и навыками использования современных методов обучения; – практическими умениями и навыками использования современных технологий обучения; – способами диагностики
ДПК-3 умеет свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации	
Знать	<ul style="list-style-type: none"> – основные способы выражения семантической, коммуникативной и структурной преамбулы между частями высказывания. – основные лексические средства выражения мыслей в рамках изучаемых тем; – способы выявления релевантной информации.
Уметь	<ul style="list-style-type: none"> – применять основные способы выражения семантической, коммуникативной и структурной преамбулы между частями высказывания; – применять основные лексические средства для выражения мыслей в рамках изучаемых тем; – применять способы выявления релевантной информации.
Владеть	<ul style="list-style-type: none"> – способами выражения семантической, коммуникативной и структурной преамбулы между частями высказывания. – лексическими средствами выражения мыслей в рамках изучаемых тем; – способами выявления релевантной информации.
ДПК-4 обладает готовностью преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения	
Знать	<ul style="list-style-type: none"> – стереотипы, возникающие при межкультурном общении; – принципы межкультурного диалога в общей и профессиональных сферах общения; – основные темы, возникающие в общей и профессиональных сферах общения в рамках изучаемых тем.
Уметь	<ul style="list-style-type: none"> – узнавать стереотипы, возникающие при межкультурном общении; – применять принципы межкультурного диалога в общей и профессиональных сферах общения; – находить темы, возникающие в общей и профессиональных сферах общения в рамках изучаемых тем.
Владеть	<ul style="list-style-type: none"> – способами избегания стереотипов, возникающие при межкультурном общении; – способами применения межкультурного диалога в общей и профессиональных сферах общения; – темами, возникающими в общей и профессиональных сферах общения в рамках изучаемых тем.

4 Структура и содержание дисциплины «Практикум по культуре речевого общения (английский язык)»

Общая трудоемкость дисциплины составляет 3 зачетных единицы 108 акад. часов, в том числе:

- контактная работа – 18,1 акад. часов;
- аудиторная – 18 акад. часов;
- внеаудиторная – 0,1 акад. часов
- самостоятельная работа – 89,9 акад. часов;

Раздел/ тема дисциплины	Семестр	Аудиторная контактная работа (в акад. часах)			Самостоятельная работа (в акад. часах)	Вид самостоятельной работы	Форма текущего контроля успеваемости и промежуточной аттестации	Код и структурный элемент компетенции
		лекции	лаборат. занятия	практич. занятия				
1. Раздел: Schooling	6							
1.1. Тема: Schools in Britain				4 / 3 И.	22	Чтение текстов аутентичных статей по предложенным темам. Практика в аудировании, письменной речи. Построении монологических и диалогических высказываний в конкретной тематической ситуации. Составление summary.	Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме статьи). Написание Эссе.	ОК-4-зுவ, ПК-2 – зув, ДПК-3 – зув, ДПК-4 - зув
1.2. Тема: Schools in the USA				4 / 2 И.	22	Чтение текстов аутентичных статей по предложенным темам. Практика в аудировании, письменной речи. Построении монологических и диалогических высказываний в конкретной тематической ситуации. Составление summary.	Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме статьи). Написание Эссе.	ОК-4-зув, ПК-2 – зув, ДПК-3 – зув, ДПК-4 - зув

Раздел/ тема дисциплины	Семестр	Аудиторная контактная работа (в акад. часах)			Самостоятельная работа (в акад. часах)	Вид самостоятельной работы	Форма текущего контроля успеваемости и промежуточной аттестации	Код и структурный элемент компетенции
		лекции	лаборат. занятия	практич. занятия				
Итого по разделу				8 / 5 И.	44		Эссе (в письменной форме)	
2. Раздел: People and emotions	6							
2.1. Feelings and emotions				6 / 3 И.	25,9	Чтение текстов аутентичных статей по предложенным темам. Практика в аудировании, письменной речи. Построении монологических и диалогических высказываний в конкретной тематической ситуации. Составление summary.	Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме статьи). Написание Эссе.	ОК-4-зுவ, ПК-2 – зув, ДПК-3 – зув, ДПК-4 -зув
2.2. Emotional issues				4 / 2 И.	20	Чтение текстов аутентичных статей по предложенным темам. Практика в аудировании, письменной речи. Построении монологических и диалогических высказываний в конкретной тематической ситуации. Составление summary.	Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме статьи). Написание Эссе.	ОК-4-зув, ПК-2 – зув, ДПК-3 – зув, ДПК-4 -зув
Итого по разделу				18 / 10 И.	45,9		Эссе (в письменной форме)	
Итого за семестр				18 / 10 И.	89,9		зачет	
Итого по дисциплине				18 / 10 И.	89,9			

5 Образовательные и информационные технологии

При изучении дисциплины «Практикум по культуре речевого общения (английский язык)» используются следующие образовательные и информационные технологии: технология коммуникативного обучения, технологии тестирования, технологии развития критического и рефлексивного мышления, а также:

1) Традиционные образовательные технологии, которые ориентируются на организацию образовательного процесса, предполагающую прямую трансляцию знаний от преподавателя к студенту (преимущественно на основе объяснительно-иллюстративных методов обучения). Учебная деятельность студента носит в таких условиях, как правило, репродуктивный характер.

Формы учебных занятий с использованием традиционных технологий:

Практическое занятие, посвященное освоению конкретных умений и навыков по предложенному алгоритму.

2) Игровые технологии, направленные на реконструкции моделей поведения в рамках предложенных сценарных условий.

Формы учебных занятий с использованием игровых технологий могут включать учебную игру (форма воссоздания предметного и социального содержания будущей профессиональной деятельности специалиста, моделирования таких систем отношений, которые характерны для этой деятельности как целого), деловую игру (моделирование различных ситуаций, связанных с выработкой и принятием совместных решений, обсуждением вопросов в режиме «мозгового штурма», реконструкцией функционального взаимодействия в коллективе и т.п.) и ролевую игру (имитация или реконструкция моделей ролевого поведения в предложенных сценарных условиях).

3) Технологии проектного обучения – организация образовательного процесса в соответствии с алгоритмом поэтапного решения проблемной задачи или выполнения учебного задания. Проект предполагает совместную учебно-познавательную деятельность группы студентов, направленную на выработку концепции, установление целей и задач, формулировку ожидаемых результатов, определение принципов и методик решения поставленных задач, планирование хода работы, поиск доступных и оптимальных ресурсов, поэтапную реализацию плана работы, презентацию результатов работы, их осмысление и рефлексию.

Основные типы проектов:

Творческий проект, как правило, не имеет детально проработанной структуры; учебно-познавательная деятельность студентов осуществляется в рамках рамочного задания, подчиняясь логике и интересам участников проекта, жанру конечного результата (газета, фильм, праздник, издание, экскурсия и т.п.).

Информационный проект – учебно-познавательная деятельность с ярко выраженной эвристической направленностью (поиск, отбор и систематизация информации о каком-то объекте, ознакомление участников проекта с этой информацией, ее анализ и обобщение для презентации более широкой аудитории).

6 Учебно-методическое обеспечение самостоятельной работы обучающихся

По дисциплине «Практикум по культуре речевого общения (английский язык)» предусмотрена аудиторная и внеаудиторная самостоятельная работа обучающихся.

Аудиторная и внеаудиторная самостоятельная работа студентов предполагает решение комплекса разнообразных задач, направленных на формирование умений и навыков по аспектам: Reading, Listening, Writing, Speaking, Translation.

АКР №1 «Speak on the article»

Read the article, retell it and speak on the problem raised in the article.

1. Suffer little children

Brixton resident Devon Allison explains how the dearth of secondary schools in her area forced her into a four-year battle with the government that will climax in a showdown with Lambeth council this evening

Four years ago I began regular missions to one of Britain's strangest places - Planet Politics. I visited the part called Education, Education, Education.

I was a reluctant traveller and had no special training or kit to protect myself or my naive beliefs about the government and its responsibilities to British schoolchildren. But I survived, and I want to share what I learned in this largely uncharted territory.

Here's how the journey started. Like many thousands of people, I live in an education black hole. Believe it or not, in my community of Brixton, south London, there are no secondary schools - even though there are enough children to fill at least three of them.

So a group of my neighbours and I set out to change this, confident that the government would see how desperate our situation was in Brixton and move quickly to provide at least a basic education service to local children by building three new secondary schools.

How can it be that there are no secondary schools in Brixton? I began to piece together the story to find out how a borough of a nearly 300,000 people can wind up with only 10 secondary schools, with places for just 60% of its children.

It turned out that the local council had sold 11 schools since 1997, including the site of Brixton's last secondary school, which is now covered with flats.

Brixton schoolchildren routinely travel over an hour each way on public transport to get to secondary school. Each local primary sends children to more than 20 different secondary schools, so many of them travel alone, and have no supportive peer group when they get to school. And because 60% of the borough's schools are for girls, and 60% are for Christians, Lambeth children (especially Brixton boys living in the centre of the secondary school desert) have to become commuters at the age of 11.

It seemed obvious to us that Brixton needed schools. But the first education minister we met told us that Lambeth actually had "no basic need" for secondary schools. Yes, a majority of children were forced to leave the area because of the lack of secondary school places (in Lambeth, 2,500 Year 6 places shrink to less than 1,500 Year 7 places - musical chairs is no party game here). However, because a few Lambeth schools had a few empty seats in higher years, the borough had no basic need and wouldn't qualify for money to build new community schools.

While we were still trying to understand this logic, the minister told us that, even though we didn't "need" it, we would be getting a city academy - and we would love it.

We were given a choice, actually. We were asked to choose between a) nothing, and b) the city academy, sponsored by the Church Schools Company and specialising in business. So we chose the latter and got our first city academy, which opens this September.

When we started to campaign for the next two schools, we ran into a catch-22 situation. Deprived areas get city academies, but not if they're so deprived that they have no failing or closed schools to turn into city academies. If, like Brixton, your community doesn't possess any of this tarnished family silver, you don't get a school at all.

Civil servants and council officers told us that Brixton couldn't have any secondary schools because there were no sites, no sponsors, and everything is Very Complicated.

We could see that we would have to do a lot of the work ourselves. So we organised a not-for-profit company, got former South African president Nelson Mandela's permission to use his name for a school, and scoured the borough for land. We found two sites, completed planning and legal searches on them, negotiated for access with reluctant current owners, and tripped over a group of philanthropists willing to sponsor two schools in Brixton.

Then we hit crazy old catch-22 again. It had been decreed that the central government never buys land for city academies. Because governments operate by precedent, it was feared that an exception allowed for Brixton would become the norm everywhere. The education minister, looking farther than we mere parents can see, pronounced that if the land was

purchased for Brixton, the whole galaxy would then show up on his doorstep demanding real estate.

Lambeth council balks at buying land because it is £700m in debt; the money it received from selling Brixton's schools was spent long ago, and not on liquid assets.

The high ministers of Planet Politics, in the various forms of David Miliband, Stephen Twigg, Stephen Timms, and Keith Hill (our local MP), told us that it was sensible for our team to investigate various creative approaches to funding (because, the subtext ran, our government is not obliged to use our tax money to provide us with the choice of a local school).

I have fun sometimes imagining how the government thinks we investigate funding approaches. We are just a bunch of parents, all volunteers, looking after small children, who have had a working knowledge of Planet Politics forced upon us. Our heads may be in the DfES but our feet are still firmly on the ground, in Brixton.

We have learned that, on Planet Politics, no level of government admits a duty to provide local schools. Local and central government can offer children the "choice" to commute to distant schools or move out of the neighbourhood.

The government concedes that a journey from Brixton to Yorkshire is not reasonable, but a four-hour round trip journey is considered just fine.

Parents and children in our brave new world of choice are told not to whine about unfairness. So what if it's twice as hard for boys to get places? Or non-Christians?

I wish our strange and inhospitable hosts had tried to learn more about our world, a world in which people believe all children deserve good local schools, and are willing to go to extraordinary lengths to work "entrepreneurially" (a favourite DfES word) to provide our children with them. Who knows how much more we could have accomplished together?

2. Emotional intelligence: why it matters and how to teach it by Bradley Busch and Ben Oakley

Teaching young people skills such as active listening, self-awareness and empathy can equip them to succeed both academically and socially

Encouraging students to understand the difference between "sad", "disappointed" and "upset" acts as springboard to develop appropriate strategies for each. Photograph: Alamy Stock Photo

In our work with schools, it's now commonplace for us to hear those in education talking about helping students (and staff) develop their emotional intelligence. But what do we mean exactly? Why and how should teachers support its development in their students?

Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.

The term emotional intelligence was popularised in the mid 90s by journalist Daniel Goleman's book, *Emotional Intelligence: Why It Can Matter More Than IQ*. The book's claims that emotional intelligence is more important than IQ is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement.

An iconic study tracked high-IQ students from childhood to late adulthood and found that those who achieved notable adult career success showed greater "will power, perseverance and desire to excel". Meanwhile, evidence from the seminal marshmallow test – which gave children the option to have more treats if they could wait before eating them – suggested delayed gratification and self-control are important, with these characteristics being linked to better school grades, earnings and job satisfaction.

Regardless of debates over whether emotional intelligence can be measured, we believe it's worthwhile for schools to explore some of its main facets. Here's how.

Active listening

The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention. It involves genuinely following dialogue and responding to others using your own body language, then being able to demonstrate that you have understood by verbally summarising back key messages that have been received.

In the classroom, this can affect how students take on feedback from teachers. A recent review found that 38% of feedback interventions do more harm than good. This may be in part because people often make common mistakes when receiving feedback – misinterpreting it as being a personal judgement on who they are, for example, and thinking about when the speaker will finish talking so they can reply instead of listening fully to what is being said.

The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention

A vocabulary for feelings

Researcher Lisa Barrett states that interpersonal skills can be enhanced by helping students increase their emotion vocabulary. Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. In short, every emotion word you learn is a new tool for future emotional intelligence.

A simple way to introduce this to students is to play the alphabet game: as a class you see how many different emotions you can come up with for each letter of the alphabet. Afterwards, discuss the differences between each, what might prompt the emotions, and how students could individually respond. If looking for inspiration on this, we recommend this poster as a possible starting point.

Developing self-awareness

When we have low self-awareness, we’re at risk of not realising how we come across to others, and letting an over inflated self-image skew our behaviour and social interactions.

A well-known study once saw researchers ask students how they thought they did in a test, and then compared their perceptions with their actual results. They found that most students overestimated their ability, with this most likely to be the case in students who had done poorly. This is known as The Dunning-Kruger effect and is one of the most common thinking biases in education.

They also found that strategies to help students improve their self-awareness include teaching them metacognitive strategies. One way of doing this is to encourage them to ask self-reflective questions such as “What could I have done differently?” Or use a communication self-evaluation questionnaire, which can help students begin to understand their interpersonal skills.

Showing empathy as being ‘with’ others

Empathy is the ability to take the perspective of another person while being non-judgemental, recognising the emotions they are feeling, and being able to convey their perspective back to them. Evidence suggests that reading is a great way to develop this skill. Researcher Brené Brown’s animated short video is also a great conversation starter to use with students.

Teachers: your guide to learning strategies that really work

Reflecting back the other person’s perspective helps to make the other person feel understood, which in turn increases the likelihood of collaboration and support. Children generally develop empathy through observing how others show it – including watching teachers and students empathise with each other. Using phrases such as “I understand/realise/can see” can help to show students how understanding of other perspective can be expressed.

Managing emotions and self-regulation

The Sutton Trust states that helping students improve their self-regulation – the ability to manage thoughts and feelings – is one of the most effective and efficient ways to support students. This is especially so in secondary schools, with the gap between impulse control and sensation seeking being at its widest in early teenage years.

What do self-regulation techniques look like? There are approaches that are used by

athletes which can be applied to the classroom – the principles remain the same. These include seeing events as an opportunity rather than a threat and helpful self-talk, for example. Reinforce to students that emotional management skills are not fixed but can be developed. This takes a considerable amount of effort and patience from both the student and the teacher, as it is often a gradual process over a large period of time.

AKP №2 «Summary»

Summarize in three paragraphs the main points of the articles 1), 2). Your conclusion might be a single sentence restating the thesis.

AKP №3 “Monologue”

Speak on the problems using the ideas from texts 1), 2).

- 1) Payment for school education: pros and cons.
- 2) Teaching children to emotions is necessary/useless.

AKP №4 «Listen to the text and answer the questions»

Text script

1. This is the VOA Special English Education Report. Some American parents might think their children need better educations to compete with China and other countries. But how much do the parents themselves need to change?

A new book called "Battle Hymn of the Tiger Mother" by Amy Chua has caused a debate about cultural differences in parenting. Ms. Chua is a professor at the Yale Law School in New Haven, Connecticut, and the mother of two daughters. She was raised in the American Midwest by immigrant Chinese parents. In the Chinese culture, the tiger represents strength and power. In her book, Ms. Chua writes about how she demanded excellence from her daughters. For example, she threatened to burn her daughter's stuffed animals unless she played a piece of music perfectly. She would insult her daughters if they failed to meet her expectations. Ms. Chua told NBC television that she had a clear list of what her daughters, Sophia and Louisa, were not permitted to do.

"Attend a sleepover, have a play date, watch TV or play computer games, be in a school play, get any grade less than an A." Many people have criticized Amy Chua. Some say her parenting methods were abusive. She even admits that her husband, who is not Chinese, sometimes objected to her parenting style. But she says that was the way her parents raised her and her three sisters.

Ms. Chua makes fun of her own extreme style of parenting. She says she eased some of the pressure after her younger daughter rebelled and shouted "I hate my life! I hate you!" Ms. Chua says she decided to retreat when it seemed like there was a risk that she might lose her daughter. But she also says American parents often have low expectations of their children's abilities. "One of the biggest differences I see between Western and Chinese parents is that Chinese parents assume strength rather than fragility"

Stacy DeBroff has written four books on parenting. "The stirring of this intense debate has to do with what does it mean to be a successful parent and what does it mean to be a successful child?" "Ms. DeBroff says Amy Chua's parenting style is not limited to Chinese families. She says it represents a traditional way of parenting among immigrants seeking a better future for their children. But she also sees a risk. When children have no time to be social or to follow their own interests, they might not develop other skills that they need to succeed in life.

Stacey DeBroff advises parents to develop their own style of parenting and not just repeat the way they were raised.

Questions:

- 1) What are the main differences between the Chinese and American ways of upbringing?
- 2) Why are the Chinese parents so strict with their children?

- 3) What does Stacey DeBroff advise parents to do?
- 4) What do you think about the Chinese methods of upbringing?

2. Want to live a happier life? Try surrounding yourself with happy friends or at least find friends with happy friends. A study published online December 4th in the British Medical Journal says happiness can quickly go viral within your social network. Researchers looked at twenty years' worth of data on more than 5,000 individuals and found that when any one person was happy, their friends became more likely to share that joy. Benefits spread out to three degrees of separation, meaning a better chance at happiness for not only their friends' friends, but also their friends' friends' friends. But don't go thinking your ten thousand buddies on Facebook will bring you happiness. The researchers found that the strength of the effect dissipates over physical distance, with next-door neighbors and friends living nearby getting the biggest boost. Surprisingly, sadness made very little headway within social networks, paling in comparison to the communal effects of happiness. Just in time for the holiday season, scientific proof that it's not the gift that counts — it's the smile on the face of the friend giving it.

Questions:

- 1) How can you get the feeling of happiness according to the article?
- 2) Do you think the method of being happy describes in the article work?
- 3) Why do you think happiness is more contagious than sadness?
- 4) Would you like to try the method?

АКР №5 «Act out a conversation»

Pair work. Make up dialogues discussing the problems raised in audio texts

АКР №6 «Essay»

Write an opinion essay on the following topics:

- 1) Students should specialize early so that they can develop in-depth skills and knowledge in their majors.
- 2) British public schools.
- 3) American school education vs Russian school education.
- 4) Traditional vs modern way of upbringing.
- 5) Teaching moods in language learning.
- 6) The art of being happy.
- 7) Empathy in teaching.
- 8) Suppressed emotions.

Примерные индивидуальные домашние задания (ИДЗ):

ИДЗ №1 «Correct the mistakes»

Correct the mistakes in the following sentences

- 1) I hate when foreign films are dubbed; I like to listen to them in their original language.
- 2) The police are very unwilling to interfere with family problems.
- 3) It's no use to tell me now. I needed to know a week ago.
- 4) The producer organizes the budget and decides how much is worth to spend on the film.
- 5) We eventually winded up staying in a little hotel a few miles from town.
- 6) He became acutely conscious to have failed his parents.
- 7) You may not like him, but you've got to admire of his persistence.
- 8) Tell me all the latest gossips.
- 9) I'm looking forward to go to your party.
- 10) She refused having anything to do with the plan.
- 11) The police observed him to enter the bank with a gun.
- 12) Seeing his confusion, I offered helping him.

13. We took the line of the least resistance and paid the money instead of arguing.
14. There is not much point to try to persuade him – he'll never change his mind.
15. The package in the corridor looks a bit suspiciously.
16. At supper, everyone was in high spirit.
17. I used to be a good swimmer, but now I'm out of the practice.
18. Many newspapers have a gossip row, where private lives of famous people are reported.
19. She just scraped at the examination.
20. Have you ever considered to work as a teacher?

- 2) 1. He was seen cross the street and turn round the corner.
2. We're really looking forward to see you again.
3. Her strange behaviour raised our suspicion.
4. He asked me did I like the new play.
5. Lisa felt herself to grow red.
6. The cost of living continues to raise.
7. Why not to make him a doctor like his father?
8. He never let his children to take his car without permission.
9. The repertuars of the theatres usually offer us a wide choice of plays.
10. The sounds of music drew her attention.
11. A foreign company has come in tour to our city.
12. I saw him not to know anything.
13. I had nothing to do but to wait.
14. If Michael wouldn't been so handsome, he hadn't have got an engagement.
15. I regret to have heart her feeling.
16. The new play aroused a great interest and unanimous praise of the public and critics.
17. I haven't attended him since we quarreled.
18. They say it's not easy to get tickets to the play.
19. The young actress made her part exceedingly well
20. Jane constantly speaks about theatres and actors as if there is nothing else to speak about.

ИДЗ №2 «Translate into English»

Translate into English using active vocabulary

1. 1. Я пишу статьи в эту газету уже многие годы.
 2. Образ жизни Бёртона из рассказа Моэма способствовал его падению (разорению).
 3. Хотите внести пожертвование (вклад) на благотворительность?
 4. Введение санкций мало способствует налаживанию дружественных отношений между двумя странами.
 5. Эти новости может быть поднимут ваше настроение.
 6. 'Злые духи вселились в него' подумала Элиза, когда он начал издавать странные нечеловеческие звуки по ночам. (take possession)
 7. У Ирен был хороший вкус в одежде.
 8. Молоко кислое на вкус.
 9. Фрукт горький на вкус.
2.
 1. Он никогда ни в малейшей степени не вмешивался в дела других.
 2. Это не будет стоить дорого, но не в этом суть.
 3. Я считаю важным (обязательным) закрывать окна перед уходом из дома.
 4. Я думаю, что я упустил всё самое главное.
 5. Вы должно быть путаете меня с кем-то другим.
 6. Разве Вы не заметили ничего подозрительного в его поведении?
 7. Я смутно осознавал, что за мной следят.

8. Она не пришла в сознание и умерла на следующий день.
9. Постоянная болтовня детей мешала ему работать.
10. Если бы ты поразмыслил над своими поступками, то ты бы осознал, что сам за них отвечаешь.
11. Твои брюки и пиджак – очень странное смешение стилей.
12. Он указал на место, где раньше стоял дом.
13. Он всегда обещает помочь, но когда доходит до дела, его никогда нет.
14. У меня есть подозрение, что она говорит неправду.
15. Он говорил и говорил, но так и не подошёл к сути дела.
16. Я – поклонник Моцарта.
17. Нет смысла ждать.
18. Если бы она не была так застенчива, она бы не чувствовала себя неловко среди незнакомых людей.
19. Армия оказала сильное сопротивление врагу.
20. Мама говорит, что я могу пойти работать, если это не будет мешать учёбе.

ИДЗ №3 «Rendering»

Render the text into English:

1. Десять лет назад Ann Bonsall справлялась с работой достаточно хорошо. Она могла устанавливать соответствующие взаимоотношения с детьми. Она старалась планировать уроки так, чтобы вызвать интерес детей, поощрять их творчество, а не только передавать им знания, но и развивать их умения (необходимые для жизни) общаться друг с другом. Всё что требовалось от учеников – принимать активное участие в обсуждение учебных тем и таким образом формировать свои знания

Она любит детей, обожает свой предмет и не винит себя.

Она считает, что проблема заключается в том, что дети изменились в худшую сторону за последние несколько лет. Им не только всё насучило, они непослушные, плохо ведущие себя, грубые. Всё это вызывает у нее отвращение.

Она объясняет, что дети находятся под давлением со стороны средств массовой информации и друг друга.

Нарушающие порядок ученики (disruptive) давят (dominate) над усердными учениками, что мешает всему классу. ЕЕ попытки призвать их к совести также оканчиваются неудачей. Хотя их родители самим не в состоянии справиться со своими детьми. Они должны принять часть вины за то, что позволяют детям долго не спать по вечерам, за то, что они не кормят их так как положено. Когда дети приходят в школу без завтрака, они не в состоянии сосредоточиться на работе.

2. Чарльз Уингейт был старшим сыном мастера железнодорожной бригады. Чарли хорошо учился в школе и даже окончил ее с отличием. Его родители одобрили решение сына поступать в колледж. Вступительные экзамены Уингейт сдал прекрасно. Однако в колледже он начал не успевать. Особенно плохо у него обстояли дела по английскому, психологии и военной подготовке. Уингейт отстал с письменными работами по английскому и теперь никак не мог догнать остальных студентов.

Все дело было в том, что Уингейту приходилось работать по ночам, чтобы платить за еду и комнату. Рассчитывать на финансовую поддержку из дома он не мог, поскольку у него были два младших брата и две младших сестры. Бросить учебу и вернуться домой он также не мог. Это бы очень расстроило его мать, гордившуюся тем, что сын работает и учится.

Когда Уингейт был на грани отчисления, его вызвали к декану. Уингейт объяснил декану причину неуспеваемости и пообещал, что найдет способ, для того чтобы уделять больше внимания учебе.

3. Ни для кого не секрет, что эмоции играют важную роль в нашей жизни. Общаясь с людьми, наверняка можно заметить, что люди по-разному проявляют эмоции, делятся своими чувствами.

Эмоции — это адаптивный механизм, который заложен в нас природой, для оценки ситуации. Ведь не всегда у человека есть время, когда он может верно и точно оценить что же с ним происходит. Допустим в ситуации опасности... А тут раз — чего-то почувствовал и есть ощущение, что либо «нравится» либо «не нравится».

Тем более, что эмоциональная оценка она наиболее верная — природа не может обманывать. Эмоциональная оценка происходит очень быстро и здесь не «примешивается» разум и логика. Ведь логически можно объяснить все, что угодно и привести кучу всяких рациональных доводов.

Наблюдая за людьми (и за собой в том числе) я замечаю, что есть ситуации в которых люди либо игнорируют свои эмоции, либо стараются их не замечать или просто не осознают. Не буду сейчас делать предположения относительно причин этого, скажу лишь то, что не прислушиваясь к себе, к своей эмоциональной жизни, человек не может адекватно и наиболее полно воспринять ситуацию, а тем самым принять наиболее эффективное решение.

В обычной жизни это может проявиться в том, что игнорируя или вытесняя свои эмоции, человек может создать себе неверное убеждение. К примеру, если жена игнорирует/не осознает или не хочет признавать свою злость в отношении мужа, она может выплеснуть свое раздражение на другого человека или детей, в совершенно другой ситуации.

Однажды я заметил, что людям порой бывает очень не просто сказать, что же они на самом деле чувствуют или какую эмоцию сейчас испытывают. Даже если человек осознает, что у него есть сейчас какое-то чувство, иногда бывает очень затруднительно сказать это в словах, назвать его.

И я решил восполнить этот пробел на страницах своего сайта. Я составил список эмоций и чувств, которые мне удалось найти, надеюсь, что прочитав его, можно значительно пополнить осознание того, что может с Вами происходить.

ИДЗ №4 «Summary»

Summarize the texts in about 6 paragraphs and give a title to it:

1) Readers of Celeste Ng's second novel, "Little Fires Everywhere," will recognize a few elements from her acclaimed debut, "Everything I Never Told You." There are the simmering racial tensions and incendiary family dynamics beneath the surface of a quiet Ohio town. There are the appeal and impossibility of assimilation, the all-consuming force of motherhood and the secret lives of teenagers and their parents, each unknowable to the other.

And there's a familiar frame, too: At each novel's opening, we know at least part of the tragedy that will befall the characters — the mystery lies in figuring out how they got there. In "Little Fires Everywhere," we begin not with a death but a house fire, and new questions: Who set it, and why?

The house belongs to Elena and Bill Richardson, a wealthy white couple who epitomize success in picture-perfect, late-'90s Shaker Heights, and their four teenage children, including girl-next-door Lexie and the troubled prankster Izzy, who is suspected of arson. "The firemen said there were little fires everywhere," Lexie says. "Multiple points of origin. Possible use of accelerant. Not an accident." But Izzy isn't the only one who seems to have fled the scene. Mia Warren and her 15-year-old daughter, Pearl, have also disappeared, vacating the small house they rented from the Richardsons. And so Ng again returns to the past for answers.

It's Mia and Pearl's arrival in town 11 months earlier that ignites the story. Mia is an alluring Hester Prynne, a misfit nomad whose scarlet A might stand for Artist. She and Pearl

have traveled the country in their VW Rabbit with little more than Mia's camera, living in dozens of towns before settling in Shaker Heights, where Mia promises her daughter they will stay. Pearl, longing to belong, quickly becomes a fixture in the Richardsons' home, entangling her mother along with her.

2) Witnessing these two families as they commingle and clash is an utterly engrossing, often heartbreaking, deeply empathetic experience, not unlike watching a neighbor's house burn. And the spectacle doesn't stop with the Richardsons and Warrens. Ng also introduces a custody battle that becomes the center of the town's attention — a 1-year-old girl who is wanted by both her Chinese immigrant mother and the white couple who has raised the baby.

It's this vast and complex network of moral affiliations — and the nuanced omniscient voice that Ng employs to navigate it — that make this novel even more ambitious and accomplished than her debut. If occasionally the story strains beneath this undertaking — if we hear the squeaky creak of a plot twist or if a character is too conveniently introduced — we hardly mind, for our trusty narrator is as powerful and persuasive and delightfully clever as the narrator in a Victorian novel. As soon as we meet our matriarch — “Mrs. Richardson stood on the tree lawn, clutching the neck of her pale blue robe closed” — we have the sneaky sense that our well-mannered narrator is speaking from both within and above the order-obsessed neighborhood.

But as Mrs. Richardson — rarely “Elena” — struggles to keep her household in order, the narrator begins to shapeshift, surprising us with the expansion of her powers. Ng doesn't miss an opportunity to linger over a minor character, even those we meet for only a moment (the neighbor, the doorman, the bailiff) whose voices might otherwise be rendered in parentheses. At the same time, she offers a nuanced and sympathetic portrait of those terrified of losing power. It is a thrillingly democratic use of omniscience, and, for a novel about class, race, family and the dangers of the status quo, brilliantly apt.

Mrs. Richardson's vision of a suburban utopia might strike some as a quaint fantasy, but this is the '90s, after all. Post-9/11, post-Obama, in the age of Trump and Black Lives Matter, we may know better, but Ng reminds us that 20 years ago, in the age of AltaVista, pagers and Sir Mix-a-Lot, some who voted for another Clinton claimed to have within their sight a post-racial America. “I mean, we're lucky,” says the blond Lexie, whose boyfriend is black. “No one sees race here.”

The magic of this novel lies in its power to implicate all of its characters — and likely many of its readers — in that innocent delusion. Who set the little fires everywhere? We keep reading to find out, even as we suspect that it could be us with ash on our hands.

ИДЗ №5 «Reproduction»

Write a reproduction of the stories

- 1) “The Man with the Scar” by S. Maugham (300 words).
- 2) “A Pair of Blue Stockings” by Kate Chopin (300 words).

ИДЗ №6 «Essay»

Write an essay (about 300 words).

- 1) An ideal companion for you.
- 2) An ideal teacher.
- 3) The school of the future.
- 4) How to become happy.

7 Оценочные средства для проведения промежуточной аттестации

а) Планируемые результаты обучения и оценочные средства для проведения промежуточной аттестации:

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
ОК-4 способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия		
Знать	<ul style="list-style-type: none"> – основные принципы устной коммуникации на английском языке; – основные принципы письменной коммуникации на английском языке, – принципы межличностного и межкультурного взаимодействия в рамках изучаемых тем. 	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) Назовите основные особенности устной коммуникации на английском языке; 2) Назовите основные особенности письменной коммуникации на английском языке; 3) Перечислите особенности межличностного взаимодействия в английских государственных и частных школах, в американских школах. 4) Назовите особенности межкультурного взаимодействия при обсуждении тем «Школьное образование в США и Великобритании» и «Люди и эмоции».
Уметь	<ul style="list-style-type: none"> – применять принципы устной коммуникации на английском языке; – применять принципы письменной коммуникации на английском языке, – применять принципы межличностного и межкультурного взаимодействия в рамках изучаемых тем. 	<p>Практические задания:</p> <ol style="list-style-type: none"> 1) Pair work. Make up dialogues discussing the problems of USA (Britain, Russian) school education. 2) Summarize in three paragraphs the main points of the articles 1), 2). Your conclusion might be a single sentence restating the thesis. <ul style="list-style-type: none"> 1. Suffer little children <p>Brixton resident Devon Allison explains how the dearth of secondary schools in her area forced her into a four-year battle with the government that will climax in a showdown with Lambeth council this evening</p> <p>Four years ago I began regular missions to one of Britain's strangest places - Planet Politics. I visited the part called Education, Education, Education.</p> <p>I was a reluctant traveller and had no special training or kit to protect myself or my naive beliefs about the government and its responsibilities to British schoolchildren. But I survived, and I want to share what I learned in this largely uncharted territory.</p> <p>Here's how the journey started. Like many thousands of people, I live in an education black hole. Believe it or not, in my community of Brixton, south London, there are no secondary schools - even though there are enough children to fill at least three of them.</p> <p>So a group of my neighbours and I set out to change this, confident that the government would see how desperate our situation was in Brixton and move quickly to provide at least a basic education service to local children by building three new secondary schools.</p> <p>How can it be that there are no secondary schools in</p>

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		<p>Brixton? I began to piece together the story to find out how a borough of a nearly 300,000 people can wind up with only 10 secondary schools, with places for just 60% of its children.</p> <p>It turned out that the local council had sold 11 schools since 1997, including the site of Brixton's last secondary school, which is now covered with flats.</p> <p>Brixton schoolchildren routinely travel over an hour each way on public transport to get to secondary school. Each local primary sends children to more than 20 different secondary schools, so many of them travel alone, and have no supportive peer group when they get to school. And because 60% of the borough's schools are for girls, and 60% are for Christians, Lambeth children (especially Brixton boys living in the centre of the secondary school desert) have to become commuters at the age of 11.</p> <p>It seemed obvious to us that Brixton needed schools. But the first education minister we met told us that Lambeth actually had "no basic need" for secondary schools. Yes, a majority of children were forced to leave the area because of the lack of secondary school places (in Lambeth, 2,500 Year 6 places shrink to less than 1,500 Year 7 places - musical chairs is no party game here). However, because a few Lambeth schools had a few empty seats in higher years, the borough had no basic need and wouldn't qualify for money to build new community schools.</p> <p>While we were still trying to understand this logic, the minister told us that, even though we didn't "need" it, we would be getting a city academy - and we would love it.</p> <p>We were given a choice, actually. We were asked to choose between a) nothing, and b) the city academy, sponsored by the Church Schools Company and specialising in business. So we chose the latter and got our first city academy, which opens this September.</p> <p>When we started to campaign for the next two schools, we ran into a catch-22 situation. Deprived areas get city academies, but not if they're so deprived that they have no failing or closed schools to turn into city academies. If, like Brixton, your community doesn't possess any of this tarnished family silver, you don't get a school at all.</p> <p>Civil servants and council officers told us that Brixton couldn't have any secondary schools because there were no sites, no sponsors, and everything is Very Complicated.</p> <p>We could see that we would have to do a lot of the</p>

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		<p>work ourselves. So we organised a not-for-profit company, got former South African president Nelson Mandela's permission to use his name for a school, and scoured the borough for land. We found two sites, completed planning and legal searches on them, negotiated for access with reluctant current owners, and tripped over a group of philanthropists willing to sponsor two schools in Brixton.</p> <p>Then we hit crazy old catch-22 again. It had been decreed that the central government never buys land for city academies. Because governments operate by precedent, it was feared that an exception allowed for Brixton would become the norm everywhere. The education minister, looking farther than we mere parents can see, pronounced that if the land was purchased for Brixton, the whole galaxy would then show up on his doorstep demanding real estate.</p> <p>Lambeth council balks at buying land because it is £700m in debt; the money it received from selling Brixton's schools was spent long ago, and not on liquid assets.</p> <p>The high ministers of Planet Politics, in the various forms of David Miliband, Stephen Twigg, Stephen Timms, and Keith Hill (our local MP), told us that it was sensible for our team to investigate various creative approaches to funding (because, the subtext ran, our government is not obliged to use our tax money to provide us with the choice of a local school).</p> <p>I have fun sometimes imagining how the government thinks we investigate funding approaches. We are just a bunch of parents, all volunteers, looking after small children, who have had a working knowledge of Planet Politics forced upon us. Our heads may be in the DfES but our feet are still firmly on the ground, in Brixton.</p> <p>We have learned that, on Planet Politics, no level of government admits a duty to provide local schools. Local and central government can offer children the "choice" to commute to distant schools or move out of the neighbourhood.</p> <p>The government concedes that a journey from Brixton to Yorkshire is not reasonable, but a four-hour round trip journey is considered just fine.</p> <p>Parents and children in our brave new world of choice are told not to whine about unfairness. So what if it's twice as hard for boys to get places? Or non-Christians?</p> <p>I wish our strange and inhospitable hosts had tried to learn more about our world, a world in which people believe all children deserve good local schools, and are</p>

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		<p>willing to go to extraordinary lengths to work "entrepreneurially" (a favourite DfES word) to provide our children with them. Who knows how much more we could have accomplished together?</p> <p>2. Emotional intelligence: why it matters and how to teach it by Bradley Busch and Ben Oakley</p> <p>Teaching young people skills such as active listening, self-awareness and empathy can equip them to succeed both academically and socially</p> <p>Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. Photograph: Alamy Stock Photo</p> <p>In our work with schools, it’s now commonplace for us to hear those in education talking about helping students (and staff) develop their emotional intelligence. But what do we mean exactly? Why and how should teachers support its development in their students?</p> <p>Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.</p> <p>The term emotional intelligence was popularised in the mid 90s by journalist Daniel Goleman’s book, Emotional Intelligence: Why It Can Matter More Than IQ. The book’s claims that emotional intelligence is more important than IQ is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement. An iconic study tracked high-IQ students from childhood to late adulthood and found that those who achieved notable adult career success showed greater “will power, perseverance and desire to excel”. Meanwhile, evidence from the seminal marshmallow test – which gave children the option to have more treats if they could wait before eating them – suggested delayed gratification and self-control are important, with these characteristics being linked to better school grades, earnings and job satisfaction.</p> <p>Regardless of debates over whether emotional intelligence can be measured, we believe it’s worthwhile for schools to explore some of its main</p>

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		<p>facets. Here’s how.</p> <p>Active listening The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention. It involves genuinely following dialogue and responding to others using your own body language, then being able to demonstrate that you have understood by verbally summarising back key messages that have been received.</p> <p>In the classroom, this can affect how students take on feedback from teachers. A recent review found that 38% of feedback interventions do more harm than good. This may be in part because people often make common mistakes when receiving feedback – misinterpreting it as being a personal judgement on who they are, for example, and thinking about when the speaker will finish talking so they can reply instead of listening fully to what is being said.</p> <p>The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention</p> <p>A vocabulary for feelings Researcher Lisa Barrett states that interpersonal skills can be enhanced by helping students increase their emotion vocabulary. Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. In short, every emotion word you learn is a new tool for future emotional intelligence.</p> <p>A simple way to introduce this to students is to play the alphabet game: as a class you see how many different emotions you can come up with for each letter of the alphabet. Afterwards, discuss the differences between each, what might prompt the emotions, and how students could individually respond. If looking for inspiration on this, we recommend this poster as a possible starting point.</p> <p>Developing self-awareness When we have low self-awareness, we’re at risk of not realising how we come across to others, and letting an over inflated self-image skew our behaviour and social interactions.</p> <p>A well-known study once saw researchers ask students how they thought they did in a test, and then compared their perceptions with their actual results. They found that most students overestimated their ability, with this most likely to be the case in students who had done</p>

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		<p>poorly. This is known as The Dunning-Kruger effect and is one of the most common thinking biases in education.</p> <p>They also found that strategies to help students improve their self-awareness include teaching them metacognitive strategies. One way of doing this is to encourage them to ask self-reflective questions such as “What could I have done differently?” Or use a communication self-evaluation questionnaire, which can help students begin to understand their interpersonal skills.</p> <p>Showing empathy as being ‘with’ others Empathy is the ability to take the perspective of another person while being non-judgemental, recognising the emotions they are feeling, and being able to convey their perspective back to them. Evidence suggests that reading is a great way to develop this skill. Researcher Brené Brown’s animated short video is also a great conversation starter to use with students.</p> <p>Teachers: your guide to learning strategies that really work</p> <p>Reflecting back the other person’s perspective helps to make the other person feel understood, which in turn increases the likelihood of collaboration and support. Children generally develop empathy through observing how others show it – including watching teachers and students empathise with each other. Using phrases such as “I understand/realise/can see” can help to show students how understanding of other perspective can be expressed.</p> <p>Managing emotions and self-regulation The Sutton Trust states that helping students improve their self-regulation – the ability to manage thoughts and feelings – is one of the most effective and efficient ways to support students. This is especially so in secondary schools, with the gap between impulse control and sensation seeking being at its widest in early teenage years.</p> <p>What do self-regulation techniques look like? There are approaches that are used by athletes which can be applied to the classroom – the principles remain the same. These include seeing events as an opportunity rather than a threat and helpful self-talk , for example. Reinforce to students that emotional management skills are not fixed but can be developed. This takes a considerable amount of effort and patience from both the student and the teacher, as it is often a gradual process over a large period of time.</p>

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		3) Speak on the problems using the ideas from texts 1), 2). 1) Payment for school education: pros and cons. 2) Teaching children to emotions is necessary/useless.
Владеть	– устной коммуникацией в рамках заданных тем; – письменной коммуникацией в рамках заданных тем; принципами межличностного и межкультурного взаимодействия в рамках изучаемых тем.	Комплексные проблемные задания: 1) Speak on the problems 1. Payment for school education: pros and cons. 2. Teaching children to emotions is necessary/useless. 2) Write an opinion essay on the following topics: 1. Students should specialize early so that they can develop in-depth skills and knowledge in their majors. 2. British public schools. 3. American school education vs Russian school education. 4. Traditional vs modern way of upbringing. 5. Teaching moods in language learning. 6. The art of being happy. 7. Empathy in teaching. 8. Suppressed emotions.
ПК-2 способностью использовать современные методы и технологии обучения и диагностики		
Знать	– современные методы обучения; – современные технологии обучения; – принципы диагностики	Теоретические вопросы: 1) Назовите современные методы и технологии в обучении; 2) Назовите виды диагностики устных и письменных заданий (диалог, монолог, эссе, адаптация статьи).
Уметь	– применять современные методы обучения; – применять современные технологии обучения; – принимать принципы диагностики.	Практические задания: 1) Make a report using modern technologies about the school grade system in the USA (Great Britain) 2). Do the correction of the sentences: ИДЗ №1 «Correct the mistakes» Correct the mistakes in the following sentences 1. I hate when foreign films are dubbed; I like to listen to them in their original language. 2. The police are very unwilling to interfere with family problems. 3. It's no use to tell me now. I needed to know a week ago. 4. The producer organizes the budget and decides how much is worth to spend on the film. 5. We eventually winded up staying in a little hotel a few miles from town. 6. He became acutely conscious to have failed his parents.

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		<p>7.You may not like him, but you've got to admire of his persistence.</p> <p>8.Tell me all the latest gossips.</p> <p>9.I'm looking forward to go to your party.</p> <p>10.She refused having anything to do with the plan.</p> <p>11.The police observed him to enter the bank with a gun.</p> <p>12.Seeing his confusion, I offered helping him.</p> <p>13.We took the line of the least resistance and paid the money instead of arguing.</p> <p>14.There is not much point to try to persuade him – he'll never change his mind.</p> <p>15.The package in the corridor looks a bit suspiciously.</p> <p>16.At supper, everyone was in high spirit.</p> <p>17.I used to a good swimmer, but now I'm out of the practice.</p> <p>18.Many newspapers have a gossip row, where private lives of famous people are reported.</p> <p>19.She just scraped at the examination.</p> <p>20.Have you ever considered to work as a teacher?</p> <p>3) Listen to your group-mates' dialogue and correct the mistakes</p> <p>A: OK. We're back. You wanna talk about your summer vacation. OK.</p> <p>B: Sure. I went to Las Vegas, Nevada; Reno, Nevada; Tahoe, California; and San Diego, California and I went to Disneyland.</p> <p>A: Wow! Sounds like a really good time. Bay!</p> <p>B: Yeah, it was. It was a lot of fun.</p> <p>A: What was the best place?</p> <p>B: Probably Las Vegas. It was the most interesting.</p> <p>A: OK. Why was it the most interesting? OK.</p> <p>B: It was just really busy and there was always stuff going on. Ya know, never resting.</p> <p>A: OK. Ah, for example what stuff is going on? Like, what did you do?</p> <p>B: Well, we went shopping a lot, in a lot of different casinos that had malls in them, went and visited the Hoover Dam.</p> <p>A: Oh, wow! It's pretty big. Do you think you'll go back in the future?</p> <p>B: Hopefully.</p> <p>A: OK. Great. Thanks a lot Jeanna.</p>

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Владеть	<ul style="list-style-type: none"> – практическими умениями и навыками использования современных методов обучения; – практическими умениями и навыками использования современных технологий обучения; – способами диагностики 	<p>Комплексные проблемные задания:</p> <p>1) Think out a topic for an essay about feelings. Correct the mistakes in the essays.</p> <p>2) Organize a discussion on the following text. Correct the mistakes in case the students make any.</p> <p style="text-align: center;">Want to live a happier life?</p> <p>Try surrounding yourself with happy friends or at least find friends with happy friends. A study published online December 4th in the British Medical Journal says happiness can quickly go viral within your social network. Researchers looked at twenty years' worth of data on more than 5,000 individuals and found that when any one person was happy, their friends became more likely to share that joy. Benefits spread out to three degrees of separation, meaning a better chance at happiness for not only their friends' friends, but also their friends' friends' friends. But don't go thinking your ten thousand buddies on Facebook will bring you happiness. The researchers found that the strength of the effect dissipates over physical distance, with next-door neighbors and friends living nearby getting the biggest boost. Surprisingly, sadness made very little headway within social networks, paling in comparison to the communal effects of happiness. Just in time for the holiday season, scientific proof that it's not the gift that counts — it's the smile on the face of the friend giving it.</p>
<p>ДПК-3 умеет свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации</p>		
Знать	<ul style="list-style-type: none"> – основные способы выражения семантической, коммуникативной и структурной преемственности между частями высказывания. – основные лексические средства выражения мыслей в рамках изучаемых тем; – способы выявления релевантной информации. 	<p>Теоретические вопросы:</p> <p>1) Назовите основные способы выражения семантической, коммуникативной и структурной преемственности между частями высказывания.</p> <p>2) Перечислите ошибки, нарушающие передачу релевантной информации в устной и письменной речи.</p> <p>3) Перечислите американизмы и британизмы в изучаемых темах.</p>
Уметь	– применять основные способы	<p>Практические задания:</p> <p>1) 2) Summarize in three paragraphs the main points of</p>

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	<p>выражения семантической, коммуникативной и структурной преемственности между частями высказывания;</p> <p>– применять основные лексические средства для выражения мыслей в рамках изучаемых тем;</p> <p>– применять способы выявления релевантной информации.</p>	<p>the articles 1), 2). Mind the semantic, communicative and structural integrity of your summary:</p> <p>1. Suffer little children</p> <p>Brixton resident Devon Allison explains how the dearth of secondary schools in her area forced her into a four-year battle with the government that will climax in a showdown with Lambeth council this evening</p> <p>Four years ago I began regular missions to one of Britain's strangest places - Planet Politics. I visited the part called Education, Education, Education.</p> <p>I was a reluctant traveller and had no special training or kit to protect myself or my naive beliefs about the government and its responsibilities to British schoolchildren. But I survived, and I want to share what I learned in this largely uncharted territory.</p> <p>Here's how the journey started. Like many thousands of people, I live in an education black hole. Believe it or not, in my community of Brixton, south London, there are no secondary schools - even though there are enough children to fill at least three of them.</p> <p>So a group of my neighbours and I set out to change this, confident that the government would see how desperate our situation was in Brixton and move quickly to provide at least a basic education service to local children by building three new secondary schools.</p> <p>How can it be that there are no secondary schools in Brixton? I began to piece together the story to find out how a borough of a nearly 300,000 people can wind up with only 10 secondary schools, with places for just 60% of its children.</p> <p>It turned out that the local council had sold 11 schools since 1997, including the site of Brixton's last secondary school, which is now covered with flats.</p> <p>Brixton schoolchildren routinely travel over an hour each way on public transport to get to secondary school. Each local primary sends children to more than 20 different secondary schools, so many of them travel alone, and have no supportive peer group when they get to school. And because 60% of the borough's schools are for girls, and 60% are for Christians, Lambeth children (especially Brixton boys living in the centre of the secondary school desert) have to become commuters at the age of 11.</p> <p>It seemed obvious to us that Brixton needed schools. But the first education minister we met told us that Lambeth actually had "no basic need" for secondary schools. Yes, a majority of children were forced to leave the area because of the lack of secondary school</p>

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		<p>forms of David Miliband, Stephen Twigg, Stephen Timms, and Keith Hill (our local MP), told us that it was sensible for our team to investigate various creative approaches to funding (because, the subtext ran, our government is not obliged to use our tax money to provide us with the choice of a local school). I have fun sometimes imagining how the government thinks we investigate funding approaches. We are just a bunch of parents, all volunteers, looking after small children, who have had a working knowledge of Planet Politics forced upon us. Our heads may be in the DfES but our feet are still firmly on the ground, in Brixton.</p> <p>We have learned that, on Planet Politics, no level of government admits a duty to provide local schools. Local and central government can offer children the "choice" to commute to distant schools or move out of the neighbourhood.</p> <p>The government concedes that a journey from Brixton to Yorkshire is not reasonable, but a four-hour round trip journey is considered just fine.</p> <p>Parents and children in our brave new world of choice are told not to whine about unfairness. So what if it's twice as hard for boys to get places? Or non-Christians?</p> <p>I wish our strange and inhospitable hosts had tried to learn more about our world, a world in which people believe all children deserve good local schools, and are willing to go to extraordinary lengths to work "entrepreneurially" (a favourite DfES word) to provide our children with them. Who knows how much more we could have accomplished together?</p> <p>2. Emotional intelligence: why it matters and how to teach it by Bradley Busch and Ben Oakley</p> <p>Teaching young people skills such as active listening, self-awareness and empathy can equip them to succeed both academically and socially</p> <p>Encouraging students to understand the difference between "sad", "disappointed" and "upset" acts as springboard to develop appropriate strategies for each.</p> <p>Photograph: Alamy Stock Photo</p> <p>In our work with schools, it's now commonplace for us to hear those in education talking about helping students (and staff) develop their emotional intelligence. But what do we mean exactly? Why and how should teachers support its development in their students?</p> <p>Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-</p>

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		<p>motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.</p> <p>The term emotional intelligence was popularised in the mid 90s by journalist Daniel Goleman’s book, Emotional Intelligence: Why It Can Matter More Than IQ. The book’s claims that emotional intelligence is more important than IQ is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement. An iconic study tracked high-IQ students from childhood to late adulthood and found that those who achieved notable adult career success showed greater “will power, perseverance and desire to excel”. Meanwhile, evidence from the seminal marshmallow test – which gave children the option to have more treats if they could wait before eating them – suggested delayed gratification and self-control are important, with these characteristics being linked to better school grades, earnings and job satisfaction.</p> <p>Regardless of debates over whether emotional intelligence can be measured, we believe it’s worthwhile for schools to explore some of its main facets. Here’s how.</p> <p>Active listening</p> <p>The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention. It involves genuinely following dialogue and responding to others using your own body language, then being able to demonstrate that you have understood by verbally summarising back key messages that have been received.</p> <p>In the classroom, this can affect how students take on feedback from teachers. A recent review found that 38% of feedback interventions do more harm than good. This may be in part because people often make common mistakes when receiving feedback – misinterpreting it as being a personal judgement on who they are, for example, and thinking about when the speaker will finish talking so they can reply instead of listening fully to what is being said.</p> <p>The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention</p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
		<p>A vocabulary for feelings</p> <p>Researcher Lisa Barrett states that interpersonal skills can be enhanced by helping students increase their emotion vocabulary. Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. In short, every emotion word you learn is a new tool for future emotional intelligence.</p> <p>A simple way to introduce this to students is to play the alphabet game: as a class you see how many different emotions you can come up with for each letter of the alphabet. Afterwards, discuss the differences between each, what might prompt the emotions, and how students could individually respond. If looking for inspiration on this, we recommend this poster as a possible starting point.</p> <p>Developing self-awareness</p> <p>When we have low self-awareness, we’re at risk of not realising how we come across to others, and letting an over inflated self-image skew our behaviour and social interactions.</p> <p>A well-known study once saw researchers ask students how they thought they did in a test, and then compared their perceptions with their actual results. They found that most students overestimated their ability, with this most likely to be the case in students who had done poorly. This is known as The Dunning-Kruger effect and is one of the most common thinking biases in education.</p> <p>They also found that strategies to help students improve their self-awareness include teaching them metacognitive strategies. One way of doing this is to encourage them to ask self-reflective questions such as “What could I have done differently?” Or use a communication self-evaluation questionnaire, which can help students begin to understand their interpersonal skills.</p> <p>Showing empathy as being ‘with’ others</p> <p>Empathy is the ability to take the perspective of another person while being non-judgemental, recognising the emotions they are feeling, and being able to convey their perspective back to them. Evidence suggests that reading is a great way to develop this skill. Researcher Brené Brown’s animated short video is also a great conversation starter to use with students.</p> <p>Teachers: your guide to learning strategies that really work</p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
		<p>Reflecting back the other person’s perspective helps to make the other person feel understood, which in turn increases the likelihood of collaboration and support. Children generally develop empathy through observing how others show it – including watching teachers and students empathise with each other. Using phrases such as “I understand/realise/can see” can help to show students how understanding of other perspective can be expressed.</p> <p>Managing emotions and self-regulation The Sutton Trust states that helping students improve their self-regulation – the ability to manage thoughts and feelings – is one of the most effective and efficient ways to support students. This is especially so in secondary schools, with the gap between impulse control and sensation seeking being at its widest in early teenage years.</p> <p>What do self-regulation techniques look like? There are approaches that are used by athletes which can be applied to the classroom – the principles remain the same. These include seeing events as an opportunity rather than a threat and helpful self-talk , for example. Reinforce to students that emotional management skills are not fixed but can be developed. This takes a considerable amount of effort and patience from both the student and the teacher, as it is often a gradual process over a large period of time.</p> <p>2) Pair work. Make up dialogues discussing the problems raised in the articles and use the active vocabulary.</p> <p>3) Write a reproduction of the stories. minding the semantic, communicative and structural integrity of your reproductions: 1) “The Man with the Scar” by S. Maugham (300 words). 2) “A Pair of Blue Stockings” by Kate Chopin (300 words). 4) Translate into English (make use of the active vocabulary) 1. Он никогда ни в малейшей степени не вмешивался в дела других. 2. Это не будет стоить дорого, но не в этом суть. 3. Я считаю важным (обязательным) закрывать окна перед уходом из дома. 4. Я думаю, что я упустил всё самое главное. 5. Вы должно быть путаете меня с кем-то другим. 6. Разве Вы не заметили ничего подозрительного в</p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
		<p>его поведении?</p> <p>7. Я смутно осознавал, что за мной следят.</p> <p>8. Она не пришла в сознание и умерла на следующий день.</p> <p>9. Постоянная болтовня детей мешала ему работать.</p> <p>10. Если бы ты поразмыслил над своими поступками, то ты бы осознал, что сам за них отвечаешь.</p> <p>11. Твои брюки и пиджак – очень странное смешение стилей.</p> <p>12. Он указал на место, где раньше стоял дом.</p> <p>13. Он всегда обещает помочь, но когда доходит до дела, его никогда нет.</p> <p>14. У меня есть подозрение, что она говорит неправду.</p> <p>15. Он говорил и говорил, но так и не подошёл к сути дела.</p> <p>16. Я – поклонник Моцарта.</p> <p>17. Нет смысла ждать.</p> <p>18. Если бы она не была так застенчива, она бы не чувствовала себя неловко среди незнакомых людей.</p> <p>19. Армия оказала сильное сопротивление врагу.</p> <p>20. Мама говорит, что я могу пойти работать, если это не будет мешать учёбе.</p>
Владеть	<p>– способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания.</p> <p>– лексическими средствами выражения мыслей в рамках изучаемых тем;</p> <p>– способами выявления релевантной информации.</p>	<p>Комплексные проблемные задания:</p> <p>1) Speak on the problems using the active vocabulary of the lessons and minding the semantic, communicative and structural integrity of your summary:</p> <p>1. Payment for school education: pros and cons.</p> <p>2. Teaching children to emotions is necessary/useless.</p> <p>2) Write an opinion essay on the following topics:</p> <p>1. Students should specialize early so that they can develop in-depth skills and knowledge in their majors.</p> <p>2. British public schools.</p> <p>3. American school education vs Russian school education.</p> <p>4. Traditional vs modern way of upbringing.</p> <p>5. Teaching moods in language learning.</p> <p>6. The art of being happy.</p> <p>7. Empathy in teaching.</p> <p>8. Suppressed emotions.</p>
ДПК-4 обладает готовностью преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения		
Знать	– стереотипы, возникающие при	<p>Теоретические вопросы:</p> <p>1) Назовите стереотипы, возникающие при</p>

Структурный элемент компетенции	Планируемые результаты обучения	Оценочные средства
	<p>межкультурном общении;</p> <p>– принципы межкультурного диалога в общей и профессиональных сферах общения;</p> <p>– основные темы, возникающие в общей и профессиональных сферах общения в рамках изучаемых тем.</p>	<p>межкультурном общении;</p> <p>2) Назовите принципы ведение межкультурного диалога в общей и профессиональных сферах общения;</p> <p>3) Назовите на ваш взгляд актуальные темы, возникающие в профессиональной сфере общения в рамках тем «Schooling», «People and Emotion».</p>
Уметь	<p>– узнавать стереотипы, возникающие при межкультурном общении;</p> <p>– применять принципы межкультурного диалога в общей и профессиональных сферах общения;</p> <p>– находить темы, возникающие в общей и профессиональных сферах общения в рамках изучаемых тем.</p>	<p>Практические задания:</p> <p>1. Listen to the text and find the stereotypes.</p> <p>Text script</p> <p>This is the VOA Special English Education Report. Some American parents might think their children need better educations to compete with China and other countries. But how much do the parents themselves need to change?</p> <p>A new book called "Battle Hymn of the Tiger Mother" by Amy Chua has caused a debate about cultural differences in parenting. Ms. Chua is a professor at the Yale Law School in New Haven, Connecticut, and the mother of two daughters. She was raised in the American Midwest by immigrant Chinese parents. In the Chinese culture, the tiger represents strength and power. In her book, Ms. Chua writes about how she demanded excellence from her daughters. For example, she threatened to burn her daughter's stuffed animals unless she played a piece of music perfectly. She would insult her daughters if they failed to meet her expectations. Ms. Chua told NBC television that she had a clear list of what her daughters, Sophia and Louisa, were not permitted to do.</p> <p>"Attend a sleepover, have a play date, watch TV or play computer games, be in a school play, get any grade less than an A." Many people have criticized Amy Chua. Some say her parenting methods were abusive. She even admits that her husband, who is not Chinese, sometimes objected to her parenting style. But she says that was the way her parents raised her and her three sisters.</p> <p>Ms. Chua makes fun of her own extreme style of parenting. She says she eased some of the pressure after her younger daughter rebelled and shouted "I hate my life! I hate you!" Ms. Chua says she decided to</p>

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		<p>retreat when it seemed like there was a risk that she might lose her daughter. But she also says American parents often have low expectations of their children's abilities. "One of the biggest differences I see between Western and Chinese parents is that Chinese parents assume strength rather than fragility"</p> <p>Stacy DeBroff has written four books on parenting. "The stirring of this intense debate has to do with what does it mean to be a successful parent and what does it mean to be a successful child?" "Ms. DeBroff says Amy Chua's parenting style is not limited to Chinese families. She says it represents a traditional way of parenting among immigrants seeking a better future for their children. But she also sees a risk. When children have no time to be social or to follow their own interests, they might not develop other skills that they need to succeed in life.</p> <p>Stacey DeBroff advises parents to develop their own style of parenting and not just repeat the way they were raised.</p> <p>2. Role Play: you are teachers from different countries Discuss the problems: 1) 1. Payment for school education: pros and cons. 2) Teaching children to emotions is necessary/useless.</p>
Владеть	<p>– способами избегания стереотипов, возникающие при межкультурном общении;</p> <p>– способами применения межкультурного диалога в общей и профессиональных сферах общения;</p> <p>– темами, возникающими в общей и профессиональных сферах общения в рамках изучаемых тем.</p>	<p>Комплексные проблемные задания: Write an essay (about 300 words). 1) An ideal companion for you. 2) An ideal teacher. 3) The school of the future. 4) How to become happy.</p> <p>2) Speak on the problems using the active vocabulary of the lessons: 1. Payment for school education: pros and cons. 2. Teaching children to emotions is necessary/useless.</p>

б) Порядок проведения промежуточной аттестации, показатели и критерии оценивания:

Зачет по дисциплине проводится в один этап и включает написание эссе на предложенную тему.

Схема оценивания сочинения(эссе)

БАЛЛ	КРИТЕРИИ				
	Содержание	Организация текста	Лексика	Грамматика	Орфография и пунктуация
5	Тема полностью раскрыта: - тезис соответствует предложенной теме, - содержание основной части доказывает и развивает положения тезиса, - заключение логически вытекает из основной части и соответствует тезису	Письменное высказывание логично; средства логической связи использованы правильно; текст правильно разделен на абзацы; формат письменного произведения выбран правильно.	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики, стиливое оформление речи выбрано верно с учетом жанра произведения	Используются разнообразные грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением
4	Тема достаточно полно раскрыта: - тезис соответствует предложенной теме, - содержание основной части развивает положения тезиса, но иногда наблюдаются отступления от тезиса, - заключение соответствует тезису,	Письменное высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата сочинения.	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас несколько ограничен, но лексика использована правильно, имеются отдельные стилистические неточности	Имеется ряд негрубых грамматических ошибок, не затрудняющих понимание текста.	Имеется ряд орфографических и/или пунктуационных ошибок, которые не затрудняют понимание текста.

	но не в полном объеме отражает его положения				
<u>3</u>	Тема в основном раскрыта: - тезис в основном соответствует предложению теме, -в содержании основной части часто встречаются отступления от тезиса, - заключение не достаточно логически обосновано и не в полном объеме отражает положения тезиса.	Письменное высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате сочинения	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста, стилистические ошибки встречаются достаточно часто.	Часто встречаются ошибки элементарного уровня, или ошибки немногочисленны, но затрудняют понимание текста.	Имеются многочисленные орфографические и пунктуационные ошибки, некоторые из них могут приводить к непониманию текста.
<u>2</u>	Тема не раскрыта: -тезис не соответствует теме, либо соответствует, но содержание основной части не развивает положения тезиса, - заключение не	Отсутствует логика в построении сочинения, формат сочинения не соблюдается.	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу	Грамматические правила не соблюдаются. Много грубых ошибок, затрудняющих понимание текста.	Правила орфографии и пунктуации не соблюдаются.

	обосновано и не отражает положения тезиса.				
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Показатели и критерии оценивания на зачете:

- на оценку «зачтено» обучающийся должен показать высокий, средний или пороговый уровень развития компетенций, знания не только на уровне воспроизведения и объяснения информации, но и интеллектуальные навыки решения языковой задачи (построения диалога, поддержание дискуссии, умение задавать наводящие вопросы, выражать свое мнение по поводу проблемной темы), нахождения уникальных ответов к проблемам, оценки и вынесения критических суждений; при этом допускаются отдельные неточности при интерпретации проблем и затруднения в переносе знаний и навыков в новые нестандартные ситуации; необходимо выполнение 70% заданий в течение семестра, а также выполнены зачетные работы. Эссе написано на оценку «отлично», «хорошо» и «удовлетворительно».

- на оценку «не зачтено» - обучающийся показывает знания на уровне воспроизведения и объяснения информации в объеме не более 20%, не может показать интеллектуальные навыки решения простых задач; письменные задания (70-100%) выполнены на оценку «неудовлетворительно»; в течение семестра не выполняются основные устные и письменные работы. Эссе написано с большой долей стилистических, грамматических ошибок, нарушена структура эссе, не выдержан требуемый объем.

8 Учебно-методическое и информационное обеспечение дисциплины

а) Основная литература:

1. Артамонова, М. В. Let's Read and Speak about Culture : учебное пособие [для вузов]. Part 1 / М. В. Артамонова, Л. В. Павлова, И. Р. Пулеха ; МГТУ. - Магнитогорск : МГТУ, 2019. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3833.pdf&show=dcatalogues/1/1530015/3833.pdf&view=true> (дата обращения: 22.10.2019). - Макрообъект. - ISBN 978-5-9967-1460-5. - Текст : электронный. - Сведения доступны также на CD-ROM.

2. Мелехова, Ю. Б. Grammar: Practice and Testing : практикум / Ю. Б. Мелехова, Е. И. Рабина ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3694.pdf&show=dcatalogues/1/1527532/3694.pdf&view=true> - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

б) Дополнительная литература:

1. Бутова, А. В. Read and check : учебное пособие / А. В. Бутова, А. И. Дубских, Е. А. Ломакина ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3728.pdf&show=dcatalogues/1/1527717/3728.pdf&view=true> (дата обращения: 15.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2. Соловьева, Н. С. Listening Comprehension Guide (Практикум по аудированию к аудиокнигам "Кэрри С. Кинга, "Опасный пациент" М. Крайтона, "Расскажи мне свои сны" С. Шелдона, "Лунный свет тебе к лицу" М. Х. Кларк) / Н. С. Соловьева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3470.pdf&show=dcatalogues/1/1514>

[286/3470.pdf&view=true](#) . - Макрообъект. - Текст рус., англ. - Текст : электронный. - Сведения доступны также на CD-ROM.

**в) Методические указания:
ПРИЛОЖЕНИЕ 1**

г) Программное обеспечение и Интернет-ресурсы:

Наименование ПО	№ договора	Срок действия лицензии
MS Windows 7	Д-1227 от 08.10.2018 Д-757-17 от 27.06.2017 Д-593-16 от 20.05.2016	11.10.2021 27.07.2018 20.05.2017
MS Office 2007	№ 135 от 17.09.2007	бессрочно
FAR Manager	свободно распространяемое	бессрочно
7Zip	свободно распространяемое	бессрочно

1) Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ) URL: https://elibrary.ru/project_risc.asp

2) Электронная база периодических изданий East View Information Services, ООО «ИВИС» <https://dlib.eastview.com/>

3) Поисковая система Академия Google (Google Scholar) URL: <https://scholar.google.ru/>

4) Информационная система - Единое окно доступа к информационным ресурсам URL: <http://window.edu.ru/>

5) Российская Государственная библиотека. Каталоги <https://www.rsl.ru/ru/4readers/catalogues/>

6) Электронные ресурсы библиотеки МГТУ им. Г.И. Носова <http://magtu.ru:8085/marcweb2/Default.asp>

7) Университетская информационная система РОССИЯ <https://uisrussia.msu.ru>

8) Международная наукометрическая реферативная и полнотекстовая база данных научных изданий «Web of science» <http://webofscience.com>

9) Международная реферативная и полнотекстовая справочная база данных научных изданий «Scopus» <http://scopus.com>

10) Международная база полнотекстовых журналов Springer Journals <http://link.springer.com/>

9 Материально-техническое обеспечение дисциплины

Материально-техническое обеспечение дисциплины включает:

Тип и название аудитории	Оснащение аудитории
Учебные аудитории для проведения практических занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации	Мультимедийные средства хранения, передачи и представления информации. Комплекс тестовых заданий для проведения промежуточных и рубежных контролей.
Помещения для самостоятельной работы обучающихся	Персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета

Тип и название аудитории	Оснащение аудитории
Помещение для хранения и профилактического обслуживания учебного оборудования	Шкафы для хранения учебно-методической документации, учебного оборудования и учебно-наглядных пособий.

ПРИЛОЖЕНИЕ 1

Для успешного усвоения материала по курсу «Практикум по культуре речевого общения» необходимо выполнять все предписанные задания.

1. Раздел: Schooling

1.1. Тема: Schools in Britain.

Практические занятия:

Выполните рекомендованные задания:

АКР №1 «Speak on the article»

Read the article, retell it and speak on the problem raised in the article.

1. Suffer little children

Brixton resident Devon Allison explains how the dearth of secondary schools in her area forced her into a four-year battle with the government that will climax in a showdown with Lambeth council this evening

Four years ago I began regular missions to one of Britain's strangest places - Planet Politics. I visited the part called Education, Education, Education.

I was a reluctant traveller and had no special training or kit to protect myself or my naive beliefs about the government and its responsibilities to British schoolchildren. But I survived, and I want to share what I learned in this largely uncharted territory.

Here's how the journey started. Like many thousands of people, I live in an education black hole. Believe it or not, in my community of Brixton, south London, there are no secondary schools - even though there are enough children to fill at least three of them.

So a group of my neighbours and I set out to change this, confident that the government would see how desperate our situation was in Brixton and move quickly to provide at least a basic education service to local children by building three new secondary schools.

How can it be that there are no secondary schools in Brixton? I began to piece together the story to find out how a borough of a nearly 300,000 people can wind up with only 10 secondary schools, with places for just 60% of its children.

It turned out that the local council had sold 11 schools since 1997, including the site of Brixton's last secondary school, which is now covered with flats.

Brixton schoolchildren routinely travel over an hour each way on public transport to get to secondary school. Each local primary sends children to more than 20 different secondary schools, so many of them travel alone, and have no supportive peer group when they get to school. And because 60% of the borough's schools are for girls, and 60% are for Christians, Lambeth children (especially Brixton boys living in the centre of the secondary school desert) have to become commuters at the age of 11.

It seemed obvious to us that Brixton needed schools. But the first education minister we met told us that Lambeth actually had "no basic need" for secondary schools. Yes, a majority of children were forced to leave the area because of the lack of secondary school places (in Lambeth, 2,500 Year 6 places shrink to less than 1,500 Year 7 places - musical chairs is no party game here). However, because a few Lambeth schools had a few empty seats in higher years, the borough had no basic need and wouldn't qualify for money to build new community schools.

While we were still trying to understand this logic, the minister told us that, even though we didn't "need" it, we would be getting a city academy - and we would love it.

We were given a choice, actually. We were asked to choose between a) nothing, and b) the city academy, sponsored by the Church Schools Company and specialising in business. So we chose the latter and got our first city academy, which opens this September.

When we started to campaign for the next two schools, we ran into a catch-22 situation. Deprived areas get city academies, but not if they're so deprived that they have no failing or closed schools to turn into city academies. If, like Brixton, your community doesn't possess any of this tarnished family silver, you don't get a school at all.

Civil servants and council officers told us that Brixton couldn't have any secondary schools because there were no sites, no sponsors, and everything is Very Complicated.

We could see that we would have to do a lot of the work ourselves. So we organised a not-for-profit company, got former South African president Nelson Mandela's permission to use his name for a school, and scoured the borough for land. We found two sites, completed planning and legal searches on them, negotiated for access with reluctant current owners, and tripped over a group of philanthropists willing to sponsor two schools in Brixton.

Then we hit crazy old catch-22 again. It had been decreed that the central government never buys land for city academies. Because governments operate by precedent, it was feared that an exception allowed for Brixton would become the norm everywhere. The education minister, looking farther than we mere parents can see, pronounced that if the land was purchased for Brixton, the whole galaxy would then show up on his doorstep demanding real estate.

Lambeth council balks at buying land because it is £700m in debt; the money it received from selling Brixton's schools was spent long ago, and not on liquid assets.

The high ministers of Planet Politics, in the various forms of David Miliband, Stephen Twigg, Stephen Timms, and Keith Hill (our local MP), told us that it was sensible for our team to investigate various creative approaches to funding (because, the subtext ran, our government is not obliged to use our tax money to provide us with the choice of a local school).

I have fun sometimes imagining how the government thinks we investigate funding approaches. We are just a bunch of parents, all volunteers, looking after small children, who have had a working knowledge of Planet Politics forced upon us. Our heads may be in the DfES but our feet are still firmly on the ground, in Brixton.

We have learned that, on Planet Politics, no level of government admits a duty to provide local schools. Local and central government can offer children the "choice" to commute to distant schools or move out of the neighbourhood.

The government concedes that a journey from Brixton to Yorkshire is not reasonable, but a four-hour round trip journey is considered just fine.

Parents and children in our brave new world of choice are told not to whine about unfairness. So what if it's twice as hard for boys to get places? Or non-Christians?

I wish our strange and inhospitable hosts had tried to learn more about our world, a world in which people believe all children deserve good local schools, and are willing to go to extraordinary lengths to work "entrepreneurially" (a favourite DfES word) to provide our children with them. Who knows how much more we could have accomplished together?

AKP №2 «Summary»

Summarize in three paragraphs the main points of the article. Your conclusion might be a single sentence restating the thesis.

AKP №3 “Monologue”

Speak on the problem using the ideas from the text.

«Payment for school education: pros and cons»

AKP №4 «Act out a conversation»

Pair work. Make up dialogues discussing the problems raised in the text.

АКР №5 «Essay»

Write an opinion essay on the following topics:

- 1) Students should specialize early so that they can develop in-depth skills and knowledge in their majors.
- 2) British public schools.

Выполните задания для самостоятельной индивидуальной работы:

ИДЗ №1 «Correct the mistakes»

Correct the mistakes in the following sentences

1. I hate when foreign films are dubbed; I like to listen to them in their original language.
2. The police are very unwilling to interfere with family problems.
3. It's no use to tell me now. I needed to know a week ago.
4. The producer organizes the budget and decides how much is worth to spend on the film.
5. We eventually winded up staying in a little hotel a few miles from town.
6. He became acutely conscious to have failed his parents.
7. You may not like him, but you've got to admire of his persistence.
8. Tell me all the latest gossips.
9. I'm looking forward to go to your party.
10. She refused having anything to do with the plan.
11. The police observed him to enter the bank with a gun.
12. Seeing his confusion, I offered helping him.
13. We took the line of the least resistance and paid the money instead of arguing.
14. There is not much point to try to persuade him – he'll never change his mind.
15. The package in the corridor looks a bit suspiciously.
16. At supper, everyone was in high spirit.
17. I used to a good swimmer, but now I'm out of the practice.
18. Many newspapers have a gossip row, where private lives of famous people are reported.
19. She just scraped at the examination.
20. Have you ever considered to work as a teacher?

ИДЗ №2 «Translate into English»

Translate into English using active vocabulary

1. Я пишу статьи в эту газету уже многие годы.
2. Образ жизни Бёртона из рассказа Моэма способствовал его падению (разорению).
3. Хотите внести пожертвование (вклад) на благотворительность?
4. Введение санкций мало способствует налаживанию дружественных отношений между двумя странами.
5. Эти новости может быть поднимут ваше настроение.
6. 'Злые духи вселились в него' подумала Элиза, когда он начал издавать странные нечеловеческие звуки по ночам. (take possession)
7. У Ирен был хороший вкус в одежде.
8. Молоко кислое на вкус.
9. Фрукт горький на вкус.

ИДЗ №3 «Summary»

Summarise the texts in about 6 paragraphs and give a title to it:

- 1) Readers of Celeste Ng's second novel, "Little Fires Everywhere," will recognize a few elements from her acclaimed debut, "Everything I Never Told You." There are the simmering racial tensions and incendiary family dynamics beneath the surface of a quiet Ohio town. There are the appeal and impossibility of assimilation, the all-consuming force of motherhood and the

secret lives of teenagers and their parents, each unknowable to the other.

And there's a familiar frame, too: At each novel's opening, we know at least part of the tragedy that will befall the characters — the mystery lies in figuring out how they got there. In "Little Fires Everywhere," we begin not with a death but a house fire, and new questions: Who set it, and why?

The house belongs to Elena and Bill Richardson, a wealthy white couple who epitomize success in picture-perfect, late-'90s Shaker Heights, and their four teenage children, including girl-next-door Lexie and the troubled prankster Izzy, who is suspected of arson. "The firemen said there were little fires everywhere," Lexie says. "Multiple points of origin. Possible use of accelerant. Not an accident." But Izzy isn't the only one who seems to have fled the scene. Mia Warren and her 15-year-old daughter, Pearl, have also disappeared, vacating the small house they rented from the Richardsons. And so Ng again returns to the past for answers.

It's Mia and Pearl's arrival in town 11 months earlier that ignites the story. Mia is an alluring Hester Prynne, a misfit nomad whose scarlet A might stand for Artist. She and Pearl have traveled the country in their VW Rabbit with little more than Mia's camera, living in dozens of towns before settling in Shaker Heights, where Mia promises her daughter they will stay. Pearl, longing to belong, quickly becomes a fixture in the Richardsons' home, entangling her mother along with her.

ИДЗ № 4 «Reproduction»

Write a reproduction of the stories

«The Man with the Scar» by S. Maugham (300 words).

ИДЗ № 5«Essay»

Write an essay (about 300 words).

«An ideal teacher»

а) Основная литература:

1. Практический курс английского языка с CD-диском. 4 курс [Текст]: учеб. для студентов вузов / под ред. В.Д. Аракина. – 6-е изд., перераб. и доп.. – М. : ВЛАДОС, 2013. – 175 с. - ISBN 978-5-691-01902-9.

2. Практический курс английского языка с CD-диском. 3 курс [Текст]: учеб. для вузов / под ред. В.Д. Аракина. – 4-е изд., перераб. и доп.. – М. : ВЛАДОС, 2008. – 431 с. - ISBN 978-5-691-000-6-1.

3. English for Cross-Cultural and Professional Communication Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В.Малеев. - М.: ФЛИНТА, 2011. – 195 с. - Режим доступа : <http://e.lanbook.com/view/book/2620/> – ISBN 978-5-9765-1284-9

б) Дополнительная литература:

1. English for Cross-Cultural and Professional Communication Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В.Малеев. - М.: ФЛИНТА, 2011. – 195 с. - Режим доступа : <http://e.lanbook.com/view/book/2620/> – ISBN 978-5-9765-1284-9

2. Вторушина, Ю.Л. Сто тестов=100 Tests on Common Errors [Текст]: учеб. пособие для вузов /Ю.Л.Вторушина; МаГУ;[рец.: С.Л. Бояринцева, Л.В. Павлова]. – Магнитогорск: МаГУ, 2012. – 144 с. – 21 экз. - ISBN 978-5-86781-983-5

1.2. Тема: Schools in the USA

Практические занятия:

Выполните рекомендованные задания:

АКР №1 «Listen to the text and answer the questions»

Text script

1. This is the VOA Special English Education Report. Some American parents might think their children need better educations to compete with China and other countries. But how much do the parents themselves need to change?

A new book called "Battle Hymn of the Tiger Mother" by Amy Chua has caused a debate about cultural differences in parenting. Ms. Chua is a professor at the Yale Law School in New Haven, Connecticut, and the mother of two daughters. She was raised in the American Midwest by immigrant Chinese parents. In the Chinese culture, the tiger represents strength and power. In her book, Ms. Chua writes about how she demanded excellence from her daughters. For example, she threatened to burn her daughter's stuffed animals unless she played a piece of music perfectly. She would insult her daughters if they failed to meet her expectations. Ms. Chua told NBC television that she had a clear list of what her daughters, Sophia and Louisa, were not permitted to do.

"Attend a sleepover, have a play date, watch TV or play computer games, be in a school play, get any grade less than an A." Many people have criticized Amy Chua. Some say her parenting methods were abusive. She even admits that her husband, who is not Chinese, sometimes objected to her parenting style. But she says that was the way her parents raised her and her three sisters.

Ms. Chua makes fun of her own extreme style of parenting. She says she eased some of the pressure after her younger daughter rebelled and shouted "I hate my life! I hate you!" Ms. Chua says she decided to retreat when it seemed like there was a risk that she might lose her daughter. But she also says American parents often have low expectations of their children's abilities. "One of the biggest differences I see between Western and Chinese parents is that Chinese parents assume strength rather than fragility"

Stacy DeBroff has written four books on parenting. "The stirring of this intense debate has to do with what does it mean to be a successful parent and what does it mean to be a successful child?" "Ms. DeBroff says Amy Chua's parenting style is not limited to Chinese families. She says it represents a traditional way of parenting among immigrants seeking a better future for their children. But she also sees a risk. When children have no time to be social or to follow their own interests, they might not develop other skills that they need to succeed in life.

Stacey DeBroff advises parents to develop their own style of parenting and not just repeat the way they were raised.

Questions:

- 1) What are the main differences between the Chinese and American ways of upbringing?
- 2) Why are the Chinese parents so strict with their children?
- 3) What does Stacey DeBroff advise parents to do?
- 4) What do you think about the Chinese methods of upbringing?

АКР №2 «Summary»

Summarize in three paragraphs the main points of the audio text. Your conclusion might be a single sentence restating the thesis.

АКР №3 «Act out a conversation»

Pair work. Make up dialogues discussing the problems raised in the audio text.

АКР №4 «Essay»

Write an opinion essay on the following topics:

- 1) American school education vs Russian school education.
- 2) Traditional vs modern way of upbringing.

Выполните задания для самостоятельной индивидуальной работы:

ИДЗ №1 «Rendering»

Render the text into English:

Чарльз Уингейт был старшим сыном мастера железнодорожной бригады. Чарли хорошо учился в школе и даже окончил ее с отличием. Его родители одобрили решение сына поступать в колледж. Вступительные экзамены Уингейт сдал прекрасно. Однако в колледже он начал не успевать. Особенно плохо у него обстояли дела по английскому, психологии и военной подготовке. Уингейт отстал с письменными работами по английскому и теперь никак не мог догнать остальных студентов.

Все дело было в том, что Уингейту приходилось работать по ночам, чтобы платить за еду и комнату. Рассчитывать на финансовую поддержку из дома он не мог, поскольку у него были два младших брата и две младших сестры. Бросить учебу и вернуться домой он также не мог. Это бы очень расстроило его мать, гордившуюся тем, что сын работает и учится.

Когда Уингейт был на грани отчисления, его вызвали к декану. Уингейт объяснил декану причину неуспеваемости и пообещал, что найдет способ, для того чтобы уделять больше внимания учебе.

ИДЗ №2 «Translation»

Translate into English (make use of the active vocabulary)

19. Он никогда ни в малейшей степени не вмешивался в дела других.
20. Это не будет стоить дорого, но не в этом суть.
21. Я считаю важным (обязательным) закрывать окна перед уходом из дома.
22. Я думаю, что я упустил всё самое главное.
23. Вы должно быть пугаете меня с кем-то другим.
24. Разве Вы не заметили ничего подозрительного в его поведении?
25. Я смутно осознавал, что за мной следят.
26. Она не пришла в сознание и умерла на следующий день.
27. Постоянная болтовня детей мешала ему работать.
28. Если бы ты поразмыслил над своими поступками, то ты бы осознал, что сам за них отвечаешь.
29. Твои брюки и пиджак – очень странное смешение стилей.
30. Он указал на место, где раньше стоял дом.
31. Он всегда обещает помочь, но когда доходит до дела, его никогда нет.
32. У меня есть подозрение, что она говорит неправду.
33. Он говорил и говорил, но так и не подошёл к сути дела.
34. Я – поклонник Моцарта.
35. Нет смысла ждать.
36. Если бы она не была так застенчива, она бы не чувствовала себя неловко среди незнакомых людей.
21. Армия оказала сильное сопротивление врагу.
22. Мама говорит, что я могу пойти работать, если это не будет мешать учёбе.

ИДЗ №3 «Essay»

Write an essay (about 300 words).

«The school of the future»

а) Основная литература:

1. Практический курс английского языка с CD-диском. 4 курс [Текст]: учеб. для студентов вузов / под ред. В.Д. Аракина. – 6-е изд., перераб. и доп.. – М. : ВЛАДОС, 2013. – 175 с. - ISBN 978-5-691-01902-9.
2. Практический курс английского языка с CD-диском. 3 курс [Текст]: учеб. для вузов / под ред. В.Д. Аракина. – 4-е изд., перераб. и доп.. – М. : ВЛАДОС, 2008. – 431 с. - ISBN 978-5-691-000-6-1.
3. English for Cross-Cultural and Professional Communication Английский язык

для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В.Малеев. - М.: ФЛИНТА, 2011. – 195 с. - Режим доступа : <http://e.lanbook.com/view/book/2620/> – ISBN 978-5-9765-1284-9

б) Дополнительная литература:

1. English for Cross-Cultural and Professional Communication Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В.Малеев. - М.: ФЛИНТА, 2011. – 195 с. - Режим доступа : <http://e.lanbook.com/view/book/2620/> – ISBN 978-5-9765-1284-9

2. Вторушина, Ю.Л. Сто тестов=100 Tests on Common Errors [Текст]: учеб. пособие для вузов /Ю.Л.Вторушина; МаГУ;[рец.: С.Л. Бояринцева, Л.В. Павлова]. – Магнитогорск: МаГУ, 2012. – 144 с. – 21 экз. - ISBN 978-5-86781-983-5

2. Раздел: People and emotions

2.1. Feelings and emotions

Практические занятия:

Выполните рекомендованные задания:

АКР №1 «Listen to the text and answer the questions»

Read the article, retell it and speak on the problem raised in the article.

Emotional intelligence: why it matters and how to teach it by Bradley Busch and Ben Oakley

Teaching young people skills such as active listening, self-awareness and empathy can equip them to succeed both academically and socially

Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. Photograph: Alamy Stock Photo

In our work with schools, it’s now commonplace for us to hear those in education talking about helping students (and staff) develop their emotional intelligence. But what do we mean exactly? Why and how should teachers support its development in their students?

Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.

The term emotional intelligence was popularised in the mid 90s by journalist Daniel Goleman’s book, Emotional Intelligence: Why It Can Matter More Than IQ. The book’s claims that emotional intelligence is more important than IQ is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement.

An iconic study tracked high-IQ students from childhood to late adulthood and found that those who achieved notable adult career success showed greater “will power, perseverance and desire to excel”. Meanwhile, evidence from the seminal marshmallow test – which gave children the option to have more treats if they could wait before eating them – suggested delayed gratification and self-control are important, with these characteristics being linked to better school grades, earnings and job satisfaction.

Regardless of debates over whether emotional intelligence can be measured, we believe it’s worthwhile for schools to explore some of its main facets. Here’s how.

Active listening

The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention. It involves genuinely following dialogue and responding to others using your own body language, then being able to demonstrate that you have understood by verbally summarising back key messages that have been received.

In the classroom, this can affect how students take on feedback from teachers. A recent review found that 38% of feedback interventions do more harm than good. This may be in part because people often make common mistakes when receiving feedback – misinterpreting it as being a personal judgement on who they are, for example, and thinking about when the speaker will finish talking so they can reply instead of listening fully to what is being said.

The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention

A vocabulary for feelings

Researcher Lisa Barrett states that interpersonal skills can be enhanced by helping students increase their emotion vocabulary. Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. In short, every emotion word you learn is a new tool for future emotional intelligence.

A simple way to introduce this to students is to play the alphabet game: as a class you see how many different emotions you can come up with for each letter of the alphabet. Afterwards, discuss the differences between each, what might prompt the emotions, and how students could individually respond. If looking for inspiration on this, we recommend this poster as a possible starting point.

Developing self-awareness

When we have low self-awareness, we’re at risk of not realising how we come across to others, and letting an over inflated self-image skew our behaviour and social interactions.

A well-known study once saw researchers ask students how they thought they did in a test, and then compared their perceptions with their actual results. They found that most students overestimated their ability, with this most likely to be the case in students who had done poorly. This is known as The Dunning-Kruger effect and is one of the most common thinking biases in education.

They also found that strategies to help students improve their self-awareness include teaching them metacognitive strategies. One way of doing this is to encourage them to ask self-reflective questions such as “What could I have done differently?” Or use a communication self-evaluation questionnaire, which can help students begin to understand their interpersonal skills.

Showing empathy as being ‘with’ others

Empathy is the ability to take the perspective of another person while being non-judgemental, recognising the emotions they are feeling, and being able to convey their perspective back to them. Evidence suggests that reading is a great way to develop this skill. Researcher Brené Brown’s animated short video is also a great conversation starter to use with students.

Teachers: your guide to learning strategies that really work

Reflecting back the other person’s perspective helps to make the other person feel understood, which in turn increases the likelihood of collaboration and support. Children generally develop empathy through observing how others show it – including watching teachers and students empathise with each other. Using phrases such as “I understand/realise/can see” can help to show students how understanding of other perspective can be expressed.

Managing emotions and self-regulation

The Sutton Trust states that helping students improve their self-regulation – the ability to manage thoughts and feelings – is one of the most effective and efficient ways to support students. This is especially so in secondary schools, with the gap between impulse control and sensation seeking being at its widest in early teenage years.

What do self-regulation techniques look like? There are approaches that are used by athletes which can be applied to the classroom – the principles remain the same. These include seeing events as an opportunity rather than a threat and helpful self-talk, for example. Reinforce to students that emotional management skills are not fixed but can be developed. This takes a considerable amount of effort and patience from both the student and the teacher, as it is often a gradual process over a large period of time.

АКР №2 «Summary»

Summarize in three paragraphs the main points of the article. Your conclusion might be a single sentence restating the thesis.

АКР №3 “Monologue”

Speak on the problem using the ideas from the text.

«Teaching children to emotions is necessary/useless»

АКР №4 «Essay»

Write an opinion essay on the following topics:

- 1) The art of being happy.
- 2) Empathy in teaching.

Выполните задания для самостоятельной индивидуальной работы:

ИДЗ №1 «Summary»

Summarize the texts in about 6 paragraphs and give a title to it:

2) Witnessing these two families as they commingle and clash is an utterly engrossing, often heartbreaking, deeply empathetic experience, not unlike watching a neighbor’s house burn. And the spectacle doesn’t stop with the Richardsons and Warrens. Ng also introduces a custody battle that becomes the center of the town’s attention — a 1-year-old girl who is wanted by both her Chinese immigrant mother and the white couple who has raised the baby.

It’s this vast and complex network of moral affiliations — and the nuanced omniscient voice that Ng employs to navigate it — that make this novel even more ambitious and accomplished than her debut. If occasionally the story strains beneath this undertaking — if we hear the squeaky creak of a plot twist or if a character is too conveniently introduced — we hardly mind, for our trusty narrator is as powerful and persuasive and delightfully clever as the narrator in a Victorian novel. As soon as we meet our matriarch — “Mrs. Richardson stood on the tree lawn, clutching the neck of her pale blue robe closed” — we have the sneaky sense that our well-mannered narrator is speaking from both within and above the order-obsessed neighborhood.

But as Mrs. Richardson — rarely “Elena” — struggles to keep her household in order, the narrator begins to shapeshift, surprising us with the expansion of her powers. Ng doesn’t miss an opportunity to linger over a minor character, even those we meet for only a moment (the neighbor, the doorman, the bailiff) whose voices might otherwise be rendered in parentheses. At the same time, she offers a nuanced and sympathetic portrait of those terrified of losing power. It is a thrillingly democratic use of omniscience, and, for a novel about class, race, family and the dangers of the status quo, brilliantly apt.

Mrs. Richardson’s vision of a suburban utopia might strike some as a quaint fantasy, but this is the ’90s, after all. Post-9/11, post-Obama, in the age of Trump and Black Lives Matter, we may know better, but Ng reminds us that 20 years ago, in the age of AltaVista, pagers and Sir Mix-a-Lot, some who voted for another Clinton claimed to have within their sight a post-racial America. “I mean, we’re lucky,” says the blond Lexie, whose boyfriend is black. “No one sees race here.”

The magic of this novel lies in its power to implicate all of its characters — and likely many of its readers — in that innocent delusion. Who set the little fires everywhere? We keep reading to find out, even as we suspect that it could be us with ash on our hands.

ИДЗ №2 «Rendering»

Render the text into English:

Десять лет назад Ann Bonsall справлялась с работой достаточно хорошо. Она могла устанавливать соответствующие взаимоотношения с детьми. Она старалась планировать уроки так, чтобы вызвать интерес детей, поощрять их творчество, а не только передавать им знания, но и развивать их умения (необходимые для жизни) общаться друг с другом. Всё что требовалось от учеников – принимать активное участие в обсуждение учебных тем и таким образом формировать свои знания

Она любит детей, обожает свой предмет и не винит себя.

Она считает, что проблема заключается в том, что дети изменились в худшую сторону за последние несколько лет. Им не только всё насучило, они непослушные, плохо ведущие себя, грубые. Всё это вызывает у нее отвращение.

Она объясняет, что дети находятся под давлением со стороны средств массовой информации и друг друга.

Нарушающие порядок ученики (disruptive) давят (dominate) над усердными учениками, что мешает всему классу. ЕЕ попытки призвать их к совести также оканчиваются неудачей. Хотя их родители самим не в состоянии справиться со своими детьми. Они должны принять часть вины за то, что позволяют детям долго не спать по вечерам, за то, что они не кормят их так как положено. Когда дети приходят в школу без завтрака, они не в состоянии сосредоточиться на работе.

ИДЗ №3 «Reproduction»

Write a reproduction of the story

«A Pair of Blue Stockings» by Kate Chopin (300 words)

ИДЗ №4 «Essay»

Write an essay (about 300 words).

«An ideal companion for you»

а) Основная литература:

1. Практический курс английского языка с CD-диском. 4 курс [Текст]: учеб. для студентов вузов / под ред. В.Д. Аракина. – 6-е изд., перераб. и доп.. – М. : ВЛАДОС, 2013. – 175 с. - ISBN 978-5-691-01902-9.

2. Практический курс английского языка с CD-диском. 3 курс [Текст]: учеб. для вузов / под ред. В.Д. Аракина. – 4-е изд., перераб. и доп.. – М. : ВЛАДОС, 2008. – 431 с. - ISBN 978-5-691-000-6-1.

3. English for Cross-Cultural and Professional Communication Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В.Малеев. - М.: ФЛИНТА, 2011. – 195 с. - Режим доступа : <http://e.lanbook.com/view/book/2620/> – ISBN 978-5-9765-1284-9

б) Дополнительная литература:

1. English for Cross-Cultural and Professional Communication Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В.Малеев. - М.: ФЛИНТА, 2011. – 195 с. - Режим доступа : <http://e.lanbook.com/view/book/2620/> – ISBN 978-5-9765-1284-9

2. Вторушина, Ю.Л. Сто тестов=100 Tests on Common Errors [Текст]: учеб. пособие для вузов /Ю.Л.Вторушина; МаГУ;[рец.: С.Л. Бояринцева, Л.В. Павлова]. – Магнитогорск: МаГУ, 2012. – 144 с. – 21 экз. - ISBN 978-5-86781-983-5

2.2. Emotional issues

Практические занятия:

Выполните рекомендованные задания:

АКР №1 «Listen to the text and answer the questions»

Text Script:

Want to live a happier life? Try surrounding yourself with happy friends or at least find friends with happy friends. A study published online December 4th in the British Medical Journal says happiness can quickly go viral within your social network. Researchers looked at twenty years' worth of data on more than 5,000 individuals and found that when any one person was happy, their friends became more likely to share that joy. Benefits spread out to three degrees of separation, meaning a better chance at happiness for not only their friends' friends, but also their friends' friends' friends. But don't go thinking your ten thousand buddies on Facebook will bring you happiness. The researchers found that the strength of the effect dissipates over physical distance, with next-door neighbors and friends living nearby getting the biggest boost. Surprisingly, sadness made very little headway within social networks, paling in comparison to the communal effects of happiness. Just in time for the holiday season, scientific proof that it's not the gift that counts — it's the smile on the face of the friend giving it.

Questions:

- 1) How can you get the feeling of happiness according to the article?
- 2) Do you think the method of being happy describes in the article work?
- 3) Why do you think happiness is more contagious than sadness?
- 4) Would you like to try the method?

АКР №2 «Act out a conversation»

Pair work. Make up dialogues discussing the problems raised in the audio text.

АКР №3 «Essay»

Write an opinion essay on the following topic:

«Suppressed emotions»

Выполните задания для самостоятельной индивидуальной работы:

ИДЗ №1 «Correct the mistakes»

Correct the mistakes in the following sentences

1. He was seen cross the street and turn round the corner.
2. We're really looking forward to see you again.
3. Her strange behaviour raised our suspicion.
4. He asked me did I like the new play.
5. Lisa felt herself to grow red.
6. The cost of living continues to raise.
7. Why not to make him a doctor like his father?
8. He never let his children to take his car without permission.
9. The repertuars of the theatres usually offer us a wide choice of plays.
10. The sounds of music drew her attention.
11. A foreign company has come in tour to our city.
12. I saw him not to know anything.
13. I had nothing to do but to wait.
14. If Michael wouldn't been so handsome, he hadn't have got an engagement.
15. I regret to have heart her feeling.
16. The new play aroused a great interest and unanimous praise of the public and critics.
17. I haven't attended him since we quarreled.
18. They say it's not easy to get tickets to the play.
19. The young actress made her part exceedingly well
20. Jane constantly speaks about theatres and actors as if there is nothing else to speak about. –

ИДЗ №2 «Rendering»

Render the text into English:

Ни для кого не секрет, что эмоции играют важную роль в нашей жизни. Общаясь с людьми, наверняка можно заметить, что люди по-разному проявляют эмоции, делятся своими чувствами.

Эмоции — это адаптивный механизм, который заложен в нас природой, для оценки ситуации. Ведь не всегда у человека есть время, когда он может верно и точно оценить что же с ним происходит. Допустим в ситуации опасности... А тут раз — чего-то почувствовал и есть ощущение, что либо «нравится» либо «не нравится».

Тем более, что эмоциональная оценка она наиболее верная — природа не может обманывать. Эмоциональная оценка происходит очень быстро и здесь не «примешивается» разум и логика. Ведь логически можно объяснить все, что угодно и привести кучу всяких рациональных доводов.

Наблюдая за людьми (и за собой в том числе) я замечаю, что есть ситуации в которых люди либо игнорируют свои эмоции, либо стараются их не замечать или просто не осознают. Не буду сейчас делать предположения относительно причин этого, скажу лишь то, что не прислушиваясь к себе, к своей эмоциональной жизни, человек не может адекватно и наиболее полно воспринять ситуацию, а тем самым принять наиболее эффективное решение.

В обычной жизни это может проявиться в том, что игнорируя или вытесняя свои эмоции, человек может создать себе неверное убеждение. К примеру, если жена игнорирует/не осознает или не хочет признавать свою злость в отношении мужа, она может выплеснуть свое раздражение на другого человека или детей, в совершенно другой ситуации.

Однажды я заметил, что людям порой бывает очень не просто сказать, что же они на самом деле чувствуют или какую эмоцию сейчас испытывают. Даже если человек осознает, что у него есть сейчас какое-то чувство, иногда бывает очень затруднительно сказать это в словах, назвать его.

И я решил восполнить этот пробел на страницах своего сайта. Я составил список эмоций и чувств, которые мне удалось найти, надеюсь, что прочитав его, можно значительно пополнить осознание того, что может с Вами происходить.

ИДЗ №1 «Essay»

Write an essay (about 300 words).

«How to become happy»

а) Основная литература:

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