



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение
высшего образования

«Магнитогорский государственный технический университет им. Г.И. Носова»



УТВЕРЖДАЮ
Директор ИГО
Г.Е. Абрамзон

03.03.2020 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

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

Направление подготовки (специальность)
44.04.01 Педагогическое образование

Направленность (профиль/специализация) программы
Современные технологии обучения иностранным языкам

Уровень высшего образования - магистратура

Форма обучения
заочная

Институт/ факультет Институт гуманитарного образования
Кафедра Лингвистики и перевода
Курс 1, 2

Магнитогорск
2019 год

Рабочая программа составлена на основе ФГОС ВО по направлению подготовки 44.04.01 Педагогическое образование (уровень магистратуры) (приказ Минобрнауки России от 22.02.2018 г. № 126)

Рабочая программа рассмотрена и одобрена на заседании кафедры Лингвистики и перевода

19.02.2020, протокол № 6

Зав. кафедрой  Т.В. Акашева

Рабочая программа одобрена методической комиссией ИГО

03.03.2020 г. протокол № 6

Председатель  Т.Е. Абрамзон

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Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2020 - 2021 учебном году на заседании кафедры Лингвистики и перевода

Протокол от 3.09 2020 г. № 1
Зав. кафедрой Т.В. Акашева Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2021 - 2022 учебном году на заседании кафедры Лингвистики и перевода

Протокол от _____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2022 - 2023 учебном году на заседании кафедры Лингвистики и перевода

Протокол от _____ 20__ г. № ____
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Протокол от _____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

Целями освоения дисциплины «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 в соответствии с социокультурными нормами англоязычного сообщества для подготовки студентов по направлению подготовки 44.04.01 Педагогическое образование. Современные технологии обучения иностранным языкам.

2 Место дисциплины (модуля) в структуре образовательной программы

Дисциплина Практикум по культуре речевого общения (английский язык) входит в часть учебного плана формируемую участниками образовательных отношений образовательной программы.

Для изучения дисциплины необходимы знания (умения, владения), сформированные в результате изучения дисциплин/ практик:

"Практикум по культуре речевого общения (английский язык)" в объеме образовательной программы бакалавриата.

Знания (умения, владения), полученные при изучении данной дисциплины будут необходимы для изучения дисциплин/практик:

Дискурс

Иностранный язык в профессиональной деятельности

Практикум устного и письменного перевода

Практикум по профессионально-ориентированному общению

Социолингвистика

Основы научной коммуникации

Подготовка к сдаче и сдача государственного экзамена

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

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

Код индикатора	Индикатор достижения компетенции
ПК-2	Способен применять в практике устной и письменной речи нормы современного иностранного языка
ПК-2.1	применяет понятийный аппарат и адекватную исследовательскую методологию в избранной области научной / проективной деятельности, формулирует цели и задачи научного исследования / проекта, а также демонстрирует умение учитывать опыт исследований в смежных областях;
ПК-2.2	обосновывает выводы по результатам научного исследования / проекта, формулирует и аргументирует актуальность, теоретическую значимость и практическую ценность исследования / проекта;
ПК-2.3	использует различные базы данных, электронные библиотеки и электронные ресурсы, необходимые для организации исследовательской, проектной и иной деятельности обучающихся по программам бакалавриата и (или) ДПП;

4. Структура, объём и содержание дисциплины (модуля)

Общая трудоемкость дисциплины составляет 11 зачетных единиц 396 акад. часов, в том числе:

- контактная работа – 36,5 акад. часов;
- аудиторная – 28 акад. часов;
- внеаудиторная – 8,5 акад. часов
- самостоятельная работа – 329,5 акад. часов;
- подготовка к экзамену – 30 акад. часа

Форма аттестации - экзамен, зачет с оценкой

Раздел/ тема дисциплины	Курс	Аудиторная контактная работа (в акад. часах)			Самостоятельная работа студента	Вид самостоятельной работы	Форма текущего контроля успеваемости и промежуточной аттестации	Код компетенции
		Лек.	лаб. зан.	практ. зан.				
1. Necessities. Making new things out of old ones								
1.1 Luxuries and necessaries	1	1		3/1И	59,4	Аудирование. Чтение. Говорение (монологические и диалогические высказывания в конкретной тематической ситуации). Перевод текста. Составление аннотации.	Устные опросы. Контрольная работа. Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме). Письменное задание на практическом занятии (аннотация, перевод, эссе). Тест аудирования.	ПК-2; ПК-2.1; ПК- 2.2; ПК-2.3
1.2 Food and food waste processing		1,5		3,5/1,5И	60	Аудирование. Чтение. Говорение (монологические и диалогические высказывания в конкретной тематической ситуации). Перевод текста. Составление аннотации.	Устные опросы. Контрольная работа. Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме). Письменное задание на практическом занятии (аннотация, перевод, эссе). Тест аудирования.	ПК-2; ПК-2.1; ПК- 2.2; ПК-2.3

1.3 Restyling clothing		1,5		3,5/1,5И	60	Аудирование. Чтение. Говорение (монологические и диалогические высказывания в конкретной тематической ситуации). Перевод текста. Составление аннотации.	Устные опросы. Контрольная работа. Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме). Письменное задание на практическом занятии (аннотация, перевод, эссе). Тест аудирования.	ПК-2; ПК-2.1; ПК- 2.2; ПК-2.3
Итого по разделу		4		10/4И	179,4			
Итого за семестр		4		10/4И	179,4		экзамен	
2. Challenges								
2.1 Outdoor adventure	2	2		2/1И	26,1	Аудирование. Чтение. Говорение (монологические и диалогические высказывания в конкретной тематической ситуации). Перевод текста. Составление аннотации.	Устные опросы. Контрольная работа. Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме). Письменное задание на практическом занятии (аннотация, перевод, эссе). Тест аудирования.	ПК-2; ПК-2.1; ПК- 2.2; ПК-2.3
2.2 Beating stage fright		2		3/1,5И	62	Аудирование. Чтение. Говорение (монологические и диалогические высказывания в конкретной тематической ситуации). Перевод текста. Составление аннотации.	Устные опросы. Контрольная работа. Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме). Письменное задание на практическом занятии (аннотация, перевод, эссе). Тест аудирования.	ПК-2; ПК-2.1; ПК- 2.2; ПК-2.3

2.3 Working on your own vs working in a team		2	3/1,5И	62	Аудирование. Чтение. Говорение (монологические и диалогические высказывания в конкретной тематической ситуации). Перевод текста. Составление аннотации.	Устные опросы. Контрольная работа. Устный ответ на практическом занятии (диалогическое, монологическое высказывание по теме). Письменное задание на практическом занятии (аннотация, перевод, эссе). Тест аудирования.	ПК-2; ПК-2.1; ПК- 2.2; ПК-2.3
Итого по разделу	6		8/4И	150,1			
Итого за семестр	6		8/4И	150,1		зао,экзамен	
Итого по дисциплине	10		18/8И	329,5		экзамен, зачет с оценкой	

5 Образовательные технологии

1. Традиционные образовательные технологии

Формы учебных занятий с использованием традиционных технологий:

Информационная лекция – последовательное изложение материала в дисциплинарной логике, осуществляемое преимущественно вербальными средствами (монолог преподавателя).

Семинар – беседа преподавателя и студентов, обсуждение заранее подготовленных сообщений по каждому вопросу плана занятия с единым для всех перечнем рекомендуемой обязательной и дополнительной литературы.

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

2. Технологии проблемного обучения.

Формы учебных занятий с использованием технологий проблемного обучения:

Проблемная лекция – изложение материала, предполагающее постановку проблемных и дискуссионных вопросов, освещение различных научных подходов, авторские комментарии, связанные с различными моделями интерпретации изучаемого материала.

Практическое занятие в форме практикума – организация учебной работы, направленная на решение комплексной учебно-познавательной задачи, требующей от студента применения как научно-теоретических знаний, так и практических навыков.

3. Интерактивные технологии

Формы учебных занятий с использованием специализированных интерактивных технологий:

Лекция «обратной связи» – лекция–провокация (изложение материала с заранее запланированными ошибками), лекция-беседа, лекция-дискуссия, лекция-прессконференция.

Семинар-дискуссия – коллективное обсуждение какого-либо спорного вопроса, проблемы, выявление мнений в группе (межгрупповой диалог, дискуссия как спор-диалог).

4. Информационно-коммуникационные образовательные технологии – организация образовательного процесса, основанная на применении специализированных программных сред и технических средств работы с информацией.

Формы учебных занятий с использованием информационно-коммуникационных технологий:

Практическое занятие в форме презентации – представление результатов проектной или исследовательской деятельности с использованием специализированных программных сред.

6 Учебно-методическое обеспечение самостоятельной работы обучающихся

Представлено в приложении 1.

7 Оценочные средства для проведения промежуточной аттестации

Представлены в приложении 2.

8 Учебно-методическое и информационное обеспечение дисциплины (модуля)

а) Основная литература:

English Course for University Students [Электронный ресурс] : учебное пособие. Part 1 / [Е.А. Гасаненко, О. А. Лукина, Ю. В. Южакова и др.] ; МГТУ. - Магнитогорск : МГТУ, 2017. - 1 электрон. опт. диск (CD-ROM). - Режим доступа: <https://magtu.informsystema.ru/uploader/fileUpload?name=3255.pdf&show=dcatalogues/1/1137108/3255.pdf&view=true> - Макрообъект.

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) [Электронный ресурс] : прак-тикум / Н. С. Соловьева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Текст рус., англ. – Режим доступа па: <https://magtu.informsystema.ru/uploader/fileUpload?name=3470.pdf&show=dcatalogues/1/1514286/3470.pdf&view=true> - Макрообъект.

б) Дополнительная литература:

Уразаева, Н. Р. Корпусные технологии в лингвистике : учебно-методическое пособие / Н. Р. Уразаева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3732.pdf&show=dcatalogues/1/1527733/3732.pdf&view=true> (дата обращения: 15.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

в) Методические указания:

Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

г) Программное обеспечение и Интернет-ресурсы:

<https://magtu.informsystema.ru/uploader/fileUpload?name=3255.pdf&show=dcatalogues/1/1137108/3255.pdf&view=true> English Course for University Students [Электронный ресурс] : учебное пособие. Part 1 / [Е.А. Гасаненко, О. А. Лукина, Ю. В. Южакова и др.] ; МГТУ. - Магнитогорск : МГТУ, 2017. - 1 электрон. опт. диск (CD-ROM). - Режим доступа: <https://magtu.informsystema.ru/uploader/fileUpload?name=3255.pdf&show=dcatalogues/1/1137108/3255.pdf&view=true>. - Макрообъект.

<https://magtu.informsystema.ru/uploader/fileUpload?name=3470.pdf&show=dcatalogues/1/1514286/3470.pdf&view=true> 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) [Электронный ресурс] : прак-тикум / Н. С. Соловьева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Текст рус., англ. – Режим доступа па:<https://magtu.informsystema.ru/uploader/fileUpload?name=3470.pdf&show=dcatalogues/1/1514286/3470.pdf&view=true>. - Макрообъект.

<https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

<https://magtu.informsystema.ru/uploader/fileUpload?name=3732.pdf&show=dcatalogues/1/1527733/3732.pdf&view=true> Уразаева, Н. Р. Корпусные технологии в лингвистике : учебно-методическое пособие / Н. Р. Уразаева ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3732.pdf&show=dcatalogues/1/1527733/3732.pdf&view=true> (дата обращения: 15.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

Программное обеспечение

Наименование ПО	№ договора	Срок действия лицензии
MS Windows 7 Professional(для классов)	Д-1227-18 от 08.10.2018	11.10.2021
MS Office 2007 Professional	№ 135 от 17.09.2007	бессрочно
FAR Manager	свободно распространяемое	бессрочно
7Zip	свободно распространяемое ПО	бессрочно

Профессиональные базы данных и информационные справочные системы

Название курса	Ссылка
Электронная база периодических изданий East View Information Services, ООО «ИВИС»	https://dlib.eastview.com/
Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ)	URL: https://elibrary.ru/project_risc.asp
Поисковая система Академия Google (Google Scholar)	URL: https://scholar.google.ru/
Информационная система - Единое окно доступа к информационным ресурсам	URL: http://window.edu.ru/
Российская Государственная библиотека. Каталоги	https://www.rsl.ru/ru/4readers/catalogues/
Электронные ресурсы библиотеки МГТУ им. Г.И. Носова	http://magtu.ru:8085/marcweb2/Default.asp
Университетская информационная система РОССИЯ	https://uisrussia.msu.ru
Международная наукометрическая реферативная и полнотекстовая база данных научных изданий «Web of science»	http://webofscience.com
Международная реферативная и полнотекстовая справочная база данных научных изданий «Scopus»	http://scopus.com
Международная база полнотекстовых журналов Springer Journals	http://link.springer.com/

9 Материально-техническое обеспечение дисциплины (модуля)

Материально-техническое обеспечение дисциплины включает:

1. Учебные аудитории для проведения занятий лекционного типа. Оснащение: Мультимедийные средства хранения, передачи и представления информации.

2. Учебные аудитории для проведения практических занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. Оснащение: Мультимедийные средства хранения, передачи и представления информации. Комплекс тестовых заданий для проведения промежуточных и рубежных контролей.

3. Помещения для самостоятельной работы обучающихся. Оснащение: Персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета.

4. Помещение для хранения и профилактического обслуживания учебного оборудования. Оснащение: Шкафы для хранения учебно-методической документации, учебного оборудования и учебно-наглядных пособий.

Учебно-методическое обеспечение самостоятельной работы обучающихся

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

Аудиторная самостоятельная работа студентов предполагает проведение опроса по заданной проблематике, анализ и обработку полученных данных с последующим выступлением студентов с презентацией, монологическим и диалогическими высказываниями по предложенной теме.

Внеаудиторная самостоятельная работа обучающихся осуществляется в виде изучения языкового материала, текстов по соответствующему разделу с проработкой материала, выполнения домашних заданий.

Перечень тем и заданий для практических занятий с методическими указаниями по их выполнению

Раздел 1. Necessities. Making new things out of old ones

1.1. Luxuries and necessities.

1.2. Food and food waste processing.

1.2. Restyling clothing.

Раздел 2. Challenges

2.1. Outdoor adventure.

2.2. Beating stage fright.

2.3. Working on your own vs working in a team

При подготовке к практическому занятию по теме необходимо:

- ознакомиться с темой, повторить лекционный материал, языковой материал к практическому занятию;
- изучить лексику, грамматические конструкции, используя справочную литературу, словари, в т.ч. электронные;
- выполнить заданные упражнения;
- провести опрос;
- подготовить доклад-презентацию по заданной теме;
- написать сочинение.

ИДЗ № 1

1. Making a glossary: Read the text and write out the vocabulary associated with food processing. Look up the word and word combinations in a dictionary to check the meaning.

2. Make up 10-12 questions to the text. Make sure that you can answer them. Be ready to ask your classmates these questions.

Food processing

Food processing, any of a variety of operations by which raw foodstuffs are made suitable for consumption, cooking, or storage. A brief treatment of food processing follows. For fuller treatment of storage methods, *see* food preservation.

Food processing generally includes the basic preparation of foods, the alteration of a food product into another form (as in making preserves from fruit), and preservation and packaging techniques.

A number of food-processing innovations have even resulted in new products, such as concentrated fruit juices, freeze-dried coffee, and instant foods. Foods and food supplements have also been processed from

such hitherto untapped sources as oilseeds (chiefly protein-rich soybeans and cottonseeds); mutant varieties of crops; leaves, grasses, and aquatic plants; and highly nutritious fish meal and concentrates.

Food preservation, any of a number of methods by which food is kept from spoilage after harvest or slaughter. Such practices date to prehistoric times. Among the oldest methods of preservation are drying, refrigeration, and fermentation. Modern methods include canning, pasteurization, freezing, irradiation, and the addition of chemicals. Advances in packaging materials have played an important role in modern food preservation. Food spoilage may be defined as any change that renders food unfit for human consumption.

Food additives

Probably the greatest knowledge of the influence of chemicals in human feeding control relates to artificial sweeteners. Sugars are phagostimulants; however, sugars and especially complex carbohydrates (e.g., starch), from which simple sugars may be derived in the oral cavity, are a source of fats, the primary storage form of carbohydrates. The accumulation of these fats can lead to obesity. As a result, humans have searched for substances that taste sweet but do not result in excessive fat storage. Such compounds are known to occur naturally in some plants and represent a range of structurally different chemical classes.

Various food additives are used by different societies. Chemicals are added to foods to influence the flavours of foods, often stimulating appetite and digestive processes. Monosodium glutamate (MSG) is commonly added to increase the umami, or meaty taste, of cooked dishes, and the flavour of many spices and herbs increases production of saliva and other digestive juices or stimulates digestive processes. For example, the perception of peppermint increases saliva production, and the taste of cinnamon increases peristalsis in the gut. Individuals vary greatly in their olfactory sensitivity and in their chemosensory and cultural backgrounds, with the result that the use of additional flavours in foods is highly idiosyncratic. Nevertheless, flavour additives provide many people with pleasurable food experiences. In advanced commercial developments, use is made of the knowledge that minute amounts of key odour ingredients that typify favoured foods and beverages can be added to enhance the attractiveness of these products—for example, key components of the odour of freshly baked bread or of freshly roasted coffee.

ИДЗ № 2

2.1. Read the text and make a summary of it..

2.2. Write your commentary on the text.

The layering secret: how to get a whole new wardrobe from your old clothes

Combining items you already own is sustainable and chic, but this season's big trend takes confidence and skill. Our writer gets a masterclass in how to do it well.

I feel about layering the same way I feel about flossing – I know I should do it, but I never seem to manage it. Layering seems a bit of a palaver, an elaborate affair for dowagers trussed up in yards of crinoline and lace. Without a maidservant to dress me, I wear a uniform of tracksuit bottoms, T-shirts and hoodies.

And besides, I hate to feel constricted. Three-quarter-length sleeves and elasticated waistbands are the equivalent of a window flung open in summer: so freeing! Clothes should accommodate, not constrain. But. I've seen them lately. Women in gossamer-thin turtlenecks layered under crisp cotton shirts, worn with oversized cardigans with the sleeves rolled up just so. They look purposeful ... and warm. The sight of a cuff peeking out of a jumper under a blazer is visual poetry.

The Olympians of layering are, of course, the Olsen twins: layering icons who have built the respected fashion label the Row out of knowing exactly how many layers the human body can take before it goes from chic to derelict (in their case, approximately 14. For regular mortals, no more than five.)

Layering is also a way to reinvigorate your wardrobe, without extra expense. At London fashion week, Extinction Rebellion protested against the fashion industry's ruinous environmental impact – estimates for the average lifespan of a garment in the UK range between two and three years. New layering combinations could help them live longer. On Instagram, the #iworeitagain challenge urges fashion-conscious consumers to experiment with the clothes they already own. Well-chosen layers give tired outfits a new lease of life – you can shop your own wardrobe, and get ready for the new season. A long-sleeved T-shirt under a slipdress lets you wear your summer wardrobe well into the winter months – and you can channel your inner Courtney Love.

It is also on trend. At Victoria Beckham's spring/summer 2020 show, models strode across the Foreign and Commonwealth Office in rollnecks layered under safari shirts, cuffs hanging low to cover the wrists. At Joseph's SS20 Resort collection: a cobalt-blue double-breasted jacket, worn over a matching kilt – and trousers. At Fendi's AW19 ready-to-wear show, thin bodysuits were layered underneath shirts, jumpers and dresses, styled with monogrammed tights that looked like leggings.

Layering is an intentional way of dressing; it takes confidence and skill. This is why I have invited the Guardian's styling editor Melanie Wilkinson over to my home, to help me restyle my wardrobe.

"People are scared of layering," Wilkinson observes, flipping through my closet. "They think it's going to look really bulky, but in fact it's a great way to get the most out of your wardrobe."

Wilkinson teaches me the two cardinal rules of layering: one, never layer your bottom half, and two, start with finer, thinner materials and work your way out.

"The main thing you need to think about when you are layering is the thickness of the fabrics," she says.

"You need lots of light things to go under chunky things." Stick to these rules, and you won't end up resembling Joey from Friends.

Using my own clothes, Wilkinson came up with five brand-new looks to help me layer my way into the winter months.

Look 1

Wilkinson pulls a Warehouse mididress out of my wardrobe and styles it with a white Topshop long-sleeve rollneck T-shirt. I'm not sure about the fluted three-quarter-length sleeves over a long-sleeve T-shirt, but Wilkinson reassures me they look great. Paired with my trusty Dr Martens, it's perfect for transitional September dressing. And an outfit I have worn since.

Look 2

I keep on the Topshop T-shirt, which I wear under my favourite striped LF Markey jumper, the sleeves rolled up slightly. Paired with my blue Katharine Hamnett jeans and brown, low-heeled Nanushka boots, this is entry-level layering: a BTech rather than the full Olsen doctoral programme. I like how the rollneck peeks out from under the jumper, though; it makes an everyday outfit of jumper and jeans look more modern.

Look 3

A Cos white shirt, under my camel-coloured & Other Stories jumper, with a Monki blazer on top. I keep on the jeans and boots. Wilkinson frowns, and then arranges my jumper so that it is in a French tuck. (It's good to accentuate your waistline when wearing multiple layers, so that you don't look swamped in fabric.) I feel smart – I wouldn't normally wear a shirt under this jumper, which I prefer to pair with jeans and trainers – but it works. I would wear this to a job interview.

ИДЗ № 3

3.1. Read the text and complete it with the correct options

Julian Owens: Refashionista

Julian Owens is loved for the *imaginative / appropriate* clothing she designs, but you won't find her name on any labels. No two of Julian's *clashing / eccentric* designs are alike because they all begin with an unexpected raw material: old clothes that other people have given away. She calls herself a 'refashionista' because she turns second-hand, discarded, sometimes *refined / scruffy* clothing into *tasteful / conventional* outfits, often by cutting the garments up and sewing them back together again to create a totally new style. Because of the unusual way in which the clothes are produced, the result is usually *tasteful / unconventional* but that doesn't mean her creations are strange or unattractive. In fact, her 'refashions' are generally seen as very formal / trendy – and in some cases, positively *glamorous / casual*.

3.1. Write two separate paragraphs of about 100-150 words addressing the following questions.

- a) Can you think of other ways in which things that people no longer need are reused rather than thrown away?
- b) Would you consider wearing one of Julian Owens's designs? Why? Why not?

ИДЗ № 4

Make a presentation on clothes restyling.

ИДЗ № 5

Find the information about public speaking. What should you do to become a successful speaker?

Share your ideas with your classmates and work out 7-10 top rules of a successful speech.

ИДЗ № 6

Find some information and prepare a talk on a famous adventure following the rules of a successful speaker.

АКР (аудиторная контрольная работа) № 1 – Making new things out of old ones

1.1. Read the article and answer the questions that follow the text.

The Real Junk Food Project

The Real Junk Food Project is showing the world how to radically re-think food and food waste. The café in Leeds, in the North of England, where the movement started, has fed more than 10,000 people using 20,000 kilograms of food that had either been, or was going to be, thrown away. The pricing model for the establishment is PAYF – ‘pay as you feel’ – which means customers hand over the amount of money that they think the meal was worth, or what they can afford. The idea behind the project is twofold: first, to reduce food waste, and second, to feed people who can’t afford to feed themselves.

By law, UK food retailers aren’t allowed to sell food that is past the ‘best before’ date stamped on the packaging. As a result, supermarkets, independent grocery stores and even food banks discard food that is perfectly edible, because they want to play it safe, and avoid accidentally selling food that has passed its ‘sell-by’ date. Real Junk Food Project founder and chef Adam Smith would like to see the law changed, but in the meantime, the café takes food donations from restaurants that have food surplus, and from supermarkets that are discarding food. Many food retailers are happy to give this food to the café rather than throw it away. But in an interview with the UK’s *The Independent* newspaper, Smith described how they regularly take food from supermarket bins if they have to. He said, ‘We watch them throw it away, then we go and take it back out again ten minutes later. Over 90 per cent of the goods are perfectly fine.’

The Independent asked Smith if he was concerned that The Real Junk Food Project might itself be prosecuted, but he said that the authorities know what Real Junk Food are doing and have passed the café as safe. ‘Environmental Health came to inspect us,’ Smith said, ‘and gave us three out of five stars.’ That translates as ‘generally satisfactory’. And while still hoping the law will change, the café has a perfect record. Smith says, ‘we have fed 10,000 with this food and no one has got ill.’

With both hunger and food-waste levels unacceptably high in the developed world, the idea has spread quickly, with nearly 50 new PAYF cafes opening in the UK alone, and others, inspired by Real Junk Food, starting up in the USA, Brazil, Poland and Switzerland.

At least one restaurant chain that has donated food is positively proud to be involved. Nando’s restaurant gives as much as 150 kg of frozen chicken per week and promotes itself with the motto ‘No chuckin’ our chicken.’

Questions:

1. What does ‘junk food’ mean in the context of The Real Junk Food Project?
2. What two social problems does The Real Junk Food Project address?
3. What happened when government officials inspected The Real Junk Food Project?
4. What evidence does Adam Smith offer for the safety of the food he prepares?
5. Based on what you’ve read in the article, what do you think the motto ‘No chuckin’ our chicken’ means? (Hint: look up the word ‘chuck’.)

1.2. Making a talk based on a survey.

Think of three questions associated with the problem raised in the text and go round the class interviewing other students. You may also approach three other people via social networks. Analyse the answers you get and make a talk on ‘solving social problems by opening a real junk food café in the town/city you live in’.

1.3. Writing an essay.

- a) Make your own commentary on the new approach to food and food waste.
- b) What ideas do you have about reusing rather than thrown away things you do not really need?

AKP № 2 – Challenges. Outdoor adventures

2.1. Read the text and state its main idea.

10 of the best outdoor adventures in Europe: readers' tips

Winning tip: Cape Wrath Trail, Scotland

Walk 230 miles in Scotland and go days without seeing anyone. I navigated the unmarked trail, at times with no path, through soaring mountains and wild landscapes, across swollen rivers and beaches with sand as white as anything in the Seychelles. Starting at Fort William with a boat crossing, the trail hugs the rugged west coast, dipping in and out of sea lochs, and ends at the lighthouse at the most north-westerly tip of the UK. The last seven miles is through an MOD firing range. Wild camp by the finest salmon rivers, or stay in welcoming bothies from another era. It's an adventure that draws walkers from all over the world.

Dolomites via ferrata, Italy

We completed the Via Ferrata Tridentina in the Dolomites last June, after an attempt a few years before failed because of snow. We set out with our Cicerone guide book, harnesses, helmets and via ferrata devices, and encountered the best VF route we'd ever done. Easy to access, Tridentina was thrilling and fun, but accessible to most people with basic climbing skills and a head for heights. We had extraordinary views throughout the ascent. Sadly, the Pisciadù hut at the top was shut, so no refreshing summit beer, but just as well – we needed our heads as the gully descent was snow-filled and much more treacherous than usual!

Sweden coastal cycle

In 2018, I tackled the Kattegattleden, Sweden's beautiful coastal cycle path. With friends, I took the train from Copenhagen to Helsingborg to hire bikes. From there, it was a 340km ride to Gothenburg, with stops in Ängelholm, Halmstad, Falkenberg, Varberg and Frillesås. Airbnbs along the route were excellent and reasonably priced, averaging £50 a night for two. Bikes were from TravelShop in Helsingborg (£297 for two bikes, including pick-up from Gothenburg). Our journey took six days, although eight is recommended. A hugely rewarding adventure that can be done without much prior cycling experience.

Sailing and climbing to the pub, Ireland

I have competed twice in the Irish Sailing and Mountaineering Adventure Challenge, which will take place again on 30 May. Starting in Kinsale in County Cork, yacht crews sail to a succession of challenging hills, including the highest in Ireland, and finally, after running the Brandon Ridge, finish the race in a pub in Dingle in County Kerry. It is possible to charter a yacht locally, or to join another crew in the race.

Family canoe thrills, France

Our favourite outdoor adventure was the 13km canoe descent down the Hérault river, near Montpellier, France. Four hours on the water might sound like a daunting prospect, but the stunning surroundings are enough to distract from those throbbing arm muscles. The descent features fairytale wooded pathways, thrilling waterfalls (a welcome break from paddling) and calm lakes for a break to have lunch and sunbathe. The canoes come equipped with waterproof barrels for belongings.

Climb an active volcano, Stromboli, Italy

Last year we climbed Stromboli, Mount Etna's smaller but more active cousin, on one of the seven Aeolian Islands rising out of the sea off Sicily's north-eastern coast. We set off at 4pm accompanied by a guide and equipped with helmets, extra layers, food and water. After four hours of hiking amid thunderous booms and plumes of smoke, we reached the summit as the sun set. We sat along the crater's edge in the darkness and observed nature's most impressive firework display. A truly awe-inspiring experience.

Wild swimming in Windermere, Lake District

Wild swimming fans can't do better than a summer solstice night-time dip as the sun sets over the Lake District's biggest lake on the longest day. Starting at the National Trust's Fell Foot lakeshore park, participants gather at 9.30pm and plunge into the water for a noncompetitive swim, with glowsticks attached to wetsuits (optional) as darkness descends. The effort is rewarded with a glass of Pimm's and a medal for all. I did it in 2018 with nervous friends, and all were suitably wowed by the views and balmy water temperatures.

Cycling the Netherlands with teens

I cycled the length of the Netherlands in six days with my daughters – one of the best things I've ever done. I am in my early 50s and rode 600km with my two girls (who were in their late teens) from the southernmost tip of the country to the northernmost part. We followed the maps in the book *Het Fietserpad*. We meandered through the most remote areas, often close to the German border, and for some hours through Germany. The scenery was surprisingly varied. We carried camping gear, but after a few days realised there were plenty of reasonably priced hotels. Good touring bikes can be rented, from places including train stations, for less than €10 per day.

Mountain running, Bosnia-Herzegovina

In 2018, I ran 350km across the Dinaric Alps of Bosnia-Herzegovina, border to border, solo and unsupported, wildcamping in the mountains – which could be a world first. This year, I will return to do the next leg from Montenegro to Albania. I am not a runner, just an enthusiastic woman and outdoor therapist out to prove anything is possible for anyone.

Cuillins Ridge, Skye, Hebrides

Towards the southern end of the Cuillin Ridge (which includes the peaks Sgùrr nan Gilleann and Sgùrr Alasdair), the Inaccessible Pinnacle isn't quite as foreboding as the name suggests. Found at the top of Sgùrr Dearg, it forms the summit of the only Scottish Munro that requires a roped climb and abseil. You can hike up to the top of Sgùrr Dearg and enjoy the spectacular views without the climb, but conquering the exposed rock face makes it a true adventure. The Scottish right to roam means you can wild camp at the base of the Cuillins and even enjoy a dip in the famous Fairy Pools to help your sore muscles recover.

2.2. Which of the tips do you find attractive? What about your classmates? Go round the class to find it out interviewing other students.

2.3. Report the results of your interview to your supervisor.

2.4. Write about your idea of the best outdoor adventure (in 150 words).

AKP № 3 Challenges – overcoming stage fright

3.1. Read the text. State its main idea.

'It feels like I'm choking' – actors reveal crippling effects of stage fright
open up anonymously in new study throwing light on severity of 'humiliating' condition

A clandestine drink backstage before every entrance. A makeshift toilet to cope with unrelenting diarrhoea. Sick bags stapled behind the set. The extraordinary lengths to which actors – and their production teams – go to mitigate the paralysing effects of stage fright are today revealed in a study by an academic from the American Academy of Dramatic Arts.

Several famous names have spoken anonymously about the symptoms, some of them shockingly extreme, of the dreaded anxiety that often accompanies performances.

Eight actors opened up to Dr Linda Brennan, a psychotherapist who heads the voice and speech department at the Los Angeles campus of the academy, whose alumni include Kirk Douglas and Anne Hathaway.

Brennan, who is also an actor, said the subjects had agreed to reveal their innermost feelings only because the study would not identify anyone. "That way, they could talk about what really goes on," she told the *Observer*.

"In some cases, it's pretty dreadful. One actor's doctor told him he had to quit acting because his heart couldn't take the stress. It can be very severe. Also, just the feelings of shame and humiliation. Many of these actors [with] severe stage fright felt like they were going to die."

While the study focused on theatre actors, one "very well-known" star revealed that, while filming a TV series, she had backstage sick bags at all entrances and exits. She would vomit into a bag, go on and do her scene, then come off and vomit into another. This was the only way she could get through the shoot.

Brennan, whose research will be published this spring in a book entitled Stage Fright in the Actor, said the subject of stage fright for thespians – rather than for musicians, dancers and public speakers – had been stifled because of actors' common feeling that the show must go on. They felt they had to deliver, when internally their world "was falling apart", she said, adding that actors were also reluctant to speak out for fear their vulnerability would be interpreted as a lack of talent.

Yet stage fright has afflicted some of the biggest stars the acting world has ever known. Laurence Olivier suffered years of debilitating performance anxiety, recalling in his autobiography: "My throat closed up and the audience was beginning to go giddily around." In 2016, Hugh Grant told the *Hollywood Reporter*: "I do live in terror of an attack. I used to get three or four [on a film]." Hollywood star Jack Lemmon once observed that, without "heightened apprehension", an actor "probably won't give as good a performance as he should", but that stage fright was something else.

Actors told Brennan of the physical "hurt" and mental anguish the anxiety would induce, with one likening it to "a death experience" and the feeling of "losing consciousness". They detail symptoms ranging from swollen tongues to fainting, uncontrollable crying, cold sweats, breathing difficulties and palpitations. "I don't think that people really understand what some actors go through to deliver their performances," she said.

Three actors who agreed to be interviewed, then became too emotional. Brennan said: "Stage fright was too difficult to discuss and we couldn't complete the interviews."

But others were grateful the subject was being addressed, particularly in an in-depth study of the causes. Brennan, who treats actors with the condition, is calling for all drama schools to offer lessons in controlling stage fright.

Actors spoke at length about the horrific ways in which they had suffered. One said: "When stage fright strikes, I have difficulty breathing. I cannot inhale deeply, and my breaths get shorter and shorter. Sometimes I get cold sweats and I get lightheaded. My heart races. At times, it feels like it is pounding out of my chest. Sometimes I feel as if I were running, even though I am standing still ... Webs of darkness invade my stomach. Sometimes it is like butterflies creating a mild flutter. Sometimes it is a piercing stabbing pain in my core. Sometimes it is unbearable churning where I have to relieve myself over and over, hours before curtain..."

"I become hyper-reactive and any sound, movement or comment can make me jump – or scream. Stage fright attacks my primary means of communication, my voice and my body. I get a dry mouth, watery eyes and a swollen tongue. ... Sometimes I can't move. Stage fright feels like it is literally choking me." Several spoke of fear of failure being central to the stage fright experience. One described it as "a

raging negative voice in my head that interrogates me and inflames the fear... Stage fright feels... as if something is strangling me... It feels like it is destroying me... as if my blood is draining from my body.”

3.2. Write down 10-12 questions addressing the text. Be ready to answer them yourself and interview your classmates.

3.3. Write a summary of the text.

3.4. Making a talk based on a survey.

Think of three questions associated with the problem raised in the text and go round the class interviewing other students. You may also approach three other people via social networks. Analyse the answers you get and make a talk on ‘beating the stage fright’.

3.5. Writing an essay.

- a) Make your own commentary on the text presented.
- b) What ideas do you have about overcoming stage fright?

AKP № 4 Challenges – teamwork

3.1. Read the text. State its main idea.

Taking team building to the next level to improve employee skills

Whether it’s a staff away day paintballing or a treasure hunt after work, team-building exercises illicit strong reactions from employees. Some can barely contain their excitement at the thought of flying down zip-wires and leaping off Tarzan swings in the Forest of Dean; for others, the thought of having to role-play or engage in games with colleagues is horrific.

Many companies turn to team-building activities as a way to improve employees’ communication and problem-solving skills, and aid staff bonding. As many team exercises take place outside of the office, they’re often used as a way to reward staff and boost motivation.

Over the past two years, UKFast founder and chief executive Lawrence Jones has flown the majority of his 255-strong team over to the ski resort of Verbier, Switzerland, for everything from ski lessons and sledging to quad biking and drinking at one of the apres-ski bars.

However, it’s far from being a simple adventure holiday for the employees of the hosting and cloud provider. “We talked about the latest coding techniques and solved conundrums overlooking the mountains rather than sitting in a square box,” says Jones. “We had a chef up there and beers were kept cold in holes. It made staff feel valued.”

UKFast’s team-building doesn’t just take place in Verbier, where it now owns a hotel; the business regularly runs events at the hotel it bought and converted into a training centre in Snowdonia in 2008.

Jones has built a classroom, practical lab and induction space at the company’s Manchester headquarters, and is obsessed about investing in the training and development of his employees. The company’s training department is run by two full-time former teachers, with a third set to join this year, and offers staff access to 100-plus courses on subjects such as shorthand training, networking, coding and customer service.

“It’s fundamentally important to make sure your team develops,” says Jones. “We have amazing clients and they need amazing results. By offering qualifications we get a better standard of work. We’re a profitable business and we’ve done it by retaining staff and making sure they feel valued.”

At PR agency Smoking Gun PR, there’s regular training covering topics from video production skills to Google analytics. “By offering staff training and personal development, we become an attractive employer,” says co-founder and managing director Rick Guttridge.

Ben Willmott, head of public policy at the Chartered Institute of Personnel and Development (CIPD), the professional body for HR and people development, agrees that workplace training is an important way to keep staff happy. “Our research consistently shows that when people are satisfied with the development opportunities open to them, they are more prepared to go the extra mile for their employers – and less likely to leave,” he says.

4.2. Write down 10-12 questions addressing the text. Be ready to answer them yourself and interview your classmates.

4.3. Write a summary of the text.

4.4. Making a talk based on a survey.

Think of three questions associated with the problem raised in the text and go round the class interviewing other students. You may also approach three other people via social networks. Analyse the answers you get and make a talk on ‘team-building ideas’.

4.5. Writing an essay.

- a) Make your own commentary on the text presented.
- b) Which option is the best for someone like you: being your own master or being one of the team?

Оценочные средства для проведения промежуточной аттестации

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

Код индикатора	Индикатор достижения компетенций	Оценочные средства
ПК-2 Способен применять в практике устной и письменной речи нормы современного иностранного языка		
ПК-2.1	Применяет понятийный аппарат и адекватную исследовательскую методологию в избранной области научной / проективной деятельности, формулирует цели и задачи научного исследования / проекта, а также демонстрирует умение учитывать опыт исследований в смежных областях.	<p style="text-align: center;"><u>Комплексные задания</u></p> <p style="text-align: center;">Making a survey. Giving a talk</p> <p><u>Think of three questions</u> associated with the problem raised in the text and go round the class <u>interviewing other students</u>. You may also approach three other people via social networks. <u>Analyse the answers</u> you get and <u>make a talk</u> on the ‘radical re-thinking of food and food waste.</p> <p style="text-align: center;"><i>Food Waste Recovery: Prospects and Opportunities</i></p> <p>Charis M. Galanakis, in Sustainable Food Systems from Agriculture to Industry, 2018 Abstract</p> <p>Food processing wastes have long been considered as a matter of treatment, minimization, and prevention due to the environmental effects induced by their disposal. Nowadays, food wastes account as a source of valuable nutraceuticals and deal with the prospects of feeding fast growing population in 21st century. This chapter revises the prospects and opportunities in the field of food waste recovery by discussing the definitions of “food waste” and “food loss” in relation to the newly introduced terms of “reutilized by-products” and “wasted by-products.” In addition, it denoted the efforts for the industrial implementation in the field by highlighting the innovation barriers, solutions and current challenges, the differences between conventional and emerging technologies, the application of the <i>Universal Recovery Strategy</i>, as well as the processes of recovering valuable compounds from food waste and as tools to improve the sustainability of food systems.</p>

Код индикатора	Индикатор достижения компетенций	Оценочные средства
		<p>Food waste management, valorization, and sustainability in the food industry Semih Otles, ... Canan Kartal, in Food Waste Recovery, 2015</p> <p>1.7.3 Biofuel conversion methods Food processing wastes contain a high amount of organic components that could be converted into energy and then recovered in the form of heat or electricity. Anaerobic digestion and thermochemical treatments (e.g. combustion, <u>gasification</u>, and pyrolysis) are the main <u>biofuel</u> conversion methods (Murugan et al., 2013). Wastes containing less than 50% moisture are suitable for thermochemical conversion, which converts energy-rich <u>biomass</u> into liquid or gaseous intermediate products. For instance, incineration is a thermal process that occurs by oxidizing the combustible material of the waste for heat production. Incineration is a viable option for food wastes with relatively low water content (<50% by mass) and an option for <u>hazardous wastes</u>. However, there are some increasing concerns about their emissions, adverse environmental impact, and high cost (Murugan et al., 2013). Anaerobic digestion is a widely used technology for the treatment of wastes with high (>50%) water content and organic value. During this process, a variety of microorganisms are used for the stabilization of food waste in the absence of oxygen. Organic substrates are degraded and the residual slurry could be used as fertilizer since it contains ammonia, phosphate, and various minerals (Nishio and Nakashimada, 2013). At the same time, <u>biogas</u> is produced. The latter is a mixture of methane, CO₂, and trace gases (water, <u>hydrogen sulfide</u>, or hydrogen). Biogas is used to generate electric power via thermal energy and is nowadays used to reduce the consumption of fossil energy and CO₂ emissions (Pesta, 2006).</p> <p>Agricultural Waste Management in Food Processing Conly L. Hansen, Dae Yeol Cheong, in Handbook of Farm, Dairy and Food Machinery Engineering (Third Edition), 2019</p> <p>26.3 Characteristics of Wastes and Treatment Types Food processing wastes are rich in organic materials and thus are often readily degraded biologically. Generally, these wastes contain sufficient nitrogen, phosphorus, and trace elements for biological growth. The volume and strength of solid and liquid</p>

Код индикатора	Индикатор достижения компетенций	Оценочные средства
		<p>wastes from food processing depends on the type of process, and the size and age of the plant, as well as the season.</p> <p>The primary objective of the US Clean Water Act is to restore and maintain the chemical, physical, and biological integrity of the nation's waters. To prevent contamination and deterioration of water quality, wastewaters from industrial, commercial, and residual activities are treated at wastewater treatment plants. Currently, more than 80% of industrial wastewater, including food processing wastes, is treated in publicly owned treatment works with or without pretreatment at the plant. A plant may use a municipal wastewater treatment system directly without private treatment facilities. In this case, the increased cost to treat the waste will be passed on to the users, including food processing plants, as municipalities are required to install new or remodel existing wastewater treatment facilities. Therefore food processing industries that pretreat in privately owned wastewater treatment works are increasing (McFarland, 2001).</p> <p>Food processing wastewater treatment may consist of physical unit processes such as screening, flow equalization, air flotation, sedimentation, etc., normally followed by some type of biological treatment. If space is available, land treatment or pond systems are the frequently used treatment methods. Possible biological treatment systems include trickling filters, activated sludge, aerated, facultative, or anaerobic lagoons, and other types of anaerobic digestion.</p>
ПК-2.2	Обосновывает выводы по результатам научного исследования / проекта, формулирует и аргументирует актуальность, теоретическую значимость и практическую ценность исследования / проекта.	<p style="text-align: center;"><u>КОМПЛЕКСНЫЕ ЗАДАНИЯ</u></p> <p style="text-align: center;">Essay</p> <p>Read the text below thinking over the solution to the problem suggested. Write an essay addressing to the question “Does Dairy Processing Waste really make sense?”</p> <p style="text-align: center;"><i>Dairy Processing Waste</i></p> <p>Milk production has steadily grown over the past 30 years, such that the dairy industry has now become the major agricultural processing industry in the United States.</p>

Код индикатора	Индикатор достижения компетенций	Оценочные средства
		<p>Wastewater originates from two major processes, from fluid milk itself at reception and bottling plants, but more importantly at the processing plants that produce butter, cheese, evaporated and condensed milk, milk powder, and other milk products. Milk has a BOD value of 100,000 mg/L and washings from plants producing butter and cheese can have a BOD ranging between and 1500 and 3000 mg/L. Dairy wastes are dilutions of whole milk, separated milk, butter milk, and whey. They are high in dissolved organic matter mainly in the form of the proteins (3.8%) and lactose (4.5%) but low in suspended solids, except for the fine curd found in cheese processing wastes. Nitrogen and phosphorus are also present, which originate mainly from <u>milk proteins</u> (Guillen-Jimenez et al., 2000). Apart from whey, derived from the manufacture of cheese, which is acidic, most dairy processing wastes are neutral or slightly alkaline but have a tendency to become acidic rapidly due to the fermentation of lactose to lactic acid.</p> <p>The most visible source of waste in the dairy processing plant is in the whey resulting from the various cheese processing operations. Whey is a unique part of dairy processing wastewater because of its high pollution potential and quantity. About 9 kg of whey is produced for every kg of cheese produced. In cottage cheese production, the curd is more fragile than <u>rennet</u> curd produced in other types of cheese. Thus the whey and wash water BOD can be increased if mechanical washing processes are used. In <u>cheddar cheese</u> production, the whey drained during cheddaring (matting of curd) and processing should be collected and combined with the whey. In <u>Swiss cheese</u> manufacture, appreciable whey is lost in the transfer of the curd from vat to draining table. In provence and mozzarella cheese manufacture, the milling, mixing, and molding of the curd produces high fat, low pH (5.1–5.3) wash water (Harper, 1974; US Environmental Protection Agency, 1971).</p> <p>DAF is one of the most useful waste treatment processes for several types of food processing wastes, including dairy processing waste. Lagoons and stabilization ponds are often used where conditions allow. Odor from any waste treatment process open to the air is becoming a more serious problem and impediment for using uncovered lagoons. Fig. 26.1 summarizes various processes used in the treatment of whey that yield end products. Whenever a saleable end product can be produced, it is often going to be the treatment of choice, even if the plant only breaks even in the process. Sludge disposal is becoming an increasingly difficult problem to solve.</p>

Код индикатора	Индикатор достижения компетенций	Оценочные средства
ПК-2.3	использует различные базы данных, электронные библиотеки и электронные ресурсы, необходимые для организации исследовательской, проектной и иной деятельности обучающихся по программам бакалавриата и (или) ДПП	<p style="text-align: center;"><u>Комплексное задание</u></p> <p style="text-align: center;">A group project</p> <p>Work in a group of three or four other students. Use the electronic databases and surf the Internet addressing the psychological problem of ‘overcoming stage fright’. Share the information you have found with your group-mates. Point out some common ideas about the topic. Suggest 3-4 questions for the group discussion and after the discussion be ready to report the results to your supervisor.</p> <p>You may let the following text be the starting-point in your project.</p> <p style="text-align: center;"><u>10 Ways to Deal with Fear of Public Speaking</u></p> <p>Learning to love speaking in public may seem like a distant goal. But it's actually closer than you think. As a first step, remind yourself that the topic you're passionate about is most likely of interest to listeners. And they <i>are</i> listening, not thinking about you and your nerves (or even your speaking skills). Here are 10 “quick fixes” that you can use for even more practical approaches when stage fright comes to call</p> <p>#1 Get your head in the right place.</p> <p>I'm going to start out with some tough love: <i>It ain't about you!</i> <u>Speech anxiety</u> is unpleasant enough that you may focus on how awful you're feeling instead of what really matters: the response of your audience. Put yourself in their shoes and think about what they're hoping to get out of this presentation. You'll be on the right wavelength, which is that of your audience.</p> <p>#2 Belly breathe.</p>

Код индикатора	Индикатор достижения компетенций	Оценочные средства
		<p>Modern life with all its gadgets and digital assistants makes it easy for you to become a “talking head,” which includes breathing shallowly and rapidly. The fight-or-flight response to <u>social anxiety</u> exacerbates this type of respiration cycle. To counter these habits, <u>learn how to breathe diaphragmatically</u>. Yes, it will help you to have a resonant voice; but it will also calm you and slow your heart rate.</p> <p>#3 Turn that negative talk into positive thinking.</p> <p>The longer you stay in negative territory concerning your response to public speaking, the more it will seem like home. We’re all experts at beating ourselves up through negative self-talk. Why not use <u>positive thinking</u> instead? Turn self-destructive statements around by flipping that negative mindset. Create a positive groove you can stay in.</p> <p>#4 Stand straight and open up your chest.</p> <p>Body language matters in terms of how confident you look! Try this: hunch your shoulders slightly; now stand straight, allowing your chest area to come forward as your shoulders drop into their natural position. Doesn't that feel better? You certainly will look more professional!</p> <p>#5 Let go of intrusive thoughts.</p> <p><i>Focus</i> is one of your most important tools when it comes to reaching and engaging audiences. But you’re human, which means off-the-grid thoughts will intrude when you don't want them to. Learn not to engage these thoughts or resist them—instead, notice them, then let them float away! Come back to your message and its reception. <u>Here's how to stay focused</u>.</p> <p>#6 Greet your audience. And smile.</p> <p>One of the most effective ways to have a relationship with an audience is to take a moment to allow that to happen. You do that in your greeting. <u>Here's how to start</u></p>

Код индикатора	Индикатор достижения компетенций	Оценочные средства
		<p><u>strong by giving your audience a greeting they'll remember</u>. Invest yourself in this moment, letting listeners know that you really enjoy being there. Again, <i>you too will feel it!</i></p> <p>#7 Talk . . . don't present.</p> <p>Edward Everett was the at-the-time famous orator who delivered a two-hour address at Gettysburg in 1863. But we remember the other guy—the one who gave the <i>two-minute</i> speech known as the <u>Gettysburg Address</u>. Since then, speeches public and private have been getting more conversational. Your need to <u>calm your nerves</u> come from the thought that you're there to GIVE A SPEECH. But you'll really just be talking to some people. Sounds enjoyable, doesn't it?</p> <p>#8 Visualize a successful outcome.</p> <p>Athletes, chess grandmasters, and theoretical physicists use <u>positive visualization</u>, and you should too. In other words, help yourself create a successful presentation! It just makes sense: the more time and effort you spend anticipating positive outcomes, the better prepared you'll be to respond that way in the real situation.</p> <p>#9 Turn the spotlight around.</p> <p>This too is a visualization technique. Speaking in public can feel like standing alone in a hot bright spotlight. There, every move you make can add to the feeling that you're naked and vulnerable. So in your mind, turn the spotlight around. Now you're in the cool dark and the spotlight is on the audience. After all, aren't you supposed to "illuminate" listeners?</p> <p>#10 Move!</p> <p>Ever feel like you're in a pressure cooker when speaking to a group? Need to know <u>how to think on your feet when speaking under pressure?</u> With speaking nerves comes the release of stress hormones that are telling you to fight the threat or get away</p>

Код индикатора	Индикатор достижения компетенций	Оценочные средства
		fast. If you stand stock-still, the pressure will just build. So move! It's all part of my <u>secrets of body language for powerful public speaking!</u>

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

Промежуточная аттестация по дисциплине «Практикум по культуре речевого общения (английский язык)» позволяет оценить уровень усвоения обучающимися знаний, выявляет степень сформированности умений и владений, проводится в форме экзамена в зимнюю и летнюю сессии на первом курсе и в летнюю сессию на втором курсе, а также в форме зачета с оценкой в зимнюю сессию на втором курсе.

Зачет с оценкой и экзамены по данной дисциплине проводится в устной и письменной форме, состоит из одного монологического, одного диалогического высказывания и одного письменного задания (эссе).

Показатели и критерии оценивания зачета с оценкой и экзамена:

- на оценку «отлично» (5 баллов) – обучающийся демонстрирует высокий уровень сформированности компетенций, всестороннее, систематическое и глубокое знание учебного материала, свободно выполняет практические задания, свободно оперирует знаниями, умениями, применяет их в ситуациях повышенной сложности.
- на оценку «хорошо» (4 балла) – обучающийся демонстрирует средний уровень сформированности компетенций: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.
- на оценку «удовлетворительно» (3 балла) – обучающийся демонстрирует пороговый уровень сформированности компетенций: в ходе контрольных мероприятий допускаются ошибки, проявляется отсутствие отдельных знаний, умений, навыков, обучающийся испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.
- на оценку «неудовлетворительно» (2 балла) – обучающийся демонстрирует знания не более 20% теоретического материала, допускает существенные ошибки, не может показать интеллектуальные навыки решения простых задач.
- на оценку «неудовлетворительно» (1 балл) – обучающийся не может показать знания на уровне воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения простых задач.

