

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение высшего образования
«Ростовский государственный экономический университет (РИНХ)»

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«25» мая 2026 г.

**Рабочая программа дисциплины
Современный английский язык**

Направление подготовки
44.04.01 Педагогическое образование

Направленность (профиль) программы магистратуры
44.04.01.07 Иностранные языки в контексте современной культуры

Для набора 2026 года

Квалификация
Магистр

КАФЕДРА английского языка**Распределение часов дисциплины по семестрам / курсам**

Курс Вид занятий	1		2		Итого	
	уп	рп	уп	рп		
Практические	8	8	8		16	8
Итого ауд.	8	8	8		16	8
Контактная работа	8	8	8		16	8
Сам. работа	96	20	92		188	20
Часы на контроль	4		8		12	
Итого	108	28	108		216	28

ОСНОВАНИЕ

Учебный план утвержден учёным советом вуза от 03.03.2026, протокол № 9.

Программу составил(и): канд. филол. наук, Зав. каф., Тимошенко Ю.М.

Зав. кафедрой: Тимошенко Ю.М.

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

1.1	Владеть коммуникативной компетенцией на английском языке для осуществления педагогической деятельности в образовательных организациях в соответствии с уровнем и направленностью полученного образования с использованием цифровой образовательной среды
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2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

ПКО-1:	Способен осуществлять профессиональную деятельность в цифровой образовательной среде
ПКО-1.1:	Ориентируется в современной цифровой образовательной среде
ПКО-1.2:	Осуществляет профессиональную деятельность с учётом возможностей цифровой образовательной среды
ПКР-1:	Способен осуществлять педагогическую деятельность в образовательных организациях в соответствии с уровнем и направленностью полученного образования
ПКР-1.1:	Ориентируется в современной образовательной среде, осведомлен о требованиях федеральных государственных образовательных стандартов
ПКР-1.2:	Осуществляет педагогическую деятельность в образовательных организациях различного уровня с учётом последних достижений методики преподавания

В результате освоения дисциплины обучающийся должен:

Знать:

систему фонетических, лексических, грамматических и стилистических явлений современного английского языка для осуществления профессиональной педагогической деятельности в различного рода образовательных организациях, в том числе с использованием цифровой образовательной среды

Уметь:

применять коммуникативную компетенцию на английском языке для обеспечения педагогического процесса в различного рода образовательных организациях

Владеть:

стратегиями и тактиками использования английского языка для решения профессиональных педагогических задач в различного рода образовательных организациях, в том числе с использованием цифровой образовательной среды

3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Раздел 1. Academic English: topics for discussion

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
1.1	Topic: Higher Education. Text analysis: Doctor in the House. Discussion and Vocabulary development. Essential Vocabulary.	Практические занятия	1	4	ПКО-1 ПКР-1 ПКО-1.1 ПКО-1.2 ПКР-1.1 ПКР-1.2
1.2	Topic: Higher Education. Rephrasing and translation exercises. Derivation. Phrasal verbs. Making up a dialogue on the topic Benefits of Higher Education. Making a presentation on the topic Higher Education in Britain and the USA using Microsoft Powerpoint software.	Самостоятельная работа	1	10	ПКО-1 ПКР-1 ПКО-1.1 ПКО-1.2 ПКР-1.1 ПКР-1.2
1.3	Topic: Scientific breakthroughs and technological achievements. Working with specific lexis. Abbreviations. Reading: Wireless Technology. Discussion and Vocabulary development. Essential Vocabulary.	Практические занятия	1	4	ПКО-1 ПКР-1 ПКО-1.1 ПКО-1.2 ПКР-1.1 ПКР-1.2
1.4	Topic: Scientific breakthroughs and technological achievements. Rephrasing and translation exercises. Matching, working with definitions. Text rendering. Writing an essay What do technologies allow people to do?	Самостоятельная работа	1	10	ПКО-1 ПКР-1 ПКО-1.1 ПКО-1.2 ПКР-1.1 ПКР-1.2

4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Структура и содержание фонда оценочных средств для проведения текущего контроля и промежуточной аттестации представлены в Приложении 1 к рабочей программе дисциплины.

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1. Учебные, научные и методические издания

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
1	Мкртчян Т. Ю., Науменко М. Г.	Academic English: Theoretical and Practical Issues: учебное пособие по практикуму английского языка для студентов 4 курса бакалавриата направления «Лингвистика»: учебное пособие	Ростов-на-Дону Таганрог: Южный федеральный университет, 2018	http://biblioclub.ru/index.php?page=book&id=560944
2	Мкртчян, Т. Ю., Науменко, М. Г.	Academic English: Theoretical and Practical Issues: учебное пособие	Ростов-на-Дону, Таганрог: Издательство Южного федерального университета, 2018	http://www.iprbookshop.ru/87681.html

5.1. Учебные, научные и методические издания

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
1	Комаров А. С.	A Practical Grammar of English for Students: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=115590
2	Солодушкина К. А.	Vocabulary and Grammar Tests: for senior and post-graduate students of economic faculties: учебное пособие	Санкт-Петербург: Антология, 2008	http://biblioclub.ru/index.php?page=book&id=220159

5.2. Профессиональные базы данных и информационные справочные системы

5.3. Перечень программного обеспечения

5.4. Учебно-методические материалы для обучающихся с ограниченными возможностями здоровья

При необходимости по заявлению обучающегося с ограниченными возможностями здоровья учебно-методические материалы предоставляются в формах, адаптированных к ограничениям здоровья и восприятия информации. Для лиц с нарушениями зрения: в форме аудиофайла; в печатной форме увеличенным шрифтом. Для лиц с нарушениями слуха: в форме электронного документа; в печатной форме. Для лиц с нарушениями опорно-двигательного аппарата: в форме электронного документа; в печатной форме.

6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Помещения для всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения:

- столы, стулья;
- персональный компьютер / ноутбук (переносной);
- проектор;
- экран / интерактивная доска.

7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Методические указания по освоению дисциплины представлены в Приложении 2 к рабочей программе дисциплины.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

1 Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

1.1 Показатели и критерии оценивания компетенций:

ЗУН, составляющие компетенцию	Показатели оценивания	Критерии оценивания	Средства оценивания З – вопросы к зачету ЗсО – вопросы к зачету с оценкой УО – устный опрос ПОЗ – практико-ориентированные задания Т – тест
<p>ПКО-1 Способен осуществлять профессиональную деятельность в цифровой образовательной среде</p>			
<p><i>Знать:</i> Знать современные информационные и телекоммуникационные технологии, программное обеспечение и технические устройства, применяемые в образовательном процессе, основные принципы организации цифрового обучения.</p>	<p>Знание современных цифровых технологий и ПО, применяемых в преподавании современного английского языка. Понимание принципов организации цифрового обучения современному английскому языку. Способность выбрать подходящие цифровые инструменты для конкретных задач обучения современному английскому языку.</p>	<p>Владение принципами организации цифрового обучения, способность эффективно использовать цифровые ресурсы в образовательном процессе. Способность выбирать подходящие технологии и инструменты для конкретных задач обучения современному английскому языку.</p>	<p>3 (1 семестр) – вопросы 1-6, 3 (2 семестр) – вопросы 1-10, 3 (3 семестр) – вопросы 1-10, УО (1 семестр) – вопросы 1-6, УО (2 семестр) – вопросы 1-10, УО (3 семестр) – вопросы 1-10, Т- (1-3 семестры) – 1-10</p>
<p><i>Уметь:</i> работать с цифровыми образовательными ресурсами, информационными системами и сетевыми сервисами, интегрировать цифровые технологии в учебный процесс, организовывать</p>	<p>Умение эффективно интегрировать цифровые технологии в учебный процесс по обучению современному английскому языку. Опыт организации дистанционного и смешанного обучения с использованием сетевых сервисов и технологий.</p>	<p>Интеграция цифровых технологий в учебный процесс по обучению современному английскому языку, повышение качества преподавания благодаря использованию цифровых инструментов.</p>	<p>3 (1 семестр) – вопросы 18-22, 3 (2 семестр) – вопросы 21-25, 3 (3 семестр) – вопросы 21-25, ПОЗ (1 семестр) – вопросы 1-3, ПОЗ (2 семестр) – вопросы 1-5, ПОЗ (3 семестр) – вопросы 1-3,</p>

дистанционное и смешанное обучение.		Организация эффективного дистанционного и смешанного обучения, привлечение сетевых сервисов для повышения доступности и удобства обучения.	
<i>Владеть:</i> навыками использования мультимедийных средств, платформ для электронного обучения, облачных сервисов, мобильными устройствами и интернет-технологиями для повышения качества образовательного процесса и доступности обучения.	<p>Умение эффективно использовать мультимедийные средства (интерактивные доски, презентации, видеоматериалы) в образовательном процессе.</p> <p>Владение популярными платформами для электронного обучения (Moodle, Google Classroom, Zoom и другие) и умение организовать учебный процесс на их основе.</p> <p>Создание качественных мультимедийных материалов и учебных курсов, повышающих эффективность и привлекательность образовательного процесса.</p>	Интеграция цифровых технологий в учебный процесс по обучению современному английскому языку, повышение качества преподавания благодаря использованию цифровых инструментов.	3 (1 семестр) – вопросы 28-31, 3 (2 семестр) – вопросы 31-35, 3 (3 семестр) – вопросы 31-35, ПОЗ (1 семестр) – вопросы 6-8, ПОЗ (2 семестр) – вопросы 11-15, ПОЗ (3 семестр) – вопросы 6-8,
ПКР-1			
Способен осуществлять педагогическую деятельность в образовательных организациях в соответствии с уровнем и направленностью полученного образования			
<i>Знать</i> современные образовательные стандарты, методические подходы и требования к ведению образовательной деятельности в различных типах учреждений (школы, колледжи, вузы).	<p>Знание Федерального государственного образовательного стандарта (ФГОС) и специфик образовательных программ по обучению современному английскому языку для школ, колледжей и вузов.</p> <p>Владение методическими подходами и рекомендациями по проведению учебных</p>	<p>Возможность самостоятельно анализировать и адаптировать образовательные программы по обучению современному английскому языку в соответствии с действующими стандартами и требованиями.</p> <p>Применимость</p>	3 (1 семестр) – вопросы 7-17, 3 (2 семестр) – вопросы 11-20, 3 (3 семестр) – вопросы 11-20, УО (1 семестр) – вопросы 7-17, УО (2 семестр) – вопросы 11-20, УО (1 семестр) – вопросы 11-20, Т- (1-3 семестры) – 1-10

	<p>занятий по обучению современному английскому языку в зависимости от уровня и типа образовательного учреждения.</p> <p>Умение интерпретировать и применять нормативные документы и требования к качеству образовательной деятельности.</p>	<p>указанных знаний на практике, подтвержденная успешным опытом разработки и ведения учебных курсов, методических материалов и образовательных программ.</p>	
<p><i>Уметь:</i> планировать, организовывать и проводить уроки, внеклассные мероприятия и воспитательные акции, направленные на развитие личности обучающихся, формирование у них знаний, умений и навыков, предусмотренных программой обучения.</p>	<p>Способность качественно планировать и организовывать учебные занятия по обучению современному английскому языку, внеклассные мероприятия и воспитательные акции, соответствующие образовательным целям и задачам.</p> <p>Эффективность проводимых уроков по обучению современному английскому языку и мероприятий, проявляющаяся в повышении успеваемости, заинтересованности и вовлечённости обучающихся.</p> <p>Использование современных образовательных технологий и методик по обучению современному английскому языку, обеспечивающих высокую результативность обучения.</p>	<p>Реализация запланированных уроков по обучению современному английскому языку и мероприятий с достижением обозначенных образовательных целей и развитием личности обучающихся.</p> <p>Подтверждение наличия разработанных авторских программ по обучению современному английскому языку, оригинальных сценических работ, методических разработок и эффективных стратегий преподавания.</p>	<p>3 (1 семестр) – вопросы 23-27, 3 (2 семестр) – вопросы 26-30, 3 (3 семестр) – вопросы 36-39, ПОЗ (1 семестр) – вопросы 4-5, ПОЗ (2 семестр) – вопросы 6-10, ПОЗ (3 семестр) – вопросы 4-5,</p>
<p><i>Владеть:</i> Профессиональными компетенциями, необходимыми для качественного осуществления педагогической деятельности в</p>	<p>Соответствие профессиональной деятельности по обучению современному английскому языку профилю и квалификационному уровню полученного образования.</p>	<p>Реализация запланированных уроков по обучению современному английскому языку и мероприятий с достижением обозначенных образовательных</p>	<p>3 (1 семестр) – вопросы 32-35, 3 (2 семестр) – вопросы 36-40, 3 (3 семестр) – вопросы 26-30, ПОЗ (1 семестр) – вопросы 9-12, ПОЗ (2 семестр) –</p>

соответствии с профилем и квалификационным уровнем полученного образования.	Доказанная практика применения профессиональных компетенций, подкрепленная результатами аттестации, отзывами коллег и обучающихся.	целей и развитием личности обучающихся. Подтверждение наличия разработанных авторских программ по обучению современному английскому языку, оригинальных сценических работ, методических разработок и эффективных стратегий преподавания.	вопросы 16-20, ПОЗ (3 семестр) – вопросы 9-11
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1.2 Шкалы оценивания:

Текущий контроль успеваемости и промежуточная аттестация осуществляется в рамках накопительной балльно-рейтинговой системы в 100-балльной шкале:

Критерии оценивания:

84-100 баллов (оценка «отлично») выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала, широкое использование дополнительной литературы;

67-83 балла (оценка «хорошо») выставляется студенту, если отмечается наличие твердых и достаточно полных знаний в рамках темы; четкое изложение материала; допускаются отдельные логические и стилистические погрешности;

50-66 баллов (оценка «удовлетворительно») выставляется студенту, если отмечается изложение материала с отдельными ошибками;

0-49 баллов (оценка «неудовлетворительно») выставляется студенту, если ответ логически не закончен, содержит грубые ошибки, студент не понимает сущности излагаемого материала, не уверен в ответах на дополнительные вопросы.

2 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Контрольные вопросы и практико-ориентированные задания для проведения промежуточного контроля

Перечень теоретических вопросов к зачету (1 семестр)

1. Define essential vocabulary related to higher education by utilizing contemporary digital tools (such as online dictionaries, specialized web resources, and mobile apps to expand your academic vocabulary).
2. Explain how phrasal verbs are effectively used when discussing the benefits of higher education, employing multimedia presentations or educational online platforms to illustrate examples.

3. Discuss the differences between higher education systems in Britain and the United States, supplementing your explanation with visualizations and infographics created using modern digital tools.
4. Describe effective ways to apply derivation techniques while talking about higher education topics, showcasing the capabilities of specialized applications and platforms available to enhance grammatical skills.
5. Present strategies for rephrasing sentences in English discussions on higher education, leveraging programs and services for translation and text editing accessible in the digital environment. What types of activities help develop vocabulary when discussing higher education?
6. Identify common abbreviations associated with modern educational standards and reforms implemented in schools, colleges, and universities.
7. Explain why it's crucial to understand varying educational terminologies across different institutional types (schools, colleges, universities) and regions.
8. Provide examples of instructional phrases used in presentations conducted via Microsoft PowerPoint that comply with modern educational standards.
9. List key terms defining innovative teaching methods and emerging educational technologies aligned with modern curricula.
10. Compare methods for linking academic terms with their respective definitions, adhering to modern educational methodologies.
11. Assess the importance of comprehending specialized jargon when studying modern scientific and technological developments.
12. Show how to restructure sentences in scientific contexts without altering their meaning, ensuring alignment with modern teaching methodologies.
13. Summarize the main points from a text on cutting-edge technology (e.g., "Wireless Technology") and relate them to contemporary educational reforms.
14. Create your own definitions for key terms from modern textbooks and educational resources related to new technologies.
15. Compose an argumentative essay addressing the question: "How do modern technologies shape education?"
16. Determine useful abbreviations frequently encountered in educational reform documentation and clarify their meanings.
17. Evaluate vocabulary-building exercises that facilitate comprehension of scientific and technical material within modern educational frameworks.

Перечень практико-ориентированных заданий к зачету (1 семестр)

18. Use digital flashcard apps or online glossaries to learn and memorize five essential terms related to higher education. Provide short definitions for each term using a dictionary or similar resource.
19. Rewrite the following sentence using different syntax but preserving the same meaning: "Получение университетского диплома увеличивает шансы трудоустройства." (Use online translation tools or AI-powered rephrasing assistants).
20. Translate the Russian phrase «Высшее образование открывает двери к новым возможностям» into English using an online translator or bilingual dictionary. Validate the result with native speakers or advanced language processing tools.
21. Prepare a scripted conversation between two friends discussing the merits of higher education. Use video conferencing tools like Zoom or Google Meet to rehearse and refine the dialogue.
22. Utilize Microsoft PowerPoint Online or cloud-based alternatives (like Google Slides) to design a comparative presentation on higher education systems in Britain and the USA. Include at least three substantial differences highlighted with charts, graphs, or annotated images. Share the final product digitally via email or file-sharing platforms.

23. Design a quiz game for students where they must determine the meanings of the acronyms BA, MA, and PhD in the context of higher education.
24. Create a didactic exercise where students transform adjectives into nouns (e.g., educational → education) and incorporate them into practical lesson tasks.
25. Prepare a dialog where students properly use phrasal verbs in everyday college situations (e.g., signing up for courses, dropping out of classes).
26. Organize a research project where each student selects a key term from the realm of higher education (e.g., scholarships, tuition fees) and prepares a presentation explaining its significance and usage.
27. Conduct a lesson dedicated to exploring specialized vocabulary related to scientific discoveries and technological innovations. Students select five advanced terms and find synonyms before discussing them in class.
28. Create an online interactive quiz using a platform like Kahoot or Quizlet where students match the terms (nanotechnology, biotechnology, artificial intelligence, robotics, renewable energy) with their corresponding definitions. Explain how digital quizzes enhance student engagement and understanding
29. Share the article "Wireless Technology" via an electronic learning management system (Moodle, Canvas, Google Classroom) and ask students to submit a summary of the most significant advancements discussed. Demonstrate how electronic submission streamlines grading and provides timely feedback.
30. Assign students the task of rewriting the sentence "Technology has transformed our daily lives beyond recognition" using different words but retaining the same meaning. Submit answers through a Google Doc shared link, allowing collaborative comments and corrections.
31. Guide students to extract key information from a passage about wireless technology and prepare a slideshow presentation using PowerPoint Online or Google Slides. Publish the slides on a cloud storage service (Google Drive, OneDrive) for easy access and sharing. Emphasize how cloud tools enable flexible learning and collaboration.
32. Provide detailed instructions for a writing assignment where students must analyze current technological trends and their impact on global communication. Explain how this exercise reinforces subject-specific content and promotes critical thinking.
33. Outline steps for facilitating a structured group discussion on the sufficiency of renewable energy advancements in combating climate change. Discuss how this activity develops argumentation skills and encourages interdisciplinary connections.
34. Construct a worksheet for students containing ten unfamiliar terms related to scientific breakthroughs. Guide them through researching and writing clear definitions, illustrating how this task strengthens their domain-specific vocabulary.
35. Offer guidance on crafting an introductory paragraph for an essay on the transformation of lifestyles due to technology over the last decade. Model the initial stages of argument formulation and stress the importance of sourcing evidence from reputable academic sources.

Критерии оценивания:

Максимальное количество баллов за задание – 100 (50 баллов максимально за теоретический вопрос, 50 баллов максимально за практико-ориентированное задание).

Критерии оценивания одного теоретического вопроса.

Критерии оценивания теоретического вопроса	Баллы
Изложенный материал фактически верен, наличие глубоких исчерпывающих знаний; правильные, уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе	50-35
Наличие твердых и достаточно полных знаний, правильные действия по применению знаний на практике, четкое изложение материала, допускаются отдельные логические и стилистические погрешности, неуверенность и неточность ответов на дополнительные и наводящие вопросы	34-20
Неполный ответ на вопросы; затрудняется ответить на дополнительные вопросы	19-10
Ответ не связан с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы	0
<i>Максимальный балл за ответ на теоретический вопрос</i>	
	<i>50</i>

Критерии оценивания одного практико-ориентированного задания.

Критерии оценивания практико-ориентированного задания	Баллы
Практико-ориентированное задание выполнено в полном объеме, в представленном решении обоснованно получены правильные ответы, проведен анализ, дана грамотная интерпретация полученных результатов, сделаны выводы	50-35
Практико-ориентированное задание выполнено в полном объеме, но при анализе и интерпретации полученных результатов допущены незначительные ошибки, выводы – достаточно обоснованы, но неполны	34-20
Практико-ориентированное задание выполнено не в полном объеме, при анализе и интерпретации полученных результатов допущены ошибки, выводы – но неполные или отсутствуют	19-10
Практико-ориентированное задание выполнено полностью неверно или отсутствует решение	0
<i>Максимальный балл за решение практико-ориентированного задания</i>	<i>50</i>

Итоговая оценка формируется из суммы набранных баллов за выполнение задания (1 теоретический вопрос и 1 практико-ориентированное задание) и соответствует шкале:

- 84-100 баллов (оценка «отлично»);
- 67-83 баллов (оценка «хорошо»);
- 50-66 баллов (оценка «удовлетворительно»);
- 0-49 баллов (оценка «неудовлетворительно»).

Перечень теоретических вопросов к зачету (2 семестр)

1. Explain how the concept of register variation applies differently in spoken and written communication in technology-mediated (video conferences, chat rooms) and non-technology-mediated (classroom meetings) learning environments. Give examples of software or tools used in each case.
2. Describe the difficulties international students encounter when transitioning to technology-driven learning environments, mentioning specific tools (e.g., Zoom, Google Meet) and challenges (e.g., bandwidth issues, cultural adaptation).
3. Outline key employability skills relevant to today's globalized job market, focusing on how digital tools (social networks, productivity apps) enhance career readiness.
4. Evaluate the impact of IT literacy (using software like MS Office, coding basics) and numeracy (data analysis tools) on academic achievement and future careers.
5. Demonstrate effective strategies for negotiating professionally using collaborative tools (e.g., Slack, Trello) and explain how these tools aid in remote negotiations.
6. Highlights distinctive features of Australian workplace culture, noting how virtual communication tools (email etiquette, online meeting protocols) affect international students' assimilation into the workforce.
7. Compare the advantages and disadvantages of digital networking platforms (LinkedIn, Facebook Groups) versus traditional face-to-face networking, focusing on the role of ICT tools in building professional relationships.
8. Enumerate effective note-taking techniques specifically suited for technology-mediated lectures (live streaming, recorded webinars) and traditional tutorials, incorporating digital tools (Evernote, Notion).
9. Discuss methods for analyzing structural elements of academic readings, using software tools (PDF annotators, readability analyzers) to assist in breaking down headings, subheadings, and paragraphs.
10. Detail widely used techniques for enhancing reading efficiency (skimming, scanning) and recommend digital tools/apps (Readlang, Kindle X-Ray) that facilitate faster reading and comprehension.
11. Explain the stages of planning, drafting, and editing formal academic documents, comparing them with current formatting standards for high schools, colleges, and universities.

12. Recommend best practices for active involvement in tutorial/seminar sessions, taking into account the specifics of high-school lessons, college colloquiums, and university seminars.
13. Address the importance of clear pronunciation and vocal projection in delivering successful presentations and speeches at different educational levels: high school, college, and university.
14. Describe effective strategies for active engagement and collaboration in group project assignments, highlighting differences in cooperation depending on the institution type (school, college, university).
15. Analyze proper citation styles and formats for bibliographies and in-text references according to current academic standards in high schools, colleges, and universities.
16. Evaluate the importance of critical thinking in the educational activities of high school students, college students, and university graduates, determining how it supports cognitive independence.
17. Investigate the structure and content of evaluation tasks in middle/high schools, college exams, and university assessments, identifying their common traits and distinctions.
18. Assess the key competencies required for independent research projects at the high school, college, and university levels.
19. Highlight the value of learner autonomy in developing self-study habits, underscoring its manifestations in schools, colleges, and universities.
20. Study the significance of intercultural competence in educational processes across schools, colleges, and universities, emphasizing the influence of cultural diversity on educational outcomes.

Перечень практико-ориентированных заданий к зачету (2 семестр)

21. Start a discussion thread on your digital learning platform (e.g., Moodle, Google Classroom) comparing user interactions on the forum with live discussions in a traditional classroom. Take note of changes in language style and tone. Use built-in analytics tools to collect statistics on participant activity.
22. Create an online survey for international students to identify challenges they face with technology-mediated learning. Offer solutions based on collected data and publish recommendations on your distance learning platform.
23. Prepare a resume using online design tools (e.g., Canva, Adobe Spark) to showcase skills and accomplishments gained through digital learning experiences. Present your portfolio publicly using collaboration tools (e.g., Google Docs, Shared Access).
24. Develop a hypothetical business plan in a spreadsheet (e.g., Google Sheets, Excel Online) by completing financial calculations and creating visual representations (charts, graphs) for enhanced clarity. Demonstrate your ability to analyze data and visually present it electronically.
25. Set up a virtual role-playing simulation of a salary negotiation with an employer using videoconferencing tools (e.g., Zoom, Skype). Utilize screen-sharing and recording features to later analyze your behavior and persuasion techniques.
26. Plan a lesson where students observe and document a typical day in an Australian office, identifying unique aspects of local work culture. Ask them to prepare a reflective report on their observations.
27. Organize an extracurricular activity where students join an online alumni network and attend a meetup event. They should compare the outcomes of both modes of connection-building and draw conclusions on their effectiveness.
28. Introduce mind mapping techniques for organizing lecture notes in a classroom setting. Assign students to try this method alongside traditional note-taking and compare their effectiveness in retaining information.
29. Teach students how to diagram the structure of an academic article, highlighting introductions, conclusions, and supporting details. Challenge them to apply this skill to additional texts independently.

30. Lead a workshop where students test different reading techniques (linear reading, skimming, scanning). Measure improvements in retention and comprehension, helping students choose the most effective methods for their needs.
31. Create an essay outline collaboratively using Google Docs or a similar cloud-based editor. Receive and implement instructor feedback remotely via comments and annotations.
32. Hold small-group discussions synchronously using video-conferencing tools like Zoom or Google Meet. Use breakout rooms to ensure every member contributes equally.
33. Record a short speech using smartphone video-recording functionality. Upload it to a cloud service (Dropbox, Google Drive) and seek feedback from peers or teachers.
34. Equitably delegate roles within a group project using a project-management platform like Trello or Asana. Monitor and manage group dynamics virtually through regular updates and task tracking.
35. Format citations correctly using Zotero, Mendeley, or another citation manager compatible with MLA, APA, or Harvard styles. Verify adherence with automated checks or templates provided by these tools.
36. Teach students how to critique an editorial by encouraging them to present alternative perspectives grounded in empirical evidence. Guide them through constructing valid arguments and assessing the reliability of sources.
37. Supervise students completing old exams under test conditions. Help them identify weak spots and devise targeted revision plans to address these areas.
38. Facilitate a mini-research project where students utilize databases or surveys. Assist them in compiling findings logically and concisely, ensuring their results are meaningful and informative.
39. Encourage students to establish SMART goals for upcoming semesters. Periodically monitor their progress and provide guidance to keep them on track.
40. Host a roundtable discussion encouraging students to exchange views on intercultural communication challenges and solutions. Foster an inclusive atmosphere where differing perspectives are valued and respected.

Критерии оценивания:

Максимальное количество баллов за задание – 100 (50 баллов максимально за теоретический вопрос, 50 баллов максимально за практико-ориентированное задание).

Критерии оценивания одного теоретического вопроса.

Критерии оценивания теоретического вопроса	Баллы
Изложенный материал фактически верен, наличие глубоких исчерпывающих знаний; правильные, уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе	50-35
Наличие твердых и достаточно полных знаний, правильные действия по применению знаний на практике, четкое изложение материала, допускаются отдельные логические и стилистические погрешности, неуверенность и неточность ответов на дополнительные и наводящие вопросы	34-20
Неполный ответ на вопросы; затрудняется ответить на дополнительные вопросы	19-10
Ответ не связан с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы	0
<i>Максимальный балл за ответ на теоретический вопрос</i>	<i>50</i>

Критерии оценивания одного практико-ориентированного задания.

Критерии оценивания практико-ориентированного задания	Баллы
Практико-ориентированное задание выполнено в полном объеме, в представленном решении обоснованно получены правильные ответы, проведен анализ, дана грамотная интерпретация полученных результатов, сделаны выводы	50-35
Практико-ориентированное задание выполнено в полном объеме, но при анализе и	34-20

интерпретации полученных результатов допущены незначительные ошибки, выводы – достаточно обоснованы, но неполны	
Практико-ориентированное задание выполнено не в полном объеме, при анализе и интерпретации полученных результатов допущены ошибки, выводы – но неполные или отсутствуют	19-10
Практико-ориентированное задание выполнено полностью неверно или отсутствует решение	0
<i>Максимальный балл за решение практико-ориентированного задания</i>	50

Итоговая оценка формируется из суммы набранных баллов за выполнение задания (1 теоретический вопрос и 1 практико-ориентированное задание) и соответствует шкале:

- 84-100 баллов (оценка «отлично»);
- 67-83 баллов (оценка «хорошо»);
- 50-66 баллов (оценка «удовлетворительно»);
- 0-49 баллов (оценка «неудовлетворительно»).

Перечень теоретических вопросов к зачету с оценкой (3 семестр)

1. Explain how modern digital tools and software (e.g., simulations, AR/VR) can enhance children's understanding of scientific concepts when designing experiments.
2. Discuss how incorporating digital resources (e.g., LMS platforms, online collaborations) improves learning outcomes when aligning language objectives with content area instruction.
3. Describe how digital tools facilitate the integration of communication, collaboration, critical thinking, presentation, and technology skills in content-focused teaching.
4. Analyze how collaborative learning platforms (e.g., Google Workspace, Microsoft Teams) promote skill development in academic settings.
5. Demonstrate how digital tools (e.g., mind maps, flowcharts) can help structure logical and coherent arguments in academic writing.
6. Explain the role of search engines and digital libraries in locating and verifying credible academic sources for strengthening arguments.
7. Compare and contrast the implementation of referencing styles (APA, MLA, Chicago) in digital environments, specifying when each style is usually applied.
8. Reflect on how digital communication tools (e.g., video calls, online forums) empower confident interaction in social and academic settings, thereby enhancing academic success.
9. Evaluate how exposure to digital content (e.g., podcasts, videos, online quizzes) contributes to the development of strong English-language communicative abilities.
10. Explain how digital tools (e.g., Turnitin, Grammarly) help maintain academic integrity and prevent plagiarism in academic submissions.
11. Evaluate the characteristics of good academic writing and suggest techniques for improving these skills.
12. Determine the key attributes of effective oral presentations and recommend strategies for honing public-speaking abilities.
13. Discuss methods for developing efficient reading strategies in academic contexts.
14. Illustrate the organizational patterns commonly found in academic genres (reports, posters, etc.).
15. Argue the importance of expanding academic vocabulary and propose strategies for systematic expansion.
16. Distinguish between general and academic discourses, specifying the features that differentiate them.
17. Expound on the essential elements of university culture and their influence on students' academic journeys.
18. Assess the impact of technology on academic instruction and its potential for enriching pedagogy.
19. Devise strategies for boosting students' confidence in interacting socially and academically.

20. Relate the synergistic relationship between productive (writing/speaking) and receptive (reading/listening) skills in academic settings.

Перечень практико-ориентированных заданий к зачету с оценкой (3 семестр)

21. Design a simple science experiment for elementary school students using digital tools (e.g., simulation software or interactive websites) to enhance learning outcomes safely and effectively.
22. Create a history lesson plan where language objectives are integrated seamlessly with content goals using digital resources (e.g., educational games, multimedia presentations) to foster deeper understanding.
23. Develop a lesson plan that incorporates communication, collaboration, critical thinking, presentation, and technology skills, leveraging online collaboration tools (e.g., Google Docs, Padlet) and educational apps to maximize student engagement.
24. Implement a collaborative activity in your next class using digital platforms (e.g., Miro boards, Jamboard) to ensure equitable participation and promote cooperative learning.
25. Guide students in writing a thesis statement and three supporting arguments for an essay advocating environmental conservation efforts using online brainstorming tools (e.g., MindMeister, Lucidchart) to visualize and structure their ideas effectively.
26. Assign students the task of finding and integrating two credible academic sources into an essay on reducing plastic waste. Guide them through the process of validating sources and incorporating them effectively into their arguments.
27. Teach students how to correctly format references for a research paper using APA style. Provide a sample paper and walk them through each element of the citation process.
28. Organize a class discussion on a controversial topic, encouraging students to ask clarifying questions and express their opinions respectfully. Monitor and moderate the discussion to ensure active participation and constructive exchanges.
29. Guide students in preparing a short monologue introducing themselves in an academic conference setting. Coach them on proper diction, tone, and structure to ensure clarity and professionalism.
30. Direct students to locate and paraphrase a section from an academic source, emphasizing the importance of accurate citation to avoid plagiarism. Use this opportunity to teach proper paraphrasing techniques and citation formats.
31. Edit a poorly-written paragraph using online grammar-checking tools (Grammarly, Hemingway Editor) to highlight grammar errors, unclear sentences, and missing transitions. Justify your edits and discuss how these tools enhance writing skills.
32. Deliver a short speech on a familiar topic using presentation software (Prezi, PowerPoint Online) to accompany your talk. Apply techniques for engaging delivery and audience engagement, such as visual aids and storytelling.
33. Skim-read an academic article using screen-reading tools (Kami, Adobe Reader) to extract key takeaways within 10 minutes. Discuss how digital annotation tools enhance reading efficiency.
34. Create a poster presentation template using cloud-based graphic design tools (Canva, Piktochart) and label its sections. Describe the purpose of each part and demonstrate how cloud services increase accessibility and collaboration.
35. Keep a vocabulary notebook by adding 10 new academic terms per week using flashcard apps (Quizlet, Anki). Practice their usage in sentences and discuss how digital tools facilitate vocabulary expansion.
36. Teach students how to compare the tone and structure of a newspaper article with an academic journal article on the same topic. Demonstrate the process of analyzing rhetorical differences and discuss how these analyses enhance students' understanding of genre-specific nuances.

37. Guide students in preparing a comprehensive guide for incoming freshmen, detailing essential elements of university culture. Supervise the creation of this guide, ensuring it reflects a deep understanding of university norms and expectations.
38. Instruct students on how to effectively incorporate interactive online tools into lessons to enhance engagement. Demonstrate how these tools can complement traditional teaching methods and encourage creativity.
39. Advise students on joining clubs or enrolling in leadership programs that foster confidence in academic and social settings. Discuss the benefits of extracurricular activities in shaping students' overall academic and personal growth.

Критерии оценивания:

Максимальное количество баллов за задание – 100 (50 баллов максимально за теоретический вопрос, 50 баллов максимально за практико-ориентированное задание).

Критерии оценивания одного теоретического вопроса.

Критерии оценивания теоретического вопроса	Баллы
Изложенный материал фактически верен, наличие глубоких исчерпывающих знаний; правильные, уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе	50-35
Наличие твердых и достаточно полных знаний, правильные действия по применению знаний на практике, четкое изложение материала, допускаются отдельные логические и стилистические погрешности, неуверенность и неточность ответов на дополнительные и наводящие вопросы	34-20
Неполный ответ на вопросы; затрудняется ответить на дополнительные вопросы	19-10
Ответ не связан с вопросами, наличие грубых ошибок в ответе, непонимание сути излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы	0
<i>Максимальный балл за ответ на теоретический вопрос</i>	<i>50</i>

Критерии оценивания одного практико-ориентированного задания.

Критерии оценивания практико-ориентированного задания	Баллы
Практико-ориентированное задание выполнено в полном объеме, в представленном решении обоснованно получены правильные ответы, проведен анализ, дана грамотная интерпретация полученных результатов, сделаны выводы	50-35
Практико-ориентированное задание выполнено в полном объеме, но при анализе и интерпретации полученных результатов допущены незначительные ошибки, выводы – достаточно обоснованы, но неполны	34-20
Практико-ориентированное задание выполнено не в полном объеме, при анализе и интерпретации полученных результатов допущены ошибки, выводы – но неполные или отсутствуют	19-10
Практико-ориентированное задание выполнено полностью неверно или отсутствует решение	0
<i>Максимальный балл за решение практико-ориентированного задания</i>	<i>50</i>

Итоговая оценка формируется из суммы набранных баллов за выполнение задания (1 теоретический вопрос и 1 практико-ориентированное задание) и соответствует шкале:

- 84-100 баллов (оценка «отлично»);
- 67-83 баллов (оценка «хорошо»);
- 50-66 баллов (оценка «удовлетворительно»);
- 0-49 баллов (оценка «неудовлетворительно»).

Контрольные вопросы для проведения текущего контроля (устный опрос) 1 семестр.

1. Define essential vocabulary related to higher education by utilizing contemporary digital tools (such as online dictionaries, specialized web resources, and mobile apps to expand your academic vocabulary).
2. Explain how phrasal verbs are effectively used when discussing the benefits of higher education, employing multimedia presentations or educational online platforms to illustrate examples.
3. Discuss the differences between higher education systems in Britain and the United States, supplementing your explanation with visualizations and infographics created using modern digital tools.
4. Describe effective ways to apply derivation techniques while talking about higher education topics, showcasing the capabilities of specialized applications and platforms available to enhance grammatical skills.
5. Present strategies for rephrasing sentences in English discussions on higher education, leveraging programs and services for translation and text editing accessible in the digital environment. What types of activities help develop vocabulary when discussing higher education?
 6. Identify common abbreviations associated with modern educational standards and reforms implemented in schools, colleges, and universities.
 7. Explain why it's crucial to understand varying educational terminologies across different institutional types (schools, colleges, universities) and regions.
 8. Provide examples of instructional phrases used in presentations conducted via Microsoft PowerPoint that comply with modern educational standards.
 9. List key terms defining innovative teaching methods and emerging educational technologies aligned with modern curricula.
 10. Compare methods for linking academic terms with their respective definitions, adhering to modern educational methodologies.
 11. Assess the importance of comprehending specialized jargon when studying modern scientific and technological developments.
 12. Show how to restructure sentences in scientific contexts without altering their meaning, ensuring alignment with modern teaching methodologies.
 13. Summarize the main points from a text on cutting-edge technology (e.g., "Wireless Technology") and relate them to contemporary educational reforms.
 14. Create your own definitions for key terms from modern textbooks and educational resources related to new technologies.
 15. Compose an argumentative essay addressing the question: "How do modern technologies shape education?"
 16. Determine useful abbreviations frequently encountered in educational reform documentation and clarify their meanings.
 17. Evaluate vocabulary-building exercises that facilitate comprehension of scientific and technical material within modern educational frameworks.

Практико-ориентированные задания для проведения текущего контроля 1 семестр.

Higher Education

Task 1:

Text Analysis: Read the article "Doctor in the House" and underline essential vocabulary related to higher education. Define unknown words using contextual clues or a dictionary.

Outcome: Improve vocabulary related to higher education.

Task 2:

Making Dialogues: Create a dialogue between two characters discussing the benefits of higher education.

Outcome: Practice speaking skills and consolidate vocabulary related to the topic.

Task 3:

Microsoft PowerPoint Presentation: Create a PowerPoint presentation comparing higher education systems in Britain and the USA. Include key differences in admission procedures, costs, and duration of study.
Outcome: Hone presentation-making skills and gain insight into different higher education systems.

Task 4:

Rephrasing and Translation: Rewrite the following sentence using different wording:

"Higher education offers many opportunities for career growth."

Then translate it into another language of your choice.

Outcome: Strengthen rephrasing and translation skills.

Task 5:

Working with Derivatives: Change the following words into their noun forms: educate, benefit, specialize.

Outcome: Understand word formation and derivatives.

Task 6:

Phrasal Verbs: Fill in the blanks with appropriate phrasal verbs:

_"Many students decide to _____ their studies after graduation."_ (pick up/drop out/sign up/carry on)

Outcome: Gain familiarity with phrasal verb usage.

Task 7:

Reading: Read the article "Wireless Technology" and summarize its main points.

Outcome: Enhance reading comprehension and text-analysis skills.

Task 8:

Essential Vocabulary: Identify and define five new terms related to scientific breakthroughs and technological advances.

Outcome: Build vocabulary related to innovation and technology.

Task 9:

Matching and Definitions: Match the following terms with their definitions: nano-, bio-, eco-.

Outcome: Become acquainted with prefixes used in scientific terminology.

Task 10:

Text Rendering: Extract key information from the provided passage about wireless technology and present it in bullet point format.

Outcome: Master the art of condensing large amounts of information.

Task 11:

Rephrasing and Translation: Rewrite the following sentence in simpler language:

"Technological advancements have revolutionized communication worldwide."

Then translate it into another language.

Outcome: Develop rephrasing and translation skills.

Task 12:

Writing an Essay: Write an essay titled "What Do Technologies Allow People to Do?"

Outcome: Improve writing skills and consolidate understanding of the impact of technology on society.

Контрольные вопросы для проведения текущего контроля (устный опрос) 2 семестр.

1. Register Variation:

Explain how the concept of register variation applies differently in spoken and written communication in technology-mediated (video conferences, chat rooms) and non-technology-mediated (classroom meetings) learning environments. Give examples of software or tools used in each case.

2. Language Use Among Post-Secondary International Students:

Describe the difficulties international students encounter when transitioning to technology-driven learning environments, mentioning specific tools (e.g., Zoom, Google Meet) and challenges (e.g., bandwidth issues, cultural adaptation).

3. Employability Skills:

Outline key employability skills relevant to today's globalized job market, focusing on how digital tools (social networks, productivity apps) enhance career readiness.

4. Computer Literacy and Numeracy:

Evaluate the impact of IT literacy (using software like MS Office, coding basics) and numeracy (data analysis tools) on academic achievement and future careers.

5. Negotiating Tactfully and Persuasively:

Demonstrate effective strategies for negotiating professionally using collaborative tools (e.g., Slack, Trello) and explain how these tools aid in remote negotiations.

6. Australian Workplace Culture:

Highlights distinctive features of Australian workplace culture, noting how virtual communication tools (email etiquette, online meeting protocols) affect international students' assimilation into the workforce.

7. Digital Networking vs Face-to-Face Networking:

Compare the advantages and disadvantages of digital networking platforms (LinkedIn, Facebook Groups) versus traditional face-to-face networking, focusing on the role of ICT tools in building professional relationships.

8. Note-Taking Strategies:

Enumerate effective note-taking techniques specifically suited for technology-mediated lectures (live streaming, recorded webinars) and traditional tutorials, incorporating digital tools (Evernote, Notion).

9. Analysis of Reading Text Structures:

Discuss methods for analyzing structural elements of academic readings, using software tools (PDF annotators, readability analyzers) to assist in breaking down headings, subheadings, and paragraphs.

10. Speed Reading Techniques:

Detail widely used techniques for enhancing reading efficiency (skimming, scanning) and recommend digital tools/apps (Readlang, Kindle X-Ray) that facilitate faster reading and comprehension.

11. Structure of Reports and Essays:

Explain the stages of planning, drafting, and editing formal academic documents, comparing them with current formatting standards for high schools, colleges, and universities.

12. Effective Participation in Seminars/Tutorials:

Recommend best practices for active involvement in tutorial/seminar sessions, taking into account the specifics of high-school lessons, college colloquiums, and university seminars.

13. Pronunciation and Voice Projection:

Address the importance of clear pronunciation and vocal projection in delivering successful presentations and speeches at different educational levels: high school, college, and university.

14. Group Project Collaboration:

Describe effective strategies for active engagement and collaboration in group project assignments, highlighting differences in cooperation depending on the institution type (school, college, university).

15. Bibliographic and In-Text References:

Analyze proper citation styles and formats for bibliographies and in-text references according to current academic standards in high schools, colleges, and universities.

16. Critical Thinking:

Evaluate the importance of critical thinking in the educational activities of high school students, college students, and university graduates, determining how it supports cognitive independence.

17. Organization of Evaluation Assignments:

Investigate the structure and content of evaluation tasks in middle/high schools, college exams, and university assessments, identifying their common traits and distinctions.

18. Research Skills:

Assess the key competencies required for independent research projects at the high school, college, and university levels.

19. Learner Autonomy:

Highlight the value of learner autonomy in developing self-study habits, underscoring its manifestations in schools, colleges, and universities.

20. Intercultural Communication:

Study the significance of intercultural competence in educational processes across schools, colleges, and universities, emphasizing the influence of cultural diversity on educational outcomes.

Практико-ориентированные задания для проведения текущего контроля 2 семестр.

1. Register Variation in Spoken/Written Language Use

- Task: Collect samples of spoken and written language from both technology-mediated (emails, chats) and non-technology-mediated (face-to-face discussions) contexts. Compare the stylistic differences, tone, and vocabulary choices. Write a reflection paper on your findings.

2. Technology-Mediated Language Use Among Post-Secondary International Students

- Task: Conduct a survey among international students to gather insights on their challenges and preferences in technology-mediated communication. Analyze the data and prepare a report suggesting strategies to overcome identified obstacles.

3. Employability Skills

- Task: Design a workshop or module that teaches essential employability skills such as CV writing, cover letter composition, and interview preparation. Use technology (videos, interactive presentations) to enhance the learning experience.

4. Computer Literacy and Numeracy

- Task: Create a series of tutorials on essential computing skills (spreadsheets, database management, basic programming) and mathematical numeracy skills (statistical analysis, problem-solving). Make the tutorials accessible online for self-paced learning.

5. Negotiating Tactfully and Persuasively

- Task: Organize a negotiation simulation exercise using online platforms (Zoom, Google Meet). Participants negotiate in pairs, focusing on techniques for effective persuasion and conflict resolution. Provide feedback on their performances.

6. Australian Workplace Culture

- Task: Curate a collection of resources (articles, videos, podcasts) that introduce international students to the nuances of Australian workplace culture. Create an interactive guide or handbook for newcomers.

7. Digital and Face-to-Face Networking

- Task: Run workshops on digital networking (LinkedIn profiles, online presence) and face-to-face networking (business card exchanges, elevator pitches). Involve guest speakers or mentors to provide first-hand advice.

8. Note-Taking Strategies

- Task: Train students in various note-taking techniques (mind maps, Cornell method, shorthand) through interactive demonstrations and practice sessions. Evaluate their effectiveness in capturing key information.

9. Analysis of Reading Text Structures

- Task: Develop a guided activity where students deconstruct the structure of academic texts (headings, abstracts, tables, figures). Use color-coding or annotation tools to highlight key components.

10. Techniques for Speed Reading, Skimming, Scanning

- Task: Teach speed-reading techniques using online timers and passages of varying difficulty. Conduct timed tests to measure improvements in reading speed and comprehension.

11. Planning, Drafting, Editing Reports and Essays

- Task: Oversee a multi-stage writing process (brainstorming, drafting, peer review, final edit) for a report or essay. Provide scaffolding and feedback at each stage to improve writing quality.

12. Effective Communication in Tutorials

- Task: Facilitate group discussions in tutorials by modeling active listening, questioning, and summarizing techniques. Record and analyze these sessions to improve participation and clarity.

13. Pronunciation and Voice Training

- Task: Arrange voice coaching sessions where students practice pronunciation, intonation, and pace. Use audio recordings and speech analysis tools to provide personalized feedback.

14. Active Participation in Group Projects

- Task: Divide students into teams and assign a collaborative project. Monitor group dynamics, resolve conflicts, and coach students on teamwork and delegation skills.

15. Bibliographic and In-Text Referencing

- Task: Educate students on different referencing styles (MLA, APA, Chicago). Conduct exercises where students format citations and bibliographies correctly.

16. Critical Thinking

- Task: Promote critical-thinking skills by engaging students in debates, case studies, and problem-solving activities. Provide rubrics for assessing the depth and rigor of their arguments.

17. Analysis of Tertiary Assessment Tasks

- Task: Guide students through the process of interpreting and preparing for different types of assessments (essays, exams, portfolios). Offer preparatory materials and mock assessments.

18. Research Skills

- Task: Familiarize students with library catalogs, databases, and academic search engines. Teach them how to evaluate sources critically and synthesize information ethically.

19. Learner Independence

- Task: Encourage autonomous learning by providing open-ended assignments, inquiry-based projects, and opportunities for self-reflection. Monitor progress through journals or blogs.

20. Intercultural Communication

- Task: Organize cultural-awareness workshops where students interact with peers from diverse backgrounds. Promote empathy, mutual understanding, and respectful communication across cultures.

Контрольные вопросы для проведения текущего контроля (устный опрос) 3 семестр.

1. Pedagogical Principles in Science Experiments

Explain how modern digital tools and software (e.g., simulations, AR/VR) can enhance children's understanding of scientific concepts when designing experiments.

2. Alignment of Language Objectives

Discuss how incorporating digital resources (e.g., LMS platforms, online collaborations) improves learning outcomes when aligning language objectives with content area instruction.

3. Integration of Skills in Content Area Teaching

Describe how digital tools facilitate the integration of communication, collaboration, critical thinking, presentation, and technology skills in content-focused teaching.

4. Significance of Collaboration

Analyze how collaborative learning platforms (e.g., Google Workspace, Microsoft Teams) promote skill development in academic settings.

5. Arguments Structuring

Demonstrate how digital tools (e.g., mind maps, flowcharts) can help structure logical and coherent arguments in academic writing.

6. Selecting Credible Sources

Explain the role of search engines and digital libraries in locating and verifying credible academic sources for strengthening arguments.

7. University Standard Referencing

Compare and contrast the implementation of referencing styles (APA, MLA, Chicago) in digital environments, specifying when each style is usually applied.

8. Role of Confident Interaction

Reflect on how digital communication tools (e.g., video calls, online forums) empower confident interaction in social and academic settings, thereby enhancing academic success.

9. Components of Strong English-Language Competence

Evaluate how exposure to digital content (e.g., podcasts, videos, online quizzes) contributes to the development of strong English-language communicative abilities.

10. Measures Against Plagiarism

Explain how digital tools (e.g., Turnitin, Grammarly) help maintain academic integrity and prevent plagiarism in academic submissions.

11. Productive Skills (Writing)

- Evaluate the characteristics of good academic writing and suggest techniques for improving these skills.

12. Productive Skills (Speaking)

- Determine the key attributes of effective oral presentations and recommend strategies for honing public-speaking abilities.

13. Receptive Skills (Reading)

- Discuss methods for developing efficient reading strategies in academic contexts.

14. Text Organisation

- Illustrate the organizational patterns commonly found in academic genres (reports, posters, etc.).

15. Development of Academic Vocabulary

- Argue the importance of expanding academic vocabulary and propose strategies for systematic expansion.

16. Awareness of Academic Discourse

- Distinguish between general and academic discourses, specifying the features that differentiate them.

17. Knowledge of University Culture

- Expound on the essential elements of university culture and their influence on students' academic journeys.

18. Integration of Technology

- Assess the impact of technology on academic instruction and its potential for enriching pedagogy.

19. Confidence Building

- Devise strategies for boosting students' confidence in interacting socially and academically.

20. Acquisition of Productive and Receptive Skills

- Relate the synergistic relationship between productive (writing/speaking) and receptive (reading/listening) skills in academic settings.

Практико-ориентированные задания для проведения текущего контроля 3 семестр.

1. Child Performing Science Experiment
 - Objective: Focus on communication, collaboration, critical thinking, presentation, and technology skills.
 - Task: Design a child-friendly science experiment (e.g., volcano eruption demonstration) and prepare a short video explaining the experiment. Incorporate interactive elements like animations or voiceovers to make it engaging for young audiences.
2. Language Objectives: The Key to Effective Content Area Instruction
 - Objective: Developing academic vocabulary, structuring arguments, and using academic sources.
 - Task: Write a brief report summarizing a scientific discovery, incorporating relevant academic vocabulary and citing academic sources. Additionally, create a mind-map displaying the hierarchical structure of the report (intro, methods, results, conclusion).
3. Focus on Communication, Collaboration, Critical Thinking, Presentation, and Technology Skills
 - Objective: Learning about text organization, structuring arguments, and interaction in academic settings.
 - Task: Organize a group presentation on a historical figure or invention. Divide responsibilities among group members (content writer, designer, presenter) and use presentation software (e.g., PowerPoint or Prezi) to deliver the presentation effectively.
4. Academic Integrity and University Standard Referencing
 - Objective: Using academic sources to support ideas and adhere to university-standard referencing.
 - Task: Prepare a bibliography and reference list for a short essay using MLA, APA, or Chicago Style. Cross-check your references with a referencing guide or tool (e.g., EasyBib, Zotero).
5. Developing Academic Vocabulary
 - Objective: Students' knowledge and awareness of academic discourse, language structures, and lexis.
 - Task: Create a vocabulary bank with ten new academic terms related to your field of study. For each term, provide a definition, example sentence, and synonyms/antonyms.
6. Learning About Text Organization
 - Objective: Structuring arguments and learning about text organization.
 - Task: Rewrite a disorganized text to make it clearer and more organized. Label the different sections (Introduction, Methods, Results, Conclusion) and justify your rearrangement decisions.
7. Structuring Arguments
 - Objective: Focusing on communication and presentation skills.
 - Task: Develop a persuasive speech arguing for or against a particular policy (e.g., mandatory recycling). Use structured arguments and supporting evidence.
8. Using Academic Sources to Support Ideas
 - Objective: Develop communication skills necessary for academic success.
 - Task: Find three academic sources on a given topic (e.g., climate change mitigation) and summarize their key points. Then, write a synthesis paragraph combining these sources to support an argument.

9. Interaction in a Social/Academic Setting With Confidence
 - Objective: Demonstration of knowledge of university culture and English-language communicative competence.
 - Task: Participate in a Q&A session or panel discussion, moderating a discussion on a selected theme. Record and reflect on your performance afterwards.

10. Developing Communication Skills Necessary for Academic Success
 - Objective: Main focus on developing productive (writing and speaking) and receptive (reading) skills.
 - Task: Practice speed-reading and note-taking by quickly reviewing an academic article. Summarize the main points in fewer than 150 words.

11. Demonstration of Knowledge of University Culture
 - Objective: Concept of development of English-language communicative competence.
 - Task: Write a reflective essay describing your experiences with university culture, highlighting specific challenges and successes in academic communication.

Тесты семестр 1

Test 1: Higher Education

Choose the best option to complete each sentence.

1. Universities often require applicants to pass entrance exams because...
 - A) they want to reduce competition.
 - B) they wish to admit only the brightest candidates.
 - C) they enjoy testing students.
 - D) it ensures students can handle the academic load.

2. Graduates with higher education tend to earn...
 - A) less money.
 - B) significantly lower salaries.
 - C) comparable wages.
 - D) substantially higher incomes.

3. Many students pursue higher education primarily to...
 - A) socialize.
 - B) secure better career prospects.
 - C) escape family pressure.
 - D) satisfy curiosity.

4. According to research, obtaining a bachelor's degree generally leads to...
 - A) poor health.
 - B) greater job satisfaction.
 - C) decreased earning potential.
 - D) isolation from peers.

5. A key advantage of higher education includes...
 - A) free accommodation.
 - B) access to extensive resources and facilities.
 - C) unlimited vacation days.
 - D) guaranteed employment.

6. During a university presentation, students are encouraged to...

- A) avoid eye contact.
 - B) mumble quietly.
 - C) speak clearly and confidently.
 - D) skip introductions.
7. Higher education institutions typically invest heavily in...
- A) outdated equipment.
 - B) recreational sports fields.
 - C) state-of-the-art laboratories and libraries.
 - D) expensive catering services.
8. Lecturers expect students to develop...
- A) passive attitudes.
 - B) creative and analytical skills.
 - C) excessive dependence on textbooks.
 - D) resistance to change.
9. Tuition fees in private universities are usually...
- A) subsidized by governments.
 - B) very low-cost.
 - C) waived entirely.
 - D) considerably higher than in public universities.
10. What is NOT a benefit of higher education?
- A) Improved critical thinking.
 - B) Broader cultural horizons.
 - C) Guaranteed job placement.
 - D) Specialized knowledge.

Test 2: Scientific Breakthroughs

Choose the best option to complete each sentence.

1. The prefix "bio-" refers to...
- A) biology.
 - B) geology.
 - C) astronomy.
 - D) chemistry.
2. Scientists often collaborate internationally because...
- A) they lack funding.
 - B) it accelerates research and expands possibilities.
 - C) they don't trust national labs.
 - D) travel grants are abundant.
3. The abbreviation "DNA" stands for...
- A) Double-Nucleotide Acid.
 - B) Deoxyribonucleic Acid.
 - C) Data Network Analytics.
 - D) Dynamic Nuclear Alignment.
4. A major challenge facing scientists today is...
- A) excess funding.
 - B) insufficient public interest.

- C) limited access to advanced technology.
 - D) slow internet speeds.
5. Most groundbreaking scientific discoveries occur through...
- A) random luck.
 - B) careful observation and rigorous experimentation.
 - C) popular voting.
 - D) government orders.
6. When reading a scientific article, it is important to pay close attention to...
- A) irrelevant footnotes.
 - B) distracting advertisements.
 - C) experimental methodology and results.
 - D) unrelated appendices.
7. Innovations in technology often lead to...
- A) economic stagnation.
 - B) increased unemployment rates.
 - C) improved living standards.
 - D) reduced healthcare availability.
8. Wireless technology has revolutionized...
- A) agriculture.
 - B) transportation.
 - C) communication.
 - D) mining operations.
9. Inventions like smartphones have drastically altered...
- A) sleep patterns.
 - B) food consumption.
 - C) entertainment options.
 - D) political ideologies.
10. Future scientific breakthroughs may depend heavily on...
- A) isolated individual effort.
 - B) inter-disciplinary collaboration.
 - C) ancient traditions.
 - D) chance occurrences.

Test 3: Essential Vocabulary

Complete each sentence with the correct word or phrase.

1. He decided to _____ his studies abroad.
- A) prolong
 - B) continue
 - C) suspend
 - D) abandon
2. Her excellent grades earned her a prestigious _____.
- A) grant
 - B) diploma
 - C) fellowship
 - D) stipend

3. The professor emphasized the importance of being _____, not just relying on rote memory.
- A) diligent
 - B) disciplined
 - C) imaginative
 - D) analytical
4. After graduating, she pursued a _____ in journalism.
- A) vocation
 - B) profession
 - C) career
 - D) hobby
5. Despite numerous challenges, he remained highly _____ throughout his doctoral studies.
- A) motivated
 - B) bored
 - C) indifferent
 - D) confused
6. Students are expected to achieve a minimum passing score on their _____.
- A) midterms
 - B) evaluations
 - C) auditions
 - D) vacations
7. New research suggests that prolonged exposure to screens may negatively impact _____.
- A) dental hygiene
 - B) athletic prowess
 - C) cardiovascular fitness
 - D) mental well-being
8. The lab assistant was praised for her exceptional _____, which ensured flawless execution of experiments.
- A) punctuality
 - B) initiative
 - C) accuracy
 - D) generosity
9. Before submitting her dissertation, she thoroughly checked all _____.
- A) references
 - B) compliments
 - C) discounts
 - D) expenses
10. Technology has enabled unprecedented connectivity, making it easier for researchers to _____.
- A) isolate themselves
 - B) collaborate globally
 - C) ignore deadlines
 - D) reject conventional wisdom

Test 4: Scientific Terminology

Match the following scientific terms with their definitions.

1. Hypothesis

- A) Initial assumption tested through experimentation.
- B) Final outcome of an investigation.
- C) Detailed instructions for reproducing an experiment.
- D) Systematic classification of organisms.

2. Controlled Variable

- A) Factor kept constant during an experiment.
- B) Unpredictable external influence.
- C) Random fluctuation in measurements.
- D) Primary variable being studied.

3. Observational Study

- A) Type of study where variables are manipulated.
- B) Experimental setup requiring strict controls.
- C) Non-experimental research observing phenomena.
- D) Quantitative analysis of numerical data.

4. Validation

- A) Process of confirming the reliability of findings.
- B) Publishing results in a scientific journal.
- C) Sharing preliminary findings with colleagues.
- D) Applying statistical methods to raw data.

5. Theory

- A) Broad explanatory framework supported by evidence.
- B) Single hypothesis awaiting verification.
- C) Temporary interpretation of incomplete data.
- D) Mathematical formula predicting outcomes.

6. Phenomenon

- A) Result of deliberate manipulation.
- B) Observation occurring naturally or spontaneously.
- C) Predicted outcome based on assumptions.
- D) Graphical representation of experimental data.

7. Replication

- A) Reducing errors by averaging repeated trials.
- B) Retesting experiments to verify consistency.
- C) Modifying experimental designs.
- D) Combining datasets from separate studies.

8. Publication

- A) Informal presentation at a symposium.
- B) Internal memo distributed within a laboratory.
- C) Official release of research findings in a journal.
- D) Press release announcing awards.

9. Protocol

- A) Guidelines for conducting experiments.
- B) Written permission granted by ethics committees.
- C) Summary of research aims and hypotheses.
- D) Collection of published papers.

10. Innovation

- A) Incremental adjustment to existing products.

- B) Radical departure from established norms.
- C) Routine maintenance of infrastructure.
- D) Strict adherence to tradition.

Test 5: Rephrasing and Translation

Rephrase the following sentences in a different way without losing their original meaning.

1. Original Sentence: Studying abroad gives students valuable cultural experiences.

- A) Cultural experiences are valuable for students who study overseas.
- B) Valuable cultural experiences come from foreign study.
- C) Foreign study brings valuable cultural experiences to students.
- D) All of the above.

2. Original Sentence: Wireless technology has greatly simplified communication.

- A) Communication became much easier thanks to wireless technology.
- B) Thanks to wireless technology, communication got far simpler.
- C) Both A and B are correct.
- D) None of the above.

3. Original Sentence: Theories evolve over time as new evidence emerges.

- A) Emergence of new evidence causes theories to change gradually.
- B) Theories undergo evolution due to newly discovered evidence.
- C) New evidence drives gradual theory modifications.
- D) All statements are true.

4. Original Sentence: Higher education broadens horizons.

- A) Horizons become broader through higher education.
- B) Through higher education, horizons widen.
- C) Wider horizons stem from higher education.
- D) Any of the above could be considered correct.

5. Original Sentence: Advanced technology enables faster decision-making.

- A) Decision-making becomes quicker due to advanced technology.
- B) Advanced technology facilitates rapid decision-making.
- C) Rapid decision-making is possible because of advanced technology.
- D) All three options are acceptable.

6. Original Sentence: Scholarships alleviate financial burdens for students.

- A) Financial burdens decrease for students receiving scholarships.
- B) Scholars relieve monetary pressures experienced by students.
- C) Receiving scholarships reduces students' financial hardship.
- D) Every option represents the correct rephrased version.

7. Original Sentence: Laboratory equipment requires regular maintenance.

- A) Maintenance of laboratory equipment happens periodically.
- B) Equipment in labs demands routine servicing.
- C) Regular maintenance is essential for lab instruments.
- D) All options capture the intended meaning.

8. Original Sentence: Teamwork yields superior results.

- A) Superior outcomes arise from collective efforts.
- B) Better results emerge when working together.
- C) Cooperation produces outstanding results.

- D) All expressions are equivalent.
9. Original Sentence: Global warming threatens ecosystems.
- A) Threats to ecosystems originate from global warming.
 - B) Climate change endangers ecological balance.
 - C) Rising temperatures jeopardize habitats.
 - D) Each statement accurately restates the idea.
10. Original Sentence: Responsible research upholds ethical standards.
- A) Ethical standards are maintained by responsible research.
 - B) Upholding ethical standards characterizes responsible research.
 - C) Both options adequately restate the original sentence.
 - D) Neither option captures the essence of the original sentence.

Тесты семестр 2

Test 1: Technology-Mediated Language Use

Choose the best option to complete each sentence.

1. Online forums differ from face-to-face discussions mainly because...
 - A) they eliminate cultural barriers.
 - B) they are always anonymous.
 - C) they rely heavily on emojis.
 - D) they allow asynchronous communication.
2. When posting comments on a university blog, students should adopt a...
 - A) casual tone.
 - B) neutral stance.
 - C) conversational style.
 - D) formal and polite manner.
3. Email correspondence with professors should begin with...
 - A) greetings and salutations.
 - B) direct requests.
 - C) casual remarks.
 - D) emoticons.
4. International students struggle with technology-mediated communication mostly because...
 - A) they prefer traditional methods.
 - B) they lack typing skills.
 - C) they misunderstand cultural cues.
 - D) they have slow internet connections.
5. Typical mistakes in online communication include...
 - A) using proper punctuation.
 - B) avoiding slang.
 - C) ignoring spelling and grammar.
 - D) double-checking attachments.
6. Collaboration in online learning environments is facilitated by...
 - A) avoiding group projects.
 - B) using video conferencing tools.
 - C) restricting discussions.
 - D) limiting file-sharing permissions.

7. Compared to traditional classrooms, online forums allow users to...
- A) hide behind anonymity.
 - B) engage deeply with peers.
 - C) communicate freely and openly.
 - D) connect globally.
8. Netiquette rules in academic settings include...
- A) caps lock for emphasis.
 - B) thoughtful and courteous posts.
 - C) lengthy replies.
 - D) excessive emojis.
9. A key feature of digital communication is...
- A) immediate feedback.
 - B) limited scope.
 - C) delayed response times.
 - D) reliance on printed materials.
10. Online learning differs from traditional learning in that it...
- A) eliminates homework.
 - B) provides flexibility.
 - C) reduces collaboration.
 - D) removes deadlines.

Test 2: Employability Skills

Select the correct answer.

1. Job-seekers must possess which of the following skills?
- A) Problem-solving.
 - B) Resistance to change.
 - C) Passivity.
 - D) Avoidance of teamwork.
2. Career readiness includes...
- A) neglecting interpersonal skills.
 - B) embracing continuous learning.
 - C) avoiding adaptability.
 - D) refusing mentorship.
3. Soft skills refer to...
- A) technical proficiency.
 - B) emotional intelligence.
 - C) rigid routines.
 - D) fixed mindsets.
4. Transferable skills mean...
- A) skills usable in different industries.
 - B) temporary abilities.
 - C) company-specific talents.
 - D) rare aptitudes.
5. Employers look for candidates who exhibit...

- A) single-mindedness.
 - B) resilience and flexibility.
 - C) inability to accept criticism.
 - D) rejection of authority.
6. Professionalism involves...
- A) tardiness.
 - B) sloppy dressing.
 - C) punctuality and reliability.
 - D) rudeness.
7. Leadership qualities include...
- A) delegating blame.
 - B) inspiring others.
 - C) micromanagement.
 - D) avoidance of responsibility.
8. Time management entails...
- A) procrastination.
 - B) prioritizing urgent tasks.
 - C) disregarding deadlines.
 - D) neglecting long-term goals.
9. Problem-solving necessitates...
- A) sticking to predetermined solutions.
 - B) trial-and-error methods.
 - C) deferring decisions indefinitely.
 - D) adopting reactive approaches.
10. Communication skills involve...
- A) evading clarity.
 - B) vague expression.
 - C) articulateness and concision.
 - D) ambiguous messaging.

Test 3: Computer Literacy and Numeracy

Pick the right answer.

1. Basic computer literacy includes knowing how to...
- A) repair broken monitors.
 - B) assemble PC components.
 - C) operate basic software applications.
 - D) write code from scratch.
2. Spreadsheets are primarily used for...
- A) storing photos.
 - B) calculating numbers.
 - C) playing music.
 - D) watching movies.
3. Numeracy skills entail...
- A) artistic talent.
 - B) literary appreciation.

- C) mathematical reasoning.
 - D) dance choreography.
4. Creating graphs in Excel involves...
- A) inserting pie charts manually.
 - B) clicking a button to generate automatically.
 - C) guessing random values.
 - D) drawing shapes randomly.
5. Cybersecurity precautions include...
- A) leaving passwords visible.
 - B) updating antivirus software.
 - C) downloading unsafe files.
 - D) sharing sensitive data.
6. Software compatibility refers to...
- A) running incompatible programs simultaneously.
 - B) mixing incompatible operating systems.
 - C) installing viruses intentionally.
 - D) ensuring smooth operation across platforms.
7. Numeracy also covers...
- A) emotional stability.
 - B) physical endurance.
 - C) data interpretation.
 - D) musical composition.
8. Safe browsing practices involve...
- A) visiting suspicious sites.
 - B) checking website security certificates.
 - C) opening spam emails.
 - D) downloading unauthorized software.
9. Cloud computing allows users to...
- A) store data locally.
 - B) access data remotely.
 - C) limit file sizes.
 - D) prohibit collaboration.
10. Knowing how to back up data prevents...
- A) gaining extra storage.
 - B) accidental loss of important files.
 - C) increasing cyber attacks.
 - D) enjoying leisure time.

Test 4: Australian Workplace Culture

Find the correct answer.

1. Australian workplaces prioritize...
- A) extreme hierarchy.
 - B) flat hierarchies and egalitarianism.
 - C) rigid schedules.
 - D) strict overtime policies.

2. Aussie employers appreciate employees who display...

- A) stubbornness.
- B) initiative and drive.
- C) reluctance to innovate.
- D) disrespect for coworkers.

3. Australian offices often embrace...

- A) formal attire.
- B) casual Fridays.
- C) military uniforms.
- D) elaborate costumes.

4. Collaboration in Australian companies relies on...

- A) solo efforts.
- B) competitive rivalries.
- C) open communication channels.
- D) exclusionary cliques.

5. Feedback in Australian firms tends to be...

- A) harsh and discouraging.
- B) constructive and supportive.
- C) ignored altogether.
- D) overly flattering.

6. Australians value...

- A) quick-fix solutions.
- B) thorough research and analysis.
- C) minimal effort.
- D) avoiding risks.

7. Networking in Australia focuses on...

- A) exclusivity.
- B) wide-ranging connections.
- C) secret societies.
- D) closed circles.

8. Australian managers expect employees to...

- A) wait for explicit instructions.
- B) act independently.
- C) resist innovation.
- D) conform strictly to protocol.

9. In Australia, respect for diversity translates into...

- A) discrimination.
- B) equality and inclusion.
- C) segregation.
- D) favoritism.

10. Australians believe in balancing...

- A) work and play.
- B) aggression and timidity.
- C) laziness and hyperactivity.
- D) dishonesty and sincerity.

Test 5: Note-Taking Strategies

Choose the correct option.

1. Effective note-taking begins with...
 - A) distractions.
 - B) attention to detail.
 - C) ignoring key points.
 - D) skipping lectures.
2. The Cornell Method organizes notes into...
 - A) messy scribbles.
 - B) neatly divided columns.
 - C) random fragments.
 - D) chaotic layouts.
3. Speed reading involves...
 - A) slower comprehension.
 - B) quick skimming.
 - C) memorizing entire books.
 - D) never looking back.
4. Outlining helps with...
 - A) forgetting main themes.
 - B) structuring arguments.
 - C) confusing topics.
 - D) losing track of the author's intent.
5. Bullet points are useful for...
 - A) elaborating unnecessarily.
 - B) listing minor details.
 - C) simplifying complex ideas.
 - D) obscuring clarity.
6. Mind mapping assists in...
 - A) tangled thoughts.
 - B) conceptual clarity.
 - C) misplaced priorities.
 - D) cluttered visuals.
7. Visual aids such as flowcharts help...
 - A) confuse readers.
 - B) simplify complex processes.
 - C) add unnecessary complexity.
 - D) obscure main ideas.
8. Keywords are important because they...
 - A) dilute content.
 - B) sum up key points.
 - C) cause confusion.
 - D) lose focus.
9. Paraphrasing improves...
 - A) superficial understanding.
 - B) surface-level comprehension.

- C) retention and recall.
- D) misunderstanding.

10. Annotation serves to...

- A) mark irrelevant portions.
- B) highlight important sections.
- C) obfuscate clarity.
- D) ignore central themes.

Тесты семестр 3

Here are five multiple-choice tests (each consisting of 10 questions) designed for B2 level students based on the given topics.

Test 1: Academic Vocabulary and Text Organization

Directions: Select the best answer.

1. Which of the following best describes 'academic integrity?'
 - A) The ability to communicate effectively.
 - B) Honesty and honesty in academic work.
 - C) Following strict schedules.
 - D) Technical proficiency.
2. What is the main function of an abstract in a research paper?
 - A) It lists references.
 - B) It introduces the background.
 - C) It presents a summary of the whole study.
 - D) It explains methods.
3. An effective way to develop academic vocabulary is...
 - A) Avoiding unfamiliar words.
 - B) Using a dictionary to look up new terms.
 - C) Memorizing word-for-word translations.
 - D) Limiting reading to fiction.
4. A bibliography includes...
 - A) Only online resources.
 - B) Books, articles, and other sources cited in the text.
 - C) Personal anecdotes.
 - D) Interview transcripts.
5. The correct order of a typical academic report is...
 - A) Introduction, Literature Review, Methods, Results, Discussion, Conclusion.
 - B) Abstract, Introduction, Methods, Results, Discussion, Conclusion.
 - C) Introduction, Results, Methods, Discussion, Conclusion.
 - D) Introduction, Methods, Results, Literature Review, Conclusion.
6. How do academic sources support arguments?
 - A) By providing subjective opinions.
 - B) By lending credibility and validation.
 - C) By offering personal stories.
 - D) By causing confusion.

7. University culture emphasizes...
 - A) Individual competitiveness.
 - B) Social hierarchy.
 - C) Collaborative learning.
 - D) Ignoring academic rules.

8. Paraphrasing is...
 - A) Copying exact sentences.
 - B) Expressing ideas in your own words.
 - C) Quoting directly.
 - D) Misrepresenting the original text.

9. Academic discourse includes...
 - A) Casual conversations.
 - B) Complex vocabulary and formal language.
 - C) Simple vocabulary.
 - D) Shortened expressions.

10. Plagiarism violates...
 - A) Academic integrity.
 - B) Creativity.
 - C) Fun and enjoyment.
 - D) Social interaction.

Test 2: Academic Presentation and Argumentation

Directions: Select the best answer.

1. Which of the following best defines 'critical thinking?'
 - A) Recalling facts.
 - B) Evaluating arguments objectively.
 - C) Accepting everything uncritically.
 - D) Simply agreeing with authorities.

2. During a presentation, it is recommended to...
 - A) Speak softly.
 - B) Ignore audience reactions.
 - C) Engage listeners with clear points.
 - D) Rush through content.

3. Effective communication in tutorials depends on...
 - A) Dominating discussions.
 - B) Listening attentively and asking questions.
 - C) Avoiding interaction.
 - D) Silently observing.

4. Poster presentations require...
 - A) Lengthy paragraphs.
 - B) Clear titles and concise bullet points.
 - C) Irrelevant graphics.
 - D) Minimal visual appeal.

5. Developing academic writing skills involves...

- A) Plenty of copying.
 - B) Improvising constantly.
 - C) Following standardized formats.
 - D) Never seeking feedback.
6. Argumentative essays demand...
- A) Emotional appeals.
 - B) Logical reasoning and evidence.
 - C) Weak claims.
 - D) Oversimplification.
7. Technology plays a vital role in academic settings by...
- A) Discouraging collaboration.
 - B) Facilitating research and communication.
 - C) Restricting access to resources.
 - D) Eliminating the need for libraries.
8. In a debate, it is important to...
- A) Attack opponents personally.
 - B) Listen carefully and respond thoughtfully.
 - C) Remain silent.
 - D) Interrupt continuously.
9. An effective poster presentation layout should...
- A) Be cluttered with text.
 - B) Feature prominent headlines and clear visuals.
 - C) Hide the main message.
 - D) Avoid any colors.
10. Establishing a strong argument hinges on...
- A) Uncorroborated assertions.
 - B) Sound reasoning and solid evidence.
 - C) Ignoring opposing views.
 - D) Empty rhetoric.

Test 3: Communication and Academic Skills

Directions: Select the best answer.

1. To develop academic vocabulary, students should...
- A) Avoid dictionaries.
 - B) Read extensively and consult reference materials.
 - C) Guess meanings from context alone.
 - D) Memorize word lists mechanically.
2. What does academic integrity imply?
- A) Cheating on exams.
 - B) Copying others' work.
 - C) Honesty and ethical behavior.
 - D) Disregarding rules.
3. Academic discourse encompasses...
- A) Casual chitchat.
 - B) Standardized language and precise terminology.

- C) Regional dialects.
 - D) Simple language.
4. Good note-taking involves...
- A) Capturing key points succinctly.
 - B) Transcribing everything verbatim.
 - C) Skipping main ideas.
 - D) Taking no notes at all.
5. How can students enhance their reading comprehension?
- A) Skip over difficult sections.
 - B) Look up unfamiliar words and reread complex passages.
 - C) Skim through rapidly.
 - D) Stop reading halfway.
6. Which of the following is essential for successful academic presentations?
- A) Long, complicated sentences.
 - B) Clear organization and engaging delivery.
 - C) Excessive repetition.
 - D) Poorly planned visuals.
7. Proven strategies for critical thinking include...
- A) Blind acceptance of information.
 - B) Questioning assumptions and evaluating evidence.
 - C) Indifference to contradictory views.
 - D) Jumping to conclusions.
8. Interactive group projects nurture...
- A) Isolation.
 - B) Competition.
 - C) Collaboration and teamwork.
 - D) Dependency.
9. Strong arguments are constructed through...
- A) Flawed reasoning.
 - B) Well-supported claims.
 - C) Unsubstantiated claims.
 - D) Circular logic.
10. University culture places great emphasis on...
- A) Rigid conformity.
 - B) Open-mindedness and intellectual curiosity.
 - C) Total control.
 - D) Uniformity.

Test 4: Research and Communication Skills

Directions: Select the best answer.

1. Before beginning research, it is advisable to...
- A) Assume all sources are reliable.
 - B) Gather a variety of credible sources.
 - C) Depend solely on Wikipedia.
 - D) Trust rumors.

2. Plagiarism can be avoided by...
 - A) Copying exactly.
 - B) Citing sources properly.
 - C) Ignoring copyright laws.
 - D) Stealing ideas.
3. In group projects, it is important to...
 - A) Dominate discussions.
 - B) Share responsibilities fairly.
 - C) Evade commitments.
 - D) Alienate teammates.
4. Academic integrity demands...
 - A) Dishonesty.
 - B) Fairness and transparency.
 - C) Manipulation.
 - D) Fraudulent actions.
5. To improve reading comprehension, students should...
 - A) Skim superficially.
 - B) Engage deeply with the text.
 - C) Glance briefly.
 - D) Procrastinate.
6. Successful academic presentations include...
 - A) Sloppy visuals.
 - B) Carefully planned content.
 - C) Monotonous delivery.
 - D) No rehearsals.
7. A well-structured essay follows the pattern...
 - A) Introduction, Body, Conclusion.
 - B) Random arrangement.
 - C) Chronological sequence.
 - D) Scattered paragraphs.
8. When structuring arguments, it is crucial to...
 - A) State unsupported claims.
 - B) Present convincing evidence.
 - C) Rely on emotions.
 - D) Ignore opposing views.
9. Annotating a text helps by...
 - A) Highlighting important points.
 - B) Adding irrelevant details.
 - C) Distracting from the main content.
 - D) Causing confusion.
10. English-language communicative competence refers to...
 - A) Speaking loudly.
 - B) Being articulate and clear.
 - C) Always dominating conversations.
 - D) Avoiding interaction.

Test 5: Academic Discourse and University Culture

Directions: Select the best answer.

1. University culture values...
 - A) Closed-mindedness.
 - B) Free exchange of ideas.
 - C) Strict uniformity.
 - D) Inflexibility.

2. Standard referencing formats include...
 - A) Random formats.
 - B) Consistent citation styles (e.g., APA, MLA).
 - C) Personal preference.
 - D) Imprecise quotations.

3. Critical thinking entails...
 - A) Accepting all arguments blindly.
 - B) Questioning and evaluating information.
 - C) Surface-level understanding.
 - D) Repeating others' opinions.

4. An ideal academic report should have...
 - A) Ambiguous goals.
 - B) Clearly defined objectives.
 - C) Mixed-up sections.
 - D) Unrelated illustrations.

5. The purpose of university-level presentations is to...
 - A) Entertain the audience.
 - B) Inform and persuade effectively.
 - C) Waste time.
 - D) Cause confusion.

6. What is essential for effective group projects?
 - A) Equal contribution from all members.
 - B) One person doing everything.
 - C) Ignoring feedback.
 - D) Keeping tasks hidden.

7. For a powerful argument, it is important to...
 - A) Avoid proofreading.
 - B) Back claims with evidence.
 - C) Make wild guesses.
 - D) Disregard opposing views.

8. Academic integrity is violated by...
 - A) Submitting original work.
 - B) Citing sources accurately.
 - C) Fabricating data.
 - D) Following regulations.

9. Academia rewards...
 - A) Laziness.
 - B) Diligence and dedication.

- C) Mediocrity.
- D) Lack of effort.

10. Technology impacts academic work by...

- A) Hindering collaboration.
- B) Enhancing research and communication.
- C) Reducing accessibility.
- D) Lowering motivation.

Критерии оценивания:

Максимальное количество баллов – 60 в каждом семестре (за 20 контрольных вопросов и практико-ориентированных заданий в совокупности).

Для каждого контрольного вопроса и практико-ориентированного задания:

Критерий оценивания	Баллы
Задание выполнено в полном объеме, в представленном решении обоснованно получены правильные ответы, проведен анализ, дана грамотная интерпретация полученных результатов, сделаны выводы	3
Задание выполнено в полном объеме, но при анализе и интерпретации полученных результатов допущены незначительные ошибки, выводы – достаточно обоснованы, но неполны	2
Задание выполнено частично, отсутствует анализ и интерпретация полученных результатов допущены значительные ошибки, отсутствуют выводы	1
Задание выполнено полностью неверно или отсутствует решение	0
<i>Максимальный балл за один контрольный вопрос или практико-ориентированное задание</i>	<i>3</i>

За выполнение теста (случайный выбор из предложенных) студент максимально получает 10 баллов. Необходимо выполнить 4 теста за семестр (максимум 40 баллов). Итого в совокупности 100 баллов.

3 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Процедуры оценивания включают в себя текущий контроль и промежуточную аттестацию.

Текущий контроль успеваемости проводится с использованием оценочных средств, представленных в п. 2 данного приложения. Результаты текущего контроля доводятся до сведения студентов до промежуточной аттестации.

Промежуточная аттестация проводится в форме зачета и зачета с оценкой.

Промежуточная аттестация в виде зачета проводится, как правило, на последнем занятии в устном виде по расписанию, если иное не предусмотрено учебным планом. Количество вопросов в задании – 1: 1 теоретический вопрос, один – практико-ориентированный. Объявление результатов производится в день зачета с оценкой. Результаты аттестации заносятся в зачетную ведомость и зачетную книжку студента. Студенты, не прошедшие промежуточную аттестацию по графику, должны ликвидировать задолженность в установленном порядке.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Цель дисциплины заключается в формировании и совершенствовании коммуникативных компетенций студентов в современном английском языке, включая владение устной речью, понимание аутентичных текстов и способность выражать мысли письменно. Дисциплина направлена на подготовку квалифицированных специалистов, свободно владеющих английским языком в профессиональной сфере.

Рекомендации по освоению дисциплины

Для успешного освоения дисциплины рекомендуется соблюдать следующие советы:

Работа с учебным материалом

1. Активное чтение — регулярно читайте литературу на английском языке, начиная с простых текстов и постепенно переходя к специализированным источникам.
2. Работа над лексическим запасом — расширяйте словарный запас, систематически выписывая новые слова и выражения с переводом и контекстом употребления.
3. Практика разговорной речи — активно участвуйте в аудиторных занятиях, выполняйте домашние задания по практике устной речи, беседуйте с однокурсниками и преподавателем на английском языке.
4. Тренировка письменной речи — чаще практикуйте написание писем, сообщений, деловых бумаг, рефератов и сочинений на английском языке.
5. Постоянное повторение пройденного материала — периодически возвращайтесь к ранее изученным материалам, закрепляйте пройденные темы.

Самостоятельная работа студента

Самостоятельная работа играет важную роль в успешном изучении английского языка. Рекомендуется уделять ей особое внимание, выполняя следующие шаги:

1. Регулярность занятий — занимайтесь ежедневно хотя бы небольшими порциями, поддерживайте постоянный контакт с языком.
2. Индивидуальные цели — ставьте перед собой конкретные цели и старайтесь достигать их в установленные сроки.
3. Интернет-ресурсы — используйте дополнительные онлайн-материалы, аудиокниги, фильмы, сериалы и подкасты на английском языке.
4. Проверка правильности — проверяйте выполненные упражнения самостоятельно или обращаясь за консультацией к преподавателю.
5. Коммуникация с носителями языка — постарайтесь общаться с людьми, чей родной язык — английский, для развития свободного разговора и погружения в языковую среду.

Освоение дисциплины «Современный английский язык» требует систематичности, целеустремлённости и активной вовлечённости каждого студента. Эти методические указания призваны поддержать вас в эффективном усвоении предмета и достижении высоких результатов в овладении иностранным языком.