

Министерство образования и культуры Тульской области  
ГОУ СПО «Чернский профессионально-педагогический колледж» Тульской области

**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС**

по дисциплине, модулю: Иностранный (английский) язык

для специальности: 44.02.02 Преподавание в начальных классах

**Разработчик(и):** Демидова С.Н.

**Чернь 2019**

## СОДЕРЖАНИЕ

	стр
1.СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКСА	4
1.1.ПОЯСНИТЕЛЬНАЯ ЗАПИСКА	4
1.2.ВЫПИСКА ИЗ УЧЕБНОГО ПЛАНА ПО СПЕЦИАЛЬНОСТИ	7
1.3 .КАЛЕНДАРНО-ТЕМАТИЧЕСКИЙ ПЛАН	8
2.МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ УД	10
2.1.СОДЕРЖАНИЕ ДИСЦИПЛИНЫ	16
2.2. ГЛОССАРИЙ	112
2.3. ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ	113
3.ФОНД ОЦЕНОЧНЫХ СРЕДСТВ	114
ПРИЛОЖЕНИЕ №1 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Как работать над мини-проектом»	119
ПРИЛОЖЕНИЕ № 2 МЕТОДИЧЕСКОЕ РЕКОМЕНДАЦИИ «Как работать над созданием презентации»	120
ПРИЛОЖЕНИЕ №3 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Организация самостоятельной работы студентов по разным видам речевой деятельности»	121
ПРИЛОЖЕНИЕ №4 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ СООБЩЕНИЙ И ДОКЛАДОВ	123
ПРИЛОЖЕНИЕ №5 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО СОСТАВЛЕНИЮ КРОССВОРДОВ	124

ПРИЛОЖЕНИЕ №6 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Написание эссе на английском языке»	125
ПРИЛОЖЕНИЕ №7 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Как работать с английским текстом»	128
ПРИЛОЖЕНИЕ №8 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Как работать со словарём»	129
ПРИЛОЖЕНИЕ №9 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Составление аннотаций, реферирование статей»	134

# 1. СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКСА

## 1.1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Данный УМК предназначен для обучающихся 2-4 курса специальности 44.02.02 Преподавание в начальных классах,

УМК включает теоретический блок, выписку из учебного плана по специальности, календарно-тематического планирования, методических рекомендаций по организации практических занятий, методические рекомендации по организации самостоятельной (внеаудиторной) работы обучающихся, глоссарий, а также фонд оценочных средств.

УМК позволят студентам усвоить знания и освоить умения, требуемые Программой. В результате освоения учебной дисциплины обучающийся должен

уметь:

У1. общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы

У2. переводить (со словарем) иностранные тексты профессиональной направленности

У3. самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас

знать:

З1. лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности

Изучение программного материала должно способствовать формированию у обучающихся профессиональных компетенций:

ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.

ОК 6. Работать в коллективе и команде, взаимодействовать с руководством, коллегами и социальными партнерами.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ПК 1.1. Определять цели и задачи, планировать уроки.

ПК 1.2. Проводить уроки.

- ПК 2.1. Определять цели и задачи внеурочной деятельности и общения, планировать внеурочные занятия.
- ПК 2.2. Проводить внеурочные занятия.
- ПК 3.2. Определять цели и задачи, планировать внеклассную работу.
- ПК 3.3. Проводить внеклассные мероприятия
- ПК 3.5. Определять цели и задачи, планировать работу с родителями.
- ПК 3.6. Обеспечивать взаимодействие с родителями учащихся при решении задач обучения и воспитания.
- ПК 4.2. Создавать в кабинете предметно - развивающую среду.
- ПК 4.3. Систематизировать и оценивать педагогический опыт и образовательные технологии в области начального общего образования на основе изучения профессиональной литературы, самоанализа и анализа деятельности других педагогов.

## 1.2.ВЫПИСКА ИЗ УЧЕБНОГО ПЛАНА ПО СПЕЦИАЛЬНОСТИ

### 1.3 .КАЛЕНДАРНО-ТЕМАТИЧЕСКИЙ ПЛАН

Наименование разделов и тем	Содержание учебного материала, лабораторные работы и практические занятия, самостоятельная работа обучающихся, курсовая работа (проект)	Объем часов	Уровень освоения
1	2	3	4
<b>2 курс-78 часов</b>			
<b>Раздел 1. Вводно-коррективный курс</b>		<b>38</b>	
<b>Тема 1.1 Что говорят при встрече и прощании</b>	<b>Содержание учебного материала</b> 1.1 Буквы и их алфавитное название, правила чтения некоторых согласных, правила чтения гласных в I, II, III типах ударных слогов. 1.2 Местоимения (личные, притяжательные, возвратные, указательные). 1.3 Спряжение глаголов be, have, do. 1.4 Фразы приветствия и прощания.		
	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	4	
	Повторение букв, правил чтения некоторых согласных и гласных в I, II, III типах ударных слогов.		2
	Повторение местоимений (личных, притяжательных, возвратных, указательных).		2
	Повторение спряжения глаголов be, have, do.		2
	Отработка фраз приветствия и прощания. Диалогическая речь.		2
	<b>Контрольная работа</b> не предусмотрена	-	
	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2	
<b>Тема1. 2. Как поздравить, сделать комплимент</b>	<b>Содержание учебного материала</b> 2.1 Правила чтения некоторых согласных, правила чтения некоторых буквосочетаний. Суффиксы существительных 2.2 Существительные (множественное число притяжательный падеж). 2.3 Предлоги места. оборот there is/are. Фразы к теме как поздравить и сделать комплимент.		

	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	4	2
	Повторение правил чтения некоторых согласных, правил чтения некоторых буквосочетаний, суффиксов существительных		
	Повторение грамматического материала :Существительные (множественное число притяжательный падеж).		2
	Повторение грамматического материала: Предлоги места. оборот there is/are		2
	Отработка фраз к теме как поздравить и сделать комплимент. Диалогическая речь		2,3
	<b>Контрольная работа</b> не предусмотрена	-	
	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2	
<b>Тема 1.3. Как подбодрить, посочувствовать, предложить свою помощь</b>	<b>Содержание учебного материала</b> 3.1 Правила чтения некоторых буквосочетаний. Суффиксы прилагательных. 3.2 Прилагательные и наречия (степени сравнения). 3.3 Модальные глаголы и их эквиваленты. Фразы к теме как подбодрить, посочувствовать, предложить свою помощь.		
	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>		
	Повторение правил чтения некоторых буквосочетаний, суффиксов прилагательных.	4	2
	Повторение грамматического материала :Прилагательные и наречия (степени сравнения).		2
	Повторение грамматического материала :Модальные глаголы и их эквиваленты.		2
	Отработка фраз к теме как подбодрить, посочувствовать, предложить свою помощь. Диалогическая речь.		2,3
	<b>Контрольная работа</b> не предусмотрена		

	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2	
<b>Тема 1.4. Как поблагодарить, ответить на благодарность</b>	<b>Содержание учебного материала</b> 4.1 Сводная таблица правил чтения английских гласных букв. Фразы к теме как поблагодарить, ответить на благодарность. 4.2 Неправильные глаголы (4 группы). 4.3 Временные формы глаголов группы Simple Active.		
	<b>Лабораторные работы</b> не предусмотрены		
	<b>Практические занятия</b>	3	2
	Повторение правил чтения английских гласных букв. Отработка фраз к теме как поблагодарить, ответить на благодарность. Диалогическая речь.		2,3
	Повторение грамматического материала: Временные формы глаголов группы Simple Active		2
	<b>Контрольная работа</b> не предусмотрена		
	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2	
<b>Тема 1.5. Как извиниться, попросить прощения, как ответить на извинения</b>	<b>Содержание учебного материала</b> 5.1 Сводная таблица непроизносимых согласных. Фразы к теме как извиниться, попросить прощения, как ответить на извинения. 5.2 Числительные (количественные, порядковые, даты). 5.3 Вопросительные предложения. Схема построения вопросительного предложения		
	<b>Лабораторные работы</b> не предусмотрены		
	<b>Практические занятия</b>	4	2
	Повторение правил чтения непроизносимых согласных Отработка фраз к теме как извиниться, попросить прощения, как ответить на извинения. Диалогическая речь.		2,3
	Повторение грамматического материала : Числительные (количественные, порядковые, даты).		2
	Повторение грамматического материала : Вопросительные предложения. Схема		



	построения вопросительного предложения		2
	<b>Контрольная работа</b> не предусмотрена	-	
	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2	
<b>Тема 1.6. Как выразить (не)согласие с мнением собеседника</b>	<b>Содержание учебного материала</b> 6.1 Временные формы глаголов группы Simple Passive. 6.2 Падежные предлоги. Фразы к теме как выразить (не)согласие с мнением собеседника.		
	<b>Лабораторные работы</b> не предусмотрены		
	<b>Практические занятия</b>	3	
	Повторение грамматического материала : Временные формы глаголов группы Simple Passive.		2
	Повторение грамматического материала : Падежные предлоги		2
	Отработка фраз к теме как выразить (не)согласие с мнением собеседника. Диалогическая речь.		2,3
	<b>Контрольная работа</b> не предусмотрена	-	
<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2		
<b>Тема 1.7. Как выразить восторг, удивление</b>	<b>Содержание учебного материала</b> 7.1 Временные формы глаголов группы Progressive Active, 7.2 Временные формы глаголов группы Progressive Passive. 7.3 Предлоги направления. Фразы к теме как выразить восторг, удивление.		
	<b>Лабораторные работы</b> не предусмотрены		
	<b>Практические занятия</b>	4	
	Повторение грамматического материала : Временные формы глаголов группы Progressive Active,		2
Повторение грамматического материала : Временные формы глаголов группы		2	

	Progressive Passive.			
	Повторение грамматического материала : Предлоги направления		2	
	Отработка фраз к теме как выразить восторг, удивление. Диалогическая речь.		2,3	
	<b>Контрольная работа</b> не предусмотрена			
	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2		
<b>Тема 1. 8. Как выразить сомнение, предостережение, совет, предложение</b>	<b>Содержание учебного материала</b> 8.1 Временные формы глаголов группы Perfect Active. 8.2 Временные формы глаголов группы Perfect Passive. 8.3 Предлоги времени. Фразы к теме как выразить сомнение, предостережение, совет, предложение.			
	<b>Лабораторные работы</b> не предусмотрены			
	<b>Практические занятия</b>	4		
	Повторение грамматического материала : Временные формы глаголов группы Perfect Active.			2
	Повторение грамматического материала : Временные формы глаголов группы Perfect Passive.			2
	Повторение грамматического материала : Предлоги времени			2
	Отработка фраз к теме как выразить сомнение, предостережение, совет, предложение. Диалогическая речь.			2,3
	<b>Контрольная работа</b> не предусмотрена	-		
	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2		
	<b>Тема 1.9. Как спросить, попросить о чем-нибудь и</b>	<b>Содержание учебного материала</b> 9.1 Неличные формы глагола: Indefinite.		

<b>как ответить</b>	9.2 Неличные формы глагола: Gerund. 9.3 Фразы к теме как спросить, попросить о чем-нибудь и как ответить.		
	<b>Лабораторные работы</b> не предусмотрены		
	<b>Практические занятия</b>	3	
	Повторение грамматического материала : Неличные формы глагола: Indefinite.		2
	Повторение грамматического материала : Неличные формы глагола: Gerund.		2
	Отработка фраз к теме как спросить, попросить о чем-нибудь и как ответить. Диалогическая речь.		2,3
	<b>Контрольная работа</b> не предусмотрена		
	<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2	
<b>Тема 1.10. Как говорят по телефону</b>	<b>Содержание учебного материала</b> 10.1 Неличные формы глаголов: Participle I. 10.2 Неличные формы глаголов: Participle II. 10.3 Фразы к теме как говорят по телефону.		
	<b>Лабораторные работы</b> не предусмотрены		
	<b>Практические занятия</b>	5	
	Повторение грамматического материала : Неличные формы глаголов: Participle I.		2
	Повторение грамматического материала : Неличные формы глаголов: Participle II.		2
	Отработка фраз к теме как говорят по телефону. Диалогическая речь.		2,3
	Зачетное занятие.		
	<b>Контрольная работа</b> не предусмотрена		
<b>Самостоятельная работа обучающихся:</b> выполнение лексико-грамматических упражнений	2		
<b>Раздел 2. Профессиональная деятельность специалиста</b>			

Тема 2.1 Мой колледж	<b>Содержание учебного материала</b> Лексический материал по теме. Модальные глаголы <i>can, may</i> и их эквиваленты		
	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	20	
	Актуализация лексического материала по теме «College Life». Практика диалогической речи.		2
	Практика чтения и перевода текста «At My College». Выполнение лексико-грамматических упражнений.		2,3
	Активизация лексики по теме «College Life», Практика монологической речи.		2,3
	Активизация грамматического материала по теме «Модальные глаголы <i>can, may</i> и их эквиваленты». Выполнение лексико-грамматических упражнений.		2,3
	Поисковое чтение: текст «Our College». Выполнение лексико-грамматических упражнений.		2,3
	Активизация грамматического материала по теме «Модальные глаголы <i>can, may</i> и их эквиваленты». Выполнение лексико-грамматических упражнений.		2,3
	Практика письменной речи: Preparation for Studies Abroad.		3
	Повторение изученного материала. Активизация лексики по теме «College Life».		2
	Монологическое высказывание по теме «My College».		2
	Обобщение изученного материала. Выполнение итоговой практической работы по теме «College Life».		2
	<b>Контрольная работа</b> не предусмотрена	-	
<b>Самостоятельная работа обучающихся</b> ; Разработка кроссворда по теме «College Life», Творческая работа «Мой колледж»	6		
Тема 2.2 На уроке			
<b>Содержание учебного материала</b> Лексический материал по теме. Модальные глаголы <i>must, should, ought to</i> и их эквиваленты			

	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	10	
	Актуализация лексического материала по теме «At the Lesson». Практика чтения и перевода текста «Ann Meets Her Class».		2
	Активизация лексики по теме «At the Lesson». Поисковое чтение: текст «School of the Air»		3
	Диалогическое высказывание «At the Lesson». Выполнение лексико-грамматических упражнений.		3
	Активизация грамматического материала по теме «Модальные глаголы <i>must, should, ought to</i> и их эквиваленты». Выполнение лексико-грамматических упражнений.		2
	Обобщение изученного материала. Выполнение итоговой практической работы по теме «At the Lesson».	2	
	<b>Контрольная работа</b>	-	
<b>Самостоятельная работа обучающихся:</b> Создание ментальной карты по теме «At the Lesson» Составление глоссария (словаря профессиональной лексики) Перевод профессионально-направленных текстов	6		
<b>Тема 2.3 Образование</b>	<b>Содержание учебного материала</b> Лексический материал по теме. Модальные глаголы <i>shall, will</i>		
	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	10	3
	Актуализация лексического материала по теме «Education». Практика чтения и перевода Текста «Informal and Formal Education», «General and Vocational Education».		2,3
	Аудирование: текст «Talking about School». Ознакомительное чтение «Schools around the World».		2,3
	Ознакомительное чтение текста «Extracts from <i>The Convention on the Rights of the Children</i> ». Перевод текста профессиональной направленности «Extracts from <i>The</i>		2,3

	<i>Convention on the Rights of the Children».</i>		
	Активизация грамматического материала по теме «Модальные глаголы <i>shall, will</i> ». Практика устной речи: сообщение «The School I Studied at».		2,3
	Обобщение изученного материала. Выполнение итоговой практической работы по теме «Education».		2,3
	<b>Контрольная работа</b>	-	
	<b>Самостоятельная работа обучающихся:</b> Составление глоссария (словаря профессиональной лексики) Практика письменной речи: эссе «All Children Should Receive a Good and Free Education» Перевод профессионально-направленных текстов	6	
<b>3 курс-68 часов</b>			
<b>Тема 2.4 Образование в России.</b>	<b>Содержание учебного материала</b> Лексический материал по теме Present Simple, Present Continuous		
	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	24	
	Актуализация лексического материала по теме «Education in Russia». Выполнение лексико-грамматических упражнений.		3
	Практика чтения и перевода текста «Education in Russia». Практика устной речи.		2
	Активизация лексики по теме «Education in Russia». Практика диалогической речи.		2,3
	Поисковое чтение: текст «Higher Education in Russia». Выполнение лексико-грамматических упражнений.		2,3
	Активизация лексики по теме «Education in Russia». Выполнение лексико-грамматических упражнений.		2,3
	Ознакомительное чтение: текст «Day of Knowledge». Выполнение лексико-грамматических упражнений.		2,3
	Практика чтения и перевода текста «Private Schools». Практика монологической речи.		2,3
	Активизация грамматического материала по теме «Present Simple, Present Continuous». Выполнение лексико-грамматических упражнений.		2,3
	Ознакомительное чтение: текст «Novgorod University». Практика устной речи.		2,3

	Активизация грамматического материала по теме «Present Simple, Present Continuous». Выполнение лексико-грамматических упражнений.		2,3
	Обобщение изученного материала. Выполнение итоговой практической работы по теме «Education in Russia»		2,3
	Презентация результатов проекта «Education in Russia». Практика устной речи.		3
	<b>Контрольная работа</b>		
	<b>Самостоятельная работа обучающихся:</b> Создание ментальной карты по теме «Education in Russia» Выполнение проекта «Образование в России» Перевод профессионально-направленных текстов	<b>6</b>	
<b>Тема 2.5</b> <b>Образовательная система</b> <b>Великобритании</b>	<b>Содержание учебного материала</b> Лексический материал по теме. Past Simple, Past Continuous, Present Perfect, Past Perfect		
	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	24	
	Актуализация лексического материала по теме «Education in Britain». Практика чтения и перевода текста «The Story of English Schools».		3
	Активизация лексики по теме «Education in Britain». Выполнение лексико-грамматических упражнений.		2,3
	Поисковое чтение текста «Schools in the United Kingdom». Практика диалогической речи.		2,3
	Практика чтения и перевода текста «Primary Education». Практика монологической речи.		2,3
	Работа с диалогом «Беседа об образовании в Соединенном королевстве». Выполнение лексико-грамматических упражнений.		
	Зачетное занятие.		2,3
	Активизация лексики по теме «Education in Britain», просмотр учебного фильма «Education in GB»		2,3
	Ознакомительное чтение: текст «Higher Education and Teacher Training in Great Britain».		2,3

	Активизация грамматического материала по теме « Past Simple, Past Continuous, Present Perfect, Past Perfect ». Выполнение лексико-грамматических упражнений.		2,3
	Презентация результатов проекта «Education in Britain».		3
	Активизация грамматического материала по теме «Past Simple, Past Continuous, Present Perfect, Past Perfect». Выполнение лексико-грамматических упражнений.		3
	Обобщение изученного материала. Выполнение итоговой практической работы по теме «Education in Britain»		3
	<b>Контрольная работа</b>	-	
<b>Самостоятельная работа обучающихся;</b> Выполнение проекта «Образование в Британии» Перевод профессионально-направленных текстов	4		
<b>Тема 2.6</b> <b>Образовательная система США</b>	<b>Содержание учебного материала</b> Лексический материал по теме. Future Simple, Future Continuous, Future Perfect		
	<b>Лабораторные работы</b> не предусмотрены	-	
	<b>Практические занятия</b>	20	
	Актуализация лексического материала по теме «Education in the USA». Практика чтения и перевода текста «Education in the United States».		3
	Активизация лексики по теме « Education in the USA». Практика диалогической речи.		2,3
	Ознакомительное чтение «Schooling in the USA». Практика монологической речи.		2,3
	Активизация грамматического материала по теме «Future Simple, Future Continuous, Future Perfect».		2,3
	Поисковое чтение текста «High schools in the United States». Выполнение лексико-грамматических упражнений.		2,3
	Активизация лексики по теме « Education in the USA». Практика монологической речи.		2,3
	Обобщение изученного материала. Выполнение итоговой практической работы по теме «Education in the USA».		2,3
	Презентация результатов проекта «Education in the USA».		2,3
	Составление сравнительной таблицы « Education in Russia, Britain and the USA».		2,3



	Практика монологической речи.		
	Диф.зачет.		3
	<b>Контрольная работа</b>		
	<b>Самостоятельная работа обучающихся:</b> Составление глоссария (словаря профессиональной лексики) Выполнение проекта «Education in the USA» Перевод профессионально-направленных текстов	5	
<b>4 курс-38 часов</b>			
<b>Тема 2.7 Профессия учителя</b>	<b>Содержание учебного материала</b> Лексический материал по теме. Модальный глагол <i>need</i> <b>Лабораторные работы</b> не предусмотрены		
	<b>Практические занятия</b>	<b>38</b>	
	Актуализация лексического материала по теме «Teacher's Profession».	2,3	
	Практика чтения и перевода текста профессиональной направленности «Teacher's Profession».	3	
	Активизация лексики по теме «Teacher's Profession».	3	
	Составление денотативной схемы текста «Teacher's Profession».	2,3	
	Работа по тексту «Yours are the Hands».	2,3	
	Практика чтения и перевода текста профессиональной направленности «Teaching».	2,3	
	Работа с диалогом «British System Of Teaching Training».	2,3	
	Работа по тексту «Teaching Training in the USA».	2,3	
	Практика чтения и перевода текста профессиональной направленности «Training Of Primary and Secondary School Teachers in The USA».	2,3	
	Работа по тексту «What was the Secret Of Teacher's Magic».	2,3	
	Ознакомительное чтение «Virtue Of Excellence».	2,3	
	Работа по тексту «Мой школьный учитель».	2,3	
	Личность педагога. Работа по тексту «Черты характера, которыми должен обладать идеальный учитель».	3	
	Работа по тексту «Советы студентам, которые выбрали профессию учителя».	2,3	
	Выполнение лексико-грамматических упражнений. Практика монологической речи.	2,3	
Диалогическая речь по теме. Составление диалога на основе образца.	2,3		

	Выполнение лексико-грамматических упражнений. Практика монологической речи.		2,3
	Работа по тексту «Что такое обучение?» Практика монологической речи.		2,3
	Активизация грамматического материала по теме «Модальный глагол <i>need</i> ».		2,3
	Выполнение лексико-грамматических упражнений.		2,3
	Практика письменной речи: Application Form. Выполнение лексико-грамматических упражнений.		2,3
	Аудирование: текст «A Good Teacher Should...». Практика монологической речи.		2,3
	Ознакомительное чтение «What's Your Line?». Практика монологической речи.		2,3
	Выполнение лексико-грамматических упражнений. Монологическое высказывание по теме «My Future Profession».		2,3
	Практика чтения и перевода профессионально-направленных текстов.		2,3
	Презентация проекта «A Leaflet for School-Leavers».		2,3
	Обобщение изученного материала. Выполнение итоговой практической работы по теме «Teacher's Profession».		2,3
	Диф. зачет		2,3
	<b>Контрольная работа</b>		
	<b>Самостоятельная работа обучающихся:</b> Выполнение проекта «A Leaflet for School-Leavers», перевод профессионально-направленных текстов.	7	
	<b>Всего:</b>	<b>244</b>	

## 2.МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ УД 2.1. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

### Раздел 1 Вводно-коррективный курс

#### Тема 1.1 «Что говорят при встрече и прощании».

##### План изучения темы

1. Буквы и их алфавитное название, правила чтения некоторых согласных, правила чтения гласных в I, II, III типах ударных слогов.
2. Местоимения (личные, притяжательные, возвратные, указательные).
3. Спряжение глаголов be, have, do.
4. Фразы приветствия и прощания.

##### Краткое изложение теоретических вопросов:

##### Буквы и их алфавитное название

Aa [ei]	Nn [en]
Bb [bi:]	Oo [ou]
Cc [si:]	Pp [pi:l]
Dd [di:]	Qq [kju:]
Ee [i:]	Rr [a:]
Ff [ef]	Ss [es]
Gg [dʒi:]	Tt [ti:]
Hh [eitʃ]	Uu [ju:]
Ii [ai]	Vv [vi:]
Jj [dʒei]	Ww [ˈdʌblju:]
Kk [kei]	Xx [eks]
Ll [el]	Yy [wai]
Mm	Zz [zed]

##### Правила чтения согласных.

b [b], d [d], f [f], h [h], k [k], l [l], m [m], n [n], p [p], r [r], s [s], t [t], v [v], w [w], z [z]

##### Правила чтения гласных.

a	o	e	u	i/y
[ei] take	[əu] [ou] rose	[i:] he	[ju:] blue	[AI] like, my
[æ] fat	[o] dog	[e] pen	(ʌ) bus	[i] did
[a:]dark	[o:] port	[ɜ:] her	[ɜ:] [ɜ:] fur	[ɜ:] girl

## Формы местоимений.

личные	Объектный падеж	притяжательные		возвратные
		С существительным	Без существительного	
I	me	my	mine	myself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

*this — these, that — those, some, any*

## Спряжение глаголов

	<i>to be</i>		<i>to have</i>		<i>to do</i>	
I	am	was	have	had	do	did
he	is	was	has	had	does	did
she						
it						
we	are	were	have	had	do	did
you						
they						

### Что говорят при встрече и прощании

Good morning (afternoon, evening)! — Доброе утро (день, вечер)!

Hello (Hi)! - Привет!

Nice (glad) to see you. — Приятно (рад) видеть вас. How are you? — Как вы себя чувствуете?

How's life? — Как жизнь?

How are you getting on? — Как вы поживаете?

Fine, thanks. — Хорошо, спасибо.

Not too (so) bad. — Неплохо.

Can't complain. — Не могу пожаловаться.

So so. — Так себе.

Pretty bad. — Очень плохо.

Could be better. — Могло бы быть лучше.

Let's go somewhere together. — Давай сходим куда-нибудь вместе.

I don't mind, but now I am in a hurry. — Я не возражаю, но сейчас я тороплюсь.  
Good-bye! — До свидания!  
Bye-bye! — Пока!  
So long. — Пока, до встречи.  
See you soon. — Пока, до скорой встречи.  
I hope we'll meet soon. — Я надеюсь, мы скоро увидимся.  
Good luck to you. — Удачи вам.  
The same to you. — Того же и тебе.  
Please, remember me to... — Пожалуйста, передай привет...  
Have a nice holiday (journey). — Хорошего вам отдыха (поездки).  
Call me some time. — Позвони мне как-нибудь.  
I wish you success. — Я желаю вам успехов.  
All the best. — Всего хорошего.

### Задания для самостоятельного выполнения

#### 1. Прочтите слова:

take, make, lake, hate, fate, pale;  
map, fat, bad, Dad, pan;  
part, mark, start, park, art, smart;  
note, no, so, bone, rose;  
not, dog, lot, pot, Bob;  
sport, port, pork, born;  
Pete, me, he, be, tree;  
pet, let, met, fed, net, set;  
her, term, serve;  
tune, duke, blue, mute;  
but, fun, nut, must, custom;  
fur, hurt, curls;  
line, fine, mine;  
did, bit, lift, hit;  
first, girl, firm, bird;  
type, by, fly, my;  
mystic, hymn

#### 2. Напишите транскрипцию слов:

hate, bad, art, rose, pot, sport, he, let, term, duke, nut, hurt, fine, lift, firm, my, hymn

#### 3. Замените выделенные слова соответствующими местоимениями.

- 1) **Victor** helped **the quests** to choose **the wine**.
- 2) **Mother** asked **Mary** to wash **the plates**.
- 3) **My friend** prepares **the breakfast**.
- 4) **Jane** took **three cups** from **the table**.
- 5) **Mary** works in **the kitchen**.

**4. Выберите правильные притяжательные местоимения и переведите предложения на русский язык.**

- 1) Is this (your/yours) book?
- 2) It's (their/theirs) table, not (our/ours).
- 3) I don't know (their/theirs) names.
- 4) (My/Mine) flat is bigger than (her/hers), but (her/hers) is nicer.
- 5) That's not (my/mine) table. (My/Mine) is over there.
- 6) They took (our/ours) book and we took (their/theirs).
- 7) Are these pencils (her/hers)?

**5. Употребите нужное возвратное местоимение.**

- 1) I'll ask him ... .
- 2) He wants to do it ... .
- 3) She washed the dishes ... .
- 4) You will serve the guests ... .
- 5) We will tell her ... .
- 6) They have set the table ... .

**6. Вставьте подходящую форму глагола *to be, to have*.**

1. She... a student. 2. He... a businessman. 3. I... an employee. 4. We... pupils. 5. You... journalists. 6. This... a ruler. 7. Those... clips. 8. I... a disc. 9. They... books. 10. These boys... pupils. 11. Those girls... students. 12. The pupil ... a ruler and some pencils. 13. My mother... a lawyer. 14. My sister... some notebooks. 15. I ... some discs. 16. We ... some books. 17. He ... a cassette. 18. He ... a musician. 19. They ... journalists. 20. We ... pupils.

**7. Переведите диалог.**

- Hello, Mike! Nice to see you.
- Hello, Sam! How are you?
- I'm fine, thanks. And how are you?
- Thank you. Not so bad. Can't complain.
- Let's go somewhere together.
- I don't mind, but now I am in a hurry. Call me sometime. So long. I wish you success.
- The same to you. Remember me to your sister. I hope we'll meet soon.

## Тема 1.2 «Как поздравить, сделать комплимент».

### План изучения темы:

1. Правила чтения некоторых согласных, правила чтения некоторых буквосочетаний. Суффиксы существительных
2. Существительные (множественное число притяжательный падеж).
3. Предлоги места.оборот there is/are.
4. Фразы к теме как поздравить и сделать комплимент.

### Краткое изложение теоретических вопросов:

Звук	Правила
[ʃ]	<p>существует несколько буквосочетаний, которые всегда дают этот звук (помимо других):</p> <ol style="list-style-type: none"> <li>1. <b>tion</b> [ʃən]: <b>celebration</b> [ˈseliˈbreɪʃn], <b>tuition</b> [tjuːˈɪʃn]</li> <li>2. <b>cious</b> [ʃəs]: <b>delicious</b> [dɪlˈɪʃəs], <b>vicious</b> [ˈviʃəs]</li> <li>3. <b>cian</b> [ʃən]: <b>musician</b> [mjuːˈzɪʃən], <b>politician</b> [pəˈlɪtʃən]</li> <li>4. и, конечно, буквосочетание <b>sh</b>: <b>sheep</b> [ʃi:p], <b>shoot</b> [ʃu:t]</li> </ol>
[tʃ]	<p>всегда возникает в:</p> <ol style="list-style-type: none"> <li>1. <b>ch</b>: <b>chair</b> [tʃeə], <b>child</b> [tʃaɪld]</li> <li>2. <b>t + ure</b>: <b>creature</b> [ˈkri:tʃə], <b>future</b> [ˈfju:tʃə]</li> </ol>
[ð] [θ]	<p>Эти два звука даются одним и тем же буквосочетанием <b>th</b>.</p> <p>Обычно, если это буквосочетание стоит в середине слова (между двумя гласными), то возникает звук [ð]: <b>without</b> [wiˈðaʊt]</p> <p>И, если оно стоит в начале или конце слова, то возникает звук [θ]: <b>thanks</b> [θæŋks], <b>faith</b> [feɪθ]</p>
[ŋ]	<p>носовой звук возникает в буквосочетании гласная + <b>ng</b>:</p> <p><b>sing</b> [sɪŋ], <b>hungry</b> [ˈhʌŋɡri], <b>wrong</b> [wɹɒŋ], <b>hang</b> [hæŋ]</p>
[j]	<p>мягкость в звуке может возникать в одних случаях, и никак не проявляться в других аналогичных случаях, например <b>super</b> [ˈs u: p ə] (см. словарь):</p>

1. **u** в открытом слогe: **mute** [ mju:t ], **huge** [ hju:dʒ ]
2. **ew**: **few** [ fju: ], **lewd** [ lju:d ]
3. если слово начинается на **y** + гласная: **yard** [ ja:d ], **young** [ jʌŋ ]

### Суффиксы существительных:

- er, -or*: worker, director, writer, visitor;
- ist*: artist, scientist, physicist;
- ion (-ation, -tion, -sion, -ssion)*: dictation, expression, invitation, creation;
- ment*: agreement, development, movement;
- ing*: beginning, building, feeling;
- ness*: kindness, darkness, happiness;
- ship*: friendship, leadership;
- hood*: childhood, neighbourhood;
- ance, -ence*: importance, difference;
- age*: language, heritage;
- ily*: minority, nationality, university;
- ure*: agriculture, architecture, pleasure;
- dom*: freedom, kingdom.

### Образование множественного числа существительных:

- s*: pens;
- (*e*)*s*: bushes;
- y* → *i*: sky — skies (boy — boys);
- f, fe-* → *ves*: wife — wives;
- um* → *a*: datum — data;
- non - na*: phenomenon — phenomena;
- is - es*: analysis — analyses;
- us* → *i*: nucleus — nuclei;
- a* → *ae*: formula — formulae.

man — men  
 woman — women  
 child — children  
 ox — oxen  
 tooth — teeth  
 foot — feet  
 goose — geese  
 mouse — mice  
 louse — lice  
 sheep  
 swine  
 deer  
 Chinese  
 Japanese  
 Swiss  
 trousers  
 scissors



## **Образование притяжательного падежа существительных:**

the girl's book — книга девочки

the girls' book — книга девочек

children's book — книга детей

## **Предлоги места:**

*in* — в

*on* — на

*under* — под

*above, over* — над

*in front of* — перед

*behind* — за

*between* — между

*among* — среди

*in the middle of* — посередине

*near* — рядом

*at* — у, при, около

*around* — вокруг

**There is/there are** – есть, находится

**There was/there were** – было, находилось

**There will be** - будет

## **Как поздравить, сделать комплимент**

I congratulate you on your excellent results. — Я поздравляю тебя с отличными результатами.

My congratulations. — Мои поздравления.

Happy birthday. — С днем рождения.

Happy New Year! — С Новым годом! Счастливого Нового года!

Merry Christmas! — С Рождеством! Веселого Рождества!

May all your dreams come true. — Пусть все ваши мечты исполнятся.

I wish you success (good health, luck). — Я желаю вам успехов (хорошего здоровья, удачи),

You look wonderful (lovely) today. -- Вы выглядите чудесно (замечательно) сегодня.

You were great. — Вы были великолепны.

Good for you. — Молодец.

Well done. — Отлично сработано.

## **Задания для самостоятельного выполнения**

### **1. Прочтите слова:**

pencil, luck, clean, chap, chain, chose, chalk, she, shape, shop, shut, sheet, phase, phrase, phone, tenth, thanks, thick, thin, three, they, them, thus, rhythm, next, text, box, six, exam, exist, example, queen, question, quarter, knee, knight, knife, wrote, write, ink, pink, sink, think, rank, song, sing, thing, rang, ring, spring, king, angry, hungry, language, English, Jane, Jack, just, jump, joke, jam, gym, gentle, large, go, get, gate, golf, egg, gap, dog, gun, demonstration, mention, organization, when, where, what, why, white

## 2. Напишите транскрипцию слов:

pencil, luck, shop, chalk, phrase, thick, three, thus, next, exam, exist, queen, quarter, knight, song, angry, language, jump, large, gun, mention, what

## 3. Выберите нужное слово в скобках и переведите на русский язык .

His (friend's/friends') names are Mike and Sam.

Her (sister's/sisters') name is Ann.

Our (son's/sons') name is Ben.

This is my (mother's/mothers') book.

Her (brother's/brothers') bike is black.

These are (Jane's/Janes') gloves.

This is the (girl's/girls') dress.

These are (Bob's/Bobs') pens.

This is my (father's/fathers') car.

The (group's/groups') name is "The Rockers"

(Andrew's/Andrews') favourite game is football.

These are (children's/childrens') toys.

## 4. Образуйте множественное число.

Box, sheep, place, library, photo, mouse, lady, glasses, bush, dress, country, bus, party, wife, day, knife, knowledge, month, pen, hero, goose, company, life, deer, tomato, city, man, play, news, child, fruit, shelf, leaf, foot, fish, woman, money, information.

## 5. Вставьте подходящий предлог. Переведи на русский язык.

- 1) There is a copybook ... the books.
- 2) There will be a lamp ... the table.
- 3) There was a cat ... the table.
- 4) There is a telephone ... him.
- 5) There is a sport ground ... our school.
- 6) There were a lot of people ... the table.
- 7) There will be a bridge ... the river.
- 8) There are some pictures ... the wall.
- 9) Last week he was ... Moscow.
- 10) There was a café ... the park.

## 6. Переведите диалог.

- Hi, David! How are you getting on?
- Fine, thanks.
- You were great at the conference yesterday. My congratulations on your excellent results!

- Thanks a lot. It was nice to meet you. Let's keep in touch.
- Have a nice weekend! Bye!
- Good luck to you. See you later.

### Тема 1.3 . «Как подбодрить, посочувствовать, предложить свою помощь».

#### План изучения темы:

1. Правила чтения некоторых буквосочетаний. Суффиксы прилагательных.
2. Прилагательные и наречия (степени сравнения).
3. Модальные глаголы и их эквиваленты.
4. Фразы к теме как подбодрить, посочувствовать, предложить свою помощь

#### Краткое изложение теоретических вопросов:

##### Правила чтения некоторых буквосочетаний:

ough [э:] brought	ow [эй] [ou] show, know
augh [э:] daughter	ere, ear, eer [13] here, hear, deer
oo [u] book, took	eigh [ei] eight
oor [o:] door	ure [juэ] sure
wa [wo:] wash, warm	ire [aiэ] fire
are, air [eэ] [eэ] fare, chair	igh [ai] high
ou, ow [au] mouse, town	er, or [э] teacher, doctor

##### Суффиксы и префиксы прилагательных:

- able: comfortable, changeable;
- al (leal): cultural, central, historical, industrial;
- ful: beautiful, careful, useful, joyful, peaceful;
- less: hopeless, useless, helpless, fearless, homeless;
- ous: famous, glorious, dangerous, courageous;
- y: cloudy, frosty, sunny, rainy, windy, healthy;
- ent (ant): different, abundant;
- ic: economic, climatic, historic;
- an: European, Russian, American;
- ive: legislative, executive;
- un-: unhappy, unknown, unpleasant, unusual;
- in-: indirect, incapable;
- im-: impossible;
- il -: illegal;
- ir -: irregular

## Образование степеней сравнения прилагательных и наречий:

high — higher — *the highest*  
dangerous — *more dangerous* — *the most dangerous*  
good — *better* — *the best*  
bad — *worse* — *the worst*  
little — *less* — *the least*  
many, much — *more* — *the most*  
than — чем  
as ... as ... — как, так и; такой же, как и  
the more ... the better ... — чем больше, тем лучше

## Модальные глаголы и их заменители.

1. Can (can't, could) – мочь, уметь  
to be able to (am, is, are/was, were/will be)  
*I can speak English. I am able to speak English.*
2. May (may not, might)-мочь, иметь разрешение  
to be allowed to  
*You may do it. You are allowed to do it.*
3. Must (mustn't)- должен, обязан  
to have to (had to, will have to)  
*The pupil must do it. The pupil has to do it.*
4. Should (shouldn't) – должен, следует  
to be to (was/were to, will be to)  
*You should do it. You are to do it.*

## Как подбодрить, посочувствовать, предложить свою помощь

Don't worry. — Не волнуйтесь.  
Everything will be alright. — Все будет хорошо.  
Relax. — Расслабьтесь.  
Take it easy. — Воспринимайте это легко.  
Don't take it to heart. — Не принимайте это близко к сердцу.  
Let's hope for the best. — Давайте надеяться на лучшее.  
Things happen. — Всякое бывает.  
Let me help you. — Позвольте мне помочь вам.  
Let me do it. — Позвольте мне сделать это.  
What can I do for you? — Что я могу сделать для вас?  
Give it to me. — Оставьте это мне.  
Can I help you? — Могу я помочь тебе?  
Good luck. — Удачи \* \* \* вам.

## Задания для самостоятельного выполнения

### 1. Прочитайте:

brought, caught, thought, fare, stare, care, pair, pure, mere, ear, fear, deer, beer, high, light, might, fight, knight, weight, hook, crook, war, look, cook, want, dare, hare, snow, blow, down, how, low, now, town, mouse, eighteen, right, night, sight, reader, leader, helper, bright, engineer, soon, spoon, about

### 2. Напишите транскрипцию следующих слов:

daughter, care, pure, ear, high, fight, crook, want, blow, down, helper

### 3. Раскройте скобки, употребив нужную степень прилагательного (наречия). Переведите предложения на русский язык.

- 1) Winter is (cold) season of the year.
- 2) Moscow is (large) than St. Petersburg.
- 3) Which is (long) day of the year.
- 4) The Alps are (high) mountains in Europe.
- 5) Even (long) day has an end.
- 6) It is one of (important) questions of our conference.
- 7) Your English is (good) now.
- 8) Who knows him (good) than you.
- 9) We have (little) interest in this work than you.
- 10) Health is (good) than wealth.

### 4. Прочитайте, переведите на русский язык:

- 1) I can work in this office well.
- 2) He is able to translate these sentences very well.
- 3) She can repeat all long and short sounds.
- 4) We are allowed to watch TV in the kitchen.
- 5) You may walk in this green park.
- 6) The teacher should ask different questions.
- 7) The pupils are able to answer the difficult questions.
- 8) You may change the flowers in the vase.
- 9) The boy may help them.
- 10) You must do the necessary task.

### 5. Переведите диалог.

- Hello, Jim! Glad to see you. How's life?
- Hello, Jane! Glad to see you too. I'm fine, thanks. And what about you?
- Could be better!
- What are about your exams results?
- Don't know yet. I hope that everything will be alright. But I am a little bit nervous about it.
- Don't worry and relax. Let's hope for the best.

- Thanks. We'll wait and see.
- And you were great at the conference yesterday. My congratulations on your excellent results!
- Thanks a lot. Let's go somewhere together.
- I don't mind, but now I'm in a hurry. It was nice to meet you. Have a nice weekend.
- The same to you. Remember me to your sister.
- OK. Call me some time. See you soon!
- All the best. Bye!

## Тема 1.4 «Как поблагодарить, ответить на благодарность»

### План изучения темы:

1. Сводная таблица правил чтения английских гласных букв. Фразы к теме как поблагодарить, ответить на благодарность.
2. Неправильные глаголы (4 группы).
3. Временные формы глаголов группы Simple Active.

### Краткое изложение теоретических вопросов:

#### Неправильные глаголы, у которых все три формы совпадают:

to cost – cost – cost

cut — cut — cut

to hit — hit — hit

to hurt — hurt

to let — let — let

to put — put — put

to set — set — set

to shut — shut — shut

#### Неправильные глаголы, у которых совпадают первая и третья формы:

to become — became — become

to come — came — come

to run — ran — run

#### Неправильные глаголы, у которых совпадают вторая и третья формы:

to bring — brought — brought

to build — built — built

to burn — burnt — burnt

to buy — bought — bought

to catch — caught — caught

to feed — fed — fed

to fight — fought — fought

to find — found — found

to get — got — got

to have — had — had

to hear — heard — heard

to hold — held — held

to keep — kept — kept

to lay — laid — laid

to lead — led — led

to leave — left — left

to learn – learnt – learnt

to lose – lost – lost  
to make – made – made  
to meet – met – met  
to pay — paid — paid  
to read — read — read  
to say — said — said  
to sell — sold — sold  
to send — sent — sent  
to sleep — slept — slept  
to spend — spent — spent  
to teach — taught — taught  
to tell — told — told  
to think — thought — thought  
to understand — understood – understood  
to win — won — won

**Неправильные глаголы, у которых все три формы не совпадают:**

to be — was/were — been  
to begin — began — begun  
to bite — bit — bitten  
to blow — blew — blown  
to break — broke — broken  
to choose — chose — chosen  
to do — did — done  
to drink — drank — drunk  
to eat — ate — eaten  
to fall - fell - fallen  
to forget — forgot — forgotten  
to give — gave — given  
to go — went — gone  
to grow — grew — grown  
to know — knew — known  
to lie — lay — lain  
to ring — rang — rung  
to rise — rose — risen  
to see — saw — seen  
to sing — sang — sung  
to speak — spoke — spoken  
to swim — swam — swum  
to take — took — taken  
to throw — threw — thrown  
to wake — woke — woken  
to wear — wore — worn



to write — wrote — written

### Simple Active

PRESENT	PAST	FUTURE
<b>V, Vs (3л.ед.ч)</b> <b>do/does</b>	<b>VII</b> <b>did</b>	<b>will (shall) V</b>
I <b>go</b> to school. I <b>don't go</b> to school. <b>Do you go</b> to school? Where <b>do you go</b> ?  He <b>goes</b> to school. He <b>doesn't go</b> to school. <b>Does he go</b> to school? Where <b>does he go</b> ?	I <b>went</b> to school. I <b>didn't go</b> to school. <b>Did you go</b> to school? Where <b>did you go</b> ?	I <b>will go</b> to school. I <b>will not (won't) go</b> to school. <b>Will you go</b> to school? Where <b>will you go</b> ?
Usually - обычно Often - часто Seldom - редко Rarely - редко Always - всегда As a rule – как правило Every day -каждый день Sometimes - иногда	Ago – тому назад Last week – на прошлой неделе Last year (month, century) – в прошлом году (месяце, веке) Yesterday - вчера	Tomorrow – завтра In a week – через неделю Next week – на следующей неделе

### Как поблагодарить, ответить на благодарность

Thanks a lot. — Спасибо большое.

Thanks awfully. — Ужасно благодарен.

Thank you very much. — Спасибо вам большое!

Thousand thanks. — Тысячу благодарностей.

I would like to thank you. — Мне бы хотелось поблагодарить вас.

Thank you for... — Спасибо за...

My gratitude cannot be expressed in words. — Моя благодарность не может быть выражена в словах.

I don't know how to thank you. — Я не знаю, как поблагодарить вас.

Don't mention it. — Не стоит упоминать об этом.

Not at all. — Не стоит благодарностей.

You are welcome. — Всегда пожалуйста.

It's O.K.. — Все хорошо.

That's all right. — Все хорошо.

It was no trouble at all. — Мне это ничего не стоило.

It was a real pleasure for me to do it. — Мне было приятие сделать это для вас.

### **Задания для самостоятельного выполнения**

#### **1. Прочитайте, спишите предложения, подчеркните сказуемое, определите время сказуемого, переведите предложения на русский язык.**

1. He buys magazines in this news-stall sometimes.
2. He lost his dog yesterday.
3. They will swim in this river next summer.
4. I usually answer the questions very well.
5. We bought a tape-recorder last year.
6. In a week she will bring me this book.
7. They don't often play computer games.
8. I didn't translate the text yesterday.
9. He doesn't often help his mother.
10. They will not find that lane tomorrow.

#### **2. Переведите следующие предложения на английский язык:**

1. Вчера он получил письмо.
2. Я обычно не смотрю телевизор по утрам.
3. Вы купите эту картину завтра.
4. Она принесла диски на прошлой неделе.
5. Моя сестра всегда пишет сочинения хорошо.
6. Несколько лет тому назад мой дед хорошо играл в футбол.
7. Мой папа всегда читает вечером газеты.
8. Мой брат обычно покупает тетради и ручки.
9. Мы часто поём песни.
10. Вчера я не повторял слова.
11. Наши студенты берут книги в библиотеке.

#### **3. Finish these sentences using the correct form of a verb from the box. Use each verb once.**

<p> <b>speak</b>   <b>fly</b>   <b>wash</b>   <b>drink</b>   <b>watch</b>   <b>do</b>   <b>go</b>   <b>celebrate</b>   <b>carry</b>   <b>live</b>  <b>read</b>   <b>have</b>   <b>help</b>   <b>want</b>   <b>study</b> </p>
--

1. I \_\_\_\_\_ coffee three times a day.
2. The plane \_\_\_\_\_ very fast.
3. Richard \_\_\_\_\_ to computer club on Sunday.
4. They \_\_\_\_\_ in America.
5. Jane \_\_\_\_\_ her mother about the house.
6. We \_\_\_\_\_ to buy a house in the country.
7. He \_\_\_\_\_ TV in the evening.
8. My father \_\_\_\_\_ a new language every year.
9. I \_\_\_\_\_ my birthday on April 11.
10. We \_\_\_\_\_ interesting stories at our lesson.
11. My mother \_\_\_\_\_ dishes every day.
12. My friends \_\_\_\_\_ English very well.
13. The train \_\_\_\_\_ a lot of people from town to town.
14. She \_\_\_\_\_ gymnastics in her spare time.
15. We \_\_\_\_\_ breakfast at 8 o'clock.

**4. Complete the sentences. Put in *do* or *does*.**

1. He \_\_\_\_\_ not like tennis.
2. \_\_\_\_\_ you live in London?
3. \_\_\_\_\_ John play golf?
4. I \_\_\_\_\_ not speak French.
5. What subjects \_\_\_\_\_ you do at school?
6. Ann \_\_\_\_\_ not go to school?
7. My parents \_\_\_\_\_ not often go to the park with me.
8. \_\_\_\_\_ they often watch TV in the evening?
9. When \_\_\_\_\_ your brother usually get up?
10. When \_\_\_\_\_ you have lunch?
11. We \_\_\_\_\_ not eat at the school dining-room.
12. \_\_\_\_\_ she play computer games?
13. \_\_\_\_\_ your friend enjoy swimming?

**5. Переведите диалог.**

- Good morning, Tom! How are you getting on?
- Good morning, Jane! Not too bad. Can't complain.
- You were great at the exam yesterday. My congratulations on your excellent results!
- Thank you very much. And what about your exam results?
- Don't know yet.
- Don't worry and relax. Don't take it to heart. I'd like to invite you to our part
- Thank you for inviting me. At what time?
- Does 8 o'clock suit you?
- O.K.! Can I help you?
- Give it to me. See you soon.

- Bye for now!

## Тема 1.5 «Как извиниться, попросить прощения, как ответить на извинения».

### План изучения темы:

1. Сводная таблица непроизносимых согласных.
- Фразы к теме как извиниться, попросить прощения, как ответить на извинения.
2. Числительные (количественные, порядковые, даты).
3. Вопросительные предложения. Схема построения вопросительного предложения.

### Краткое изложение теоретических вопросов:

Непроизносимая («немая») согласная	В каких буквосочетаниях	Примеры
b	bt	doubt
g	gn	design, sign
h	whe, whi	when, while
gli	igh	height, weight, fight
k	kn	know
l	ould, alk	could, walk
w	who, wr	whose, write

### Запомните следующие числительные:

1	one	11	eleven	first
2	two	12	twelve	second
3	three	13	thirteen	third
4	four	14	fourteen	fourth
5	five	15	fifteen	fifth
6	six	16	sixteen	thirteenth
7	seven	17	seventeen	fiftieth
8	eight	18	eighteen	eightieth
9	nine	19	nineteen	
10	ten	20	twenty	
		30	thirty	
		40	forty	
		50	fifty	
		60	sixty	
		70	seventy	
		80	eighty	
		90	ninety	
		100	a hundred	
		1000	a thousand	
		1000000	a million	

**Запомните, как правильно сказать:**

5.2 — five point two

1998 — nineteen ninety eight

В 5 часов - at 5 o'clock

Без десяти 5 - 10 minutes to 5

6 минут четвёртого - 6 minutes past 3

Половина третьего - half past 2

Без четверти 8 - a quarter to 8

**Виды вопросительных предложений:**

*а) общие*

Is this a book? — Yes, it is.

Are you a teacher? — Yes, I am.

Was there a TV-set in the room? — Yes, there was.

Have you any flowers? — Yes, I have some.

Can you speak English? — Yes, I can.

Do you speak English? — Yes, I do.

Does he work here? — Yes, he does.

Did she work here? — Yes, she did.

Will you work in the garden? — Yes, I shall.

Will they answer the questions? — Yes, they will.

*б) разделительные*

This is a book, isn't it?

You are a teacher, aren't you?

There was a TV-set in the room, wasn't it?

You have some flowers, haven't you?

You don't speak English, do you?

He works here, doesn't he?

She wrote a letter, didn't she?

You can't speak English, can you?

They will answer the questions, won't they?

*в) альтернативные*

Is this a book or a notebook?

Are you a teacher or an engineer?

Do you speak English or German?

Does he work here or there?

Will you rest or work in the garden?

*г) специальные*

Where do you live? .

When did you go to the theatre?

Why will you do it?

How can you do it?  
What is he?  
Who is he?  
Whose book is this?  
What book is this?  
How old are you?  
How much money have you?  
What kind of book do you read?  
What colour is the sky?  
How often do you play football?

*d) вопросы к подлежащему*

Who lives here?  
Who can speak English?  
Who is a teacher?  
Who has a dog?  
Who will go for a walk?  
What is green?

### **Как извиниться, попросить прощения, как ответить на извинение**

Sorry. — Извините.

Excuse me. — Извините меня.

I must apologize to you. — Я должен извиниться перед вами.

I beg your pardon. — Я прошу прощения.

Forgive me please. — Простите меня, пожалуйста.

Excuse my interrupting you. — Извините, что перебиваю вас.

Sorry for being late. — Извините, что опоздал.

That's alright. — Ничего страшного.

It's O.K. — Все хорошо.

No need to be sorry. — Нет нужды извиняться.

Don't worry. — Не волнуйтесь.

Forget it. — Забудьте это.

Please, don't apologize. — Пожалуйста, не извиняйтесь.

Never mind. — Ничего страшного.

### **Задания для самостоятельного выполнения**

#### **1. Задайте общие, разделительные вопросы к предложениям:**

1. Yesterday you ate a pineapple.
2. He usually drinks coffee in the morning.
3. Some years ago my grandfather grew grapes.

4. Your mother brought bread and butter an hour ago.
5. We shall eat soup in an hour.
6. They often walk in this park.
7. You may ask questions.
8. The pupils can answer questions very well.
9. He will be there in a minute.
10. In summer children will eat some fruit.

**2. Задайте вопросы к подчеркнутым словам, используя указанные в скобках вопросительные слова:**

1. He brought a big watermelon from the shop (*what*)
2. They will come on Tuesday at half past four (*who*).
3. Yesterday I ate porridge with milk (*when*).
4. He can run very quickly (*how*).
5. His mother gave him an apple and a sandwich (*whom*).
6. Her blouse is blue (*whose*).
7. In autumn my brother usually puts on a warm red anorak (*what, what colour*).
8. They will go for a walk in an hour (*when*).
9. We have got five pears in the bag (*how many*).
10. You have got some money in the pocket (*how much*).

**3. Переведите вопросительные предложения на английский язык:**

1. У тебя есть сестра?
2. У его брата были эти диски?
3. Она студентка?
4. Много слов в предложении?
5. В посудном шкафу были чашки, не так ли?
6. Должен я отвечать на вопросы?
7. Могу я помочь вам?
8. Ты вчера переводил текст?
9. На следующей неделе вы будете покупать холодильник?
10. Когда ты обычно встаешь?

**4. Переведите диалог.**

-I'm terribly sorry I'm late. It was very difficult to find you office.



-That's quite all right. Sit down, please. Perhaps now I could start asking you questions... Why do you want to leave your present job and join us?

-I don't feel my qualifications are being properly used and what does the job of general assistant in your office involve? What ...

-Excuse my interrupting you, but you may read all about this job in this leaflet.

### Тема 1.6. «Как выразить (не)согласие с мнением собеседника».

#### План изучения темы:

1. Временные формы глаголов группы Simple Passive.
2. Падежные предлоги.
3. Фразы к теме как выразить (не)согласие с мнением собеседника.

#### Краткое изложение теоретических вопросов:

#### Simple Passive

PRESENT	PAST	FUTURE
am, is, are V III	was/were V III	will be V III
The text <b>is translated</b> by the pupils. The text <b>is not translated</b> by the pupils. <b>Is</b> the text <b>translated</b> by the pupils? What <b>is translated</b> by the pupils?	The text <b>was translated</b> by the pupils. The text <b>was not translated</b> by the pupils. <b>Was</b> the text <b>translated</b> by the pupils? What <b>was translated</b> by the pupils?	The text <b>will be translated</b> by the pupils. The text <b>will not be translated</b> by the pupils. <b>Will</b> the text <b>be translated</b> by the pupils? What <b>will be translated</b> by the pupils?

#### Как выразить (не)согласие с мнением собеседника

Of course (not). — Конечно (нет).

Certainly (not). — Конечно (нет).

All right (I am afraid not). — Да (Боюсь, что нет).

I (don't) agree with you. — Я (не) согласен с вами.

I don't mind (I'd rather not). — Я не возражаю (Я против).

You are (not) right. — Вы (не)правы.

It's a go (No go)! — Пойдет! (Не пойдет!)

I am all for it (I am against it). — Я полностью "за" (Я против этого).

I (don't) think so. — Я так (не)думаю.

Naturally (Hardly). — Конечно (Вряд ли).

Far from it. — Далеко от этого.

You are welcome. — Всегда пожалуйста.

You are mistaken. — Вы ошибаетесь.  
It's a great idea! — Это замечательная идея!  
Nothing of the kind. — Ничего подобного.  
It goes without saying. — Безусловно.  
It's out of the question. — Об этом не может быть и речи.  
I wish I could. — Если бы я мог.  
On the contrary. — Наоборот.

### **Задания для самостоятельного выполнения**

#### **1. Прочитайте, спишите предложения, подчеркните сказуемое, определите время сказуемого, переведите предложения на русский язык.**

- 1) The secondary school was finished by her last year.
- 2) Sometimes the exams are passed by him successfully.
- 3) He will be often sent to Moscow.
- 4) Gorky Street was named Sennaya Street many years ago.
- 5) The composition will be written by the girl next week.
- 6) Her friends were met by her near the university.
- 7) Much time are spent by my relatives together.
- 8) The museum was visited by them last Sunday.
- 9) My friends will be introduced to my parents tomorrow.

#### **2. Замените формы глаголов Simple Active формами глаголов Simple Passive:**

- 1) My relatives often spend much time together.
- 2) He usually teaches mathematics at school.
- 3) They visited a museum last Sunday.
- 4) Helen will meet her friend near the University tomorrow.
- 5) I will introduce my new friends to the parents tomorrow.
- 6) People set up a custom-house for the examination of foreign goods in 1749.
- 7) The fortress replaced the customhouse in 1761.
- 8) 8 The inhabitants usually nickname the Don river as "Father Don".
- 9) People always call Rostov-on-Don the gateway to the Caucasus.
- 10) They will restore that church next

#### **3. Переведите следующие предложения на английский язык:**

- 1) Каждый день учащиеся ходят в лицей.
- 2) Каникулы начнутся через неделю.
- 3) Десять лет назад он учился в школе.
- 4) Он не будет учиться в университете в следующем году.
- 5) Сочинения о каникулах всегда пишутся учащимися с большим интересом.
- 6) Много лет назад эта крепость была восстановлена.
- 7) Набережная будет расширена через год.

- 8) Вчера письмо не было ею написано.
- 9) Иногда лекции не посещаются им.
- 10) Этот экзамен не будет им сдаваться.

#### 4. Переведите диалог.

- Good afternoon, Richard! How are you?
- Good afternoon, James! Fine, thanks. And how are you are getting on?
- Not too bad. But I don't know yet my exam results and...
- Sorry for interrupting you... But you were great at the exam. Well done! Everything will be all right!
- Nothing of the kind. You are mistaken. It was pretty bad.
- I don't agree with you. Don't worry. Let's hope for the best.

#### Тема 1.7. «Как выразить восторг, удивление».

##### План изучения темы:

1. Временные формы глаголов группы Progressive Active,
2. Временные формы глаголов группы Progressive Passive.
3. Предлоги направления.
4. Фразы к теме как выразить восторг, удивление.

##### Краткое изложение теоретических вопросов:

##### Progressive Active

PRESENT	PAST	FUTURE
am, is, are V ing	was/were V ing	will be V ing
I <b>am going</b> to school now. I <b>am not going</b> to school now. <b>Am I going</b> to school now? Where <b>are you going</b> ?	I <b>was going</b> to school when you watched me. I <b>was not going</b> to school when you watched me. <b>Were you going</b> to school when I watched you? Where <b>were you going</b> when I watched you?	I <b>will be going</b> to school tomorrow at 8 o'clock. I <b>won't be going</b> to school tomorrow at 8 o'clock. <b>Will you be going</b> to school tomorrow at 8 o'clock? Where <b>will you be going</b> tomorrow at 8 o'clock?
<i>now — сейчас</i> at present — <i>в настоящее время</i> <i>in this moment — в настоящий момент</i>	<i>all morning yesterday — все утро вчера</i> <i>from... till... yesterday — с... до... вчера</i> <i>all month last year — весь месяц в прошлом году</i>	<i>from ... till ... tomorrow — с... до... завтра</i> <i>all month next year — весь месяц в следующем году</i>

##### Progressive Passive

PRESENT	PAST	FUTURE
am, is, are being VIII	was/were being VIII	will be being VIII
The text <b>is being translated</b> by the pupils now. The text <b>is not being translated</b> by the pupils now. <b>Is the text being translated</b> by the pupils now? What <b>is being translated</b> by the pupils now?	The text <b>was being translated</b> by the pupils. The text <b>was not being translated</b> by the pupils. <b>Was the text being translated</b> by the pupils? What <b>was being translated</b> by the pupils?	The text <b>will be being translated</b> by the pupils. The text <b>will not be being translated</b> by the pupils. <b>Will the text be being translated</b> by the pupils? What <b>will be being translated</b> by the pupils?

### предлоги направления:

*to*: We are coming *to* the station. — Мы подходим *к* станции.

*into*: He is coming *into* the room. — Он заходит *в* комнату.

*towards*: I am running *towards* the bus-stop. — Я бегу *к* автобусной остановке.

*from*: They are coming *from* the theatre. — Они приходят *из* театра.

*along*: I am walking *along* the street. — Я гуляю *вдоль* улицы.

*out (of)*: He is running *out of* the house. — Он выбегает *из* дома.

He is taking the gun *out of* his pocket. — Он достает пистолет *из* кармана.

*through*: A man is walking *through* the smog. — Мужчина идет *сквозь* смог.

*across*: A man is walking *across* the road. — Мужчина идет *через* дорогу.

### Как выразить восторг, удивление

Great! — Грандиозно!

Terrific! — Потрясающе!

Grand! — Здорово!

That's fine! — Это прекрасно!

Fantastic! — Фантастика!

How wonderful! — Как чудесно!

Really? Is that really so? — Неужели? Неужели это так?

You don't say so! — Не может быть!

That's surprise! — Это сюрприз!

That's news to me. — Это новость для меня.

How come? — Как это может быть?

Believe it or not! — Верьте или не верьте!

Just fancy! — Только представьте!

### Задания для самостоятельного выполнения

**1. Прочитайте, переведите на русский язык предложения, содержащие формы глаголов *Progressive Passive*:**

- 1) The composition is being written by the girl now.
- 2) The cake was being cooked by my mother all evening yesterday.
- 3) At the moment the pictures are being described by the pupils.
- 4) The heavy bags were being carried by the porter at that moment.
- 5) All the districts of our city are being connected by bus lines at present.
- 6) The words were being repeated by the girl all morning yesterday.
- 7) The questions are being asked by the relatives now.
- 8) The questions are being answered by the doctor now.
- 9) The dinner was being prepared by my sister from 5 till 6 o'clock in the evening yesterday.
- 10) The grass is being cut in the garden.

**2. Замените формы глаголов *Progressive Active* формами глаголов *Progressive Passive*, если это возможно:**

- 1) The teacher is speaking English now.
- 2) The pupils are reading the book at the moment.
- 3) He was writing this exercise from 5 till 6 o'clock yesterday.
- 4) At the moment the man is waiting for her.
- 5) The woman is listening to the radio now.
- 6) The family is watching TV at this moment.
- 7) They will be eating some fruit all summer next year.
- 8) He will be visiting this museum the whole morning tomorrow.
- 9) We will be sitting on the grass the whole day tomorrow.
- 10) The boy will be playing computer from 5 till 7 o'clock next day.

**3 Замените формы глаголов *Progressive Passive* формами глаголов *Progressive Active*.**

- 1) The supper was being cooked by the mother at that moment.
- 2) TV was being watched by them.
- 3) A letter is being written by the boy at 6 o'clock.
- 4) A beautiful girl is being described by him.
- 5) A heavy box is being carried by the workers.

- 6) The classes are being attended by the students all the term.
- 7) The exams were being passed by him at the end of the term.
- 8) Don river is being nicknamed by rostovites "Father Don"
- 9) At that moment the custom-house was being replaced by the fortress.
- 10) The test was being written by them the whole morning yesterday.

**4 Finish these sentences using the correct form of a verb from the box. Use each verb once.**

<b>Wear</b>	<b>stand</b>	<b>go</b>	<b>work</b>	<b>have</b>	<b>cook</b>	<b>not watch</b>
<b>rain</b>	<b>swim</b>	<b>build</b>				

1. Please be quite. I \_\_\_\_\_.
2. "Where is John?" "He is in the kitchen. He \_\_\_\_\_."
3. "\_\_\_\_\_ it \_\_\_\_\_?" "Yes, take an umbrella."
4. "You \_\_\_\_\_ on my foot." "Oh, I'm sorry."
5. Look! Somebody \_\_\_\_\_ in the river.
6. "Where is Ann?" "She \_\_\_\_\_ a shower."
7. Why \_\_\_\_\_ you \_\_\_\_\_ a coat? It's not cold.
8. They \_\_\_\_\_ a new theatre in the city center at the moment.
9. You can turn off the television. I \_\_\_\_\_ it.
10. Look, there's Carol! Where \_\_\_\_\_ she \_\_\_\_\_?

**5. PAST SIMPLE or PAST CONTINUOUS**

1. Yesterday was a day off, so I (didn't go/ wasn't going) to school.
2. Ann was at home yesterday. She (watched/ was watching) TV the whole evening.
3. What (did you do/were you doing) at 11.30 yesterday?
4. Father (came/was coming) home at 8 o'clock yesterday.
5. I (didn't watch/wasn't watching) TV yesterday. I was very busy.
6. When we left the house, it (didn't rain/wasn't raining).
7. It (rained/was raining) a lot last year.
8. I (woke up/was waking up) early yesterday. It was beautiful morning. The sun (shone/was shining) brightly.
9. When I (rang/was ringing) him up yesterday, he (had/was having) dinner.
10. At this time yesterday I (talked/was talking) to my friend.

**6. Переведите диалог.**

- Hi! You look so happy.
- Hi! I've won the first prize at the conference!
- Is that really so? That's surprise! My congratulations on your excellent results!
- Thanks! I'd like to invite you to our party. Does 6 o'clock

suit you?

- It's O.K.. Are you going to invite your friends?
- Of course. It goes without saying.
- And could you do me a lift now?
- Sorry. I'm afraid not. I'm in a hurry now.
- No need to be sorry. We'll meet soon.
- See you soon.

## Тема 1.8 «Как выразить сомнение, предостережение, совет, предложение».

### План изучения темы:

1. Временные формы глаголов группы Perfect Active.
2. Временные формы глаголов группы Perfect Passive.
3. Предлоги времени.
4. Фразы к теме как выразить сомнение, предостережение, совет, предложение.

### Краткое изложение теоретических вопросов:

#### Perfect Active

PRESENT	PAST	FUTURE
have/has VIII	had VIII	will have VIII
<p>He <b>has worked</b>. I <b>have worked</b>.</p> <p>He <b>has not worked</b>. I <b>have not worked</b>.</p> <p><b>Has he worked?</b> <b>Have I worked?</b></p> <p>Who <b>has worked?</b></p>	<p>He <b>had worked</b>. I <b>had worked</b>.</p> <p>He <b>had not worked</b>. I <b>had not worked</b>.</p> <p><b>Had he worked?</b> <b>Had I worked?</b></p> <p>Who <b>had worked?</b></p>	<p>He <b>will have worked</b>. I <b>will have worked</b>.</p> <p>He <b>won't have worked</b>. I <b>won't have worked</b>.</p> <p><b>Will he have worked?</b> <b>Who will have worked?</b></p>
<p>ever – когда-либо never - никогда just – только что already - уже yet - ещё since - с recently - недавно</p>	<p>by 9 o'clock yesterday - к 9 часам вчера when you came – когда ты пришёл</p>	<p>by 7 o'clock tomorrow – к 7 часам завтра by the first of September – к первому сентября.</p>

#### Perfect Passive

PRESENT	PAST	FUTURE
have/has been VIII	had been VIII	will have been VIII
<p>The text <b>has been translated</b> by the pupils. The text <b>has not been translated</b> by the pupils. <b>Has the text been translated</b> by the pupils? What <b>has been translated</b> by the pupils?</p>	<p>The text <b>had been translated</b> by the pupils. The text <b>had not been translated</b> by the pupils. <b>Had the text been translated</b> by the pupils? What <b>had been translated</b> by the pupils?</p>	<p>The text <b>will have been translated</b> by the pupils. The text <b>will not have been translated</b> by the pupils. <b>Will the text have been translated</b> by the pupils? What <b>will have been translated</b> by the pupils?</p>



### Предлоги времени

**on** : Come *on* Monday. – Приходите в понедельник.

*On* the first of April – первого апреля

**in**: He was born *in* 1998. – Он родился в 1998 году.

He will come *in* May. – Он приедет в мае.

I'll graduate from the institute *in* 5 month – Я закончу институт через 5 месяцев.

**at**: *at* 5 o'clock — в 5 часов

*at* that moment — в тот момент

**before**: Don't come *before* 6 o'clock. — Не приходите *до* 6 часов.

**after**: Come at any time *after* 5 o'clock. — Приходите в любое время *после* 5 часов.

**until, till**: We waited for them *until* 8 o'clock. — Мы ждали их до 8 часов. We'll stay here *till* September. — Мы останемся здесь *до* сентября.

**during**: I woke three times *during* the night. — Я просыпался 3 раза *в течение* ночи.

**for**: *for* 5 days — *в течение* 5 дней

**since**: *since* Monday — с понедельника

### Как выразить сомнение, предостережение, совет, предложение

It can't be helped. — Этому нельзя помочь.

I don't know. — Я не знаю.

If I am not mistaken. — Если я не ошибаюсь.

As far as I remember. — Насколько я помню.

It seems to me. — Мне кажется.

I can't answer right now. — Я не могу ответить прямо сейчас.

I wish I knew. — Если бы я знал.

It's hard to say. — Трудно сказать.

I doubt it. — Я сомневаюсь в этом.

I am not sure of it. — Я не уверен в этом.

Look at. — Осторожно.

Mind the steps. — Осторожно, ступеньки.

Don't take chances. — Не рискуй.

Don't jump to conclusions. — Не торопись с выводами,

Come on, stop it. — Перестань, прекрати,

You'll wait and see. — Поживем — увидим.

Mark my words. — Помяни мои слова.

The sooner... the better. — Чем быстрее... тем лучше.

Hurry up! — Поторапливайся!

Don't be long! — Не задерживайся!

### Задания для самостоятельного выполнения

**1. Прочитайте, переведите на русский язык предложения, содержащие формы *Perfect Passive*:**

- 1) The letters have already been written by her.
- 2) The film has just been seen by us.
- 3) These books have never been read by him.
- 4) Her work has not been finished yet.
- 5) The house will have been built by this summer.
- 6) The article will have been prepared by the end of this week.
- 7) The sentences will have been translated by the students by the end of the lesson.
- 8) The supper had already been prepared when we came.
- 9) When he came the classes had already been finished.
- 10) By 9 o'clock yesterday I had already sent all the letters.

**2. Замените формы глаголов *Perfect Active* формами глаголов *Perfect Passive*:**

- 1) They have just found an interesting book.
- 2) Ann will have written a new article by Monday.
- 3) Nelly had already invited us.
- 4) She has just made tea for all of us. 5.
- 5) He has never told the truth.
- 6) Pete has not bought a new pair of trousers yet.
- 7) I have met the postman recently.
- 8) Nick has already shut the Jour.
- 9) Have you graduated from the university?
- 10) Have you finished the article?

**3 Переведите следующие предложения на английский язык, используя формы глаголов группы *Perfect* действительного и страдательного залогов:**

- 1) Мы только что посмотрели интересный фильм.
- 2) Я еще не прочитал эту книгу.
- 3) Моя мама уже приготовила завтрак.
- 4) Мой брат недавно написал статью.
- 5) Когда он пришел, его сестра уже помыла пол.
- 6) Вчера к шести часам вечера я сделал домашнее задание.
- 7) Она купит новое платье к празднику.
- 8) Институт будет закончен мною к следующему году.
- 9) Сочинения были написаны ко вторнику.
- 10) Предложения уже переведены мною.

**4 PAST SIMPLE or PRESENT PERFECT**

1. My father is a writer. He \_\_\_\_\_ many books.  
a) wrote                      b) has written
2. We \_\_\_\_\_ a holiday last year.  
a) didn't have              b) haven't had
3. I \_\_\_\_\_ football yesterday afternoon.  
a) played                      b) have played
4. What time \_\_\_\_\_ to bed last night?  
a) did you go              b) have you gone
5. \_\_\_\_\_ you ever \_\_\_\_\_ a famous person?  
a) Did... met              b) Have... met
6. The weather \_\_\_\_\_ very good yesterday.  
a) didn't be              b) hasn't be
7. My hair is wet. I \_\_\_\_\_ it.  
a) washed                      b) have washed
8. Kate travels a lot. She \_\_\_\_\_ many countries.  
a) visited                      b) has visited
9. How long \_\_\_\_\_ in Moscow?  
a) did you be              b) have you been
10. When \_\_\_\_\_ to Great Britain.  
a) did you go              b) have you gone
11. "Is Ann here?" "No, she \_\_\_\_\_ yet."  
a) didn't come              b) hasn't come
12. "Is that a new coat?" "No, I \_\_\_\_\_ it for a long time."  
a) Had                      b) have had

### 5. Переведите диалог.

- Hello, Bob! How's life?
- Hello, Ted! So so. I'm nervous about my test results. They could be pretty bad!
- Come on, stop it. Don't jump to conclusions. It seems to me everything will be all right.
- I doubt it.
- You are not right. Mark my words! We'll wait and see.
- The sooner... the better... And are you going to visit your cousin?
- It goes without saying. Let's go together.
- I wish I could. I am in a hurry now. Remember me to your cousin. Have a nice holiday.
- Bye! See you soon.

## Тема 1.9 «Как спросить, попросить о чем-нибудь и как ответить».

### План изучения темы:

1. Неличные формы глагола: Indefinite.
2. Неличные формы глагола: Gerund.
3. Фразы к теме как спросить, попросить о чем-нибудь и как ответить.

### Краткое изложение теоретических вопросов:

#### Синтаксические функции форм инфинитива (Infinitive) и герундия (Gerund); способы их перевода на русский язык:

*а) подлежащее*

**To read** is useful (Чтение/читать — полезно).

**Reading** is useful (Чтение/читать — полезно).

*б) составная часть сказуемого*

We began **to read** this book (Мы начали читать эту книгу).

We began **reading** this book (Мы начали читать эту книгу).

*в) дополнение*

I like **to read** this book (Я люблю читать эту книгу).

I like **reading** this book (Я люблю читать эту книгу).

*г) определение*

This is the book **to be read** (Это - книга, которую нужно прочитать).

I have the wish of **reading** this book (У меня есть желание почитать эту книгу).

*д) обстоятельство*

**To know** English well you should study hard (Чтобы знать английский язык хорошо, вы должны усердно учиться).

After **reading** this book I returned it to the library (После чтения этой книги/После того, как я прочитал эту книгу, я вернул ее в библиотеку).

I can't explain it without **reading** this book (Я не могу объяснить это, не прочитав эту книгу).

### Как спросить, попросить о чем-нибудь и как ответить

May I ask a question? — Yes, you may. — Можно задать вопрос? — Да.

Would you be so kind as to... — Не могли бы вы быть так любезны...

Could you tell me about... — Не могли бы вы рассказать мне о...

I'd like to ask you a question. — Мне бы хотелось задать вопрос.

Say again, please. — Скажите еще раз, пожалуйста.

I haven't quite got you. — Я не совсем понял вас.

Would you mind...? — Вы не возражаете?

What do you mean? — Что вы имеете в виду?

This isn't exactly what I mean. — Это не совсем то, что я имею в виду.

Are you following me? — Вы следите за мной?  
Let's make it clear. — Давайте-ка выясним.  
To my mind... In my opinion... — По-моему мнению ...  
To tell the truth... — По правде говоря ...

### **Задания для самостоятельного выполнения**

#### **1. Переведите на русский язык предложения, содержащие формы *Infinitive*, *Gerund*:**

- 1) To study the history of the country is useful.
- 2) Studying the history of the country is useful.
- 3) They began to study English.
- 4) They go on studying English.
- 5) They like to study English.
- 6) They like studying English.
- 7) The history of any country is worth studying.
- 8) He is busy preparing a report.
- 9) He insisted on studying English.
- 10) With discussing this problem we can better understand it.
- 11) We can't understand peoples customs and traditions without studying their history.
- 12) I don't like your method of getting this information.
- 13) She cannot sleep without seeing and speaking to you.
- 14) She does not like the thought of leaving you.
- 15) He couldn't stop talking.
- 16) She was sitting without saying a word.
- 17) I have the risk of being late.
- 18) To get to the door it is necessary to pass through the hall.
- 19) The first person to come to the meeting was my father.
- 20) I have a word to say to my friend.

#### **2. Вместо пропусков вставьте формы *Gerund* или *Infinitive* (глагол дан в скобках):**

- 1) We go on ... English (study).
- 2) You shouldn't avoid ... these facts (mention).
- 3) The tourists decided ... all the museums (visit).
- 4) They insisted on ... English only (speak).
- 5) They put off... this problem (discuss).
- 6) This city is worth ... (see).
- 7) I have the wish of... a letter (write).
- 8) ... this problem you should read this article (discuss).
- 9) Before ... the door, he stopped for a moment (open).
- 10) After ... TV he went to bed (watch).

### 3. Переведите на английский язык предложения, используя формы *Gerund* и *Infinitive*

- 1) Трудно изучать английский язык, не посещая англоязычную страну.
- 2) Трудно понять традиции и обычаи народа, не изучая его истории.
- 3) Невозможно рассказать о Лондоне, не упомянув о самых знаменитых зданиях.
- 4) Я предпочитаю говорить по-английски.
- 5) Продолжает идти дождь.
- 6) Этот музей стоит посетить.
- 7) Я хочу покинуть этот город.
- 8) Он вышел из комнаты, не сказав ни слова.
- 9) Он настаивал на том, чтобы мы уехали.
- 10) Говорить по-английски — трудно.

### 4. Переведите диалог.

- Would you be so kind as to tell me about your job?  
— What do you mean? I haven't quite got you.  
— I'd like to ask you about all likes and dislikes of your job because I want to join your company.  
— To tell the truth I am going to leave this company soon. In my opinion I could find a better place to work.

### Тема 1.10 «Как говорят по телефону».

#### План изучения темы:

1. Неличные формы глаголов: Participle I.
2. Неличные формы глаголов: Participle II.
3. Фразы к теме как говорят по телефону.

#### Краткое изложение теоретических вопросов:

Синтаксические функции форм причастия настоящего (Participle I) и прошедшего (Participle II) времени в предложении; способы их перевода на русский язык:

*а) составная часть сказуемого*

He is **translating** the text (Он переводит текст).

He is **writing** a composition (Он пишет сочинение).

The text is **translated** by him (Текст переводится им).

The composition is **written** by him (Сочинение пишется им).

*б) определение*

The boy **writing** a composition is my student (Мальчик, пишущий сочинение, — мой студент).

The composition **written** by my student is nice (Сочинение, написанное моим студентом, замечательное).

The **written** composition is nice (Написанное сочинение замечательное).

*в) обстоятельство*

(When, while) **reading** this book I made some notes (Читая эту книгу, я делал пометки).

**Being asked** to answer the questions I did it at once (Когда меня попросили ответить на вопросы, я сделал это сразу же).

**Having written** a composition he went to bed (Написав сочинение, он пошел спать).

**Having been formed** the council began to function (Будучи сформированным, совет начал функционировать).

When **translated** into Russian this book was read by my students (Когда эту книгу перевели на русский язык, она была прочитана моими студентами).

Though not **prepared** very well he could answer that question (Хотя он был не очень хорошо подготовлен, он смог ответить на этот вопрос).

If **written** well the composition will be read to the students (Если сочинение будет написано хорошо, оно будет прочитано студентам).

### Как говорят по телефону

Hello! May I speak to Jane, please? (Алло! Можно поговорить с Джейн?)

Hold up a moment, please. (Подождите минутку, пожалуйста)

Is this Jane? Hi, Jane. This is Ann calling. (Это Джейн? Привет, Джейн. Это Анна)

I can hardly hear you. There's some noise. And your voice is fading from time to time. Could you speak louder, please? Or... It's better... Call me up once again, please. (Я едва слышу тебя. Какой-то шум. И твой голос пропадает время от времени. Не могла бы ты говорить громче, пожалуйста? Или... Лучше... Перезвони мне еще раз, пожалуйста)

Are you there? (Ты слышишь меня?)

Now I hear you alright! (Сейчас я слышу тебя хорошо)

### Задания для самостоятельного выполнения

#### 1. Переведите на русский язык предложения, содержащие формы **Participle I, Participle II**:

- 1) They were spending their holidays in Moscow.
- 2) The money was spent on computer games.
- 3) They were choosing the books in the library the whole morning yesterday.
- 4) The books were chosen by them.
- 5) I like the singing birds.
- 6) I like the birds singing in the trees.
- 7) The spoken language was difficult to understand.
- 8) The article written by this journalist was unusual.
- 9) Writing a composition he was making some mistakes.

- 10) Having written a composition he went out.
- 11) Being well prepared he passed his exams successfully.
- 12) If studied the English language will display many words of Latin origin.
- 13) Having opened the door he went into the room.
- 14) Having introduced my new friends to my parents I began to play computer games.
- 15) The written article was published in this journal.
- 16) Being cooked by my mother the supper was very nice.
- 17) Visiting the museum he met her there.
- 18) The enlarged embankment is very beautiful.
- 19) Our city destroyed by the fascists was rapidly restored.
- 20) The new built Musical Theatre is in B. Sadovaya Street.

**2. Вместо пропусков вставьте формы Participle I и Participle II (глагол дан в скобках):**

- 1) The boy ... a disc is my student (buy).
- 2) The distance ... by him is very long (run).
- 3) The composition was ... by the students (write).
- 4) The students were ... a composition (write).
- 5) When ... she brought some books (ask).
- 6) When ... this book he found much interesting information (read).
- 7) He saw the ... bird in the sky (fly).
- 8) Having ... graduated from the university he began to work in this joint venture (graduate).
- 9) We were drinking tea ... by her (make).
- 10) My grandmother lives in the house ... in 1990 (build).

**3. Переведите на английский язык предложения, используя формы Participle I:**

- 1) Получив необходимую информацию, он написал доклад.
- 2) Находясь в библиотеке, она встретила своих студентов.
- 3) Получив письмо, он сразу написал ответ.
- 4) Кутив необходимые вещи, он пошел домой.
- 5) Покидая свою страну, он думал о своем прошлом.
- 6) Находясь на рынке, он купил много фруктов.
- 7) Мы увидели горящий дом
- 8) Он нашёл тропинку, ведущую к дому.
- 9) Ветер, дующий с севера, был очень холодный.
- 10) Я люблю людей, говорящих правду.

**4. Переведите на английский язык предложения, используя формы Participle II:**

- 1) Мне понравился доклад, подготовленный этим студентом.
- 2) Я съел суп, приготовленный моей мамой.
- 3) Я прочитал книгу, написанную этим писателем.
- 4) Я отдал вещь, забытую им.
- 5) Когда меня попросили, я ответил на этот вопрос.
- 6) Когда статью написали, ее отправили в журнал.
- 7) Хотя его хорошо подготовили, он не сдал экзамен.



- 8) Если книгу найдут, она будет продана.
- 9) Если эти цветы купят, их поставят в эту вазу.
- 10) Я принес магнитофон, купленный моим отцом.

**5 Составь письменно диалог – разговор по телефону с другом (подругой), используя фразы выше.**

# COLLEGE LIFE

## Unit 1. VOCABULARY WORK

### 1. Translate the words and phrases:

go to university / college	do (Music)
.....	.....
get a place at (Oxford)	undergraduate
.....	.....
read (= study) (Pedagogy)	graduate
.....	.....
go to lectures / seminars / tutorials	postgraduate
.....	.....
get a degree	do research
.....	.....
do a course in (Art)	
.....	

### 2. Read the sentences and translate them in written form.

A math teacher teaches math. His/Her students study math. After school, students do their homework.

In elementary school, children learn to read and write.

A university teacher/professor gives a lecture, and the students take notes.

Students take courses in colleges and schools. At the end of a course, you often have to take an exam. You hope to pass your exams. You don't want to fail your exams.

If you complete your courses and pass the exams at a university, you get a degree.

### 3. Grammar focus. Choose verbs from exercise 2 to fill in the blanks below. Put the verbs in the correct form.

Carla did well in school. She always found it easy to (1) ...learn..., and she always (2) ..... her homework. She (3) ..... all her exams.

Now she is in college, and she is (4) ..... biology. She is also(5) ..... a special chemistry course. Carla likes to sit in lectures, listen to the lecturer, and (6) ..... notes. She will (7) ..... her final exams next month. If she (8) ....., she will (9) ..... a degree in biology. If she (10) ....., she will be very sad. She would like to become a biology teacher. She would like to (11).....lectures.

### 4. At college students study a lot of different subjects. Put the letters in order and translate the subjects into Russian. Which are your favorite subjects? Which ones do you not like?

- |                |                 |                |       |
|----------------|-----------------|----------------|-------|
| 1) siHyro      | .....History... | 7) holgyPcsyo  | ..... |
| 2) pyGgarho    | .....           | 8) ecSeinc     | ..... |
| 3) sahtM       | .....           | 9) tAr         | ..... |
| 4) hisgEnL     | .....           | 10) suMic      | ..... |
| 5) goPagedy    | .....           | 11) aturitLere | ..... |
| 6) toinforamnl | .....           | 12) siPycalh   | ..... |
| nolTechgyo     | .....           | atiEdconu      | ..... |

**5. Rewrite the sentences with subjects.**

- 1) I like computers. ... *I like Information Technology*.....
- 2) I like drawing and painting. ....
- 3) I like learning about the past. ....
- 4) I like numbers. ....

**6. Complete the timetable with the subjects from exercise 4.**

- 1) Monday 9.00-9.45: the study of the methods and activities of teaching
- 2) Monday 9.45-10.30: the study of drawing and painting
- 3) Monday 10.30-11.15: the study of the past
- 4) Monday 11.15-12.00: the study of numbers, shapes, etc.
- 5) Tuesday 9.00-9.45: the study of the human mind and feelings
- 6) Tuesday 9.45-10.30: the study of sounds made by instruments or voices
- 7) Tuesday 10.30-11.15: the study of the use of computers for sending and storing information
- 8) Tuesday 11.15-12.00: doing exercise and learning to play sport
- 9) Wednesday 9.00-9.45: the study of countries, rivers, mountains, etc.
- 10) Wednesday 9.45-10.30: the study of books, plays, poems, etc.
- 11) Wednesday 10.30-11.15: using experiments for the study of the way things happen in the physical world
- 12) Wednesday 11.15-12.00: the study of the language people speak in Britain

	Monday	Tuesday	Wednesday
9.00-9.45			
9.45-10.30			
10.30-11.15			
11.15-12.00			

**7. Fill in your own timetable for today as in the example:**

Day of the week		
08:30-10:05		Classroom ____
10:15-12:05		Classroom ____
12:05-12:25	Break and lunch	Canteen
12:25-14:00		Classroom ____
14:05-15:40		Classroom ____

**8. Fill in the correct word.**

- 1) I could get a job as a secondary school ..... now, but I want to continue studying to become a university ..... (teacher / lecturer)
- 2) History is my favorite ....., but today's ..... wasn't very interesting. (lesson / subject)

- 3) My primary school only has 300 ..... but there are over 5,000 ..... at my brother's university.(pupils/students)
- 4) Frank got good ..... in all of his school exams, so he was able to go to university to do a ..... .(grades /degree)
- 5) There will be no lectures during the last ..... of my history ..... as we are expected to study for exams then. (course / term)
- 6) I got an extra ..... for remembering the name of Napoleon's horse, so my final ..... for the test was 19 out of 20! (point / mark)
- 7) The ..... of the arts faculty used to be the ..... of a primary school. (dean / headmaster)
- 8) When I went to ..... I only saw my parents during the holidays, but now that I go to a .....I see them every night.(day school / boarding school)
- 9) It is necessary to pay school fees in order to go to a ..... whereas a ..... is run by the state and is therefore free. (comprehensive school / private school)
- 10) My brother and sister go to a ..... but I go to a ..... where there are only girls. (co-educational school / single-sex school)

9. **A. Write these words in the correct column.**

a certificate    pedagogy    a degree    a diploma    secondary school    ~~high school~~  
 psychology    literature    primary school    university

go to + place, leave + place	study + subject	get + qualification
<i>high school</i>		

**B. Add more words. Use your dictionary.**

10. **Grammar focus** *Put the verbs in brackets into the present simple or the present continuous.*

Hi Isabel,

I'm in the beautiful city of Oxford. I 1) *..am studying..*(study) German and Russian at the university here. I 2) ..... (find) both languages interesting but German 3) ..... (be) more difficult. All the other students on the course 4) ..... (feel) the same way, too. We 5) ..... (meet) once a week to discuss the lectures. This week, we 6) ..... (go) to the theatre in London to see a play.

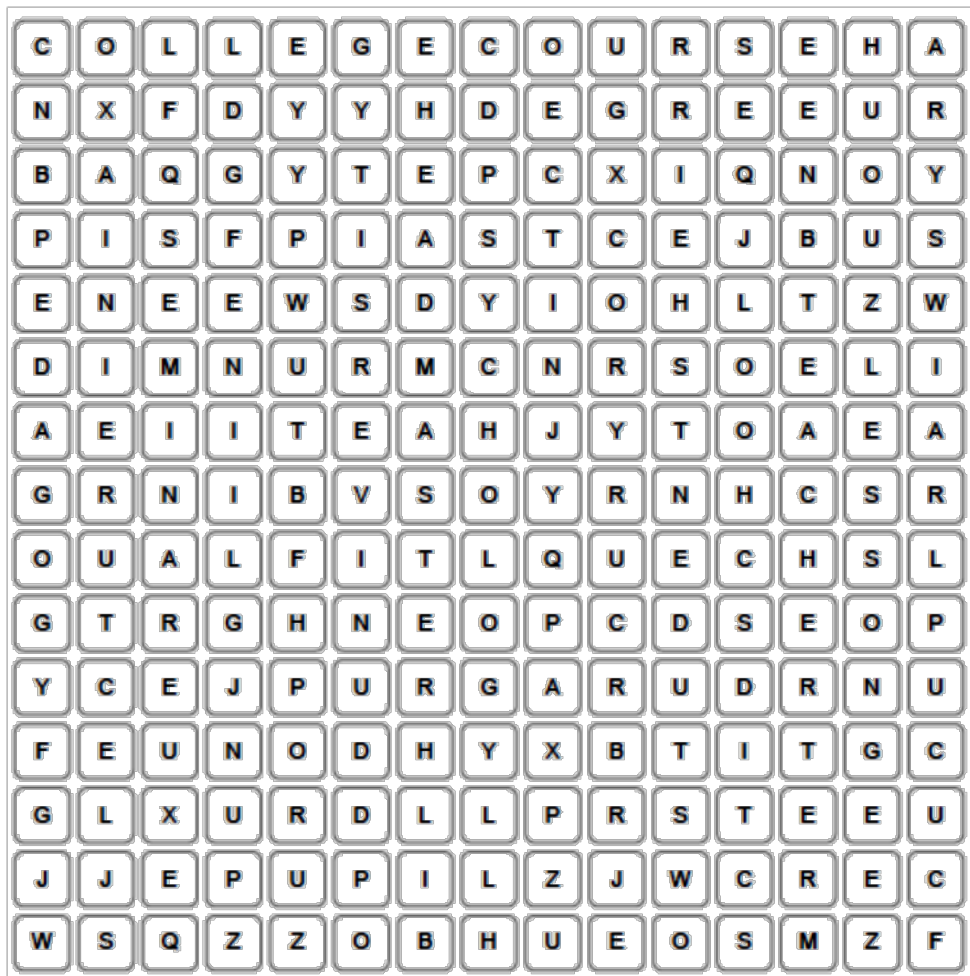
I 7) ..... (stay) on the campus for the moment but a few of us 8) ..... (look) for a house to share. The food in the halls 9) ..... (not/be) very good, so we usually 10) ..... (have) lunch at a restaurant nearby.

I hope to hear from you soon.

Take care.

Bill

11. **Game** *Can you find 16 hidden words in this word search? Words can go in the following directions: ▲►▼◀.*



## Unit 2. STUDYING AT COLLEGE/UNIVERSITY

1. Read the text "At my college", p. 192-193. Do exercises 7-11, p. 196-197 (Golubev A.P. «Английский язык»)

2. Answer the questions about yourself:

- 1) Why did you enter this college?
- 2) How many departments are there in our college? What are they?
- 3) What department do you study at?
- 4) Why did you choose this speciality?
- 5) What year are you in?
- 6) What group do you study at?
- 7) What is your group mistress?
- 8) What is your headgirl?

3. Complete the questions using the words in the box. Then answer them.

assessment	<del>group</del>	coursework	deportment	grade	homework	lessons
marks	revising	staff				

- 1) How many students are there in your ..group...? .....
- 2) How many members of ..... are there at your college? .....
- 3) What is the name of the head of your .....? .....
- 4) How many .....do you have each day? .....
- 5) How many ..... did you get in your last English test? .....
- OR
- What was your ..... in your last English test? .....
- 6) How long does it take you to do your ..... each night? .....
- 7) Which do you prefer: exams, continuous ..... or a mixture of the two? .....
- 8) Do you like to have music in the background when you are ..... for an exam? .....
- 9) Which are you better at: exams or .....? .....

4. **Grammar focus** Think of the rules at your college. Use the Key Words to talk about what you can and can't do, and what you have to and don't have to do.

i.e.: We have to change our shoes when we come in.

### Key Words

change your shoes, smoke, wear a uniform, kiss, eat during lessons, use notes during tests, play music during breaks, be late for lessons, go on class excursions, wear make-up, tie long hair, organize discos, wear jeans, listen to music during lessons

*Discuss the rules with the class. How tolerant is your college?*

**5. Grammar Focus** Complete the text with suitable modal verbs. There may be more than one answer.

**Milton School. Exam Rules**

- a) You 1) ... *must*... bring your student ID card with you to the examination.
- You 2) ..... put it on your desk so that your teacher can see it.
- b) You 3) ..... talk during the exam. When you finish your exam, you
- 4) ..... quietly leave the exam room.
- c) You 5) ..... use a calculator for the Mathematics section.
- d) You 6) ..... be in the exam room at least 10 minutes before the exam starts.
- e) You 7) ..... turn off your mobile phone during the exam.
- f) You 8) ..... take your books with you into the exam room.

**6. Put the words and phrases in three columns.**

test, quiz, written exam, finals, entrance exam, sit an exam, exam questions, computer-based exam, internet-based exam, take an exam, oral exam, pass an exam, exam board, pen and paper exam, fail an exam, exam results, study for an exam, exam papers, read for an exam, exam supervisor

types of exams	students' exam related actions	exam related people or things

**7. A. Are exams fair or not? Tick the statements you agree with.**

**YES**

- The alternative to sit-down exams is to do coursework over the whole school year. This gives students the opportunity to cheat. They can copy other people's work, for example.
- Continuous assessment isn't fair. Students who have their own room to study in and access to books and computers at home have a much better chance of success than students who don't have those things.

**NO**

- You might have hay fever or feel sick on the day of an exam, and so you do badly. That's unfair.
- Exams are a test of memory. They don't test how much you really know.

**B. Write your own reason for being in favor of or against exams.**

.....

.....

**8. Answer the questions.**

- 1) What professions can you master in vocational colleges?
- 2) What is the main difference between vocational colleges and universities?

**9. *Read the text and check your guesses.***

Contrary to popular belief, vocational colleges aren't just for students who couldn't get into university. Students attend vocational colleges for a number of reasons, including getting some practical skills or experience before going to university. For many people it is a good two-year long alternative to longer higher education programs.

Whereas in universities the education concentrates more on theory and abstract knowledge, in vocational colleges the education usually prepares learners for careers that are traditionally non-academic. In other words, it is directly related to a specific occupation or vocation, and students develop expertise in a particular technique or learn some practical skills.

Till the end of the twentieth century, vocational education focused more on specific trades, such as automobile mechanics or welding, and was therefore associated with the activities of lower social classes. But the situation has changed. Now vocational education exists in industries such as retail, tourism, information technology and cosmetics.

*(Enjoy English 11)*

**10. *Do research on the internet of a successful person who didn't go straight to a university after school. Present the results of your research to the rest of the group.***



## AT THE LESSON

### Unit 1. FIRST LESSON

1. *Before you start working at the text practice pronunciation of the following words. Transcribe them, guess the meaning. Read aloud.*

chorus	register	headmistress
obediently	message	innocent
obey	term	imperative
silent	conscious	note

2. *Read the text.*

#### ANNE MEETS HER CLASS

The children fixed their eyes upon Anne. Anne gazed back, feeling helpless.

Now, children," began Miss Enderby firmly, "you are very, very lucky this term to have Miss Lacey for your new teacher."

Anne gave a watery smile. The children's faces were unmoved.

"Miss Lacey," repeated Miss Enderby with emphasis. "Can you say that?"

"Miss Lacey," chorused the class obediently.

"Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby in an imperative tone.

"Good morning. Miss Lacey," came the polite chorus.

"Good morning, children," responded Anne in a voice which bore no resemblance to her own.

Miss Enderby motioned to the children to take their seats. "I should give out paper and coloured pencils," said Miss Enderby, "as soon as you've called the register. Keep them busy while you're finding your way about the cupboards and so on."

She gave a swift look round the class. "I expect you to help Miss Lacey in every way," said the headmistress. "D'you hear me, Arnold?"

The little boy addressed, who had been crossing and uncrossing his eyes in an ugly manner for the enjoyment of his neighbours, looked suitably crest-fallen.

"If I were you, I should keep an eye on that boy," murmured Miss Enderby. "Broken home — brother in Borstal — and some rather dreadful habits!"

Anne looked with fresh interest at Arnold and thought he looked quite different from what Miss Enderby said about him. Far too innocent and apple-cheeked to have such a cord. But even as she looked, she saw his pink face express his scorn of Miss Enderby who was giving her final messages to the new teacher.

"Break at ten forty-five, dear," said the headmistress. "Come straight to the staff room. I will wait there till you join us. I will introduce you to those you didn't meet on your first visit. How do you like the idea of having a cup of tea then? We need rest after all. If there's anything that puzzles you, I shall be in my room. You can depend on me. Just send a message by one of the children."

She made her way to the door and waited before it, eyebrows raised as she turned her gaze upon the children. They gazed back in some bewilderment.

“Is no one going to remember his manners?” asked Miss Enderby.

With a nervous start Anne hastened forward to the door, but was waved back by a movement of her headmistress's hand. A dozen or more children made a rush to open the door. A freckled girl with two skinny red plaits was the first to drag open the door. She was rewarded by a smile.

“Thank you, dear, thank you,” said Miss Enderby and sailed majestically into the corridor. There came a faint sigh of relief as the door closed behind her, and the forty-six tongues which had so far kept unnaturally silent began to wag cheerfully. Anne watched this change with some dismay. She remembered with sudden relief some advice given her at college in just such a situation.

“Stand quite still, be quite calm, and gradually the children will become conscious that you are waiting. Never, never attempt to shout them down.”

So Anne stood her ground waiting for the chattering to subside. But the noise grew in volume as conversations became more animated. One or two children ran across the room to see their distant friends. Two little boys attacked each other. A child with birthday cards was displaying their beauties to an admiring crowd round her desk. Arnold had removed his blue pullover and was attempting to pull his shirt over his head, in order to show his friends a scar on his shoulder-blade.

Amidst growing chaos Anne remained silent. She looked at the clock which jerked from one minute to the next and decided to let it leap once more before she abandoned hope.

One crumb of comfort, if comfort it could be called, remained with her. This was an outburst of natural high spirits. Her presence, she noted, meant nothing at all to them.

A chair fell over, someone yelped with pain, there was a burst of laughter, and Anne saw the clock jump to another minute. Anne advanced into action.

“To your desks!” she roared, “And quickly!”

With a pleasurable shock she saw her words obeyed. Within a minute order had returned. Refreshed by the break the children turned attentive eyes upon her.

Anne's self-esteem crept back.

*(Практический курс английского языка. 2 курс. Аракин В.Д.)*

### **3. Answer the questions.**

1. How was Anne introduced to her class? 2. What did she feel at that moment? What words does the author choose to describe her feelings? 3. What instructions did the headmistress give to the young teacher? What do you think, of them? 4. Why did Anne “look with fresh interest at Arnold”? Describe Arnold's appearance and behaviour. 5. How did the other children behave in Miss Enderby's presence? (Find words describing their behaviour.) 6. Why do you think “there came a faint sigh of relief” after Miss Enderby left the classroom? Describe the children's behaviour after she left. 7. What advice given her at college did Anne remember? Did she follow the advice? What was the result? Why did the children behave like that? 8. How did Anne restore the order? Do you think it was the only way out? 9. Comment on the words: “Anne's self-esteem crept back”.

### **4. How do YOU usually behave at the lesson? What type of students are you? Do you like to attend lessons?**

**5. Read the text “Why do I have go to school?”**

I don't understand why I have to go to school. Mom says that I need to learn things I'll use in my professional life, but who cares? I don't want to be a doctor or a lawyer...In fact my dream is becoming a great soccer player and play soccer in many countries around the world. Why would I need to go to school to do that? Well, I've been thinking... Maybe I'll need to learn some languages or I'll never be hired to play abroad. And if I become rich I'll need to know some maths to deal with so much money... And I'll have to understand contracts. Some geography wouldn't be bad alter all...You know what? Maybe Mom is right and if you want to be a doctor, a lawyer or a soccer player like me you'll have to go to school and study hard. I've got to go now, I've just remembered I've got some homework to do and I don't want to risk my brilliant future. From now on. I'll do my best to learn everything I can.

**6. Mark true (T) or false (F). You'll explain when it's false.**

- 1) The boy thinks a soccer player doesn't have to go to school. (  )
- 2) His mother agrees with him. (  )
- 3) He wants to be a lawyer or a doctor. (  )
- 4) He realizes he needs to learn some languages. (  )
- 5) He thinks geography won't be useful. (  )
- 6) Maths can help him in the future. (  )
- 7) He doesn't have homework to do. (  )
- 8) Now he thinks doing homework is important. (  )

**7. Mark if you agree (A) or disagree (D) with the boy.**

- 1) Soccer players don't need to study. (  )
- 2) To work in other countries you have to know their language. (  )
- 3) Rich people need to know math to deal with business. (  )
- 4) Geography can help if you're going to travel around the world. (  )
- 5) If you don't do your homework you might risk your future. (  )
- 6) You should do your best to learn everything. (  )

**8. Answer the questions:**

- 1) Did you have some problems with motivation to learn at school?
- 2) How do you think knowledge received at school and at college will help you in the future?
- 3) What subjects do you think will be the less important for you in the future? Why?

**9. Write an essay “My First Teaching Experience” (150-180 words). Describe your first lesson at school as a teacher.**

## Unit 2.UNUSUAL LESSONS

1. **Read the title of the article. What do you think it is?**

2. **Read the text and complete the sentences. Use up to three words.**

- 1) Students in Australia attend the School of the Air because their families live far..... .
- 2) The children of this school have their lessons over .....
- 3) The children belong to a class, but they study .....
- 4) Each lesson lasts .....
- 5) Students send their homework .....
- 6) The teacher usually meets the students .....

### School of the Air

In Australia, many families live a long way from a town, so the nearest school is often very far away.

For this reason, many children attend a very different kind of school. It is called the School of the Air because the students have lessons over the radio.

Most areas have a school like this for children between 4 and 12 years old. They study at home, but they are still members of a class. The children have radio lessons with their class three times a week. Each lesson is about 30 minutes. Students also have a 10-minute private lesson with their teacher once a week.

The school provides the radio, books, videos and other resources. The children send their work to the teacher once a week. The teachers prepare the lessons and the children's parents help them to do their work at home. Teachers and students also communicate by phone, fax and email and the teacher visits children at home at least once a year.

The School of the Air may sound like a strange idea. For the isolated students of Australia it's the only way to learn.

*(Upstream. Elementary)*



3. **Find information about a school in your country that is different from typical schools and write a short description of it. Write:**

- 1) how the school is different from other schools
- 2) how many days a week/hours a day students attend
- 3) what subjects they study

4. **Grammar focus. Rewrite the following passage in the passive.**

Our school is organising a Science Fair. The headmaster will choose the best project. The teachers have asked students to do something about the environment. Students should include interesting experiments in their projects. The school will give the winners a set of Science books.

*A Science Fair is being organized by the teachers of our school.*

.....  
.....  
.....  
.....  
.....

**5. A Game always makes a lesson unusual. It is “Word Hunt”. Students can either work individually, in pairs or in small groups.**

***A. Make a list of everything in the classroom. Who has the longest list?***

***B. Name at least two things in the classroom that:***

- 1) are very expensive.
- 2) you can use to write with.
- 3) are small enough to fit in your pocket.
- 4) you would find it difficult to study without.
- 5) are brown.
- 6) are very heavy.
- 7) won't work without electricity.
- 8) are made of glass.
- 9) cost less than a pound.

## At the lesson

1. Прочитайте и переведите текст.

OUR ENGLISH LESSON

Teacher: Good morning, all! Sit down, please! Is anybody absent today?

Monitor: Nobody is. All are present. Oh, I am sorry, Ann is not here.

Teacher: What's up? Is she ill?

Monitor: She is having flu with a high temperature.

Teacher: That's too bad. Well now. Let's begin. Let's check our homework. Mike, will you take your exercise-book and come to the board?

Mike: Shall I write the words on the board?

Teacher: Do. And you, Helen, read Text 7, will you? The others should write down the mistakes if she has any. Do you follow me? Will you read a little louder, please. That will do. Any mistakes noticed?

Julia: I think she says [θ] instead of [ð] in some words.

Teacher: That's it. Helen, pronounce the words. Now it is correct. You must work more on your pronunciation. Now everybody look at the board!

Mike: Shall I read the exercise?

Teacher: Of course. (Mike reads). Is everything correct, Pete?

Pete: I think it is.

Teacher: Thank you, Mike. Clean the board, please, and take your seat. Now let's listen to the new text. Open your books at page 21. Will you please switch on the cassette-recorder, Tom? Thank you.

Vocabulary:

to be absent – отсутствовать Is anybody absent? – Кто-нибудь отсутствует?

to be present – присутствовать All are present. – Все присутствуют.

What's up? – Что случилось?

Let's... (begin, read...) – Давайте... (начнём, прочтём...).

to check the homework – проверить домашнее задание

an exercise-book – тетрадь

to come to the board – выйти к доске

to write down – записывать

a mistake – ошибка

Do you follow me? – Вы следите за мной? (слушаете меня?)

That will do. – Достаточно.

That's it. – Вот именно.

Look at the board! – Посмотрите на доску!

Is everything correct? – Всё ли верно?

Clean the board. – Вытри(те) доску.

Take your seat. – Садись(тесь) на место.

to switch on – включить

### Материал для устной речи

to have classes/after classes	иметь уроки / после уроков
Sit down.	Садитесь.
Stand up!	Встаньте!
Take your seat (s).	Займите свои места.
Who is on duty today? – I am on duty today.	Кто сегодня дежурный? – Я дежурный.
Who is absent?	Кто отсутствует?
All are present.	Все присутствуют.
Go on reading (writing).	Продолжайте читать (писать).
May I come in?	Можно мне войти?
I am sorry. I am late.	Простите, я опоздал.
May I go out?	Можно мне выйти?
What's the English for "словарь"?	Как по-английски "словарь"?
What's the Russian for "chalk"?	Как по-русски "chalk"?
Repeat it, please. / Say it again.	Повторите, пожалуйста.
That will do.	Достаточно.
Stop talking.	Перестаньте разговаривать.
Silence, please.	Тишина, пожалуйста.
No helping,	Без подсказок. Не подсказывайте.
Correct the mistakes, please.	Исправь(те) ошибки, пожалуйста.
Come (up) to the board!	Идите к доске!
Clean the board.	Вытрите доску.
chalk / duster	мел / губка
to wet the duster	намочить губку
May I ask you a question?	Можно задать вопрос?
Are you ready?	Вы готовы?
How long is it before the bell?	Сколько (времени) до звонка?

The lesson is over.	Урок закончен.
break	перемена
Hand in your exercise-books!	Сдайте ваши тетради!

2. Напишите предложения, как показано в примерах, используя активную лексику урока:

A. Example: Let's begin our morning exercises.

читать текст; писать на доске; делать упражнение; записывать слова; переводить текст; наш урок

B. Example: Shall I write it on the board?

вытереть доску; принести мел; намочить губку; отвечать на вопросы; исправить ошибки; читать текст

C. Example: Listen to the new song.

учитель; рассказ; историю; магнитофон; радио; Мария

D. Example: Look at the clock.

картина; дом; доска; учебник; слова

3. Спросите соседа по парте разрешения...

выйти, войти, открыть окно, взять учебник, начать читать, закрыть дверь, вытереть доску, взять ручку, включить радио.

Человек, у которого вы просите разрешения, должен использовать в ответе одну из фраз:

Certainly. You may. Do, please. I'm afraid, not. You must not.

4. Переведите на английский язык:

1. Кто сегодня дежурный? – Елена. Сегодня кого-нибудь нет? – Да. Трое студентов отсутствуют. 2. Сегодня все присутствуют. 3. Виктор здесь? – Нет, он отсутствует. Он заболел. 4. Что случилось? – У него простуда. 5. Можно задать вам вопрос? – Да, пожалуйста. – Где ваше домашнее задание? 6. Как по-английски «книжный шкаф»? 7. Включить магнитофон? – Да, пожалуйста. 8. Стереть с доски? – Нет, не надо. 9. Начинать читать? – Да, читайте громче, пожалуйста. 10. Достаточно. Виктор, продолжайте читать. 11. Можете садиться. 12. Тихе, пожалуйста. Занятие не окончено. 13. Сколько времени до звонка? – Только 2 минуты. 14. Поставьте вопросы к тексту. 15. Не подсказывайте! 16. Занятие окончено. Перемена.

5. Составьте мини-диалоги между учителем и классом, используя «Classroom Expressions»





## EDUCATION

### Unit. 1 THE WORLD OF LEARNING

*When I hear, I forget.  
When I see, I remember.  
When I do, I understand.*  
Chinese proverb

#### 1. Answer the questions.

- 1) What is “education”?
- 2) Where can we get education?
- 3) If you had a chance, would you go to study abroad?
- 4) Do you agree that “Learning is a Treasure that will follow us everywhere”?

#### 2. Put these places of education in order from 1-4. Start with the one you go to first.

primary school  university  nursery school  secondary school



#### 3. Listen to the dialogue and fill in the gaps.

- Daddy, when were you born?
- I was born in 1947, in Greenwich.
- What school did you go to?
- First, I went to a 1) \_\_\_\_\_ school in a small village with only fifty other 2) \_\_\_\_\_.
- And then?
- Later, my parents and I moved to London where I started 3) \_\_\_\_\_ school.
- How much can you remember from that time? How many 4) \_\_\_\_\_ did you study at secondary school?
- A lot of subjects: maths, 5) \_\_\_\_\_, history, geography...
- And what was your favourite subject?
- PE, of course.
- How many 6) \_\_\_\_\_ did you have every day?
- I don't remember exactly, perhaps six or seven...
- Was your school a state school or a 7) \_\_\_\_\_ school?
- My parents couldn't afford to send me to a public school, so I had to go to a 8) \_\_\_\_\_ school.
- When did you leave school?
- At the age of 18 I decided to go to 9) \_\_\_\_\_ and study medicine, as you know.
- Did you like university?
- Well, we had to know every bone in a person's body, but generally it was all right. And what about your future, Mary?
- I want to go to university and study medicine just like you, dad.
- I'm very proud of you but now I think you should finish your 10) \_\_\_\_\_, don't you?

#### 4. Put the words in the box into the correct group.

college	exam	homework	lecture	lesson	mark	nursery school	term
primary school	pupil	secondary school	student	teacher	university		

people	places	study periods	work
...pupil...	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
	.....		
	.....		

**5. Match the words from places and study periods in ex. 4 with the definitions.**

- 1) a place of education for children aged 3 to 5
- 2) a place of education for children aged 5 to 11
- 3) a place of education for children aged 11 to 16 or 18
- 4) a place of education for advanced studies, especially in practical subjects
- 5) a place of education for studies at the highest level
- 6) a short period of study at a school
- 7) a period of study at a college or university when one teacher talks to a large group of students
- 8) one of the periods of time a year of education is divided into

**6. Complete the sentences with words from people and work in ex.4 which mean the same as the words in brackets.**

- 1) (children) In this school there are 25 ..... in each class.
- 2) (person who studies) I'm a ..... at York University.
- 3) (person whose job is to teach) When I'm older, I'd like to be a .....
- 4) (work my teacher asks me to do at home) I've got too much .....
- 5) (letter or number a teacher gives to a piece of work) What ..... did you get? I got a B.
- 6) (test to see how much you know) I've got an ..... tomorrow.

You will hear a radio program about education. For questions 1-7, decide which of the choices A, B or C the correct answer is.

**7. Read the text, try to focus on its essential facts, and choose the most suitable heading below for each paragraph.**

- 1) What is Education?    2) Formal Education    3) Informal Education
- 4) Different Kinds of Formal Education

**Informal and Formal Education**

Education includes different kinds of learning experiences. In its broadest sense, we consider education to be the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. One useful scheme for discussing education is to divide these ways of learning into two types: informal and formal.

Informal education involves people in learning during their daily life. For example, children learn their language simply by hearing and by trying to speak themselves. In the same informal manner, they learn to dress themselves, to eat with good manners, to ride a bicycle, or to make a telephone call. Education is also informal when people try to get information or to learn skills on their own initiative without a teacher. To do so, they may visit a book shop,

library or museum. They may watch a television show, look at a videotape, or listen to a radio programmed. They do not have to pass tests or exams.

We consider formal education to be the instruction given at different kinds of schools, colleges, universities. In most countries, people enter a system of formal education during their early childhood. In this type of education, the people, who are in charge of education, decide what to teach. Then learners study those things with the teachers at the head. Teachers expect learners to come to school regularly and on time, to work at about the same speed as their classmates, and to pass tests and exams. Learners have to pass the exams to show how well they have progressed in their learning. At the end of their learning, learners may earn a diploma, a certificate, or a degree as a mark of their success over the years.

The school system of all modern nations provides both general and vocational education. Most countries also offer special education programs for gifted or for physically or mentally handicapped children. Adult education programs are provided for people who wish to take up their education after leaving school. Most countries spend a large amount of time and money for formal education of their citizens.

*(Английский язык для ВУЗов)*

#### **8. Read and give a summary of the text**

##### **General and Vocational Education**

General education aims at producing intelligent, responsible, well-informed citizens. It is designed to transmit a common cultural heritage rather than to develop trained specialists.

Almost all elementary education is general education. In every country primary school pupils are taught skills they will use throughout their life, such as reading, writing, and arithmetic. They also receive instruction in different subjects, including geography, history, etc. In most countries almost all young people continue their general education in secondary schools.

The aim of vocational education is primarily to prepare the students for a job. Some secondary schools specialize in vocational programs. Technical schools are vocational secondary schools, where students are taught more technical subjects, such as carpentry, metalwork, and electronics. Technical school students are required to take some general education courses and vocational training. Universities and separate professional schools prepare students for careers in such fields as agriculture, architecture, business, engineering, law, medicine, music, teaching, etc.

*(Английский язык для СПО)*

#### **9. Find in the texts English equivalents for these words and word combinations.**

В широком смысле, обучаются навыкам, получают знания, полезная схема, пути (способы) обучения, официальный, неофициальный, повседневная жизнь, слушая, стараясь, по их собственной инициативе, сдавать экзамены, в большинстве стран, раннее детство, кто отвечает (в ответственности), во главе, вовремя, с приблизительно одинаковой скоростью, одноклассники, должны сдавать экзамены, степень, оценка их успеха, одаренные дети, дети с физическими или умственными недостатками, обучение для взрослых, продолжить после окончания школы, большое количество денег, граждане, общее образование, профессиональное образование, ставит целью, умный, ответственный,

хорошо информированный, передавать общее культурное наследие, подготовленные специалисты, начальное образование, на протяжении всей жизни, средние школы, профессиональные программы, профессиональная подготовка.

**10. Find in the texts the words which have the similar meanings as the following words**

to contain, to believe, the means, to study, to get, a kind, to talk, data, various, to be responsible for, a diploma, to want, to continue

**11. Find in the text the words which have the opposite meanings to the following words**

informal, narrow, bad, different, the beginning, old, to give up, small, before

**12. Read, translate the sentences, change the words in italics into the words with similar and opposite meanings**

1. This road is rather *broad*. 2. They study *different* subjects. 3. They want *to continue* their education. 4. The children are eating with *good* manners. 5. They are reading the text at *the beginning* of the lesson.

**13. Grammar focus Read the jokes below. See how the verbs learn and study are used in the context. Consult a dictionary and find out the difference in their meaning and usage. Retell the jokes in indirect speech.**

a) A young teacher just beginning his career asks advice of an older member of the faculty: "What have you learned in your years of experience?"

"I've learned one thing. Often you will find while you are giving a lesson in class that there is one young upstart who always disagrees with you. Tell me, would you stop him and try to make him shut up right then and there?"

"I suppose I would."

"Well, don't. He's probably the only one who is listening to you."

b) A high-school girl seated next to a famous astronomer at a dinner party struck up a conversation asking, "What do you do in life?"

He replied, "I study astronomy."

"Dear me," said the young miss, "I finished astronomy last year."

**14. Translate the sentences using the words learn and study in their different meanings:**

1. В молодости он изучал химию в университете. 2. Дети легко учат иностранные языки. 3. Я очень огорчился, когда узнал, что не сдал экзамен. 4. Весь вечер он занимался в своей комнате. 5. Изучите эту информацию очень внимательно: она поможет вам сделать правильный выбор. 6. Моя сестра учится, чтобы стать юристом. 7. К сожалению, он так и не научился читать и писать. 8. Вам еще предстоит научиться, как справляться с трудными проблемами на уроках.

**15. Match the types of schools (1-6) to the descriptions (A-F). Which are the most common/uncommon in our country? What type of school did you go to?**

- |                          |                      |
|--------------------------|----------------------|
| 1) boarding school       | 4) specialist school |
| 2) single sex school     | 5) state school      |
| 3) co-educational school | 6) private school    |

A. A school for boys and girls.

B. A school you usually have to pay to go to.

C. A school students go to for a particular reason (e.g. to become actors).

D. A school for only boys or only girls.

- E. A school owned by the government.
- F. A school which students live in during school term.

**16. Read the following statements. Which ones were true for your school? Which ones are true for your college?**

Students wear a uniform.

There are lots of rules.

Facilities and equipment are good (e.g. libraries, science labs, sports equipment).

The teachers are strict.

Students are motivated.

There is a selection of unusual subjects to choose from.

Students sit a lot of exams.

Most students take part in extra-curricular activities (e.g. drama, sports).

Students get a lot of homework.

Most students live nearby.



**What would you like to change? Why? Discuss.**

*i.e. I liked wearing a school uniform./ I don't like wearing a uniform. I'd rather wear something more fashionable...*

## Unit 2. AROUND THE WORLD

*Education is a movement  
from darkness to light.  
(Allan Bloom)*

**1. Read the text and label the paragraphs (A-E) with the headings below. One heading does not match. What is the main idea of each paragraph?**

- |                              |                                    |
|------------------------------|------------------------------------|
| 1) To and From School        | 4) Schools of Every Shape and Size |
| 2) School Rules              | 5) Studying Hours                  |
| 3) Education or No Education | 6) Home Schooling                  |

### Schools around the world

A □

There are many types of schools in the world. Some are expensive, private boarding schools. Like Rugby School in England where the game of rugby was invented! There are also some specialist schools, like drama schools, dance schools or the 40 acrobatic schools in Wuqiao, China. It might sound like fun, but, as 13-year-old Zhang Li explains, "Our training starts at 5:30 a.m. It's very hard, but these skills will help me earn a living when I leave." There are also a wide range of school subjects at different schools. At Holden High School in the USA subjects include comic book art, photography, song writing and yoga.

B □

At a school in the Annapurna mountains in Nepal, classes don't start until 10 a.m. because a lot of students have to walk for about an hour to get there. In Japan, it isn't unusual for students to spend two hours or more getting to school on public transport. "It's not so bad." says 15-year-old Keiko from Tokyo. "I sometimes sleep or study on the train, and it's a great way to catch up with my friends".

C □

The average school day in the UK and the US is 6.5 hours for high school students. Students in Korea and Greece, however, are not so lucky! After school they attend extra classes in private schools. "On a typical day." says Jie Kim from Seoul, South Korea. "I don't get home until midnight, but if I don't study hard, I won't get into a good university."

D □

All schools have rules, but sometimes they are really strict. At Eton College, a very famous boys' boarding school in England, the students have a smart but very old-fashioned uniform with a long jacket, trousers and shirt. In Japan, everyone has to participate in 'o soji', or the cleaning of the school, before they go home, whereas at Summerhill School in England, it's the students who make the rules!

E □

So, is your school better or worse than schools in other parts of the world? No matter what your answer is, we shouldn't forget that 300 million children in the world don't have any schools to go to. So even if you'd like to change some things about your school, you really are one of the lucky ones!

*(Spotlight 10)*

**2. Write a short article about the school you studied at (60-80 words).** Write: type of school and classes, how students get there, hours, rules.

**3. Nowadays the necessity of studying abroad has become an emerging trend among the youth. However, every coin has two sides and so does going abroad to study. It has countless**

**advantages as well as disadvantages that should be taken into consideration.** Think for 1 minute and make a list of 3 advantages and 3 disadvantages of being an exchange student.

The advantages of being an exchange student	The disadvantages of being an exchange student
1.  2.  3.	1.  2.  3.

***Exchange the ideas with your partner. Add to your list the ideas you agree with.***

**4. Look through the new list. Tick the ideas that have not been mentioned yet. Are they advantages or disadvantages of being an exchange student? Explain why you think so.**

- 1) Making new friends
- 2) Exploring and understanding new cultures
- 3) Experiencing culture shock
- 4) Eliminating fear and prejudice among nations
- 5) Getting career advantage
- 6) Having a communication barrier
- 7) Developing as a person
- 8) Improving your language skills
- 9) Having new educational experience
- 10) Feeling homesick
- 11) Gaining self-confidence
- 12) Speaking a foreign language all day long
- 13) Living independently
- 14) Creating a long-lasting relationship with a host family

**5. Read the letter and answer the questions.**

- 1) What is the letter about?
- 2) Are the children that Mrs. Myles met receiving a good education? Why/why not?
- 3) Do you know places in our country where children have also difficulties with receiving complete secondary education?
- 4) Could you go to teach in a very distant district if you knew that there was no teacher there?

Sao Sebastia o de Jacara, Brazil  
20th April

To all the pupils and teachers at Mill House Secondary School,  
Greetings from Brazil! I've been here for just a week, but already I have so much to share with you about the children and teachers I've met here!



Sadly, conditions at the village school here are much worse than I expected. For example, there are pupils here from 7 to 11 years old, and there is only one teacher, Mrs. Da Silva, and she teaches them all at the same time. For this reason, they only go to school for four hours a day. Mrs. Da Silva tries really hard and she is so busy that it's impossible for her to give everyone the help they need. She is also not very well- paid and gets no support.

What is more, if the children want to continue school after Year 4, then they have to go and live in Porto De Moz, the town where the nearest large school is. Unfortunately, though, this means that they have to stay with another family and get a job to pay for their rent and food because it is quite far away. An 11-year-old student called Eliane told me that's what his brothers and sister do and he only sees them twice a year when they come home for the holidays. He wants to finish school, but he doesn't want to leave his family. He wouldn't have to make this tough decision if his school had more teachers.

Did you know Brazil is not the only country that needs more teachers? Over 15 million teachers are needed around the world so that children can go to school and get an education. I think we should do something to help. We could write a letter to the Prime Minister or we could organise some sponsored events to raise money. Why don't you all think of some ideas and when I come back we can put them into action?

See you all in a couple of weeks!

Regards,  
Ann Myles

*(Spotlight 10)*

**6. A. Look at the following statements. Do you agree with them? Why? Discuss.**

All children in the world should be able to go to school.

Classes should not have more than 30 children.

Teachers do a very difficult job and should be paid well.

All children should expect to be helped when they have difficulties in school.

All children should have the right to a free education.

**B. Use your ideas and write an essay "All children should receive a good and free education"**

**7. Game Unscramble each of the clue words. Copy the letters in the numbered cells to the other sells with the same number.**

ctudaioen

4	9	14	11	23	26		

cdiehnr

1	3					28

mitre

30	8		

dtsuent

10	22	15	12	7	24	

hoormewk

17	29	21	32	27		

xomtieaiann

	31	2		13	33	20		

aehctre

18	19	5				

lanegim

6	34	25	16			

C												b												h				r			
1	2	3	4	5	6	7		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		28	29	30

w	h		t	t		t	h		k	.
31				32		33	34			

## EDUCATION IN RUSSIA

### Unit 1. EDUCATIONAL SYSTEM

1. *Read text 1, p. 241 (Golubev A.P., Английский язык). Do exercises 1-11, p. 242-243*

2. *Read and translate in writing some facts about education system in Russia.*

- Russia has one of the best mass-education systems in the world, producing a literacy rate of 99% (higher than most Western European countries). The system consists of obligatory basic education and higher education.
- Education in Russia is regulated by the Ministry of Education and Science.
- Education in Russia is compulsory for children between the ages of 6 and 15. It consists of Primary General School (4 years in length from age 6 to 10), followed by Basic General Secondary School (5 years in length, from age 10 to 15).
- At 15 years old, children may choose to enter a vocational school (non-university level, 3-4 years in length, from age 15 to 18-19). These typically offer programmes of academic subjects and a programme of training in a chosen field. Such institutions used to be called *technikum*, *uchilishe* or college.
- If a pupil of secondary school wishes to go on in higher education, he or she must complete Secondary (Complete) General School (Upper – Secondary School, 2 years in length, from age 15 to 17).
- In 2003 the Ministry of Education launched the Unified state examination (USE) programme, the set of standardised tests for high school graduates.
- Primary and secondary school includes 11 years of study. Every school has a core curriculum of academic subjects. After completing this stage, pupils are awarded the *Attestat o Srednem (Polnom) Obshchem Obrazovanii* (Certificate of Secondary Complete General Education).

3. *Read the text.*

#### Higher education

*After finishing* secondary school, students can go on to *higher education*. All applicants must take *a competitive exam*. Most higher education programmes in Russia offer 5 years of study for undergraduates *in a variety of fields*.

There are several types of higher education institutions. These are *Universitet* (University), *Academia* (Academy), *Institut* (Institute), *Technicheskii Universitet* (Technical University), and *Konservatoria* (Conservatory).

Universities, academies and institutes have similar functions. Technical universities offer specialized instruction such as *learning a skill*, and conservatories offer lessons in music.

In *public institutions* students must pass competitive exams to be admitted. Those few who achieve outstanding results are awarded *scholarships*.

*The academic year* at universities also starts on September 1 and usually consists of 42 *educational weeks* and 10 weeks of holidays. It is divided into two *terms* (semesters). The first one (autumn semester) runs from September 1 to January 24/25 (21 weeks, including a 3- to 5-

week winter *exams session* at the end) followed by a two-week holiday. Coincidentally January 25 is also Tatiana Day, traditionally celebrated as Russian Students Day. The second one (spring semester) runs from February 9 to June 30 or July 4/5 (21 weeks, including a 3- to 5-week summer exams session) followed by an eight-week summer holiday. Some Russian universities do not use a traditional scheme: they exclude exams sessions, and the academic year is divided in a 2:3 ratio of 17 educational weeks (followed by a two-week holiday) and 25 educational weeks (followed by an eight-week summer holiday).

Higher education is within *the Ministry of Education and Science's* jurisdiction. Higher education is provided by state and non-state *accredited* higher education institutions.

Higher education in Russia is divided into four levels:

1) Incomplete higher education (2 years at least) leading to the *Diplom O Nepolnom Vysshem Obrazivanii* (Diploma of Incomplete Higher Education). This *Diplom* gives students the right to get jobs that require some *training* but not a *degree*.

2) 4-year programs leading to the *Bakalavr* degree. The *Bakalavr* degree is awarded after *defending a Diploma project* prepared under the guidance of a supervisor and sitting for *final exams*.

3) Postgraduate studies of 1-2 years duration leading to the *Specialist Diploma* or the *Magistr* degree.

The *Magistr* degree is awarded after successful completion of two years of full-time studies and requires preparation and defense of *thesis* and final examination.

The *Specialist Diploma* can be earned by either 1) completing at least 1 year of study after the *Bakalavr* or 2) five to six years of continuous study beyond the *Attestat o Srednem (Polnom) Obschem Obrasovanii* (Certificate of School Complete General Education, School Leaving Certificate). The *Specialist Diploma* is a professional qualification and allows its holder to enter *professional practice* in their field or seek admission to doctoral programs. In addition to coursework, the *Specialist Diploma* requires preparation and defense of thesis and final examinations.

4) Scientific degrees (*Aspirantura* programs) of *Kandidat Nauk* (Candidate of Science) which lasts 3 years and requires the *Specialist Diploma / Magistr* degree for admission; second highest level (*Doktorantura* program) leading to *Doktor Nauk* (Doctor of Science) follows the *Kandidat Nauk* and does not have a fixed program duration (ranges from 5 to 15 years).

#### **4. Read the text and match the English equivalents in italics with the Russian words and word combinations:**

аккредитованный, в различных областях, выпускные экзамены, высшее образование, государственные учреждения, диссертация, защита дипломного проекта, изучение навыков, конкурсный экзамен, Министерство образования и науки, после окончания, обучение (подготовка), профессиональная практика, семестр, степень, стипендия, учебные недели, учебный год, экзаменационная сессия.

## **Unit 2. RUSSIAN UNIVERSITIES**

### **1. Read the text and answer the questions.**

- 1) What have you learnt about Russian educational tradition?
- 2) How did Novgorod University get its name?
- 3) Would you like to study at this university? Why? / Why not?
- 4) What should you know about a university to be able to make the right choice?

It is not a coincidence that Novgorod University has Prince Yaroslav's name. In the year of 1030, Yaroslav the Wise came to Novgorod the Great to teach reading and writing to the children of religious and senior officials. It is a well-known fact that education was of vital importance in the Novgorod system of spiritual values in the 11th century. Indeed, the existence of schools in medieval Novgorod can be traced in birch bark letters and chronicles. As time passed, not only were schools established but also theological seminaries, gymnasiums, and libraries. That is why Academician Yanin, the famous investigator of ancient Novgorod called it "the cradle of Russian education". Thus, the Yaroslav-the-Wise Novgorod State University became the successor to what was considered one of the oldest educational traditions in Russia.

On the eve of the university's first anniversary, Prince Yaroslav the Wise's personal seal was discovered during some archaeological excavations. Academician Yanin considered it a remarkable coincidence and suggested awarding the university the name of the Russian prince.



**2. Do research on the internet about a university where you plan to continue your education. Find out:**

- 1) the university's name and location
- 2) the courses that are taught there
- 3) the degrees you can get
- 4) its structure: departments, faculties, etc
- 5) the facilities available: laboratories, research centres, libraries, computer centres, etc
- 6) the university's history
- 7) the number of students, professors, tutors
- 8) the projects the university is part of
- 9) the quality of the education, the university rating in Russia or worldwide
- 10) any famous alumni



**3. Use the information you got in exercise 2 and make a presentation with a description and illustrations.**



## EDUCATION IN BRITAIN

### Unit 1. THE STORY OF ENGLISH SCHOOLS

#### *1. Read the text about first English schools. Translate the underlined words into Russian.*

The first English schools were founded by the Church in the sixth century, to train boys for the priesthood, and the Church was to retain a virtual monopoly of education for many centuries. During the Middle Ages most of the schools that existed were attached to cathedrals, monasteries or collegiate churches, though they were sometimes supplemented by establishments founded and endowed by rich burgesses for the education of their sons. The state played virtually no part in education. Although individual monarchs could follow the example of Alfred the Great and establish particular institutions, as Henry VI did in the case of Eton, the state accepted no responsibility for either organising or financing any educational system. During Tudor times a number of schools were established; Edward VI founded some dozen schools, still known as King Edward VI Grammar Schools, while a number of others opened their doors in Elizabeth I's reign.

Education was the prerogative of the rich. Although scholarships existed for 'poor and needy' boys who showed an aptitude for learning, there were not nearly enough of them to provide places for all those having this qualification. If a child did not attend school he might pick up the rudiments of reading and writing from a parent, relative or neighbour, but in many cases people were illiterate for life. A number of the giants of the Industrial Revolution had received little or no formal education; James Brindley, the great canal engineer, taught himself to write in order to be able to keep his notebooks up to date, while the older Stephenson, of 'Rocket' fame, was illiterate to manhood.

During the late eighteenth century a considerable number of 'industrial schools' and 'Sunday schools' were established by industrialists and philanthropists. These institutions were intended to provide a basic education for the working class, or at least what their founders considered to be a basic education. The men who set up these schools were not particularly concerned about training future Brindleys and Stephensons to read plans and technical works; they were more anxious to ensure that their workers could read the Bible. Thus the main emphasis was to provide a man or child with enough reading knowledge to stumble through the scriptures, while arithmetic, writing and other potentially dangerous subjects were practically ignored. One of the great problems of these early schools was a shortage of trained teachers, for frequently parents as well as children crowded into the classrooms.

At the beginning of the nineteenth century such elementary schools as existed were financed either by private individuals or the churches. Local authorities were empowered to make grants towards education from the rates if they saw fit to do so, but by no means all of them did. The Church of England no longer had the monopoly of education it had enjoyed in earlier times, and frequently found itself in conflict with non-conformists over which church should have the right to provide education in a particular area. At times the issue became so heated, and the opponents so involved in questions of principle, that the children were completely forgotten and remained uneducated.

Источник: English for teachers. А.Ф.Артемова, О.А.Леонович

## Essential Vocabulary

- to be founded = быть основанным, учрежденным  
to retain a monopoly = сохранять монополию  
to be supplemented = быть дополненным  
to be endowed = быть обеспеченным (постоянным) доходом, существовать на благотворительные средства (поступающие от пожертвований, завещаний и т.п.)  
to play no part = не играть роли  
to follow the example of = следовать примеру  
to show an aptitude for = проявлять склонность к ч-л.  
to provide places for = предоставлять места  
to pick up the rudiments of = овладевать основами ч-л.  
to receive little education = получать недостаточное образование  
to keep his notebooks up to date = вести регулярные записи  
to be established = быть созданным, основанным  
to set up schools = основывать школы  
to provide a man with enough knowledge = дать человеку достаточно знаний  
to be financed by = финансироваться кем-л.  
to enjoy the monopoly = обладать монополией

### **2. Match the words with the definitions.**



1. education	a) a school for children from the ages of five to eleven
2. elementary school	b) an amount of money given to a person by an organization to pay for their education, usually at a college or university
3. grammar school	c) in the UK, a school which clever children over 11 years old can go to if they pass a special exam
4. illiterate	d) not able to read or write
5. learning	e) the process of getting knowledge or a new skill
6. scholarship	f) the process of teaching and learning in a school or college, or the knowledge that you get from this
7. to establish	g) to get something that someone has given or sent to you
8. to finance	h) to plan or arrange something
9. to organize	i) to provide the money needed to do something
10. to provide	j) to start a company or organization that will continue for a long time
11. to receive	k) to supply something to someone

**3. Complete the sentences using the words from exercise 2.**

- 1) \_\_\_\_\_ something new doesn't mean you have to go back to school.
- 2) Agatha Christy \_\_\_\_\_ her early schooling at home.
- 3) I'm sure he has a college \_\_\_\_\_ .
- 4) In many countries the majority of people are \_\_\_\_\_; not having the money to get education themselves or to give their children any.
- 5) She won a \_\_\_\_\_ .
- 6) She won a \_\_\_\_\_ to study abroad.
- 7) The project was \_\_\_\_\_ by the city council.
- 8) They \_\_\_\_\_ a meeting between the teachers and students.

**4. Use English explanatory dictionaries to study the meaning of the following vocabulary items: institution, school, to educate, to train**

- 1) Write out common collocations with the items.
- 2) Find derivatives formed from *to educate*, *to train*.

**5. Answer the following questions using the words from the text.**

- 1) When were the first English schools founded?
- 2) Where could one find most of schools during the Middle Ages?
- 3) Did the state play any part in education?
- 4) What do you know about Alfred the Great?
- 5) What is Eton? Do you know any other names of similar institutions?
- 6) What is meant by 'Tudor times'?
- 7) When did the Industrial Revolution take place in England?
- 8) Why were there so many canals built in England during the Industrial Revolution?
- 9) Explain 'an industrial school' and 'a Sunday school'.

- 10) What is known to you about Stephenson?
- 11) Explain the meaning of the word 'scriptures'.
- 12) What was the main problem of those early schools?
- 13) Who financed education at the beginning of the 19th century?
- 14) Who were 'non-conformists'? Find other words with the same prefix.
- 15) Explain the word 'manhood'. What other words with the same suffix do you know?



**6. Find facts about the first schools that appeared in Russia and prepare a short report on them.**

## **Unit 2. THE SYSTEM OF EDUCATION IN GREAT BRITAIN**

### **1. Read and translate in writing some facts about education system in Russia.**

- The purpose of the British education is not only to provide children with literacy and the other basic skills they will need to become active members of society but also to socialize children.
- Stages of Education:
  - Primary schools (Ages: 5 to 11): Infant schools (Ages: 5 to 7), Junior schools (Ages: 7 to 11)
  - Secondary/High Schools (Ages: generally 11 -16 or 11 - 18)
  - Sixth form colleges (Ages: 16 - 18)
- Types of Secondary Schools:
  - comprehensive schools – admission is made without reference to ability or aptitude. Comprehensive schools provide a full range of courses for all levels of ability, from first to sixth year (from ages 11 to 18, although some cater for 11 to 16-year-olds only) and usually take students from the local catchment area.
  - grammar schools, which Have a selective intake and provide an academic education oriented towards university entry;
  - secondary technical schools, offering a general education related to industry, commerce and agriculture;
  - sixth form colleges – schools where 16-year-olds study for two years for GCE A-levels.

- The system of higher education in Britain includes universities, colleges of education and advanced courses at various colleges.
- After three years of study a university graduate will leave with the Degree of Bachelor of Arts or Science. Student can continue to take his Master's Degree and then the Doctor's.

2. *Read text 2, p. 243 (Golubev A.P., Английский язык). Do exercises 12-19, p. 244-246*



3. *Watch a film about education in the UK and answer the question.*

- 1) What is the average number of students in class at primary/secondary schools?
- 2) What do children study at primary schools?
- 3) What type of school is called a boarding school?
- 4) What are the three core subjects?
- 5) When do students take national exams in these subjects?
- 6) What is the difference between GCSE exams (General Certificate of Secondary Education) and "A" levels exams?
- 7) How many students go on to higher education?
- 8) Some students enter a university and some do vocational training. What do you think this is?
- 9) What is tuition?

4. *Read the text.*

**Higher Education And Teacher Training In Great Britain**

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education. Students working for their first degree at university are called undergraduates. When they take their degree we say that they graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called post-graduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study.

Further study or research is required at the modern universities for the first post-graduate degree of Master, and at all British universities for that of Doctor.

In Britain full-time university students (students who spend all their time studying and have no other employment), have three terms of about ten weeks in each year.

University teaching combines lectures given by professors, readers or lecturers, practical classes (in scientific subjects) and small group teaching in seminars or tutorials.

The course of study for intending teachers is based upon compulsory and optional subjects.

The Programme usually consists of three core components: School-based experience, Subject studies and Education studies.

Theory of Education is one of the main subjects. At the end of the first or second year students are to make their choice as to the age-range of children they wish to prepare to teach.

Junior students go into schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions.

Senior students spend fifteen weeks on teaching practice. They learn the use of different educational aids, audio-visual facilities, observe lessons and take an active part in discussing them with a supervisor (tutor) on school practice.

Examinations are held at the end of each term. Final animations (or finals) are taken at the end of the course.

**5. Study the text in exercise 6 and write English equivalents of the following words and phrases.**

педагогическое образование (обучение учителей), политехнический институт, колледж высшего образования, степень, выпускник, аспирант, бакалавр, дальнейшее обучение, исследовательская работа, магистр, студент дневного отделения, студент вечернего отделения, лектор (2 words), практические занятия, будущий учитель, быть основанным на чем-л., обязательный (2 words), факультативный. практика в школе, изучение основного предмета, комплекс предметов педагогического цикла, педагогика, профилирующая дисциплина, возрастная группа, студенты младших курсов, постановка пьесы, студенты старших курсов, учебные пособия, аудио-визуальные средства, посещать уроки, руководитель по педпрактике (2 words), проводить экзамены, выпускные экзамены.

**6. Use the words and word combinations of exercise 4 in the sentences of your own.**

**7. Complete the biodata text with the words below.**

~~born~~, certificate, chemistry, engineer, history, joined, literature, physics, Secondary, subjects, university

Robin Banks was 1) *born* in Bristol in 1979. His father was an 2) \_\_\_\_\_. Robin went to Mayfields 3) \_\_\_\_\_ School. He liked science 4) \_\_\_\_\_. His favourite subjects were 5) \_\_\_\_\_ and 6) \_\_\_\_\_. He hated 7) \_\_\_\_\_ and English 8) \_\_\_\_\_. He 9) \_\_\_\_\_ the school football team. He got his 10) \_\_\_\_\_ and left school in 1995.

He didn't go to 11) \_\_\_\_\_ and didn't get a degree.

**8. Read about Yasmin's education and plans. Complete the chart.**

	Age	Exams
There are so many exams at English schools! I had to do SATs in English, Maths and Science when I was 7, 11 and 14. I did ten GCSEs last year. I passed nine of them with quite good grades, but I failed Physics. I hated Physics. I didn't retake it; I was really glad to give it up! I'm 17 now and I've just done my AS levels in English, French, History, Music, and Art. I'm waiting for my results. I hope I've done well. Then I want to do A levels in English, French and History. I'd like to be a lawyer, so I'm hoping to get a place at university to read Law. And to take more exams. Lovely!	7,	SATs in
	... ,	..... , .....
	...	.....
	16	..... :
		Passed ..... Failed .....
	...	..... : English, French, History, Art, Music
		Plans
	18	..... : English, French, History
		University course: .....

What the letters stand for:

SATs - Standard Assessment tasks; pronounced 'sats'

GCSE - General Certificate of Secondary Education; letters pronounced separately AS – Advanced Subsidiary; letters pronounced separately

A - Advanced

**9. Game Work in small groups. Your task is to find out and write down the missing words in 10 sentences faster than other students. A point is awarded for every correct word.**

- 1) Music, English and Mathematics are different sorts of s \_\_\_\_\_.
- 2) The s \_\_\_\_\_ are the teachers working in a school.
- 3) In Britain, you must go to school between the ages of five and sixteen. It's c \_\_\_\_\_.
- 4) The person in charge of a school is called the h \_\_\_\_\_.
- 5) You have to pass your exams at school to go on to u \_\_\_\_\_. The most famous ones in Britain are Oxford and Cambridge.
- 6) In Britain the school year is divided into three t \_\_\_\_\_.
- 7) If you want to know at what time your lesson is, look at the t \_\_\_\_\_.
- 8) A b \_\_\_\_\_ school is a school where pupils live. They only go home to their families during the holidays.
- 9) The school British children go to when they are five is called a p \_\_\_\_\_ school.
- 10) Then at the age of eleven or twelve they go on to a s \_\_\_\_\_ school.

## EDUCATION IN THE USA

*“Our progress as a nation can be no swifter than our progress in education”.* Kennedy

### Text 1. General Pattern of Education in the USA

The general pattern of education in the USA is an eight-year elementary school, followed by a four-year high school. This has been called 8 – 4 plan organization. It is preceded, in many localities, by nursery schools and kindergartens. It is followed by a four-year college and professional schools. This traditional patterns, however, has been varied in many different ways. The 6 - 3 – 3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is 6 – 6 plan organization, with a six-year elementary school followed by a six-year secondary school.

American education provides a program for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.

The elementary school in the United States is generally considered to include the first six or eight grades of the common-school system, depending upon the organization that has been accepted for the secondary school. It has been called the “grade school” or the “grammar school”.

There is no single governmental agency to prescribe for the American school system, different types of organization and of curriculum are tried out.

The length of the school year varies among the states. Wide variations exist also in the length of the school day. A common practice is to have school in session from 9:00 to 12:00 in the morning and from 1:00 to 3:30 in the afternoon, Monday through Friday. The school day for the lower grades is often from 30 minutes to an hour shorter. Most schools require some homework to be done by elementary pupils.

### Questions:

1. What is the general pattern of education in the USA?
2. What are the variations of the traditional 8 – 4 plan?
3. When do children begin to go to school?
4. What is the length of the school year in the USA?
5. Which days of the week is school in session?

#### Text 2. **School Curriculum**

From Hawaii to Delaware, from Alaska to Louisiana, each of the 50 states in the USA has its own laws regulating education. From state to state some laws are similar, others are not. For example, all states require young people to attend school (the age limits vary: seven to sixteen, six to eighteen, etc.). Though there is no national curriculum in the united States, certain subjects are taught across the country. Almost every elementary school provides instruction in these subjects: mathematics, language arts(a subject that includes reading, grammar, composition and literature), penmanship, science, social studies (a subject that includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools courses in the use of computers have been introduced. And in some cases, a foreign language is offered in the upper elementary school. Not all schools offer any foreign languages, if they do, if they do, it usually lasts for no longer than half a year. In general, it is not necessary to study a foreign language to get a high school diploma. But if one plans to enter a college or university, one should study a foreign language for no less than two years.

penmanship – каллиграфия, чистописание

citizenship - права и обязанности граждан

#### **Questions:**

1. Are the laws regulating education the same across the USA?
2. What are the subjects offered in elementary schools?
3. What courses have been introduced in elementary schools?
4. Is it necessary to study a foreign language to get a high school diploma in the USA?
5. How long should a student study a foreign language at high school before entering a college?

#### Text 3. **Elementary Schools, High Schools and Institutions of Higher Learning**

There are eight years of elementary schooling. The elementary school is followed by four years of secondary school, or high school. Often the last two years of elementary and the first years of secondary school are combined into a junior high school.

The school year is nine months in length, beginning early in September and continuing until about the first of June, with a vacation of week or two at Christmas time and sometimes a shorter one in spring. There are slight variations from place to place. Students enter the first grade at the age of six and attendance is compulsory in most states until the age of sixteen or until the student has finished the eighth grade.

The elementary schools tend to be small. The high schools are generally larger and accommodate pupils from four or five elementary schools. A small town generally has several elementary schools and one high school. In some rural communities the one-room country school house still exists. Here may be found from five to twenty-five pupils in grades one through eight, all taught by the same teacher.

Admission to the American high school is automatic on completion of the elementary school. During the four-year high school program the student studies four or five major subjects per year, and classes in each of these subjects meet for an hour a day, five days a week. In addition, the students usually has classes in physical education, music and art several times a week. If he fails a course, he repeats only that course and not the work of the entire year. Students must complete a certain number of courses in order to receive a diploma, or a certificate of graduation.

Institutions of higher learning supported by public funds are not absolutely free. The state colleges and universities charge a fee for tuition or registration. This fee is higher for those who come from outside the state. Working one's way through college is common-place.

Usually there is no admission examination required by a state university for those who have finished high school within the state. Sometimes a certain pattern of high school studies is necessary, however, and some state universities require a certain scholastic average, or average of high school grades.

Private colleges and universities, especially the larger, well-known ones such as Harvard, Princeton, and Yale, have rigid scholastic requirements for entrance, including an examination.

It usually takes four years to meet the requirements for a Bachelor of Arts or Bachelor of Science degree. A Master of Art or Master of Science degree may be obtained in one or two additional years. The highest academic degree is the Doctor of Philosophy. It may take any number of years to complete the original research work necessary to obtain this degree.

**Task 1.** Find sentences that give the information about:

1. the school year;
2. a one-room country school house;
3. the subjects studied at high school;
4. fee for tuition;
5. academic degrees.

**Task 2.** Find sentences with the following words and phrases in the text and translate them into Russian:

vacation, attendance is compulsory, to accommodate, rural community, a one-room country school house, to be taught by the same teacher, admission to school, major subjects, to receive a diploma, a fee for tuition.

#### **Questions:**

1. When does the school year begin?
2. Are elementary schools big or small?
3. Do one-room country school houses still exist?
4. What does the curriculum in high school include?
5. Are there any admission exams required by universities?
6. Is higher education free of charge or fee-paying?
7. What academic degrees exist in the USA?

#### **Text 4. Public Education: Historical Review**

The history of education in the United States has certain peculiarities which are closely connected with the specific conditions of life in the New World and the history of the American society.

The early Colonies and different politics of education for the first white settler who came to the North America from Europe in the 17<sup>th</sup> century brought with them the educational ideas of the time most typical of the countries they represented. In Virginia and South Carolina, for example, education was entirely private. The children of the rich either had tutors or were sent to Europe for schooling. Many of the children of poor parents had no education at all. In Pennsylvania, New Jersey, and New York many of the schools were set up and controlled by the church.

In Massachusetts, which was much more developed at that time, three educational principles were laid down: 1) the right of the State or Colony to require that its citizens be educated; 2) the right of the State to compel the local government decision such as towns and cities, to establish schools; and 3) the right of the local government to support these schools by taxation.

At the very beginning, school buildings were often rough shacks. They were poorly equipped with a few benches, a stove, and rarely enough textbooks. Discipline was harsh, and a corporal punishment was frequent.

The program of studies consisted largely of reading, writing, basic arithmetic, and Bible lessons. Since each community was responsible for solving its own educational problems, there was no attempt to find a common standard of excellence. Even the Constitution of the United States, ratified in 1789, contained no direct mention of education.

The schools of the early 1800s were not very different from those of the pre-revolutionary period. Some historians consider that they actually deteriorated in the three or four decades following the American Revolution, for the new country turned its attention to the development of its land, cities, and political institutions.

And yet, in attempt to generate interests in education, a number of communities continued founding schools. Some classes were opened to children for secular instruction and a number of schools for poor children which were a forerunner of the public schools in several major cities. Some States tax-supported schools and urged their spread.

The purpose of the public or “common” schools was to teach the pupils the skills of reading, writing, and arithmetic. No particular religion was to be taught.

By the mid-19<sup>th</sup> century, the desire for free public education was widespread. But the States couldn’t find enough means for its financial support. It was during those years that communities began to support the schools within their boundaries. The States finally required local school districts to tax themselves for that purpose through the “real property” tax. This tax originated as financial support for public schools, and remain today the major financial resource for the public school system in the United States though it can no longer carry the entire burden.

Towards the second part of the 19<sup>th</sup> century compulsory attendance laws came into effect, starting with Massachusetts in 1852. Now in most States the minimum age at which a pupil may leave school is sixteen; in five States seventeen; and in four States eighteen.

As has already been mentioned, education remains primarily a function of the States. Each State has a board of education, usually 3 to 9 members, serving mostly without pay. They are either elected by the public or appointed by the Governor. The board has an executive officer, usually called a State school superintendent or commissioner. In some cases he is elected; in others he is appointed by the board.

In theory, responsibility for operating the public educational system is local. Schools are under the jurisdiction of local school board, composed of citizens elected by residents of the school district. In fact, however, much local control has been superseded. State laws determine the length of the school year, the way in which teachers will be certified, and many of the courses which must be taught.

Though the Federal Government has no powers at all in the field of education, from time to time Congress passes different Acts which help to “assist in the expansion and improvement of educational programs to meet critical national needs”. Such Acts provide money for science, mathematics, and language instruction; for the purchase of laboratory equipment.

### **TASK 1.**

Make up a list of words which can be joined under the headline “Education”. Give reasons for your choice.

### **TASK 2. Discussion.**

- Describe the development of education from the 17<sup>th</sup> through the 19<sup>th</sup> centuries.
- State the role of the Church.
- Comment on the three principles of education laid down in Massachusetts.
- Express your attitude towards corporal punishment.
- Tell the story of the “real property” tax.
- Say how the public education system operates nowadays.



**1. Read and translate in writing some facts about education system in the United States of America.**

- The programme of studies in the elementary school includes English, Arithmetic, Geography, History of the USA, Natural sciences and, besides, Physical Training, Singing, Drawing, wood or metal work, etc.
- In the U.S. a principal manages the school. Guidance counselors help students plan their schedules.
- Students take home report cards a few times a year, and parents must sign them.
- Many students participate in extracurricular activities such as drama clubs or sports.
- There are two types of school in the United States of America. There are state public, private elementary schools and private secondary schools. Public schools are free and private schools are fee-paying.
- Stages of Education
  - 1) Elementary education begins at the age of six or seven, when a child goes to the first grade (form).
  - 2) At the age of sixteen schoolchildren leave the elementary school and may continue their education at one of the secondary schools or high schools, as they call them.
  - 3) After graduating from secondary schools a growing number of Americans go on to higher education.
- The National Government gives no direct financial aid to the institutions of higher education. Students must pay a tuition fee.

**2. Read text 3, p. 246 (Golubev A.P., Английский язык). Do exercises 20-24, p. 247**

**3. Work in two groups. Every group reads a part of the text "Schooling in the USA" and answers the questions and then tells another group the summary of the text.**

**Group A**

American children go to elementary school when they are six years old and they stay there for six years. The school years are called grades. The first year is the "first" grade and the last year is the "six" grade. In most parts of the country elementary schools also have kindergartens for five-year-olds.

Pre-schools are for children younger than five. In pre-school children prepare to go to school. They play with other children and learn to listen to the teacher. These are important processes for young children.

American children do not have to go to school until the age of six, so not all children attend pre-school.

Public elementary schools usually have 500 students. Boys and girls attend classes together, and there are between 15 and 30 children in a class. Some students learn fast. Others need help. The teacher may put pupils in small groups where they can learn at different speeds. The most important subjects are English, Maths and Science. The pupils also learn Music, Art, French and Health.

- 1 What core subjects do students study at high school?
2. What electives do they take?
3. Do teachers use tests at school? Why?
4. Why do you think tests are also for teachers and schools?
5. What are the marks most American schools give the students?
6. Where do teachers list the students' marks?

### **Group B**

In junior high school (grades 7 and 8) and in senior high school (grades 9 through 12) core subjects are English, Maths, Social Studies, Biology, Chemistry, Physics, foreign languages. Electives are music, Art, typing, home economics, computer science, Drama. Students take many tests every year. Teachers use tests to see how well pupils are learning at school. If students pass these tests, they go on to the next grade where the work is harder. There is another special test that pupils take every year in all the schools in America, it is a different test for each grade but the same for all students in the same grade. It shows what they have learnt that year. It also shows which schools teach well. Most American schools give the following marks:

- A = 91 - 100%
- B = 81 - 90%
- C = 71 - 80%
- D = 65 - 70%
- E = 50 - 64%
- F = below 50%

In high school it is possible to take some classes without marks. Then the student gets a "P" for "pass" and an "F" for "fail".

Teachers keep lists of students' test and homework-marks. They give students marks for how they work. Then they list the students' marks on their report card. Students get report cards four times a year. One copy is sent to the parents and the school keeps a copy.

1. What are the school years called in American schools?
2. How old are American children when they go to elementary school?
3. How long do American children stay at elementary school?
4. What do children do in pre-school and kindergarten?
5. Are boys and girls together in classes in public elementary school?
6. What subjects do boys and girls study in public elementary schools?

## **HIGH SCHOOLS IN THE UNITED STATES**

### **1. Read the text.**

High schools in the United States include students who are in 9<sup>th</sup> through 12<sup>th</sup> grade (ages 14-18). Ninth grade students are called freshmen, tenth grade students are called sophomores, eleventh grade students are called juniors and twelfth grade students are called seniors. Before high school, students attend middle school or Junior High school, which is 5<sup>th</sup> through 8<sup>th</sup> grade (ages 10-14). Before middle school, students attend elementary school, which is kindergarten through 4<sup>th</sup> grade (ages 5-10).

**Schedules:** High school students in the United States finish class everyday by 3 p.m. but they always have school on Wednesday afternoons. They have six or seven classes everyday and only 30 minutes to eat lunch.

**Subjects:** Every student must take English, math, science, gym, and history and at least two years of a foreign language. They also choose elective classes like music, art, band, computer science, business, choir or swing choir or shop.

**Grades:** Students receive letter grades. The highest grade is A+ followed by A and A-. B is still good, while C is average. D is failing and E or F means complete failure.

**Vacations:** The school year in the United States begins at the very end of August and finishes in the middle of June. During the school year, students also have 2 days off for Thanksgiving in November, 2 weeks off for Christmas in December, one day off in January for Martin Luther King Jr.'s birthday, one week off in April for Easter, and one day off at the end of May for Memorial Day.

**Sports:** American students have many choices of sports to play. Most schools have teams for basketball, football, baseball, and track and field, soccer and sometimes hockey or swimming. Students practice these sports after school during the week, and they also participate in official games against other schools. Football is the most popular sport, followed by basketball. Cheerleaders and pompom girls attend all of the football and basketball games to make the crowd cheer for their team. Every school also has a mascot.

**Dances:** School dances are very common in the United States. Homecoming refers to the football game, parade, and dance that take place at the beginning of the school year. Prom is the major dance at the end of the school year for seniors, and students vote for each other to be Prom Queen and King.

**Buses:** American students usually ride yellow buses to and from school. They can also walk to school or have their parents drive them; students over 16 can drive to school.

**Lockers:** In almost every hallway, there are lockers for students to put their backpacks, coats and bag lunch in during classes. Students must remember the number to the combination on their locker.

**2. Fill in the table.**

School name			
Grades			

**3. Fill in names of the grades in high school (and university/college) for the different years.**

- a) = \_\_\_\_\_ grade                                      c) = \_\_\_\_\_ grade  
b) = \_\_\_\_\_ grade                                      d) = \_\_\_\_\_ grade

**4. Complete the table about the grading system in the USA.**

Letter grade		B	C		
Quality of work				Failing	Failure

**5. Answer the questions.**

- 1) Which system, Russian or American, has more vacation time?
- 2) Name sports teams (7) in high school. Who supports them (4)?
- 3) What are lockers and what are they used for?

## Unit 2. Higher Education

There are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay to go both private and State universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower, and if the students are State residents, they pay much less.

Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called “campus”, with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses. The University of California, for example, has 9 campuses, the biggest being Berkeley (founded in 1868), San Francisco (1873), Los Angeles (1919), Santa Barbara (1944), Santa Cruz (1965).

All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required.

The terms “college” and “university” are often used interchangeably, as “college” is used to refer to all undergraduate education; and the our-year undergraduate program, leading to a bachelor’s degree, can be followed at either college or university. Universities tend to be larger than colleges and also have graduate schools where students can receive post-graduate education. Advanced or graduate university degrees include law and medicine.

Most colleges and universities undergraduate courses last for four years. During the first two years students usually follow general courses in the art or sciences and then choose a major – the subject or area of studies in which they concentrate. The other subjects are called minors. Credits (with grades) are awarded for the successful completion of each course. These credits are often transferable, so students who have not done well in high school can choose a junior college (or community college), which offers a two-year “transfer” program preparing students for degree-granting institutions. Community colleges also offer two-year courses of vocational nature, leading to technical and semi-professional occupations, such as journalism.

There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (B.A.) or a Bachelor of Science (B.C.) The lower level of graduate school is for obtaining the Master’s Degree (M.A. or M.C.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.)

### Vocabulary

tuition fee	плата за обучение
loan	заем
interest	зд. процент (с суммы взятой взаймы)
to repay	возмещать, возвращать
needy	нуждающийся
grant	субсидия, дотация
scholarship	стипендия
dormitory (dorm)	студенческое общежитие
bachelor’s degree	степень бакалавра
Bachelor of Arts	бакалавр гуманитарных наук
Bachelor of Science	бакалавр естественных наук
graduate school	аспирантура

the arts	гуманитарные науки
the science(s)	естественные науки
major	предмет специализации
“transfer” program	подготовительный курс
Master’s Degree	степень магистра наук
(M.A. or M.S.)	(гуманитарных или естественных)
Doctor of Philosophy	степень доктора наук

**TASK 1. Agree or disagree with the following statements:**

1. The system of university education in the US is centralized.
2. There is no difference between private and State universities.
3. A University course usually lasts for four years.
4. One can obtain a bachelor’s degree at any college or University.
5. There are no special advanced University degrees.
6. Any University has only one campus.
7. There are no colleges which offer “transfer” programs.
8. M.A., M.S. and Ph.D. degrees are research degrees.

**TASK 2. Additional text.** Read and translate without using the dictionary.

**AMERICAN UNIVERSITIES**

Higher education began in the United States in 1636, when Harvard College was founded in Massachusetts. The aim was to train men for service in church and civil state. Yale College, Princeton University, Columbia University are the oldest and the most famous American higher educational institutions.

Now there are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay to enter universities.

All the universities are independent, offering their own choice of studies, setting their own admission standards. Higher educational institutions usually are governed by a board of trustees.

Most colleges and universities undergraduate courses last for four years. During the first two years students usually follow general courses in the art or sciences and then choose a major – the subject or area of studies in which they concentrate. The other subjects are called minors. Credits (with grades) are awarded for the successful completion of each course.

A college grants a bachelor’s degree at the conclusion of studies.

A college prepares the student for either graduate study leading to master’s or doctor’s degree or a job immediately after graduation.

Students are classified as freshmen, sophomores, juniors and seniors

All students who have graduated from the senior class and who continue studying at a university are classified as graduate students. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called “campus”, with teaching blocks, libraries, dormitories, and many other facilities grouped together.

**TASK 3. Discuss the following:**

1. Different types of colleges and Universities.
2. The structure of American graduate school.
3. American and Russian Universities. (Pay special attention to the entrance standards and admission policies).

The most famous American higher educational institutions that were already in operation during the early period came into being through the religious zeal and philanthropy of their founders.

Higher education began in the United States long time ago, when the Puritan leaders of the settlement called the Massachusetts Bay Colony founded in 1636 Harvard College (Massachusetts). Established by John Harvard, English clergyman, this college was to turn into the most famous of the American Universities.

The College of William and Mary (Virginia, 1693) was the second institution of higher education founded in the Colonies. In 1701 Connecticut Puritans established Yale College (Connecticut).

All these Colonial colleges which were gradually turned into Universities with classical education established a balance between the Humanities and Science. Their aim was to train men for service in church and civil state.

By the 1770s several more colleges had been opened: University of Pennsylvania (1740), Princeton University (1746), Washington and Lee University (1749), Columbia University (1754), Brown University (1764), Rutgers College (1766), Dartmouth College (1769).

Though the colleges in the first half of the 19<sup>th</sup> century were numerous and widely scattered over the settled area, their enrollments were comparatively small. Since 1870s the colleges have developed enormously. Their resources have multiplied, the number of their students has increased by leaps and bounds, the program of studies has broadened and deepened, the standards have been raised, and the efficiency of the instruction has greatly increased. Rigidly prescribed courses of study have given way to elective courses.

In the course of time, when research centres and experiment stations were attached to the Universities, these institutions turned into the strongholds of science and higher education. They developed a unique, typically American structure unlike any other existing University system in the world.

#### **TASK 1.**

Give a review of University education in its historical development.

#### **TASK 2.**

Using the text and your background knowledge, describe one of the American Universities.

#### **Text 7. Higher Educational Institutions**

It has become common for the college program to be divided into broad fields, such as language and literature, the social science, the science and mathematics, and the fine arts. Many colleges require all freshmen and sophomores to take one or two full-year courses in each of three fields. Certain courses, such as English or history, may be required for all, with some election permitted in the other fields.

Higher educational institutions usually are governed by a board of regents or a board of trustees.

The executive head of a college or a university is usually called the president. The various colleges or schools which take up a university are headed by deans. Within a school or a college there may be departments according to subject matter fields, each of which may be headed by a chairman. Other members of the faculty hold academic ranks, such as instructor, assistant professor, associate professor, and professor. Graduate students who give some part-time service may be designated as graduate assistants or fellows.

Professional education in fields such as agriculture, dentistry, law, engineering, medicine, pharmacy, teaching, etc. is pursued in professional schools which may be part of a university or may be separate institutions which confine their instruction to a single profession. Often two, three, or four years of pre-professional liberal arts education are required before admission to a professional school. Three to five years of specialized training lead to professional degrees such as Doctor of Medicine, Bachelor of Law, etc.

## Vocabulary

• Freshman	студент–первокурсник
• Sophomore	студент второго курса
• graduate student	аспирант
• to govern	управлять
• regent	член правления университета
• a board of regents	Совет управителей
• a board of trustees	Совет попечителей
• executive head	глава исполнительной власти
• President of the University	ректор университета
• instructor = professor	преподаватель
• to pursue	заниматься, преследовать цель
• to confine	ограничивать
• to designate	назначать (на должность)
• liberal arts courses	гуманитарные науки
• university fellow	стипендиат

### TASK 1. Look through the text and say which of its paragraphs gives information about:

1. professional education;
2. the broad fields into which the college education may be divided into;
3. the administration of a college.

### TASK 2. Find answers to the following questions:

1. Which are the fields the college program is commonly divided into?
2. Which courses do many colleges require all freshmen and sophomores to take?
3. Who usually governs higher educational institutions?
4. Who is the executive head of a college or a university?
5. Who governs the department of a college or school?
6. Who are other members of the faculty?
7. How are graduate students who give some part-time service called?
8. What professional education fields can you name?
9. How many years of pre-professional liberal arts education are required?
10. How many years of specialized training are required for getting a degree?

### Text 8. COLLEGES AND UNIVERSITIES

American colleges and universities are either public or private, that is, supported by public funds or supported privately by a church group or other groups acting as private citizens although under a state charter.

A public institution is owned and operated by a government, either a state or a municipal government. The government appropriates large sums of money for the institution's expenses. Yet these sums are normally not sufficient to cover all expenses, and so the institution is partially dependent on student fees and on gifts.

A private institution receives no direct financial aid from any government, municipal, state or federal. The money used to pay the operating expenses has a threefold origin: tuition fees paid by the students, money given in the form of gifts for immediate use, and the income from invested capital in the possession of the institution and originally received by the institution in the form of the gifts to be invested with only the income to be spent.

Of the nation's nearly 1,900 institutions of higher learning roughly one-third are state or city institutions. About 1,200 are privately controlled. Approximately 700 of these are controlled by religious groups. Less than half of these institutions are liberal art colleges and universities which stress the languages, history, science and philosophy. The rest are professional and technological schools and junior colleges.



A college is usually defined as an institution of higher learning which offers a course of instruction over a four-year period, and which grants a bachelor's degree at the conclusion of studies. As part of university, a college graduate is distinguished from a graduate of professional school. However, the professional schools in some universities are called colleges.

A college prepares the student for two things: either graduate study leading to master's or doctor's degree or a job immediately after graduation. A student who majors in business administration for example, may be fully prepared for a career in business when he has finished college.

On the other hand, a student majoring in psychology often must do a great deal of graduate work before he is competent in this field.

Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student. All students who have graduated from the senior class and who continue studying at a university are classified as advanced students or graduate students. Some graduate students receive grants which cover the cost of their education; a person on such a fellowship is called a university fellow.

**TASK 1.** Skim through the text and say which of its paragraphs gives information about:

1. classification of students;
2. what is a college;
3. what a college prepares the student for;
4. what is a public institution;
5. what is a private institution.

**TASK 2.**

- Say what information given in the text specifies the old facts you knew.
- Say which facts given in the text were new for you.

**TASK 3. Additional text.** Read the text (using the dictionary if necessary) and find the information about:

1. social origin of drop-outs;
2. the reasons which keep the people out of college in the USA;
3. courses of study which have a lower pay-off in the job market in the USA.

### **Colleges Which are as Different as Geese Are Different From Swans**

Entering a college does not mean much in itself. What is meaningful is how long students stay and what college they enter. Many people enter a college, take one or two courses, and drop out.

More than half of all students who enter colleges drop out before graduation. The drop-outs are more often from middle class than upper America, and more often from blue-collar than from professional families. It is the college degree that really counts in the world of work and income. Anything less than a degree is not much better than high school graduation. Students enter colleges that are different as geese from swans. In the range are Negro junior college of Natchez, say, and Harvard. Again: in the world of work and income, the difference is huge.

High costs, high admission standards, the need to work – all conspires to keep the sons of middle America out of college. Seldom will they enter a first-rate university, except on an athletic scholarship. At best, they go to a junior college or perhaps even a state college.

Middle Americans are more often part-time students than the affluent (=rich ones). Many must limit their college work to an occasional course in the evening. They usually enter a course of study that has a low pay-off in the job market – such as teaching, social work, nursing, etc.

Nationally, only about one of four boys go to college after the high school classes. According to the National Science Foundation, the main reason the other three do not attend is inadequate financial resources.

### **Text 9. TEACHING PROFESSION IN THE USA**

Requirements for teachers' certificate vary among 50 states. Usually the state department of education, or a state certificate board, issues certificates which permit teachers to be employed within the state. Forty-four of the 50 states require at least the completion of a four-year course, with the bachelor's degree, as a minimum for high school teaching: the tendency to require a fifth year beyond the bachelor's degree is increasing. Graduation from a two-year normal school or at least two years of college education is the minimum requirement for elementary teaching in 36 states; others demand the completion of a four-year course and the bachelor's degree.

Because of the decentralization of school control in the USA teachers are employed by local districts rather than by the national government. The American teacher does not have the absolute security of tenure which the French or Australian teachers enjoys. A high proportion of the teaching force are women.

The teacher-training institutions have not been able to provide sufficient numbers of fully trained teachers to replace those retiring and dropping out of the profession and at the same time to meet the requirements for new classes each year. The problem of recruiting and supply of teachers remains a serious one. In general the problem of shortage of teachers has not been met by lowering certificate standards.

requirement – требование

certificate board – аттестационная комиссия

normal school – педагогическое училище

security of tenure ['tenjʊð] – сохранность рабочего места

shortage – нехватка

to be in force – являться действительным

**TASK 1.** Answer the questions:

1. Are the requirements for teachers the same or are they different among the 50 states?
2. Who usually issues certificates for teaching?
3. What is the minimum requirement for the teacher of high school?
4. What is the minimum requirement for elementary teaching?
5. How does the decentralization of school control concern employment of teachers?
6. Does the American teachers enjoy the absolute security of tenure?
7. Are the more men or women teachers in the USA?
8. Which are the major problems in the teaching profession in the USA?
9. Are teachers' certificates in force throughout the country or only within a given state?
10. Why were certification standards lowered?

## **REVISION**

**TASK 1.** Check up your knowing of the subject answering the following questions:

1. Is public education in the USA centralized?
2. Is there a unified system of education in the USA?
3. At what age do children begin to attend school in the USA?
4. What is a high school in the USA?
5. What is an elementary school in the USA?
6. If a person studies at a state university or college, does it mean that his education is absolutely free or does he still pay tuition fee?
7. Is tuition fee the same for those who live in the state and for those who come from outside the state?
8. Do private colleges and universities require an admission examination?
9. Do private colleges and universities have rigid scholastic requirements for entrance?
10. What is the duration of a school year in the USA?
11. Which are the best higher educational institutions in the USA, are they private or public?
12. What is the classification of the first-, second-, third- and fourth-year students in the USA?

### **TASK 2. TALKING POINTS**

1. The pattern of education in the USA and in Russia.
2. Teaching profession in the USA and in Russia.
3. Higher educational institutions in the USA, public and private, the quality of education in them.
4. History of establishing some of the colleges in the USA.
5. Elementary and high school in the USA.
6. The system of pre-school, school and higher education in Russia.
7. Types of schools in the USA and differences between them.

## REVISING

★ 1. Match the words with their definitions.

1 alumnus (pl. alumni) (AmE)	a) a study course for people who want to get a new qualification that's different from their previous one
2 graduate (AmE)	b) a former student of a specific school, college or university
3 postgraduate	c) someone who has completed his / her undergraduate studies and was awarded such a degree by a college or university
4 undergraduate	d) a student in a university or college who has not received a first degree (esp. a bachelor's)
5 Bachelor/ Bachelor's	e) someone who has finished their studies at the high school, college, or university level or someone who has a degree from a university
6 Master / Master's	f) someone who has completed at least one year of graduate study and was awarded such a degree by a graduate school or department
7 retraining course	g) a student who continues his / her studies after graduation
8 refresher course	h) to study some subject as an academic specialty (AmE)
9 major (in) (AmE)	i) a study course which serves as a review of previous education

2. Which of the tables do you think represents: a) the British education system, b) the American system? Read the text and fill in the missing words / ages in the tables.

Age	School	Level
6-9	.....	PRIMARY
10-12	Middle	
13- ...	Junior High	.....
... -17	Senior High	
H..... S..... D.....		
17+	College / university	.....

17-18	.....	FURTHER
Advanced Level		
18+	.....	HIGHER

Age	School	Level
... - 7	Infant	
8 - 11	.....	.....
12-16	High	SECONDARY
GENERAL CERTIFICATE OF SECONDARY EDUCATION		

### **The education system of the USA**

There is no single educational system in the USA - instead, each of the 50 states has its own system.

In most states, however, children go to school from about the age of six until at least age sixteen. Each year of school is called a 'grade', and in order to graduate, all American students must successfully complete 12<sup>th</sup> Grade.

In a typical case, a student attends seven years of primary education, which is often divided into four years of Elementary school (Grades 1-4) and three years of Middle school (Grades 5-7). This is followed by secondary school, split into Junior high (Grades 8-9) and Senior High (Grades 10-12).

After finishing Senior High, graduating students receive the High School Diploma. If they choose to, they can then go on to higher education at college or university.

### **The Education System of the UK**

In the UK, all children must go to school from age five to age sixteen. They go to primary school for seven years and secondary school for five years.

Primary school may be divided into Infant school (three years) and Junior school (four years). There are different kinds of secondary school, but all pupils follow the same national curriculum that leads to GCSE (General Certificate of Secondary Education) qualifications.

After age 16, British students can choose to leave school, or – if their results are good enough - they can go on to attend Sixth Form for a further two years. At the end of this time, they sit 'A' (Advanced) Level exams to qualify for entry to college or university.

**3. *Make a similar table about the education system in your country. In what ways is it similar/different to the education systems in the UK and the USA? Discuss in groups.***

**4. *Choose the correct variant.***

1. In Britain compulsory education begins:
  - a) at 5 and lasts till 16 years old;
  - b) at 4 and lasts till 15 years old;
  - c) at 6 and lasts till 18 years old;
  - d) at 7 and lasts till 15 years old.
2. In the USA compulsory education begins:
  - a) at 5 and lasts for 15 more years;
  - b) at 6 and lasts for 12 more years;
  - c) at 7 and lasts for 8 more years;
  - d) at 4 and lasts for 10 more years.
3. In Russia compulsory education begins:
  - a) at 4 years old and lasts till the 12<sup>th</sup> grade;
  - b) at 5 years old and lasts till the 10<sup>th</sup> grade;
  - c) at 6 (7) years old and lasts till the 9<sup>th</sup> grade;
  - d) at 8 years old and lasts till the 11<sup>th</sup> grade.
4. There are two types of schools in the USA:
  - a) private and preparatory;
  - b) public and independent;
  - c) state, private;

- d) public, private.
5. There are two types of schools in Great Britain:
- state and public;
  - public and private;
  - private and independent;
  - nursery and state.
6. Education in Great Britain consists of:
- elementary, junior and high school;
  - infant, junior and secondary school;
  - elementary, middle and secondary school;
  - infant, junior and middle school.
7. Education in the USA consists of:
- infant, junior and high school;
  - high and infant school;
  - elementary and high school;
  - high, junior and elementary school.

★ 5. Complete definitions 1 - 14 with words and expressions from the box. You will not need all of the words and expressions from the box.

acquire class correspondence course course day release degree  
 discipline doctorate elementary (education) elementary school  
 enroll exam experience faculty fail fees grade grades grade school  
 graduate (noun) graduate (verb) graduate school grant higher degree  
 higher education high school junior high school kindergarten learn  
 learning resources center lecture lecturer lesson literacy mature (student)  
 middle school night class numeracy opportunity pass physical education private school  
 professor prospectus public school qualifications quarter  
 retake (an exam) resources secondary (education) semester seminar  
 SAT (Scholastic Aptitude Test) sit / take (an exam) skills study subject syllabus topic  
 tutor tutorial undergraduate

- 1) A \_\_\_\_\_ is an educational course that you take at home, receiving your work and sending it back by mail or email. A \_\_\_\_\_ is a lesson in the evening for people who work during the day. People who have a job might be given \_\_\_\_\_ by their employer, which means that can take a day off work about once a week to attend a course of study.
- 2) The \_\_\_\_\_ is an examination that students must take before they can go to university.
- 3) A \_\_\_\_\_ is a period of time in which students are taught a subject in school (also called a \_\_\_\_\_).
- 4) A \_\_\_\_\_ is a talk given to a group of students at college or university about a particular \_\_\_\_\_. The person who gives the talk is called a \_\_\_\_\_. A \_\_\_\_\_ is a meeting at which a group of students discuss something they are studying. A \_\_\_\_\_ is a meeting at which one student, or a small group of students, discusses something he/she is studying with his/her \_\_\_\_\_.
- 5) \_\_\_\_\_ is the ability to read and write. \_\_\_\_\_ refers to basic skills in mathematics.

- 6) A \_\_\_\_\_ is a small book that provides information about a university. Once a student who has read the book decides he/she would like to study there, he must \_\_\_\_\_ (in other words, he/she puts his/her name on the official list of students).
- 7) A \_\_\_\_\_ is a main department at a university. The word can also be used to refer to the teaching staff of a school college, university, etc.
- 8) \_\_\_\_\_ refers to sports and exercise that children do at school as a school subject.
- 9) A \_\_\_\_\_ is a school that is funded by taxes. A \_\_\_\_\_ is a school where the parents of the children who attend it must pay \_\_\_\_\_.
- 10) A \_\_\_\_\_ is school for very young children (aged 4 or 5), which prepares them for the fast \_\_\_\_\_ at school. An \_\_\_\_\_ is a school for the first six or eight years of a child's education. It is also known as a \_\_\_\_\_.
- 11) A \_\_\_\_\_ is a list of the main subjects in a course of study (sometimes called a curriculum).
- 12) A \_\_\_\_\_ is a school for students between the ages of 12 and 14 or 15. It is also known as a \_\_\_\_\_. From the age of 14 or 15, students attend a \_\_\_\_\_.
- 13) A \_\_\_\_\_ one of two periods into which the school year is divided. A \_\_\_\_\_ is one of four periods into which the school year is divided.
14. A \_\_\_\_\_ is someone who has completed a course at school, college or university. A \_\_\_\_\_ is a college or university where students can study for a \_\_\_\_\_ such as a Master's or Ph.D.

★ **6. Complete this essay with appropriate words and expressions from the box in Exercise 5. You may need to change the form of some of the words.**

You are never too old to learn. Do you agree with this statement?

Education is a long process that not only provides us with basic (1) \_\_\_\_\_ such as (2) \_\_\_\_\_ and (3) \_\_\_\_\_ but is also essential in shaping our future lives. From the moment we enter (4) \_\_\_\_\_ as 5-year-olds, and as we progress through (5) \_\_\_\_\_ and (6) \_\_\_\_\_ education, we are laying the foundations for the life ahead of us. We must (7) \_\_\_\_\_ ourselves to work hard so that we can (8) \_\_\_\_\_ exams and gain the (9) \_\_\_\_\_ we will need to secure a good job. We must also (10) \_\_\_\_\_ valuable life skills so that we can fit in and work with those around us. And of course (11) \_\_\_\_\_ helps us to develop our bodies and stay fit and healthy.

For most people, this process ends when they are in the mid-to-late teens and they (12) \_\_\_\_\_ from high school. For others, however, it is the beginning of a lifetime of learning. After they finish school, many progress to (13) \_\_\_\_\_ education where they will work towards a (14) \_\_\_\_\_ in a chosen (15) \_\_\_\_\_ at university. After that, they may work for a while before opting to study at a (16) \_\_\_\_\_ for a Masters degree, or a (17) \_\_\_\_\_. Alternately, they may choose to attend a (18) \_\_\_\_\_ alter work or, if they have a sympathetic employer, obtain (19) \_\_\_\_\_ so that they can study during the week. And if they like a long way from a college or university, they might follow a (20) \_\_\_\_\_ using mail and the Internet. In fact, it is largely due to the proliferation of computers that many people, who have not been near a school for many years, have started to study again and can proudly class themselves as (21) \_\_\_\_\_ students.

We live in a fascinating and constantly changing world, and we must continually learn and acquire new knowledge if we are to adapt and keep up with changing events. Our schooldays are just the beginning of this process, and we should make the best of every (22) \_\_\_\_\_ to develop our-selves, whether we are eighteen or eighty. You are, indeed, never too old to learn.



## TEACHER'S PROFESSION

*If all the good people were clever,  
And all clever people were good,  
The world would be nicer than ever...  
(Elizabeth Wordsworth)*

### Unit 1.CAREER PLANS

**1. Answer the questions:**

- 1) What are your career plans? What sort of job interests you?  
*I'd like to*.....
- 2) What do your friends and family think about your choice?  
.....
- 3) What interests do you have which make you suitable for this kind of work?  
.....
- 4) What experience do you have which makes you suitable for this kind of work?  
.....
- 5) What kind of job would you least like to have? .....
- 6) What jobs, if any, do you think should only be done by men/women?  
.....
- 7) What's more important to you – earning lots of money or having a job you enjoy?

**2. Jane Anderson has filled in this application for a new job. You have her answers. Can you finish the form? Use the words from the box.**

Family name	Interests	Tel. no.	Education: schools attended		
Signature	Marital status	Languages spoken	Previous experience		
First names	Place of birth	Education: university/college			
Mr/Mrs/Miss/Ms	Date available	Date	Present address	Children Driving licence	
Present position	Date of birth	Present salary			

### THE APPLICATION FORM

Please type or write clearly

- |                       |  |         |           |
|-----------------------|--|---------|-----------|
| 1. <i>Family name</i> | Anderson   | 2. .... | Ms        |
| 3. ....               | Jane Irene   | 4. .... | 584-29-01 |
| 5. ....               | 30 <sup>th</sup> July 1962   | 6. .... | York      |
| 7. ....               | Single   | 8. .... | None      |
| 9. ....               | 27 Glenhill Gardens, Richmond, Surrey                              |         |           |
| 10. ....              | York Girls' School '72-79  |         |           |
| 11. ....              | Raydon College of art '79-83                                       |         |           |
| 12. ....              | Diploma in Art and Design (Dip AD) '83                             |         |           |
| 13. ....              | Art and Craft Summer School (Assistant Teacher) Spain '83<br>+ '84 |         |           |
| 14. ....              | Art Department the L.Magazine                                      |         |           |
| 15. ....              | £8,500 p.a.  |         |           |
| 16. ....              | French and Spanish, German (a little)                              |         |           |

17. .... Yes  
 18. .... Photography, Astronomy, Mountain Climbing  
 19. .... From January 1<sup>st</sup> '86  
 20. .... Nov 15<sup>th</sup> '85  
 21. .... Jane Anderson

**3. Match these job characteristics with their definitions.**

1. well-paid	a) giving pleasure and joy
2. stressful	b) giving satisfaction and profit
3. challenging	c) dull and tiresome
4. enjoyable	d) extremely irritating and often overwhelming
5. boring	e) difficult and complex
6. rewarding	f) stimulating, interesting and thought-provoking
7. complicated	g) meeting all requirements and conditions
8. satisfying	h) awarding enough money



**4. Look at the job advert and predict what kind of answer you expect for each gap (1-5). Listen and fill in the gaps.**

**SCIENCE TEACHER**

Hollingsworth Secondary School, Colchester. 0) Essex.

Qualified teacher required to teach science to pupils from year 7 to 1) \_\_\_\_\_. The school is well-known for its motivated pupils, highly-qualified staff and excellent 2) \_\_\_\_\_.

Permanent 3) \_\_\_\_\_ - time position. Available from September or 4) \_\_\_\_\_.

For an application form and further details call 5) \_\_\_\_\_ 129458.

**5. A. Which of the adjectives below can describe the job of a lawyer, writer, teacher, detective, programmer? Give reasons.**

interesting • exciting • dangerous  
 stressful • boring • relaxing • difficult  
 demanding • tiring • rewarding

I think a \_\_\_\_\_'s job is interesting because they \_\_\_\_\_.

**B. Which qualities are necessary for each job?**

intelligent • brave • physically fit • calm  
 reliable • friendly • patient • polite  
 creative • imaginative • skilful • caring

A \_\_\_\_\_ needs to be \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**5. Game Use the phrases below to tell your partner three facts about one of the jobs. Your partner has to guess the job.**

travel a lot

work part-time

get good salaries

work outdoors

use a computer

work 9 to 5

start early in the morning

work shifts

work indoors

work long hours

wear a uniform

work with their hands

i.e. A: *They usually work 9 to 5. They use a computer. They don't work outdoors.*

B: *Are they secretaries?*

**6. Grammar focus** *Look at the list of jobs and write some more you would like to do. Complete the table with activities people have to/don't have to do in these jobs.*

Do you want to be a ... ?	Have to ...	Don't have to ...
shop assistant		
Politician		
personal assistant		
Teacher		

In groups, order the jobs from 1-6 in order of preference. (1 = the best, 6 = the worst). Tell the other groups your reasons.

**7. Read the text "Teacher's profession", p. 248. Do exercises 1-3, 8-10, p. 249-250 (Golubev A.P. «Английский язык»).**

**8. Read and translate the dialogue.**

Jane: Hallo, Bob!

Bob: Hallo!

Jane: Oh, you've just left college, haven't you?

Bob: Yes.

Jane. What are you going to do?

Bob: Er... well, it looks like a choice between teaching or going into an office and... I think I'd much prefer to go in for teaching, because... well you get long holidays.

Jane: But, Bob, wouldn't you get bored with the same routine year after year teaching... teaching the same material to the children. And...a sense of responsibility you need — all those children, all those parents.

Bob: Oh, look, it wouldn't be as boring as... as working in an office. Teaching is terribly stimulating. It's ... new every day — I'm sure I'd enjoy it.

Jane: But I mean, there's so much variety in office work! Look at my job: I'm dealing with people and their problems, there're new situations to cope with all the time.

Bob: Yes, that's quite true, but I think there's a number of differences between teaching and office work and, well, I think I'll go in for teaching because... it really attracts me.

*(Практический курс английского языка. 2 курс. Аракин)*

**9. Grammar Focus** *Put the verbs in brackets into the correct infinitive or –ing form.*

Georgia wants 1) \_\_\_\_\_ (become) a teacher. She is a very good student who likes to spend time 2) \_\_\_\_\_ (read) interesting books. During summer, she prefers 3) \_\_\_\_\_ (work) at a camp. She enjoys 4) \_\_\_\_\_ (plan) fun activities for the children. She is looking forward to 5) \_\_\_\_\_ (get) her diploma next year. She can't wait 6) \_\_\_\_\_ (start) teaching.

**10. Imagine you have worked in your chosen job for a year. You're talking to some students who are thinking of doing the same job as you.**

*Answer their questions.*

- 1) What qualifications do you need? .....
- 2) How old do you need to be? .....
- 3) What sort of a person do you need to be? .....
- 4) What about training? .....
- 5) What are the hours? .....
- 6) What's the money like? .....
- 7) What's the best bit about the job? .....
- 8) What's the worst bit? .....

**11. Project** *Imagine you are producing a poster to help local students choose a career. Write a short description of five jobs. Add pictures and titles. Present your leaflet to the group.*

Before you start writing, brainstorm for ideas. Write down everything that comes to mind. This will help you decide what you are going to write about.

## Unit 2. A GOOD TEACHER

### 1. *Answer the questions:*

- 1) What means to be a good teacher?
- 2) Have you met such teachers? Who are they?

### 2. *Read and translate the poem written by Dorothy Law Nolte "Children Learn What They Live". Do you agree with the author?*

If a child lives with criticism,

He learns to condemn.

If a child lives with hostility,

He learns to fight.

If a child lives with ridicule,

He learns to be shy.

If a child lives with shame,

He learns to feel guilty.

If a child lives with tolerance,

He learns to be patient.

If a child lives with encouragement,

He learns confidence.

If a child lives with praise,


He learns to appreciate.

If a child lives with fairness,

He learns justice.

If a child lives with security,

He learns to have faith,  
If a child lives with approval,  
He learns to like himself.  
If a child lives with acceptance and friendship,  
He learns to find love in the world.

 **3. A. Look at the list of qualities below. Which, in your opinion, are the most important ones needed to be a good teacher? Listen to the tape and tick (✓) the ones which are mentioned.**

A good teacher should:

- a. speak clearly
- b. establish a friendly relationship with students
- c. have a lot of confidence in front of large groups
- d. understand students' individual needs
- e. encourage students to be creative
- f. keep tight control of a group of students
- g. give students a lot of praise and support
- h. attend refresher courses regularly
- i. spend time preparing lessons thoroughly
- j. punish students who don't work hard enough

**B. Which qualities do you think a good teacher should have? Write sentences as in the example.**  
*e.g. I strongly believe that a good teacher should be able to understand students' individual needs.*

**4. Read the text.**

#### WHAT'S YOUR LINE?

School! Lessons, games, clubs, homework. A bell rings. You go to a classroom. A bell rings. You have lunch. A bell rings. You go home.

But one day you go to school for the last time. What to do after that? You realize that the time to choose one job out of the hundreds has come. It's going to be a hard choice and nobody can make it for you.

Before you can choose, you ask yourself quite a lot of questions. What do you know you are good at? What do you enjoy doing? Perhaps you enjoy working with your hands. Or you may prefer using your head – your brains. Are you interested in machines? Or do you like meeting people? It's difficult to know all the answers to these questions until you have left school and actually begun work.

Many young people consider teaching as a career, it's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you don't know about the work. That's where you are wrong, since only those who are in it can appreciate it. Have you ever asked yourself why most teachers are so devoted to their work and privately think, though they may not like to admit it openly, that they serve humanity doing the most vital job of all? Those of us who spend our days in schools know how rewarding the job is. At the same time it is not easy and a real challenge to your character, abilities and talent, as teaching is a constant stream of decisions.

Children in your classroom aren't just boys and girls. Every one is a unique individual who has never been before and will never again exist. If you like people, you will love teaching. To be a good teacher you must be genuinely interested in what you are doing.

The most important things in the world are awareness and learning – wanting to know every day of your life more and more and more. Because every time you learn something new you become something new. An ignorant teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher catalyzes in his pupils the burning desire to know and love for the truth and beauty.

John Steinbeck, writing about his school days said, "I've come to believe that a great teacher is a great artist and you know how few great artists there are in the world. Teaching might even be the greatest of the arts since its medium is the human mind and the human spirit." What an incredible responsibility to be the guardians of the human spirit and the human mind! I think, that is the reason why humanity has the deepest respect for teachers.

I would never stop teaching and I'm sure that you, having chosen it for your career, feel the same way. If you don't feel that way then, please, for all our sakes, get out! The human mind and the human spirit are too wondrous to destroy. But if you are prepared to accept the responsibility, I wish you all the luck in the world.

*(Практический курс английского языка. 2 курс. Аракин)*

**5. Grammar focus Fill in: who, whose, which or where.**

My school, 1) ..*which*.. is called King Edward's, has about 2,000 students. My favourite teacher, 2) ..... is called Mr. Brown, teaches sport. The sports centre, 3) ..... I play basketball and tennis, is the largest in the area. I walk to school every day with my friend Mike, 4) ..... father teaches History.

**6. Grammar focus Mrs. Potter is the new music teacher at Braxton Academy. Look at the ideas and say what she is going to do as in the example:**

- 1) offer new courses like Electronic Music and Songwriting  
*She is going to offer new course like Electronic Music and Songwriting. ....*
- 2) invite musicians to play for her students  
.....
- 3) take the students to see the London Symphony Orchestra  
.....
- 4) organise a concert at the end of the school year  
.....



## Vocabulary

Academic year	учебный год
Advanced level examinations	выпускные экзамены на повышенном уровне
Boarding school	школа-интернат
Class (AmE), lesson (BrE)	урок (занятие)
Comprehensive school	единая средняя [общеобразовательная] школа
Curriculum	программа обучения
Dean	декан
Department of education and science	министерство образования и науки
Deputy head	заместитель директора (заведующий учебной частью)
Elementary school	общеобразовательная школа (для детей от 5 до 14 лет)
Eleven-plus (11+) examination	экзамен, сдаваемый в одиннадцать с лишним лет
Fee-paying	платный
Fresher	первокурсник
Full-time department	дневное отделение
Full-time education	обучение в течение полного дня
Further education	дальнейшее образование
General Certificate of Secondary Education (GCSE)	аттестат об окончании полной средней школы
Grade	(все параллельные классы) класс
Grade (AmE), mark (BrE)	оценка
Grant	стипендия (обычно назначаемая местными органами образования)

Head of (the) department	заведующий кафедры/отделения
Headboy (girl)	ученик (ученица), стоящий во главе всей ученической организации
Headmaster (headmistress) (BrE) Principal (AmE)	директор школы
Junior	младшекурсник
Kindergarten	садик
Local education authorities (LEA)	местные органы образования
Nursery education	дошкольное обучение
Ordinary level examinations	выпускные экзамены на обычном уровне
Primary school (BrE), elementary school (AmE)	начальная школа
Private school	частная школа (финансируется частными лицами или организациями)
Public school	средняя школа закрытого типа, не зависящая от местных органов образования, для детей из высших слоёв общества
Secondary school (BrE), high school (AmE)	средняя школа
Senior	старшекурсник
Sixth form	6-й класс (последний класс общедоступной школы, в котором учащиеся 16-18 лет готовятся к выпускным экзаменам на повышенном уровне)
Sophomore	второкурсник
Staff meeting	педагогический совет
State (maintained) school	государственная школа (финансируется с государственного бюджета)
Student's record book	зачетка

System of education	система образования
Teacher training college	педагогическое училище
Technical school	техникум
Term (BrE), semester (AmE)	семестр
Vocational school	профессионально-техническое училище
to apply for admissions	подавать заявку на поступление (в колледж и др.)
to attend	посещать (занятия)
to be at the foot (bottom) of the class	быть в числе худших
to be at the top of the class	быть в числе лучших
to educate	давать образование
to fail an exam	провалить экзамен
to get / receive a mark	получить оценку
to graduate (from)	заканчивать
to learn	учиться
to learn by heart	учить наизусть
to pass exam with distinction	сдать экзамен на отлично
to sit for an examinations	сдавать экзамены
to study	изучать
to take a test	сдавать экзамен (тест)
to teach	обучать

### 3.ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

#### Общие положения

**Контрольно-оценочные средства (КОС)** предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины иностранный язык.

КОС включают сведения об оценочных средствах для промежуточной аттестации в форме зачетов и диф.зачетов.

#### 1. Результаты освоения учебной дисциплины, подлежащие проверке

В результате освоения учебной дисциплины обучающийся должен:

уметь:	
У1.	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы
У2.	переводить (со словарем) иностранные тексты профессиональной направленности
У3.	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас
знать:	
З1.	лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности

В результате контроля и оценки образовательных достижений обучающихся также прослеживается динамика формирования следующих компетенций:

ОК 4.	Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.
ОК 5.	Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.
ОК 6.	Работать в коллективе и команде, взаимодействовать с руководством, коллегами и социальными партнерами.
ОК 8	Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.
ПК 1.1.	Определять цели и задачи, планировать уроки.
ПК 1.2.	Проводить уроки.
ПК 2.1.	Определять цели и задачи внеурочной деятельности и общения, планировать внеурочные занятия.
ПК 2.2.	Проводить внеурочные занятия.
ПК 3.2.	Определять цели и задачи, планировать внеклассную работу.
ПК 3.3.	Проводить внеклассные мероприятия

ПК 3.5.	Определять цели и задачи, планировать работу с родителями.
ПК 3.6.	Обеспечивать взаимодействие с родителями учащихся при решении задач обучения и воспитания.
ПК 4.2.	Создавать в кабинете предметно - развивающую среду.
ПК 4.3.	Систематизировать и оценивать педагогический опыт и образовательные технологии в области начального общего образования на основе изучения профессиональной литературы, самоанализа и анализа деятельности других педагогов.

## 2. Формы промежуточной аттестации по учебной дисциплине

Учебная дисциплина	Формы промежуточной аттестации
Иностранный язык	Зачет – III семестр Зачет - V семестр Диф.зачет –VI семестр Диф.зачет -VIII семестр

## 3. Оценка освоения учебной дисциплины



### 3.1. Сведения об оценочных средствах для текущего контроля

Контролируемые Разделы (темы) дисциплины	Код освоенных умений, усвоенных знаний	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
<b>Раздел 1. Вводно-коррективный курс</b>			
<b>Вводно- коррективный курс</b>	У1У2,У3, 31	ОК 4, ОК 5, ОК 6, ОК 8. ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.	<i>Практические задания</i>  <i>Устный опрос</i>  <i>Самостоятельная работа</i>  <i>Контрольно-тренировочные упражнения</i>
<b>Раздел 2. Профессиональная деятельность специалиста</b>			
<b>Тема 2.1 Моя учеба в</b>	У1У2,У3, 31	ОК 4, ОК 5, ОК 6, ОК 8. ПК 1.1.,	<i>Устный опрос</i>



<b>колледже.</b>		ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.	<i>Контрольно-тренировочные упражнения</i>  <i>Самостоятельная работа</i>
<b>Тема 2.2 Образование.</b>	У1У2,У3, 31	ОК 4, ОК 5, ОК 6, ОК 8 ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.	<i>Практические задания</i>  <i>Устный опрос</i>  <i>Самостоятельная работа</i>  <i>Контрольно-тренировочные упражнения</i>
<b>Тема 2.3 Образовательная система Великобритании.</b>	У1У2,У3, 31	ОК 4, ОК 5, ОК 6, ОК 8 ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.	<i>Практические задания</i>  <i>Устный опрос</i>  <i>Самостоятельная работа</i>  <i>Контрольно-тренировочные упражнения</i>  <i>Контрольная работа</i>
<b>Тема 2.4 Образование в России.</b>	У1У2,У3, 31	ОК 4, ОК 5, ОК 6, ОК 8 ПК 1.1., ПК 1.2. ПК 2.2.	<i>Практические задания</i>

		ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.	<i>Устный опрос</i>  <i>Самостоятельная работа</i>  <i>Контрольная работа</i>
<b>Тема 2.5</b> <b>Образовательная</b> <b>система США</b>	У1У2,У3, 31	ОК 4, ОК 5, ОК 6 ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.	<i>Практические задания</i>  <i>Устный опрос</i>  <i>Самостоятельная работа</i>  <i>Контрольная работа</i>
<b>Тема 2.6</b> <b>Моя будущая</b> <b>профессия</b>	У1У2,У3, 31	ОК 4, ОК 5, ОК 6, ОК 8 ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.	<i>Практические задания</i>  <i>Устный опрос</i>  <i>Самостоятельная работа</i>  <i>Контрольная работа</i>

### 3.2. Материалы для промежуточной аттестации

### **3.2.1. Типовые задания для оценки освоения знаний и умений (зачет III семестр):**

#### **ИНСТРУКЦИЯ**

Зачет представлен в виде контрольной работы. В работу по иностранным языкам включены 7 заданий, которые направлены на:

- употребление предлогов места и направления;
- употребление глаголов to be , to have;
- употребление видовременных формы глагола и перевод их на русский язык;
- употребление множественного числа существительных;
- употребление прилагательных в нужной степени сравнения;

Время выполнения – 45 минут

**Проверяемые результаты обучения: У1, У2, У3, З1, ОК 4, ОК 5, ОК 6, ОК 8, ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.**

**Задание 1 Заполните пропуски необходимыми предлогами.**

1) There is a book ... the shelf. 2) There are some flowers ... the vase. 3) There is a ball ...the table. 4) The armchair is ... the TV set. 5) I go ... the college every day. 6) We are coming ... the room. 7) The text was being translated ... the lesson. 8) He was born ... the 5<sup>th</sup> of March. 9)There is a shop ... the college. 10) Sometimes lectures are not attended ... him.

**Задание 2 Заполните пропуски правильной формой глагола *to be* или *to have*.**

1)His son ... a businessman. 2) He ... a cassette. 3) These boys ... students. 4) My friends will ... introduced to my parents by me tomorrow. 5) The museum ... visited by them last Sunday. 6) The man ... waiting for her at the moment. 7) She ... finished her work when we come in. 8) I ... never been to the USA. 9) We ... students of the college. 10) There ... an armchair in front of the TV set.

**Задание 3 Заполните пропуски правильной формой глагола *to eat*.**

1) I often ... soup for dinner. 2)Yesterday they ... vegetables for breakfast. 3) What ... you ... now. 4) What ... you ... for dinner yesterday. 5) What ... you ... for breakfast tomorrow. 6) He ... not ... now, he ... .. in some minutes.7) She always ... sandwiches for breakfast. 8) She ... already ... the soup when we come. 9) We seldom ... cakes. 10) My sister ... never ... porridge in the morning.

**Задание 4 Найдите сказуемое в каждом предложении и определите его временную форму.**

1) Hobbyists usually get information about their hobby from books. 2) As a rule, the most popular of all hobbies is collecting things. 3) Almost everyone collects something at some period in his life. 4) Sometimes some collections have no real value. 5) We always choose a hobby according to

our character and taste. 6) Our hobby often helps us to choose our future profession. 7) He was interested by music some years ago. 8) He collected stamps in his childhood. 9) He spent much time in the country. 10) Children are fond of playing computer game.

**Задание 5 Переведите предложения из упражнения 4 на русский язык.**

**Задание 6 Вставьте в предложение слово из скобок во множественном числе.**

1) Have you ever seen ... by Show? (play) 2) You should hide the ... from ... . (knife, child) 3) Her ... are very gentle ... . (son, person) 4) The two ... were afraid of ... . (woman, mouse) 5) These ... had problems with their ... . (gentleman, tooth) 6) The company bought a lot of ... . (furniture). 7) There were many ... in her ... . (book, bookshelf) 8) Those ... bought three ... of ... and a lot of ... . (lady, kilo, tomato, potato) 9) They give me very much good ... in that situation. (advice) 10) Two new ... were delivered to the club. (piano)

**Задание 7 Вставьте в предложение прилагательное из скобок в нужной степени сравнения.**

1) Could you speak ... , please? (slowly) 2) My father drives ... than me. (carefully) 3) I have to get up ... this morning than yesterday. (early) 4) His younger sister is a pop-star and his ... brother is a pilot . (old) 5) She seemed to be ... interested in our conversation. ( little) 6) We have just looked through ... magazines. ( late) 7) You looked depressed this morning but you look ... now. (happy) 8) It's ... to learn a foreign language in the country where it is spoken. (easy) 9) This armchair is ... . (comfortable) 10) It's ... day today. (warm)

### **3.2.2. Критерии оценки усвоения знаний и сформированности умений**

Максимальное количество баллов всей контрольной работы – 100

Максимальное количество баллов в задании1: 10

Максимальное количество баллов в задании2: 10

Максимальное количество баллов в задании3: 20

Максимальное количество баллов в задании4: 20

Максимальное количество баллов в задании5: 20

Максимальное количество баллов в задании6: 10

Максимальное количество баллов в задании7: 10

«5» - 96-100 баллов

«4» - 70-95

«3» - 50-69

«2» - 49 и менее баллов.

### 3.2.3. Типовые задания для оценки освоения знаний и умений (зачет Всеместр):

#### ИНСТРУКЦИЯ

Зачет представлен в виде контрольной работы. В работу по иностранным языкам включены 3 задания:

- задания на заполнение пропуска в связном тексте;
- задания на перевод слов и выражений с русского на английский;
- задания на установление соответствия позиций, представленных в двух множествах;

На выполнение контрольной работы по английскому языку отводится 45 минут.

Проверяемые результаты обучения: У1, У2, У3, З1, ОК 4, ОК 5, ОК 6, ОК 8, ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.

#### Контрольная работа по английскому языку

**Задание 1. Fill in the gaps and read the text. (2 балла за каждый правильный ответ)**

*higher education, state, crèches, nursery schools, the Certificate of Basic Secondary Education, lyceums, primary, gymnasiums, free of charge, the Certificate of Complete Secondary Education, secondary school, private, the curriculum, terms, technical (vocational) schools, postgraduate courses, entrance examinations, admission, vocational schools, establishments*

Education plays a very important role in our life. It is one of the most valuable possessions a man can get in his life.

People in our country have the right for education. It is our Constitutional right. But it is not only a right, it is a duty, too. Every boy and every girl in Russia must go to school and they must get a full secondary education.

Children start school at the age of six in Russia. Children under the age of six are taken to (1)... and (2).... The course of studies at school is eleven years now: four years of (3) ... and seven years of (4).... Previously it was only ten years: three years of primary school and seven years of secondary school. All pupils have equal rights in all stages of education.

There is a wide choice of schools nowadays:(5) .. schools, (6)... schools, (7)... and (8).... There is also a number of specialized schools, where the pupils get deep knowledge of foreign languages, or Maths, or Physics, or other subjects. The majority of schools is (9)...., but in some (usually private ones) parents have to pay for the education of their children. In ordinary schools parents sometimes pay for additional subjects in (10) ..., such as a foreign language or arts. Most children can already read and write when they start their school: this makes education much easier for them.

The school year starts in the first of September and finishes in May. It is divided into four (11).... Study programme in schools is fixed. It means that schoolchildren can't choose subjects they want to study.

In primary school there are three or four lessons a day. A lesson lasts forty minutes. During the first term children get used to learning and adapt to school regulations. At primary schools all lessons are usually conducted by one teacher.

At the age of ten children pass to the second stage of education, known as secondary school. In secondary school there is a wide variety of subjects under study, and teachers specialize. The transition from primary to secondary school is sometimes difficult for children.

After finishing the ninth form and getting (12) ..., schoolchildren may either continue their education in the tenth form, or leave school and go to (13)... and colleges. They not only learn general subjects, but also receive a specialty there. Having finished a secondary school, a technical school or a college young people can start working, or they may enter an Institute or a University. Professional training makes it easier to get (14) ....

After eleven years at school, the school leavers take examinations and get (15).... Those who have only excellent marks in the Certificate get a gold medal, which gives the right to enter higher school taking only one examination or a personal interview.



The (16)... to higher school is competitive and based on the system of (17)..., usually three or four. During the examinations the school leavers must show their abilities in the chosen field. Young people also have an option to get specialized secondary education in (18)...after leaving the eleventh form.

Among higher educational (19)...are institutes (colleges), academies and universities. The term of studying in higher school is from four to six years. Students can be involved in scientific research while studying. At the end of their final year at college, university or academy they take final examinations and get a diploma. Besides, they can take(20) ... in the chosen field.

**Задание 2. Translate the words in brackets into English. (1 балл за каждый правильный ответ)**

1. (Курс обучения) is eleven years.
2. Children (младше шести лет) are taken to crèches and nursery schools.
3. (Большинство школ) are free of charge.
4. At the age of six children start (ходить в начальную школу).
5. After (базовой средней школы) young people can enter (технические училища).

**Задание 3. Match the definitions with their Russian equivalents: (1 балл за каждый правильный ответ)**

1) one of the two periods that the school or college year is divided into	a) факультет
2) a department or group of related departments in a college or university	b) колледж
3) a formal written, spoken or practical test, especially at school or college, to see how	c) учебный план

much you know about a subject, or what you can do	
4) the subjects that are included in a course of study or taught in a school, college, etc	d) семестр
5) a place where students go to study or to receive training after they have left school	e) экзамен

### 3.2.4. Критерии оценки усвоения знаний и сформированности умений

Максимальное количество баллов всей контрольной работы – 50 баллов

Максимальное количество баллов в задании1: 40

Максимальное количество баллов в задании2: 5

Максимальное количество баллов в задании3: 5

Студенты получают «зачтено», если они набрали от 25 до 50 баллов.

Студенты получают «не зачтено», если они наберут 24 и менее баллов.

Ответы:

### 2. Read and translate the text.

Education plays a very important role in our life. It is one of the most valuable possessions a man can get in his life.

People in our country have **the right** for education. It is our Constitutional right. But it is not only a right, it is **a duty**, too. Every boy and every girl in Russia must go to school and they must get a full secondary education.

Children start school at the age of six in Russia. Children under the age of six are taken to **crèches** and **nursery schools**. The course of studies at school is eleven years now: four years of **primary school** and seven years of **secondary school**. Previously it was only ten years: three years of primary school and seven years of secondary school. All pupils have equal rights in all stages of education.

There is a wide choice of schools nowadays: **state** schools, **private** schools, **lyceums** and **gymnasiums**. There is also a number of specialized schools, where the pupils get deep knowledge of foreign languages, or Maths, or Physics, or other subjects. The majority of schools is **free of charge**, but in some (usually private ones) parents have to pay for the education of their children. In ordinary schools parents sometimes pay for additional subjects in **the curriculum**, such as a foreign language or arts. Most children can already read and write when they start their school: this makes education much easier for them.

The school year starts in the first of September and finishes in May. It is divided into four **terms**. Study programme in schools is fixed. It means that schoolchildren can't choose subjects they want to study.

In primary school there are three or four lessons a day. A lesson lasts forty minutes. During the first term children get used to learning and adapt to school regulations. At primary schools all lessons are usually **conducted by** one teacher.

At the age of ten children pass to the second stage of education, known as secondary school. In secondary school there is a wide variety of subjects under study, and teachers specialize. The **transition** from primary to secondary school is sometimes difficult for children.

After finishing the ninth form and getting **the Certificate of Basic Secondary Education**, schoolchildren may either continue their education in the tenth form, or leave school and go to **technical (vocational) schools** and **colleges**. They not only learn general subjects, but also receive a specialty there. Having finished a secondary school, a technical school or a college young people can start working, or they may enter an **Institute** or a **University**. Professional training makes it easier to get **higher education**.

After eleven years at school, the school leavers take examinations and get **the Certificate of Complete Secondary Education**. Those who have only excellent marks in the Certificate get a gold medal, which gives the right to enter higher school taking only one examination or a **personal interview**.

The **admission** to higher school is competitive and based on the system of **entrance examinations**, usually three or four. During the examinations the school leavers must show their abilities in the chosen field. Young people also have an option to get specialized secondary education in vocational schools after leaving the eleventh form.

Among higher educational establishments are institutes (colleges), **academies** and universities. The term of studying in higher school is from four to six years. Students can be involved in scientific research while studying. At the end of their final year at college, university or academy they take final examinations and get a diploma. Besides, they can take **postgraduate courses** in the chosen field.

(1)... *crèches* (2)... *nursery schools*(3) ... *primary*(4) *secondary school*(5) *state*(6)... *private* 7)... *lyceums* 8) *gymnasiums*(9) *free of charge*(10) , *the curriculum*(11) *terms*(12) *the Certificate of Basic Secondary Education* 13) *technical (vocational) schools*(14) ) *higher education*15 *the Certificate of Complete Secondary Education*16) *admission*17) *entrance examinations*18) *vocational schools*(19)... *establishments*(20) *postgraduate courses*

**Задание 4 Match the definitions with their Russian equivalents:**

d) 1) one of the two periods that the school or college year is divided into	a) факультет
a)2) a department or group of related departments in a college or university	b) колледж
e)3) a formal written, spoken or practical test, especially at school or college, to see how much you know about a subject, or what you can do	c) учебный план
c)4) the subjects that are included in a course of study or taught in a school, college, etc	d) семестр
b)5) a place where students go to study or to receive training after they have left school	e) экзамен

### 3.2.5. Типовые задания для оценки освоения знаний и умений (Диф.зачет VI семестр):

#### ИНСТРУКЦИЯ

Зачет представлен в виде контрольной работы. В работу по иностранным языкам включены 3 задания:

- задания на заполнение пропуска в тексте;
- задания на установление соответствия позиций, представленных в двух множествах;
- задания с конструируемым ответом, требующие при выполнении от обучающегося самостоятельного получения ответов.

На выполнение контрольной работы по английскому языку отводится 90 минут.

**Проверяемые результаты обучения: У1, У2, У3, З1, ОК 4, ОК 5, ОК 6, ОК 8, ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.**

**Текст задания:**

#### *Контрольная работа по английскому языку*

*Задание 1. Complete definitions 1 - 1 4 with words and expressions from the box. You will not need all of the words and expressions from the box. (1 балл за каждый правильный ответ. Максимальное количество баллов- 31)*

acquire	class	correspondence	course	course	day	release	degree
discipline	doctorate	elementary (education)	elementary school				

enroll exam experience faculty fail fees grade grades grade school  
 graduate (noun) graduate (verb) graduate school grant higher degree  
 higher education high school junior high school kindergarten learn  
 learning resources center lecture lecturer lesson literacy mature (student)  
 middle school night class numeracy opportunity pass physical education private school professor prospectus public school  
 qualifications quarter  
 retake (an exam) resources secondary (education) semester seminar  
 SAT (Scholastic Aptitude Test) sit / take (an exam) skills study subject syllabus topic tutor tutorial undergraduate

- 14) A \_\_\_\_\_ is an educational course that you take at home, receiving your work and sending it back by mail or email. A \_\_\_\_\_ is a lesson in the evening for people who work during the day. People who have a job might be given \_\_\_\_\_ by their employer, which means that can take a day off work about once a week to attend a course of study.
- 15) The \_\_\_\_\_ is an examination that students must take before they can go to university.
- 16) A \_\_\_\_\_ is a period of time in which students are taught a subject in school (also called a \_\_\_\_\_).
- 17) A \_\_\_\_\_ is a talk given to a group of students at college or university about a particular \_\_\_\_\_. The person who gives the talk is called a \_\_\_\_\_. A \_\_\_\_\_ is a meeting at which a group of students discuss something they are studying. A \_\_\_\_\_ is a meeting at which one student, or a small group of students, discusses something he/she is studying with his/her \_\_\_\_\_.
- 18) \_\_\_\_\_ is the ability to read and write. \_\_\_\_\_ refers to basic skills in mathematics.

- 19) A \_\_\_\_\_ is a small book that provides information about a university. Once a student who has read the book decides he/she would like to study there, he must \_\_\_\_\_ (in other words, he/she puts his/her name on the official list of students).
- 20) A \_\_\_\_\_ is a main department at a university. The word can also be used to refer to the teaching staff of a school college, university, etc.
- 21) \_\_\_\_\_ refers to sports and exercise that children do at school as a school subject.
- 22) A \_\_\_\_\_ is a school that is funded by taxes. A \_\_\_\_\_ is a school where the parents of the children who attend it must pay \_\_\_\_\_.
- 23) A \_\_\_\_\_ is school for very young children (aged 4 or 5), which prepares them for the fast \_\_\_\_\_ at school. An \_\_\_\_\_ is a school for the first six or eight years of a child's education. It is also known as a \_\_\_\_\_.
- 24) A \_\_\_\_\_ is a list of the main subjects in a course of study (sometimes called a curriculum).
- 25) A \_\_\_\_\_ is a school for students between the ages of 12 and 14 or 15. It is also known as a \_\_\_\_\_. From the age of 14 or 15, students attend a \_\_\_\_\_.
- 26) A \_\_\_\_\_ one of two periods into which the school year is divided. A \_\_\_\_\_ is one of four periods into which the school year is divided.

**Задание 2. Match the words with their definitions. (1балл за каждый правильный ответ. Максимальное количество баллов- 9)**

1 alumnus (pl. alumni) (AmE)	a) a study course for people who want to get a new qualification that's different from their previous one
2 graduate (AmE)	b) a former student of a specific school, college or university
3 postgraduate	c) someone who has completed his / her undergraduate studies and was awarded such a degree by a college or university
4 undergraduate	d) a student in a university or college who has not received a first degree (esp. a bachelor's)

5 Bachelor/ Bachelor's	e) someone who has finished their studies at the high school, college, or university level or someone who has a degree from a university
6 Master / Master's	f) someone who has completed at least one year of graduate study and was awarded such a degree by a graduate school or department
7 retraining course	g) a student who continues his / her studies after graduation
8 refresher course	h) to study some subject as an academic specialty (AmE)
9 major (in) (AmE)	i) a study course which serves as a review of previous education

***Задание 3. Check up your knowing of the subject answering the following questions: ( 1 балл за каждый правильный ответ. Максимальное количество баллов- 10)***

1. Is public education in the USA centralized?
2. Is there a unified system of education in the USA?
3. At what age do children begin to attend school in the USA?
4. What is a high school in the USA?
5. What is an elementary school in the USA?
6. If a person studies at a state university or college, does it mean that his education is absolutely free or does he still pay tuition fee?
7. Do private colleges and universities require an admission examination?
8. Do private colleges and universities have rigid scholastic requirements for entrance?
9. What is the duration of a school year in the USA?



10. What is the classification of the first-, second-, third- and fourth-year students in the USA?

ОТВЕТЫ:

**1. Complete definitions 1-13 with words and expressions from the box. You will not need all of the words and expressions from the box. (1 балл за каждый правильный ответ. Максимальное количество баллов- 31)**

- 1) A **correspondence course** is an educational course that you take at home, receiving your work and sending it back by mail or email. A **night class** is a lesson in the evening for people who work during the day. People who have a job might be given **day release** by their employer, which means that can take a day off work about once a week to attend a course of study.
- 2) **The SAT** (Scholastic Aptitude Test) is an examination that students must take before they can go to university.
- 3) A **lesson** is a period of time in which students are taught a subject in school (also called a **class**).
- 4) A **lecture** is a talk given to a group of students at college or university about a particular topic. The person who gives the talk is called a **lecturer**. A **seminar** is a meeting at which a group of students discuss something they are studying. A **tutorial** is a meeting at which one student, or a small group of students, discusses something he/she is studying with his/her **tutor**.
- 5) **Literacy** is the ability to read and write. **Numeracy** refers to basic skills in mathematics.
- 6) A **prospectus** is a small book that provides information about a university. Once a student who has read the book decides he/she would like to study there, he must **enroll** (in other words, he/she puts his/her name on the official list of students).
- 7) A **faculty** is a main department at a university. The word can also be used to refer to the teaching staff of a school college, university, etc.
- 8) **Physical education** refers to sports and exercise that children do at school as a school subject.
- 9) A **public school** is a school that is funded by taxes. A **private school** is a school where the parents of the children who attend it must pay **fees**.

10) A **kindergarten** is school for very young children (aged 4 or 5), which prepares them for the first **grade** at school. An **elementary school** is a school for the first six or eight years of a child's education. It is also known as a **grade school**.

11) A **syllabus** is a list of the main subjects in a course of study (sometimes called a curriculum).

12) A **middle school** is a school for students between the ages of 12 and 14 or 15. It is also known as a **junior high school**. From the age of 14 or 15, students attend a **high school**.

13) A **semester** one of two periods into which the school year is divided. A **quarter** is one of four periods into which the school year is divided.

**2. Match the words with their definitions. (1 балл за каждый правильный ответ. Максимальное количество баллов- 9)**

1-b, 2-e, 3-g, 4-d, 5-c, 6-f, 7-a, 8-i, 9-h.

**3. Check up your knowing of the subject answering the following questions: ( 1 балл за каждый правильный ответ. Максимальное количество баллов- 10)**

1. Is public education in the USA centralized? No, it's not

2. Is there a unified system of education in the USA? No, there isn't

3. At what age do children begin to attend school in the USA? American education provides a program for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.

4. What is a high school in the USA?

High school in the USA is a school for students between the ages of 12 and 14 or 15.

5. What is an elementary school in the USA?

The elementary school in the United States is a school for students between the ages of 6–11 and coming between pre-kindergarten and secondary education.

6.If a person studies at a state university or college, does it mean that his education is absolutely free or does he still pay tuition fee? No,it doesn't. He pays tutting fee.

7.Do private colleges and universities require an admission examination? Yes, they do

8.Do private colleges and universities have rigid scholastic requirements for entrance? Yes, they do. They have rigid scholastic requirements for entrance, including an examination.

9.What is the duration of a school year in the USA? A school year in the USA starts in September and ends in July.

10.What is the classification of the first-, second-, third- and fourth-year students in the USA? First-year students are called "freshmen", second-year students - "sophomores", third-year students - "juniors" and fourth-year students - "seniors"

### **3.2.6. Критерии оценки усвоения знаний и сформированности умений**

Максимальное количество баллов всей контрольной работы – 50

Максимальное количество баллов в задании1: 31

Максимальное количество баллов в задании2: 9

Максимальное количество баллов в задании3: 10

**«5» 50-46баллов**

**«4» 45-37 баллов**

**«3» 36-25 баллов**

**«2» < 25 баллов**

### **3.2.7. Типовые задания для оценки освоения знаний и умений (диф. зачет VIII семестр):**

#### **ИНСТРУКЦИЯ**

Практическое задание 1 включает перевод профессионального текста. Практическое задание 2 предусматривает ответы на вопросы по содержанию прочитанного текста.

На выполнение контрольной работы по английскому языку отводится 90 минут.

**Проверяемые результаты обучения: У1, У2, У3, З1, ОК 4, ОК 5, ОК 6, ОК 8, ПК 1.1., ПК 1.2. ПК 2.2. ПК 3.2. ПК 3.3. ПК 3.5. ПК 3.6. ПК 4.2. ПК 4.3.**

#### **Задание 1. Письменно переведите текст**

##### **Teacher's Job**

The teacher has a very peculiar job. It is easy in some ways, and in others it is difficult. The easiest part about it is the spacious routine. There are not many teachers who, like business-men and professional people, are on duty forty-eight or fifty weeks a year every year, and there are still fewer who teach from nine to five every day, five or six days a week. Most schools and colleges run for only nine months in the year altogether, and there is seldom any necessity for a teacher to be on call every hour of the working day. Of course there is a great deal to be done outside teaching hours. Some of it is routine – preparing examinations, reading papers, interviewing pupils. Some of it is research and preparation. But much of this kind of work can be done in one's own time, at one's own home, or in the quiet of a book-room. The great advantage of this is that comparatively few teachers are tied

to the desk, chained to the telephone which begins to ring at nine on Monday morning and is still chattering at noon on Saturday, or limited for vacations to a fortnight in July among the millions of exhausted factory-workers.

Leisure is one of the three greatest rewards of being a teacher. It is, unfortunately, the privilege which teachers most often misuse. But let us leave that point meanwhile: we can come back to it later, with some constructive suggestions. There is not too much leisure in the world.

The teacher's chief difficulty is poverty. He (or she) belongs to a badly paid profession. He cannot dress and live like a workman, but he is sometimes paid as little as an unskilled labourer. There are some big prizes at the top of the profession, and a few lucrative sidelines, but the average teacher in every land must be resigned to a life of genteel poverty. In some countries, where wealth is greatly admired as a symbol of success, this is a heavy sacrifice to make. In others, it is partly compensated by the rewards of prestige and respect. But it is always painful. The job is secure, since there will always be young people who need teaching. Still, even a safe poverty is galling, and many of the snarly bad-tempered teachers whom we remember with hatred were really nice people soured by years of anxiety and penny-pinching.

The teacher's second reward is that he is using his mind on valuable subjects. All over the world people are spending their lives either on doing jobs where the mind must be kept numb all day, or else on highly rewarded activities which are tedious or frivolous. One can get accustomed to operating an adding-machine for five and a half days a week, or to writing advertisements to persuade the public that one brand of cigarettes is better than another. Yet no one would do either of these things for its own sake. Only the money makes them tolerable. But if you really understand an important and interesting subject, like the structure of the human body or the history of the two World Wars, it is a genuine happiness to explain them to others, to feel your mind grappling with their difficulties, to welcome every new book on them, and to learn as you teach.

With this the third reward of teaching is very closely linked. That is the happiness of making something. When the pupils come to you, their minds are only half-formed, full of blank spaces and vague notions and oversimplifications. You do not merely insert a lot of facts, if you teach them properly. It is not like injecting 500 cc. of serum, or administering a year's dose of vitamins. You take the living mind, and mould it. It resists sometimes. It may lie passive and apparently refuse to accept any imprint. Sometimes it takes the mould too easily, and then seems to melt again and become featureless. But often it comes into firmer shape as you work, and gives you the incomparable happiness of helping to create a human being. To teach a boy the difference between truth and lies in print, to start him thinking about the meaning of poetry or patriotism, to hear him hammering back at you with the facts and arguments you have helped him to find, sharpened by himself and fitted to his own powers, gives the sort of satisfaction

that an artist has when he makes a picture out of blank canvas and chemical colourings, or a doctor when he hears a sick pulse pick up and carry the energies of new life under his hands.

### **Notes**

to run = з/д .работать, функционировать

to be on call = быть востребованным

routine = заведенный порядок, установившаяся практика; рутина

to misuse = неправильно употреблять, злоупотреблять lucrative = прибыльный, доходный

to be resigned to = подчиняться, покоряться, примириться

to persuade = убеждать

grappling with their difficulties = бороться, пытаться преодолеть трудности

hear a sick pulse pick up = слышать, как пульс бьется опять

### **2.Письменно ответьте на вопросы**

1. What are the peculiarities of a teacher's job?
2. What are the pro's and con's of a teacher's profession?
3. What are the three greatest rewards of being a teacher?
4. What is the chief difficulty of a teacher?
5. What is the third reward of teaching?

### **3.2.8. Критерии оценки усвоения знаний и сформированности умений**

Максимальное количество баллов за практические задания : «Перевод профессионального текста (сообщения)» составляет 10 баллов.

Оценивание задания «Перевод профессионального текста» осуществляется следующим образом:

1 задача - перевод текста - 5 баллов;

2 задача – ответы на вопросы,– 5 баллов;

Таблица 1

### Критерии оценки 1 задачи письменного перевода текста

№	Критерии оценки	Количество баллов
1.	Качество письменной речи	0-3
2.	Грамотность	0-2

#### По критерию «Качество письменной речи» ставится:

3 балла – текст перевода полностью соответствует содержанию оригинального текста; полностью соответствует профессиональной стилистике и направленности текста; удовлетворяет общепринятым нормам русского языка, не имеет синтаксических конструкций языка оригинала и несвойственных русскому языку выражений и оборотов. Все профессиональные термины переведены правильно. Сохранена структура оригинального текста. Перевод не требует редактирования.

2 балла - текст перевода практически полностью (более 90% от общего объема текста) – понятна направленность текста и его общее содержание соответствует содержанию оригинального текста; в переводе присутствуют 1-4 лексические ошибки; искажен перевод сложных слов, некоторых сложных устойчивых сочетаний, соответствует профессиональной стилистике и направленности текста; удовлетворяет общепринятым нормам русского языка, не имеет синтаксических конструкций языка оригинала и несвойственных русскому языку выражений и оборотов. Присутствуют 1-2 ошибки в переводе профессиональных терминов. Сохранена структура оригинального текста. Перевод не требует редактирования.



1 балл – текст перевода лишь на 50% соответствует его основному содержанию: понятна направленность текста и общее его содержание; имеет пропуски; в переводе присутствуют более 5 лексических ошибок; имеет недостатки в стиле изложения, но передает основное содержание оригинала, перевод требует восполнения всех пропусков оригинала, устранения смысловых искажений, стилистической правки.

0 баллов – текст перевода не соответствует общепринятым нормам русского языка, имеет пропуски, грубые смысловые искажения, перевод требует восполнения всех пропусков оригинала и стилистической правки.

## Таблица 2

### Критерии оценки 2 задачи «Перевод профессионального текста (сообщения)»

(ответы на вопросы)

№	Критерии оценки	Количество баллов
1.	Глубина понимания текста	0-4
2.	Независимость выполнения задания	0-1

#### По критерию «Глубина понимания текста» ставится:

4 балла – студент полностью понимает основное содержание текста, умеет выделить отдельную, значимую для себя информацию, догадывается о значении незнакомых слов по контексту;

3 балла – студент не полностью понимает основное содержание текста, умеет выделить отдельную, значимую для себя информацию, догадывается о значении более 80% незнакомых слов по контексту;

2 балла – студент не полностью понимает основное содержание текста, умеет выделить отдельную, значимую для себя информацию, догадывается о значении более 50% незнакомых слов по контексту;

1 балл - студент не полностью понимает основное содержание текста, с трудом выделяет отдельные факты из текста, догадывается о значении менее 50% незнакомых слов по контексту

0 баллов - студент не может выполнить поставленную задачу.

**По критерию «Независимость выполнения задания» ставится:**

1 балл – студент умеет использовать информацию для решения поставленной задачи самостоятельно без посторонней помощи;

0 баллов - полученную информацию для решения поставленной задачи студент может использовать только при посторонней помощи.

**«5»-9-10**

**«4»-8 -7**

**«3» -6-5**

**«2» - 4-0**

## **4. УСЛОВИЯ РЕАЛИЗАЦИИ УЧЕБНОЙ ДИСЦИПЛИНЫ**

### **4.1. Требования к минимальному материально-техническому обеспечению**

Реализация учебной дисциплины требует наличия учебного кабинета «Иностранный язык».

Оборудование учебного кабинета:

- посадочные места по количеству обучающихся;
- рабочее место преподавателя;
- комплект учебно-наглядных пособий

Технические средства обучения:

- компьютер с лицензионным программным обеспечением и мультимедиапроектор;
- интерактивная доска.

### **4.2. Информационное обеспечение обучения**

**Перечень рекомендуемых учебных изданий, Интернет-ресурсов, дополнительной литературы**

#### **Основные источники:**

1. Голубев, А.П. Английский язык: Учебное пособие для студ. сред. учеб. заведений /А.П. Голубев, Н.В. Балюк, И.Б. Смирнова. –М.:Издательский центр «Академия», 2011. – 336 с.

2. Мюллер, В.К. Англо-русский и русско-английский/ В.К. Мюлер. – М.: Эксмо, 2008. – 698с.
3. С.Н.Степанова, С.И. Хафизова, Т.А.Гревцева «Английский язык для педагогических специальностей»-М. Академия,2008.—223с.

#### **Дополнительные источники:**

1. Карпова, Т.А. Английский для колледжей: Учебное пособие. \ Т.А. Карпова – М.: Издательско-торговая корпорация «Дашков и К°», 2005. - 195с.
2. Голицынский, Ю.Б. Грамматика: Сборник упражнений./ Ю.Б Голицынский - Санкт- Петербург: Издательство КАРО,2008. - 544с.
3. Лабода, Т.Е. Английский язык. Весь школьный курс в таблицах: учебное пособие. Минск: Современная школа, 2007. - 256с.
4. Николенко, Т. В.Тесты по грамматике английского языка / Т.В.Николенко – М.: Айрис-пресс, 2005. - 208с.
5. Блох, М.Я. Практикум по английскому языку; грамматика: сборник упражнений; /М.Я Блох, А.Я. Лебедева, В.С.Денисова. – М.: Астрель, 2008. - 238с.
6. Иванова, И.П. Теоретическая грамматика современного английского языка: учебник/ И.П.Иванова, В.В. Бурлакова, Г.Г. Почепцов. – М.:Высшая школа, 2008. - 312с
7. 1 сентября English: Приложение к газете «1 сентября»; Учрежден Министерством образования и науки РФ

#### **Интернет-ресурсы:**

1. Тесты по английскому языку [Электронный ресурс]. – Режим доступа: [tp://www.english.language.ru/tests/zelenograd/index.html](http://www.english.language.ru/tests/zelenograd/index.html) – Загл. с экрана.
2. HELLO online [Электронный ресурс]. - Режим доступа: <http://www.hello-online.ru/index.php> – Загл. с экрана.
3. The word spy: лексика английского языка [Электронный ресурс]. - Режим доступа: <http://www.webenglishteacher.com> – Загл. с экрана.
4. A collection of elementary lesson plans & teaching [Электронный ресурс]. - Режим доступа: <http://www.lessonplanspage.com> – Загл. с экрана.
5. The Internet Picture Dictionary [Электронный ресурс]. - Режим доступа: <http://www.pdictionary.com> – Загл. с экрана.
6. Все необходимое для изучения и практики английского языка [Электронный ресурс]. - Режим доступа: <http://www.correctenglish.ru/speaking/vocabulary/weather/#general> – Загл. с экрана.

7. Уроки и упражнения по английскому языку online [Электронный ресурс]. - Режим доступа: <http://www.englishonlinefree.ru/exercise.html> – Загл. с экрана.
8. Уроки английского языка [Электронный ресурс]. - Режим доступа: [http://yaca.yandex.ru/yaca/cat/Science/Advanced\\_Training/Languages/English\\_lessons/3.html](http://yaca.yandex.ru/yaca/cat/Science/Advanced_Training/Languages/English_lessons/3.html) – Загл. с экрана.
9. 12 шагов к свободному английскому [Электронный ресурс]. - Режим доступа: <http://www.english-easy.info/lessons/#axzz1jpVL3pZ6> – Загл. с экрана.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Как работать над мини-проектом»

Творческий процесс – это интересно!

1. Прежде всего выберите такой проект, который интересен для вас.

Если ни один проект не интересен вам, предложите свой.

2. Помните, что проект – это самостоятельно планируемая и реализуемая работа, в которой речевое общение включено в контекст другой деятельности (соревнования, игры, путешествия). Поэтому успешность этой деятельности зависит от того, насколько легко и свободно вы можете общаться при ее обсуждении и выполнении, появятся ли у вас оригинальные мысли и нестандартные решения, а также желание и усердие сделать проект интересным.

3. Если вы выполняете проект в группе, старайтесь распределить роли и обязанности так, чтобы они соотносились с интересами и возможностями каждого (кто-то лучше других может рисовать, писать, сочинять и т.д.), но помните, что успех проекта зависит от дружной, совместной работы над ним.

Не забывайте, что вы все должны работать с полной отдачей при создании проекта, помогать друг другу по мере необходимости, оказывать моральную поддержку, чувствовать ответственность за результаты совместной работы.

4. Когда вы получите рекомендации, организуйте:

- а) их прочтение всеми членами группы для выявления целей проекта, порядка выполнения действий и ожидаемого результата;
- б) планирование работы, обсуждение элементов проекта, изготовление набросков;
- в) распределение обязанностей;
- г) выполнение заданий, предлагаемых в рекомендациях, на уроке или дома;
- д) обсуждение подготовленных материалов, внесение уточнений, исправлений, дополнений по мере необходимости;
- е) презентацию проекта.

5. Старайтесь сделать свой проект содержательным, красиво оформленным. Все ваши идеи, оригинальные мысли, использование дополнительных источников будут заслуженно оценены одноклассниками и учителем.

6. Важно не только подготовить интересный проект, но и уметь представить его на английском языке в интересной форме.

Потренируйтесь дома, как будете представлять проект или его часть в классе.

7. При подведении итогов работы над проектом будьте сдержанны, объективны, терпеливы, принимайте во внимание все точки зрения, взвешивайте все за и против, четко излагайте свои мысли.

Проект должен оцениваться не только с точки зрения лингвистической правильности. Оценка выставляется за проект в целом, учитывая многоплановость его характера, уровень проявленного творчества, эстетичность оформления, четкость презентации. В ходе выполнения проекта каждый ученик, даже самый слабый в языковом отношении и менее активный в психологическом плане, имеет возможность проявить собственную фантазию и творчество, активность и самостоятельность. Каждый участник проекта заинтересован в лучшей его подготовке, т.к. отвечает не только за результат своей работы, но и за результат всей группы.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ «Как работать над созданием презентации»

*Создание материалов-презентаций* – это вид самостоятельной работы студентов по созданию наглядных информационных пособий, выполненных с помощью мультимедийной компьютерной программы PowerPoint . Этот вид работы требует координации навыков студента по сбору, систематизации, переработке информации, оформления ее в виде подборки материалов, кратко отражающих основные вопросы изучаемой темы, в электронном виде. То есть создание материалов-презентаций расширяет методы и средства обработки и представления учебной информации, формирует у студентов навыки работы на компьютере.

Материалы-презентации готовятся студентом в виде слайдов с использованием программы Microsoft PowerPoint. В качестве материалов-презентаций могут быть представлены результаты любого вида внеаудиторной самостоятельной работы, по формату соответствующие режиму презентаций.

Затраты времени на создание презентаций зависят от степени трудности материала по теме, его объема, уровня сложности создания презентации, индивидуальных особенностей студента и определяются преподавателем.

### *Критерии оценки*

- соответствие содержания теме;
- правильная структурированность информации;
- наличие логической связи изложенной информации;
- эстетичность оформления, его соответствие требованиям;
- работа представлена в срок.





<p><b>3. Письменная речь</b></p>	<p>и лексического разнообразия (использование синонимов).</p> <p>Для успешного выполнения упражнений выучите слова раздела, включая их производные и наиболее распространенные словосочетания с ними. Обратите особое внимание на предлоги в составе словосочетаний. Упражнения на перефразирование и перевод следует выполнять <u>письменно</u>. При переводе с английского языка на русский стремитесь к тому, чтобы предложения были грамматически правильно построены и звучали естественно, при этом не искажайте смысл. При выполнении перевода с русского языка на английский используйте готовые фразы и словосочетания из текстов урока и англоязычных упражнений.</p> <p>При выполнении упражнений на словообразование обязательно проверяйте свои варианты производных по словарю. Убедитесь в том, что вы можете перевести все образованные вами слова на русский язык. Если в упражнении нужно заполнить пропуски производными, сначала определите, к какой части речи должно относиться производное слово и используйте соответствующие словообразовательные средства (префиксы и суффиксы).</p>
<p><b>4. Лексика</b></p>	<p>Прежде чем выполнять грамматические упражнения еще раз внимательно прочтите правила. Изучите примеры, приведенные в рабочих тетрадях. При выполнении упражнений (в том числе переводов) используйте <u>изучаемую</u> грамматическую структуру.</p> <p>Для успешного овладения лексико-грамматическим материалом обязательно выполняйте <u>работу над ошибками</u> сразу после получения от преподавателя тетради с проверенным заданием.</p>

<b>5. Грамматика</b>	
----------------------	--

**Методические рекомендации по подготовке сообщений и докладов.**

Доклад – публичное сообщение, представляющее собой развёрнутое изложение определённой темы.

Этапы подготовки доклада:

1. Определение цели доклада.
2. Подбор необходимого материала, определяющего содержание доклада.
3. Составление плана доклада, распределение собранного материала в необходимой логической последовательности.
4. Общее знакомство с литературой и выделение среди источников главного.
5. Уточнение плана, отбор материала к каждому пункту плана.
6. Композиционное оформление доклада.
7. Заучивание, запоминание текста доклада, подготовки тезисов выступления.
8. Выступление с докладом.
9. Обсуждение доклада.
10. Оценивание доклада

Композиционное оформление доклада – это его реальная речевая внешняя структура, в ней отражается соотношение частей выступления по их цели, стилистическим особенностям, по объёму, сочетанию рациональных и эмоциональных моментов, как правило, элементами композиции доклада являются: вступление, определение предмета выступления, изложение (опровержение), заключение.

Выступление состоит из следующих частей:

Вступление помогает обеспечить успех выступления по любой тематике.

Вступление должно содержать:

- название доклада;
- сообщение основной идеи;
- современную оценку предмета изложения;
- краткое перечисление рассматриваемых вопросов;

- интересную для слушателей форму изложения;
- акцентирование оригинальности подхода.

Основная часть, в которой выступающий должен раскрыть суть темы, обычно строится по принципу отчёта. Задача основной части: представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами.

Заключение - это чёткое обобщение и краткие выводы по излагаемой теме. При соблюдении этих правил у вас должен получиться интересный доклад, который несомненно будет высоко оценен преподавателем.

### Методические рекомендации по составлению кроссвордов.

Сейчас очень популярны всевозможные головоломки, и, конечно, признанным лидером считается кроссворд.

Инструкция для составления учебных кроссвордов:

1. Вам понадобится: Microsoft Word и Microsoft Excel.
2. Для начала нам необходимо составить вопросы и правильно их сформулировать. Это дело нехитрое и для успешного создания вопросов нужно помнить только 3 правила:
  - 1) Составляем несложные вопросы, с недлинным ответом.
  - 2) Ответ должен состоять из одного слова без наличия в нём дефиса и других знаков, в именительном падеже.
  - 3) Разделите ответы на горизонтальные и вертикальные.
3. Далее составив вопросы с ответами, запускаем Excel и записываем ответы в виде кроссворда, вам понадобится лишь дизайнерский талант. Аккуратно составив, далее мы выделяем всю область, где находится кроссворд, и окружаем его в рамку (Выделяем диапазон – границы – внешние границы).  
Теперь те строки и столбцы, где будут ответы, мы выделяем по очереди и выбираем Границы – Все границы. Теперь у вас есть поле с выделенными местами для ответов, для более красивого внешнего вида, выделите те ячейки, в которых нет ответа и поставьте свой цвет заливки. Наиболее подходит серый цвет (Белый фон, более тёмный оттенок 15%).
4. Для того чтобы все ячейки уменьшить или увеличить и задать одинаковый размер выделенному диапазону, мы его выделяем и заходим по следующему адресу:  
Для изменения размера строки – Формат – Строка – Ширина строки (лучше ставить значение 20).  
Для изменения размера столбца – Формат – Столбец – Ширина столбца (лучше ставить значение 4).
5. Далее нумеруем ячейки. Первая буква ответа должна иметь номер вопроса. Лучше всего выбирать восьмой размер шрифта и шрифт Calibri.
6. Для составления кроссвордов необходимо:
  - оформить титульный лист,
  - разместить полностью весь перечень вопросов под соответствующим

номером, которые должны соответствовать общей теме кроссворда,

- при помощи Excel составляем сетку кроссворда с цифрами, соответствующим вопросам,
- отдельно размещаем ответы на вопросы, соответствующие цифре вопроса.

### Методические рекомендации по написанию эссе на английском языке.

Начало эссе (сочинения на заданную тему) - постановка проблемы. В первом абзаце необходимо сообщить читателю тему Вашего эссе, перефразировав ее, используя синонимы ключевых слов (показывая, что вы её осмыслили). Затем следует намекнуть читателю, какую позицию займете Вы. Используйте безличные или неопределенно-личные предложения, чтобы подчеркнуть свою объективность.

Many people think ... but others do not agree.	Многие люди думают, (что) ... , но другие не согласны.
Let us consider what the advantages and disadvantages of ... are.	Рассмотрим, каковы преимущества и недостатки ... .
Let's consider some pros and cons of it.	Давайте рассмотрим некоторые плюсы и минусы (этого).
Let us start by considering the facts.	Начнем с рассмотрения фактов.
Let us start by considering pros and cons of it.	Начнем с рассмотрения плюсов и минусов (этого).
It is generally agreed today that ...	Сегодня общепризнано, что ... .

**Следующие фразы можно использовать, если требуется рассмотреть аргументы "за" и "против". Не забывайте использовать слова-связки.**

To begin with, ... .	Начнем с того, что ... .
You can ... .	Вы можете (Можно) ... .
Firstly, ... / Secondly, ... / Finally, ... .	Во-первых, ... / Во-вторых, .../ Наконец, ... .
One argument in support of ... .	Один из аргументов в поддержку ... .
The first thing that needs to be said is ... .	Первое, что нужно сказать, это то, что ... . (Прежде всего, следует сказать, что ... .)
First and foremost ... .	В первую очередь ... .
It is true that ... / clear that ... / noticeable that ... .	Это правда, что ... / Ясно, что ... / Примечательно, что One should note here that ... .
	Здесь следует отметить, что ... .
Another good thing about ... is that ... .	Еще один положительный момент ... заключается в (том, что) ... .
The second reason for ... .	Вторая причина ... .
It is often said that ... .	Часто говорят, что ... .



It is undeniable that...	Нельзя отрицать, что ... .
It is a well-known fact that ... .	Хорошо известно, что ... .
For the great majority of people ... .	Для подавляющего большинства людей ... .
We live in a world in which ... .	Мы живем в мире, в котором ... .
A number of key issues arise from the statement. For instance, ... .	Это утверждение затрагивает ряд ключевых вопросов. Например, ... .
One of the most striking features of this problem is ... .	Один из самых поразительных аспектов этой проблемы ... .
First of all, let us try to understand ... .	Прежде всего, давайте попытаемся понять ... .
The public in general tend to believe that ... .	Общественность в целом склонна полагать, что ... .
What is more, ... .	Более того, ... .
Besides, ... because it is ... .	Кроме того, ... потому что ... .
Doubtless, ... .	Несомненно, ... .
One cannot deny that ... .	Нельзя отрицать, что ... .
It is (very) clear from these observations that ... .	Из этих наблюдений (абсолютно) ясно, что ... .
On the other hand, we can observe that ... .	С другой стороны, мы можем наблюдать, что ... .
The other side of the coin is, however, that ... .	Однако, с другой стороны, ... .
Another way of looking at this question is to ... .	Чтобы взглянуть на эту проблему с другой стороны, надо ... .
One should, nevertheless, consider the problem from another angle.	Тем не менее, следует взглянуть на эту проблему с другой стороны.
One should, however, not forget that ... .	Тем не менее, не следует забывать, что ... .
If on the one hand it can be said that ... the same is not true for ... .	И если с одной стороны, можно сказать, что ... , то же самое нельзя сказать о ... .
On the other hand, ... .	С другой стороны, ... .
Although ... .	Хотя ... .
Besides, ... .	Кроме того, ... .
Moreover, ... .	Более того, ... .
Furthermore, one should not forget that ... .	Кроме того, не следует забывать, что ... .
In addition to ... .	Кроме (того, что) ... .
Nevertheless, one should accept that ... .	Тем не менее, следует признать, что ... .
However, we also agree that ... .	Однако, мы также согласны с тем, что ... .

**Подкрепить свою мысль можно мнением (неких абстрактных) экспертов.**

... believe that ... .	... считают, что ... .
... say that ... .	... говорят, что ... .
... suggest that ... .	... предполагают, что ... .
... are convinced that ... .	... убеждены, что ... .
... point out that ... .	... отмечают, что ... .
... emphasize that ... .	... подчеркивают, что ... .
According to some experts...	По мнению некоторых экспертов, ... .
Perhaps we should also point out the fact that ... .	Возможно, нам также следует отметить тот факт, что ... .
It would be unfair not to mention that fact that ... .	Было бы несправедливо не упомянуть тот факт, что One must admit that ... .
.	Надо признать, что ... .
We cannot ignore the fact that ... .	Мы не можем игнорировать тот факт, что ... .
One cannot possibly accept the fact that ... .	Трудно смириться с тем фактом, что ... .
From these facts, one may conclude that ... .	Из этих фактов, можно сделать вывод (о том), что
Which seems to confirm the idea that ... .	Что, по-видимому, подтверждает мысль (о том), что Thus, ... /
Therefore,...	Таким образом, ... / Поэтому ... .
The most common argument against this is that ... .	Наиболее распространенным аргументом против этого является то, что ... .
<b>В заключении эссе делаете вывод.</b>	
In conclusion, I can say that although ... , ... .	В заключение я могу сказать, что, хотя ... , ... .
To draw the conclusion, one can say that ... .	Подводя итог, можно сказать, что ... .
So it's up to everybody to decide whether ... or not.	Так что каждый должен решить для себя ... ли ... , или нет.

The arguments we have presented ... suggest that ... / prove that ... / would indicate that ... .      Представленные нами аргументы ... предполагают, что ... / доказывают, что ... / указывают на то, что ... .

From these arguments one must ... / could... / might ... conclude that ... .      Исходя из этих аргументов, надо ... / можно ... / можно было бы ... прийти к заключению о том, что ... .

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

## «Как работать с английским текстом»

Грамотная работа с английским текстом способна сыграть немалую роль в процессе изучения языка. Конечно же, для чтения стоит выбирать только интересные вам статьи и художественные произведения. Для начала стоит остановиться на введении или предисловии. Методика работы с текстом предполагает, что человек, имеющий первоначальное представление о тексте, намного быстрее и качественнее вникнет в его содержание.

Существуют определенные приемы работы с английским текстом. **Во-первых**, не стоит пытаться уделить внимание каждому отдельному слову, - главное для вас – ухватить смысл высказывания. Поэтому, ориентируйтесь на комплексное восприятие словосочетаний, отдельных фраз и предложений. Иными словами, ваша работа заключается в том, чтобы интерпретировать мысли автора, анализируя текст в целом, а не его отдельные слова.

**Во-вторых**, после того, как Вы одолеет какую-то часть текста, стоит сделать небольшую паузу и подумать еще раз о смысле того, что вы только что прочитали. С первого раза бывает сложно ухватить смысл, особенно если в тексте много незнакомых слов, поэтому следует еще раз перечитать особо трудные фрагменты, сравнивая свое понимание с оригиналом текста.

Методика работы с текстом предполагает расширение словарного запаса, поэтому здесь вам пригодится такой прием как выписывание отдельных слов и выражений. Не спешите сразу заглядывать в словарь, попробуйте догадаться о смысле слова из контекста. Такая работа с английским текстом дает больше гарантий того, что слова запомнятся. Если же угадать значение слова не получается, можно воспользоваться словарем. Не забывайте при этом постараться придумать какую-то ассоциацию к слову, - это также повысит шансы на прочное запоминание.

Не забывайте, что в приемы работы с текстом также входят различного рода упражнения после его прочтения. Это помогает закрепить усвоенную лексику, тренирует ваше произношение и навыки усвоения смысла высказывания.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

## «Как работать со словарём»

Приступая к работе со словарём, необходимо прежде всего познакомиться с его структурой. Несмотря на то, что существует множество различных типов словарей, большинство из них состоит из нескольких разделов: предисловие, правила пользования словарём, сведения о фонетической транскрипции, список условных сокращений, алфавит, собственно словарь, приложение.

Для успешной работы со словарём необходимы следующие знания и умения:

**1. Твердое знание английского алфавита.**

Слова в словаре расположены строго в алфавитном порядке, последовательность алфавита соблюдается также и внутри слова.

**2. Умение поставить слово в исходную форму.**

Слова в словаре даются в исходной форме:

- существительное – в общем падеже, единственном числе: например, **country**;
- глагол – в неопределённой форме, т. е. в инфинитиве: например, **send**;
- прилагательное – в положительной степени: например **good**;
- наречие – в положительной степени: пример - **well**.

Однако в предложениях слова не всегда стоят в исходной форме, поэтому её необходимо уметь образовывать.

Следует помнить:

1) окончание **y** в конце слова и с предшествующей согласной меняется на **i** при образовании:

- множественного числа имён существительных: **city – cities**;

- степеней сравнения прилагательных и наречий: - **easy – easier**;

- 3-го лица единственного числа в Present Simple: **study – studies**, а также при образовании Past Simple и Past Participle;

2) в односложных прилагательных и глаголах с кратким гласным при образовании различных форм конечная согласная удваивается:

**big – bigger – biggest**;

**to stop – stopped**;

3) слова, оканчивающиеся на – **ing**, образованные от глаголов, следует искать в словаре, отбросив окончание –**ing**:

**discovering – ing = discover**;

**reading – ing = read**;

4) для неправильных глаголов формы Past Simple и Past Participle даются в словарях в круглых скобках: **take v (took, taken)**.

### **3. Знание правил словообразования.**

1. Многие новые слова могут быть образованы с помощью префиксов и суффиксов, знание которых значительно облегчает самостоятельную работу над текстом с использованием словаря.

2. Необходимо помнить значения основных префиксов (Таблица 1)

Таблица 1.

## Значения основных префиксов

префиксы	значение	примеры
<b>de-</b>	отрицательное или противоположное значение	merit – заслуга <b>demerit</b> - недостаток
<b>dis-</b>	отрицательное значение	to appear – появляться to <b>disappear</b> - исчезать
<b>in-</b>	<i>не-, без-</i>  В словах, начинающихся с букв l, r, m, согласная n в префиксе меняется на начальную букву слова. Если слово начинается с буквы p, то n меняется на m	convenient – удобный <b>inconvenient</b> - неудобный legal – законный <b>illegal</b> – незаконный moral – нравственный <b>immoral</b> – безнравственный resolute – решительный <b>irresolute</b> – нерешительный possible – возможный

		<b>impossible</b> - невозможный
<b>mis-</b>	неправильно, ложно	to understand – понимать to <b>mis</b> understand – не понимать
<b>over-</b>	<i>сверх-, над-, пере-,</i> чрезмерно	to estimate – оценивать to <b>over</b> estimate – переоценивать
<b>pre-</b>	<i>до-, перед-,</i> впереди, заранее	historic – исторический <b>pre</b> historic - доисторический
<b>re-</b>	снова, заново, ещё раз, обратно	to write – писать to <b>re</b> write – переписывать
<b>un-</b>	противоположное значение (в глаголах) <i>не-, без-(бес-)</i>	to close – закрывать(ся) to <b>un</b> close – открывать(ся) to expect – ожидать <b>un</b> expected – неожиданный real – реальный <b>un</b> real – нереальный

Наиболее употребляемые суффиксы представлены в Таблице 2.



Таблица 2.

Наиболее употребляемые суффиксы

<i>Суффиксы существительных</i>	
<b>-er, -or</b>	speaker - оратор, translator – переводчик
<b>-ment</b>	
<b>-ness</b>	agreement – соглашение
<b>-hood</b>	
<b>-dom</b>	business – дело
<b>-ship</b>	brotherhood – братство  freedom – свобода  partnership – партнёрство, товарищество
<i>Суффиксы прилагательных, наречий</i>	
<b>-less</b>	helpless – беспомощный
<b>-ful</b>	useful –

-al	полезный
-ic	formal – формальный
-able	economic – экономический
-ive	understandable – понятный
-ly	active – активный
	quickly - быстро

#### 4. Умение понимать различные обозначения при словах в словаре.

- 1) Следует помнить, что каждое слово (в том числе и сложное слово, пишущееся через дефис или раздельно) со всем относящимся к нему материалом, образует самостоятельную словарную статью.
- 2) При словах иностранного происхождения, сохранивших своё написание и иногда происхождение, даётся указание на происхождение слова. Например: **vice versa** (*лат.*) *наоборот, напротив*.
- 3) Слова в словаре помечаются сокращениями (Таблица 3).

Таблица 3.

Сокращения

<i>a</i>	adjective	прилагательное
<i>adv</i>	adverb	наречие
<i>attr</i>	attributive	атрибутивное употребление (в качестве определения)
<i>cj</i>	conjunction	союз
<i>etc</i>	et cetera	и так далее
<i>n</i>	noun	существительное
<i>num</i>	numeral	числительное
<i>pl</i>	plural	множественное число
<i>p. p.</i>	past participle	причастие прошедшего времени
<i>prep</i>	preposition	предлог
<i>pron</i>	pronoun	местоимение
<i>sing</i>	singular	единственное число
<i>v</i>	verb	глагол

**5. Умение выбрать в словаре нужное для данного контекста значение слова.**

Следует помнить, что поиску слова в словаре должен предшествовать анализ предложения. Чтобы уметь анализировать предложение, необходимо знать:

- а) структуру предложения в английском языке;
- б) формальные признаки различных частей речи.

Старайтесь избегать следующих ошибок:

- 1) студенты иногда выписывают из словаря значения слов, даже не прочитав до конца предложение. Такая работа часто оказывается безрезультатной, поскольку выписывается, как правило, лишь первое значение слова, которое может не соответствовать значению слова в данном контексте;

2) некоторые студенты сначала отыскивают значения всех слов, а затем пытаются их соединить. При отсутствии предварительного анализа предложения не получится правильного перевода.

При переводе текста с помощью словаря ПОМНИТЕ:

1. Перевод текста не является переводом всех слов в предложении подряд. Необходимо понять смысл данного предложения.
2. Поискам слова в словаре должно предшествовать определение его грамматической функции в предложении.
3. Не следует брать из словаря первое значение слова, не прочитав всю словарную статью.
4. Если в словаре нет значения слова, соответствующего контексту, следует выбрать наиболее близкий синоним или, исходя из общего содержания, самому подобрать наиболее подходящее значение.
5. Если в словаре нет нужного слова, его значение можно установить по строевым элементам на основе правил английского словообразования.
6. При переводе текстов по специальности старайтесь запоминать встречающиеся в них термины, что в последствии значительно облегчит вашу работу над текстом технической направленности.

Вопросы для самопроверки:

1. Напишите на листе бумаги английский алфавит.
2. Поставьте слова *batteries*, *busier*, *dries* в исходную форму и найдите значение этих слов в словаре.
3. При образовании каких форм окончание *y* в конце слова и с предшествующей согласной меняется на *i*?
4. Когда удваивается конечная согласная?
5. Что образует самостоятельную словарную статью?
6. В каких случаях даётся указание на происхождение слова?

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

**«Составление аннотаций, реферирование статей»**

При работе над реферированием статьи происходит осмысление отдельных положений, представляющих основу текста оригинала, сокращение всех малозначащих сведений, не имеющих прямого отношения к теме, обобщение наиболее ценных данных и их фиксирование в конспективной форме.

Общепринято излагать содержание работы при реферировании и аннотировании объективно, без критической оценки материала со стороны референта.

Заголовок аннотации всегда составляется на языке оригинала. Если используется другой язык, то после названия произведения в скобках даётся перевод.

Объём реферирования статьи зависит от объёма оригинала, его научной ценности, языка на котором он опубликован. Работы на иностранном языке могут быть более подробными. Максимальным объёмом реферирования принято считать 1200 слов при сокращении текста оригинала в 3, 8, 10 раз.

Процесс реферирования заключается не просто в сокращении текста, а в переработке содержания, композиции и языка оригинала. Необходимо выделить главные факты и изложить их в краткой форме. Второстепенные же факты, детальные описания, примеры, исторические экскурсы необходимо опустить, однотипные факты сгруппировать, дать их общую характеристику, цифровые данные систематизировать и обобщить. Язык и стиль оригинала в этом случае меняется в сторону нормативности, нейтральности, простоты и краткости.

Таким образом, реферирование статьи – это не простой набор ключевых фрагментов текста, на базе которых он строится, а новый, самостоятельный текст.

Для связности изложения используются специальные клише, которые можно сгруппировать по следующим принципам:

- 1) для выражения общей оценки источника, его темы, содержания: «статья посвящена...», «целью статьи является...», «статья представляет собой...»;
- 2) для обозначения задач, поставленных и решаемых автором: «в первой (во второй...) главе автор описывает (отмечает, анализирует и т. д.)...»;
- 3) для оценки полученных результатов исследования, для выводов «результаты подтверждают...», «автор делает вывод, что...» и т. д.

Следующие основные схемы помогут вам в реферировании и аннотировании статей из газет, журналов, книг и других источников:

- |  |  |
|--|--|
| 1. The Moscow Times dated the 10th of May carries an article headlined ... | 1. В газете ... от 10 мая помещена статья, озаглавленная...                                      |
| 2. The article deals with...   | 2. В статье говорится о...   |
| 3. Here is something about   | 3. Вот некоторая информация о...   |
| 4. The article is devoted to the analysis of the situation in ...          | 4. Статья посвящена анализу обстановки в ...   |
| 5. The article discusses (points out, stresses on, reveals, reviews)...    | 5. В статье обсуждается (указывается на, подчёркивается, что, разоблачается, рассматривается)... |
| 6. The article goes on to say ...  | 6. Далее в статье говорится...   |
| 7. It should be noted that ...   | 7. Следует отметить, что...  |
| 8. In conclusion the article says...                                       | 8. В заключение в статье говорится...  |
| 9. That's about all I wanted to say.                                       | 9. Это, кажется, всё, о чём мне хотелось вам сообщить.   |

### **Клише для составления аннотаций и реферирования статей**

1. The article is headlined...
2. The headline of the article I have read is ...

3. The main idea of the article is ...
4. The article is about / deals with / is concerned with...
5. The article opens with...
6. At the beginning of the article the author depicts / dwells on / touches upon / explains / introduces / mentions / comments on / underlines / criticizes / makes a few critical remarks on / gives a summary of...
7. The article /the author begins with the description of / the analysis of ...
8. Then / after that / next / further on / the author passes on to / goes on to say / gives a detailed analysis of...
9. In conclusion the author...
10. The author concludes with...
11. The article ends with...
12. At the end of the article the author draws the conclusion that...
13. At the end of the article the author sums it all up by saying...
14. I found the article interesting / informative / important / dull / of no value...





### Список рекомендуемой литературы

1. Англо-русский учебно-педагогический словарь - The Learner's English-Russian Dictionary of Education. [Текст] / Сост. Н.В.Фёдорова, В.П.Лапчинская. – М.: ИЗДАТ-ШКОЛА, 1998. – 160 с. Большой русско-английский словарь: ок.50 000 слов. С прил. крат. сведений по англ. грамматике и орфоэпии, сост. А.И. Смирницким. [Текст] / Сост. О.С. Ахманова, З.С. Выгодская, Т.П. Горбунова; Под. общ. рук. А.И. Смирницкого. – М.: Русский язык, 2003. – 768 с.
2. Артемова А.Ф. English for Teachers / Английский язык для педагогов. [Текст] / А. Ф. Артемова, О. А. Леонович. – Флинта, 2014. – с.264
3. Голубев А.П. Английский язык: учебное пособие для студентов средних профессиональных учебных заведений. [Текст] / А.П. Голубев, Н.В. Балюк, И.Б. Смирнова. – 7-е изд., стер. – М.: Издательский центр «Академия», 2009. – 336 с.
4. Онлайн словарь издательства Макмиллан [Электронный ресурс] // URL: <http://www.macmillandictionary.com> (дата обращения 09.03.2016).
5. Сайт «Just Landed». Международный сайт-гид на английском языке, для тех, кто хочет знать все о зарубежных странах [Электронный ресурс] // URL: <https://www.justlanded.com/english/United-Kingdom/Education> (Образование в Великобритании, дата обращения 09.03.2016); <https://www.justlanded.com/english/United-States/Education> (Образование в Соединенных Штатах, дата обращения 09.03.2016). <https://www.justlanded.com/english/Russia/Russia-Guide/Education> (Образование в России, дата обращения 09.03.2016).

### Список использованных источников

1. Evans V. Enterprise 4 (Intermediate). [Текст] / Virginia Evans, Jenny Dooley. – Express Publishing, 1998. - 198 p.
2. Evans V. New Round-Up 4. [Текст] / Virginia Evans, Jenny Dooley. – 4<sup>th</sup> publ. – L.: Longman, 2010. – 208 p.
3. Evans V. Upstream. Elementary. [Текст] / Virginia Evans, Jenny Dooley. – Express Publishing, 2005. – 134 p.
4. Evans V. Upstream. Pre-Intermediate. [Текст] / Virginia Evans, Jenny Dooley. – Express Publishing, 2004. - 152 p.
5. McCarthy, M. English Vocabulary in Use. Elementary [Текст] / Michael McCarthy, Felicity O'Dell. – Cambridge: University Press, 2008. - 168 p.
6. Pey G. Vocabulary in Practice. 2. Elementary [Текст] / Glennis Pey. – Cambridge: University Press, 2002. – 63 p.
7. Redman, S. English Vocabulary in Use. Pre-intermediate and intermediate. [Текст] / Stuart Redman. – Cambridge: University Press, 2009. - 263 p.
8. Аракин В.Д. Практический курс английского языка. 2 курс. [Текст] / Л.И. Селянина, Л.Г. Любимова, и др.; под ред. В.Д. Аракина; 5-е изд., перераб. и доп. – М.: Владос, 1998. – 520 с.
9. Афанасьева О.В. Английский язык. 10 класс: учеб. для общеобразоват. учреждений. [Текст] / О.В. Афанасьева, Д. Дули, И.В. Михеева и др. – 5-е изд. – М.: Express Publishing, Просвещение, 2012. – 248 с.

10. Биболетова М.З. Английский язык. Enjoy English. 11 класс [Текст] / З.М. Биболетова, Е.Е. Бабушис, Н.Д. Снежко. – 2-е изд., испр. - Обнинск: Титул, 2011. – 200 с.
11. Восковская А.С. Английский язык для средних специальных учебных заведений. [Текст] / А.С. Восковская, Т.А. Карпова. – Изд. 2-е, перераб. и доп. – Ростов н/Д: Феникс, 2005. – 384 с.
12. Голубев А.П. Английский язык: учебное пособие для студентов средних профессиональных учебных заведений. [Текст] / А.П. Голубев, Н.В. Балюк, И.Б. Смирнова. – 7-е изд., стер. – М.: Издательский центр «Академия», 2009. – 336 с.
13. Онлайн словарь издательства Макмиллан [Электронный ресурс] // URL: <http://www.macmillandictionary.com> (дата обращения 09.03.2016).
14. Сайт «Just Landed». Сайт-гид на английском языке, для тех кто хочет знать все о зарубежных странах [Электронный ресурс] // URL: <https://www.justlanded.com/english/United-Kingdom/Education> (Образование в Великобритании, дата обращения 09.03.2016); <https://www.justlanded.com/english/United-States/Education> (Образование в Соединенных Штатах, дата обращения 09.03.2016). <https://www.justlanded.com/english/Russia/Russia-Guide/Education> (Образование в России, дата обращения 09.03.2016).