


МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
МИНИСТЕРСТВО ОБРАЗОВАНИЯ ТВЕРСКОЙ ОБЛАСТИ
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
«СТАРИЦКИЙ КОЛЛЕДЖ»

«Согласовано»

Председатель ПЦК:

 Ильина Т.А.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для проведения текущего контроля и промежуточной аттестации

по учебной дисциплине

ОГСЭ.04 Иностранный язык

Специальность СПО:

44.02.02 Преподавание в начальных классах

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1. Общие положения

ФОС по учебной дисциплине является неотъемлемой частью нормативно - методического обеспечения системы оценки качества освоения студентами образовательной программы среднего профессионального образования и обеспечивает повышение качества образовательного процесса колледжа.

ФОС по дисциплине представляет собой совокупность контролируемых материалов, предназначенных для измерения уровня достижения студентом установленных результатов обучения.

ФОС по дисциплине используется при проведении текущего контроля успеваемости и промежуточной аттестации студентов.

Целью создания ФОС является установление соответствия уровня подготовки обучающихся требованиям ФГОС по соответствующей профессии, специальности.

Задачи ФОС:

- контроль и управление процессом приобретения необходимых знаний, умений, практического опыта и уровня сформированности компетенций, определённых в ФГОС по соответствующей профессии, специальности;
- оценка достижений обучающихся в процессе изучения учебной дисциплины, профессионального модуля с целью планирования предупреждающих/корректирующих мероприятий;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрения инновационных методов в образовательный процесс.

2. Результаты освоения дисциплины, подлежащие проверке

Результаты обучения (освоенные умения, усвоенные знания)	Основные показатели оценки результатов
Говорение	
<p>У1 Общаться (устно) на иностранном языке н профессиональные и повседневные темы:</p> <ul style="list-style-type: none">• вести диалог, используя оценочные суждения, в ситуациях официального и неофициального общения (в рамках изученной тематики); беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/прослушанным иноязычным текстом, соблюдая правила речевого этикета <p>У2 Общаться (устно) на иностранном языке н профессиональные и повседневные темы:</p> <ul style="list-style-type: none">• рассказывать о своём окружении рассуждать в рамках изученной тематики проблематики; представлять социокультурный экономический портрет своей страны страны/стран изучаемого языка	<ul style="list-style-type: none">• Понимание речи непосредственно в разговоре и в форме фонограммы в пределах изученной тематики• Составление и ведение диалога в соответствии с предложенной ситуацией или в связи с услышанным, прочитанным, увиденным, содержащего обмен репликами разного характера (вопрос, ответ, согласие, отказ, уточнение сведений и т.д.)• Построение логичных и последовательных высказываний в пределах изученного языкового материала, используя элементы описания, повествования, рассуждения, выражая своё отношение к излагаемым фактам и суждениям

<ul style="list-style-type: none"> • Самостоятельно совершенствовать устную речь, пополнять словарный запас 	<ul style="list-style-type: none"> • Подготовка устных сообщений, докладов по предложенной теме или проблеме, используя при этом необходимые источники информации на родном и изучаемом языках, логичное и последовательное высказывание своего отношения к сказанному
Аудирование	
<p>У3 Относительно полно и точно понимать высказывания собеседника в распространённых стандартных ситуациях повседневного и делового общения; понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов, соответствующих тематике данной ступени обучения</p>	<ul style="list-style-type: none"> • Полное и точное понимание на слух иноязычной речи, построенной на изученном языковом материале, предъявляемом в естественном темпе • Понимание и извлечение необходимой информации из аудио/видеотекстов средней трудности, соответствующих предусмотренной программой тематике и непосредственно в разговоре
Чтение	
<p>У4 Переводить (со словарем) иностранные тексты профессиональной направленности, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи</p>	<ul style="list-style-type: none"> • Грамотное чтение текстов • Владение запасом слов, необходимым для понимания текстов профессиональной направленности средней трудности • Чтение с полным пониманием (изучающее чтение) части текста в объёме до 500 печатных знаков (значение незнакомых слов раскрывается путём догадки или при помощи двуязычного словаря) • Чтение с пониманием основного содержания (ознакомительное чтение) адаптированных или несложных оригинальных текстов разных жанров • Чтение с целью извлечения частичной информации (о предметной области, к которой относится текст, о его авторах, о том, для кого и с какой целью он написан и т.п.) впервые предъявляемого текста частично адаптированного характера (поисковое/просмотровое чтение)
Письменная речь	
<p>У5 Общаться (письменно) на иностранном языке на профессиональные и повседневные темы:</p> <ul style="list-style-type: none"> • писать личное и деловое письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста • Самостоятельно совершенствовать письменную речь, пополнять словарный запас 	<ul style="list-style-type: none"> • Выделение необходимой информации из иноязычного текста (составление плана, тезисов, аннотации) • Изложение сведений о себе в форме, принятой в стране/странах изучаемого языка (визитная карточка, автобиография, анкета, сопроводительное письмо, резюме) • Грамотное оформление личного и делового письма, заполнение анкеты и др. • Подготовка письменных сообщений, докладов по предложенной теме или проблеме, используя при этом необходимые источники информации на родном и изучаемом языках, логичное и последовательное высказывание своего отношения к сказанному
Лексическая сторона речи	

<p>31 Знать лексический (1200-1400 лексических единиц) минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.</p> <ul style="list-style-type: none"> • знать значения новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого и делового этикета, отражающих особенности культуры страны/стран изучаемого языка 	<ul style="list-style-type: none"> • Знание лексических единиц в пределах изученной тематики • Владение оценочной лексикой, выражениями речевого этикета
Грамматическая сторона речи	
<p>32 Знать грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.</p> <ul style="list-style-type: none"> • понимать значение изученных грамматических явлений в расширенном объёме (видо-временные, неличные и неопределённо-личные формы глагола; способы образования степеней сравнения прилагательных и наречий; основные типы вопросов; сослагательное наклонение; косвенную речь и правила согласования времён; модальные глаголы и их эквиваленты; сложноподчиненные предложения) 	<ul style="list-style-type: none"> • Владение изученными грамматическими явлениями, которые обеспечивают иноязычное общение (в непосредственной и опосредованной формах) в рамках обозначенных программой сфер и тем • Понимание грамматических явлений, выражающих действие (в настоящем, прошлом и будущем) и характер его протекания • Знание и понимание средств выражения определённых и определённо-обстоятельственных отношений (конструкции с инфинитивом, причастием и т.д.)
Социально-экономические знания	
<p>33 Знать и понимать информацию профессиональной направленности из аутентичных источников, обогащающую социально-экономический опыт студентов: сведения о стране/странах изучаемого языка, их науке, культуре и экономике, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой экономике, взаимоотношениях с нашей страной, языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнёра</p>	<ul style="list-style-type: none"> • Самостоятельное извлечение информации из аутентичных источников • Выделение общего и специфического в социально-экономической сфере родной страны и стран изучаемого языка • Владение языковыми средствами и правилами речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнёра

3. Распределение оценивания результатов обучения по видам контроля

Наименование элемента умений или знаний	Виды аттестации	
	Текущий контроль	Промежуточная аттестация

<p>У1 Общаться (устно) на иностранном языке на профессиональные и повседневные темы:</p> <ul style="list-style-type: none"> • вести диалог, используя оценочные суждения, в ситуациях официального и неофициального общения (в рамках изученной тематики); беседовать о себе, своих планах; участвовать в обсуждении проблем в связи с прочитанным/прослушанным иноязычным текстом, соблюдая правила речевого этикета 	<p>Практическое занятие Домашнее задание</p>	<p>Дифференцированный зачёт</p>
<p>У2 Общаться (устно) на иностранном языке на профессиональные и повседневные темы:</p> <ul style="list-style-type: none"> • рассказывать о своём окружении, рассуждать в рамках изученной тематики и проблематики; представлять социокультурный и экономический портрет своей страны и страны/стран изучаемого языка • Самостоятельно совершенствовать устную речь, пополнять словарный запас 	<p>Практическое занятие Домашнее задание Контрольная работа</p>	<p>Дифференцированный зачёт</p>
<p>У3 Относительно полно и точно понимать высказывания собеседника в распространённых стандартных ситуациях повседневного и делового общения; понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов, соответствующих тематике данной ступени обучения</p>	<p>Практическое занятие</p>	
<p>У4 Переводить (со словарем) иностранные тексты профессиональной направленности, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи</p>	<p>Практическое занятие Домашнее задание Контрольная работа</p>	<p>Дифференцированный зачёт</p>
<p>У5 Общаться (письменно) на иностранном языке на профессиональные и повседневные темы:</p> <ul style="list-style-type: none"> • писать личное и деловое письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста • Самостоятельно совершенствовать письменную речь, пополнять словарный запас 	<p>Практическое занятие Домашнее задание Контрольная работа</p>	<p>Дифференцированный зачёт</p>
<p>З1 Знать лексический (1200-1400 лексических единиц) минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности:</p> <ul style="list-style-type: none"> • знать значения новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого и делового этикета, отражающих особенности культуры страны/стран изучаемого языка 	<p>Практическое занятие Домашнее задание Контрольная работа Тестирование</p>	<p>Дифференцированный зачёт</p>
<p>З2 Знать грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности:</p> <ul style="list-style-type: none"> • понимать значение изученных грамматических явлений в расширенном объёме (видовременные, неличные и неопределённо - личные формы глагола; способы образования степеней сравнения прилагательных и наречий; основные типы вопросов; сослагательное наклонение; косвенную речь и правила согласования 	<p>Практическое занятие Домашнее задание Контрольная работа Тестирование</p>	<p>Дифференцированный зачёт</p>

времен; модальные глаголы и их эквиваленты; сложноподчиненные предложения)		
33 Знать и понимать информацию профессиональной направленности из аутентичных источников, обогащающую социально-экономический опыт студентов: сведения о стране/странах изучаемого языка, их науке, культуре и экономике, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой экономике, взаимоотношениях с нашей страной, языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнёра	Практическое занятие Домашнее задание	

4. Распределение типов контрольных заданий по элементам знаний и умений текущего контроля

Содержание учебного материала по программе УД	Код оценочного средства								
	У1	У2	У3	У4	У5	З1	З2	З3	
Раздел 1. Профессия учителя. Образование и воспитание <u>Тема 1.1. Профессия педагога. Черты характера учителя.</u> <i>Грамматический минимум:</i> временные формы глагола в действительном залоге. <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы <i>Речевые умения и виды речевой деятельности:</i> тематические профессионально-ориентированные тексты (изучающее, поисковое и ознакомительное чтение); монологическая и диалогическая речь.	8,21		5,7,8 20, 21		8	5,7,8 20,21	8	5,7,8,18,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8

<p><u>Тема 1.2. Урок. Система оценивания.</u> <i>Грамматический минимум:</i> временные формы глагола в страдательном залоге <i>Лексический минимум:</i> тематическая лексика, речевые клише, штампы. <i>Речевые умения и виды речевой деятельности:</i> тематические профессионально-ориентированные тексты (изучающее и поисковое чтение); монологическая и диалогическая речь.</p>	5,7 8,17 21	5,7,8 20 21	8	5,7,8 20,21	8	5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8
<p><u>Тема 1.3. Роль физической культуры в развитии человека.</u> <i>Грамматический минимум:</i> степени сравнения прилагательных и наречий (способ 1, способ 2); исключения при образовании степеней сравнения прилагательных. <i>Лексический минимум:</i> тематическая лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты (изучающее, поисковое и ознакомительное чтение); монологическая и диалогическая речь.</p>	5,7 8,17 21	5,7,8 20 21	8	5,7,8 20,21	8	5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8
<p><u>Тема 1.4. Воспитание</u> <i>Грамматический минимум:</i> основные типы вопросов в английском языке. <i>Лексический минимум:</i> профессиональные термины, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение);</p>				5,7,8 20,21		5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	

письменная речь; монологическая и диалогическая речь.	5,7 8,17 21	5,7,8 20 21	8		5,7,8,1 7		5,7,8
Раздел 2. Система образования в России и за рубежом <u>Тема 2.1. Система образования в России.</u> <u>Виды школ</u> <i>Грамматический минимум:</i> неличные формы глагола, инфинитив и инфинитивные конструкции. <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая речь, аудирование.						5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	
<u>Тема 2.2. Система образования в странах изучаемого языка. Виды школ</u> <i>Грамматический минимум:</i> неличные формы глагола, герундий. <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая и диалогическая речь.	8,21	5,7,8 20 21	5,8	5,7,8 20,21	8		5,7,8
<u>Тема 2.2. Система образования в странах изучаемого языка. Виды школ</u> <i>Грамматический минимум:</i> неличные формы глагола, герундий. <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая и диалогическая речь.						5,7,8,20,21 5,7,8,18,20,21	
<u>Тема 2.2. Система образования в странах изучаемого языка. Виды школ</u> <i>Грамматический минимум:</i> неличные формы глагола, герундий. <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая и диалогическая речь.	5,7 8,17 21	5,7,8 20 21	8	5,7,8 20,21	8	5,7,8,18,20,21	5,7,8

<p><u>Тема 2.3. Система СПО и ВПО в России</u> <i>Грамматический минимум:</i> неличные формы глагола, причастие настоящего и прошедшего времени. <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая и диалогическая речь.</p>	5,7 8,17 21	5,7,8 20 21	8	5,7,8 20,21	8	5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8
<p><u>Тема 2.4. Система СПО и ВПО в странах изучаемого языка.</u> <u>Подготовка учителей</u> <i>Грамматический минимум:</i> независимый причастный оборот, сравнение причастия и герундия <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая речь, письменная речь; аудирование.</p>	8,21	5,7,8 20 21	5,8	5,7,8 20,21	5,7,8 17	5,7,8,20,21 5,7,8,18,20,21	5,7,8
<p><u>Тема 2.5 Роль иностранного языка в подготовке будущих учителей</u> <i>Грамматический минимум:</i> модальные глаголы, эквиваленты модальных глаголов. <i>Лексический минимум:</i> профессиональная лексика, различия в американской и</p>						5,7,8,20,21 5,7,8,18,20,21	

английской терминологии. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая речь; диалогическая речь; аудирование.	5,7 8,17 21	5,7,8 20 21	5,8	5,7,8 20,21	8	5,7,8,18,20,21	5,7,8
Раздел 3. История развития образования <u>Тема 3.1. История развития образования в России</u> <i>Грамматический минимум:</i> согласование времён, прямая и косвенная речь. <i>Лексический минимум:</i> профессиональная лексика, словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение).	8,21	8,21	8	5,7,8 20,21	8	5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8
<u>Тема 3.2. История педагогики</u> <i>Грамматический минимум:</i> сложные предложения, союзы, сложноподчиненные предложения. <i>Лексический минимум:</i> профессиональная лексика. словообразовательные элементы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая речь; письменная речь.	8,21	5,7,8 20 21	8	5,7,8 20,21	5,7,8 17	5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8
Раздел 4. Деловое общение в профессиональной сфере <u>Тема 4.1. Рынок труда и</u>							

<p>устройство на работу <i>Грамматический минимум:</i> условные придаточные предложения и их типы, инверсия (обратный порядок слов) в придаточных предложениях условия. <i>Лексический минимум:</i> профессиональная лексика, социальные и деловые фразы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); диалогическая речь; письменная речь; аудирование.</p>	5,7 8,17 21	8,21	5,8	5,7,8 20,21	5,7,8 17	5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8
<p>Тема 4.2. Общение в коллективе <i>Грамматический минимум:</i> сослагательное наклонение. <i>Лексический минимум:</i> тематическая лексика, социальные и деловые фразы. <i>Речевые умения и виды речевой деятельности:</i> тематические тексты профессиональной направленности (изучающее, поисковое и ознакомительное чтение); монологическая речь.</p>	8,21	5,7,8 20 21	8	5,7,8 20,21	8	5,7,8,20,21 5,7,8,18,20,21 5,7,8,18,20,21	5,7,8

5. Распределение типов и количества контрольных заданий по элементам знаний и умений, контролируемых на промежуточной аттестации (в письменной форме)

Содержание учебного материала по программе УД	Код оценочного средства									Количество оценочных средств по типам	
	У1	У2	У3	У4	У5	З1	З2	З3			21
<p>Речевые умения: предметное содержание речи - Раздел 4. «Деловое общение в профессиональной сфере»</p>						21	21	21	21	21	5

<i>Вид речевой деятельности:</i> письменная речь. <i>Обучающиеся должны уметь:</i> правильно писать автобиографию и резюме точки зрения грамматики, содержания и оформления.				21	21	21	21	21	5
Языковые знания и навыки: <i>лексическая сторона речи</i> - <i>обучающиеся должны знать:</i> лексический минимум, обслуживающий темы профессиональной направленности; - <i>обучающиеся должны уметь:</i> соотносить лексические единицы.				21	21	21			3
<i>грамматическая сторона речи</i> - <i>обучающиеся должны знать:</i> виды придаточных предложений, порядок образования условных придаточных предложений, формы сослагательного наклонения; - <i>обучающиеся должны уметь:</i> определять структуру сложноподчиненного предложения и вид придаточного предложения, переводить сложноподчиненные предложения с придаточными предложениями разных видов, употреблять формы сослагательного наклонения.				21	21		21		3

Распределение типов и количества контрольных заданий по элементам знаний и умений, контролируемых на промежуточной аттестации (в устной форме)

Содержание учебного материала по программе УД	Код оценочного средства								Количество оценочных средств по типам	
	У1	У2	У3	У4	У5	З1	З2	З3		
									21	
Речевые умения: <i>Предметное содержание речи</i> - раздел 1 «Профессия учителя. Образование и воспитание», раздел 2 «Система образования в России и за рубежом», раздел 3 «История развития образования», раздел 4 «Деловое общение в профессиональной сфере» <i>Обучающиеся должны уметь:</i> владеть тематикой общения.	21		21			21		21	21	6
Вид речевой деятельности: <i>Говорение:</i>	21		21			21				

<p>монологическая и диалогическая речь, основы общения на иностранном языке. <i>Чтение:</i> изучающее чтение, просмотровое (поисковое) чтение, техника перевода (со словарем) профессионально-ориентированных текстов. <u>Обучающиеся должны уметь:</u> владеть техникой чтения; читать и переводить тексты со словарем (умение изучающего чтения); отвечать на вопросы к тексту (умение поискового чтения, диалогическая и монологическая речь); использовать языковые явления и речевые средства.</p>						21	21	6
<p>Языковые знания и навыки: Произносительная сторона речи, техника чтения. Лексическая сторона речи, профессиональная лексика. Грамматическая сторона речи. <u>Обучающиеся должны знать:</u> лексический минимум, обслуживающий темы профессионально ориентированного содержания программы учебной дисциплины «Иностранный язык» общего гуманитарного и социально-экономического цикла основной профессиональной образовательной программы; структуру английского предложения; видовременные формы английского глагола, типы вопросов и другой грамматический материал, необходимый для выполнения заданий. <u>Обучающиеся должны уметь:</u> использовать языковые явления и речевые средства.</p>	21	21	21	21		21	21	6

6. Фонд оценочных средств для проведения текущего контроля успеваемости.

Раздел 1. Профессия учителя. Образование и воспитание

Цели практических занятий

Образовательная цель:

- расширить лексический минимум студентов по теме; расширить и углубить лингвистические знания в профессиональной сфере;
- расширить и углубить грамматические знания о способах словообразования, о временных формах глагола в действительном и страдательном залоге; о степенях сравнения прилагательных и наречий (способ 1, способ 2), исключениях при образовании степеней сравнения прилагательных; об основных типах вопросов в английском языке.

Развивающая цель - создать условия для дальнейшего развития:

- умения активизировать лексику в речи; умения изучающего, поискового и ознакомительного чтения; умения аудирования; умения монологической и диалогической речи;
- умения применять правила словообразования; умения определять видовременную форму глагола, образовывать видовременные формы глагола и употреблять их в речи, переводить предложения с разными видовременными формами глагола; умения образовывать степени сравнения прилагательных и наречий; умения задавать вопросы разных типов и отвечать на них.

Лексический материал, тематические тексты и диалоги для изучающего, поискового и ознакомительного чтения, аудирования, развития монологической и диалогической речи

Тема 1.1. Профессия педагога. Черты характера учителя.

Text 1. RENEWING THE TEACHING PROFESSION

The success of an educational system inevitably depends upon the judgement and ability of those who teach... It is in the classroom that the pupil experiences the educational process; if the interaction between teacher and child is not effective, even the most sound federal, state, or local policies will be useless. Reducing objectives for the schools and revamping the curriculum will improve public education only if teachers are of high quality.

Economically, too, teachers are the critical component of the system. About 85 per cent of all salaries in education go to teachers – 65 per cent of the total budget. To be productive and, in a sense, to invest public funds wisely, schools must recruit, retain, and reward corps of competent professionals, imbued with high standards of performance and capable of commanding the respect of their "clients" – their pupils, the parents, and the public.

In 1983 "declining teacher quality" suddenly became an issue for the American media. A number of negative trends affecting the profession are often mentioned; low pay, declining prestige, decreasing academic ability among the teachers themselves, poor working conditions and inadequate training are among the troubling complaints. Yet why so much concern now? After all, these problems, which result from an interrelated set of historical circumstances, have been building for years.

One reason for the present intense scrutiny of* the teaching profession is that trends in student enrolment are changing once again. After declining over the past decade, enrolment will increase by 2 million from 1985 to 1990. Moreover, from 1970 to 1982 very few new teachers were hired, so that the average teacher is older and is close to retirement**. In the 80s teaching will be one of the fastest growing professions. The student population is changing as well as growing; these new teachers will confront a higher proportion of pupils from disadvantaged*** and single-parent homes. By 1990 about two-thirds of the national student population will come from such households.

* the present intense scrutiny of – (зд.) особо пристальное внимание сегодня к

** is close to retirement – скоро уйдут на пенсию, близки к пенсии

*** disadvantaged – (зд.) неблагополучный

There is an even more significant reason for looking closely at the teaching profession: fundamental changes in the labour market for teachers. Taken together the circumstances surrounding the work force

in education compel a rethinking** of the very concept of the teaching process.

The Changing Labour Market

Women make up two-thirds of the total work force of teachers – and 80 per cent of all elementary school teachers. The dependence of the teaching profession on women is a major cause for concern, because the vast expansion of occupational choices*** for young women has correspondingly decreased the supply of superior teachers. Women who achieve high scores on academic tests have disappeared from the school employers' personal files****over the past 15 years because teaching– like nursing, librarianship, and social work– is no longer one of the few places for them to go. Management, law, medicine – all the opportunities are open to them today.

The bright young woman who taught English 15 years ago is now carrying an attach case and heading for an office.

New opportunities for women affect teacher quality in another way. Women who withdrew from teaching to raise families once constituted a vast reserve army of teachers who could be called upon as their children grew up. But today, about 70 per cent of women between the ages of 25 and 65 are already employed, meaning that the reserve army no longer exists. Education must compete on its own merits as a desirable occupation.

* compel a rethinking – вынуждаютпересмотреть

** expansion of occupational choices– увеличившийсявыборпрофессий

*** personal files– картотекиработников

Assignments:

1. Find in the text the English for:

испытывать на себе, бесполезный, важнейшая составная часть, заработная плата, общий (суммарный), вкладывать (средства), нанимать (брать на работу), награждать, завоевать уважение, упоминать, падающий (снижающийся), достаточная подготовка большая тревога, совокупность обстоятельств, сталкиваться с, рынок труда, рабочая сила, основная причина, достигать высоких результатов, возможности, умный (способный).

2. Form the nouns from the following verbs:

to depend, to judge, to retire, to experience, to interact, to improve, to invest, to reward, to perform, to respect, to concern, to result, to enrol, to change, to choose.

3. Arrange A and B in pairs of synonyms:

A. to recruit, productive, competent, bright, standard, interaction, child, household, total, pupils, fast, declining, reason, occupation.

B. decreasing, to hire, effective, communication, efficient, lid, overall, students, level, quick, cause, family, clever, profession.

4. Arrange A and B in pairs of antonyms:

A. useful, adequate, success, effective, poor, negative, fast, advantage, significant, superior, to appear, to increase.

B. ineffective, to decrease, useless, slow, positive, insignificant, to disappear, failure, inadequate, rich, disadvantage, inferior.

5. Speak on the main reasons for the decreasing of the quality of teaching in the USA nowadays.

6. Say whether we have the same problems and suggest effective measures to improve the situation.

Text 2. TEACHER'S WORK

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom behaviour. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in promoting learning. When students do achieve success, the teacher shares in their joy.

A Teacher's Main Responsibility Is to Teach

The teacher's job involves many roles besides that of instructing students. At times, a teacher serves as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to, and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must

apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

The teacher is in the classroom to instruct. This involves more than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hid the fact that they have finished. Teachers would do much better to assign alternate activities of the students' choice or to allow them to move on to more challenging problems of a similar type.

Another important indicator is the way teachers respond to right and wrong answers. When teachers have the appropriate attitude, they accept either type of response for the information it gives about the student. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as a way to stimulate thought and to acquire information about a student's progress.

Although praise and encouragement are important, they should not interfere with basic teaching goals. If a teacher responds with overly dramatic praise every time a student answers a simple question, the class will likely be distracted from the content of the lesson. A better strategy is to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teachers behaviour during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We're going to find out who knows the material and who doesn't."

Students Should Meet Minimum Objectives

Although all students cannot be expected to do equally well, each teacher can establish reasonable minimal objectives for a class. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should encourage students' cognitive development as far as their interests and abilities allow. However, in doing so, teachers must not lose sight of basic priorities. Teachers with appropriate attitudes will spend extra time working with students who are having difficulty.

Students Should Enjoy Learning

When teachers do have the appropriate attitude toward school-work, they present it in ways that make their students see it as enjoyable and interesting. Teachers should not expect students to enjoy learning in the same way they enjoy a ride on a roller coaster. Instead, there should be the quieter but consistent satisfaction and feelings of mastery that come with the accumulation of knowledge and skills.

Teachers with negative attitudes toward school learning see learning activities as unpleasant but necessary drudgery. If they believe in a positive approach toward motivation, they will attempt to generate enthusiasm through overemphasis on contests, rewards, and other external incentives. If they are more authoritarian and punitive, they will present assignments as bitter pills that students must swallow or else. In either case, the students will acquire a distaste for school activities, thus providing reinforcement for teacher expectations.

Other evidence of inappropriate teacher attitudes toward school activities includes: emphasizing the separation of work and play, with work pictured as an unpleasant activity one endures in order to get to play; introducing assignments as something the class has to do, rather than merely as something they are going to do; the use of extra assignments as punishments, etc. Teachers with negative attitudes also discuss academic subjects in a way that presents them as dull and devoid of content. For example, they might say, "We're going to have history," instead of, "We're going to discuss the voyage of Columbus," or "Read pages 17 to 22," instead of, "Read the author's critique of Twain's novel."

Teachers Should Assume Good Intentions and a Positive Self-Concept

Teachers must communicate to all of their students the expectations that the students want to be fair, co-operative, reasonable, and responsible. This includes even those who consistently present the same behaviour problems. If students see that teachers do not have the faith in them, they will probably lose whatever motivation they have to keep trying. Thus, teachers should be very careful to avoid suggesting that students deliberately hurt others or enjoy doing so, that they cannot control their own behaviour, or that they simply do not care and are making no effort to do so. Such statements will only establish a negative self-concept and will lead to even more destructive behaviour.

Assignment:

Translate the text using a dictionary.

Text 3. IDEAL TEACHER: WHAT IS HE LIKE?

Few of those engaged in training teachers would conceive of a teacher who would be ideal for all and any teaching circumstances. The art and craft of teaching is so diverse that no such paragon would be likely to exist. What is possible, however, is to conceive of an ideal which is redefined in terms of the particular kinds of teaching situations the teacher actually proposes to engage in. Such an "ideal" teacher would possess personal qualities, technical abilities and professional understanding of the following kinds:

1) Personal qualities. These include both inherent qualities and other qualities acquired through experience, education, or training. Equally, it is obvious that the teacher must be intelligent, have a non-discouraging personality, and display emotional maturity. Among the acquired qualities are to be included a wide experience of life, an adequate level of personal education and sufficient command of the subject he is teaching.

2) Technical abilities. These are of three kinds: first ability to discern and assess the progress and difficulties of his pupils, an unhesitating control of the teaching in his class so as to maximize the role of learning; secondly a fluent and responsive grasp of classroom skills and techniques; and thirdly a "creative familiarity" with the syllabus and materials being used in his classes.

3) Professional understanding. This refers to a sense of perspective that sees the teacher's own particular task in relation to all types of teaching situations, to an awareness of trends and developments in methods of teaching, and to an acceptance that it is in his professional duty to go on improving his professional effectiveness throughout his career.

Assignments:

1. Render the text in English.
2. Say whether you agree with the author's understanding of the importance of teacher's work. Add some other important qualities a good teacher should possess.

Text 4. From "The Diary of a Young English Teacher" by Saw Ginsburg

First Month

Sunday, February, 28

This morning I am not awakened by the buzzing of an alarm clock. I did not set it last night. I wanted to test if I could get up in time for the first period without the alarm clock's help. I look at my watch: 6.10. One hour and twenty minutes till the first bell – time enough and to spare.

I sit up in bed and drowsily recite from memory the little speech I am going to make in class tomorrow morning.

"Good morning, comrades. First of all, allow me to introduce myself– my name is Huang Pan. I am your new English teacher. I have just graduated from the Foreign Languages Department of our university. I have no teaching experience at all and my English is not very good. But I'll do my very best to help you master the English language. If there are any shortcomings in my work, I hope you'll point them out to me..."

"The people of China are now working hard to modernize our great motherland. In order to accelerate carrying out this task, we have to learn from the advanced experience of other countries..."

Third Month

Saturday, May, 1

I'm tired and sleepy, but I want to put down a few thoughts before going to bed.

It's May Day, the first since I became a teacher, I feel happy and excited – it's my own holiday.

This morning I took my students boating in the park. The weather was lovely, and one could not help being in high spirits; the new clothes I was wearing for the occasion probably had something to do with it. Two of my students helped me into a boat. They rowed, insisting that Teacher Hung take it easy and leave everything to them, a suggestion to which Teacher Hung gracefully acceded.

I sat back and gave myself up to the bright sun and the gentle breezes blowing across the lake. While one of the girls rowed, the other began to hum a Taiwan folk song, accompanying herself on a guitar. She had a lovely contralto voice, and the song suited her voice to perfection.

We had lunch in the park, sharing what we had with the others. It was a gay and noisy meal and we all enjoyed ourselves tremendously. The students were taking good care of me, offering me the choicest morsels. More than once, the thought occurred to me: "How wonderful our young people are!"

We got back to the university around three. I sat down to some reading. The book was "An American Tragedy." I was sleepy, but Theodore Dreiser's great story gripped me as usual, driving away my

drowsiness.

Tomorrow is Sunday. I'll make up for the time spent reading and looking about.

Monday, May, 3

Instead of working with the textbook this morning, I have the students talk about the May Day picnic and about Youth Day, which is tomorrow.

To liven up the discussion on Youth Day, I let one group of students enact the role of foreign tourists in China, young women from different English-speaking nations. They ask the other students about their life, work, and studies; the latter in turn ask the "tourists" about youth outside of China.

It all goes fairly well. But I soon discover that our students know very little about foreign youth, and have difficulty therefore in formulating their questions.

Assignment:

Read the three extracts from a diary and

- a) say what kind of teacher has written it,
- b) what you think about her first speech,
- c) in what way she spent May 1,
- d) how she organized the lesson on May 3.

Text 5. GOOD TEACHER

A good teacher:

- keeps in contact with the parents of his or her pupils and lets them participate in the life of the school (in a primary or secondary school);
- is able to maintain discipline and order;
- lets the students share his or her own life with all its ups and downs;
works hard to remain up-to-date in his or her subject;
- openly admits when he or she has made a mistake or does not know something;
- is interested in his or her students, asks them about their homes and tries to help where possible;
- makes the students work hard and sets high standards;
- is friendly and helpful to his or her colleagues;
- uses a lot of different materials, equipment and teaching methods and attempts to make his or her lessons interesting;
- helps the students become independent and organize their own learning.

Assignments:

1. Look through the questionnaire and arrange the listed teachers qualities in the order you think most proper. Try to explain why you have done so. Agree or disagree with your groupmates.

2. Read the following quotations and comment on them.

- 1) Raising a child is very much like building a skyscraper. If the first few stories are out of line, no one will notice. But when the building is 18 or 20 stories high, everyone will see that it tilts.
- 2) Any man can be a good teacher.
- 3) Every teacher continues to be a student.
- 4) The teacher is a model and example to his students.
- 5) Good teachers are born, not made.
- 6) Teaching machines and computers can be substitutes for any teacher.
- 7) Teaching is a two-way traffic.
- 8) Experience is the best teacher.

Text 6. ALTERNATIVE CERTIFICATION DEMANDS MINIMUM STANDARDS

The Association of Teacher Educators (ATE) is committed to excellence in teacher education. To respond to the very diverse practices existing in the states that allow alternative teacher certification (ATC) programs ATE recommends these guidelines:

1) Each graduate in a ATC program should have completed college courses which lead to a command of major concepts in written and oral communication, math, social science, physical science, humanities (including the arts and literature) and non-western contemporary culture.

2) State exams in basic skills required of students in regular teacher education programs should be required of ATC candidates.

3) ATC candidates should pass personal interviews assessing orientation to the nature of teaching, the nature of students and goals of school.

4) Candidate selection must include analysis of career and work histories, type and nature of previous

careers, performance in former jobs, periods of employment (and unemployment), hospitalization, etc.

5) Selection should follow direct experiences with children and youth. This requirement can be met with a summer of paid work before employment. This enables some candidates to opt out or be selected out.

6) When possible, prior, direct experiences with children and youth should be in the same school building where candidates will begin as intern teachers.

7) ATC candidates should be paid for the direct, supervised experiences with state or district funds provided for them to be paid the same as beginning ATC teachers. A paid experience will be a recruiting mechanism.

8) Experienced teachers should serve as mentors, support teachers and coaches of ATC candidates throughout the first year at a ratio of 2 candidates to 1 teacher. In the years 2 and 3 the ratio might become 8 to 1. At least 20% of the experienced teachers' assigned load should be allocated to the mentor role. Mentors should be paid extra, based on a number of candidates supervised. A minimum of 500 dollars is recommended for each first year ATC candidate with whom a mentor works.

9) Mentors should receive special training in coaching and advising ATC candidates. Training might be offered by university personnel, consultants, highly-qualified classroom teachers, etc.

10) ATC candidates should not be required to take more than one three-credit course or more than 45 hours of instruction per semester – from any source – during their first year of teaching.

11) In the first semester of their first year, ATC candidates should be assigned less than a full teaching load. .

12) States should issue a temporary alternative certificate to individuals participating in these programs. There need to be official recognition of the status of ATC candidates.

Before achieving regular certification, ATC teachers should have to pass all state-mandated tests related to professional content and pedagogy required of individuals completing teacher education programs in universities.

ATC programs as represented here are more costly than regular programs. They should be offered to recruit new, talented personnel into teaching, not to save money.

Assignment:

Read the text and render it in Russian.

Text 7. TEACHERS: A DYING BREED AS SCHOOL YEAR STARTS

Vera Yudina is one of an endangered species in Moscow – a school teacher. "Only those who cannot live without school stay on in spite of the difficulties," said Yudina, citing low salaries as the main incentive to leave. The average salary at school No 1259 – where Yudina has been teaching for the past 10 years – is just over 350 rubles (\$80) a month.

With nearly 800 teaching vacancies throughout its 1,366 schools, Moscow's Education Department is struggling with a severe shortage – with teachers of foreign languages, and English in particular, in greatest demand. Some Moscow schools cannot provide instruction in some of the most basic fields, including Russian, English and social sciences.

Russia's teacher deficit is nation-wide, but it is more acute in Moscow and St. Petersburg, where those with a command of a foreign language have more opportunity to trade in their skills for a higher salary with Western firms.

While Education Minister Yevgeny Tkachenko announced that the exodus of teachers from the classroom has levelled off, the staff at school No 1259 do not see an end in sight even though it is a privileged school. And judging by the increasing number of disgruntled teachers who turn to Moscow's employment agencies to find new work, the vacancies are likely to spread.

At firms such as Eurospan and the Russian Connection, they are still redirecting a steady stream of former teachers and recent teaching graduates, finding them better paid work as receptionists, secretaries, or sales personnel.

"In some cases teachers can find work in human resources – like myself," said a representative of The Russian Connection, who gave up his job as a math teacher a few years ago. The teacher deficit has not only affected schools scrambling to fill the gaps, but the quality of education as well. As school administrators find it harder to fill teaching vacancies, they are forced to accept teachers with lower qualifications.

According to Education Ministry statistics, the percentage of teachers with only a secondary education in Russia last year rose to just over 11 per cent. At the same time, the number of pension-teachers rose by 20,000 last year to nearly 9 per cent of Russia's total staff of 1.5 million teachers and

administrators.

Assignments:

1. Read the text and say:

- a) why many teachers quit their jobs,
- b) how teachers' deficit affects the quality of education.

2. Suggest effective measures to improve the situation.

Text 8. TESTING TIMES

Exam stress doesn't occur most strongly during the actual exams but in the few weeks just before them. The climax is usually the night before, when last minute preparations confirm your worst fears. There are, however, some simple ways of dealing with the problem.

First, the dedicated student can suffer from anxiety, brainblocks and memory "gaps," just as much as the student who has left everything to the last minute. But the remedy is the same in each case. The night before is too late to do anything. Far better to go to dance, for a walk, to the pictures or play a game rather than increase stress by frantic efforts to plug in gaps in your knowledge.

The brain is a complex bioelectrical machine, which, like a computer, can be overloaded. It does not work continuously, but in fits and starts. As you read this, the relevant part of your brain receives the messages from your eyes, processes them, and you comprehend. All this occurs in a series of steps. When you study, your brain reaches its maximum efficiency about five minutes after you start work, stays at a plateau for about ten minutes, and thereafter it is all downhill. Indeed, after thirty minutes your attention wanders, your memory actually shuts off, and boredom sets in.

For this reason, the best way to study is in half-hour sessions, with gaps in between of about the same length. It even helps to change subjects and not keep at the same one, since this reduces the boredom factor.

Two drugs are often used by students – as they are by writers, mathematicians and scientists everywhere. I do not mean pills, which can result in serious fatigue, but coffee and tea. The active ingredient in each is caffeine, a drug which definitely stimulates the brain, making you more alert. Coffee is about five times stronger than tea, and if you drink more than ten cups, it has a depressing effect on memory and alertness. And large doses of caffeine can keep you awake.

During sleep, the message conveyed to your brain – the things you have been trying to learn – are either put into your permanent memory store, in which case you will remember them, or pass into your transient memory store, in which case you will have a vague idea, but no clear recollection.

We put data into permanent store when we think it is important. It will file jokes, soccer results, film stars, names or pop tunes with extreme accuracy, on the other hand, erase things which bore or unsettle us.

The lesson here is clear. To beat exam stress you have to feel that what you are doing is fun, and perhaps the best way to do this is to treat revision as a game. This gives your brain the best chance to excel. If you tire it with long, boring study sessions, you'll find you can't remember much, but if you stimulate it with short, snappy sessions you'll be surprised how quick and sharp you are.

Assignment:

Translate the text using a dictionary.

Text 9. The Teacher's Profession

One of the most important decisions in life is the choice of a profession. This problem is compounded by the fact that it is necessary to solve it very early, still not at a completely conscious age. The graduates of schools, in addition to their loads of the study of subjects and passing exams, should determine accurately their future profession.

The right choice in the modern world is becoming increasingly difficult. A great number of new and prestigious professions appear, more knowledge is required to implement one's plans for his (her) future life. In addition, it is necessary to take into account the psychological characteristics of the individual. For many professions the character and natural gifts are not less important.

Since childhood I have dreamed of becoming a teacher. Initially, it was an unconscious desire, because my grandmother was an elementary school teacher, and I always envied her. I consider her a real celebrity, lots of students from her previous classes of graduates came to visit her, their parents always addressed respectfully and lovingly to her, she often returned home with bouquets of flowers. It was so interesting for me to attend her school activities and interact with her students.

I saw that she was working hard, granny was always busy with notebooks, plans and tables. My grandmother knew how to do many things with her own hands and always taught me. My mother, unfortunately, did not opt for the teaching profession because she considered that my grandmother had devoted most of the time to school and not to the family. My mother's character is not suitable for this work, although she is kind, smart and perseverant. She loves her more relaxed and creative work and does not welcome much my choice.

I understand that the noble and time-consuming work of a teacher is not highly valued in the country, salaries are small, the environment at work is far from being favourable and the profession requires constant dedication. But I believe that doing things you love, and not just making a career, can bring excellent results. There are a lot of examples of the teachers who have become known for their work. I have read many books and watched a lot of movies about this fascinating, generous and interesting job. I think that the life of a society and a country as a whole, depend on the teachers, the quality of their work, their skills and commitment.

A good teacher must possess many qualities: to be creative, hard -working, self-restrained, able to solve problems and make the right decisions.

While studying at school I have realized that teachers are different. Some of them have taken this job by mistake, without estimating their strengths and character. As a result, they fail to achieve good results in the work, and they ruin the life not only of themselves but also of other people, especially children. This is a very sad mistake which is sometimes difficult to correct.

I believe that a teacher should have a talent, as well as an actor, writer or a doctor. Before you decide on a profession and make it enjoyable, not a punishment for you, you need to listen to the advice of authoritative people, psychologists, good teachers. You need to observe the work from the "inside" and assess your abilities.

I know that some prestigious and highly paid professions can become a heavy burden for many young people. Moreover, opting for the most common and not fashionable jobs, you can achieve very good results and get real satisfaction, and sometimes the purpose of your life. I hope that I will succeed and I will never be disappointed about my choice.

Profession of a teacher is one of the most ancient professions but even today it still remains one of the most important. Teachers do not only educate their students, but bring them up and help them become part of the society. Not everyone can be a teacher as being a teacher means being a good example. Teacher must have an immaculate reputation, be someone who his or her students can be proud of, trust and seek advice.

Assignment: Translate the text using a dictionary.

Text 10. Kindergarten Teacher

Becoming a kindergarten teacher is a special calling. It takes a person who has a lot of love for the little ones, lots of laughter, knowledge and skills to become a successful kindergarten teacher. Not only is a kindergarten teacher admired by the little ones but is also trusted to equip with basic knowledge the young kids who are keen to learn and please their teacher.

While laying the academic foundation of the young minds can be challenging, a career as a kindergarten teacher can be very fulfilling as well. If you are contemplating on becoming a kindergarten teacher, here are top 10 reasons why you should step into the classroom and have a go at it.

As a kindergarten teacher, you will be tasked with the responsibility of teaching a variety of subjects to the little ones. This will make you appreciate a number of subjects which in the long run makes it easy to pass information in the classroom. Enjoying what you teach presents an opportunity to bring delight to the classroom that has a positive impact on the young ones.

Once there is excitement into the classroom enthusiasm automatically sets in as the students develop interest in the lesson. This therefore makes being a kindergarten teacher a great profession for those who enjoy teaching and learning different subjects; those who feel that they are not limited to teaching one subject only.

Being a kindergarten teacher means that you have a chance to express your creativity. If you are creative you can help open and broaden the minds of the young ones. As a kindergarten teacher you must have an imaginative persona to come up with very engaging lesson plans that can challenge and develop the young child into an all rounded kid.

Designing memorable lessons, which go way above worksheets, intensifies the young child's comprehension. Any subject can be designed into a creative lesson with precise planning. Watching the young ones enjoy develop learning skills through your creativity can be a very fulfilling and satisfying

affair.

In the kindergarten classroom you can be sure to find plenty of humorous moments on a daily basis. It then means that you will need a sense of humor so that you can laugh with the students. By being humorous you naturally create the right atmosphere for kids to enjoy success. You must be able to laugh at yourself to make the whole experience enjoyable.

Imagine spending eight hours with these little bundles of joy on a daily basis where you are likely to do something funny or come across an embarrassing moment every day. Not only can that bring a sense of contentment to your life as a kindergarten teacher but can go a long way in making sure enjoy your job and getting paid while you are at it.

As a kindergarten teacher you will enjoy the benefits of having teacher assistants who are ready to help you with the workload. Kindergarten teacher assistants are very crucial as they ensure very smooth running of the classroom. The teacher assistants will be readily available to work with groups of children, offer assistance when it comes to supervising the children in addition to completing paper work for the teacher.

This helping hand gives you a chance to prepare for classroom as it means you have the much need time to even get into contact with the parents. It also makes sure you don't suffer from fatigue that may be brought by having too much to attend to in little time

You will be able to witness the growth of the child as a kindergarten teacher. A child will progress at different levels throughout the year and as the teacher you will be able to witness the children apply the found new knowledge into their day to day lives. Kindergarten teachers are very essential at a child's early development as they form the building blocks for development of new knowledge.

There is nothing that can be fulfilling as witnessing a small boy who didn't know the alphabetical order a few months ago spelling his name and writing it down or a girl who can re-count multiplication tables and filling complex worksheets or a whole class that can read.

The little bundles of joy between the ages of four and six years are certainly very keen to please their teacher especially if they sense you respect and love them. You will be amazed at how attentive the kids can be if you keep telling them that you love them and that they are special. It will not only make them feel good about themselves but you can be sure of hugs and very kind words from the children.

You will also have an easy time in the classroom since the kids will be very keen to succeed so as not to let you down. If you are excited about something, it goes without saying that they will be excited too.

They will work hard and they will feel proud about themselves when they've accomplished a task.

Your kindergarteners will believe and trust everything you say. This will make it easy for you as the kids won't question the content that you will be teaching to them. Don't be surprised when you get compliments from the children's parents over a subject their kids corrected them due to your teachings.

It can be fun telling white lies to the young ones. For instance, if you told the young kids that you are the best teacher they could ever have, you will be amazed at how they will whole heartedly believe you. Lie to them about your age and they will believe you too. However, as kids gets older they become less susceptible and question facts so you must know what to say to them at different ages.

Being a kindergarten teacher comes with the opportunity to create inspiration to the young kids. By giving real life examples to the young kids you not only get to a chance to be their role model but you have the chance to make sure the kids starch on the correct launch pads for great careers in life.

There is nothing that can be more satisfying than getting letters of appreciations from a kid you taught in the kindergarten thanking you for giving them the right start. The more students you inspire, the more the positive reaction you get, the more satisfaction you get from your job.

You will have weekends and holidays off which is a great benefit that comes with being a kindergarten teacher. This means you can have time to mingle with your friends and family, have time to get reenergised besides having time to attend to other personal issues. This makes the kindergarten teachers' job very flexible.

Once you become a well-established kindergarten teacher you can time off during the summer to relax or even go for a vacation. You can decide to take classes during the holidays which mean you can earn more as teaching during holidays is paid relatively higher as compared to other normal working days. Having extra money means you can meet your financial obligations. Becoming a kindergarten teacher can be one of the best jobs you can take. Although it takes a calling to do the job perfectly, these top 10 reasons for becoming a kindergarten teacher gives 10 solid reasons to become one.

Words to learn:

a special calling- особое призвание

to equip with basic knowledge –снабжать, давать

contemplate- обдумывать, намереваться
challenging –стимулирующий, побуждающий
in the long run-в конечном счете
responsibility-ответственность
creativity-творчество
appreciation- оценка, признательность
broaden the mind-расширять кругозор
need a sense of humor –нужно чувство юмора
create the right atmosphere-содать нужную атмосферу
less susceptible-менее восприимчивым
starch -живость, энергия

Text 11. TEACHER'S PROFESSION

Read and translate the text with the help of a dictionary.

Choosing a career (1) is not always easy. Dear students, fortunately you have already chosen it. Maybe you were encouraged by your teachers, parents or friends, maybe you followed someone's advice or followed in someone's footsteps, maybe it is your own choice. It does not matter. Now you are students of National Research University "Bel SU" – the University of the XXI century. And you are going to be teachers. It's great.

It is known that teaching is a very difficult job of great responsibility and most specific character. There is a wide variety of work in teaching. A good teacher is not only a communicator of knowledge but a model of competence. He forms attitudes to his subject and attitudes to learning, becoming himself a symbol of educational process, a person who is teaching as well as learning.

A good teacher always regards capacities his pupils have, trying to temper his teaching methods to children's abilities and aptitudes.

A good teacher must know the general aims of education, must know his own subject perfectly well, should plan carefully his or her work, assess pupils' proficiency correctly, work hard to remain up-to-date in his or her subject, use a lot of different materials, equipment and teaching methods, do the best to make his or her lessons interesting, keep in contact with the pupils' parents, help children to live in the community. School becomes a place of learning and living, of work and play.

That is why a teacher's work involves many roles besides that of instructing pupils. At times a teacher serves as a parent surrogate, entertainer, psychotherapist and a record keeper.

Teachers who do enjoy their work show this in their classroom activity. They come to class prepared for the day's lessons and conduct lessons in a way that suggests interest and excitement in learning, create an environment simulating children to develop their abilities.

A teacher is in the classroom to instruct. In order to do it perfectly well teachers must be able to hold the attention and the interest of the audience, to maintain an active but quiet and well-organized atmosphere at the lesson. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems and giving necessary assistance.

Thus while studying at the University future teachers:

- master their knowledge;
- learn the principles of pedagogy, psychology, physiology;
- study the methods of teaching their subjects;
- make all kinds of experiments;
- develop skills how to use study aids, audiovisual aids and work with computers.

Teachers are good friends of their pupils. They want to see them competent, skilled, honest, kind and well-bred. Teachers help them to organize meetings, to hold pleasure parties, conferences and excursions. They organize hobby groups, sports activity, subject Olympiads (competitions).

Some people say that a good teacher has some of the qualities of a good actor. Maybe they are right. But a teacher works in quite a different way. His audience takes an active part in his play: they ask and answer questions. A teacher cannot learn his part by heart, but invent it as he goes along. There are many teachers who are fine actors in class, but are unable to take part in a stage-play.

NOTES:

(1) - a career is the series of jobs that a person does in his or her life, usually in one and the same field.

- a profession is a job that requires special training, often a university education and brings a rather high social status.
- a job is the work that a person does regularly in order to earn money.
- an occupation is a job or profession.
- study aids – учебные пособия
- audiovisual aids – аудиовизуальные средства

Text 12. Teacher's Profession: Devotion Through Lifetime

Read and translate the text with the help of a dictionary.

It's a well known fact that teaching is a very difficult job of great responsibility and most specific character. Needless to say, teaching is an exacting job because a teacher should correspond with many requirements.

The first thought that brings out to your mind when you see teacher's work is the teacher's great responsibility for children, for their lives. To be a teacher means to be an educated person, well-read, good at listening and comprehending others, easy to deal with, tolerant to other people's weak points and, for that matter, very demanding to himself. Indeed, a good teacher is a communicator of knowledge but for that matter he should be a model of competence. And being at school, brings the idea home to you that teacher should have a thorough knowledge of the subject he is teaching, good teaching technique, a talent for maintaining discipline along with personal charm and patience. In fact, to be a good teacher is to be a bit of an actor. This is a very important part of the technique of teaching. You must imagine that every lesson is a show and you are an actor at it. Your task is to involve children into this process, to make them lose their heart to your subject, to show all values of it. His job is to provide content that is truly interesting and meaningful to students- the study of themselves. And the teacher's task is to think first about children and only then about the subject. A real teacher must live by their problems and, accordingly, establish a warm, supportive climate. It's quite essential for further work and further relations between a teacher and children. When you come into the classroom for the first time with a huge desire just to stuff children with knowledge to work without any idea about all these details, you are destined to be brought down to earth. Such method of teaching makes the dead classroom where learning is just routine, dull and boring process. The dead classroom is the first signal to raise an alarm. In such case a teacher should be fussy about his teaching technique. He must do everything he wants but to make children lose their heart to him and to his subject, to make them active. Only the live classroom is full of learning activities in which students are enthusiastically and authentically involved. It will help to teach them, to addict them to this subject.

What is more, a real teacher must not forget that pupils are just children, they are human beings and of key importance, is using humanistic exercises focusing on the positive aspect. It's impossible to urge children to study something with help of the negative emotions towards them or bad marks. A teacher should be a good psychologist, he must understand if we hear many good things about ourselves and one bad thing we are likely to forget all the wonderful things which we were said and dwell on the negative one. We must not forget about it. Yes, in practice, teaching is an exacting job which demands you constant activity, creativity. It is a real devotion through lifetime. As for the recipes for success, they don't exist. We have just to decide for ourselves weather it's our cup of tea or not. If we are sure in our desire, in our choice we'll have a satisfying life, life full of happiness and joy.

Topic: My Future Profession

There are a lot of interesting and useful professions. I am going to become a teacher. I suppose my future profession to be one of the most important nowadays.

My future speciality is English (Literature, Russian, History, Geography). I love children very much and to become a teacher has been my dream since my early childhood.

To teach and to bring up children is the most important and noble thing, to my mind. I am eager to get the proper education to be able to do my best to teach my future pupils my favourite subject. I'll try not only to help them to master it. I'll try to help them to become good and clever people, to be honest, kind and noble.

Children are our future and I want them to be really good and educated people. Of course, the profession of a teacher is not an easy one. It demands a lot of knowledge, a lot of tenderness of feeling and sometimes a lot of patience. But I hope, that I'll be a good teacher and that my pupils will like me and my subject.

Грамматический материал

Wordformation (Словообразование)

Прочитайте примеры и запомните наиболее употребительные суффиксы существительных

-er/or — teacher, writer, actor, doctor

-ist — scientist, artist, dentist

-ment — government, movement, development

-(t)ion — revolution, translation, operation

-ity/ty — popularity, honesty, ability

-sion/ssion — revision, session, discussion,

-ness — happiness, illness, darkness

Прочитайте примеры и запомните наиболее употребительные суффиксы и префиксы глаголов.

-re — rewrite, rebuild, reconstruct,

-mis — misprint, misunderstand, miscount.

Прочитайте примеры и запомните наиболее употребительные суффиксы и префиксы прилагательных.

-un — unhappy, unable, uncomfortable

-dis — dishonest, discouraging, disconnecting

Прочитайте примеры и запомните основные суффиксы числительных.

-teen — fifteen, sixteen, eighteen

-ty — twenty, thirty, sixty, ninety

-th — fourth, seventh, eighteenth

Exercise. Make up adjectives from the following words:

colour, beauty, peace, use, hope, truth, rain, help, power, pain, care.

Времена английского глагола.

TENSE ВРЕМЯ	definite (Simple) Простое Со	tinuous Длительное Perfect	Завершенное
Present Настоящее	I write Я пишу (вообще, обычно)	I am writing Я пишу (сейчас)	I have written Я (уже) написал
Past Прошедшее	I wrote Я(на)писал (вчера)	I was writing Я писал (в тот момент)	I had written Я написал (уже к тому моменту)
Future Будущее	I shall/will write Я напишу, буду писать (завтра)	I shall/will be writing Я буду писать (в тот момент)	I shall/will have written Я напишу (уже к тому моменту)

Глаголы в формах Indefinite (Simple) описывают обычные, повторяющиеся действия как *факт* — безотносительно к их длительности или к результату действия:

I go to school every day. — Я хожу в школу каждый день. В этом высказывании интересует не время, потраченное на дорогу, не процесс движения, не результат походов, а сам факт: я хожу в школу, а не на работу.

То же самое относится к прошедшему времени и к будущему:

I went to school when I was a boy. — Я ходил в школу, когда был мальчиком.

I shall go to school when I grow up. — Я буду ходить в школу, когда вырасту.

Отрицательная и вопросительная формы в Indefinite образуются при помощи вспомогательных глаголов *do, does, did* с частицей *not*, краткая форма: *don't, doesn't, didn't*. Порядок слов прямой. Вопросительные предложения образуются, как правило, простой перестановкой подлежащего и вспомогательного глагола. Вопросительные местоимения при этом стоят всегда впереди.

He is a student. — *Is he a student?*

We do not write much. — *Do we write much?*

You have a computer. — *What do you have?*

She does not live in Moscow. — *Does she live in Moscow?*

He didn't like the film. — *Did he like the film?*

Особую группу составляют разъединительные вопросы, которые переводятся как утверждения плюс «не так ли?» Они применимы к любому времени. Например:

You speak English, don't you? Вы говорите по-английски, не так ли?

Но: *Let us speak English, shall we?* Давайте говорить по-английски, хорошо?

Правильные и неправильные глаголы.

По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У правильных глаголов вторая и третья формы (Past Indefinite Tense и Past Participle — простое прошедшее время и причастие прошедшего времени) совпадают между собой и образуются путем прибавления к основе глагола окончания *-ed (-d)*:

to ask — asked, to change — changed, to receive — received, to work — worked

При этом существует ряд особенностей:

а) если глагол оканчивается на *-y* с предшествующей согласной, то буква *y* меняется на *i* и добавляется окончание *-ed*

to supply — supplied, to apply — applied

б) если глагол оканчивается на *-y* с предшествующей гласной, то буква *y* не меняется и добавляется окончание *-ed*

to stay — stayed to play — played

в) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается:

to stop — stopped

После звонких согласных и гласных звуков окончание *-ed* или *-d* произносится как [d] *loved, said*, а после глухих согласных как [t] *looked*.

После звуков [d] и [t] на конце слова окончание *-ed (-d)* произносится как [ɪd] *landed, started*.

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы.

Глаголы в формах Continuous описывают действие как процесс, как длительность — в соотношении с определенным моментом в прошлом, настоящем или будущем:

I am reading a book now. — Я читаю книгу (сейчас, в настоящий момент).

I was reading a book yesterday at 5 o'clock. — Я читал книгу вчера в 5 часов.

I will be reading a book tomorrow at 7 o'clock. — Я буду читать книгу завтра в семь часов.

Помимо этой функции, глаголы в *Present Continuous Tense* выражают действие, отнесенное в ближайшее будущее:

We are leaving for Moscow in July. — Мы уезжаем в Москву в июле.

Глаголы в формах Perfect выражают действие *завершенное*, приведшее к определенному результату (или к отсутствию результата). Можно сказать, что с помощью форм *Perfect* мы подводим итоги определенному периоду времени, определенных действий. Время подведения итогов — либо настоящий момент *Present Perfect*, либо момент в прошлом *Past Perfect*, либо — в будущем *Future Perfect*.

I have written the letter. (Present Perfect) — Я (только что) написал письмо (передо мной письмо как результат).

I had written the letter when he came. (Past Perfect) — Я написал письмо, когда он пришел. (2 действия, одно завершилось раньше другого)

I will have written the letter by 10 o'clock tomorrow. (Future Perfect) — Я напишу письмо к 10 часам завтра. (действие завершится к определенному моменту времени в будущем).

Упражнения «Времена группы Simple»

Exercise 1. Раскройте скобки, употребив глаголы Present Simple, Past Simple или Future Simple.

1. We ... (go) roller-skating last Saturday.
2. Our granny ... (bake) meat-pies every weekend.
3. We ... (write) an essay tomorrow.
4. I really ... (enjoy) the opera yesterday.
5. Where your husband ... (work) five years ago?
6. British people ... (prefer) tea to coffee.
7. Tom, you ... (meet) me at the railway station next Sunday?
8. Where she usually ... (celebrate) her birthdays?
9. ... you (have) a big family?
10. Newton ... (invent) the telescope in 1668.
11. When ... this accident (happen)?
12. I always ... (send) Christmas cards to my grandparents.
13. Nina and Nick ... (get married) in two weeks.
14. How many books they ... (bring) tomorrow?
15. Stanley ... (have) two sons and a daughter.

Exercise 2. Поставьте глагол to be в одну из форм Simple.

1. ... your girlfriend Italian?
2. I ... afraid of spiders.
3. There ... a lot of tourists in our café yesterday.
4. Peter ... in Africa next winter.
5. We ... never late for our Drawing classes.
6. I ... 70 years old in 2050.
7. She ... my neighbor last year.
8. It ... usually very hot in Egypt.
9. I ... born in September.
10. My parents ... doctors.

Exercise 3. Выпишите из текста глаголы в форме Present Simple, Past Simple и Future Simple. Переведите текст.

Clara had a car accident when she was ten years old. When she grew up she was afraid of cars. Then she met Brad who was a professional racing driver. He wanted to help her and drove her in his car every day. So in five years Clara became a racing driver too. Now she drives 200 km per hour and takes part in sports championships. She really enjoys driving and has a lot of future plans. Next year she will open a driving school. And Clara and Brad will get married quite soon.

Exercise 4. Превратите утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого.

1. This coat belongs to Jane.
2. I drive to Moscow once a month.
3. Your boss is very impudent.
4. The car stopped near the bank.
5. The soup was delicious.
6. The concert will start at 7 p.m.
7. Her shoes are dirty.
8. I bought the curtains for my bedroom.
9. I am a football fan.
10. Their wedding will be in spring.

Ответы:

1.

1. went (Мы ходили кататься на роликах в прошлую субботу.)
1. bakes (Наша бабушка печет пирожки с мясом каждые выходные.)
2. will write (Мы будем писать сочинение завтра.)
3. enjoyed (Мне очень понравилась опера вчера.)
4. Where did your husband work five years ago? (Где работал твой муж 5 лет назад?)
5. prefer (Британцы предпочитают чай кофе.)

6. Tom, will you meet me at the railway station next Sunday? (Том, ты встретишь меня на ж/д вокзале в следующее воскресенье?)
7. Where does she usually celebrate her birthdays? (Где обычно она празднует свои дни рождения?)
8. Do you have a big family? (У тебя большая семья?)
9. invented (Ньютон изобрел телескоп в 1668 году.)
10. When did this accident happen? (Когда произошел этот несчастный случай?)
11. send (Я всегда посылаю рождественские открытки своим бабушке с дедушкой.)
12. will get married (Нина и Ник поженятся через две недели.)
13. How many books will they bring tomorrow? (Сколько книг они принесут завтра?)
14. has (У мистера Стэнли два сына и одна дочь.)

2.

1. is (Твоя подруга итальянка?)
2. am (Я боюсь пауков.)
3. were (Вчера в нашем кафе было много туристов.)
4. will be (Питер будет в Африке следующей зимой.)
5. are (Мы никогда не опаздываем на уроки рисования.)
6. will be (В 2050 году мне будет 70 лет.)
7. was (В прошлом году она была моей соседкой.)
8. is (Обычно в Египте очень жарко.)
9. was (Я родился в сентябре.)
10. are (Моиродители – врачи.)

3.

Present Simple: drives, takes, enjoys, has

Past Simple: had, was, grew up, was, met, was, wanted, drove, became

Future Simple: will open, will get married

Клара попала в автомобильную аварию, когда ей было 10 лет. Когда она выросла, она боялась машин. Затем она познакомилась с Брэдом, который был профессиональным автогонщиком. Он хотел ей помочь и катал ее на своей машине каждый день. Так, через 5 лет Клара тоже стала автогонщиком. Теперь она ездит со скоростью 200 км/в час и принимает участие в спортивных чемпионатах. Ей очень нравится вождение, и у нее много планов на будущее. В следующем году она откроет школу вождения. И Клара и Брэд довольно скоро поженятся.

4.

1. This coat doesn't belong to Jane. (Это пальто не принадлежит Джейн.)
2. I don't drive to Moscow once a month. (Я не езжу в Москву раз в месяц.)
3. Your boss isn't very impudent. (Твой начальник не очень дерзкий.)
4. The car didn't stop near the bank. (Машина не остановилась возле банка.)
5. The soup wasn't delicious. (Суп был невкусным.)
6. The concert won't start at 7 p.m. (Концерт начнется в 7 вечера.)
7. Her shoes aren't dirty. (Ее туфли не грязные.)
8. I didn't buy the curtains for my bedroom. (Я не купила занавески для своей спальни.)
9. I am not a football fan. (Я не фанат футбола.)
10. Their wedding won't be in spring. (Их свадьба будет не весной.)

Упражнения «Времена группы Simple, Progressive»

Exercise 1. Open the brackets:

1. He (know) several foreign languages.
2. I (learn) English at school.
3. Usually the train (leave) at 10 o'clock.
4. Our grandparents (live) now in Moscow.
5. He (visit) them regularly last year.
6. As a rule I (go) to my Academy by bus.
7. She (work) abroad next year.
8. She (not like) poems.
9. Your children usually (ask) many questions.
10. At present he (work) at school.
11. My brother (like) music.
12. What you (do) yesterday?

13. His sister (go) to the seaside next July.
14. Soon we (leave) the school.
15. Who (take) his book yesterday?

Exercise 2. Поставьте глаголы, стоящие в скобках, в утвердительную форму Present Continuous:

- We (to buy) three new books in the bookstore now.
- Shh! My son (to sleep) in his bedroom.
- He (to smoke) outside.
- My sisters (to do) their homework.
- I (to wash) my dress.
- My colleagues (to work) in the office.
- Mr. Grey (to write) a notice for his PA.
- Little children (to eat) in the dining-room.
- I (to carry) a heavy bag.
- Jim and Henry (to meet) their friends in the evening

Exercise 3. Put the verb to write in the appropriate form:

1. We often ... letters to our parents.
2. What ... you ... now?
3. Yesterday they tests from 10 till 12 o'clock.
4. Who.....this letter tomorrow?
5. I.....some letters last week.
6. What ... you.... tomorrow at 10?
7. When I came in shea letter.
8. Do you oftenletters to your parents?
9. I ... not ... this article now. I.....it in some days.
10. ... he.... his report at the moment?
11. What ... shein the evening yesterday?
12. As a rule hetests well.

Exercise 4. Translate into English:

Он писал письмо, когда я пришел к нему. 2. Он делал свою работу, пока его братья играли в футбол. 3. Я упал, когда бежал за автобусом. 4. Мы делали уроки, когда пошел дождь. 5. Когда учитель давал урок, новая ученица вошла в класс. 6. Когда зазвонил телефон, я работал в саду. 7. Я увидел своих одноклассников, когда я шел по улице. 8. Начался дождь, когда мы наблюдали за игрой.

Exercise 5. Раскройте скобки, используя время PastContinuous.

The factory was developing very quickly.

1. The factory (to develop) very quickly.
2. The men (to get) rich during the Industrial Revolution.
3. The oil tycoon (to build) new plants during this time.
4. The efficiency of mass production (to grow).
5. The assembly line (to work) all the nights before Christmas.
6. An industrial output (to grow) in the developed countries like China and India.
7. The fashion (to change) quickly in the recent years.
8. Robots and computers (to replace) human operators in the past decades.
9. The director (to call) an operator at 9 am.
10. Before the Industrial Revolution people (to deal) with nonprofit industries.

Фразы учителю английского языка: в конце урока (ClassroomEnglish)

В конце урока

Time to stop.

It's almost time to stop.

It's time to finish.

Let's stop now.

I'm afraid it's time to finish now.

We'll have to stop here.

There's the bell. It's time to stop.

That's all for today. You can go now.

There are still two minutes to go.

We still have a couple of minutes left.

The lesson doesn't finish till five past.

Your watch must be fast.

Not time to stop.

We seem to have finished early.

We have an extra five minutes.

Wait a minute.

Hang on a moment.

Just hold on a moment.

Stay where you are for a moment.

Just a moment, please.

One more thing before you go.

Back to your places.

Next time.

We'll do the rest of this chapter next time.

We'll finish this exercise next lesson.

We've run out of time, so we'll continue next lesson.

Take a worksheet as you leave.

Goodbye

Goodbye, everyone.

See you again next Wednesday.

See you tomorrow afternoon.

See you in room 7 after the break.

Have a good holiday.

Have a nice weekend. Class dismissed.

Enjoy your vacation.

Try not to make any noise as you leave.

Be quiet as you leave. Other classes are still working.

Let's call it a day.

Have you finished?

Stop now.

Let's check the answers.

Any questions?

Collect your work please.

Pack up your books.

Are your desks tidy?

Don't forget to bring your ... tomorrow.

It's almost time to stop.

I'm afraid it's time to finish now.

We'll have to stop here.

All right! That's all for today, thank you.

That will do for today. You can go now.

See you again on Tuesday.

See you again tomorrow afternoon.

Have a good holiday(Christmas)(Easter).

Enjoy your holiday.
Don't work too hard!
I hope you all have a nice vacation.
Cheerio now.
Have a nice weekend.
Thanks for your help.
Thank you and have a great day!

Text 1. CHILD PSYCHOLOGY DETERMINES TEACHING METHODS

(From "Invitation to Psychology" by J. Houston, H. Bee, D.C. Rimm)

A knowledge of the child is the most fundamental and important of the teacher's preparation. Many teachers with thorough knowledge of their subjects fail because they do not understand the boys and girls who are to be taught. Many assume that children are like plastic clay and can be moulded at the will of the teacher. Any observing parent or any intelligent teacher of experience knows better. Boys and girls are not passive lumps of clay; they are living, pulsating, developing, mysterious beings who must be studied and understood before they can be taught in the true sense.

We have come to realize that the most difficult factor in education to understand is the mind of the child to be taught. A knowledge of children's minds and the way they work is certain to convince one that in order to teach efficiently we must get the child's point of view. Many well-conceived aims in education do not bear fruit, simply because the teacher does not understand the workings of children's minds. The teaching is done in terms of adult thinking and means nothing to the child. The child's mind understands concrete things rather than abstractions. We must appeal to the child through his everyday experiences and on the plane of his stage of development. Instead of beginning with definitions, abstract principles and laws, the meanings of the things should first be made clear. Otherwise the statements are empty words. Every concept should have its concrete examples to which the mind can turn for illustrations at any time. Instruction of children should begin with experiences personally familiar to the particular children, and make the teaching radiate from those. The teacher's knowledge should be broad and thorough that if the pupils cannot understand one illustration, others can be given immediately. In addition to the knowledge of formal subjects the teacher should know their relation to the life outside the classroom, so the pupils must see the significance of the things they do at school.

Assignments:

1. Look through the text and briefly say what it is about.
2. Translate the text using a dictionary.

Text 2. For the Young Teacher

Are you the kind of teacher whose children groan or sigh when the bell rings, because they don't want their lesson to stop? "What fun" they say as they leave the room. "We had a marvellous lesson today" they tell their mothers and fathers. "Our teacher's terrific" they tell their friends. Or are you the sort of teacher who says to the class "Now I'm going to read you a funny poem" – and does so in a voice of gloom – like a man announcing the death of a close friend. Or the kind of teacher who kills a child's enthusiasm and interest by saying in reply to a pupil's honest comment ("I don't like that story, miss, I think it's stupid"): "If you talk like that, Alice, I'll put you outside the classroom door." Ah, well! It takes all sorts of teachers to make a world, I suppose. But I like my children to have fun – perhaps because I remember so well my Great-Aunt Edith who believed that "children should be seen and not heard" and was never tired of telling me so.

What then is fun in a lesson – fun for children in a classroom? Perhaps I'd better start by saying pretty what it's not! It is not chaos. It is not the teacher clapping hands for silence with no result. It is not children jumping out of their places without purpose or reason. It is not children talking to each other at the tops of their voices in competition with the teacher. All this would show a teacher who has no control and no discipline. Above all, this kind of thing would reflect a lack of personal discipline in the mind of the teacher.

Fun, then, starts in the mind of the teacher, long before he gets anywhere near his school, let alone his particular classroom. It starts with a feeling and belief that teaching children is one of the jolliest things anybody can do. Hard work, heartbreaking, exhausting, exasperating – yes. But worthwhile and exciting. The good teacher is the one who keeps his mind open to new ideas and new impressions. He is one who seizes on the realities of the world around him today and incorporates them in the lesson of tomorrow. He is one who comes fresh to even routine stuff – tables in Arithmetic – verbs in Languages – dates in

History – dull old stuff, but given a new look by the alive, alert teacher. He is one who prepares carefully and doesn't merely turn up the stuff of his training college notes of twenty years ago – or two years ago. The first step towards fun in the classroom, then, is "mental preparedness" – what's in the mind of the teacher. Next there is his "physical" organization or preparation.

Organization is so important if a lesson is to be fun – if it is to go with a swing. Organization means having at hand the right books and the right number of them – the right tools for the job – pens, pencils, paper – the right apparatus for this lesson, not old junk covered with the dust of ages or "knocked up" to satisfy a training college examiner without any specific group of children or lesson for them in mind.

Now comes the all-important matter of the teaching manner. He should be alert and dynamic in voice and gesture. He should not have the desk as perpetual barrier between himself and his children. He should stand for his teaching and not lounge or sprawl in a chair. And finally, and of supreme importance, his voice should have variety in pitch, speed and volume. After all, the voice of the teacher is his supreme teaching aid. With it he teaches the subtleties of "grammar" that differentiate in English between this and these at the elementary level or the subtleties of "mood" in poetry, prose, and drama.

And so the teacher who is resolved that his lessons shall be fun reads and studies and listens daily and keeps himself "educated." So he goes through his lesson in advance and checks that all his "stores" are ready. Finally, he makes every effort to train his voice to be the servant of his will. The voice reflects the man and his mood. A man in his life, says Shakespeare, plays many parts. The teacher plays even more than many parts and his voice must be in tune with all the players and the play.

Given all this, the child has fun and the lesson is enjoyed. Teaching that is joyless and without fun lacks total effectiveness and it is certain that the teacher is only partly living!

Assignment:

Translate the text using a dictionary.

Text 3. GRADE 3-4

(by {Carolina Bodner)

I listen and I hear,
I look and I see,
I do and I understand.

Our classroom environment and curriculum are organized to give children the opportunity to learn as much as possible through direct experience while reinforcing academic skills and concepts. The activity areas are designed to stimulate an awareness of the exciting world around them and to integrate their learning of writing, reading, math, social studies, art and environmental science. We believe this learning atmosphere naturally encourages and promotes a curiosity for learning, self-discovery, and individual expression of ideas.

The writing process is used in daily work, through journals, reports, and all forms of creative writing including poetry, story-telling and fiction. Each child publishes a number of original manuscripts each year.

The Laidlaw reading series* is the foundation of our language arts program. We also use Curriculum Associates spelling language activities, including SRA individual reading cards, and read individually chosen books during Quiet Reading** each week. Children are encouraged to bring in books from home or the library to read at this time.

We use the Scott Foresman Math program supplemented with "hands on" activities and games as much as possible to assure the understanding of concepts such as fractions, graphing, measuring and metrics.

Children are encouraged to feel a sense of pride in their family heritage, their city, state and country and to develop a sense of responsibility to each other and their community. Through our study of Somersworth and New Hampshire*** history and present day government, we hope they will develop a beginning understanding of our participatory democracy. At home this is a good age to follow daily news and begin to read the newspaper. Discussing relevant issues, locating places on maps, and using encyclopaedias can be a great family activity, while reinforcing important research and study skills.

Assignments:

1. Look through the text and say what level of education is described in the article.
 2. Speak on the main way of teaching children in this school.
 3. Find the paragraph where children are taught patriotism and translate it into Russian.
 4. Say what the author advises to do in families while children are out of school.
-

- * Laidlawreadingseries – пособие для обучения чтению
- ** QuietReading– уроки, посвященные чтению про себя
- *** New Hampshire– штатвСША

Text 4. WHEN YOUR CHILD COUNTS TO TEN, DOES HE HAVE TO USE HIS FINGERS?

(by Carolyn Davis)

It's painful, watching children struggle to "make friends" with numbers. Especially today, when number knowledge is so vital to success in school, college, and the workaday world itself.

Yet this struggle to master math needn't be. Not with the wonder-working teaching aids on the market today.* And the best of these, according to many parents and educators, is the brand-new** set from Reader's Digest called "I Can Count."

What is it? Fun and games, really: 79 in all***. And once you put them in the hands of a child you love, you'll marvel at the sudden joy he finds in numbers.

Did I say "marvel"? Yes. Because before you know it, that child of yours will be counting to 100. He will have learned how to add... subtract... tell time... keep a calendar ... measure... make change for a dollar... and so much more...

What others say about "I Can Count"?

Hundreds of educators and parents have written to us, praising "I Can Count." Typical of this comment from Mrs Joseph S. Caleagno, Jr, of Santa Cruz, California: " 'I Can Count' holds the interest of all three of my children. My 2 1/2-year-old son is fascinated with the Number Bars and the Tall Chart, Claire, my five-year-old, is learning about the value of money from the Supermarket Game, and 7-year-old Kristen enjoys everything in the Kit. If anything, all three are playing with it more than they were two weeks ago!" (From "Reader's Digest")

Assignments:

1. Look through the article and say what it is about.
2. Read the article again and say what skills children acquire with the help of the new book.

* Not with the wonder-working teaching aids on the market today. – Не теми чудесными учебными пособиями, которые продаются сегодня.

** brand-new – совершенно новый

*** in all – всего, в общей сложности

Text 5. WHAT TO DO ABOUT HOMEWORK

(From "The Harvard Education Letter")

Homework at the elementary school level is fast becoming a "damned if you do, damned if you don't" situation. Certainly, giving students more work to take home is one visible way for teachers to respond to public demands for higher standards. Many parents, students and administrators expect homework to be assigned regularly, at least by the third grade.

But teachers receive complaints if they give too little and complaints if they give too much or the assignment is too difficult. Similarly, parents worry when children say they don't have any homework, but may resent homework when it takes precedence over other activities or family needs. Harris Cooper of the University of Missouri concludes that homework does not begin to have positive effects on achievement until the junior high school years, and that its academic benefits double when students reach high school.

Boosting achievement, of course, is not the only reason for assigning homework. Other good reasons include developing children's initiative and responsibility and helping them see that learning can happen outside of school. Cooper recommends that homework be tailored to serve different purposes at different grades. Since the effects on achievement are negligible for younger students, the goal should be to foster positive attitudes, habits and character traits. Thus assignment should be short, make use of materials commonly found in the home, and give children success experiences.

At the junior high level, when homework begins to serve as academic function, students appear to benefit from working for one or two hours a night on material that is not too complex or unfamiliar. But the role of homework in developing motivation should not be overlooked. He recommends that teachers combine mandatory and voluntary assignments, giving students interesting projects or tasks to complete.

Such recommendations may prove difficult to carry out. In a recent study, Joyce Epstein of the John

Hopkins Centre for Research in Elementary and Middle Schools found a complex relationship among students' attitudes about homework and school, parents' level of education, and parent-child interaction in the family.

Children who behaved badly in the classroom and failed to complete their homework tended to be ones who did not like talking about school with their parents and felt tense when working with a parent. Furthermore, their parents were less educated and their homes less likely to be stocked with books, dictionaries, globes or other materials that might be useful to them in completing assignments. Yet children whose parents have low education levels and low incomes may derive important benefits from homework. Jean Chaudler Catherine Show, and a team of researchers from Harvard University concluded that homework gave these parents a window on their children's school-work and sometimes led them to talk to the teachers. These contacts sometimes improved the children's chances for success at school.

Questions about how much and what kind of homework to give in the elementary and middle grades cannot be resolved by teachers alone. The need is great now for parents, children, teachers and principals to discuss the homework policies in their schools. The first step is to clarify the purposes of homework at each grade level, paying particular attention to whether assignments are having the desired effects on students' effort and motivation, as well as on communication between home and school.

Assignments:

1. Find in the text the English for:

откликаться на, давать домашнее задание, получать жалобы, возмущаться (негодовать), первоочередность, положительно влиять на, увеличивать вдвое (удваивать), приспособливать что-л. к чему-л., незначительный, воспитывать, черта характера, получать пользу от (извлекать выгоду из), (не)знакомый, обязательный, выполнять что-л., иметь тенденцию, напряженный, выяснить (прояснить) что-л.

2. Form the derivatives from:

regular, to resent, to initiate, to recommend, common, familiar, to combine, to relate, tense, to use, to clarify, to communicate, grade, to assign, to achieve, response, research, high, to motivate.

3. Replace the underlined words or word combinations with the corresponding synonyms:

1) Giving students more work to take home is a way for teachers to react to public demands for higher achievements.

2) Many parents may resent homework when it dominates other activities.

3) Students' academic achievements increase twice when students reach secondary school.

4) Home assignments must be adapted to serve different aims at different grades.

5) Teachers must combine compulsory and voluntary assignments, giving students interesting projects or tasks to carry out.

6) Many students feel ill at ease when doing homework with a parent.

7) Many investigators came to the conclusion that homework gave parents a window on their children's schoolwork.

8) Home assignments should have the desired effects on students' effort and motivation, as well as on interaction between home and school.

9) Children who behaved badly in the classroom and did not manage to complete their homework tended to be ones who did not like talking about school with their parents.

10) Children whose parents have low education may profit from homework.

4. Fill in the blanks with prepositions if necessary:

1) Many educators say that homework does not begin to have positive effects ... achievement until the junior high school years.

2) Boosting achievement is not the only reason ... assigning homework.

3) Homework serves ... different purposes ... different grades.

4) Some assignment should be short, make use ... materials commonly found ... the home.

5) ... the junior high level students appear to benefit ... working ... one or two hours ... a night ... the material that is not too complex or unfamiliar ... them.

6) The role ... homework ... developing motivation should not be overlooked.

7) Many homes are not stocked ... books, dictionaries, globes or other material that might be useful ... children ... completing assignments.

8) The contacts ... parents and teachers help to improve the children's chances ... success ... school.

5. Ask all types of questions about the text. Be ready to answer them. (Work in pairs.)

6. Speak on the aims of homework at different grade levels.

7. Share your own ideas about the importance of homework at school.

Грамматический материал Partsofspeech (части речи)

Word formation (Способы словообразования):

1. Суффиксальный (with the help of suffixes)
2. Префиксальный (with the help of prefixes)
3. Суффиксально- префиксальный (with the help of prefixes and suffixes)
4. Образование слова путем соединения нескольких слов (сложные прилагательные, сложные существительные и т.п.)
5. Совпадение форм (слова пишутся и произносятся одинаково, но являются различными частями речи)

Nouns (существительные)

1. management (суффикс –ment) – менеджмент, управление
2. effectiveness (суффиксы –ive; -ness) - эффективность
3. leadership (суффиксы –er; -ship) - лидерство
4. communication (суффикс –ion) – общение, коммуникация
5. disharmony (префикс –dis; суффикс –y) - дисгармония

Verbs (глаголы)

1. to improve (префикс –im) - улучшать
2. to encourage (префикс –en) – поощрять, ободрять
3. to motivate (суффикс –ate) – побуждать, мотивировать
4. to cooperate (префикс –co) - сотрудничать
5. to identify (суффикс –fy) – выявлять

Adjectives (прилагательные)

1. international (префикс –inter; суффикс –al) - международный
2. qualified (окончание –ed) - квалифицированный
3. considerable (суффикс –able) - значительный
4. different (суффикс –ent) - различный
5. unbelievable (префикс –un; суффикс –able) - невероятный

Adverbs (наречия)

1. effectively (суффиксы –ive; -ly) - эффективно
2. consequently (суффикс –ly) - следовательно
3. continually (суффиксы –al; -ly) - непрерывно
4. closely (суффикс –ly) – тесно (например, тесно связанный с чем –либо)
5. successfully (суффиксы –ful; -ly) - успешно

Примеры словообразования путем соединения нескольких слов

1. team-building – создание команды
2. management – making – осуществление управления
3. marketplace – место торговли
4. stakeholder – заинтересованная сторона
5. third- world countries – страны третьего мира
6. downstream – вниз по течению

Совпадение форм

1. change – 1.изменять; 2.изменение
2. check – 1.проверять; 2.проверка
3. plan – 1.план; 2.планировать
4. impact – 1.столкновение; 2.прочно укреплять
5. kind – 1.вид; 2.добрый

Тест «Словообразование»

1. Добавьте один из суффиксов (-er, -g, -ian, -ist, -man) к словам, чтобы образовалось название профессии. Переведите образовавшиеся слова.

Н-р: police (полиция) – policeman (полицейский)

- | | |
|--------------------------|--------------------------|
| 1. music (музыка) | 8. science (наука) |
| 2. journal (журнал) | 9. art (искусство) |
| 3. post (почта) | 10. sports (спорт) |
| 2. drive (водить машину) | 11. manage (управляться) |

- | | |
|-----------------------------|-----------------------------|
| 3. reception (встреча) | 12. photograph (фотография) |
| 4. electric (электрический) | 13. interpret (переводить) |
| 5. politics (политика) | 14. build (строить) |
| | 15. fire (огонь) |

2. Посмотрите на суффиксы существительных и прилагательных. Образуйте недостающие слова в столбцах и переведите образовавшиеся слова.

Существительные: -ness, -ion, -ation, -ment, -ance, -ition

Прилагательные: -al, -y, -ly, -ful, -ous, -tific

1) Прилагательное	Существительное
1. lucky (удачный)	luck (удача)
2.	happiness (счастье)
3. wonderful (чудесный)
4.	speed (скорость)
5. greedy (жадный)
6.	friend (друг)
7.	danger (опасность)
8. traditional (традиционный)
9.	science (наука)
10. ill (больной)
11.	truth (правда)
12.	profession (профессия)
13.	business (бизнес)
14. healthy (здоровый)
15.	wealth (богатство)

2) Существительное	Глагол
1. investigation (расследование)	investigate (расследовать)
2.	invite (приглашать)
3. discussion (обсуждение)
4.	appear (выглядеть)
5.	organize (организовать)
6.	relax (расслабляться)
7. competition (соревнование)
8.	invent (изобретать)

3. Составьте как можно больше слов, добавляя к основе приставки и суффиксы.

Используйте словарь. Переведите образовавшиеся слова.

Н-р: help (помогать) – helpful (услужливый), helpfulness (услужливость), unhelpful (неуслужливый), helpless (беспомощный), helplessness (беспомощность)

Приставка	Основа/корень слова	Суффикс
un-	1. possible	-ful
	2. polite	
	3. stress	
	4. thought	
	5. agree	
mis-	6. use	-ity
	7. like	
	8. taste	
im-	9. understand	-less
	10. hope	
	11. care	
in-	12. mortal	-ness
	13. human	
	14. success	
dis-	15. conscious	-ment
	16. popular	
	17. profit	

4. Образуйте сложные слова и переведите их.

Н-р: *clock* (часы) + *work* (работа) = *clockwork* (часовой механизм)

Clock, pocket (карман), place (место), ball (мяч), dish (тарелка), sun (солнце), pool (водоем), head (голова), bird (птица), ice (лед), fire (огонь), **work**, black (черный), cream (сливки), pick (вынимать), swimming (плавание), ache (боль), foot (ступня), washer (мойка), glasses (стекла)

Ответы:

1.

- | | |
|---------------------------------|------------------------------|
| 1. musician (музыкант) | 8. scientist (ученый) |
| 2. journalist (журналист) | 9. artist (художник) |
| 3. postman (почтальон) | 10. sportsman (спортсмен) |
| 4. driver (водитель) | 11. manager (менеджер) |
| 5. receptionist (администратор) | 12. photographer (фотограф) |
| 6. electrician (электрик) | 13. interpreter (переводчик) |
| 7. politician (политик) | 14. builder (строитель) |
| | 15. fireman (пожарный) |

2.

1)

- | | |
|---------------------------|-------------------------------------|
| 1. lucky (удачный) | 9. scientific (научный) |
| 2. happy (счастливый) | 10. illness (болезнь) |
| 3. wonder (чудо) | 11. truthful (правдивый) |
| 4. speedy (скоростной) | 12. professional (профессиональный) |
| 5. greed (жадность) | 13. busy (деловой) |
| 6. friendly (дружелюбный) | 14. health (здоровье) |
| 7. dangerous (опасный) | 15. wealthy (богатый) |
| 8. tradition (традиция) | |

2)

- | | |
|----------------------------------|-------------------------------|
| 1. investigation (расследование) | 5. organization (организация) |
| 2. invitation (приглашение) | 6. relaxation (расслабление) |
| 3. discuss (обсуждать) | 7. compete (соревноваться) |
| 4. appearance (внешность) | 8. invention (изобретение) |

3.

- impossible (невозможный), possibility (возможность), impossibility (невозможность)
- impolite (невежливый), politeness (вежливость), impoliteness (невежливость)
- stressful (стрессовый), distress (недомогание), distressful (печальный)
- thoughtful (задумчивый), thoughtfulness (задумчивость), thoughtless (бездумный), thoughtlessness (бездумность)
- disagree (не соглашаться), agreement (соглашение), disagreement (расхождение), agreeable (соответствующий), disagreeable (неприятный)
- disuse (перестать употреблять), useful (полезный), misuse (неправильно использовать), useless (бесполезный), uselessness (бесполезность)
- dislike (не любить), likeness (сходство), unlikeness (несходство), unlike (непохожий)
- tasteless (безвкусный), tasteful (со вкусом), tastefulness (хороший вкус), distaste (отвращение), distasteful (противный)
- misunderstand (неверно понять), understandable (понятный), understandability (понятность)
- hopeless (безнадежный), hopeful (оптимистический), hopelessness (безнадежность), hopefulness (надежда)
- careless (беззаботный), careful (заботливый), carelessness (беззаботность), carefulness (тщательность)
- immortal (бессмертный), mortality (смертность), immortality (бессмертие)
- humanity (гуманность), inhuman (бесчеловечный), inhumanity (бесчеловечность)
- successful (успешный), unsuccessful (безуспешный)
- consciousness (сознательность), unconscious (бессознательный), unconsciousness (бессознательность)
- popularity (популярность), unpopular (непопулярный), unpopularity (непопулярность)
- profitable (прибыльный), profitability (прибыльность), unprofitable (нерентабельный)

4.

fire-place (камин), blackbird (черныйдрозд), swimming-pool (бассейн), dishwasher (посудомоечнаямашина), ice-cream (мороженое), pick-pocket (карманныйвор), sunglasses (солнечныеочки), football (футбол), headache (головнаяболь)

Времена английского глагола
Таблица неправильных глаголов

Infinitive (I форма)	Past indefinite (II форма)	Participle I (III форма)	Перевод
to be	was, were	been быть	
to become	became	become становиться	
to begin	began	begun начинать	
to bend	bent	bent сгибать(ся)	
to break	broke	broken ломать	
to bring	brought	brought приносить	
to build	built	built с	троить
to buy	bought	bought пок	упать
to cast	cast	cast бросать	
to catch	caught	caught ловить, поймат	
to choose	chose	chosen выбирать	
to come	came	come п	риходить
to cost	cost	cost стоить	
to do	did	done делать	
to draw	drew	drawn тян	уть; рисовать,
to drink	drank	drunk пить	
to drive	drove	driven водить	(машину)
to eat	ate	eaten есть	
to feel	felt	felt ч	увствовать
to fight	fought	fought д	раться бороться
to find	found	found находить	
to fly	flew	flown летать	
to forbid	forbade	forbidden зап	рещать
to forget	forgot	forgotten забывать	
to forgive	forgave	forgiven п	рощать
to get	got	got получать, становит	ся
to give	I gave	given давать	
to go	went	gone	идти
to grow	grew	grown	расти, становиться
to have	had	had иметь	
to hear	heard	heard слышать	
to hide	hid	hidden п	рятать(ся)
to hold	held	held де	ржать: проводить
to hurt	hurt	hurt Ушибить	(ся), нанести вред
to keep	kept	kept	держать; хранить:
to know	knew	known знать	
to learn	learnt	learnt	учить
to leave	left	left покидать, оставляя	ь
to let	let	let позволять	
to lose	lost	lost те	рять
to make	made	made делать	
to mean	meant	meant вид	у
to meet	met	met встречать	
to pay	paid	paid платить	
to put	put	put класть	
to read [ri:d]	read [red]	read [red] читать	

to rewind	rewound	rewound перематывать	
to ride	rode	ridden ехать ве	рхом
to ring	rang	rung звонить	ть, звенеть
to run	ran	run бегать	
to say	said	said гово	рить
to see	saw	seen видеть	
to send	sent	sent посылать	
to sew	sewed	sewn шить	
to shake	shook	shaken	трясти
to sing	sang	sung петь	
to sit	sat	sat сидеть	
to speak	spoke	spoken говорить	
to speed	sped	sped спешить, быстро	ехать
to spell	spelt	spelt сказать слово по	б уквам
to spend	spent	spent тратить, проводи	ть
to stand	stood	stood стоять	
to swim	swam	swum плавать	
to take	took	taken брать	
to teach	taught	taught учить	
to tell	told	told рассказывать	
to think	thought	thought д	умать
to understand	understood	understood понимать	
to wear	wore	worn носить	
to win	won	won выигрывать побе	ждать
to write	wrote	written писать	

Exercise 1. Put the verbs in brackets in the right form:

1. Peter and Ann (go) away five minutes ago. 2. I (write) the letter but I (not send) it. 3. He just (go) away. 4. She already (answer) the letter. 5. She (answer) it on Tuesday. 6. I just (tell) you the answer. 7. I (read) that book in my summer holidays. 8. The greengrocer (sell) now all his vegetables. 9. He (sell) all of them half an hour ago. 10. I (not see) him for three years. I (be) glad to see him again some time. 11. What you (do)? I (copy) the text from the text-book now. 12. He (go) to Moscow next week? 13. He (not smoke) for a month. He is trying to give it up. 14. When he (arrive)? — He (arrive) at 2:00. 15. You (switch off) the light before you left the house? 16. I (read) these books when I was at school. I (like) them very much. 17. I can't go out because I (not finish) my work. 18. I already (tell) you the answer yesterday. 19. What you (do) tomorrow in the morning? 20. I (not meet) him last week. 21. I usually (leave) home at seven and (get) here at twelve. 22. Here is your watch. I just (find) it. 23. You (not have) your breakfast yet?

Exercise 2. Translate into English. Pay attention to the Tense used:

1. Я никогда об этом не слышал. 2. Мальчику только четыре года, но он уже научился читать. 3. Вы уже переехали на новую квартиру? 4. Вы сделали много ошибок в диктанте. 5. Вы когда-нибудь видели этого писателя? 6. В этом месяце я прочитал две новых книги. 7. Мой приятель уехал в Киев неделю назад и еще не писал мне. 8. Я не видел своего брата за последнее время. 9. Вы читали сегодня в газете статью о нашем новом театре? 10. Вы были когда-нибудь в Лондоне? — Нет, я поеду туда в этом году. 11. Вы уже прочитали эту книгу? — Как она вам понравилась? 12. Я хотел посмотреть этот фильм на прошлой неделе, но смог посмотреть его только вчера. 13. В этом году я собираюсь поступать в институт. 14. Ваш сын уже окончил институт? 15. Егодочьокончилашколуувпрошломгоду.

Exercise 3. Put the verbs in brackets in the right form. Use Past Tenses:

1. When I (arrive) the lecture already (start). 2. Peter (sit) in a dark room with a book. I told him that he (read) in very bad light. 3. Mother (make) a cake when the light (go) out. She had to finish it in the dark. 4. When I arrived Jenny (leave), so we only had time for a few words. 5. John (have) a bath when the phone rang. He (get) out of the bath and (go) to answer it. 6. When we (come) to the airport, the plane

already (land). 7. He suddenly (realize) that he (travel) in the wrong direction. 8. You looked very busy when I saw you last night. What you (do)? 9. I (call) Paul at 7.00 but it wasn't necessary because he already (get) up. 10. When I (see) him he (cross) the street. 11. While he (water) the flowers it (begin) to rain. 12. Ann said that she (be) on holiday. I (say) that I (hope) that she (enjoy) herself. 13. When I (look) through your books I (notice) that you (have) a copy of Jack London. 14. She said that she (not like) her present flat and (try) to find another. 15. When Ann (finish) her homework she (turn) on TV.

Exercise 4. Define the Tense and translate into English:

1. Вчера в 9 часов вечера я смотрел телевизор. 2. Она сказала, что еще не выполнила домашнее задание. 3. Когда пришел мой друг, я еще не закончил завтракать. 4. Когда я встретил ее впервые, она работала в школе. 5. Все студенты выполнили задание правильно после того, как преподаватель рассказал им, как его делать. 6. Когда мы вышли на улицу, ярко светило солнце. 7. Мой друг сказал, что его брат уже приехал. 8. Я читал книгу, когда услышал телефонный звонок. 9. После того, как врач осмотрел больного, он поговорил с его родственниками. 10. Когда мы пришли на остановку, автобус уже ушел. 11. Он смотрел телевизор, когда пришел его друг. 12. Почтальон обычно приходит в девять часов утра. Сейчас уже половина десятого, а он все еще не пришел. 13. Каждый вечер я смотрю телевизор. 14. Служащие заканчивают работу в шесть часов вечера. 15. Разве она не знала об этом? 16. Разве вы не видели этот фильм? 17. Она еще не брала своего маленького сына в театр, но уже водила его в кино в первый раз несколько дней назад. 18. Он обычно очень внимательно слушает учителя, но сейчас он не слушает, у него болит голова. 19. Я не играл в футбол с прошлого года. 20. Маленькая девочка часто помогает своей матери. 21. Автор еще молодой человек. Он написал свою первую книгу в 1989 году. 22. Сейчас 8 часов утра и ребенок уже проснулся. Вчера утром он проснулся раньше. 23. В школе они играли в футбол.

Exercise 5. Put in the appropriate words from the list:

1. I go to the Institute by bus.
2. I do my morning exercises ...
3. We shall have invited you ...
4. Who has seen him ... ?
5. He had worked here ...
6. the plant was producing new machines.
7. We have.... done our work.
8. What are you doing ... ?
9. He was going home ...
10. Will you have read the book ... ?
11. Did you see them... ?
12. We translated this text....
 - a) before the Institute
 - b) by Tuesday
 - c) during October
 - d) every day
 - e) just
 - f) last week
 - g) now
 - h) recently
 - i) usually
 - j) when we met
 - k) when he comes home
 - l) already

Exercise 6. Change the sentences into questions as in the example. Answer the questions.

Example: *He can play chess. — Can't he play chess? — Yes, he can. / No, he can't.*

1. They left for Moscow.
2. He has finished his work.
3. She will visit us on Monday.
4. She has many relatives.
5. His father works here.
6. You know his address.
7. We shall go home together.
8. They are at home.

9. I am listening to you.
10. His friends were working in the garden.
11. You have done the task.

Exercise 7. Right/wrong-tenses. Find the mistake and correct it.

1. We are here since April.
2. Have you been crying? – No, I've been chopping onions.
3. How long are you working for this company?
4. The more you study, the better results will be.
5. Can you think of any other songs? We have sang all the ones we know.
6. I know you are just pretending to read because you've got the book upside down.
7. Someone has been stealing my bicycle.
8. She is cleaning her teeth at the moment.
9. I already saw this film twice, but I'd like to see it again.
10. It was a lovely day so we decided to stroll in the park for an hour.

Страдательный залог (Passive Voice)

Формы страдательного залога английских глаголов образуются с помощью вспомогательного глагола to be в соответствующем времени, лице и числе и причастия II (Participle II) смыслового глагола:

Present Indefinite	The letter is written
Past Indefinite	The letter was written
Future Indefinite	The letter will be written
Present Continuous	The letter is being written
Past Continuous	The letter was being written
Future Continuous	The letter will be being written
Present Perfect	The letter has been written
Past Perfect	The letter had been written
Future Perfect	The letter will have been written

Глагол-сказуемое в страдательном залоге показывает, что подлежащее предложения является объектом действия со стороны другого лица или предмета.

Сравните: *I bought a book.* — Я купил книгу.

The book was bought (by me). — Книга была куплена (мной).

Глаголы в страдательном залоге на русский язык переводятся

1. глаголом быть + краткая форма причастия страдательного залога:

The letter was sent yesterday. Письмо было послано вчера.

2. глаголом с частицей -ся (-сь):

This problem was discussed last week. Эта проблема обсуждалась на прошлой неделе.

3. неопределенно-личным оборотом, т. е. глаголом в действительном залоге 3 лица множественного числа, типа «говорят», «сказали»:

English is spoken in many countries. На английском языке говорят во многих странах.

4. глаголом в действительном залоге (при наличии исполнителя действия):

Pupils are taught at school by the teachers. Учеников учат в школе учителя.

Exercise 1. Translate into English. Determine the Tense and Voice of the verb:

1. He left for Moscow.
2. The news will be of great interest.
3. They were speaking to him.
4. She studied many subjects.
5. He was much spoken about.
6. New subjects will be studied next term.
7. I am working now.
8. The text has already been written by them.
9. He studies at our school.
10. You are playing chess, aren't you?
11. The text is being translated at the moment.
12. Do you work at this lab?
13. When I saw him, he was going home.
14. They will have passed their exams by 3 o'clock.
15. This book was written by our teacher.
16. We shall be writing our tests at 10 o'clock.
17. The work will have been done when he comes.
18. We translated this text.
19. The letter had been written before we came.
20. We shall inform you.
21. These toys are made in Japan.
22. Does he work here?
23. Is he working now?
24. The conference will be held in May.
25. Rostov was named after Dmitry Rostovsky.
26. What are you doing here?
27. This work must be done at once.
28. You may take my book.
29. I am often asked at the lessons.
30. This article was being translated when I came.

Exercise 2. Translate into English. Determine the Tense and Voice of the verb:

1. They can be seen in our library every day. 2. The delegation is headed by the Prime Minister. 3. The child was often left home alone. 4. These houses were built last year. 5. All letters had been written when we came. 6. This film is much spoken about. 7. The machine is being tested now. 8. His work has been already finished. 9. I was told to wait for him. 10. Your letter will have been answered by Monday. 11. The experiment was being carried out from ten till twelve o'clock. 12. Children under sixteen will not be admitted here.

Exercise 3. Put the verbs in brackets in the right form:

1. I'm not reading these books today. They (return) to the library. 2. The paintings (exhibit) till the end of the month. 3. Why your home task (not do)? 4. She was taken to the hospital today, and (operate) tomorrow morning. 5. This room (use) only on special occasions. 6. Bicycles must not (leave) here. 7. This newspaper (not read). The pages (not cut). 8. Dictionaries may not (use) at the examination. 9. Usually this street (sweep) every day, but it (not sweep) yesterday. 10. This book (leave) in the classroom yesterday; it (find) by the teacher. 11. Thousands of new houses (build) every year. 12. This room (not use) for a long time. 13. The children are very excited this morning. They (take) to the circus this afternoon.

Exercise 4. Translate into English:

1. Эта книга была прочитана всеми. 2. Письмо будет отправлено завтра. 3. Ее часто спрашивают? 4. На ваш вопрос ответят завтра. 5. Текст переводился вчера с двух до трех. 6. Работа только что завершена нами. 7. Эти книги уже будут опубликованы к концу года. 8. Наша контрольная работа сейчас проверяется? 9. О новой книге будут много говорить. 10. В нашем городе сейчас строится много новых зданий. 11. Ключи были утеряны вчера. 12. Мальчика возьмут в кино. 13. Вам сказали об этом? 14. Телеграмма уже получена?

Exercise 5. Translate into English:

1. Он сказал мне, что текст будет переведен к 10 часам завтра. 2. Все картины, которые вы здесь видите, написаны одним и тем же художником. 3. Письмо будет отправлено завтра. 4. Работа будет закончена в срок. 5. За доктором послали? Сделайте это как можно скорее. У ребенка высокая температура. 6. Эта книга была написана до того, как автор стал знаменитым. 7. Сотни новых домов будут построены к концу этого года. 8. Эта история давно забыта всеми. 9. Мне предложили очень интересную работу. 10. Он серьезный человек. На него всегда можно положиться. 11. За старой женщиной ухаживает ее младшая дочь. 12. На вечере нам показали прекрасный фильм. 13. Его ударили мячом. 14. С ним необходимо немедленно поговорить по этому вопросу. 15. Вам зададут несколько вопросов на экзамене. 16. Ей был дан список участников собрания. 17. Речь была заслушана с большим вниманием. 18. Вам объяснят, как добраться до железнодорожного вокзала. 19. Об этой пьесе сейчас много говорят. 20. Делегацию нужно встретить завтра в 9 часов утра в аэропорту.

Контрольная работа

по теме: «Система времен английского глагола»

Задание 1. Определите время глагола.

- 1) Where are you going?
- 2) When he rang me up I was writing a letter.
- 3) He will be waiting for you for an hour.
- 4) We have got a good flat.
- 5) I knew, that you had returned home.
- 6) Anton will have translated that text by the end of the week.
- 7) He was sure that he would be a doctor.
- 8) Our town is situated on the bank of the river.
- 9) This book was published in 1995.

Задание 2. Поставьте глагол в нужную форму.

Dear Tom,

It... nice to see you last week.

After you ... I ... felt so lonely.

Two days ago I ... my final exam.

The teacher ... the papers now.

If I ..., I ... a certificate.

Last night we ... a farewell class party.

Everyone was in a good mood because they ... the course.

I ... all the new friends I ... here.

Love, Mary.

1. be
2. go
3. take
4. look through
5. pass, get
6. have
7. finish
8. miss, make

Задание 3. Переведите с русского языка на английский.

1. Мой старший брат только что вернулся из школы.
2. Она спросила меня, где я купил эту книгу.
3. Сколько времени вам понадобилось, чтобы добраться до аэропорта?
4. Что ты собираешься делать в воскресенье?
5. Что ты делал, когда я звонил тебе?
6. – Я никогда не была в Англии.
– Я тоже.
7. Я не понимаю, о чем говорят эти люди.
8. Санкт – Петербург знаменит своими музеями и картинными галереями.
9. Комната Джона самая удобная в вашей квартире, не так ли?
10. Лектор сообщил, что население нашего города достигнет миллиона к следующему году.

Тема 1.3. Роль физической культуры в развитии человека.

Text 1. Sports in my life and a healthy way of life

Read and translate the text

Sport is probably as old as the humanity itself. It has been developing with the development and growth of the mankind people all over the world are very fond of sports and games. Sport not only helps people to become strong and to develop physically but also makes them more organized and better disciplined in their daily activities. It makes for a healthy mind in a healthy body sport helps people to keep in good health. We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest. Exercise makes you feel and look better. The best exercise is one, which is involved, in repeated movements: walking, jogging, swimming. Bending and stretching will add flexibility and feeling of lightness. As for me I try to take all these things into consideration and as a result of it I do my morning exercises, run a little bit in the morning and play volleyball from time to time. So I am in good form and hope to be in fine future.

Text 2. Sports and a healthy way of life

Sport is very important in our life. It is popular among young and old people.

Many people do morning exercises, jog in the morning, train themselves in club, in different sections and take part in sport competitions. Other people like sports too, but they only watch sports games, listen to sports news. They prefer reading interesting stories about sportsmen. But they don't go in for sports. Physical training is an important subject at school. Pupils have got physical training lessons twice a week. Boys and girls play volleyball and basketball at the lessons. There is a sports ground near our school and school children go in for sports in the open air. A lot of different competitions are held at schools, a great number of pupils take part in them. All participants try to get good results and become winners. Sport helps people to keep in good health. If you go in for sports, you have good health and don't catch cold. Children and grown ups must take care of their health and do morning exercises regularly. There are some popular kinds of sports in our country: football, volleyball, hockey, gymnastics, skiing, skating. Athletics is one of the most popular kinds of sports. It includes such kinds of sports as running, jumping and others. Everybody may choose the sport he (or she) is interested in. There are summer and winter sports. My favourite sport is swimming. I go to the swimming pool twice a week. But I prefer to rest by the lake or the river and swim there. My friend Kostya goes in for

boxing. He is a good boxer and he is a brave and courageous boy. His hobby helps him in his everyday life.

Task: retell the text.

Text 3. Healthy Lifestyle

Read and translate the text

Nowadays our life is getting more and more tense. People live under the pressure of different problems, such as social, ecological, economic and others. They constantly suffer from stress, noise and dust in big cities, diseases and instability. A person should be strong and healthy in order to overcome all difficulties. To achieve this aim people ought to take care of their physical and mental health. There are several ways to do it. The state of your body depends on how much time you spend doing sports. At least everybody must do morning exercises every day. The most healthy kinds of sports are swimming, running and cycling. Healthy food is also a very important factor. Overeating causes many dangerous diseases. The daily menu should include meat, fruit and vegetables, milk products, which are rich in vitamins, fat, proteins and etc. On the other hand modern diets are very popular especially among women. Diets may be harmful, if they are used in the wrong way. To be healthy, people should get rid of their bad habits. It's necessary to stop smoking and drinking much. Everyone should remember that cigarettes, alcohol and drugs destroy both body and brain. Besides according to statistics most of crimes are committed by people under the influence of drugs and alcohol. In addition it is recommended to watch TV less, avoid anxiety and observe daily routine. Certainly it's hard to follow all these recommendations, but every person has to choose between healthy life style and numerous illnesses.

Text 4. How to keep fit

Read and translate the text

If you want to feel fit you'd better go in for one kind of sport or another. I should admit that everyone must do all he can to be healthy. Good health is better than the best medicine. «You have a sound mind in a sound body» as the old Latin saying goes. The English proverb «Sickness in the body brings sickness to the mind» expresses a similar idea but from different point of view. All kinds of physical exercises are very useful to make our bodies strong and to keep ourselves fit and healthy. To tell the truth I don't do sports regularly and it is not an essential part of my daily life. In the morning I do some exercises just to awake. Then some aerobics for myself. It puts me into the fine moods. In summer I go swimming as there is a beautiful river with pure water where my Granny lives. In winter, it's rather long at our place, I should say, I prefer skiing (There is nothing like the sight of a winter forest - a real fairytale). I like to ride the bike and tobogganing in winter. Mum says that I'm too old to do it, why not after all? I shouldn't call myself a sports fan. Of course, I like to watch sports competitions on TV. Fortunately, they show different ones - football, basketball. I like tennis tournaments very much. I think, it's a very intelligent kind of sport for clever, thinking people. Also I admire skiing championships, biathlon, swimming. But what I like most is basketball. The best games are viewed on TV. I came to know that modern basketball appeared in 1891 in the USA. The originator, John Naismith was a coach at the college. He invented the baskets and the rules of the game. Since then basketball has become very popular and is spread all over the world. It is the sport of strong tall men, the sport of giants. Doing sports a man becomes strong, healthy and gay. He begins to take care of his health. «Good health is better than wealth», you know. It's true, I should say. In our school we have a nice gym. Sports and games are popular among pupils. A lot of children train at special sport schools.

Text 5. Sports in our life

Sport is very important in our life. It is popular among young and old people. Many people do morning exercises, jog in the morning, train themselves in clubs and different sections. Other people like sport too; they only watch sports game on TV and listen the sports news. They prefer reading interesting stories about sportsmen but they do not go in for sports. Physical training is an important subject in school. Pupils have physical training twice a week. Boys and girls play volleyball and basketball at the lessons. There is a sport ground near our school and school children go in for sports in the open air. A lot of different competitions are held at school. A great number of pupils take part in them. All participants try to get good results and become winner. Sport helps people to keep in good health. If you go in for sports you don't catch cold. Childr

en and grownups must take care of their health and do morning exercises regularly. There are some popular kinds of sport in our country: football, volleyball, hockey, gymnastics, skiing and other.

Athletic is one of the most popular kinds of sport. It includes running, jumping and others. My favorite sport is swimming. I go to the swimming pool twice a week. I prefer to rest by the lake or river and swim there. My friend goes in for boxing. He is a good boxer. His hobby helps him in his every day life.

Task: retell the text.

Text 6. Sport Makes People Kin

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting, hunting, hockey and, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are cricket, volleyball, basketball, and so on. Badminton is also very popular both with young and old.

All the year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girls and women go in for callisthenics. Over the last few years aerobics has become popular with young girls and women. Aerobics helps them to be slim, healthy and strong.

Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries. So we have all grounds to say that sport is one of the things that makes people kin.

Task: work out the plan of the text.

Text 7. Sport in My School

If you want to keep fit you must go in for one kind of sport or another. Sport is an essential part of my daily life. Every morning all the year round I do my morning exercises. Almost every day I do some training. In summer I go swimming or rowing. During my summer holidays I go on hikes. I usually spend my winter holidays in the country where I ski, skate or toboggan. I also go in for track-and-field (athletics) events. Different sports and games are popular with my classmates. All my friends go in for different kinds of sport, such as water polo, gymnastics, horse-

racing, wrestling, fencing, weightlifting, boxing, ice-hockey, speed-skating, figure skating, football, basketball, volleyball, etc. We have fine teams at our school and different kinds of competitions take place there. The boys of my school are crazy about football, they play football and the girls are football fans. The girls never miss a single match played by school teams.

And now a few words about our physical training lessons.

In winter our physical training lessons are held out-of-doors. We go skiing or skating. When it is cold outside P.T. lessons are held indoors, in our school gymnasium. We play different team-games such as basketball or volleyball. Besides we have some training in gymnastics.

In autumn and in spring, when the weather is warm we have P.T. lessons at our school stadium. My school has a sports day once a year in late spring. On this day we have no lessons. All the competitors change into their sports clothes, the spectators find their seats round the track ready to cheer. All the events take place at the same time. This day is a great success every year. Even if the weather is not warm, we enjoy ourselves just the same.

Questions:

1. What do you do every morning all the year round?
2. Where do you usually spend your winter holidays?
3. What sports and games are popular with my classmates?

4. Where are our P. T. lessons held in winter?
 5. On what day don't we have lessons?

Text 8. At the Doctor

Is there anything more important than health? I don't think so. "Health is the greatest wealth," wise people say. You can't be good at your studies or work well when you are ill. If you have a headache, heartache, toothache, backache, earache or bad pain in the stomach, if you complain of a sore throat or a bad cough, if you run a high temperature and have a bad cold in your head, or if you suffer from high or low blood pressure, I think you should consult a doctor. The doctor will examine your throat, feel your pulse, test your blood pressure, take your temperature, sound your heart and lungs, test your eyes, check your teeth or have your chest X-rayed. After that he will prescribe some treatment, pills, tablets or some other medicine which we can buy at the chemist's. He will recommend you to stay in bed for some time, because there might be serious complications. The only thing you have to do is to follow his recommendations. Speaking about doctors' recommendations, I can't help telling you one funny story.

An old gentleman came to see the doctor. The man was very ill. He complained of weakness, insomnia, memory loss and serious problems with his heart, lungs and liver. The doctor examined the patient and said that no medicine could cure his disease. Do you want to know what the doctor's advice was? He told his patient to go to a quiet place for a month and have a good rest. He also advised him to eat a lot of meat, drink two glasses of red wine every day and take long walks. In other words, the doctor recommended him to follow the rule: "Eat at pleasure, drink with measure and enjoy life as it is." The doctor also said that if the man wanted to be well again, he shouldn't smoke more than one cigarette a day. A month later the gentleman came into the doctor's office. He looked cheerful and happy. He thanked the doctor and said that he had never felt a healthier man. "But you know, doctor," he said, "it's not easy to begin smoking at my age."

Task: retell the text.

Dialogue "At the Doctor"

- D:** Come in. Hello! What brings you here today?
P: Well, I've got a problem with my eye. It's been itchy and swollen since last night.
D: I see. Is it painful?
P: Yes. It's very sore, it hurts when I blink.
D: Let me have a look at it. Your eyelid is indeed swollen. Have you put any drops in it?
P: Yes, I've got some eye drops from the chemist's, but they didn't do anything
D: This looks like an eye infection. I think you need antibiotics. Are you allergic to them?
P: No, I'm not
D: OK. I'm going to prescribe some eye drops as well. If it doesn't get better, come back and see me again.
P: OK. Thanks, doctor.

Task: act the dialogue.

Dialogues "Health"

1	
- Good morning.	- Доброе утро.
- Hello, Doctor.	- Здравствуйте, доктор.
- Now then how can I help you?	- И так чем я могу вам помочь?
- Well doctor, I'm not feeling very well. I've got these awful pains in my stomach and I haven't been sleeping at all well.	- Доктор, я чувствую себя не очень хорошо. У меня ужасные боли в животе. И у меня практически не сплю.
- Do you have any other symptoms? A temperature, for example?	- Еще какие-нибудь симптомы есть? Температура, например?

- Well yes, I have had a bit of a high temperature actually. - Да. Вообще температура у меня намного выше нормы

- It looks to me - as if you've got some kind of a stomach infection. - Мне кажется и вас какая-то кишечная инфекция.

- Oh, have I, doctor? - Что серьезно?

- Yes. Now I'm going to give you these pills. I want you to take two pills three times a day. - Да. Я пропишу вам таблетки. Нужно принимать по две таблетки три раза в день.

- Thank you, doctor thank you. - Спасибо доктор, спасибо.

2

- What's the matter, David? You look very unhappy. - Что случилось, Дэвид? Ты выглядишь очень несчастным.

- Bad toothache. It's been hurting me all day. - Ужасно болит зуб. Целый день меня достает.

- You had better go and see your dentist, hadn't you? - Тебе лучше обратиться к своему дантисту.

- I'm seeing him tomorrow. I was unable to make an appointment with him for today. - Я встречаюсь с ним завтра. Сегодня у него все занято.

- How about trying to find another dentist who can see you today? Shall I get the telephone book and do it for you? - Ты не пробовал обратиться к другому дантисту, который может посмотреть тебя сегодня? Я могу поискать телефон в справочнике для тебя.

- No, thank you, Sheila. I'd rather you were not making such a fuss over me. I'd rather wait until tomorrow. I prefer seeing my own dentist when it is possible. - Нет, спасибо Шейла. Я не хочу доставлять тебе неудобства. Я лучше подожду до завтра. Лучше я схожу к личному дантисту, если это возможно.

3

- What is the trouble with you? - Что у вас за проблемы?

- I've caught a bad cold. - Я подхватил сильную простуду.

- How long are you feeling this way? - И как долго это длится.

- I've been ill since Monday. - Я болен с понедельника.

- And you are coughing a lot, aren't you? - У вас кашель?

- Yes. - Да.

- Have you taken your temperature? - Вы мерили температуру?

- Yes, I'd taken my temperature before I left home. It was normal. - Да, перед выездом сюда. Она была нормальной.

- Have you a headache or a sore throat? - У вас болит голова или горло?

- I have both.

- И то и другое.

- Have you taken anything for your headache?

- От головы вы что-нибудь принимали?

- I took aspirin.

- Аспирин.

- Well, I'll examine you. It is not an ordinary cold. You have flu. I'll give you two prescriptions which you must take to the chemist's. If you follow my instructions you will feel better in a few days. If you don't feel better, you will have to call for me.

- Ну, давайте я вас осмотрю. Это не просто простуда. У вас грипп. Я пропишу два лекарства. Отнесите их в аптеку. Если будете следовать моим указаниям, вам полегчает через несколько дней. Если лучше не станет, позвоните мне.

- Thank you, doctor.

- Спасибо доктор.

Task: act the dialogues.

Dialogues "Doctor and Patient"

1

Patient: I have caught a terrible cold.

Doctor: Have you taken your temperature before your visit to me?

Patient: Yes, I have taken my temperature before I left home. The temperature was normal.

Doctor: How long do you feel this way?

Patient: I am off-colour since Wednesday.

Doctor: Do you have a sore throat or a headache?

Patient: I have both.

Doctor: Did you take anything for your headache yet?

Patient: Only aspirin.

Doctor: And do you cough a lot?

Patient: Yes, I do.

Doctor: Get on that couch please. I will examine you. It is not an ordinary cold. I'm sure you have flu. I will give you a prescription which you must take to the pharmacy. If you follow my recommendations you will feel much better in a few days. If you will not feel better, you have to call for me.

Patient: Thank you very much, doctor.

Doctor: Not at all. Good-bye.

Patient: Good-bye.

2

Doctor: Good morning.

Patient: Hello, Doctor.

Doctor: Now then, how can I help you?

Patient: Well, doctor, I'm not feeling very well. I've got these awful pains in my stomach and I haven't been sleeping at all well.

Doctor: Do you have any other symptoms? A temperature, for example?

Patient: Well, yes, I have had a bit of a high temperature, actually.

Doctor: It looks to me - as if you've got some kind of a stomach infection.

Patient: Oh, have I, doctor?

Doctor: Yes. Now I'm going to give you these pills. I want you to take two pills three times a day.

Patient: Thank you, doctor, thank you.

3

Doctor: What is the trouble with you?

Patient: I've caught a bad cold.

Doctor: How long are you feeling this way?

Patient: I've been ill since Monday.

Doctor: And you are coughing a lot, aren't you?

Patient: Yes.

Doctor: Have you taken your temperature?

Patient: Yes, I'd taken my temperature before I left home. It was normal.

Doctor: Have you a headache or a sore throat?
Patient: I have both.
Doctor: Have you taken anything for your headache?
Patient: I took aspirin.
Doctor: Well, I'll examine you. It is not an ordinary cold. You have flu. I'll give you two prescriptions which you must take to the chemist's. If you follow my instructions you will feel better in a few days. If you don't feel better, you will have to call for me.
Patient: Thank you, Doctor.
 4.

Doctor: What seems to be the problem today Jake.
Jake: I'm not sure Doctor, I just feel lousy all over. I have a splitting headache, my stomach is upset, all I want to do is sleep, and my right elbow is hurting.
Doctor: How long has this been going on?
Jake: It just started today. Yesterday I felt great, but when I woke up this morning ...oh.
Doctor: Well let's take your temperature and blood pressure and see how they are.
Doctor: (Later). You don't have a fever, and your blood pressure and pulse are normal. There is a flu going around, but that wouldn't explain your elbow hurting. Tell me, have you done anything or eaten anything unusual in the last couple of days?
Jake: Not really, I did go to a party last night and drank a little.
Doctor: What did you drink and how much?
Jake: Not much, 7 or 8 cans of beer and a bottle of tequila.
Doctor: Do you usually drink that much?
Jake: No, it was the first time drinking anything. I was celebrating my 21st birthday.
Doctor: Well, no wonder you feel lousy, you have a major hangover. Do you happen to remember if you fell down or hit your elbow against something?
Jake: Now that you mention it, I seem to recall I fell down when I was getting out of my car.
Doctor: Well your elbow seems OK, just a bad bruise. It'll be OK in a few days.
Jake: What can I do to feel better?
Doctor: For your elbow, you might want to put on a cold pack. For your hangover, I suggest taking some Aspirin, drinking lots of water, eating something light and going back to bed. You'll feel good as new tomorrow.
Jake: Thanks doctor. You're a life saver.

Task: act the dialogues.

Грамматический материал

Степени сравнения прилагательных и наречий

1. Односложные (и некоторые двусложные) прилагательные и наречия образуют *сравнительную* степень путем прибавления суффикса *-er*, *превосходную* — путем прибавления суффикса *-est*:

high — *higher* — *the highest* (высокий — выше — самый высокий),

big — *bigger* — *the biggest* (большой — больше — самый большой).

Прилагательные и наречия, оканчивающиеся на *-y*, меняют окончание на *-ier* и *-iest*.

Конечная согласная у односложных прилагательных и наречий удваивается.

Например: *happy* — *happier* — *the happiest*. *hot* — *hotter* — *the hottest*

2. Многосложные прилагательные и наречия, оканчивающиеся на *-ly*, образуют *сравнительную* степень путем прибавления слов *more* (*less*), *превосходную* — путем прибавления слов *most* (*least*)

interesting — *more (less) interesting* — *most (least) interesting*,

easily — *more (less) easily* — *most (least) easily*.

3. Ряд прилагательных и наречий являются исключениями:

good, well (хороший, хорошо) — *better* (лучше) — *the best* (самый хороший),

bad (плохой) — *worse* (хуже) — *the worst* (самый плохой)

little (маленький, мало) — *less* (меньше) — *the least* (наименьший)

many (*much*) — *more* — *the most*

far — *farther* (*further*) — *the farthest* (*furthest*)

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль: *the largest building*.

Exercise 1. Make up comparative and superlative forms of the listed below adjectives (прилагательные) and adverbs (наречия):

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.
2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly.

Exercise 2. Open the brackets using the right form of adjectives:

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 (well) than you?
9. We have (little) interest in this work than you.
10. Health is (good) than wealth.
11. Your son worked (well) of all.
12. Today you worked (slowly) than usually.

Exercise 3. Translate the sentences:

1. This book is not so interesting as that one.
2. The Baltic Sea is not so warm as the Black Sea.
3. The more you read, the more you know.
4. My brother is not as tall as you are.
5. The earlier you get up, the more you can do.
6. Today the wind is as strong as it was yesterday.
7. Your room is as light as mine.
8. John knows Russian as well as English.
9. Mary is not so lazy as her brother.
10. The longer the night is, the shorter the day.
11. The less people think, the more they talk.

Exercise 4. Translate the sentences:

1. Лев Толстой — один из самых популярных писателей в мире.
2. Этот роман интереснее, чем тот.
3. Ваш дом выше нашего? Нет, он такой же высокий, как и ваш.
4. Это — самая прекрасная картина во всей коллекции.
5. Население Российской Федерации больше населения Великобритании.
6. Он выполнил работу быстрее, чем вы.
7. Австралия — одна из наименее населенных стран.
8. Его работа лучше вашей, но работа Анны — самая лучшая.
9. Россия — самая большая страна в мире.
10. Я живу не так далеко от института, как мой друг.
11. В июле столько же дней, сколько и в августе.
12. Самолет быстрее, чем поезд.

Упражнения "Степени сравнения прилагательных" (с ответами)

1. Выберите в скобках правильную степень прилагательного:

1. Nick is (happier, the happiest) boy that I know. – Ник – самый счастливый мальчик, которого я знаю.
2. Of the six cars, I like the silver one (better, best). – Из шести машин мне нравится серебристая больше всего.
3. Jane's notebook is (cheaper, the cheapest) than mine. – Ноутбук Джейн дешевле, чем мой.
4. This is (more delicious, the most delicious) cheese-cake I have ever had! – Это самый вкусный чизкейк, который я пробовала!
5. This bookcase is (more beautiful, the most beautiful) than that one. – Этот книжный шкаф красивее, чем тот.
6. Do you feel (better, the best) today than yesterday? – Ты чувствуешь себя лучше сегодня, чем вчера?
7. I think my cat is (prettier, the prettiest) of all the cats in the world. – Думаю, что моя кошка – самая красивая кошка в мире.
8. Steve Jobs is (more famous, famouser) than Stephen Wozniak. – Стив Джобс более известен, чем Стивен Возняк.
9. This week the weather is (hotter, more hot) than last week. – На этой неделе погода жарче, чем на прошлой неделе.
10. Our new house is (more expensive, expensiver) than the old one. – Наш новый дом дороже, чем старый.
11. Girls are usually (cleaner, more clean) than boys. – Девочки обычно более чистые, чем мальчики.
12. Chemistry was (harder, the hardest) subject at school. – Химия была самым трудным предметом в школе.

2. Образуйте степени сравнения прилагательных.

Н-р: wet – wetter – the wettest

expensive – more expensive – the most expensive

1. big (большой) 2. clever (умный) 3. good (хороший) 4. pleasant (приятный) 5. poor (бедный) 6. bad (плохой) 7. funny (смешной) 8. important (важный) 9. sunny (солнечный) 10. far (далекий) 11. comfortable (удобный) 12. wise (мудрый)

3. Составьте из данных слов предложения и переведите их.

1. most – the Mona Lisa – in – is – painting – the – famous – the – world.
2. longer – the Don – is – the Volga – than.
3. more – Spain – Germany – than – beautiful – is.
4. London – city – in – biggest – the – England – is.
5. the – team – Adam – is – worst – the – player – in.

Ответы:

1.

1. the happiest 2. best 3. cheaper 4. the most delicious 5. more beautiful 6. better 7. the prettiest 8. more famous 9. hotter 10. more expensive 11. cleaner 12. the hardest

2.

1. big – bigger – the biggest
2. clever – cleverer – the cleverest
3. good – better – the best (искл.)
4. pleasant – more pleasant – the most pleasant
5. poor – poorer – the poorest
6. bad – worse – the worst (искл.)
7. funny – funnier – the funniest
8. important – more important – the most important
9. sunny – sunnier – the sunniest
10. far – farther – the farthest (искл.)
11. comfortable – more comfortable – the most comfortable
12. wise – wiser – the wisest

3.

1. The Mona Lisa is the most famous painting in the world. – "МонаЛиза" является самой знаменитой картиной в мире.
2. The Volga is longer than the Don. – Волга длиннее Дона.
3. Spain is more beautiful than Germany. – Испания более красивая, чем Германия.
4. London is the biggest city in England. – Лондон – крупнейший город в Англии.
5. Adam is the worst player in the team. – Адам – худший игрок в команде.

Тема 1.4. Воспитание

Text 1. School Problems

Read and translate the text

Many adults like to say that school years were the best years in their lives. But I suspect that most of them have just forgotten the details, and kept only pleasant recollection in their minds. As for me, I study at school now, and I can see many aspects of school life from inside. And I want to express my point of view on the problems, which most pupils have to face sooner or later. Maybe you'll be surprised, but schoolchildren's life often turns out to be not much easier and even harder than their parents' life.

The first problem in my personal rating is absence of freedom of choice. What does it mean? For example, if an adult person doesn't want to work as a teacher, he can try hand in something else. If he doesn't like working in this particular company, nobody will make him do that. Yes, sometimes adult people have to do boring and unpleasant work, but, firstly, it's their own choice, and, secondly, they get money for this. As for pupils at school, they cannot choose what subjects to study. They cannot choose teachers as well. They just have to do what everyone does. And that is not fair. For instance, I know for sure that I will never need Geometry in my life. I am going to be an interpreter or a tour guide, and dedicate my life to travelling and communicating with people. I don't consider myself to be stupid, but I really can't cope with all these figures, theorems and integrals – I just have no gift for Mathematics. And I don't understand why on earth I should waste time and efforts on this useless stuff! It is commonly

believed that schoolchildren are too small to choose, because they don't know what subjects they will need in future. Yes, I agree that they are too small in primary school, but we, tenth-graders are old enough to make a choice. However, I will have to pass a Unified State Exam on Math, which is a compulsory subject, and it's more than likely that I will spoil my school-leaving certificate with a bad mark.

The second big problem for me is a constant lack of time because of excessive homework. Every teacher thinks that his subject is the most important one, and tries to give us a full load of homework. On the average, I need an hour to do the tasks for one subject. And we have at least five or six lessons a day. Just imagine: after school I have to learn by heart two poems on Literature, do several sums on Math, fill a chart on Biology, get prepared for a test on English, and learn several pages on History. All in all, it takes me about five hours. So, I study six hours at school and five hours at home, having, as a result, an eleven-hour working day. Do you know many adults, who are involved in intellectual activity for eleven hours a day? I think, no. Most adults, when they come home from their work, either have a rest, or just change the type of activity. And we have to study all day long, from morning till night. Don't think that I am lazy, but I think that secondary school pupils today are really overloaded. It's no surprise that many of them have poor health, suffer from obesity, scoliosis and weak sight.

The third problem for me is an attitude of some teachers to their pupils. For example, my English teacher is really great. Apart from being a born teacher, she is very gentle, polite and intelligent. She respects every pupil regardless of his academic progress and achievements. And we respect her too. Unfortunately, there are other teachers, who can be very rude towards us. For example, our teacher of Biology can easily humiliate a pupil who is not ready for the lesson. Once I said something wrong, and she turned me into ridicule publicly, driving me to tears. After that I even didn't want to go to school. However, we cannot choose teachers.

Of course, school life consists not only of problems. There are many positive moments: friends, favourite teachers, school holidays and vacations, sports events and games, and so on. Maybe when I grow up, I'll forget all negative things, and will recall my school years with a sense of nostalgia, like my parents. Who knows?

Task: discuss school problems.

Text 2. Let Kids Be Kids

(by Stephen R.C. Hicks)

The newspaper in Indiana town ran a contest for schoolchildren. The students were to create a picture on any topic; the best would be published in the paper.

A second-grader drew a sad-faced earth with the caption "I am weary. I am tired. Please quit wasting me!"* A third-grade girl depicted animals crying near a house under construction, with smokestacks in the distance; the caption read "We want our home back!"

Apparently many children are coming home from school frightened that the world is cold and inhospitable. All the furry animals are being killed and the nice green trees being chopped down. Even breathing air is dangerous.

Motivated by the best of intentions, most teachers want their students to become informed and independent thinkers. But in trying to convey a sense of urgency about such problems, they become frustrated and frightened. They begin to realize that we are living in a hostile world whose problems are too big to handle. And that's an attitude children often acquire early in life.

This does not mean educators and parents should pretend that problems do not exist. We need to take pains** to help children confront them on a scale they can grasp.

Frightened children are not going to grow into adults who can solve the world's problems. That requires a confidence in one's ability to find solutions. And such healthy self-esteem*** requires nurturing**** over a long period, on a great number of small, day-to-day matters. Too much, too fast, can only destroy it.

* «Ябольшенемогу. Я устала. Пожалуйста, перестаньте зря растрчивать меня!»

** totakerpains – прилагать огромные усилия

*** self-esteem – самооценка

**** nurturing – (зд.) воспитание

Assignments:

1. In 3–5 short sentences give the main idea of the article.
2. Translate it using a dictionary.

Text 3. THE FIRST DAY AT SCHOOL

Can you remember your first day at school? It was probably rather confusing. Now to avoid this confusion many primary schools have a special teacher who welcomes new pupils. In England she is called a reception-class teacher. On the first day it is her responsibility to "settle" the newcomers. The difficulty is that a lot of people give their children the wrong idea about going to school. The children are threatened with the idea of school, and if they have been good, they can't understand why they have to go to school. They imagine that school is optional.

When the child goes to school, on his first day, he has to watch his mother leaving. Often he thinks that she is deserting him. The teacher must convince him that at the end of the day his mother and his home will still be there. The children are not the only people that are disturbed by going to school. The teacher sometimes has just as much difficulty in coping with the mothers. They are just as upset as their children. They hang around and dislike leaving the child to his fate. All day they stay at home, wondering what is happening and how their son Or daughter is managing.

The best way to deal with the situation is to get the child used to the idea of school. Before the beginning of term the mother should take her child to see the teacher and to look round the school. The first day should be something to emphasize the regularity of school, and although the first day is difficult, the mother must remember that her child must be encouraged for a whole term at least.

Assignments:

1. Find in the text the English for:

суматошный (полный неразберихи), приветствовать, ответственность, новичок, давать неправильное представление о, пугать, представлять (себе), необязательный, покидать (бросать), убедить, справиться с чём-л., расстроенный, судьба, приучить кого-л. к чему-л., с нетерпением ждать чего-л., подчеркнуть (сделать упор на), ободрить.

2. Choose the best answer:

- 1) On the first day a reception-class teacher ... a) is a newcomer. b) teaches in a special way. c) establishes the children in the class.
- 2) A lot of people ... a) tell their children that school is wrong. b) misinform the children about the school. c) have bad ideas about school.
- 3) The children think school ... a) is a punishment, b) is difficult to understand, c) is a good idea.
- 4) Often the children feel ... a) happy when their mothers leave. b) lonely, c) angry.
- 5) The teacher tells him that his mother ... a) has left. b) has deserted him. c) has left him temporarily.
- 6) The mothers are often ... a) as angry as their children, b) as difficult as their children, c) as nervous as their children.
- 7) They ... a) stay at the school for a long time. b) leave immediately. c) walk around the school.
- 8) The best solution is to ... a) get the child accustomed to school. b) use the school for some special purposes, c) give the child ideas about school.
- 9) The child should ... a) enjoy the thought of the first day. b) be frightened about the first day. c) prepare himself for the first day.
- 10) It is important to ... a) warn the child about the regularity. b) exaggerate the regularity, c) underline the regularity.

3. Say what should be done to avoid confusion on the first day at school.

4. Share your own suggestions as to what a teacher should do on the first day. Try to give some practical advice to a beginning teacher.

5. Say whether you remember your own first day at school and what you and your parents felt then.

Text 4. CULTURAL LITERACY AND THE SCHOOLS

(From "Cultural Literacy" by E.D. Hirsch)

School is the traditional place for acculturating children into our national life. Family, church, and other institutions play an important role, but school is the only institution that is susceptible to public policy control. In the modern age, the role assigned to our schools is to prepare our children for the broader activities of society and to train them in the literate public culture. Our schools have played this role less well than they should, chiefly because they have followed faulty educational ideas. The practical importance of ideas in human affairs, while not a recent revelation, is one that is too easily forgotten.

The decline of American literacy and the fragmentation of the American school curriculum have been chiefly caused by the ever growing dominance of romantic formalism in educational theory during the past half century. We have too readily blamed shortcomings of American education on social changes

(the disorientation of the American family or the impact of television) or incompetent teachers or structural flaws in our school systems. But the chief blame should fall on faulty theories promulgated in our schools of education and accepted by educational policy-makers.

Why have we failed to give our children the information they lack? Chiefly because of educational formalism, which encourages us to ignore the fact that identifying and imparting the information a child is missing is most important in the earliest grades, when the task is most manageable. At age six, when a child must acquire knowledge critical for continuing development, the total quantity of missing information is not huge. The technical reading skills of disadvantaged children at age six are still on a par with those of children from literate families. Supplying missing knowledge to children early is of tremendous importance for enhancing their motivation and intellectual self-confidence, not to mention their subsequent ability to learn new materials. Yet schools will never systematically impart missing background information as long as they continue to accept the formalistic principle that specific information is irrelevant to "language arts skills."

Education formalism holds that reading and writing are like baseball and skating; formalism conceives of literacy as a set of techniques that can be developed by proper coaching and practice.

The trouble is that reading for meaning is a different sort of game entirely. Every text, even the most elementary, implies information that it takes for granted and doesn't explain. Knowing such information is the decisive skill of reading.

Assignments:

1. Translate the text using a dictionary.
2. Say whether you agree with the reasons for the decline of literacy the author gives.

Text 5. VIDEO SCREENS: ARE THEY CHANGING THE WAY CHILDREN LEARN?

(by Patricia Marks Greenfield)

The video screen has become omnipresent in our society. Along with television, action video games are now a mass medium. In a recent survey of children in southern California, conducted by Sarah Rushbrook, 94 per cent said they had played video games either at home or in an arcade*.

When parents and educators worry about the amount of time children spend in front of video screens, they usually focus on the content of particular programs or games.

Traditionally the term "literacy" has been defined as the ability to read and write. Formal education itself grew up around the technology of print. The video screen is helping children develop a new kind of literacy – visual literacy – that they will need to thrive in a technological world.

In television or film, the viewer must mentally integrate diverse camera shots of a screen to construct an image of the whole. This is an element of visual literacy: an understanding of the code by which to interpret links between shots or views.

In an experiment at the University of Rome I compared children's responses to stories presented on television and on radio. The major advantage of television was that the combination of image and word led to better overall memory for information than did word alone. In addition, television led to better memory for action information in particular. On the negative side, television – with its visual images – was less stimulating to the imagination. After watching an incomplete story on TV, children were less likely to add new or original material than after listening to a similar story on the radio. We found that children exerted less mental effort after watching TV than after listening to the radio.

* an arcade – (эд.)магазин

In sum, the dynamic imagery shared by film and all of the video media produces a number of cognitive benefits: 1) an array of visual literacy skills, 2) better acquisition of information in general and 3) better acquisition of action information in particular. On the negative side, dynamic visual imagery leads to: 1) decreased stimulation of imagination, 2) a decrease in mental effort and 3) a decrease in attention to purely verbal information.

Among educators today, the general philosophy is that we should compensate for the large quantities of television and video games children are exposed to outside school by relying exclusively on other media – notably print – in school.

Each media has its strengths and weaknesses. No medium – not even print – is perfect for education. The implication for education is that each medium should be used to do what it does best. Schools need to learn how to use each medium to its best educational advantage.

Assignments:

1. Translate the text using a dictionary.

2. Give a short summary of the text in English.

Text 6. CURING VIDEO ADDICTS

(From "Newsweek")

Kids used to come home from school, throw their books on the floor and dash out for a few hours of fun. Now they rush home and plop down** in front of the Nintendo home-entertainment system, there to spend time with the Super Mario Bros and other Nintendo characters. Some parents and educators think that time might be better spent in front of an algebra problem. They cite studies*** showing that video-game addicts do less well in school than other students.

* curing video addicts – лечение видеонаркомаинов

** plop down – плюхаться

*** they cite studies – они цитируют исследования

Hoping to capitalize on* growing concern about video-game addiction, an entrepreneur in Dundee, Illinois, had devised a lock that prevents kids from using a Nintendo machine. The product, called Homework First, consists of a simple J-bolt attached to a four-digit combination lock. The lock, which screws into the bottom of the control deck, blocks the chamber into which game cartridges are inserted. Tom Lowe, the inventor of the device, says it requires no tools, takes only seconds to install and does not harm the machine. "Parents need an effective way to control when and how much time their children play video games," says Lowe.

Assignments:

1. Read the article and answer the following questions:

- 1) What did kids do when they came home from school?
- 2) How do they spend their leisure now?
- 3) What do some parents and educators think is better?
- 4) What major reason do they give speaking against video games?
- 5) What for has Tom Lowe devised a new device?

2. Speak of the advantages and disadvantages of video games.

Text 7. GAMES CHILDREN PLAY

(From "Toys Are No Joking Matter")

I'm 56 and for 25 years I've been teaching children so I think I know their psychology. I want to take issue with Holger Zschege's "What do you think about toy guns?" In his article he wrote: "Our country produces weapons for children's games. I mean toy pistols, submachine guns and such war game as "Sea battles." Of course these weapons are not real. They are made of plastic. Nevertheless, they greatly influence the way children think. Don't children have more interesting games than those arousing a desire to kill one another?"

Children of my generation had no toys. But we used sticks and tree twigs to make toy rifles and automatics and played at war anyway. My peers experienced war firsthand and some fought**.

* to capitalize on – извлекать выгоду из чего-л.

** My peer experienced war firsthand and some fought. – Мои сверстники испытали войну на себе, и некоторые воевали.

We hate war because we know what it is, but we aren't very worried about toy guns. Toys are not the point.* It's a child's upbringing that counts. Did they become nazis in Germany because they played with toy weapons? They were raised and educated on a planned and efficient basis of Hitler's thugs.

In the 20s and 30s fairy tales were not published in this country. They were thought to distract children from reality. But fairy tales continue to exist and be enjoyed.

So long as there are armies, weapons, military parades and military service, there will be war toys. So long as boys must protect their land, they will play at war.

So we adults should fight against real weapons – not toy guns. This is the only way to save from war, violence and death.

I do agree with Zschege on one point. He asks: "Don't children have more interesting games than those arousing a desire to kill one another?" I can only say with bitterness that for boys our toy industry offers no other toys. Visit any children's shop and you will see plastic and metal pistols, submachine guns and tanks. Nothing else. So parents have a very limited choice.

Assignments:

1. Look through the text and in a few sentences say what it is about.
2. Read the article again and say which point of view you agree with. Speak on your own point of view on the issue.

* Toys are not the point. - Делоневигрушках.

Text 8. GIVE YOUR CHILD THE HAPPINESS TRAIT

(by Caroline Jabs)

"This is the happiest day of my life," my six-year-old son says as he unwraps the new video game I've given him. He's at least as happy as last week when he said the same thing for another reason. In the last 48 hours, my son has also been miserable because I refused to let him snack before dinner, made him sleep in his own bed and insisted that he clean his room before playing outside.

Happiness is both a "state" and a "trait"*, according to Edward Diener, a psychologist at the University of Illinois at Champaign. The state of happiness is a need that comes and goes. I can induce it in my two-year-old daughter simply by making a silly face.

The trait of happiness is more stable. Diener describes it as a "predisposition" to feelings of well-being. I see it in my daughter when she gets out of bed with a smile, eager to take on the day. Even when life isn't so pleasant, she can sustain her optimism and hopefulness.

This is a skill that can be learned, preferably by coping with small difficulties in childhood. "You can have a very happy childhood and be an unhappy adult," says Dennis Prager, author of the forthcoming book "Happiness Is a Serious Problem." "In fact, a childhood without any pain or frustration is almost a recipe for an unhappy adulthood."

A recipe for a happy disposition through life is harder to come by, but researchers have identified key ingredients. By focusing on these, parents are more likely to raise children with the trait of happiness built into their character.

Give your child choices. Happiness can be linked to a sense of directing and controlling one's life.

This conclusion weakens the myth that childhood is or should be one of life's happiest times. Children are excluded from decisions about everything from the dinner menu to whether there will be other kinds in the household. The resulting sense of powerlessness may make childhood much less happy than adults think. Parents can watch for ways in which their children can participate. That can mean letting a two-year-old eat cucumbers instead of carrots at dinner, or allowing a six-year-old to decide which of several approved television shows he'll watch. Even at this level, children learn to make choices that affect their happiness.

* Happiness is both a "state" and a "trait." – Счастье – это и состояние, и черта характера.

Foster warm relationships. Although parents can't run a child's social life, they can nurture it by making their own relationship with each child warm and satisfactory. "If children are going to experience good relationships with other people," says Carol Ryff, associate professor of psychology at the University of Wisconsin, "they first need positive relationships with their parents."

Parents can also make sure their children get together regularly with other kids, perhaps by joining a play group or taking their child to the playground when others that age are likely to be there. It further helps if the home is a place where friends feel welcome.

Finally, parents can help their children develop empathy for other people. They can talk about what other people might be experiencing in the family, the stories they read, the TV shows they watch.

Resist the urge to spoil. * Common sense suggests – and research confirms – that people with adequate incomes are happier than those without. The key word is adequate. What is important is having enough to provide for basic needs and feeling content with what you have. "Giving children too much creates the illusion that acquisition is a source of happiness," says family psychologist John Rosemond. He discovered that his own children became much more resourceful – and happy – when he drastically reduced the number of their toys. Says Rosemond, "Kids who are not materialistic are capable of being quite content with less** because they are more creative about playing the cards dealt them." That doesn't mean children should never be indulged with presents. They simply should never feel that their happiness depends on a constant barrage of material things.

Encourage broad interest. "Happy individuals live a balanced life," says Michael Fordyce, author of "Psychology of Happiness," "so they have many sources of happiness. When happiness depends on one thing, you're on shaky ground."*** One child, for instance, may have his whole evening ruined because his favourite television show was preempted. Another child with more interest might instead enjoy

reading a book or playing a game. Although parents can't know what will win a child's attention, they can offer a variety of activities.

* Resist the urge to spoil. – Не поддавайтесь искушению баловать детей.

** to be quite content with less – довольствоваться малым

*** to be on shaky ground – стоять назыбкой почве

This may mean limiting the time allowed to watch television and play video games, which can choke down other interests*.

Cultivating diverse interests is especially important for children who are unusually good at one thing, often these kids get so much attention for their talent that they pursue it to the exclusion of other things.

Teach resilience***. "Happy people have their downs*** like everyone else," says Fordyce. "But they rebound quickly." Parents can help children learn this all-important skill by pointing out the silver lining in most clouds****.

Promote a happy home. One of the best ways to help a child find enduring happiness is for the parents to look for it in their own lives. "The finest thing you can do for your children is to become a happy fulfilled person," Fordyce explains. "The person who comes from a happy home has a ten to 20 percent greater chance of being a happy adult."

The connection may be partly genetic – there is evidence that the predisposition to happiness is inherited – but happiness also comes from the environment created by happy parents. Parents should practice in their own lives the values that produce happiness. Moreover, they should be sure to tell their children why they're happy.

Assignments:

1. Read the text and in a few sentences say what it is about.
2. Read it again and pay special attention to the advice different authors give so that our children should be happy.
3. Say whether you agree with the following statements:
 - 1) Happiness is both a "state" and a "trait."
 - 2) The trait of happiness is a skill that can be learnt.
 - 3) Childhood should be one of life's happiest times.
 - 4) Parents can nurture a child's social life by making their own relationship with each child warm and satisfying.

* to choke down other interests – подавлять другие интересы

** resilience – способность быстро восстанавливать утраченные силы

*** happy people have their downs – и у счастливых людей бывают грустные моменты

**** Имеется в виду пословица: "Every cloud has its silver lining." – Нет худа без добра.

- 5) What is important is having enough to provide for basic needs and feeling content with what you have.
 - 6) Giving children too much creates the illusion that acquisition is a source of happiness.
 - 7) Happy individuals live a balanced life.
 - 8) Cultivating diverse interests is especially important for children who are unusually good at one thing.
 - 9) Happy people have their downs like everyone else.
 - 10) The person who comes from a happy home has a much greater chance of being a happy adult.
4. What in your opinion is the most important thing for parents to do to make their child happy?
 5. Speak of your own attitude to the problem of people's happiness. What does a person need to be happy? Can you give an example of an ideal happy family? A happy person? An unhappy person?
 6. If you were a magician, what would you do to make all the people happy?

Грамматический материал

Порядок слов в английском предложении

В английском предложении каждый член предложения, как правило, имеет свое определенное место. Так, в простом распространенном повествовательном предложении на первом месте стоит

- 1) подлежащее, за ним следует
- 2) сказуемое, далее идет

- 3) дополнение (беспредложное, прямое, предложное) и затем
4) обстоятельства (образа действия, места, времени).

Например: 1) I 2) gave 3) my brother 3) a book 4) yesterday.

Exercise 1. Build the sentences from the words

- a) Is, best, she, friend, my.
b) Learn, different, students, our, subjects.
c) The, is, Russia, the, in, country, largest, world.
d) In, the, we, city, live, a, flat, in, of, center, the.
e) Reading, is, my, of, best, son's, fond, friend.

Основные типы вопросов, используемые в английском языке

1. Общий вопрос

Общий вопрос относится ко всему предложению в целом, и ответом на него будут слова *yes* или *no*:

Do you like ice-cream? — Yes, I do.

Can you speak English? — Yes, I can.

Are you a schoolboy? — No, I am not.

Have you bought a text book? — Yes, I have.

Порядок слов в общем вопросе

- 1) вспомогательный глагол (модальный, глагол-связка),
- 2) подлежащее (существительное или местоимение),
- 3) смысловой глагол (или дополнение).

2. Специальный вопрос

Специальный вопрос относится к какому-нибудь члену предложения или их группе и требует конкретного ответа:

What is your name? — My name is Peter.

Where do you live? — I live in Rostov.

Порядок слов в специальном вопросе

- 1) вопросительное слово (*what, where, who, when, how* и т.д.),
- 2) вспомогательный глагол (модальный, глагол-связка),
- 3) подлежащее,
- 4) смысловой глагол,
- 5) дополнения,
- 6) обстоятельства (места, времени, образа действия и т.д.).

В специальных вопросах, обращенных к подлежащему в Present и Past Indefinite, не употребляется вспомогательный глагол *do (did)* и сохраняется прямой порядок слов:

Who wants to go to the cinema? Who lives in this house?

3. Альтернативный вопрос

Альтернативный вопрос предполагает выбор из двух возможностей:

Do you like coffee or tea? — Вы любите кофе или чай?

Альтернативный вопрос начинается как общий вопрос, затем следует разделительный союз *or* и вторая часть вопроса.

4. Разделительный вопрос (Tail Question)

Разделительный вопрос состоит из двух частей. Первая часть — это повествовательное предложение (утвердительное или отрицательное), вторая, отделенная запятой от первой — краткий вопрос (*tail* — «хвостик»):

You are a pupil, aren't you? — Вы ученик, не правда ли?

Если в повествовательной части разделительного вопроса содержится *утверждение*, то во второй — *отрицание*. Если в повествовательной части — *отрицание*, то во второй части, как правило, — *утверждение*:

You are a student, aren't you?

You don't go to school every day, do you?

Exercise 2. Read and translate into English:

- | | |
|---------------------------------|-----------------------------------|
| 1. She is a student. | 2. He speaks English well. |
| — Is she a student? | — Does he speak English well? |
| — Yes, she is. / No, she isn't. | — Yes, he does. / No, he doesn't. |

3. They have many books.
— Have they many books?
— Yes, they have. / No, they haven't.
4. The weather was fine yesterday.
— Was the weather fine yesterday?
— Yes, it was. / No, it wasn't.
5. We saw a new film yesterday.
— Did we see a new film yesterday?

- Yes, we did. / No, we didn't.
6. You can read well.
— Can you read well?
— Yes, you can. / No, you can't.
7. There will be five lessons tomorrow.
— Will there be five lessons tomorrow?
— Yes, there will. / No, there will not (won't).

Exercise 3. Put the questions to the following sentences:

1.общие

2.специальные

3.разделительные

1. There is a book on the table. 2. He must work hard today. 3. We are leaving for Moscow next week. 4. We were reading the whole evening. 5. They don't go to work on Sunday. 6. It is not cold today. 7. Ann has already begun to read a new book. 8. We learn English at school. 9. They will show you how to get there. 10. They finished the translation before the end of the lesson. 11. I didn't feel well that evening. 12. It wasn't difficult to do this task.

Exercise 4. Read and translate the sentences:

1. Our family lives in a three-room flat.
— Does your family live in a three-room flat or in a house?
— It lives in a three-room flat.
2. They went to the same school. — Did they go to the same school or to different schools?
— They went to the same school.
3. He will read this book tomorrow.
— Will he read this text tomorrow or next week?
— He will read it tomorrow.
4. They are playing chess now.
— Are they playing chess or cards now?
— They are playing chess.
5. Our teacher has told us to write.
— Has our teacher told us to write or to read?
— He has told us to write.

Exercise 5. Translate the sentences into English:

1. Вам нравится больше английский язык или французский?
2. Он живет в Ростове или в области?
3. Она его младшая или старшая сестра?
4. Студенты уже сдали экзамены или нет?
5. Петровы поедут летом на юг или на север?
6. Ваш друг учится в академии или в университете?
7. Он знает ее лучше или вы?

Exercise 6. Write down alternative questions to the following sentences:

Our teacher knows several foreign languages. 2. He has graduated from our University last year. 3. We shall go to Samara next week. 4. They are working in our garden. 5. I have just read this book. 6. I took this book from my friend. 7. He likes reading books. 8. She has many relatives abroad. 9. They were in many countries. 10. Russia is the largest country in the world.

Test “Question Tags”

Choose correct letter.

1. You said you would _
(a) would you? (b) did you? (c) had you? (d) didn't you?
2. She's definitely not coming _
(a) will she? (b) isn't she? (c) is she? (d) can she?
3. It drives you mad _
(a) is it? (b) does it? (c) doesn't it? (d) won't it?
4. It won't hurt _
(a) does it? (b) will it? (c) can it? (d) did it?
5. I think you ought to go _
(a) ought you? (b) do I? (c) don't you? (d) do you?
6. You must go _
(a) mustn't you? (b) have you? (c) had you? (d) must I?
7. It happened yesterday _
(a) had it? (b) has it? (c) didn't it? (d) did it?
8. She's always late _
(a) is it? (b) isn't she? (c) isn't it? (d) was she?
9. They're selling their house _
(a) will they? (b) haven't they? (c) aren't they? (d) have they?
10. No-one understood that word _
(a) does he? (b) did you? (c) didn't they? (d) did they?

Раздел 2. Система образования в России и за рубежом

Цели практических занятий

Образовательная цель:

- расширить лексический минимум студентов по теме; расширить и углубить лингвистические знания в профессиональной сфере;

- расширить и углубить грамматические знания о неличных формах глагола: инфинитиве и инфинитивных конструкциях, герундии, причастии настоящего и прошедшего времени, независимом причастном обороте; знания о модальных глаголах и их эквивалентах.

Развивающая цель - создать условия для дальнейшего развития:

- навыков произношения;

- умения активизировать лексику в речи; умения изучающего, поискового и ознакомительного чтения; умения аудирования; умения монологической и диалогической речи;

- умения определять неличные формы глагола, образовывать инфинитив, герундий и причастие и употреблять их в речи, переводить предложения с неличными формами глагола; умения применять в речи модальные глаголы и их эквиваленты.

Лексический материал, тематические тексты и диалоги для изучающего, поискового и ознакомительного чтения, аудирования, развития монологической и диалогической речи

Тема 2.1. Система образования в России. Видьшкол

Text 1. Education in Russia (1)

Read and translate the texts.

Citizens of Russia have the right for education which is guaranteed by the Constitution. The public educational system in our country incorporates pre-school, general school, specialized secondary and higher education.

Pre-school consists of kindergartens and creches. Children there learn reading, writing and arithmetic. But pre-school education isn't compulsory - children can get it at home.

Compulsory education is for children from 6(7) to 17 years of age.

The main link in the system of education is the general school which prepares the younger generation for life and work in modern production. There are various types of schools: general secondary schools, schools specializing in a certain subject, high schools, lyceums and so on. Tuition in most of them is free of charge, but some new types of schools are fee-paying. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school the children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others.

After the 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school and enrolling in a specialized secondary or vocational school.

Persons who finish the general secondary school, receive a secondary education certificate, giving them the right to enter any higher educational establishment. Entrance examinations are held in July and August. Institutions are headed by rectors; the faculties are headed by the deans. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specializations.

Education in Russia (2)

An educated person is one who knows a lot about many things. I think it is very important that everyone should be educated. Each pupil ought to do his best to become a useful member of our society. Education is very important in our life. Going on educational excursions gives us opportunities to acquire some scientific knowledge.

In the Russian Federation the school education is compulsory. Pupils start going to school at the age of six. When they complete high grades they can either continue to study at school for more 2 years, or go to a professional school where they study not only main subjects, but are able to learn some profession. When school pupils leave school they can try to continue their education in institutes or universities.

There are many school types of schools in Russia: specialized, politechnical, musical art and others. Nowadays appeared some new types of schools: gimnasiums and colleges.

What new information have you learned?

Text 2. The Subjects We do at School

Read and translate the text.

We did quite a lot of subjects at school. They were: Physics, Mathematics, Biology, Russian Literature, Chemistry, English, History of this country and many other subjects. It was rather difficult to go to school when a school-leaver, we had so much to do. I know that all the subjects are important and they all must be paid much attention to, but still I didn't like exact sciences. I spent

much time on doing them at home. However hard I tried, all those formulas and definitions were mixed up in my head and I couldn't make it out after all. So I had nothing to do but sit for two or three hours swotting Physics, Chemistry and Maths. My favourite subjects were Literature, History, English. Most of all I liked English. I read English books, tried to translate some stories from newspapers from English into Russian and vice versa. I had some English handbooks and they were of great help to me when I studied English Grammar and did some exercises. At our English lessons we read quite a lot of dull texts from our textbooks. But in my view, written texts and textbooks are not important. The best way to improve your language skills and habits is to work at a language laboratory. But there was no good language laboratory at our school. And I spent plenty of time at home listening to the tapes, imitating the sounds and intonations of the native speakers of English. I was working hard at my pronunciation because my teacher said that it was my weak point. Sometimes I spoke English with my friends after classes and they said I was making good progress in the language. I decided to take my entrance exams to the Institute because I want to know English. Nowadays, it's impossible to do without foreign languages because of expanding economic, cultural ties of this country with other countries of the world. Besides, one can't be a learned and well-educated person if he doesn't know at least one foreign language. As for me, I'd like to read English and American Literature, to understand it without resorting to anybody's help.

Questions:

1. What subjects did you do at school?
2. Why was it difficult to go to school when a schoolleaver?
3. What subjects didn't you like? Why?
4. What was your favourite subject?
5. What is the best way to improve your language skills?
6. Why did you decide to take your entrance exams to the Institute?

Text 3. Study at Home

Read and translate the text.

Another pre-Soviet way of life is returning to Moscow. Home education has recently been legalized by city authorities. Moscow News applied to the education department of Moscow's government for comment.

Natalia Shelakhina, head of the department for preschool and primary education, said that until recently only parents of sick and under-developed children were allowed to resort to home teaching. All parents who are not satisfied with the existing schools can hire private teachers or teach their children themselves.

Children learning at home will be formally registered in schools and their parents will get an equivalent of what the state annually spends on each student. The sum is officially estimated at 480 rubles (about \$100).

Those who will want to improve their financial situation by skipping school will be disappointed. First, the amount is too small. Second, in order to get permission to educate a child at home the family must sign a contract with a school, after which its representatives examine the child's conditions. If that is approved, school representatives will provide a detailed curriculum and textbooks free of charge.

Parents, in turn, have to provide basic knowledge for their kids. The children will be tested once a month, term, or year, depending on the specific school. If a child fails the exams he or she will have to continue studying in an assigned school. The schools will issue certificates to those who satisfactorily pass the exams.

Only few families choose to tutor their children at home. The majority are affluent families whose children are studying music or preparing for careers in sports. Those parents usually are not interested in state money. The authorities refused to identify any of them.

The education department maintains that this form of education is unlikely to spread. Just like a century ago, only the rich can afford home education. When contacted by phone, education authorities in several of Moscow's districts could not say if any children were going to be educated at home, sounding rather perplexed.

In 1992 the new law on education cancelled the Soviet compulsory education system. Many children are now washing cars, selling newspapers or just begging, and their parents are satisfied that the children earn their living themselves.

Moscow's education department is presently trying to restore the old system of registering children of

school age to ensure that all go to primary school. The police are looking up parents who do not let their children go to school.

Name the advantages and disadvantages of home education.

Text 4. A QUALITY EDUCATION? YES, FOR A PRICE

Thousands of Moscow parents, long accustomed to the notion of free education for all, are now having to dig deep into their own pockets to get all there is to offer from the capital's state schools.

As hundreds of city schools try to develop a modern curriculum on a limited budget, they are turning to parents to pick up the slack left by the government's limited coffers.

At state school No 1102 in southwestern Moscow, the student body is divided into two groups: A and B. Group A and Group B both arrive at 8:30. They both devote their mornings to studying all the basics: Russian, math, natural sciences, English. But by lunchtime Group A pupils slam shut their textbooks for the day, while the students in Group B – approximately half the class – face a full line-up of information technology, English conversation, physics, world culture, even ballroom dancing.

The parents of school No 1102 are lucky. They are paying the paltry sum for the supplementary programme. It may be a pittance, but it is enough to give Lida Studenkova, the school's director, the flexibility the city budget does not allow. "This money means I can pay quality teachers a little more," says Studenkova, adding that her teachers' salaries were "laughable."

While some school directors hire outside professors to teach supplementary programmes, Studenkova relies heavily on her own staff. Keeping quality English teachers on staff, however, is a particular problem. To give them the incentive they need to stay in the classroom, she dips into the extra funds.

Supplementary education is not new. For years parents have paid extra so their children could receive the afterschool instruction they needed to help them through a difficult subject, or to pass college entrance exams. But until recently the fee for these classes was within the means of any family. As the new system evolves, it is creating two distinct structures within state schools: one for students who pay, and one for those who do not.

While supplementary classes are by no means obligatory, they are becoming more popular for parents who worry that their children might otherwise be denied a proper education. "It doesn't mean that your kid will not get into university," says Jan Golf of the Institute of Public Education. "But for a good education these days you need money."

While the standard curriculum is still the same for all students, the supplementary programme varies from school to school, covering anything from computer science to marketing to etiquette. Just as programmes vary, so do fees.

The parents of school No 465, for example, have to dig a little deeper into their pockets. They pay the equivalent of \$40 per month so their children can study computer science and German after school. And, according to Golf, fees may climb as high as \$100. Even for the courses they share in common, Group A and Group B remain separated in different classrooms.

While educators recognize that some students may be shut out of studying on the fast track because of their wallet and not their intellect, they consider this to be a natural development. "Before we all used to be the same," says Studenkova. "Now I've got some kids in Cadillacs and others in torn boots."

Since state schools first started offering these classes three years ago, they have been gaining in popularity. But Svetlana Korovina, of Moscow's Department of Education, has no idea just how many of the city's 1,336 schools have supplementary programmes. "That is their affair," says Korovina.

Studenkova claims the practice is widespread. "The demand is ripe," she says, adding that the parents association now plays an active role in developing new curricula. "If we don't fulfil the parents' demands," she says, "they will take their children to another school."

Assignments:

1. Read the text and decide if the following statements are true or false and explain why:
 - a) In trying to develop a modern curriculum on a limited budget city schools turn to government for help.
 - b) There is no difference between Group A and Group B.
 - c) To teach supplementary programmes the school director relies on her own staff.
 - d) Supplementary education is new.
 - e) Supplementary classes are not compulsory but they are very popular with parents.
 - f) The standard curriculum is the same for all students.
 - g) Parents association plays an active role in developing new curricula.
2. Express your attitude to fee-paying schools as an alternative to state-maintained schools.

3. Speak on the growing popularity of supplementary classes.

Text 5. AT THE ANGLO-AMERICAN SCHOOL

Like any school, the Anglo-American school in Moscow is filled with the hubbub of children, its pupils – 260 boys and girls from 30 countries, aged between five and 15– study here while their mothers and fathers work in the embassies and business centres. The children feel uninhibited, free-and-easy, but do not overstep limits and display any ill-breeding.

"We try to teach the children to be alert, to think critically, and to have a sense of responsibility and respect for other people's opinions," says Miss Vera Nordal, principal of the school. Teaching is conducted in English. Apart from general subjects, the pupils study Russian language and Russian literature.

"The pupil is the main person in our school," says Vera Nordal. "The teacher's task is not to 'put knowledge into their heads,' but to awaken interest in the subject, to teach them to look at phenomena from different viewpoints, not to divide everything into black and white."

Instruction at this school costs 6,000 dollars a year. Usually this is paid by the embassy.

MAKING FRIENDS

If you want to have lessons at a US school, you don't have to travel to the USA. Teachers at the Anglo-American School in Moscow decided to invite to their school 5th-formers from Dubna, "the physicists' town."

Eighteen boys and girls sat for three days on tables, chairs and the floors together with their US friends whom they met last year.

"I don't understand why Moscow teachers haven't yet made use of this splendid neighbourhood and 'made friends' with the Anglo-American School," says Galina Dolya, a teacher of English from Dubna. The idea of twinning* the two schools came to her and Susan Jones, an American, after the first Soviet-US seminar of teachers on overcoming stereotypes** in schools was held last year in Massachusetts.

It turned out to be very simple to organize such co-operation. With the support of Dubna's municipal authorities it was even possible to get consent from the director of the institute of Nuclear Physics for the US schoolchildren and teachers to stay a while at the homes of the institutes staff. Then children and adults from Dubna were settled in apartments of US diplomats in Moscow, where they swam in the US Embassy swimming pool, played volleyball and had meals.

"We like the idea that at the US School you don't have to wear uniform and you can sit with whoever you like. True it isn't so comfortable on the floor," said Natasha and Lena, both 11, in unison. "After the meeting in Dubna last year, we wrote to each other and phoned."

"It's fun to go about with Russian kids," says Emma Quinn-Judge, 10, daughter of The Christian Science Monitor correspondent. "True, sometimes it is hard to say what you want and you've got to use sign language."

I don't want to argue with Emma, but I'd like to say that Dubna schoolchildren, nevertheless, know English much better than other schoolchildren who lack such contacts. And Yuri Valdo, 10, has even started to speak with a pronounced American accent.

Assignment:

Read the two articles and

- a) say what skills children are taught at the Anglo-American school;
- b) speak of the school rules.

* twinning – породнение

** to overcome stereotypes – преодолеть стереотипы

Тема 2.2. Система образования в странах изучаемого языка. Виды школ

Text 1. American Schools

Read and translate the texts.

The American system of school education differs from the system in some countries. There are state-supported public schools, private elementary schools, and private secondary schools. Public schools are free and private schools are fee-paying. Each individual state has its own system of public schools. Elementary education begins at the age of six with the first grade and continues up to the eighth grade. The elementary school is followed by four years of the secondary schools, or high schools as they are called. In some states the last two years of the elementary and the first years of the secondary school are

combined into a junior high school. Besides giving general education, some high schools teach subjects useful to those who hope to find jobs in industry and agriculture. Some give preparatory education to those planning to enter colleges and universities.

Education in the USA (1)

Education in the United States of America is compulsory for children from the age of 6 till 16 (or 18). It involves 12 years of schooling. A school year starts at the end of August or at the beginning of September and ends in late June or early July. The whole school year is divided into three terms/trimesters or four quarters. American students have winter, spring and summer holidays which last 2 or 3 weeks and 6 or 8 weeks, respectively. The length of the school year varies among the states as well as the day length. Students go to school 5 days a week.

The American education system consists of 3 basic components: elementary, secondary and higher education. There is also such a notion as preschool education. At the age of 4 or 5 children just get acquainted with the formal education in a nursery school. The preschool education programme aims to prepare children for elementary school through playing and help them to acquire the experience of association. It lasts for one year. Then they go to the first grade (or grade 1).

Elementary education starts when pupils are 6 years old. The programme of studies in the elementary school includes the following subjects: English, Arithmetic, Geography, History of the USA, Natural sciences, Physical Training, Singing, Drawing, wood or metal work. The education is mostly concentrated on the basic skills (speaking, reading, writing and arithmetic). Sometimes children also learn some foreign languages, general history and such new subjects as drug and sex education. The main goal of elementary education is the general intellectual, social and physical development of a pupil from 5 to 12 or 15 years old.

Secondary education begins when children move on to high or secondary school in the ninth grade, where they continue their studies until the twelfth grade. The secondary school curriculum is built around specific subjects rather than general skills. Although there is always a number of basic subjects in the curriculum: English, Mathematics, Science, Social Studies and Physical Education, the students have an opportunity to learn some elective subjects, which are not necessary for everybody. After the first two years of education they can select subjects according to their professional interests. The electives are to be connected with the students' future work or further education at university or college. Every high school has a special teacher — a guidance counselor who helps the students to choose these elective subjects. Moreover, he helps them with some social problems, too. The elective courses are different in various schools.

Members of each grade in high school have special names: students in the ninth grade are called freshmen, tenth graders are called sophomores, eleventh graders are juniors and as for twelfth graders, they are seniors.

After graduating from high schools the majority of the Americans go on studying at higher education establishments. In universities they have to study for four years to get a bachelor's degree. In order to get a master's degree they must study two years more and, besides, be engaged in a research work.

Education in the USA (2)

The American system of school education differs from the systems in other countries. There are state public schools, private elementary schools and private secondary schools. Public schools are free and private schools are fee-paying. Each state has its own system of public schools. Elementary education begins at the age of six or seven, when a child goes to the first grade (form). 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. 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. Sometimes they learn a foreign language and general history. Besides giving general education some high schools teach subjects useful to those who hope to find jobs in industry and agriculture or who want to enter colleges or universities. After graduating from secondary schools a growing number of Americans go on to higher education. The students do not take the same courses. During the first two years they follow a basic programme. It means that every student must select at least one course from each of the basic fields of study: English, Natural Sciences, Modern Languages, History or Physical Training. After the first two years every student can select subjects according to his professional interest. The National Government gives no direct financial aid to the institutions of higher education. Students must pay a tuition fee. This creates a financial hardship for some people. Many

students have to work to pay their expenses. The Americans place a high value on education. That's why Kennedy said, "Our progress as a nation can be no swifter than our progress in education".

What new information have you learned?

Text 2. Schools in England

Read and translate the text.

English educational system is quite different from what we have in Russia. It is class-divided. There are some state schools and some private ones.

State schools are infant, junior or secondary. British boys and girls begin to go to school at the age of 5. They draw pictures, sing songs, listen to the stories and tales. British children begin to read and write when they enter the infant schools. Young children are divided into two groups, according to their mental abilities. Children leave infant schools when they are 7. Then they go to study at junior schools where they learn to write, read and do mathematics. Their school subjects are History, English, Geography, Arithmetic, Arts, Music, Swimming and some others. When the pupils enter the junior schools they pass abilities test. According to the results of the test and thus their intellectual potential they are divided into three groups. Boys and girls spend four years studying at junior schools.

Then they pass examinations again and enter the secondary schools. There are different types of secondary schools in Britain. They are: grammar schools, modern schools and comprehensive schools. English boys and girls attend secondary schools from 11 till 16. They don't go to school on Saturdays and Sundays. In the modern schools pupils do not learn foreign languages.

In grammar schools pupils receive better theoretical education. And the other school type is comprehensive schools. Almost all secondary pupils (around 90 percent) go there.

There are also private schools in England. Boys and girls do not study together there. It is common that aristocracy sons go to these schools and parents pay a lot of money for their education. These schools are called public. Independent and preparatory schools are private ones too. They prepare children for public schools and take money for the training. The teachers of the private schools can pay more attention to each of the pupils personally. It is possible to enter the best English universities after leaving public schools. After finishing grammar schools pupils have good knowledge and may continue studying in colleges and universities.

English pupils wear school uniform. It is one of the oldest country's traditions. A boy's uniform includes a school cap, a tie and a blazer. A girl's uniform consists of a hat, a coat, a skirt and a blouse. The uniforms vary from school to school. Usually, they are dark.

Tell about schools in England.

Text 3. The British Educational System

State Education in Britain. All state schools in Britain are free, and schools provide their pupils with books and equipment for their studies. Education is compulsory from 5 to 16 years. Parents can choose to send their children to a nursery school or a pre-school play group to prepare them for the start of compulsory education. Children start primary school at 5 and continue until they are 11. At primary school children become acquainted with Reading, Writing, Arithmetic and develop their creative abilities, they are taught to sing, dance, play, draw. Primary children do all their work with the same class teacher, except for physical education and music, which are often taught by specialists. Most children are taught together, boys and girls in the same class. At 11 most pupils go to secondary schools called comprehensives which accept a wide range of children from all backgrounds and religious and ethnic groups. Ninety per cent of secondary schools in England, Scotland and Wales are co-educational. At 16 pupils take a national exam called "GCSE" (General Certificate of Secondary Education) and then they can leave school if they wish. This is the end of compulsory education. Some 16-year olds continue their studies in the 6th form at school or at a sixth form college. The 6th form prepares pupils for a national exam called "A" level (Advanced Level) at 18. Pupils need "A" levels to enter a university. Other 16-year olds choose a college for further education to study hairdressing, typing or mechanics. Universities and colleges of higher education accept students with "A" levels from 18. Students study for a degree, which takes on average three years of fulltime study. Most students graduate at 21 and are given their degree at a special graduation ceremony.

Private Education. Seven per cent of British Schoolchildren go to private schools. There are 3 levels of private schools: primary schools (age four to eight), preparatory schools (age eight to thirteen). At the age of 13 children take an examination. If they pass it, they go to public school, where they usually remain until they are 18. Many preparatory and most public schools are boarding schools, the children live at school during the school terms. But though these schools are called public, they are, in fact, private and it can be very expensive to send a child to such a school. The most famous public schools have a long history and tradition. It is often necessary to put a child's name on a waiting list at birth to be sure he or she gets a place. Children of wealthy or aristocratic families often go to the same public school as their parents and their grandparents. Eton is the best known of these schools. It is situated in Eton, a town about 20 miles west of London, on the River Thames. The school was founded in 1440 by King Henry 4, and some of the original buildings are still standing. Many famous figures from British public life were educated at Eton. Immediately opposite Eton, across the Thames, is Windsor, a town which is closely associated with Eton. Windsor Castle, the largest castle in England and a favourite home of the Royal family, dominates the skyline of the town. Traditionally, public schools were always single-sex schools but now many of them are becoming co-educational, both boys and girls attend the school. Eton, however, still remains a public school for boys only.

What new information have you learned?

Text 4. The Educational System of Great Britain

The educational system of G.B. is extremely complex and bewildering. It is very difficult to generalize particular types of schools as schools differ from one to the other. The department of education and science is responsible for national educational policy, but it doesn't employ teachers or prescribe curricula or textbooks.

Each school has its own board of governors consisting of teachers, parents, local politicians, members of local community, businessmen and sometimes pupils. According to the law only one subject is compulsory. It is religious instruction.

Schooling for children is compulsory from 5 to 16, though some provision is made for children under 5 and some pupils remain at school after 16 to prepare for higher education.

The state school system is usually divided into 2 stages (secondary and primary). The majority of primary schools are mixed. They are subdivided into infant schools (ages 5 to 7), and junior schools (ages 7 to 11). In junior schools pupils were often placed in A, B, C or D-streams, according to their abilities. Under the pressure of progressive parents and teachers the 11+ examination has now been abolished in most parts of the country. There are several types of schools in G.B. Grammar schools provide an academic cause for selected pupils from the age of 11 to 18. Only those children who have the best results are admitted to these schools. They give pupils a high level of academic education which can lead to the university.

Technical Schools offer a general education with a technical bias and serve those pupils who are more mechanically minded. The curriculum includes more lessons of science and mathematics. Secondary modern schools were formed to provide a non-academic education for children of lesser attainment. The curriculum includes more practical subjects. Comprehensive schools bring about a general improvement in the system of secondary education.

Tell about English educational system.

Text 5. The School Education in Great Britain

Read and translate the text.

The aim of education in general is to develop to the full the talents of both children and adults for their own benefit and that of society as a whole. It is a large-scale investment in the future. The educational system of Great Britain has developed for over a hundred years. It is a complicated system with wide variations between one part of the country and another. Three partners are responsible for the education service: central government - the Department of Education and Science (DES), local education authorities (LEAs), and schools themselves. The legal basis for this partnership is supplied by the 1944 Education Act. The Department of Education and Science is concerned with the formation of national policies for education. It is responsible for the maintenance of minimum national standard of education. In exercising its functions the DES is assisted by Her Majesty's Inspectorate. The primary functions of the Inspectors are to give professional advice to the Department, local education authorities, schools and colleges, and discuss

day-to-day problems with them. Local education authorities are charged with the provision and day-to-day running of the schools and colleges in their areas and the recruitment and payment of the teachers who work in them. They are responsible for the provision of buildings, materials and equipment. However, the choice

of textbooks and timetable are usually left to the headmaster. The content and method of teaching is decided by the individual

teacher. The administrative functions of education in each area are in the hands of a Chief Education Officer who is assisted by a deputy and other officials.

Until recently planning and organization were not controlled by central government. Each LEA was free to decide how to organize education in its own area. In 1988, however, the National Curriculum was introduced, which means that there is now greater government control over what is taught in schools. The aim was to provide a more balanced education. The new curriculum places greater emphasis on the more practical aspects of education. Skills are being taught which pupils will need

for life and work. The chief elements of the national Curriculum include a broad and balanced framework of study which emphasizes the practical applications of knowledge. It is based around the core subjects of English, mathematics and science (biology, chemistry, etc.) as well as a number of other foundation subjects, including geography, history, technology and modern languages. The education reform of 1988 also gave all secondary as well as larger primary schools responsibilities for managing the major part of their budgets, including costs of staff. Schools received the right to withdraw from local education authority control if they wished.

Together with the National Curriculum, a programme of Records of Achievements was introduced. This programme contains a system of new tests for pupils at the ages of 7, 11, 13 and

16. The aim of these tests is to discover any schools or areas which are not teaching to a high enough standard. But many believe that these tests are unfair because they reflect differences in home rather than in ability. The great majority of children (about 9 million) attend Britain's 30,500 state schools. No tuition fees are payable in any of them. A further 600,000 go to 2,500 private schools, often referred to as the "independent sector" where the parents have to pay for their children. In most primary and secondary state schools boys and girls are taught together. Most independent schools for younger children are also mixed, while the majority of private secondary schools are single-

sex. State schools are almost all day schools, holding classes between Mondays and Fridays. The school year normally begins in early September and continues into the following July. The year is divided into three terms of about 13 weeks each. Two-

thirds of state schools are wholly owned and maintained by LEAs. The remainder are voluntary schools, mostly belonging to the Church of England or the Roman Catholic Church. They are also financed by LEAs. Every state school has its own governing body (a board of governors), consisting of teachers, parents, local politicians, businessmen and members of the local community. Boards of governors are responsible for their school's main policies, including the recruitment of the staff. A great role is played by the Parent Teacher Association

(PTA). Practically all parents are automatically members of the PTA and are invited to take part in its many activities. Parental involvement through the PTA and other links between parents and schools is growing. The PTA forms both a special focus for parents and much valued additional resources for the school. Schools place great value on the PTA as a further means of listening to parents and developing the partnership between home and school. A Parent's Charter published by the Government in 1991 is designed to enable parents to take more informed decisions about their children's education. Compulsory education begins at the age of 5 in England, Wales and Scotland, and at the age of 4 in Northern Ireland. All pupils must stay at school until the age of 16. About 9 per cent of pupils in state schools remain at school voluntarily until the age of 18.

Education within the state school system comprises either two tiers (stages) – primary and secondary, or three tiers -

first schools, middle schools and upper schools. Nearly all state secondary schools are comprehensive, they embrace pupils from 11 to 18. The word "comprehensive" expresses the idea that the schools in question take all children in a given area without selection.

NURSERY EDUCATION.

Education for the under-fives, mainly from 3 to 5, is not compulsory and can be provided in nursery schools and nursery classes attached to primary schools. Although they are called schools, they give little formal education. The children spend most of their time in some sort of play activity, as far as possible of an educational kind. In any case

, there are not enough of them to take all children of that age group. A large proportion of children at this beginning stage is in the private sector where fees are payable. Many children attend pre-school play-groups, mostly organized by parents, where children can go for a morning or afternoon a couple of times a week.

PRIMARY EDUCATION.

The primary school usually takes children from 5 to 11. Over half of the primary schools take the complete age group from 5 to 11. The remaining schools take the pupils aged 5 to 7— infant schools, and 8 to 11— junior schools. However, some LEAs have introduced first school, taking children aged 5 to 8, 9 to 10. The first school is followed by the middle school which embraces children from 8 to 14. Next comes the upper school (the third tier) which keeps middle school leavers until the age of 18. This three-stage system (first, middle and upper) is becoming more and more popular in a growing number of areas. The usual age for transfer from primary to secondary school is 11.

SECONDARY EDUCATION.

Secondary education is compulsory up to the age of 16, and pupils may stay on at school voluntarily until they are 18. Secondary schools are much larger than primary schools and most children (over 80 per cent) go to comprehensive schools.

There are three categories of comprehensive schools:

- 1) schools which take pupils from 11 to 18,
- 2) schools which embrace middle school leavers from 12, 13 or 14 to 18, and
- 3) schools which take the age group from 11 to 16.

The pupils in the latter group, wishing to continue their education beyond the age of 16 (to be able to enter university) may transfer to the sixth form of an 11-18 school, to a sixth-form college or to a tertiary college which provide complete courses of secondary education. The tertiary college offers also part-time vocational courses. Comprehensive schools admit children of all abilities and provide a wide range of secondary education for all or most of the children in a district. In some areas children moving from state primary to secondary education are still selected for certain types of school according to their current level of academic attainment. There are grammar and secondary modern schools, to which children are allowed at the age of 11 on the basis of their abilities. Grammar schools provide a mainly academic education for the 11 to 18 age group. Secondary modern schools offer a more general education with a practical bias up to the minimum school-leaving age of 16.

Some local education authorities run technical schools (11 – 18). They provide a general academic education, but place particular emphasis on technical subjects. However, as a result of comprehensive reorganization the number of grammar and secondary modern schools fell radically by the beginning

of the 1990s. There are special schools adapted for the physically and mentally handicapped children. The compulsory period of schooling here is from 5 to 16. A number of handicapped pupils begin younger and stay on longer. Special schools and their classes are more generously staffed than ordinary schools and provide, where possible. Physiotherapy, speech therapy and other forms of treatment. Special schools are normally maintained by state, but a large proportion of special boarding schools are private and fee-charging. About 5 per cent of Britain's children attend independent or private schools outside the free state sector. Some parents choose to pay for private education in spite of the existence of free state education. These schools charge between 300 pounds a term for day nursery pupils and

3,500 pounds a term for senior boarding-school pupils. All independent schools have to register with the Department of Education and Science and are subject to inspection by Her Majesty's Inspectorate, which is absolutely independent. About 2,300 private schools provide primary and secondary education. Around 550 most privileged and expensive schools are commonly known as public schools. The principal examinations taken by secondary school pupils at the age of 16 are those leading to the General Certificate of Secondary Education (GCSE). It aims to assess pupils' ability to apply their knowledge to solving practical problems. It is the minimum school leaving age, the level which does not allow school

leavers to enter university but to start work or do some vocational training. The chief examinations at the age of 18 are leading to the General Certificate of Education Advanced level (GCE A-level). It enables sixth-

formers to widen their subject areas and move to higher education. The systems of examinations are co-

ordinated and supervised by the Secondary Examination Council. Admission to universities is carried out by examination or selection (interview). Applicants for places in nearly all the universities are sent initially to the Universities and Colleges Admission Service (UCAS). In the application an applicant can list up to five universities or colleges in order of preference. Applications must be sent to the UCAS in the autumn term of the academic year preceding that in which the applicant hopes to be admitted. The UCAS sends a copy to each of the universities or colleges named. Each university selects its own students. The overall pupil-teacher ratio in state primary and secondary schools is about 18 to 1, one of the most favourable in the world.

What new information have you learned?

Text 6. Education System in GB, the USA and Russia

Read and translate the text.

If all good people were clever and all clever people were good, the world would be nicer than ever. I think that education is a key to a good future. And schools are the first step on the education way. Schools help young people to choose their career, to prepare for their future life, they make pupils clever and well-educated. They give pupils the opportunity to fulfil their talent.

Education in Britain developed by steps. The first step was the introducing of two kinds of school: grammar schools and secondary modern schools. Grammar schools offered a predominantly academic education and in secondary modern schools education was more practical. The second step was the introducing of a new type of school, the comprehensive, a combination of grammar and secondary modern, so that all children could be continually assessed and given appropriate teaching. These schools were coeducational and offered both academic and practical subjects. However, they lost the excellence of the old grammar schools. Then after 1979 were introduced the greatest reforms in schooling. They included the introduction of a National Curriculum making certain subjects, most notably science and one modern language, compulsory up to the age of 16. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. Pupils' progress in subjects in National Curriculum is measured by written and practical tests. More ambitious pupils continue with very specialized studies in the sixth form. They remain at school for two years more. Pupils sit for exams leaving secondary school and sixth form. They sit for the General Certificate Secondary Education at the end of the 5th-years' course.

A-level or AS-levels are taken after two years of study in the sixth form. They are the main standard for entrance to university or other higher education. Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world, for example Eton. It provides exceptionally fine teaching facilities, for example in science, languages, computing and design. Its students are largely from aristocratic and upper class families. The Government's vision for the education system of the 21st century is that it will neither be divisive nor based on some lowest denominator. Diversity, choice and excellence will be its hallmarks in this century.

The public educational system in Russia includes pre-schools, general schools, specialised secondary and higher education. So-called pre-schools are kindergartens in fact. Children there learn reading, writing and maths. But pre-school education isn't compulsory — children can get it at home. Compulsory education is for children from 6 (7) to 17 years of age. The main branch in the system of education is the general schools which prepare the younger generation for life and work. There are various types of schools: general secondary schools, schools specialising in a certain subject, high schools, gymnasiums and so on. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others. After 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school or going to professional school. Pupils who finish the general secondary school, receive a secondary

education certificate, giving them the right to enter any higher educational establishment. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specialisations.

The American system of education differs from the systems of other countries. There are free public schools which the majority of American children attend. There are also a number of private schools where a fee is charged. Education is compulsory for every child from the age of 6 up to the age of 16 except in some states, where children must go to school until the age of 17 or 18. Elementary or primary and secondary or high schools are organized on one of two basis: 8 years of primary school and 4 years, or 6 years of primary, 3 years of junior high school and 3 years of senior high school. The junior high school is a sort of half way between primary school and high school. The high school prepares young people either to work immediately after graduation or for more advanced study in a college or university. An important part of high school life is extra-curricular activities, they include band or school orchestra, sports and other social activities. There is no national system of higher education in the United States. Instead, there are separate institutions ranging from colleges to universities. They may be small or large, private or public, highly selective or open to all.

Compare education systems in GB, the USA and Russia.

Text 7. HOW WELL DO OUR SCHOOLS PERFORM?

(From "Who Controls Our Schools?

American Values in Conflict" by Michael W. Kirst)

Our educational system, rooted in our history and our structure of values, has often been a source of justifiable pride. Whatever its limitations, the public educational system of the United States (including higher education) is the most egalitarian* system in the world.

Thomas Jefferson had counted on education to develop only that "natural aristocracy" of the few whose talents justly deserved to be developed for the benefit of society. But Horace Mann and the common school advocates wanted universal education, to them education was to be the "balance wheel" of society. Mann proclaimed in 1848: "If one class possess all the wealth and education, while the others are ignorant and poor; it matters not by what name the relation between them may be called; the latter will be the dependants and subjects of the former, but if education be equally diffused, it will draw property after it, by the strongest of all attractions, for such a thing never did happen, as that an intelligent and practical body of men should be permanently poor. Education is the great equalizer of the conditions of men, the balance wheel of the social machinery."

The public schools were thought to by their supporters as a secure system for moderating social inequalities. The egalitarianism of the American system distinguishes it from the school systems of the European countries. About 75% of our students graduate from high school, and some 44% go on to higher education. In most other Western nations, students are diverted into vocational and technical programs at age 14 or 15 and only 15 to 30% graduate from a secondary school. Considering the large percentage of teenagers the US schools enrol, the level of attainment of these students is surprisingly high. Our schools system has grown steadily more egalitarian. As recently as 1940 fewer than 50% of the pupils in this country completed high school. By 1984, the access to higher education among those least represented in the past – the minority groups – has increased. While college enrollment of white students grew slightly, the proportion of blacks in college more than doubled in the same period. In 1981 the percentage of black high school graduates who went on to college exceeded that of whites for the first time. The fact, that many of those students come from lower socioeconomic groups makes this achievement all the more remarkable. Recent sociological studies from Russia indicate that an unexpectedly high share of the places in most of its elite postsecondary institutions go to children of white-collar workers.

Lately, the headlines have warned us that our schools are not competitive with those of our economic rivals West Germany and Japan, and that current graduates of our secondary schools cannot match the records set by their predecessors. Now, when the performance of our schools is source of widespread dissatisfaction, we need to consider carefully how we measure that performance.

* egalitarian – поборникравноправия

** "balance wheel" – баланс

Assignments:

1. Find in the text the English for:

укоренившийся, могущий быть оправданным, ограничения, рассчитывать на, на благо общества, всеобщее образование, сторонники, провозгласить, невежественный, смягчать общественные неравенства, отличать что-л. от чего-л., представленные в меньшей степени, уровень знаний, превышать, указывать, служащие, быть неконкурентоспособным, подходить (соответствовать), предшественник, измерить что-л.

2. Give the derivatives from:

just, to depend, limit, to support, universe, to attain, equal, vocation, access, to enroll, sociology, to expect, to compete, to perform, surprise.

3. Arrange A and B in pairs of synonyms:

A. limitations, advocate, high school, vocational, share, intelligent, talent, to moderate, common school, permanently, attainment. B. to mitigate, clever, professional, drawbacks, supporter, proportion, secondary school, gift, constantly, ordinary school, achievement.

4. Answer the following questions:

- 1) How can you characterize the system of education in the United States in general?
- 2) What was T. Jefferson's point of view on the aims of education?
- 3) What did Horace Mann proclaim in 1848?
- 4) How were the public schools thought of by their supporters?
- 5) What distinguishes the American system from the systems of the European countries?
- 6) Is the level of attainment of US schools high?
- 7) What changes took place in 1984 in the field of higher education?
- 8) Who composed the majority of college students in 1981? Isn't the fact remarkable?
- 9) What do recent sociological studies in Russia indicate?
- 10) What is the source of widespread dissatisfaction of the press and public?

5. Compare the concepts of education of Thomas Jefferson and Mann.

6. From Mann's quotation choose one sentence to cover the main idea of it and translate it.

7. What can you say about the state of affairs in American educational system today as it is described in the text?

Text 8. SCHOOLS OF THE FUTURE

(From "How American Business and Education Can Cooperate to Save Our Schools" by Dr Marvin Cetron)

The schools that will shape our nation's future in the 21st century – are being planned today, at a time when education is again in the national spotlight. Nearly 30 reports issued by commissions and individuals have made it clear to the American people that their nation will be "at risk" unless they pay attention to their schools. During the past several years dozens of panels, commissions and other experts have made recommendations on how schools can become more effective. Continuing to improve America's schools is the key to the United States' future. Schools must make their plans for the future with an understanding of the key issues that will affect education.

A major responsibility of schools in the future will be to prepare students to enter a rapidly changing job market. American workers will need to be more highly trained than at present.

Schools will be responsible for preparing students who are adaptable, who are able to respond quickly to the changing requirements of new technologies. Schools will train both young and adults; adult workers will need reeducation and retraining.

In the future, schools and business will need to work closely in a new business/education partnership.

Emphasis on such "traditional" academic subjects as reading, writing and mathematics will increase.

New technologies, such as computers, videodiscs and cable television will change the look of the "schoolroom." In the future, students may spend 1 or 2 days each week studying at home. Increased and well-planned use of these new learning technologies will enable machines and humans each to teach what they teach best.

Because of the additional responsibilities that will be imposed on teachers, they will achieve greater status in society. In the future, they will be paid salaries that are comparable with other professionals. They will work in schools that offer continuing opportunities for professional advancement and training. As a result, education will once again attract the nation's brightest and most qualified students.

Assignment:

Read the text and say:

- a) what changes the Americans are planning to introduce in their schools;
- b) which of the changes you would like to introduce in our educational system.

Text 9. THE ILLITERACY EPIDEMIC

In 1889, a person was judged literate if he could sign his name. In the machine economy of 1939, it meant completing the sixth grade. Today, the Information Age of computers and high technology requires a bare minimum of reading and writing skills at the high-school-graduate level.* Changes in workplace needs are so dramatic and unpredictable that people must be ready to adapt to jobs that did not even exist when they were in school.

There are 25 million Americans who cannot read or write at all. An additional 45 million are functionally illiterate without the reading and writing skills to find work – and that number is growing by more than 2 million a year.

Illiteracy is compounded by the attack on English as a national language, yet civilizations rise by literacy and a common language. Knowledge becomes accessible to all.

America, above all, drew inspiration from that ancient tradition of liberty and knowledge. Yet, curiously, we also have an anti-intellectual tradition of those who give the impression that they "know better." But in the post-industrial era, when the majority of people in the work force make a living with their minds, not their hands, it is education – more than coal or steel or even capital – that is the key to our economic future.

How can we restore America to preeminence by having the most educated work force in the world by the year 2000?

The first requirement is to organize schools that address the realities of modern life. Today, 60 per cent of women with children over the age of 3 work outside the home. Single-parent households and dual-income families* need year-round schools providing an extended school day and enriched day care to teach their children and keep them safe.

* highschool- (*амер.*) старшие классы средней школы

America also must fund preschools on a massive scale. A human being is capable of learning more in the earliest years than in the rest of his or her lifetime.

The second requirement is to establish performance standards. Not enough is expected academically of American students, our most successful competitors, the Japanese, have much higher levels of educational achievement because they have a longer school day and school year and because more is required of students. As a result, Japanese high-school graduates academically are equivalent to the average American starting junior year at a good college.

America must set standards for a basic academic diploma. As an incentive to school districts, the federal government should underwrite a national test that would reveal a demonstrated mastery of a core body of knowledge, including the essential documents of citizenship, history and literature and the principles of science and mathematics. Using the test would be voluntary, but Washington might encourage its use through scholastic aid to schools and students who excel.

Finally, the federal government should vastly increase its funding of research and development in education. Given the introduction of computers and computerized teaching programs, only the federal government has the resources to determine which programs would work best to maximize teaching performance.

Assignments:

1. Find in the text the English for:

грамотный, поставить свою подпись, требовать, навыки, уровень, приспособиться к, нападать на, доступный всем, черпать вдохновение из, производить впечатление, зарабатывать на жизнь, ключ к, семья без отца (или без матери), группы продленного дня, ограждать от опасностей, финансировать, стимул к, выявлять, отличаться (превосходить), сильно повысить уровень преподавания.

2. Form the derivatives from the following words:

literate, computer, require, nation, inspire, industry, economy, organize, perform, achieve, know, introduce.

* dual-incomefamilies – семьи, в которых работают и отец, и мать

3. Answer the following questions:

- 1) What kind of person was considered literate in 1889?
- 2) What did literacy mean in 1939?
- 3) What kind of skills does the presentage require?

- 4) America drew inspiration from that ancient tradition of liberty and knowledge, didn't it?
- 5) What is the key to America's economic future?
- 6) How can they restore America by theyear 2000?

Text 10. NO PLACE LIKE HOME FOR GOING TO SCHOOL

(by Simon Midgley)

Jean Bendell chooses to teach her children at home rather than leave their education in the hands of a school.

She is one of a growing number of British parents – perhaps as many as 10,000 who are opting to educate their offspring outside the formal education system.

Mrs Bendell is a sometime art student with a "reasonable number of O-levels ... more than five," an A-level in English and a passionate interest in poetry. A born romantic, she left her Islington grammar school at 16 to elope with the man who was later to become her husband.

"Our major reason for not sending our children to school," she says in her book, was "what we call poetic awareness in life rather than specifically in literature. We felt this sense of wonder at the world would be lost very quickly with constant exposure to the routine of the classroom. We did not want our children to be engulfed by a mediocre, mass culture."

She recalls unhappy experiences with nursery schools and playgroups. "What really struck me was that I was forever having to take Hosanna away from things that were interesting and meaningful... a book, a snail trail gleaming in the sunlight, moss growing on a wall... and put her into an environment where things were set out in a structured way," she says.

When Hosanna was four, Mrs Bendell met another mum who belonged to a pressure group called Education Otherwise, which advises parents of their rights under the 1944 Education Act to have their children educated "either by regular attendance at school or otherwise."

Mrs Bendell chose otherwise. Today, after initial hostility from the local education authority, she "facilitates" her daughters' education at home by way of informal conversations and more formal "school work" sessions in the kitchen and bedroom. These tend to take place in the mornings after the dog and rabbits have been fed and watered.

She feels that the family can cope with primary education – reading, writing and mathematics – and that secondary schooling will be challenging. The Bendells consider that their reasonably broad spread of interests should be sufficient to prepare the children for up to 10 GCSE* subjects and the children can always use correspondence courses, take part-time classes at local colleges and draw on the skills and expertise of their friends. Every now and then, the children are visited by the education authority's primary school adviser who, says Mrs Bendell, has become increasingly complimentary about their achievements.

"Educating children," she says "is not filling them up with facts and figures. I see it very much as drawing out their interests and abilities. I think that the absolute strength of home education is that it gives the child an education that is very rich in ideas, and enables them to grasp concepts very easily."

"When it gets to a certain point the children will have to take on the responsibility for learning themselves. Obviously I could not coach a child through GCSEs and do it all for her and another child and another child. They have to be self-propelling to a great extent.

"We felt: 'why was there a magic age when you needed experts to educate the children?'. Although the teachers may be better qualified to teach individual subjects than I am, what if the children in those classes are spending the time doodling and looking out of the window? What real use are those history or geography degrees? It is the learning the child does for himself that actually makes the difference."

"Educational qualifications will be picked up I hope somewhere along the way," she says. "They might be useful to the children. Happiness is the important thing. You can be a successful nursery nurse without doing lots of A-levels, you can be a successful window cleaner. I would be disappointed if I had failed to equip the children to do what they wanted to do."

At the moment Fiorin wants to be a vet, Hosanna a doctor.

Assignments:

1. Give Russian equivalents to:

to opt to educate smb outside the formal education system, poetic awareness in life, a sense of wonder at the world, the routine of a classroom, a mediocre, mass culture, unhappy experience with nursery schools and playgrounds, to put smb into environment, to set out smth irt a structured way, a pressure group, regular attendance at school, to choose otherwise, initial hostility, "to facilitate" one's education at home, informal conversations, to cope with smth, broad spread of interests, to prepare smb for GCSE

subjects, correspondence courses, part-time courses, to draw on the skills, every now and then, to become complementary about one's achievements, to draw out smb's interests and abilities, the strength of home education, to be rich in ideas, to grasp a concept, to coach a child through GCSEs, to be self-propelling, to pick up educational qualifications.

* GCSE– the General Certificate of Secondary Education

2. Give the derivatives from:

reason, passion, aware, expose, meaning, attend, correspond, advise, achieve, able, responsible, differ, qualified, use, happy, success.

3. Arrange A and B in pairs of antonyms:

A. part-time, formal education, to loose, quickly, meaningful, initial, hostility, sessions, broad, to cope with, sufficient, strength, rich, individual.

B. poor, final, friendliness, to fail, full-time, weakness, to find, slowly, insufficient, classes, narrow, senseless, group, home education.

4. Answer the following questions:

1) Are there many parents in Britain who are opting to educate their children at home?

2) What is Mrs Bendell's main reason for not sending her children to school?

3) She had unhappy experiences with nursery schools and playgrounds, didn't she? What really struck her about them?

4) What does a pressure group called "Education Otherwise" advise parents?

5) In what way does Mrs Bendell teach her children? Is she successful?

6) How will her children be prepared for their GCSE examinations?

7) What are her ideas on home education?

5. Speak on your attitude to home education touching upon the following problems:

a) parents' reasons for choosing to teach their children at home;

b) advantages and disadvantages of home education;

c) the probability of its spreading in future.

Text 11. INDIVIDUAL EDUCATION

(From "Individual Psychology" by Patricia H. Elkins)

Individual Education (IE) is a new concept in schooling. The basic premise of IE is that education is a privilege and not an obligation. An IE school directs but does not demand, leads but does not drive, persuades but doesn't force, suggests but does not require. John Holt suggests that an alternative to authoritarian systems is to have schools in which each child can satisfy curiosity, develop abilities and talents, pursue interests, and obtain from adults and older children a glimpse of the great variety of richness of life.

Objectives of Individual Education

The objectives of IE are: 1) to generate motivation to learn the academic curriculum and to provide alternative ways of learning these subjects; 2) to offer guidance about how to best proceed in various ways of learning the academic curriculum; 3) to provide testing of learning at frequent intervals; 4) to provide opportunities for supervised social interaction with other individuals; 5) to provide opportunities to learn a variety of non-academic subjects.

Academic Curriculum

The academic Curriculum in an Individual Education school includes the usual elements such as language, arts, arithmetic, science and social sciences.

Creative Curriculum

The creative curriculum is a special means of fostering resourcefulness by helping the child locate and develop special talents and abilities. Teachers and students are invited to submit ideas for classes of special interest. Creative courses can motivate and reinforce learning in the academic subjects; to build a tree house or bake cookies, one must be able to read and measure.

Socialization

The socialization process is aided in an IE school through the concept of discipline, in the homeroom, and through advisement by the teacher/advisors. Education is seen as a voluntary association with equals that creates an atmosphere of mutual respect and regard.

IE has three rules that the child must understand, and agree to follow before being admitted to an IE school. After a third violation a child attends a conference with his teacher/advisor (TA) and the school principal; after the sixth violation the parents of the child are brought into the conference session;

suspension occurs after the ninth and to the eleventh violation; and after the twelfth violation the child is considered for expulsion. Expulsion or suspension is rare at IE schools because students eventually realize that they have little need to rebel in the school.

Advising is a function of every faculty member in IE school. The child chooses his teacher/advisor by petition. The TA's role is to listen, offer help and advice, give information, and allow the child freedom to make decisions and even to make mistakes.

Advantages of IE

The educators list six advantages of IE schools:

- 1) Children learn more academically in less time.
- 2) Children like this kind of school.
- 3) Schools are orderly and disciplined.
- 4) Children get a better education for life.
- 5) Teachers prefer teaching in IE schools.
- 6) Parents prefer IE to traditional schools.

Assignments:

1. Find in the text the English for:

обязанность, любознательность, цель, руководство, социальное общение, особое средство, изобретательность (находчивость), выдвигать идеи, добровольный, взаимоуважение, нарушение, временное прекращение, исключение, выбирать кого-л. по просьбе, предоставлять свободу, принимать решения, делать ошибки.

2. Form the derivatives from:

educate, resource, curious, guide, foster, create, motivate, choice, socialize, advise, violate, admit, inform, able, decide.

3. Arrange A and B in pairs of synonyms:

A. to break the rule, to lead, to require, abilities, talent, to obtain, an objective, curriculum, to foster, to aid, advisor, respect, principal, to occur, to realize, to guide.

B. headmaster, to understand, to lead, to violate, to take place, capacities, to get, syllabus, tutor, to regard, to demand, purpose, gift, to instil, to help, to direct.

4. Arrange A and B in pairs of antonyms:

A. children, advantage, voluntary, best, various, to include, respect, admission, frequent, little.

B. compulsory, much, to exclude, adults, worst, disadvantage, disregard, rare, expulsion, identical.

5. Answer the following questions:

- 1) What is the basic premise of individual education?
- 2) How does John Holt describe IE schools?
- 3) What are the objectives of IE?
- 4) What academic subjects are included in the curriculum of an Individual Education school?
- 5) In what way can the creative abilities of students be developed?
- 6) How is the socialization process aided in an IE school?
- 7) IE creates an atmosphere of mutual regard and respect, doesn't it? In what way?
- 8) Are there any punishments for violation in an IE school? What are they?
- 9) Why do you think that expulsion and suspension are rare in such schools?
- 10) How do children choose their teachers?
- 11) What is the teacher's role in an IE school?
- 12) What are the six advantages of IE schools?
- 13) Do you think that children enjoy studying at such schools and why?

6. Find the terms that correspond to the following definitions:

- 1) A school in which each child can satisfy curiosity/develop abilities and talents.
- 2) The aims which an IE school pursue.
- 3) To advise about how to best proceed in various ways of learning the academic curriculum.
- 4) Children's communication (contacts) with other individuals.
- 5) When people respect each other.
- 6) The process of breaking rules.
- 7) The head of the school.
- 8) The strong points of IE.

7. Suppose you are the principal of an IE school. Speak about your school, its aims, your students.

8. You are choosing a school for your child. Speak about the advantages of a IE school, and try to

persuade other parents to send their children to this type of school.

9. Would you teach in a IE school? Explain why.

Text 12. OYSTER MVER MIDDLE SCHOOL

The middle school children are passing through a unique phase of life. The curriculum for these students should be carefully tailored to the specific needs of the age level and yet maintain continuity* from elementary school to high school. The academic program, which includes English, mathematics, reading or foreign language, science and social studies is designed to continue the development of basic concepts, skills and attitudes started in the elementary grades. New objectives are introduced that will also be useful in high school, college and life. The Middle School curriculum centers around the learning processes; factual matter is the base for the development of those processes.

The so-called "non-academic" or special area subjects such as art, home economics, industrial arts and music help to expand concepts, skills and attitudes but place greater emphasis on developing sensitivity to** and interest in the arts.

Physical education and afterschool sports enable middle school Students to develop athletically, and provide physical activity.

Informal activities such as student councils, yearbook committee, dances and other afterschool events also contributetothe social development of the middle school child.

Assignments:

1. Look through the text and say what new objectives are introduced in the middle school curriculum.
2. Read the text again writing out all the subjects that are taught at Oyster River Middle School.
3. Speak on the differences between the elementary and middle school grades.

Text 13. CO-EDUCATION: A HIGH PRICE TO PAY

Research carried out in the Eighties strongly indicated that co-education was generally better for boys than for girls. The dangers of single-sex education for boys have often been stated, and there has long been an assumption that girls benefit from coeducation in the same way. Recent research tells us that this assumption is wrong. Girls studying in coeducational schools can, it seems, pay a high price in diminished career ambitions, poor self-confidence and under-achievement in academically rigorous subjects such as science and mathematics.

* to maintain continuity – обеспечитьпреемственность

** sensitivityto – восприимчивостькчему-л.

Girls' schools are working hard to compete with the independent boys' schools that are currently increasing their intake. Marlborough, the pioneer, has increased its number of girls and begun admitting them at 13. The battle for girl pupils is growing fiercer all the time. Averil Burgess, headteacher of South Hampstead High School, believes parents needs to consider the effect of mixed classroom learning on reinforcing gender "stereotypes." She believes that in the halfway house type of co-education favoured by independent boys' schools, men become "macho" and girls are forced to be inarticulate and passive. This is inevitable, she says, when the school is still run by the male-dominated senior teachers with little insight into gender education issues. She points to a study by Professor Hoyle of London University showing how boys were allowed to jump the queue to gain access to limited computer facilities. As a result girls' choice of career of computing suffers.

The recent introduction of co-education by Oxbridge colleges seems to have had the same harmful effect on girls' academic performance as identified in schools. In 1958, 8.1 per cent of men and 7.9 of women won firsts. In 1973, the corresponding figures were 12 and 12.1 per cent. Since the mid-eighties, when both men and women's colleges have admitted members of the opposite sex, 16.1 per cent of men have gained firsts, but only 9.8 per cent of women. As Averil Burgess argues: "Maybe the girls fall too readily into the sock-washing and meal-providing mode for the benefit of male colleagues and to the detriment of their work. At least a single sex institution offers the freedom not to behave as a woman."

No one is suggesting that boys should be restricted to single-sex education; co-education is here to stay. But boys' schools with a minority of girls should take care to protect the latter from social domination by the boys. Parents should consider a single-sex school as a first option for their daughters, even if they choose co-education for their son. Maybe the implicit contradiction in that statement will only be resolved when girls' schools admit boys on gender-aware terms.

Assignments:

1. Read the text and make notes about how this type of education affects girls and boys under as many of

the following headings as you can. An example has been done for you.

- a) academic record – under-achievement in science and maths
- b) self-confidence –
- c) behaviour inside and outside the classroom –
- d) attitude of teachers –
- e) job prospects –

2. Speak on the main advantages and disadvantages of co-educational schools for girls/for boys.

Тема 2.3. Система СПО и ВПО в России

Text 1. Russia's Educational System

Vocabulary

to be inherited from smth – быть унаследованным от чего-либо

free – бесплатный

to pass entrance exams – сдавать экзамены

to provide smb with scholarships – предоставить кому-либо стипендии

free housing – бесплатное жилье

to produce literacy – привести к грамотности

to fund institutions entirely from the federal and regional budgets –

финансировать институты полностью из федерального и регионального бюджетов

to provide adequate salaries – обеспечить достойную зарплату

student's scholarship – стипендия студентов

to maintain facilities – содержать здания

to open commercial positions – открыть платные места

higher education institution – вуз

to emerge – возникнуть

to be enrolled in private universities – поступить в платные университеты

to be arranged into – подразделяться на

secondary education – среднее образование

higher education – высшее образование

postgraduate education – аспирантура

graduation – окончание (учебного заведения)

compulsory – обязательный

Certificate of Incomplete Secondary Education – аттестат о неполном среднем образовании

community college – общественный колледж

non-governmental higher education establishment – негосударственный вуз

to be state accredited – иметь государственную аккредитацию

to confer a degree – присвоить степень

Bachelor's Degree – степень бакалавра

Specialist's Degree – степень специалиста

Master's Degree – степень магистра

to offer a degree – обеспечивать возможность получения степени

to obtain a degree – получить степень

to pursue postgraduate education – продолжить образование после окончания вуза

to result in the Candidate of Sciences Degree – привести к получению степени кандидата наук

to be accompanied by smth – сопровождаться чем-либо

honorary degree – почетная степень

assistant professor – доцент

Read and translate the text.

Russian education system was originally inherited from the Soviet Union without any significant changes. In the Soviet Union, education of all levels was free for anybody who could pass entrance exams; students were provided with small scholarships and free housing. It has produced nearly 100 % literacy. In the Soviet Union institutions were funded entirely from the federal and regional budgets. After the collapse of the Soviet Union, institutions found themselves unable to provide adequate teachers' salaries, students' scholarships, and to maintain their facilities. Many state institutions started to open commercial positions. The number of those positions has been growing steadily since then. Many private higher education institutions have emerged, too. In 2004, 35 % of all first-year students were paying for their own education in state institutions and 20 % were enrolled in private universities.

Education in Russia may be arranged into three major groups: secondary education, higher education, and postgraduate education. Secondary education in Russia usually takes eleven years to complete. After graduation from the 9th grade, which is compulsory, a pupil obtains a Certificate of Incomplete Secondary Education. After that a pupil has can either continue education for two more years at the secondary school, or to go to a Community College. The latter variant usually takes three to four years to complete and provides a pupil with qualification sufficient for most blue-collar jobs.

After obtaining a Certificate of Complete Secondary Education a student can enter a University or a Community College. Nowadays, the country has 685 governmental higher education institutions and 619 non-governmental higher education establishments (1,162 of which are state-accredited). In 2003-2004, the total number of students of higher education institutions was 5,947,500.

There are three different degrees that are conferred by Russian universities: Bachelor's Degree (4 years), Specialist's Degree (5-6 years), and Master's Degree (6 years). Bachelor's degrees were introduced relatively recently and are not offered by many six-year institutions. After obtaining a Specialist's or Master's Degree, a student may pursue postgraduate education. The first level of postgraduate education is aspirantura that usually results in the Candidate of Sciences Degree, roughly equivalent to the Ph. D. in the United States. The second stage would result in the Doctor's Degree. A Candidate of Sciences Degree may be accompanied by honorary degree of assistant professor and a Doctor's Degree may be accompanied by honorary degree of professor.

Translate the following sentences into English:

1. Образовательная система России была унаследована от Советского Союза. Определенное время образование было бесплатным для любого, кто проходил вступительные экзамены, студенты обеспечивались небольшими стипендиями и бесплатным жильем.
2. В Советском Союзе вузы финансировались полностью из федерального и регионального бюджетом, и постсоветской России многие институты не смогли обеспечивать достойные зарплаты преподавателям и стипендии студентам и стали предлагать. (открывать) платные места.
3. Появилось много частных вузов, которые были аккредитованы государством, в них учится около 20 % студентов.
4. Среднее образование в России обязательно до 9 класса включительно, после чего ученик получает сертификат о неполном среднем образовании.
5. Университеты России присваивают следующие степени: степень бакалавра, степень кандидата и степень магистра.
6. Выпускники могут продолжить образование после окончания вуза, в результате которого они могут получить степень кандидат наук или доктора наук.
7. Степени кандидата наук и доктора наук могут сопровождаться почетными званиями, соответственно, доцента и профессора.

Text 2. Ann's college

Vocabulary

currently — в настоящее время
to be enrolled — числиться в списках студентов
full-time students — студенты дневного отделения
part-time students — студенты вечернего отделения
course of study — курс обучения
industrial automation — промышленная автоматика
robotics — робототехника
plastics — пластмассы
machine-tools — станки
metalworking — металлообработка
noisy — шумный
to chat — беседовать, болтать
to be equipped with — быть оборудованным
up-to-date equipment — современное оборудование
carry on — проводить
research work — исследовательская работа
one-storeyed — одноэтажное
tasty — вкусный
affordable — доступная (to afford — позволять)
classroom — класс, аудитория

lecturehall — лекционный зал
laboratory — лаборатория
semester (term) — семестр
school year — учебный год
course of studies — курсобучения
teaching instructor (TI) — преподаватель
teaching staff, faculty members — преподавательский состав
student of distant education — студент(ка) «заочник»

Read and translate the text.

Hello! Now let me tell you about my Polytechnical College. I am really glad that I study here. It is one of the finest country's polytechnical colleges. Many famous people have graduated from my college. Studying at our college gives a solid background in all spheres of knowledge and prepares for practical work.

Our college is quite large and old. It was founded in 1973. It is a large school where more than 3,000 students are currently enrolled. About 2,000 are full-time students, like me, and the rest are part time-students.

The course of study at my college lasts four years. There are many departments in my college. Here are some of them: the department of industrial automation and robotics, the department of plastics, the department of machine tools and the department of metalworking.

Our college is large and we have several buildings. One of the buildings is for lessons only. There are many large halls there so that students of 3-4 groups together can fit in there. And that is more than 100 people. The acoustics in such large halls is very good but sometimes it is very noisy when students chat during the lesson.

We have two laboratory buildings which are equipped with up-to-date equipment and there students can carry on lab works and conduct various experiments. Many students from my group do their own research work.

There are several cafes at the academy. My favourite one is situated in a separate one-storeyed building and people say that this is the oldest canteen or student's cafe. The food there is tasty and very affordable.

There are also several dormitories or hostel buildings where students from other cities live. I don't live in a dormitory — I rent an apartment.

Answer the following questions:

1. When was your Polytechnical College established? 2. Who was the first Director? 3. How many people are currently enrolled? 4. What is the most popular department in your College?

Text 3. Education and Work of Teenagers

Vocabulary

compulsory — обязательный
inclusive — включительно
vocational school — профессиональное училище
academic subject — академический предмет
programme of training in — программы подготовки по какому-нибудь предмету
secondary school — средняя школа
higher education — высшее образование
lyceum — лицей
applicant — (зд.) абитуриент, соискатель
competitive examinations — конкурсные экзамены
higher education institution — вуз
to be funded by the state — финансироваться государством
fee-paying — платный
national system of education — национальная система образования
educational matters — вопросы образования
junior high school — средние классы (первая ступень средней школы)
senior high school — старшие классы (вторая ступень средней школы)
graduate — выпускник
tuition fee — установленная такса за обучение
requirements for admission — требования при поступлении
studies — учеба

pocketmoney — деньги на карманные расходы .

independent — независимый

amazing — удивительный, восхитительный

Read and translate the text.

When you are teenagers, it's hard to say that you have much free time during the school year. There is always something to learn. All teenagers as well as other children attend school.

Education in Russia is compulsory up to the 9th form inclusive, After finishing the 9th form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field or a profession. They can also enter technical schools or colleges.

If a pupil of a secondary school wishes to go on in higher education, he or she must stay at school for two more years. After finishing 11th form of a secondary school, a lyceum or a gymnasium one can go on in higher education. All applicants must take competitive examinations. And it's one of the problems for them. They have very hard and nervous time. Sometimes there are 3, 4, 5 times applicants more than the university can admit.

Higher education institutions (institutes and universities) offer a five-year programme of academic subjects. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private secondary schools, some universities have fee-paying departments. Not all the teenagers can afford it.

American teenagers also attend school. But the USA doesn't have a national system of education. All educational matters are left to individual states. 50 states are free to determine their own system for their own public school. There are two major types of school in the USA — public and private or fee-paying. Secondary education is provided from the age of 11-12 years. Junior high school is from ages 11 -12 up to 14-15 years. A senior high school is for teenagers from 14-15 up to 17-18 years. High school graduates continue their education at universities. University education is not free and you must pay tuition fees. Usually there are no entrance examinations for candidates to a university, but the well-known universities such as Harvard, for example, have very strict requirements for admission.

Many of the Russian and American teenagers are very busy with their studies, as they know that good exam results may get them better jobs. But most young people worry more and more about money as well. Many teenagers want to pay for their education themselves or help their parents in it. They also need pocket money to go to the coffee bars, discos, cinemas, to wear teenage fashion clothes, etc. For many young people life is harder now. Things are so expensive and it's difficult to find a job for a teenager. Though last years part-time jobs became very popular not only among American teenagers but Russian young people as well. The most popular jobs for teenagers are washing cars, babysitting, delivering newspapers, work in McDonalds, etc. In many places, for example in McDonalds, you must have an interview. And it's very important to get to the interview on time, speak slowly and clearly, show interest for a job you want to get, be polite and, of course, wear clothes suitable for the job. Such behavior can help to sell yourself in a job.

Some teenagers also do Saturday jobs, for example, they can work in a shop. Most young people try to save a part of money. They want to be independent from their parents. Some of them dream about their own homes, though it's rather expensive and difficult to find a place to live.

Another problem of the teenagers is free time, as they want not only to study and work, but enjoy themselves. It's nice to have free time, but only if it comes after some hard work. Only then we can appreciate what free time is. If you had only free time it would be very boring.

I think it's not so easy being a teenager as there are so many problems around you. But at the same time it's great fun. Life is amazing and you are here to prove it.

Describe the main problems of the teenagers.

Text 4. Ann's Academy

Vocabulary:

currently — в настоящее время

to be enrolled — числиться в списках студентов

full-time students — студенты дневного отделения

part-time students — студенты вечернего отделения

to conduct — проводить

course of study — курс обучения

industrial automation — промышленная автоматика

robotics — робототехника

plastics — пластмассы
machine-tools — станки
metalworking — металлообработка
figure — фигура, цифра
noisy — шумный
to chat — беседовать, болтать
to be equipped with — быть оборудованным
up-to-date equipment — современное оборудование
carry on — проводить
research work — исследовательская работа
one-storeyed — одноэтажное
tasty — вкусный
affordable — доступная
to afford - позволять.

Add to your active vocabulary:

a) classroom — класс, аудитория
lecture hall — лекционный зал
laboratory — лаборатория
gym (gymnasium) — спортзал
b) semester (term) — семестр
school year — учебный год
course of studies — курс обучения
academy — академия
university — университет
institute — институт
faculty, college, department — факультет (ex. College of physics — факультет физики)
department, chair of... — кафедра
head of the department, chief of the department, chair (man, woman) — зав. кафедрой
substitute — заместитель
c) teaching instructor (TI) — преподаватель
professor — профессор
dean — декан Rector — ректор
teaching staff, faculty members — преподавательский состав
d) full-time student — студент(ка) дневного отделения
part-time student — студент(ка) «вечерник»
student of distant education — студент(ка) «заочник»
student of preparatory courses — слушатель подкурсов, «подкурсник»
undergraduate student — студент 1-4(5) курсов
graduate student — студент 5-6 курсов (магистрант, аспирант)

Read and translate the text.

Hello again! Now let me tell you about my Polytechnical Academy. I am really glad that I study here. It is one of the finest country's higher educational institutions. Many famous people have graduated from my Academy, and not only engineers or scientists, but many outstanding writers, actors, showmen and politicians. Studying at our Academy gives a solid background in all spheres of knowledge and prepares for practical work.

Our Academy is quite large and old. It was founded in the 19th century by the famous Russian inventor Vladimir Komarov. First, it was a small department of a large University, but later it was rearranged into an independent institution. Nowadays it is a large school where more than 5,000 students are currently enrolled. About 3,000 are full-time students, like me, and the rest are part time-students. There are also about 150 graduate students. They conduct independent research work and have pedagogical practice.

The course of study at my academy lasts five years. There are many faculties in my academy. Here are some of them: the faculty of industrial automation and robotics, the faculty of plastics, the faculty of machine tools and the faculty of metalworking.

Our academy is large and we have several buildings. One of the buildings is for lectures and seminars only. There are many large halls there so that students of 3-4 groups together can fit in there.

And that is more than 100 people. The acoustics in such large halls is very good but sometimes it is very noisy when students chat during the lecture.

We have two laboratory buildings which are equipped with up-to-date equipment and there students can carry on lab works and conduct various experiments. Many students from my group do their own research work.

There are several cafes at the academy. My favourite one is situated in a separate one-storeyed building and people say that this is the oldest canteen or student's cafe. The food there is tasty and very affordable.

There are also several dormitories or hostel buildings where students from other cities live. But you know already that I don't live in a dormitory — I rent an apartment.

Describe the higher educational institution.

Text 5. Moscow State University

Read and translate the text.

Moscow State University is the oldest, autonomous, self-governing and state-supported institution of higher learning, founded in 1755 by the scientist Mikhail Vasilyevich Lomonosov. Located in Moscow, the university is composed of faculties of biology, chemistry, computational mathematics and cybernetics, economics, foreign languages, fundamental medicine, geography, geology, history, journalism, law, mechanics and mathematics, physics, psychology, sociology, and soil sciences, as well as an institute of Asian and African Studies. Several museums, colleges, and a number of institutes are affiliated with Moscow University, and a preparatory faculty teaches Russian language and other subjects to foreign students.

Except for the science faculties and some of the arts faculties — which are situated in south-western Moscow — the remainder of the faculties are located in the older university buildings in the centre of the city. A diploma in a given field of study is awarded after five or five and a half years of study. After three additional years and the completion of a thesis, the kandidat nauk degree is awarded. The highest degree, the Doctor of Sciences, may be attained upon completion of a thesis based on independent research.

What new information have you learned from the text?

Text 6. Higher Education In Russia

Read and translate the text.

Higher education plays a very important role in our life. It is also important for the development of our country. At universities and institutes students train to become teachers, engineers, doctors, architects and other highly-qualified specialists. Average age for getting higher education in Russia is 17. Students go to university after they graduate from a high school or a college. There are many good universities in our country. I'd like to study in one of them someday. At the moment I'm at the tenth form. I have already chosen a profession that I'd like to learn but not the university yet. I want to become a qualified surgeon. I know that it requires long and thorough training. To become a surgeon one should study for 6 or more years in our country but I'm ready for it. It is also quite difficult to enter a good university. Next year I'm going to prepare for entrance examinations. I will have to improve my knowledge of Biology, Chemistry and Russian language. There are two large medical institutions in my region, so I can choose from one of them. If I pass the exams successfully, I'll be very happy. Nowadays, there are also some commercial faculties, where students have to pay a fee every year. At first I'd like to get a bachelors' degree. It will take about 4 or 5 years. However, to become a qualified surgeon I need to study further. I think that choosing a future profession and university is a serious step in every person's life. Higher education gives many future possibilities. It gives the chance to find an interesting and well-paid job after graduating from the university.

Describe higher education in Russia

Text 7. Education

Read and translate the text.

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as social engineering. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Vocabulary:

- to encompass – включать, заключать, охватывать
- to teach – учить (кого-либо), обучать, преподавать
- to learn – учить (что-либо), изучать, обучаться
- competency – способность, данные, знания, компетентность (достаточные для осуществления какого-л. вида деятельности)
- to focus – сосредоточивать; концентрировать; направлять (к определенной цели)
- cultivation – культивация; развитие, улучшение, совершенствование
- skills – навыки; умение; практический опыт
- trade – торговля; занятие, ремесло, профессия
- consist of – состоять из
- curricula – учебные программы
- human right – право человека
- policy (множ. ч.: policies) – политика; линия поведения; установка; стратегия; регламент
- regulations – нормативные документы; регламенты; правила; нормы; инструкция
- examination – экзамен
- funding – субсидирование, финансирование
- to promote – продвигать; способствовать, содействовать; поддерживать, поощрять
- doctrine – теория, доктрина; учение; теоретические взгляды
- social engineering – социальная инженерия (методы прикладной социологии, ориентированные на целенаправленное изменение социальных и трудовых отношений)
- primary education; elementary education – начальное образование
- first years – буквально: первые годы, т.е. первые несколько лет
- formal education – формальное, официальное образование (очевидно, имеется в виду общее, обязательное образование)
- in general – вообще; обычно; в основном
- secondary education – среднее образование
- second years – буквально: вторые годы (очевидно, имеется в виду следующий период времени после начального образования)
- typically – типично; обычно; чаще всего; как правило

- optional – необязательный; дополнительный; по выбору, на выбор, опциональный (возможный в случае выбора; оставленный на выбор; предоставляющий возможность выбора между разными вариантами)
- tertiary – третичный
- post- – пост-; после (т.е. следующий после чего-либо)
- e.g. (лат.: *exempli gratia*) – например
- high school; secondary school – средняшкола
- undergraduate education – преддипломное обучение (академический курс на базе среднего образования на соискание степени бакалавра)
- postgraduate education – постдипломное обучение (академический курс на базе высшего образования на соискание степени магистра и доктора философ).

Our College

Answer the questions to make up your own story on the topic
(Для составления рассказа по теме ответьте на следующие вопросы):

1. What is your name?
2. What is your surname?
3. Are you a student?
4. Where do you study?
5. Has our college its own history and traditions?
6. Its buildings are old but beautiful, are not they?
7. Are there many buildings in our college?
8. What general subjects do you learn?
9. Our college trains mechanics, electricians, book-keepers and other specialists, does not it?
10. Are you going to be an accountant and an economist?
11. What special subjects do you learn?
12. What is your favourite subject?
13. Have we an extra-mural department?
14. Are there many studies, laboratories here?
15. There are three computer classes in our college, are not there?
16. Do many teachers and tutors work here?
17. Is there a library, a gymnasium, a canteen here?
18. Do you like to study?
19. Will your work or study after finishing college?
20. Is it your constitution right?

Тема 2.4. Система СПО и ВПО в странах изучаемого языка. Подготовка учителей

Text 1. Higher Education in the UK

Read and translate the text.

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 78 thousand students. Most universities have under 3000 students, some even less than 1500 ones. London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges. A number of well-

known scientists and writers, among them Newton, Darwin, Byron were educated in Cambridge.

A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc. After three years of study a student may proceed to a Bachelor's degree, and later to the degrees of Master and Doctor. Besides universities there are at present in Britain 300 technical colleges, providing part-time and full-time education.

The organization system of Oxford and Cambridge differs from that of all other universities and colleges. The teachers are usually called Dons. Part of the teaching is by means of lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tuition organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared. Some students get scholarship but the number of these students is comparatively small.

1. There are many societies and clubs at Cambridge and Oxford. The most celebrated at Cambridge is the Debating Society at which students discuss political and other questions with famous politicians and writers. Sporting activities are also numerous. The work and games, the traditions and customs, the jokes and debates —

all are parts of students' life there. It should be mentioned that not many children from the working class families are able to receive the higher education as the fees are very high (more than £1000 a year). Besides that special fees are taken for books, for laboratory works, exams and so on.

Text 2. University Education

Read and translate the text.

There are 44 universities (not counting the Open University) in Britain. Although the Government is responsible for providing about 80 per cent of universities income it does not control their work or teaching nor does it have direct dealings with the universities. The grants are distributed by the Secretary of State for Education and Science.

The English universities are : Aston (Birmingham), Bath, Birmingham, Bradford Bristol, Brunel (London), Cambridge, City (London), Durham, East Anglia, Essex, Exeter, Hull, Keele, Kent at Canterbury, Lancaster, Leeds, Leicester, Liverpool, London, Manchester, Newcastle upon Tyne, Nottingham, Oxford, Reading, Salford, Sheffield, Southampton, Surrey, Sussex, Warwick and York. The federated University of Wales includes five university colleges, the Welsh National School of Medicine, and the University of Wales Institute of Science and Technology. The Scottish universities are : Aberdeen, Dundee, Edinburgh, Belfast, Glasgow, Heriot-Watt (Edinburgh), St. Andrews, Stirling, and Strathclyde (Glasgow). In Northern Ireland there is Queen's University, Belfast, and the New University of Ulster in Coleraine.

The Universities of Oxford and Cambridge date from the twelfth and thirteenth centuries and the Scottish Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh from the fifteenth and sixteenth centuries. All the other universities were founded in the nineteenth or twentieth centuries.

There are five other institutions where the work is of university standard : the University of Manchester Institute of Science and Technology ; the two post-graduate business schools which are supported jointly by industry and the Government - the Manchester Business School and the London Graduate School of Business Studies, associated with the London School of Economics and the Imperial College of Science and Technology ; Cranfield Institute of Technology for mainly post-graduate work in aeronautics and other subjects ; and the Royal College of Art.

Text 3. Cambridge.

Read and translate the text.

My coming to Cambridge has been an unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions - and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the Past, the Present and even the Future. It's easy to see both how the past has moulded the present and how the present is giving shape to the future. So let me tell you a little of what this University town looks like and how it came to be here at all. The story of the University begins, so far as I know, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford. As was the custom then, they had joined themselves into a "Universitas" of Society - the word "University", like the word "College", meant originally a society of people with a common employment ; it was only later it came to be associated with scholarship.

These students were all churchmen and had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford for there was constant trouble between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students, who were innocent, and by order of King John (who was quarrelling with the Church and knew that the death of three clergymen would annoy it) they were put to death by hanging. In protest, all the students moved elsewhere, some coming to Cambridge; and so the new University began.

There took place a new quarrel with the townsfolk, for the University was anxious to be independent of the Town, and the Town was equally anxious for authority over the new student population. "Town" and "Gown" battles were frequent.

The boarding-houses and shopkeepers cheated the students, who very soon organized themselves under an elected leader called a Chancellor, and he fixed prices that should be paid. Gradually the University gained control.

Side by side with the fight for freedom from Town rule was another for liberty from Church rule, until by 1500 the University was its own master at last. Of course there were no Colleges in those early days and student life was very different from what it is now. Students were of all ages and came from every - where. Those from the same part of the country tended to group together and these groups called "Nations" still exist, by the way, at some European Univer- sities.

The students were armed; some even banded together to rob the people of the countryside. Gradually, the idea of the College developed and in 1284 Peterhouse the oldest College in Cambridge, was founded.

Life in College was strict ; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance.

Text 4. NEW DIRECTIONS IN VOCATIONAL EDUCATION

(by Alan Rumney)

Open Learning

Definitions of "open learning" are many and varied. This is partly because a wide range of open learning systems has developed from a variety of origins. These systems have then been adapted to suit the needs of particular learning centres. However, a generally accepted definition describes an open learning system as: "one which enables individuals to take part in programmes of study of their choice, no matter where they live or whatever their circumstances."

Open learning is a way of study which lets individuals learn: 1) what they wish, 2) in their own time, 3) in a place of their choice, 4) at a pace that suits them.

In many ways, open learning contrasts with traditional "closed" class or group-based systems. These require that enrolments take place at a set time, often at the start of the academic year. After enrolment the course lasts for a given length of time with regular, usually weekly or daily, group meetings. During these meetings, an important part of the tutor's role is to pass on knowledge of the subject to the learners. The tutor is in charge of the course. He or she decides what is to be studied and for how long. Generally we can think of this way of learning as a tutor-centred approach.

In a true open learning system, the learner can start a course whenever he or she wishes. There is no class to "keep up with" and so the speed of working entirely depends on the individual's wishes or personal circumstances. If study becomes difficult or even impossible for a time, the learner can stop working until ready to carry on again. There is no need, either, to travel to regular class meetings since the package of learning materials should contain all necessary information on the subject or skill being studied.

Unless there is a set examination syllabus, the learner can decide Which aspects of the subject he or she wishes to cover.

This does not mean that tutor or trainer help is no longer required. A few years ago some open learning enthusiasts believed that learning packages could stand alone without any further support. Very high drop-out rates strongly indicated that they were wrong. However, because the learner already has the subject material in the course package, the subject tutor's role is altered. He or she is no longer the main source of knowledge or information, but provides support, guidance and counselling for the learners as they work through the subject materials.

In general, an open learning approach is student-centred. The individual is in control of the content, pace and location of his or her learning process.

Assignments:

1. Find in the text the English for:

заочное обучение; отвечать потребностям; обстоятельства; со скоростью; установленное время; зачисление (прием); передавать знания; быть ответственным за что-л.; подход к обучению, где главное место отводится преподавателю и студенту; набор учебного материала; программа; существовать самостоятельно;

процент отсева; изменить; давать консультацию; главный источник чего-л.

2. Form the derivatives from:

to define, to learn, to develop, general, tradition, to require, to enrol, to inform, to examine, to train, to know.

3. Arrange A and B in pairs of synonyms:

A. varied, to suit the needs, to alter, to take part, to want, pace, to enrol, important, tutor, every week, to be in charge of, syllabus, to require, support, guidance, to continue. B. speed, weekly, to change, to carry on, counselling, to be responsible for, curriculum, to meet the needs, different, to admit, significant, to participate, to wish, teacher, to need, aid.

4. Arrange A and B in pairs of antonyms:

A. a tutor-centred approach, regular, to keep up with the class, right, pass on knowledge, to start a course, to accept, traditional (system), important, to acquire, to start, entirely. B. to get, to expel, alternative (system), to complete a course, to acquire knowledge, wrong, to fall behind the class, a student-centred approach, irregular, to finish, unimportant, partly.

5. Answer the following questions:

- 1) Why are there many definitions of "open learning"?
- 2) How does a generally accepted definition describe an open learning system?
- 3) Are there many differences between traditional and open learning systems?
- 4) When does enrolment take place in traditional system?
- 5) What is the role of the teacher in traditional way of learning?
- 6) When can a learner start a course in a true open learning system?
- 7) What does the package of learning material usually contain?
- 8) In what way does teacher's role in open learning system differ from that of the trainer (tutor) in traditional system?

6. Compare the traditional way of learning with open learning.

7. Complete the dialogue between two people:

A. – Nowadays more and more I start thinking about improving my qualification, but what embarrasses me most of all is my age and the difficulty of returning to student life. B. – Oh, that mustn't bother you. You may take up any course you like at the Open University. I think you know about the advantages of open learning system ...

Text 5. COLUMBIA AND NEW YORK, NEW YORK AND COLUMBIA

(From "This is Columbia University")

Columbia University and New York City have grown up together for more than 200 years. During this time, the University and the City have used their combined resources to advance the human interests to their community and of society as a whole.

At the turn of the last century* Pres. Low envisioned the Momingside Heights campus**, newly built in a style recalling Greek temples and Roman halls, as a place where "civic enterprise and independent scholarship would work together as equal partners for man's improvement and progress." His simultaneous interest in the growing University and the expanding City was typical over the years, 14 mayors of New York City and 10 governors of the state have graduated from Columbia. Today, approximately one-third of Columbia's 90,000 alumni*** live and work in the New York area as lawyers, journalists, scientists, publishers, business executives, artists, and financiers.

* at the turn of the century – нарубежевеков

** campus – университетский городок

*** alumnus (pl. alumni, alimnae) (Lat.) = a graduate – выпускнику университета

Since its founding in 1754, Columbia University has attracted students interested in the issues of their times. Even before the revolution, King's College, renamed Columbia College in 1787, began to develop the impressive curriculum that resulted in its designation, in 1912, as Columbia University. Instruction in engineering, law and medicine, as well as liberal arts was available before 1800. By the turn of the century, Barnard College for women, the Graduate Faculties of Philosophy and of Pure Science, the schools of Architecture and the Political Science, and Teachers College had been established. Since 1900, the University has grown to include more than 20 schools and programs for undergraduate and graduate study in disciplines as diverse as the arts, business, health sciences, international affairs, liberal arts, library service, and social work.

Columbia University is a magnet for leaders in the arts and politics as well as for prominent scholars in all academic fields. Art exhibits, commercial and student-made films, poetry readings, concerts, dance recitals, and every other sort of musical experience are offered on the campus. Whether directly or indirectly related to the students course of study, participation in the City's activities stimulates the individual and narrows the gap* between learning and living.

Assignments:

1. Speak on the history of Columbia University.
2. Explain why the University today is a magnet for leaders in the arts and politics, for prominent scholars in all fields.
3. Say what particularly strikes you in Columbia University.

* to narrow the gap – уменьшить разрыв

Text 6. TEACHERS COLLEGE

Teachers College, affiliated with Columbia University since 1898, is the world's largest and most comprehensive graduate school of education. Instruction, research and service activities are addressed to urban, national, and international specializations, preparing men and women for professional careers on every academic level as well as in government, industry, and service fields.

Teachers College offers degree programs leading to the Master of Arts, Master of Science, Master of Education, Doctor of Education, Doctor of Education in College Teaching of an Academic Subject, and, under the auspices of the Graduate School of Arts and Sciences, the degree of Doctor of Philosophy. The College also welcomes non-degree students.

Courses in more than 130 specializations are offered by a full-time faculty* of nearly 200, supplemented by an equal number of special lecturers and instructors. Various institutes and topical study center reflect the concern of society and the challenges to professions within the framework of traditional academic disciplines.

* faculty – преподавательский состав

Assignment:

Read the text and render it in English.

Text 7. EDUCATION IN AUSTRALIA

Tuition in state schools is free of charge. Private schools charge fees, and high ones.

During the whole history of Australian education the various states have opposed the federal government's intervention in the organization of education, wishing to preserve the character and independence of their individual system.

The demand for centralized nation system to administer and organize education became especially strong in the 70s, and led to the separation of the Federal Ministry of Education from the former Federal Ministry of Science and Education.

However, the educational policy of the federal government left the school system practically untouched. There are still many differences in the structure and the curricula of schools in the various states, which hamper the development of a national educational policy.

The financing of schooling is a direct reflection of the policy of the ruling classes of Australia. The government assigns 47 per cent of its expenditure on education for state schools, and 53 per cent – for private schools.

It should be mentioned, that 80 per cent of Australian children attend the state schools, while private schools are attended by only 20 per cent.

School education is obligatory for all Australian children from 6 to 15 years old (16 in Tasmania). At present the school education scheme is "6-4-2" in New South Wales, Victoria and Tasmania*. In Queensland, South Australia and Western Australia the scheme is "7-3-2."

After finishing the six- or seven-year primary school all pupils pass to secondary school without examination. Then follows a four- or three-year obligatory course in the Junior High School.

Students completing the two-year Senior High School course may enter any higher education institution in the country. There is a trend to cancel final examinations in both Junior and Senior Secondary Schools, so that all pupils, irrespective of the academic abilities or material means should have the opportunity of receiving free, complete preschool, primary and secondary education.

Assignments:

1. Find in the text the English for:

обучение, взимать плату, противостоять, вмешательство, сохранить, централизованная государственная система, управлять, бывший, задерживать развитие, прямое отражение чего-л., затраты, государственные школы, посещать школу, обязательный, следовать за чём-л., отменить, независимо от, полное образование.

2. Arrange A and B in pairs of synonyms:

A. tuition, primary schools, abilities, to administer, trend, to wish, ' various, curriculum, to go to school, to finance, to pass to, to complete, scheme, institution.

B. to govern, education, different, structure, to want, syllabus, to subsidize, to attend school, to transfer, to finish, establishment, tendency, capacities, elementary school.

3. Arrange A and B in pairs of antonyms:

A. final examinations, private schools, weak, obligatory, to finish school, senior, free, high, adults, direct, to pass to, dependence.

B. strong, to enter school, optional, to stay at, state-run schools, junior, fee-paying, low, children, indirect, entrance examinations, independence.

4. Speak on the structure of education in Australia.

* There are six states in Australia: New South Wales, Victoria, Queensland, South Australia, Western Australia and Tasmania.

Text 8. CLAYFIELD COLLEGE

(From "Clayfield College Journal")

For more than fifty years, Clayfield College has provided the individual care and attention, the personal approach to the Christian-based values and all-round education which are the cornerstone of its philosophy. The fact that the College has had only two Headmistresses in its 50 (plus) years is a major factor contributing to that personal attention.

As an independent Church School, we provide a thorough academic and general education for girls from Pre-School (for 4 year-olds) to Tertiary Entrance*, and boys from Pre-School up to and including Grade IV.

Facilities

Clayfield College conveniently situated near public transport facilities, has the large classrooms splendidly equipped with carpets, heaters and fans, which face sea breezes of Moretan Bay. Reference Libraries, a Special Teaching Complex, Language and Science Laboratories, Homecraft and Pottery Centres** are well-used areas in the daily academic life of the College. Modern audio-visual equipment is used by all departments.

In 1978, Clayfield College was the first girls' school in Queensland to install a computer. The aim of the school is to teach various levels of computer understanding from Grade VII upwards, keeping in mind the demands of the world of tomorrow on Clayfield graduates.

Fine Arts

Special attention is devoted to Art, Pottery and Drama at Clayfield College and students may participate in Art Studies through all grades. A high music standard has been achieved by the choir and in annual music productions.

Boarding***

The modern three-storeyed brick Boarding School is entirely separate from the educational block and resident pupils have a full life in a happy atmosphere. The Principal carefully controls the general health and welfare of the boarders. Homework and Art of Speech and Music Practices are supervised. The boarders may listen to their favourite records; there is a special area for use in Arts and Crafts, and a laundry where they can wash personal clothing if they wish.

* Речь идет о поступлении в Tertiary College, который заменяет старшие классы средней школы, где учатся дети от 16 до 18 лет.

** Homecraft and Pottery Centres – помещения для занятий домоводством и изготовления керамики

*** boarding – (зд.) обеспечение учащихся условиями для жилья

Great emphasis is placed on organized afterschool Club activities which range from Handicrafts and Car Care to Electronics and Department*.

Assignments:

1. Answer the following questions:

- 1) Is it a private school?
- 2) It's a boarding school, isn't it?
- 3) How old is the College?
- 4) What is the age range of the students?
- 5) What kind of facilities does the College have?
- 6) How is the life of boarders organized?

2. Speak on the history of the College.

3. What do you think attracts students to Clayfield College?

* department – обучение хорошим манерам

Материалы к контрольной работе
по темам раздела 2 «Система образования в России и за рубежом»

Пояснительная записка

Цель контрольной работы - проверить уровень усвоения знаний, умений и навыков по темам раздела 2 «Система образования в России и за рубежом»

Форма контрольной работы – варианты заданий в тестовой форме.

Время выполнения работы – 90 минут.

Контрольная работа состоит из 3-х частей. Часть А включает грамматическое задание на определение видовременной формы вспомогательного глагола с выбором одного правильного ответа. Часть В включает грамматическое задание на перевод предложений с прилагательными и наречиями в степенях сравнения и задание на поиск в тексте грамматических и орфографических ошибок. Часть С включает задание составить рассказ путем ответов на вопросы.

Обучающиеся должны знать: лексический минимум по теме, видовременные формы глагола, способы образования степеней сравнения прилагательных и наречий.

Обучающиеся должны уметь: определять видовременную форму глагола и вспомогательный глагол, переводить предложения с прилагательными в сравнительной и превосходной степени, находить орфографические и грамматические ошибки в словах и предложениях, составлять рассказ по теме, отвечая на вопросы.

Разделы учебной дисциплины, выносимые на контрольную работу

Речевые умения: предметное содержание речи - профессиональная сфера (Профессиональное образование в странах изучаемого языка. Профессиональное образование в России).

Вид речевой деятельности: монологическая и диалогическая речь.

Языковые знания и навыки: лексическая сторона речи - профессиональная лексика; грамматическая сторона речи – видовременные формы глагола, правильные и неправильные глаголы, степени сравнения прилагательных и наречий.

Критерии и нормы оценки

Количество баллов	Оценка
35 - 32	«5»
31 - 25	«4»
24 - 18	«3»
17 и меньше	«2»

Контрольная работа
по темам раздела 2 «Система образования в России и за рубежом»

Часть А. Выберите правильный вспомогательный глагол в каждом предложении (10 баллов)

A) do B) did C) are D) have

1. I _____ not see Andrew yesterday.
2. How long you lived there?
3. Why _____ you learning English?
4. _____ you seen anybody today?
5. What _____ you think of your new teacher? To my mind she is very nice.
6. _____ you angry about what happened?
7. _____ you read a newspaper yesterday?
8. My mother knows Mrs. Dave better than I _____.
9. you _____ ever _____ forgotten _____ about _____ your _____ friend's _____ birthday?
10. How _____ you get to the station when you are late?

Часть В

Задание 1. Переведите предложения с прилагательными в степенях сравнения (5 баллов)

1. This book is not so interesting as that one.
2. The more you read, the more you know.
3. John knows Russian as well as English.

4. The longer the night is, the shorter the day.
5. The less people think, the more they talk.

Задание 2. Найдите в тексте 2 грамматические 3 орфографические ошибки (5 баллов)

Summer is bright. Summer is as nice as spring. But when summer come, the weather become warmer and sometimes it is very hot. The sun shines brigtly in the ski. The days are longer then in spring. Insummerstudentshaveholidays.

Часть С. Составьте рассказ по теме, ответив на следующие вопросы (15 баллов)

Our College

21. Are you a student?
22. Where do you study?
23. Has your college its own history and traditions?
24. Its buildings are old but beautiful, are not they?
25. What general subjects do you learn?
26. Our college trains mechanics, electricians, book-keepers and other specialists, does not it?
27. Are you going to be an accountant and an economist?
28. What special subjects do you learn?
29. What is your favourite subject?
30. Are there many studies, laboratories here?
31. There are four computer classes in our college, are not there?
32. Is there a library, a gymnasium, a canteen here?
33. Do you like to study?
34. Will your work or study after finishing college?
35. Is it your constitution right and duty?

Ответы к контрольной работе

по темам раздела 2 «Система образования в России и за рубежом»

Часть А - 10 баллов

1 – B, 2 – D, 3 – C, 4 – D, 5 – A, 6 – C, 7 – B, 8 – A, 9 – D, 10 – A

Часть В

Задание 1 - 5 баллов

1. Эта книга не такая интересная как та.
2. Чем больше ты читаешь, тем больше ты знаешь.
3. Джон знает русский также хорошо как английский.
4. Чем длиннее ночь, тем короче день.
5. Чем меньше люди думают, тем больше они говорят.

Задание 2 - 5 баллов

Summer is bright. Summer is as nice as spring. But when summer comes, the weather becomes warmer and sometimes it is very hot. The sun shines brightly in the sky. The days are longer than in spring. In summer students have holidays.

Часть С - 15 баллов

Our College

1. I'm a student.
2. I study at Tot'ma Polytechnical College.
3. Our college has its own history and traditions.
4. Its buildings are old but beautiful.
5. I learn ... and other general subjects.
6. Our college trains mechanics, electricians, book-keepers and other specialists.
7. I'm going to be an accountant and an economist.
8. I learn ... and other special subjects.
9. My favourite subject is
10. There are many studies, laboratories here.
11. There are four computer classes in our college.
12. There is a library, a gymnasium, a canteen here.
13. I (don't) like to study.
14. I shall work (study) after finishing college?
15. It is my constitution right and duty?

Грамматический материал

Инфинитив. Сложноедополнение (Infinitive. Complex Object)

Сложное дополнение — это сочетание существительного или местоимения в объектном падеже (напр. *me, him, us, them*) с инфинитивом или причастием I. Существует в трех основных вариантах:

1. С инфинитивом без частицы *to* или с причастием I после глаголов восприятия

see *I saw him drive the car. I saw them working in the lab.*

watch *We watched the plane land. We watched the children playing in the yard.*

notice *Nobody noticed him go out. He didn't notice that happen.*

feel *She felt somebody touch her hand. They didn't feel the train start.*

hear *I didn't hear you come into the room. I heard her playing piano.*

В первом случае (вышеперечисленные глаголы с инфинитивом без частицы *to*) подчеркивается факт действия, во втором (эти же глаголы с причастием I) — процесс действия.
I saw him enter the house. — Я видел, как он вошел в дом.

I saw him entering the house. — Я видел, как он входил в дом.

2. С инфинитивом без частицы *to* после глаголов

to let *Don't let them play in the street.*

to make *Don't make me laugh.*

3. С инфинитивом с частицей *to* после глаголов

to want *I want you to find me a place in the first row.*

to expect *I expect you to come in time.*

to believe *I believe her to be a very good teacher.*

to know *I know him to be a good student.*

to advise *I advise you to enter the institute.*

to consider *The climate in England is considered to be mild.*

to order *He is ordered not to be late.*

to allow *They allow to use dictionaries at the exam.*

to like *I would like you to finish your work,*

to find *I find your story to be very interesting.*

Exercise 1. Put the verbs in brackets in the right form:

1. He made me (do) it all over again. 2. Her father made her (learn) the lessons. 3. If you want us (make) the work quickly you should let us (start) at once. 4. Would you like me (read) now? 5. They won't let us (leave) the classroom till our control work has been checked. 6. He wouldn't let the children (play) in his study. 7. Please let me (know) the results of your exam as soon as possible. 8. He made us (wait) for two hours. 9. I let him (go) early as he had done his task. 10. I'd like him (enter) the university but I can't make him (do) it. 11. I want her (learn) English. 12. I heard the door (open) and saw my friend (come) into the room. 13. I heard her (play) the piano. 14. I saw him (go out) of the house. 15. The teacher advised us (use) dictionaries. 16. Her father doesn't allow her (go) to the cinema alone. 17. We expect our basketball team (win) next game. 18. We don't want you (tell) anything. 19. I saw them (open) the window. 20. That is too difficult for you to do, let me (help) you.

Exercise 2. Translate into English:

1. Вы хотите, чтобы дети играли здесь? 2. Вы хотите, чтобы мы встретились сегодня? 3. Вы ожидаете, работа будет сделана скоро? 4. Мы ожидаем, что они хорошо проведут у нас время. 5. Я хочу, чтобы он закончил эту работу. 6. Мы слышали, что она знает, когда мы сдаем экзамен. 7. Вы хотите, чтобы мы обсудили этот вопрос сегодня? 8. Мы ожидаем, что на этом месте будет построен новый дом. 9. Вы хотели бы, чтобы работа была сделана сегодня?

Причастие и герундий. Ихотличие (Participle I, Gerund)

Причастие I (причастие настоящего времени), образованное при помощи окончания *-ing*, имеет активную и страдательную формы:

активная (несовершенный вид) — *asking*,

активная (совершенный вид) — *having asked*.

страдательная (несовершенный) — *being asked*,

страдательная (совершенный) — *having been asked*.

Причастие I употребляется в функции:

1. Определения:

The man sitting at the table is our teacher. — Человек, сидящий за столом — наш учитель.

The houses being built in our town are not very high. — Дома, строящиеся в нашем городе, невысоки.

2. Обстоятельства:

Going home I met an old friend. — Идя домой, я встретил старого друга.

Having finished work I went home. — Закончив работу, я пошел домой.

Причастие II (Participle II)

Причастие II (причастие прошедшего времени) всегда *пассивно*. Образуется оно прибавлением суффикса *-ed* к основе правильного глагола или путем чередования звуков в корне неправильного глагола.

Причастие II употребляется в функции:

1. Определения.

The book translated from English is interesting. — Книга, переведенная с английского языка, интересная.

2. Обстоятельства (причины и времени):

Given the task he began to work. — Когда ему дали задание он начал работать.

Употребление герундия и его отличие от причастия I

Причастие — неличная форма глагола, промежуточная между глаголом и прилагательным:
The boy playing in the yard is my brother, — Мальчик, (какой?) играющий во дворе, — мой брат.

Герундий также является неличной формой глагола, промежуточной между существительным и глаголом:

Smoking is harmful. — Курение (что?) вредно.

Иными словами, причастие — в большей степени «прилагательное» по своим функциям, герундий — «существительное».

Герундий употребляется

1. в качестве подлежащего:

Reading is useful.

2. как часть сказуемого после глаголов to finish, to start, to continue, to go on, to keep и др.

He started reading the book.

3. как предложное дополнение: I am fond of reading.

4. как прямое дополнение: Do you mind my reading here?

5. как обстоятельство времени: After reading he closed the book.

6. как обстоятельство образа действия: Instead of reading he went to the movies.

Активная форма герундия: *giving, beating.*

Пассивная форма герундия: *being given, being beaten.*

Exercise 3. Open the brackets using the gerund

1. The grass in the garden is very dry, it needs (water).
2. It's very warm outside. You don't need (put on) your coat.
3. The house is old, and it wants (repair).
4. Famous people don't need (introduce) themselves.
5. The carpet is covered with dust, it needs (sweep).
6. The shoes are very dirty, they need (polish).
7. These shoes have a hole, they want (mend).
8. The table cloth is quite clean, it doesn't want (wash) yet.
9. The room needed (clean).
10. (learn) foreign languages is very useful.
12. I know my hair wants (cut) but I never have time to go to the hairdresser's.
13. John needed (cheer up) when he heard that he'd failed his exams.
14. You should tidy up the garden. — Yes, it needs (tidy). The roses want (water), the peaches want (pick), the grass wants (cut).

Test "The Infinitive"

Ответив на вопросы данного теста, вы сможете закрепить свои знания в теме «Употребление инфинитива». Обратите внимание, в некоторых вопросах правильным ответом является форма герундия, а не инфинитива.

1. My teachers always expected me _____ well in exams.

- A) did
- B) doing
- C) do
- D) to do

2. He agreed _____ the job as soon as possible.

- A) start
B) starting
C) to start
D) starts
3. I stopped _____ my book and went to bed.
A) to read
B) read
C) will read
D) reading
4. The dentist told me _____ more careful when I brush my teeth.
A) will be
B) being
C) to be
D) be
5. Let me _____ for the meal. You paid last time.
A) pay
B) to pay
C) paid
D) paying
6. I never liked _____ to church when I was a child.
A) going
B) to do
C) went
D) go
7. You can't _____ your car outside the hospital.
A) parks
B) to park
C) park
D) parking
8. David always enjoyed _____ football at school.
A) to be played
B) playing
C) to play
D) play
9. My family is trying _____ where to go on holiday.
A) decided
B) decide
C) to decide
D) deciding
10. They prefer _____ in a swimming pool all day.
A) playing
B) plays
C) to play
D) to playing
11. I'd like _____ somewhere different for a change.
A) went
B) to go
C) go
D) going
12. They refuse _____ out on trips if it's too hot.
A) to going
B) to go
C) going

ОТВЕТЫ:

1 – D, 2 – C, 3 – D, 4 – C, 5 – A, 6 – A, 7 – C, 8 – B, 9 – C, 10 – A, 11 – B,
12 – B

Ivariant

1. Выпишите инфинитив(ы) и переведите предложение. (быть может, станет правилом для вас) 2 points

fall in love – влюбиться



2. Match the parts of the sentences and translate the sentences. 6 points

1. I have nothing ...

a) ... to help me because I can't do my homework.

2. Please send somebody ...

b) ... to see some friends, whom we hadn't seen for many years.

3. We went to Kiev ...

c) to say about that quarrel.

IIvariant

1. Выпишите инфинитив(ы) и переведите предложение. (быть может, станет правилом для вас) 2 points

fall in love – влюбиться



2. Match the parts of the sentences and translate the sentences. 6 points

1. He repeated the words several times...

a) ... to ask about the time of the flight.

2. We called the airport information service...

b) ... to learn those boring rules.

3. I had no wish ...

c) ... to remember them.

ОТВЕТЫ

I variant

I. 2 points. Чтобы выучить иностранный язык, нужно сначала влюбиться в него.

To learn, to fall in love

II. 6 points

1c - Мне нечего сказать об этой ссоре.

2 a - Пожалуйста, отправь кого-нибудь помочь мне, потому что я не могу сделать домашнюю работу.

3b - Мы поехали в Киев увидеть друзей, которых не видели много лет.

II variant

I. 2 points. Чтобы выучить иностранный язык, нужно сначала влюбиться в него.

To learn, to fall in love

II. 6 points

1c - Он повторил слова несколько раз, чтобы запомнить их.

2 a - Мы позвонили в справочное бюро аэропорта, чтобы спросить о времени рейса.

3b - У меня не было желания учить те скучные правила.

Критерии оценивания:

8 – 7 – «5»

6 – 5 – «4»

4 – 3 - «3»

2 – 0 - «2»

Test «TheGerund»

I. Дайте определение герундия.

II. Переведите на русский язык.

1. We spoke of inviting your friends to the cinema.

2. I like being invited by my friends.

3. Thank you for helping me.

4. I remember reading this book.

5. Thank you for coming quickly.

III. Определите функцию герундия в предложении.

1. Listening to music is my favourite occupation.

2. My favourite occupation is listening to music.

3. I began listening to music when I was six.

4. I enjoy listening to music.

5. She has a habit of listening to music at night.

6. In writing the dictation the pupil made some mistakes.

IV. Переведите на английский язык.

1. Мы избегали задавать ей вопросы.

2. Мне хочется пойти в кино.

3. После болезни у него не было никакой возможности сдать экзамен.

4. Я учил слова, повторяя их несколько раз.

5. Он перевел текст без словаря.

V. Составьте предложения с герундием.

To accuse of, to complain of, to think of, to depend on, to rely on, to be sorry for.

Неличные формы глагола

К неличным формам глагола относятся:

1. Инфинитив

2. Герундий

3. Причастие

Инфинитив – неличная форма глагола, обладающая признаками глагола и существительного. Признаком инфинитива является частица “to”. Инфинитив соответствует в русском языке неопределённой форме глагола, которая отвечает на вопрос «что делать? что сделать?»

Формы инфинитива

	Active	Passive	Действие
Simple	to write	to be written	одновременное с действием сказуемого We like to watch TV.
Continuous	to be writing	X	длительное, происходящее сейчас He must be working in the garden now.
Perfect	to have written	to have been ritten	предшествующее действию сказуемого He was sorry to have asked him to come.
Perfect Continuous	to have been riting	X	Длилось до действия, выраженного сказуемой She looks tired. She seems to have been working all the orning

Употребление инфинитива без частицы «to»

Инфинитив без частицы «to» употребляется:

- после всех вспомогательных и модальных глаголов (кроме ought);
- в составе сложного дополнения после глаголов чувственного восприятия: **to see, to feel, to watch, to observe, to notice, to hear** (после этих же глаголов в пассивной форме “to” употребляется!);
- после глаголов **to let, to make, need, dare** (в модальном значении);
- после выражений **had better, would rather, would sooner, cannot but, does nothing but...**;
- в специальных вопросах, начинающихся с **why** (not);
- послеслов **than, rather than, but, except**;

Если два инфинитива соединены словами and или or, частица “to” перед вторым инфинитивом может быть опущена.

После глаголов **know** и **help** инфинитив может быть с частицей “to” или без неё.

Синтаксические функции инфинитива в предложении

Инфинитив может употребляться в предложении как:

- Подлежащее: To study is her duty.
- Часть составного именного сказуемого: His dream was to become an artist.
- Часть составного глагольного сказуемого: Now I begin to understand you.
- Дополнение: Our students like to read.
- Определение, заменяющие целое придаточное определительное предложение: My friend has brought me an interesting book to read.
- Обстоятельство:
- цели: I think I will go to England to improve my English.
- результата: Mary knew English well enough to understand the text.
- сравнения: Soon she realized that it was much more pleasant to give than to be given.

Вводные слова: to begin with, to be frank, to put it mildly, to tell the truth, strange to say.

Упражнения

1. Translate from English into Russian:

1. Nick preferred to do anything but work.
2. You must do it at once.
3. He is likely to know her address.
4. Nina seems to know English well.
5. They were asked to come earlier.
6. The text is easy enough for you to understand.
7. I'm sorry to have interrupted you.
8. We didn't expect their team to win the game.
9. She was absent yesterday. She may have been ill.
10. Mr. Walter went to see who was there.

2. Insert «to» where required:

1. We should allow him ... come next week.
2. Most people supposed him ... be a liar.
3. Don't let us ... waste time.
4. You ought not ... sit up alone.
5. I'd rather ... see the cases myself.
6. There are hundred things ... be done.
7. I like to hear her ... sing.
8. Why not ... make him a doctor, like his father.
9. He was seen ... leave the house.
10. She heard her name call.

3. Use the required form of the infinitive:

1. I was kept to wait in the hall for an hour.
2. They were seen crossed the street.
3. We want to have our piano to tune.
4. We'll have the house to paint.
5. I saw the girl to dance in the hall.

4. State the syntactic function of the infinitive:

1. To see means to believe.
2. You should follow a healthy diet.
3. This is the problem to be solved as soon as possible.
4. I asked him to give me a magazine.

5. Our aim was to find Pete's hours
6. To be there on time we must hurry.
7. She agreed to come at ten.
8. She needs a place to live in.

Герундий – неличная форма глагола, имеющая грамматические особенности как глагола так и существительного и всегда выражающая действие как процесс.

Формы герундия

	Active	Passive
Simple	Writing	being written
Perfect	having written	having been written

Свойства герундия:

- Может употребляться после предлога: *He is fond of reading.* Он любит читать.
- Может определяться притяжательным местоимением и существительным в притяжательном или общем падеже: *He insisted on my leaving at once.* Он настаивал, чтобы я ушел.
- В предложении выполняет те же функции, что и существительное.

Глаголы и выражения, требующие после себя герундий:

- to avoid – избегать
- to deny – отрицать
- to enjoy – получать удовольствие от чего-либо
- to excuse – извинить
- to finish – оканчивать
- to forgive – прощать
- to be worth – стоить
- cannot help – немогуне
- to keep on – продолжать
- to don't mind – не возражать
- to postpone – откладывать
- to put off – откладывать
- to dislike – не нравиться
- can't stand – не могу выносить
- to go on – продолжать
- to give up – отказаться

Глаголы и выражения, требующие после себя герундий с определенными предлогами:

- to depend on – зависеть от
- to rely on – полагаться на
- to insist on – настаивать на
- to object to – возражать против
- to agree to – соглашаться на
- to hear of – слышать о
- to think of – думать о
- to thank for – благодарить за
- to prevent from – препятствовать
- to be fond of – любить
- to be sure of – быть уверенным в чем-либо
- to be pleased at – быть довольным чем-либо
- to be surprised at – удивляться чему-либо
- to be interested in – интересоваться чем-либо
- to be afraid of – бояться чего-либо
- to look forward to – ждать с нетерпением

С некоторыми глаголами используется как герундий, так и инфинитив:

- to begin – начинать
- to start – начинать
- to like – нравиться
- to hate – ненавидеть
- to prefer – предпочитать

to love – любить
to stop – прекратить
to continue – продолжать

Синтаксические функции герундия в предложении

Герундий может употребляться в предложении как:

- Подлежащее: *Reading is useful*. Чтение полезно.
- Часть сказуемого после глаголов: to finish, to start, to continue, to go on, to keep и др.: *He started reading the book*. Он начал читать книгу.
- Предложное дополнение: *I am fond of reading*. Я люблю читать.
- Прямое дополнение: *Do you mind my reading here?* Вы не против моего чтения здесь?
- обстоятельство времени: *After reading he closed the book*. После чтения он закрыл книгу.
- обстоятельство образа действия: *Instead of reading he went to the movies*. Вместо чтения он пошел в кино.

Упражнения

1. State the syntactic function of the gerund:

1. Repairing cars is his business.
2. Have you finished writing?
3. Taking a cold shower in the morning is very healthy.
4. I am fond of skiing, but my sister prefers skating.
5. The teacher said, "Go on translating, George."
6. He gave up smoking when he was 30.
7. He doesn't mind his staying with his friend's family.
8. The new film is worth seeing.
9. She prefers living alone.
10. They stopped chattering when she entered.

2. Use the gerund or the infinitive:

1. I started (write) my letter this afternoon.
2. She promised (go) to the doctor.
3. (Travel) by air is interesting.
4. She enjoys (cook) Indian meals.
5. Would you mind (open) the window?
6. I'm looking forward to (see) my parents again.
7. Peter gave up (learn) Chinese.
8. Sasha stopped (read) the advertisement
9. Alison likes (sit) at home and (read) the books in the evening.
10. She kept on (tell) lies.

3. Use the required form of the gerund:

1. She tried to avoid (to speak) to.
a) having spoken b) being spoken c) speaking
2. The doctor insisted on (to send) the sick man to hospital.
a) sending b) being sent c) having sent
3. He is good at (to repair) cars.
a) being repaired b) repairing c) having been repaired
4. The problem is not worth (to discuss).
a) having discussed b) being discussed c) discussing
5. Do you mind him (to examine) by a heart specialist?
a) being examined b) having examined c) examining

4. Translate into English:

1. Он думает однажды поехать в Америку.
2. Она любила танцевать, когда была молодой.
3. Он поблагодарил меня за звонок.
4. Она согласилась погостить у них летом.
5. Она удивилась, получив от него письмо.
6. Он был заинтересован в сотрудничестве с этой фирмой.
7. Она ждала с нетерпением, когда получит визу.
8. Я настаиваю на том, чтобы помочь ей.
9. Она простила его за то, что он не писал ей.

10. Он не может не рассказать эту историю.

5. Answer the questions:

1. What films do you think are worth seeing?
2. Do you enjoy travelling by plain? Why?
3. What do you do after coming home from school?
4. Which do you enjoy more, going to the theatre or going to the movies?
5. Do you like or dislike travelling long distance by train?
6. When do you expect to stop studying English?
7. What places are worth visiting in your town?

Причастие – неличная форма глагола, обладающая признаками глагола, прилагательного и наречия. Является самостоятельной частью речи. В английском языке нет такой части речи, как деепричастие. Поэтому в русском языке английскому причастию соответствует как причастие, так и деепричастие.

Способы образования

Всего существует два причастия в английском языке:

Причастие настоящего времени Participle I	Причастие прошедшего времени Participle II
Основа глагола + in (smiling)	Правильные глаголы: Инфинитив + ed (played) Неправильные глаголы: III колонка таблицы глаголов

Формы причастия (Participle I)

Причастие I имеет временные различия (Indefinite, Perfect), а причастие I, образованное от переходных глаголов, имеет различия залога (Active, Passive)

Participle I	Active	Passive	Действие
Indefinite	reading playing	being read being played	Одновременное с действием основного глагола Reading this book he cannot help laughing.
Perfect	having read having played	having been read having been played	Предшествующее действию основного глагола Having finished the book I put it aside.

Participle I Indefinite используется для обозначения **предшествующего** действия, если мы имеем глаголы восприятия и движения: to see, to feel, to notice, to hear, to come, to enter, to arrive, to leave, to turn, to seize.

- Hearing some noise at the corridor I locked the door.
- Entering the room she greeted everybody.

Формы причастия (Participle II)

Participle II имеет только одну форму. Говоря о временных различиях причастия II, следует учесть, что оно может выражать действие одновременное с глаголом _____ или **предшествующее** глаголу.

- His eyes fixed on me irritated me (одновременное действие.)
- I remember the picture seen in the museum (предшествующее действие.)

Причастие II используется в основном в пассивном залоге: Isawa broken cup on the floor.

Свойства причастия

Причастие сочетает в себе свойства глагола (имеет категории времени, вида, залога) и прилагательного (в предложении причастие может выполнять функцию определения).

Participle I сочетает в себе признаки глагола, наречия и прилагательного:

Going – идущий / идя Reading – читающий / читая

Participle II образуется от основы инфинитива:

to write – written – написанный to play – played – сыгранный

Синтаксические функции причастий в предложении

Причастие настоящего времени (Participle I) может употребляться в предложении как:

- Именная часть сказуемого: I looked at the bookshelf: one book was missing. Я посмотрел на книжную полку: одной книги не хватало.
- Определение: Isawa smiling girl. Я видел улыбающуюся девушку.

- обстоятельство: Knowing English well he was able to read this book. Зная английский хорошо, он смог прочитать эту книгу.

Причастие прошедшего времени (Participle II) может употребляться в предложении как:

- Именная часть сказуемого: The climate of Russia is varied. Климат России разнообразен.
- Определение: My photo lost in the park is important. Моя фотография, потерянная в парке, важная.
- обстоятельство: When given freedom I'll build a house. Когда выйду на свободу, я построю дом.

Упражнения

1. Translate into Russian:

1. She had her hair done yesterday.
2. I must get my TV repaired.
3. The sun having risen, we continued our way.
4. I saw him running.
5. I remembered him locking the door.
6. She was heard singing in the corridor.
7. He wanted this work done quickly.

2. Find out if the sentence is correct or wrong:

1. The man walked slowly as if hiding from somebody.
2. Be careful when cross the street.
3. While walking our dog we found a wallet full of money.
4. When come home I ran into my old school friend.
5. I like to fall asleep listening to classical music.
6. My brother watching TV when doing his homework.
7. Playing the guitar well he joined a rock band.
8. When looking through my family photos I often feel happy.

3. Choose the correct word:

1. If... home in a taxi we shall save a lot of time (---, got, put, taken)
2. When ... freedom I'll build a house and get married (---, got, put, given)
3. ... to college the boy is now missing his friends (---, sent, broken, put)
4. ... up in leather she attracted men's attention (---, broken, dressed, put)
5. Even ... the construction looked impressive (---, taken, dressed, broken)
6. My credit card ... in the park has much money on it (---, got, lost, put)

4. Correct the errors:

1. She heard her name call.
2. I was kept to wait in the hall for an hour.
3. They were seen crossed the street.
4. We want to have our piano to tune.
5. We'll have the house to paint.
6. I saw the girl to dance in the hall.

TEST

Non-finite verb forms (Неличные формы глагола)

Choose the right variant (Выберите правильный вариант):

1. Причастие – это ...
 - a) неличная форма глагола, имеющая признаки глагола и существительного;
 - b) неличная форма глагола, имеющая признаки глагола и прилагательного;
 - c) неличная форма глагола, имеющая признаки глагола и наречия
2. Причастие II – это ...
 - a) причастие настоящего времени; b) причастие прошедшего времени
3. В предложении причастие может быть
 - a) только определением; b) определением и дополнением;
 - c) только обстоятельством; d) определением и обстоятельством
4. Герундий – это ...
 - a) неличная форма глагола, имеющая признаки глагола и существительного;
 - b) неличная форма глагола, имеющая признаки глагола и прилагательного;
 - c) неличная форма глагола, имеющая признаки глагола и наречия
5. Окончание «ing» используется для образования
 - a) причастия I; b) инфинитива; c) герундия; d) причастия I и герундия
6. Герундий употребляется

- a) после глаголов с предлогами;
 b) после существительных с предлогами;
 c) после составных предлогов;
 d) все варианты верны
7. В предложении герундий не может быть
 a) подлежащим; b) частью сказуемого; c) определением; d) дополнением
8. Инфинитив имеет категории времени и залога
 a) верно; b) неверно
9. Инфинитив без частицы «to» в предложении
 a) употребляется; b) не употребляется
10. В предложении инфинитив может быть
 a) любым членом предложения;
 b) любым членом предложения, кроме определения;
 c) только обстоятельством;
 d) подлежащим, частью сказуемого, определением и обстоятельством
11. translated
 a) переводимый; b) переводящий; c) переведённый
12. sitting
 a) посаженный; b) сидящий; c) севший
13. bought
 a) покупающий; b) купленный; c) купивший
14. swimming
 a) плавание; b) плывущий; c) оба варианта верны
15. to think
 a) думать; b) подумавший; c) оба варианта верны
16. built
 a) причастие I; b) причастие II; c) герундий; d) инфинитив
17. to play
 a) причастие I; b) причастие II; c) герундий; d) инфинитив
18. smoking
 a) причастие I; b) причастие II; c) герундий; d) причастие I и герундий
19. to be sent
 a) причастие I; b) причастие II; c) герундий; d) инфинитив
20. sent
 a) причастие I; b) причастие II; c) герундий; d) инфинитив
21. You must ... it at once.
 a) to do; b) do; c) doing; d) done
22. The man told me not ... on the grass.
 a) to walk; b) walk; c) walking; d) walked
23. He is interested in stamps.
 a) to collect; b) collect; c) collecting; d) collected
24. Seeing is
 a) to believe; b) believe; c) believing; d) believed
25. The vegetables ... were fresh.
 a) to buy; b) buy; c) buying; d) bought
26. The girl ... on the sofa is my sister.
 a) to sit; b) sit; c) sitting; d) sat
27. You'd better ... my advice.
 a) to follow; b) follow; c) following; d) followed
28. The work ... is not difficult.
 a) to do; b) be done; c) to be done; d) do
29. My hobby is
 a) swimming; b) swim; c) swam; d) все варианты подходят
30. The book ... by me was interesting.
 a) read; b) reading; c) to read; d) to be read
31. He must have left.
 a) Он должен уйти. b) Он должен был уйти. c) Он, должно быть, ушел.

32. I saw her dancing.
 a) Я видел, как она танцует. b) Она видела, что я танцую.
 c) Я видел ее танец.
33. She spent all day shopping.
 a) Она провела весь день в магазине.
 b) Она провела весь день, делая покупки.
 c) Она ходит за покупками каждый день.
34. He was lying on the bed reading a book.
 a) Он лежал на кровати и читал книгу.
 b) Он лежал на кровати, читая книгу.
 c) Он читал книгу, лежа на кровати.
35. The information presented in the article was very important.
 a) Информация, представленная в статье, была очень важна.
 b) Информация, представляемая в статье, была очень важна.
 c) В статье представили очень важную информацию.
36. He broke his arm playing football.
 a) Он сломал руку, играя в футбол.
 b) Он играл в футбол и сломал руку.
 c) Играя в футбол, можно сломать руку.
37. *Smoking* costs a lot of money.
 a) подлежащее; b) часть сказуемого; c) определение; d) обстоятельство
38. You must *work hard* every day.
 a) подлежащее; b) часть сказуемого; c) определение; d) обстоятельство
39. The house *built* is very comfortable.
 a) подлежащее; b) часть сказуемого; c) определение; d) обстоятельство
40. *Given* the task, he began his work.
 a) подлежащее; b) часть сказуемого; c) определение; d) обстоятельство

Неличные формы глагола. Герундий

Герундий (The Gerund) - неличная форма глагола. Он обладает свойствами как глагола, так и существительного и выражает действие как развивающийся процесс.

Fighting – драка (борьба)

Building – строительство

У герундия можно отметить следующие признаки, характерные для существительного:

1. Может быть **подлежащим**:

Studying is hard - Учёба (Изучение) это трудно

2. Может быть **прямым дополнением**:

I like listening radio - мне нравится слушать радио

3. Может быть **предложным дополнением, определением**:

I think of going to America - я думаю о поездке в Америку

4. Может определяться:

a) **притяжательным** или **указательным** местоимением:

I like **his training** - мне нравится его тренировка.

b) именем **существительным** в **притяжательном** или **общем падеже**:

My **brother's singing** always pleases my mother - пение моего брата всегда радует мою маму

Герундий имеет следующие признаки, характерные для глагола:

1. Определяется наречием:

laughing often is useful - смеяться часто - полезно

2. Может иметь прямое дополнение:

I adore listening such stories. - Я обожаю слушать такие истории

3. Глагольность герундия наиболее ярко выражается в том, что он имеет видовые и залоговые формы:

I remember having been given some missions - Я помню, что мне дали задания.

Герундий имеет формы Indefinite, Perfect. Также герундий имеет залоговые формы, т.е. может быть в активной и пассивной форме.

Герундий может употребляться для выражения действия, которое не относится к определенному лицу или предмету.

Running is a good habit - Бег - хорошая привычка.

Также, герундий обозначает действие, которое относится к определенному лицу или предмету.

Thank you for helping - Спасибо за то, что помогли

Если же действие, которое выражено герундием, совершается над лицом, к которому оно относится, то мы используем герундий в форме Passive

He entered the room without being noticed. - Он вошел в комнату незамеченным.

Существуют случаи, когда герундий в форме Active употребляется со значением герундия в форме Passive. Такое исключение существует, когда герундий употребляется после глаголов : to require , to need, to want, и после прилагательного worth.

This coat wants washing (a не:being washed). - Это пальто нужно выстирать

Образование форм герундия

Indefinite Gerund Active образуется прибавлением окончания **-ing** к основе

Indefinite Gerund Passive образуется сочетанием Indefinite Gerund Active от глагола to be, т.е. **being**

глагола: asking.

Indefinite

Active

Passive

Writing

Being written

Perfect

Having written

Having been written

+ **Participle II** смыслового глагола:

being asked

Perfect Gerund Active образуется сочетанием Indefinite Gerund от глагола to have, т.е. **having** + **Participle** смыслового глагола:

having asked.

Perfect Gerund Passive образуется сочетанием Perfect Gerund Active от глагола to be, т.е. **having been** + **Participle II** смыслового глагола:

having been asked

Чтобы образовать **отрицательную форму**, необходимо поставить частицу **-not** перед герундием.

Употребление

Gerund Indefinite Active и **Passive** выражает действие, одновременное с действием, выраженным сказуемым, а иногда выражает действие, относящееся к будущему.

They were disappointed at seeing her there - они были разочарованы увидев её там

I plan sending the documents in April - я планирую послать документы в апреле

Perfect Gerund Active и **passive** выражает действие, предшествовавшее действию, выраженному сказуемым.

He went away without having told us the necessary information

Он ушёл не сообщив нам необходимых сведений

I remember having been helped then

Я помню, что мне тогда помогли.

Синтаксические функции герундия в предложении и способы его перевода на русский язык.

Герундий может выполнять в предложении функции:

1. **Подлежащего:**

Mastering this speciality is an indispensable thing – Овладеть (овладение) этой специальностью необходимо (является необходимостью).

2. **Именной части составного именного сказуемого:**

My favourite occupation is **reading** - Моё любимое занятие это чтение.

3. **Дополнения** прямого и предложного:

А) I like **studying** English - Мне нравится изучать английский язык.

б) They spoke of **organizing** a library – Они говорили об организации библиотеки (о том, чтобы организовать библиотеку).

4. **Определения:**

I have an intention of **reading** this article as soon as possible.

Я намерен (у меня есть намерение) прочесть эту статью как можно скорее.

5. **Обстоятельства:**

After **returning** to Moscow he resumed his work – После возвращения (после того, как он вернулся) в Москву он возобновил работу.

Герундий может переводиться:

- 1) **существительным;**
- 2) **деепричастием;**
- 3) **инфинитивом;**
- 4) **придаточным предложением.**

1. Как подлежащее, определение, именная часть сказуемого и прямое дополнение **герундий переводится существительным или инфинитивом.**
 2. Как предложное дополнение герундий переводится **существительным или придаточным предложением**
 3. Как обстоятельство герундий переводится существительным **с предлогом, деепричастием или придаточным предложением**
- Сложные формы герундия чаще всего переводятся придаточным предложением.

Герундий

Упражнение 1. Определите, в которых предложениях ing - форма является

a) герундием; b) причастием; c) отглагольным существительным.

- 1) Swimming is good for the health.
- 2) The nurse making him an injection is my cousin.
- 3) He went to the children's ward singing.
- 4) I don't feel like gargling my throat just now.
- 5) The making a diagnose usually takes a lot of time.
- 6) The building of this hospital will cost much money.
- 7) Sleeping is necessary.

Упражнение 2. Завершите ситуации по образцу, используя герундий.

Образец: - What shall we do?
- We could go to the cinema.

She suggested going to the cinema.

1. - Do you want to make your daily round?

- No, not really.

He didn't fancy _____ his daily round .

2. - You were driving too fast.

- Yes, it's true. Sorry!

She admitted _____ too fast.

3. - Why don't we massage each other?

- Good idea!

She suggested _____ each other .

4. - You broke into the chemist's.

- No, I didn't.

He denied _____ into the chemist's .

5. - Can you wait a few minutes?

- Sure, no problem.

They didn't mind _____ a few minutes.

6. - Can you look after the bed- patients?

- I don't know.

He tried to avoid _____ after the bed- patients .

7. - Why don't we go to the medical museum?

- Good idea!

She suggested _____ to the medical museum .

Упражнение 3. Определите функцию герундия в предложении:

- a) подлежащее;
- b) часть глагольного сказуемого
- c) предложное дополнение
- d) прямое дополнение
- e) обстоятельство
- f) определение
- g) часть именного сказуемого

1) She has a hobby of reading medical articles.

2) I enjoy practicing in the hospital very much.

- 3) Listening to music is my hobby.
- 4) I started learning Surgery in the second grade.
- 5) In taking care of the patients she gives all her soul.
- 6) On being told the news she turned pale.
- 7) There are many ways of filling teeth.

Упражнение 4. Поставьте глагол в скобках в нужную форму герундия. Следите за контекстом предложений.

- 1) Excuse me for (to break) your ampule.
- 2) The child was afraid of (to examine).
- 3) The ward needs (to clean).
- 4) Why do you avoid (to speak) to the head doctor?
- 5) He showed no sign of (to recognize) me?
- 6) He complains of (to prevent) by me.
- 7) Continue (to take) the cough mixture.

Упражнение 5. Замените придаточные предложения герундиальными оборотами, вводя их, где необходимо, предлогами, данными в скобках.

Образец: The woman insisted that Olga should come to see her (on).
The woman insisted on Olga's coming to see her.

- 1) The nurse suggested that they should go to the procedure unit.
- 2) I had no idea that he would leave our medical team soon (of).
- 3) The mother was surprised that her daughter have recovered very quickly (at).
- 4) She stayed in town the whole summer because her daughter was ill (of).
- 5) Do you mind if I smoke here?
- 6) Will you object if I close the door (to)?
- 7) In spite that she hasn't had any medical education she was able to do medical manipulations very well (of).

Упражнение 6. Преобразуйте следующие предложения с помощью герундия. Добавьте необходимые предлоги в соответствии с управлением данного глагола. Где нужно, поставьте герундий в Perfect, если хотите подчеркнуть, что его действие предшествует действию главного глагола.

Пример: There is little hope that we will save his life. — There is little hope of (our) saving his life .

1. I insist that we start the operation right away.
2. I have no doubts that he will keep to a diet.
3. I have no doubts that he has kept to a diet .
4. I was surprised that he noticed the differences in methods of treatment.
5. Don't go on lying on the bed, you may as well start walking. (Insted of...)
6. She is afraid that she will lose him.
7. I was ashamed that I couldn't avoid the accident.
8. Do you mind if I smoke?
9. She is used to the fact that her husband often has to work on weekends.
10. They should accept this invitation. — It is really worth...
11. The head doctor wants you to resign. — The head doctor insists...
12. She's afraid that she has drunk a lot of coffee.
13. We don't want him to be promoted. — We object...
14. He says he said nothing. He denies...
15. Every doctor and nurse must attend the medical conference. You can't avoid...
16. The old man suffocated again and again. — The old man kept on...
17. I had let him know all the facts before I asked him to make up his mind. — After/before...
18. I went to the hospital. I didn't go home. — Insted of...
19. Excuse me if I was rude.
20. There is no chance that he will return before midnight.
21. He went home. He hadn't finished the work.
22. Excuse me that I didn't come.
23. He regretted that he had hurt his father's feelings.
24. The young nurse didn't admit that she had forgotten to mention it.
25. I try to avoid that they see us together.
26. I want to be informed on my condition. — I insist...

27. He was disappointed that they didn't offer him the job.
28. I am not used to the fact that they treat me like this.
29. Don't forget that I warned you.
30. I got home before my brother, I ran all the way. (by)

Упражнение 7. Вставьте глагол в нужной форме — инфинитив или герундий.

Иногда подойдет любая форма. Пример:

Please remember to post (post) this letter.

John intends to buy (or buying) (buy) a house.

1. A: You lent me some money a few months ago.
B: Did I? That's strange. I don't remember _____ (lend) you any money.
2. We tried _____ (give) him the first aid but we were unsuccessful. We had to call the ambulance.
3. When you see Doctor Smith, remember _____ (give) him my regards, won't you?
4. What do you intend _____ (do) about this problem?
5. Someone must have taken my trolley. I clearly remember _____ (leave) it by the window and now it has gone.
6. When she saw what had happened, she began _____ (cry) loudly.
7. Sue needed some money. She tried _____ (ask) Gerry but he couldn't help her.
8. He tried _____ (reach) the shelf with heart tablets but he wasn't tall enough.
9. "Did you remember _____ (phone) Ann?" "Oh no, I completely forgot."
10. I asked them to quiet but they continued _____ (make) a lot of noise in the ward.

Материалы к контрольной работе
по теме «Неличные формы глагола»
раздела 2 «Система образования в России и за рубежом»

Пояснительная записка

Цель контрольной работы - проверить уровень усвоения знаний, умений и навыков по теме «Неличные формы глагола» раздела 2 «Система образования в России и за рубежом» по учебной дисциплине «Иностранный язык» (английский).

Форма контрольной работы – варианты заданий в тестовой форме.

Время выполнения работы – 90 минут. Контрольная работа состоит из 6 заданий: задания 1-3 на выбор одного правильного ответа; задания 4, 6 на определение функции неличных форм глагола; задание 5 на перевод неличных форм глагола.

Обучающиеся должны знать: лексический минимум по теме, неличные формы глагола (инфинитив, причастие и герундий), их формы и функции в предложении.

Обучающиеся должны уметь: активизировать лексику в речи в речи, определять формы и функции неличных форм глагола в предложении; переводить предложения с неличными формами глагола.

Разделы учебной дисциплины, выносимые на контрольную работу

Речевые умения: предметное содержание речи – темы профессиональной направленности; вид речевой деятельности - изучающее чтение.

Языковые знания и навыки: лексическая сторона речи - лексический минимум по теме; грамматическая сторона речи – неличные формы глагола (инфинитив, причастие и герундий).

Критерии и нормы оценки

Количество баллов	Оценка
20 - 18	«5»
17 - 14	«4»
13 - 10	«3»
9 и меньше	«2»

Вариант 1

Task 1. Put the verb in brackets into correct form, Gerund or Infinitive. _____ a) to + verb _____ b) verb + ing

- 1) He seems (know) everything about it.
- 2) Do you think it is worth (see) this film?

- 3) If you want (lose) weight, try (eat) less.
- 4) I am not very fond of (shop).
- 5) They were advised (take) a packed lunch.

Task 2. Choose the right form of the Infinitive.

- 1) A new film is supposed ... on in our cinema soon.
 - a) to be
 - b) to have been
 - c) to be being
- 2) They are believed ... for Hawaii.
 - a) to leave
 - b) to have left
 - c) to have been left
- 3) Do you happen ... before?
 - a) to meet
 - b) to be met
 - c) to have met

Task 3. Choose the right form of the Participle

- 1) I felt I was an ... visitor.
 - a) unexpecting
 - b) unexpected
- 2) The noise of the ... glass made me wake up.
 - a) breaking
 - b) broken
- 3) He sat all night ... letters to his friends.
 - a) writing
 - b) written

Task 4. State the function of the Gerund

- a) Listening to music is my favourite occupation.
- b) I began listening to music when I was six.
- c) She has a habit of listening to music at night.

Task 5. Translate into Russian (Gerund)

- a) We spoke of inviting your friends to the cinema.
- b) Thank you for helping me.
- c) I remember reading this book.

Task 6. State the function of the Participle

- a) He is translating the text.
- b) The composition written by my student is nice.
- c) Being asked to answer the question I did it at once.

Вариант 2

Task 1. Put the verb in brackets into correct form, Gerund or Infinitive

- a) to + verb b) verb + ing
- 1) I am thinking of (go) to Brazil.
 - 2) It is forbidden (smoke) here.
 - 3) Mary is crazy about (take) photographs.
 - 4) It is no use (cry) over spilt milk.
 - 5) Shall I help you (carry) that box?

Task 2. Choose the right form of the Infinitive

- 1) He has not come yet. He must still ...
 - a) work
 - b) be working
 - c) has worked
- 2) You should ... music lessons when you were a child.
 - a) take
 - b) be taking
 - c) have taken
- 3) English is easy. It can ... within a few years.

- a) learn
- b) be learnt
- c) be learning

Task 3. Choose the right form of the Participle

- 1) ... this text I found many interesting expressions.
 - a) reading
 - b) having read
- 2) ... my work I went out for a walk.
 - a) finishing
 - b) having finished
- 3) She sat by the window looking at the boys ... in the yard.
 - a) playing
 - b) having played

Task 4. State the function of the Gerund

- a) My favourite occupation is listening to music.
- b) I enjoy listening to music.
- c) In writing the dictation the pupil made some mistakes.

Task 5. Translate into Russian (Gerund)

- a) I like being invited by my friends.
- b) Thank you for coming quickly.
- c) Listening to music is my favourite occupation.

Task 6. State the function of the Participle

- a) The text is translated by him.
- b) The boy writing a composition is my student.
- c) Having written a composition he went to bed.

Ответы к контрольной работе

Вариант 1

Task 1. 1-a, 2-b, 3-a, 4-b, 5-a

Task 2. 1-a, 2-b, 3- c

Task 3. 1-b, 2-a, 3-a

Task 4. а) подлежащее; б) часть сказуемого; с) определение

Task 5.

- a) Мы говорили о том, чтобы пригласить ваших друзей в кино.
- b) Благодарю (спасибо) за помощь (мне).
- c) Я помню, как читал эту книгу.

Task 6. а) часть сказуемого; б) определение; с) обстоятельство

Максимальное количество баллов – 20

Вариант 2

Task 1. 1-b, 2-a, 3-b, 4-b, 5-a

Task 2. 1-b, 2-a, 3- b

Task 3. 1-b, 2- b, 3-a

Task 4. а) часть сказуемого; б) дополнение; с) обстоятельство

Task 5.

- a) Я люблю, когда меня приглашают мои друзья (Мне нравится быть приглашенным моими друзьями).
- b) Спасибо, то пришли быстро. (Благодарю за быстрый приход).
- c) Слушать музыку (Прослушивание музыки) – мое любимое занятие.

Task 6. а) часть сказуемого; б) определение ; с) обстоятельство

Максимальное количество баллов – 20

Тема 2.5 Роль иностранного языка в подготовке будущих учителей

Text 1. Learning Foreign Languages

Vocabulary

to be of paramount importance - иметь первостепенное значение

to be a must - быть обязательным
 to aid communication and global understanding - способствовать общению и глобальному взаимопониманию
 complex of interrelated parts – комплекс взаимосвязанных частей
 cultural exchange – культурный обмен
 top executive – руководитель высшего звена
 to benefit from better language skills – получать выгоду от лучшего знания языка
 to find a better-paid and rewarding job – найти хорошо оплачиваемую и интересную работу
 to be educational – быть образованным
 to develop the human brain – развивать человеческий мозг
 to have denser grey matter – иметь более плотное «серое вещество»
 to process information – обрабатывать информацию
 to emphasise the importance of smth – подчеркнуть важность чего-либо
 upper secondary education – старшие классы средней школы
 language of international communication – язык международного общения
 global language – глобальный язык
 to occupy a primary place – иметь первостепенное значение
 to require a working knowledge of English – требовать хотя бы рабочего знания английского языка
 occupation - профессия
 the current status – современный статус
 the dominant language – доминирующий язык
 Commonwealth nations – страны Британского содружества
 former colony – бывшая колония
 official language – официальный язык

Read and translate the text.

Foreign languages **are of paramount importance** for everyday life. Learning at least one foreign language **is a must** in most countries of the world. There are several ways how I can prove this.

Firstly, speaking a foreign language **aids communication and global understanding**. The world is no longer a combination of separate countries, it's rather a **complex of interrelated parts**, connected economically and sometimes politically. In international communication, foreign languages are necessary for international commerce as well as for different types of **cultural exchange** such as diplomacy, arts and so on. Owners and **top executives** of most companies think their businesses could **benefit from better language skills**. Therefore, knowing a foreign language gives more opportunities of **finding a better-paid and rewarding job**.

Secondly, learning a foreign language **is educational** as it helps **develop the human brain**. In 2004, a study by University College London examined the brains of 105 people who could speak more than one language. The study found that people who learned a second language when younger **had denser grey matter** (where **information is processed**) than those who learned one later. Most schools around the world teach at least one foreign language. In 1995 the European Commission's White Paper on Education and Training **emphasized the importance of** schoolchildren learning at least two foreign languages before **upper secondary education**.

English is the **language of international communication** and the most spoken language in the world.

First, there have long been a need for an international language — a **language of international communication**. At present, the language of international communication, a '**global language**' is English. In addition, the language **has occupied a primary place** in international science and business. Through the global influence of native English speakers in cinema, airlines, broadcast ing, science, and the Internet in recent decades, English is now the most widely learned second language in the world. Many students worldwide are required to learn at least some English, and **a working knowledge of English is required** in many fields and **occupations**. **The current status** of the English language compares with that of Latin in the past.

Second, English is **the dominant language** in the United Kingdom, the United States, many **Commonwealth nations**, and other **former British colonies**. In many other countries, where English is not a major first language, it is an **official language**. It is now the third most spoken native language worldwide (after Chinese and Hindi), with some 380 million speakers. An equal number of people use it as their second or foreign language.

Translate the following sentences into English:

1. Изучение иностранных языков стало обязательным в современном мире, являющемся комплексом взаимосвязанных частей, поскольку знание иностранного языка способствует коммуникации и глобальному взаимопониманию.
2. На многих должностях и во многих профессиях требуется хотя бы рабочее знание английского, так как руководители многих компаний считают, что их компании могут выиграть от лучшего знания языка.
3. Знание иностранного языка дает больше возможностей найти более высокооплачиваемую и интересную работу.
4. Английский — доминирующий язык в ряде стран, таких как Великобритания, США, страны Британского Содружества и других, и наиболее изучаемый второй язык в мире.
5. Английский язык занял первое место в международной науке и бизнесе, а также в международной компьютерной коммуникации.

Text 2. Learning English

Read and translate the text.

In my opinion, English is easier to learn than many other foreign languages because its grammar is not very complicated. Still, it's a tricky language to learn because English pronunciation is very difficult. There are more exceptions than rules and you have to look up words in the dictionary to check up their pronunciation because you can't rely on rules.

I can't say exactly which is most important in learning a language: grammar, vocabulary or pronunciation. Of course the main thing in a language is its vocabulary. If you don't know the words, you won't be able to express your idea even if you know lots of grammar rules. Some students think that being able to communicate is the most important thing in learning a language and they do not care that they make many mistakes in speaking. However, grammar and pronunciation are of great importance, too. If you mispronounce some word, the meaning can be different and people won't be able to understand you. The same thing is with grammar. Of course if you omits' at the end of the verb, this won't make much difference, but if you mix up verb tenses, people will misunderstand you. In my opinion, we should be concerned with both communicating and accuracy. To sum up, I think that all these aspects are very important for successful communication.

As for me, I enjoy learning English because it is a very beautiful language. I like all activities but most of all I prefer reading. It's a very enjoyable activity because while reading you can learn a lot of new things, for example, you can learn some information about English-speaking countries. Besides, reading is easier for me than speaking or listening because I don't have to concentrate and recollect the necessary words. If I don't know any word in the book, I can always look it up in the dictionary. What is more, when I read English books, I learn lots of new words and enlarge my vocabulary. We don't have lots of opportunities to communicate with native speakers or to listen to an English speech so reading is the best way to stay in touch with the language. Today we have an opportunity to find plenty of interesting English websites and to enjoy this language.

There are a lot of useful learning strategies that can help us improve our English such as reading English books, using a cassette recorder or watching English films. But in my opinion, the best way of learning a language is to practise a lot. Today we have an opportunity to go to an English-speaking country and talk to native speakers. In my opinion, it's the best way to enlarge my vocabulary, to improve my grammar and pronunciation and to train my speaking and listening skills. That's why I'd like to go to Great Britain and take a course at an English school.

Answer the following questions:

1. Why do people in Russia learn English?
2. Does everyone need to learn English? Why?
3. What do you think is the best way of learning a foreign language? Why?
4. Why do you learn English?
5. Is it difficult for you to learn English? Why?
6. Are you a good language learner? Why?
7. Would you like to learn any other foreign language in addition to English? Why?/Why not?

Text 3. English Today

Vocabulary

- distance - расстояние
- reason - причина
- especially - в особенности
- billion - миллиард
- population - население

official language - государственный язык
government - правительство
politics - политика
diplomacy - дипломатия
science - наука
technology - техника
trade - торговля
fax - факс
scientific - научный
educated - образованный, культурный
process - процесс
patience - терпение
it's a must - это просто необходимо; без этого нельзя
throughout the world - по всему миру
nursery school - детский сад

Read and translate the text.

The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English.

One billion people speak English today. That's about 20% of the world's population.

400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language.

English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa.

As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities.

English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music.

80% of all information in the world's computers is in English.

75% of the world's letters and faxes are in English.

60% of all international telephone calls are made in English.

More than 60% of all scientific journals are written in English.

To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must.

English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities.

Everyone will speak English soon — I'm sure of it. We all need to understand each other. To do that we need an international language, and that's English.

Answer the following questions:

1. Why is it necessary to know English today? 2. English is a world language, isn't it? 3. How many people speak English? 4. In what countries is English the official language (one of the official languages)? 5. Is English popular in Russia? 6. Is learning languages an easy thing? 7. Have you read any books in English? 8. Have you seen any films in English? 9. Have you ever visited an English-speaking country? 10. What other languages would you like to know?

Text 4. Some Facts about English

Read and translate the text.

There were only 30,000 words in Old English. Modern English has the largest vocabulary in the world — more than 600,000 words.

There are about 60,000 words in common use.

About 450-500 words are added to the English vocabulary every year.

70 per cent of the English vocabulary are loan words and only 30 per cent of the words are native.

There are words from 120 languages in English, including Russian.

The most frequently used words in written English are: *the, of, and, to, a, in, that, is, I, it, for and as*.

The most frequently used word in conversation is *I*.

The longest word in the English language is: *Pneumonoultramicroscopicsilicovolcanoconiosis* (a lung disease).

The commonest letter is "e".

More words begin with the letter "s" than any other.

The most overworked word in English is the word *set*. It has 126 verbal uses and 58 noun uses.

The newest letters added to the English alphabet are "j" and "v", which are of post-Shakespearean use.

The largest English-language dictionary is the 20-volume *Oxford English Dictionary*, with 21,728 pages.

The commonest English name is Smith. There are about 800,000 people called Smith in England and Wales, and about 1,700,000 in the USA.

What new information have you learned from the text?

5. Dialogue

Read and translate the dialogue.

— It's a great idea to take a language course in London! But where are we going to stay? I'd rather stay at the same place with you? And you?

— So would I. I've got some relatives in London so we could stay with them. They are very friendly people and they know London very well. So they could recommend us the most interesting places to visit. Besides, we won't have to pay for our accommodation. What do you think of it?

— Not a bad idea! But I won't feel very comfortable if we stay with your relatives. They are strangers to me and I won't feel at home. In addition, we won't be on our own in the evening and at the weekend. Just imagine that we'll have to talk to them all the time and to do what they want us to. It's awful! By the way, do they live near the school?

— Not really. In fact, we'll have to go by bus or by underground.

— You see, it's quite inconvenient to waste so much time getting to and from school. As for me, I'd rather stay at a hotel not far from our school. The hotels in London are very comfortable.

— But they are very expensive! I'm afraid my parents won't be able to afford it. Besides, it's very difficult to book a hotel accommodation in London in summer. The hotels are usually full.

— Well, it's a pity because in the hotel you are absolutely free to do whatever you feel like doing, for example, go to the cinema or to a disco. What about staying in a youth hostel? They are much cheaper, and we'll have the same freedom as in a hotel. What is more, we'll be able to make lots of new friends with foreign teenagers and practise our English. What's your opinion?

— To tell the truth, I don't like this idea. First of all, youth hostels are also expensive. Besides, they are usually far from the school so you'll have to get to school by public transport. In addition, we'll have to cook our meals ourselves and I hate cooking. Moreover, it's no use speaking English with people who don't know it. Don't forget that students usually come to England to learn English. We should practise our language speaking with native speakers.

— Well, perhaps, you are right. What do you suggest then? 'Why don't we stay with a host family? We could practise our English talking with them in the evening and discussing different things. Besides, it's a good chance to get to know the English lifestyle as well as English customs and traditions.' 'Not a bad idea! Is it expensive?

— Not at all. It's the cheapest kind of accommodation, especially if we share a room.

Act the dialogue.

по теме «Роль иностранного языка в подготовке будущих учителей»

Пояснительная записка

Цель контрольной работы - проверить уровень усвоения знаний, умений и навыков по теме «Роль иностранного языка в подготовке будущих учителей».

Форма контрольной работы – варианты заданий в тестовой форме.

Время выполнения работы – 90 минут.

Контрольная работа состоит из 3-х частей. Часть А включает грамматическое задание на определение временной формы глагола с выбором одного правильного ответа. Часть В включает

грамматическое задание на перевод предложений с глаголами в разных временных формах. Часть С включает задание на перевод лингвострановедческого текста по теме.

Обучающиеся должны знать: лексический минимум по теме, времена английского глагола.

Обучающиеся должны уметь: определять видовременную форму глагола, переводить тематический текст со словарем (изучающее чтение), переводить предложения с глаголами в разных временных формах.

Разделы учебной дисциплины, выносимые на контрольную работу

Речевые умения: предметное содержание речи - профессиональная сфера (Роль иностранного языка в подготовке будущих учителей).

Вид речевой деятельности: изучающее чтение.

Языковые знания и навыки: лексическая сторона речи - профессиональная лексика; грамматическая сторона речи – неопределенные и длительные временные формы глагола.

Критерии и нормы оценки

Количество баллов	Оценка
22 - 20	«5»
19 - 16	«4»
15 - 11	«3»
10 и меньше	«2»

Контрольная работа

Часть А. Вставьте пропущенные глаголы. Выберите правильный вариант (11 баллов)

Lots of children have got a part-time job. As for me I 1 as a paper boy.

I 2 a paper round twice a week, so I 3 at 6.30 on Wednesdays and on Sundays. It 4 me about an hour. Sometimes it 5 me longer on Sundays because *the* Sunday papers are very heavy. My parents (often) 6 me any pocket money, but I need it. The newsagent 7 me two pounds a weekday and three pounds on Sundays, so in a week I 8 five pounds. It 9 certainly nice to have some money in your pocket. I 10 problems with my job, but I 11 getting up early or going out in the rain.

- | | | |
|--|---|--|
| 1. A) work
B) works
C) not work
D) not works | 2. A) do
B) does
C) doesn't
D) do not | 3 A) get up
B) got up
C) gets up
D) gots up |
| 4. A) take
B) takes
C) is take
D) is takes | 5. A) take
B) takes
C) is take
D)is takes | 6 A) do give
B) don't give.
C) does give
D) doesn't give |
| 7. A) pay
B) pays
C) doesn't pays
D) don't pay | 8. A) get
B) gets
C) doesn't get
D) don't get | 9 A) does
B) do
C) are
D) is |
| 10. A) do have
B) doesn't have
C) have no
D)has no | 11 A) like
B) doesn't like
C) like not
D) don't like. | |

Часть В. Переведите на русский язык предложения, содержащие личные формы глаголов и лексические указатели времен группы IndefiniteActive и Continuous (Progressive) Active (6 баллов)

1. Sometimeshe meets her near the college.
2. They often work in the garden.
3. Yesterday he read this article in the newspaper.
4. He isworking now.

5. He was writing this exercise from 5 till 6 o'clock yesterday.
6. We will be sitting on the grass the whole day tomorrow.

Часть С. Переведите текст (5 баллов)

Learning Foreign Languages

The problem of learning foreign languages is very important today. Students should learn foreign languages. Foreign languages are the main and most efficient means of information exchange. Today English is the language of the world. Over 350 (three hundred and fifty) million people speak it as a mother tongue. The native speakers of English live in Great Britain, in the United States of America, Australia and New Zealand. As a second language it is used in the former British and US colonies. It is the major international language for communication in such areas as science, technology, business and mass media. English is one of the official languages of the United Nations Organization. It is the language of computer software, literature, education, modern music, international tourism. Learning a foreign language is not an easy thing. It is a long and slow process. But every educated person, every good specialist has to know English.

Ответы к контрольной работе

Часть А - 11 баллов

1 – А, 2 – А, 3 – А, 4 – В, 5 – В, 6 – В, 7 – В, 8 – А, 9 – D, 10 – С, 11 – D

Часть В - 6 баллов

2. Иногда он встречается ее возле колледжа.
3. Они часто работают в саду.
4. Вчера он прочитал эту статью в газете.
5. Он работает теперь.
6. Он писал это упражнение с 5 до 6 часов вчера.
7. Мы будем сидеть на траве весь день завтра.

Часть С - 5 баллов

Изучение иностранных языков

Проблема изучения иностранных языков очень важна сегодня. Студентам следует изучать иностранные языки. Иностранные языки - главные и самые эффективные средства информационного обмена. Сегодня английский является языком мира. Свыше 350 миллионов людей говорят на нем как на родном языке. Носители английского языка живут в Великобритании, в Соединенных Штатах Америки, Австралии и Новой Зеландии. Как второй язык он используется в бывших британских и американских колониях. Это главный международный язык для общения в таких сферах как наука, технология, бизнес и средства массовой информации. Английский – один из официальных языков Организации Объединенных Наций. Это язык компьютерных программ, литературы, образования, современной музыки, международного туризма. Изучение иностранного языка не легкое дело. Это длинный и медленный процесс. Но каждая образованная личность, каждый хороший специалист должен знать английский.

Максимальное количество баллов - 22

Грамматический материал

Модальные глаголы и их эквиваленты

Модальные глаголы показывают отношение говорящего к действию, выраженному инфинитивом. Например, сравните:

You can speak English. Вы можете (умеете) говорить по-английски.

You must speak English. Вы должны говорить по-английски.

You may speak English. Вы можете говорить по-английски. (Вас поймут.)

Как видим, в одном и том же предложении изменение модального глагола меняет смысл всего предложения, т. е. меняется отношение к действию, выраженному инфинитивом.

Модальные глаголы не имеют форм во всех временах, для этого употребляются их эквиваленты (заменители).

Вопросительные и отрицательные предложения с модальными глаголами строятся без вспомогательных глаголов: *Can you help me? — Yes, I can. — No, I can't.* Вы можете помочь мне? — Да. — Нет.

К основным модальным относятся глаголы:

can — мочь, быть в состоянии, **could** — прошедшее время предполагает наличие физической, умственной и прочих возможностей, позволяющих сделать что-либо:

I can swim. — Я могу (я умею) плавать.

I could translate this text. — (Я мог, был в состоянии) перевести этот текст.

В будущем времени у глагола *can* есть заменитель — конструкция **to be able to** (быть в состоянии что-либо сделать): *I shall be able to help you when I am free.* — Я смогу помочь тебе, когда освобожусь.

may — иметь возможность, получить разрешение (делать что-либо),

might — прошедшее время

May I help you? — Можно вам помочь? — *Yes, you may.* — Да, можно.

В будущем времени у модального глагола *may* есть заменитель — конструкция **to be allowed to** (получить разрешение сделать что-либо).

He will be allowed to take the book. Ему разрешат взять книгу.

must — должен, обязан.

You must write it down now. — Вы должны написать это сейчас.

Заменителями глагола *must* являются глаголы **to have to** и **to be to**, которые имеют некоторые дополнительные оттенки значения. Глагол *to have to* означает долженствование, вызванное обстоятельствами, вынужденную необходимость, в то время как глагол *to be to* — долженствование, связанное с расписанием, планом или заранее сделанной договоренностью. *She had to stay at home.* — Она вынуждена была (ей пришлось) остаться дома.

The train was to arrive at 8 in the evening. — Поезд должен был прибыть в 8 вечера. (По расписанию).

После модальных глаголов и некоторых их эквивалентов инфинитив употребляется без частицы *to*.

Заменителями модального глагола *must* являются также модальные глаголы **ought to**, **should** (в значении совета, рекомендации, упрека) и **shall** (испрашивается разрешение на совершение действия).

You should enter the Institute. Вам следует поступить в институт (рекомендация, совет),

В сочетании с перфектным инфинитивом глагол *should* выражает сожаление о невыполненном действии и переводится «следовало бы».

You should have helped them. Вам следовало бы помочь им. (Но вы не сделали этого).

Shall I read? Мне следует читать?

Модальный глагол **would** может иметь следующие значения:

- 1) Вежливая просьба. *Would you help me?* Не можете ли вы мне помочь?
- 2) Повторяемость действия в прошлом. *He would often help me.* Он, бывало, часто помогал мне.
- 3) Стойкое нежелание совершать какие-либо действия. *He wouldn't listen to me.* Он никак не хотел слушать меня.

Модальный глагол **need** - «нужно, надо» употребляется, в основном, в отрицательных предложениях. *You needn't do it now.* Вам не нужно делать это сейчас.

Exercise 1. Analyse the use of modal verbs and translate the following sentences:

1. Who can answer my question?
2. Nobody could translate this text.
3. He ought to do this task at once.
4. Must I attend this meeting? — No, you needn't.
5. You should have shown your notes to the teacher.
6. I asked him, but he wouldn't listen to me.
7. They should visit her, she is in the hospital.
8. Last summer we would often go to the country.
9. Your son can do this work himself.
10. Would you tell me the way to the station?
11. Your friend might have informed us.
12. May I leave for a while? — Yes, you may.
13. She should be more attentive at the lessons.
14. You needn't come so early.

Must you write in ink ?

3. Вам следует писать ваши имена сверху (подписать).

What should you write at the top ?

4. Вы должны работать в группах из трех человек (Мы запланировали)

How many students are to work in groups ?

5. Вы можете сесть.

Who may sit down ?

6. Вам не нужно делать первые два упражнения.

Why needn' t we do the first two exercises ?

1. General Qs (Yes/No Qs)

2. General Qs (Yes/No Qs)

3. Special Qs (Wh Qs)

4. Special Qs (Wh Qs)

5. Special Qs (Wh Qs)

6. Special Qs (Wh Qs)

Материалы к контрольной работе
по теме «Модальные глаголы»
раздела 2 «Система образования в России и за рубежом»

Пояснительная записка

Цель контрольной работы - проверить уровень усвоения знаний, умений и навыков по теме «Модальные глаголы» раздела 2 «Система образования в России и за рубежом» по учебной дисциплине «Иностранный язык» (английский).

Форма контрольной работы – варианты заданий в тестовой форме.

Время выполнения работы – 90 минут. Контрольная работа состоит из 3-х частей. Часть А включает задания на выбор одного правильного ответа. Часть В включает задания на перевод модальных глаголов и страдательного залога. Часть С включает задание на перевод профессионально-ориентированного текста и на определение видовременной формы глагола.

Обучающиеся должны знать: лексический минимум по теме, различия между свободными и устойчивыми словосочетаниями; виды модальных глаголов и их эквивалентов; правила образования страдательного залога.

Обучающиеся должны уметь: активизировать лексику в речи, различать и переводить свободные и устойчивые словосочетания; переводить и применять модальные глаголы и их эквиваленты; различать действительный и страдательный залог, переводить глаголы в страдательном залоге.

Разделы учебной дисциплины, выносимые на контрольную работу

Речевые умения: предметное содержание речи – темы профессиональной направленности; вид речевой деятельности - изучающее чтение.

Языковые знания и навыки: лексическая сторона речи - лексический минимум по теме; свободные и устойчивые словосочетания; грамматическая сторона речи – модальные глаголы и их эквиваленты, страдательный залог.

Критерии и нормы оценки

Количество баллов	Оценка
30 - 27	«5»
26 - 21	«4»
20 - 15	«3»
14 и меньше	«2»

Контрольная работа
Вариант I

Часть А. Выберите один правильный ответ (Максимальное количество баллов – 14)

Задание 1. Употребите нужный модальный глагол или эквивалент модального глагола (12 баллов)

1. They follow my advice.

- a) must b) need c) can
2. Ann ... keep her hands warm.
a) shall be able b) should c) shouldn't
3. In case of electric shock you ... call the doctor.
a) must b) might c) shouldn't
4. David ... work hard to pass his exams.
a) must b) should c) shouldn't
5. Nobody answers the phone. They ... be out.
a) can b) would c) must
6. I'm sorry, I ... have phoned to tell you I was coming.
a) should b) had to c) ought to
7. I ... get up early on Mondays.
a) am able b) can c) have to
8. The policeman told the women she ... worry.
a) needn't b) couldn't c) needn't to
9. Mike ... play the piano very well. And what about you?
a) can b) should c) must
10. I ... skate when I was little.
a) can't b) couldn't c) mustn't
11. We ... hurry. We've got plenty of time.
a) can't b) needn't c) must
12. John ... speak three foreign languages.
a) can b) may c) must

Задание 2. Выберите нужную видовременную форму глагола в страдательном залоге (1 балл)

Needless to say, hands ... before and after eating.

- a) must wash b) must be washed c) must be washing

Задание 3. Выберите нужный фразовый глагол (1 балл)

Sue was offered a job of a translator but she

- a) turned on b) turned down c) turned off d) turned out

Часть В (9 баллов)

Задание 1. Переведите предложения с модальными глаголами (8 баллов)

- Last summer we would often go to the country.
- Your son can do this work himself.
- Would you tell me the way to the station?
- Your friend might have informed us.
- May I leave for a while? — Yes, you may.
- She should be more attentive at the lessons.
- You needn't come so early.
- We need to get approval for this from senior management.

Задание 2. Переведите предложение с глаголом в страдательном залоге (1 балл)

It's time I was promoted from junior management to middle management.

Часть С (7 баллов)

The Definition of Management

Management is often included as a factor of production along with machines, materials, and money. According to the management guru Peter Drucker (1909–2005), the basic task of a management is twofold: marketing and innovation. Practice of modern management owes its origin to the 16th century enquiry into low-efficiency and failures of certain enterprises, conducted by the English statesman Sir Thomas More (1478–1535).

Задание 1. Переведите определение менеджмента (5 баллов)

Задание 2. Найдите в тексте глагол в страдательном залоге и определите его временную форму (2 балла)

Часть А. Выберите один правильный ответ (Максимальное количество баллов – 14)

Задание 1. Выберите нужный модальный глагол или эквивалент модального глагола (12 баллов)

Susan wash her hands before dinner.

- a) must b) can c) shouldn't

His brother come home at 6 p.m.

- a) must b) should to c) ought

You ... worry about this rubbish.

- a) must b) should c) shouldn't

4. Children ... not play in the street.

- a) must b) should c) shouldn't

5. If you're ill, you ... go out.

- a) must b) should c) shouldn't

6. ... you mind passing me the salt ?

- a) must b) could c) need

7. Little children like books with large print. They ... read them more easily.

- a) should b) can c) must

8. My dentist says I ... eat so many sweets.

- a) ought not b) can't c) shouldn't

9. We ... hurry. We've got plenty of time.

a) can't b) needn't c) must

10. ... You speak any foreign languages?

a) can b) should c) may

11. It's raining. You ... take an umbrella.

a) can't b) don't have to c) should

12. Kate missed the film last night, because she ... to work late.

a) had b) has c) have

Задание 2. Выберите нужную видовременную форму глагола в страдательном залоге (1 балл)

An experiment ... next week on Monday.

- a) is being made b) will make c) will be made

Задание 3. Выберите нужный фразовый глагол (1 балл)

These three articles ... the whole book.

a) make up b) make for c) make off d) make out

Часть В (9 баллов)

Задание 1. Переведите предложения с модальными глаголами (8 баллов)

1. Who can answer my question?

2. Nobody could translate this text.

3. He ought to do this task at once.

4. Must I attend this meeting? — No, you needn't.

5. You should have shown your notes to the teacher.

6. I asked him, but he wouldn't listen to me.

7. They should visit her, she is in the hospital.

8. With my qualifications and experience, I should have a job in senior management.

Задание 2. Переведите предложение с глаголом в страдательном залоге (1 балл)

He was promoted from the shop floor into a junior management position.

Часть С (7 баллов)

The Definition of Management

As a discipline, management comprises the interlocking functions of formulating corporate policy and organizing, planning, controlling, and directing the firm's resources to achieve the policy's objectives. The size of management can range from one person in a small firm to hundreds or thousands of managers in multinational companies. In large firms the board of directors formulates the policy which is implemented by the chief executive officer.

Задание 1. Переведите определение менеджмента (5 баллов)

Задание 2. Найдите в тексте глагол в страдательном залоге, выпишите его и определите временную форму (2 балла)

**Ответы к контрольной работе
Вариант I**

Часть А (14 баллов)

Задание 1.

1 –а, 2 - b, 3 -а, 4 – а (b), 5 – с, 6 –а, 7 – с, 8 – а, 9 – а, 10 – b, 11 – b, 12 - а

Задание 2.б

Задание 3.б

Часть В (9 баллов)

Задание 1 - 8 баллов

1. Прошлым летом мы, бывало, часто ездили в сельскую местность.
2. Ваш сын может сделать эту работу сам.
3. Не скажете ли вы мне дорогу до станции (Не могли бы вы сказать мне дорогу до станции)?
4. Ваш друг мог бы проинформировать нас (сообщить нам).
5. Можно мне уйти ненадолго? – да, можно.
6. Она должна (ей следует) быть более внимательной на уроках.
7. Вам не надо приходить так рано.
8. Нам нужно подтверждение этого от старшего менеджера.

Задание 2 - 1 балл

Это время, когда меня повысили с позиции младшего менеджера до менеджера среднего звена.

Часть С (7 баллов)

Задание 1 - 5 баллов

Определение менеджмента.

Менеджмент часто включается в фактор производства наряду с машинами, материалами и деньгами. По словам гуру менеджмента Питера Друкера (1909-2005), основной задачей менеджмента являются две: маркетинг и инновации. Практика современного менеджмента берет свое начало с 16 века, исследование низкой эффективности и ошибок отдельных предприятий провел английский государственный деятель Томас Мор (1478-1535).

Задание 2 – 2 балла

is included (включается) – Present Indefinite (Passive Voice) от глагола to include (включать)

Максимальное количество баллов - 30

Вариант II

Часть А (14 баллов)

Задание 1.

1 – а, 2 - а, 3 - с, 4 – с, 5 – с, 6 – b, 7 – b, 8 – с, 9 – b, 10 – а, 11 – с, 12 - а

Задание 2.с

Задание 3.д

Часть В (9 баллов)

Задание 1 - 8 баллов

1. Кто может ответить на мой вопрос?
2. Никто не мог перевести этот текст.
3. Он должен сделать эту работу сразу.
4. Должен ли я посетить эту встречу (это собрание)? – Нет, не нужно.
5. Вам следовало показать свои записи учителю.
6. Я спрашивал (просил) его, но он никак не хотел слушать меня.
7. Они должны навестить ее, она в больнице.
8. С моей квалификацией и опытом я должен получить работу старшего менеджера.

Задание 2 - 1 балл

Он был переведен из торгового зала на должность младшего менеджера.

Часть С (7 баллов)

Задание 1 - 5 баллов

Определение менеджмента.

Как дисциплина менеджмент включает взаимосвязанные функции формулирования корпоративной политики и организации, планирования, контроля и управления ресурсами фирмы для достижения целей этой политики. Размер управления может варьироваться от одного человека в небольшой фирме до сотен тысяч менеджеров во многонациональных компаниях. В больших фирмах совет директоров формулирует политику, которая осуществляется генеральным директором.

Задание 2 – 2 балла

is implemented (осуществляется) – Present Indefinite (Simple) Passive отглагола to implement (осуществлять)

Максимальное количество баллов - 30

Раздел 3. История развития образования

Цели практических занятий

Образовательная цель:

- расширить лексический минимум студентов по теме; расширить и углубить лингвистические знания в сфере профессиональной деятельности;
- расширить и углубить грамматические знания о сложноподчиненных предложениях и согласовании времен.

Развивающая цель - создать условия для дальнейшего развития:

- умения активизировать профессиональную лексику в речи; умения изучающего, поискового и ознакомительного чтения; умения аудирования; умения монологической и диалогической речи;
- умения переводить сложные предложения и союзы, различать сложносочиненные и сложноподчиненные предложения; определять виды сложноподчиненных предложений; переводить условные придаточные предложений первого, второго и третьего типа, переводить условные придаточные предложения с инверсией, определять типы условных придаточных предложений; применять правила согласования времен.

Лексический материал, тематические тексты и диалоги для изучающего, поискового и ознакомительного чтения, аудирования, развития монологической и диалогической речи

Тема 3.1. История развития образования в России

Text 1. The Khrushchev Reforms.

Read and translate the text.

After the death of Stalin in 1953, changes in official policy affected both education and science. The 20th Party Congress in 1956 paved the way for a period of reforms inaugurated by Nikita S. Khrushchev. The central idea was formulated as "strengthening ties between school and life" at all levels of the educational system. The Soviet reform influenced to a high degree similar reforms in the eastern European countries.

The old idea of polytechnical education was revived, but mainly in the sense of preparing secondary-school students for specialized vocational work in industry or agriculture. Since the early 1950s there had been a growing imbalance between the output of secondary-school graduates desiring higher education and the economic demands of skilled manpower at different levels. The educational reforms of 1958 pursued the aim of combining general and polytechnical education with vocational training in a way that directed the bulk of young people after the age of 15 straight into "production."

The new structure of the school system after 1958 developed as follows: (1) the basic school with compulsory education became the eight-year general and polytechnical labour school, for ages seven to 15 (vosmiletnyaya shkola); and (2) secondary education, embracing grades nine to 11, was provided alternatively by secondary general and polytechnical labour schools with production training (srednyaya obshcheobrazovatel'naya trudovaya politekhnicheskaya shkola s proizvodstvennym obucheniem) or by evening or alternating-shift secondary general education schools (vechernyaya smennaya srednyaya obshcheobrazovatel'naya shkola).

The connection of study and productive work was to be continued during the course of higher education. Great emphasis was laid upon the further expansion of evening and correspondence education

both at the level of secondary specialized education and at the level of the universities and other higher institutes. In the academic year 1967-68, 56.3 percent of all Soviet students in higher education (of the total number of 4,311,000) carried out their studies in this way.

The reform of 1958 also brought a transformation of the former labour-reserve schools into urban vocational-technical schools or rural schools of the same type (*gorodskiye i selskiye professionalno-tekhnicheskiye uchilishcha*). As a rule these schools required the completion of the eight-year school, but in fact there were many pupils with lower achievements; the length of training was from one to three years, depending upon the type of career.

Besides introducing polytechnic education and productive labour, the Khrushchev reforms emphasized the idea of collective education from early childhood. Preschool education for the age group up to seven years was to be rapidly developed within the newly organized unified creches and nursery schools (*yasli i detskiye sady*); and, as a new type of education, boarding schools (*shkoly- internaty*) that embraced grades one to eight or one to 11 had been created in 1956. Some party circles wanted this kind of boarding education for the majority of all young people, but development lagged behind planning, and the idea of full boarding education was later abandoned.

The polytechnization of the Soviet school system as it took shape during the Khrushchev period turned out, in the course of its realization, to be a failure. A revision of the school reform was carried out between August 1964 and November 1966 that brought about several important results: (1) the grade 11 of the secondary school (except for the evening school) was abolished; general education returned to the 10-year program; (2) vocational training in the upper grades was retained only in a small number of well-equipped secondary schools; and (3) a new curriculum and new syllabi for all subjects were elaborated. After 1958 hundreds of secondary schools for gifted pupils in mathematics, science, or foreign languages were developed, besides the well-known special schools for music, the arts, and sports. They recruited students mainly from the urban intelligentsia and were therefore sometimes criticized by adherents of egalitarian principles in education.

Text 2. From Brezhnev to Gorbachev.

Read and translate the text.

Leonid I. Brezhnev assumed leadership after Khrushchev retired in 1964. On Nov. 10, 1966, a decree was issued outlining the new policy in the field of general secondary education. A union-republic Ministry of Public Education was established to augment the already existing central agencies for higher and secondary specialized education and for vocational-technical training. The main aim of educational policy in the 1970s was to achieve universal 10-year education. In 1977 it was claimed that about 97 percent of the pupils who graduated from the basic eight-year school continued their education at the secondary level. An important step toward the realization of universal secondary education was the creation of secondary vocational-technical schools (*srednye professionalno- tekhnicheskiye uchilishcha*) in 1969. These schools offered a full academic program as well as vocational training. Preschool education for children under seven years of age was extended: enrollments in nursery schools, kindergartens, and combined nursery-kindergarten facilities increased from 9.3 million in 1970 to 15.5 million in 1983. The number of institutions for higher education also grew steadily (from 805 in 1970 to 890 in 1983), meeting regional demands. Day, evening, and correspondence courses were provided.

The quantitative gains achieved during this period were not matched by corresponding improvements in the quality of education. Government authorities, as well as teachers and parents, expressed growing dissatisfaction with student achievement and with student attitude and behaviour. The youngsters themselves often felt alienated from the official value system in education. Furthermore, there was a growing imbalance between the careers preferred by general-school graduates and the national economic requirements for skilled manpower--an unforeseen result of the policy of universal secondary education. Therefore, in 1977 the scope of labour training in the upper grades of the general school was enhanced in order to provide youngsters with a basic practical training and to direct them into so-called mass occupations after leaving school.

In 1984, two years after Brezhnev's death, new reforms of general and vocational education were instituted. Teachers' salaries, which had been lower than other professional incomes, were raised. The age at which children entered primary school was lowered from seven to six years, thus extending the complete course of general-secondary schooling from 10 to 11 years. Vocational training in the upper grades of the general school was reinforced. To meet the requirements of computer literacy, appropriate courses were introduced into the curricula of the general school, even though most schools lacked sufficient equipment. The main emphasis, however, was placed on the development of a new integrated

secondary vocational-technical school that would overcome the traditional barriers between general and vocational education.

Тема 3.2. История педагогики

Text 1. Education Act of 1944.

Read and translate the text.

The Education Act of 1944 involved a thorough recasting of the educational system. The Board of Education was replaced by a minister who was to direct and control the local education authorities, thereby assuring a more even standard of educational opportunity throughout England and Wales. Every local education authority was required to submit for the minister's approval a development plan for primary and secondary education and a plan for further education in its area. Two central advisory councils were constituted, one for England, another for Wales. These had the power, in addition to dealing with problems set by the minister, to tender advice on their own initiative. The total number of education authorities in England and Wales was reduced from 315 to 146.

The educational systems of Scotland and Northern Ireland are separate and distinct from that of England and Wales, although there are close links between them. The essential features of the Education Act of 1944 of England and Wales were reproduced in the Education Act of 1945 in Scotland and in the Education Act of 1947 in Northern Ireland. There were such adaptations in each country as were required by local traditions and environment.

The complexity of the education system in the United Kingdom arises in part from the pioneer work done in the past by voluntary bodies and a desire to retain the voluntary element in the state system. The act of 1944 continued the religious compromise expressed in the acts of 1870 and 1902 but elaborated and modified it after much consultation with the parties concerned. The act required that, in every state-aided primary and secondary school, the day should begin with collective worship on the part of all pupils and that religious instruction should be given in every such school. As in earlier legislation there was, however, a conscience clause and another to ensure that no teacher should suffer because of religious convictions. Religious instruction continues to be given in both fully maintained and state-aided voluntary schools, and opportunities exist for religious training beyond the daily worship and minimum required instruction. In many schools the religious offering has become nondenominational, and in areas of high non-Christian immigrant population consideration may be given to alternative religious provision.

Two fundamental reforms in the act of 1944 were the requirement of secondary education for all, a requirement that meant that no school fees could be charged in any school maintained by public authority; and replacement of the former distinction between elementary and higher education by a new classification of "three progressive stages to be known as primary education, secondary education, and further education." To provide an adequate secondary education in accordance with "age, ability, and aptitude," as interpreted by the Ministry of Education, three separate schools were necessary: the grammar school, modeled on elite public schools, the less intellectually rigorous secondary modern school, and the technical school. If, in exceptional circumstances, such provisions were made in a single school, then the school would have to be large enough to comprise the three separate curricula under one roof. Children were directed to the appropriate school at the age of 11 by means of selection tests. The tripartite system of grammar, secondary modern, and technical schools did not, in fact, flourish. The ministry had never been specific about the proportion of "technically minded" children in the population, but, in terms of school places provided in practice, it was about 5 percent. Since, on the average, grammar-school places were available to 20 percent, this left 75 percent of the child population to be directed to the secondary modern schools for which the ministry advocated courses not designed to lead to any form of qualification.

Text 2. Early 19th to Early 20th Century.

Read and translate the text.

English education has been less consciously nationalist than that of continental European countries, but it has been deeply influenced by social class structure. Traditionally, the English have held that the activity of the government should be restricted to essential matters such as the defense of property and should not interfere in education, which was the concern of family and church. The growth of a national education system throughout the 19th century continued without a clear plan or a national decision. The cornerstone of the modern system was laid by the Elementary Education Act of 1870, which accepted the principle that the establishment of a system of elementary schools should be the responsibility of the state.

It did not, however, eliminate the traditional prominence of voluntary agencies in the sphere of English education. Nor did it provide for secondary education, which was conducted largely by voluntary fee-charging grammar schools and "public" schools. These public schools were usually boarding schools charging rather high fees. Their tradition was aristocratic, exclusive, formal, and classical. Their main goal was to develop "leaders" for service in public life. In 1900 one child in 70 could expect to enter a secondary school of some kind. The grammar schools copied the curriculum of the public schools, so that only the intellectual and social elite were able to attend.

In 1899 an advance was made toward the development of a national system encompassing both elementary and secondary education by creating a Board of Education as the central authority for education. The Balfour Act of 1902 established a comprehensive system of local government for both secondary and elementary education. It created new local education authorities and empowered them to provide secondary schools and develop technical education. The Education Act of 1918 (The Fisher Act) aimed at the establishment of a "national system of public education available for all persons capable of profiting thereby." Local authorities were called upon to prepare plans for the orderly and progressive development of education. The school-leaving age was raised to 14, and power was given to local authorities to extend it to 15.

Text 3. Federal Involvement in Local Education.

Read and translate the text.

Although the U.S. Constitution has delegated educational authority to the states, which have in turn passed on the responsibility for the daily administration of schools to local districts, there has been no lack of federal counsel and assistance. Actually, national educational aid is older than the Constitution, having been initiated in 1787 in the form of land grants. Seventy-five years later the Morrill Act disbursed many thousands of acres to enable the states to promote a "liberal and practical education." Soon thereafter, the government created the federal Department of Education under the Department of the Interior and, in 1953, established the Office of Education in the Department of Health, Education, and Welfare. As the independent Department of Education from 1980, this agency has taken a vigorous role in stating national positions and in researching questions of overall interest. Its findings have proved influential in both state and local reforms.

Financing of education is shared among local districts, states, and the federal government. Beginning with the Smith-Lever Act of 1914, Congress has legislated measure upon measure to develop vocational education in schools below the college plane. A new trail was opened in 1944, when the lawgivers financed the first "GI Bill of Rights" to enable veterans to continue their education in school or college.

During the 1960s, school difficulties experienced by children from disadvantaged families were traced to lack of opportunities for normal cognitive growth in the early years. The federal government attempted to correct the problem and by the mid-1960s was giving unprecedented funding toward compensatory education programs for disadvantaged preschool children. Compensatory intervention techniques include providing intensive instruction and attempting to restructure home and living conditions. The Economic Opportunity Act of 1964 provided for the establishment of the Head Start program, a total program that was designed to prepare the child for success in public schools and that includes medical, dental, social service, nutritional, and psychological care. Head Start has grown steadily since its inception and has spawned similar programs, including one based in the home and one for elementary-school-age children. In the 1970s child development centres began pilot programs for children aged four and younger. Other general trends of the late 1970s include: extending public schools downward to include kindergarten, nursery school, child development centres, and infant programs; organizing to accommodate culturally different or exceptional children; including educational purposes in day care; extending the hours and curriculum of kindergartens; emphasizing the early-childhood teacher's role in guiding child development; "mainstreaming" handicapped children; and giving parents a voice in policy decisions. Early-childhood philosophy has infiltrated the regular grades of the elementary school. Articulation or interface programs allow preschool children to work together with first graders, sharing instruction. Extended to higher grades, the early-childhood learning methods promote self-pacing, flexibility, and cooperation.

Text 4. Curriculum Reforms.

Read and translate the text.

From such experimental programs as the Dalton Plan, the Winnetka Plan, and the Gary Plan, and from the pioneering work of Francis W. Parker and notably John Dewey, which ushered in the "progressive

education" of the 1920s and '30s, American schools, curricula, and teacher training have opened up in favour of flexible and cooperative methods pursued within a school seen as a learning community. The attempt to place the nature and experience of the child and the present life of the society at the centre of school activity was to last long after progressive education as a defined movement ended.

Some retrenchment occurred in the 1950s as a result of scientific challenges from the Soviet Union in a period of international political tension. Resulting criticisms of scientific education in the United States were, however, parried by educationists. America's secondary school attuned itself more and more to preparing the young for everyday living. Consequently, though it still served prospective collegians the time-honoured academic fare, it went to great lengths to accommodate the generality of young America with courses in automobile driving, cookery, carpentry, writing, and the like. In addition to changes in the form of earlier practical subjects, the curriculum has responded to social issues by including such subjects as consumer education (or other applications of the economics of a free-enterprise society), ethnic or multicultural education, environmental education, sex and family- life education, and substance-abuse education. Recent interest in vocational-technical education has been directed toward establishing specialized vocational schools, improving career information resources, integrating school and work experience, utilizing community resources, and meeting the needs of the labour market.

National prosperity and, even more, the cash value that a secondary diploma was supposed to bestow upon its owner enhanced the high school's growth. So did the fact that more and more states required their young to attend school until their 16th, and sometimes even their 17th, birthday. Recently, however, economic strains, the ineffectiveness of many schools, and troubled school situations in which the safety of children and teachers has been threatened have led to questions about the extension of "compulsory youth" in high schools. Criticisms have also been leveled at the effects and aftereffects on education of 1960s idealism and its conflict with harsh realities. The publicized emphases on alternatives in life-style and on deinstitutionalization were ultimately, in their extreme form, destructive to public education. They were superseded by conservative attitudes favouring a return to the planning and management of a clearly defined curriculum. The dramatic fall in scores on the Scholastic Aptitude Test (a standardized test taken by a large number of high-school graduates) between 1963 and 1982 occasioned a wave of public concern. A series of national, state, and private-agency reviews followed. The report of the National Commission on Excellence in Education, *A Nation at Risk* (1983), set the tone. The emphasis was now on quality of school performance and the relation of schooling to career. The main topics of concern were the curriculum, standardization of achievement, credentialing, and teacher preparation and performance. In order to clarify what is expected of teachers and students, states have increasingly detailed curricula, have set competency standards, have mandated testing, and have augmented the high-school diploma by adding another credential or by using transcripts to show superior achievement. Curriculum reforms have accentuated the academic basics, particularly mathematics, science, and language, as well as the "new basics," including computers. Computers have become increasingly important in education not only as a field of study but also as reference and teaching aids. Teachers are using computers to organize and prepare course materials; children are being taught to use computers at earlier ages; and more and more institutions are using computer- assisted instruction systems, which offer interactive instruction on a one-on-one basis and can be automatically modified to suit the user's level of ability. Other technological developments, such as in broadcasting and video production, are being employed to increase the availability of quality education.

The reports on the state of education also expressed concern for gifted children, who have tended to be neglected in American education. Until psychologists and sociologists started to apply their science to the superior child, gifted children were not suspected of entertaining any particular problems, apart from occasionally being viewed as somewhat freakish. Eventually, however, augmented with federal, state, and sometimes foundation money, one city after another embarked on educational programs for the bright child. From the 1970s, gifted children were directly recruited into special academic high schools and other local programs. American education is still aimed at broadening or raising the level of general provision, however, so neither programs for the gifted nor those for vocational education have been treated as specifically as in some other countries.

Text 5. Education for Females.

Read and translate the text.

Though the common school vouchsafed instruction to girls, girls' chances to attend high school--not to say college--were slight. The "female academies," attended mainly by daughters of the middle class, were not numerous, and they varied in their emphases, often stressing social or domestic subjects. The truth is

that as late as the 1840s, when the lowliest man could vote and hold office, women were haltered by taboos of every sort. But as America advanced industrially, and more and more women flocked to the mill and the office, their desire for greater educational opportunity grew. As in the struggle for the common school, the cause of women's education bred leaders, many of whom founded schools and communicated internationally. In 1833 Oberlin College in Ohio hazarded coeducation, and 20 years later Antioch College, also in Ohio, followed suit. Beyond the Mississippi every state university, except that of Missouri, was coeducational from its beginning. The East moved more warily; Cornell University was the first Eastern school to become coeducational, in 1872.

Text 6. Changes in Higher Education.

Read and translate the text.

The pedagogical experimentalism that marked America's elementary learning during the century's first quarter was less robust in the high school and feebler still in the college. The first venture of any consequence into collegiate progressivism was undertaken in 1921 at Antioch College, in Ohio. Antioch required its students to divide their time between the study of the traditional subjects and the extramural world, for which, every five weeks or so, they forsook the classroom to work at a full-time job. In 1932 Bennington College for women, in Vermont, strode boldly toward progressive ends. Putting a high value on student freedom, self-expression, and creative work, it staffed its faculty largely with successful artists, writers, musicians, and other creative persons, rather than Ph.D.'s. It also granted students a large say in making the rules under which they lived.

Such developments in America's higher learning incited gusty blasts from Robert M. Hutchins, president and then chancellor of the University of Chicago from 1929 to 1951. He recommended a mandatory study of grammar, rhetoric, logic, mathematics, and Aristotelian metaphysics. One consummation of the Hutchins prescription is the study of some 100 "great books," wherein reside the unalterable first principles that Hutchins insisted are the same for all men always and everywhere.

The vocationalism that Hutchins deplored was taken to task by several others, but with quite different results--notably by Harvard in its report on General Education in a Free Society (1945). Declaring against the high school's heavy vocational leaning, it urged the adoption of a general curriculum in English, science, mathematics, and social science.

In the great expansion of higher education between about 1955 and 1975, when expansionist ideas about curriculum and governance prevailed, colleges became at times almost ungovernable. New colleges and new programs made the higher-education landscape so blurred that prospective students and admissions officers in other countries needed large, coded volumes to characterize individual institutions. The college curriculum, like that of the high school, was altered in response to vocal demands made by groups and had expanded in areas representing realities of contemporary social life. Internal reviews, undergraduate curriculum reforms, and the high standards set by some universities demonstrated to some observers that quality education was being maintained in the university. Other critics, however, felt that grade inflation, the multiplication of graduate programs, and increasing economic strains had led to a decline in quality. Financial problems and conservative reactions to the more extreme reforms led some universities to place a strong emphasis on management.

Probably the most significant change in higher education has been the establishment and expansion of the junior college, which was conceived early in the century by William Rainey Harper, president of the University of Chicago. He proposed to separate the four-year college into an upper and a lower half, the one designated as the "university college" and the other as the "academic college." The junior college is sometimes private but commonly public. It began as a two-year school, offering early college work or extensions to secondary education. It has since expanded to include upper vocational schools (including a wide range of technical and clerical occupations), community colleges (offering vocational, school completion, and leisure or interest courses), and pre- or early-college institutions. Junior colleges recruit from a wide population range and tend to be vigorous innovators. Many maintain close relationships with their communities. Colleges limited to the undergraduate level, especially in articulated state systems, may not differ much from well-developed junior colleges.

Text 7. HISTORY OF EDUCATION

Read and translate the texts.

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older, experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

The Beginning of Formal Education

About 3000 BC*, the Sumerians,** who lived in Tigris-Euphrates Valley,*** and the Egyptians each invented a system of writing. Both systems included a method of writing numbers as well as language. The invention of writing was the second major milestone in the history of education. It made possible the beginning of schools as we know them today.

Before man developed writing, teachers had to repeat orally what was to be learned until the young had memorized it. A child could thus learn only what his teacher already knew, and had memorized. But by teaching the child to read, a teacher could make available the knowledge of many men, not only his own, yet reading and writing could not be learned while the child served as an apprentice, imitated the behaviour of his elders, or took part in rituals. In addition, the first writing systems, which were a kind of picture writing, were awkward* and hard to learn. As a result, special schools arose in which teachers taught reading, writing, and calculation.

* BC – донашейэры

** the Sumerians [sə 'mɛrɪənz] – шумеры

*** Tigris-Euphrates Valley ['taɪgrɪs ju 'freɪtɪz 'væli] – долине рек Тигра и Евфрата

Sumerian and Egyptian Education

Shortly after 3000 BC, both the Sumerians and the Egyptians established schools to teach boys the newly invented arts of reading and writing. The schools were taught by temple priests. Only exceptionally talented boys could attend the schools. Girls were not allowed to attend school, but some girls learned reading and writing in their homes.

A boy's training, which lasted from about the age of 5 to 17, was strict and monotonous. He learned to write by copying the same literary selections again and again. He learned arithmetic by copying business accounts. Boys who completed their education formed a separate social class called "scribes." Scribes were hired for any task that required a knowledge of reading, writing, or arithmetic.

Other Middle Eastern Education

Civilization spread from Sumer and Egypt to the eastern shores of the Mediterranean Sea.** Certain tribes in this region each spoke one of the closely related Semitic languages. Between about 1500 BC and 1000 BC, these tribes developed the world's first alphabet and so gave education another valuable tool. Alphabetic systems make writing easier than picture systems because they require far fewer symbols.

Certain Hebrew*** Semitic tribes developed a remarkably democratic educational system. Other educational systems had been designed mainly for the sons of upper-class families. But the Hebrews required boys of every social class to attend school. The Hebrew schools were religious -schools conducted by priests called scribes. They taught boys to read the sacred writings of the Hebrew people, which were collected in a volume called the Torah. Hebrew girls did not attend school but were taught at home by their mothers.

* awkward [ˈɔːkwəd] ный, затруднительный

** the Mediterranean Sea – Средиземное море

*** Hebrew [ˈheɪbrʊː] (древне)еврейский

Ancient Greek Education

Greek civilization flourished from about 700 BC to about 330 BC. During this period, the Greeks made the greatest educational advance of ancient times. In fact, Western education today is based on the ancient Greek model.

Ancient Greece was divided into independent city-states. The educational system of each city-state aimed to produce good citizens. Athens and Sparta, two of the most powerful city-states, had different

ideals of citizenship. In Sparta, a citizen was judged largely by his political and military service. The government controlled education. Boys received physical and military training, but few learned to read and write. In Athens, unlike Sparta, a citizen was judged more by the quality of his mind. But Athenian citizens were also expected to develop their bodies and to serve the state.

Athens made the greatest educational advances of any Greek city-state. But Athenian education was far from democratic. Education was limited to the sons of Athenian citizens. Only about a fifth of the Athenians were citizens. Most of the rest were slaves, who were not considered worthy of an education.

Athenian boys started their education at about age 6. But they did not go to schools as we think of schools today. A trusted family slave simply took them from teacher to teacher, each of whom specialized in a certain subject or certain related subjects. Boys studied reading, writing, arithmetic, music, dancing and gymnastics. As the boys advanced, they memorized the words of Homer and other Greek poets. Boys continued their elementary education until they were about 15 years old. From about ages 16 to 20, they attended a government sponsored gymnasium. Gymnasiums trained young men to become citizen-soldiers. They emphasized such sports as running and wrestling and taught civic duty* and the art of war. Students held discussions to improve their reasoning and speaking ability.

Some Athenian gymnasiums became centres of advanced learning. By the 400s BC, advanced learning in Athens consisted of philosophy and rhetoric. Philosophy included the study of logic, mathematics, morals, and science. Rhetoric included the study of government, history, and public speaking.

During the 400s and 300s BC, Athens produced such great philosophers and teachers as Aristotle, Plato, and Socrates. About 387 BC Plato founded a school of philosophy that became known as the Academy.

* civic duty – обязанностиграждан

Some scholars believe the Academy was the Western world's first institution of higher learning. Aristotle founded a similar school called the Lyceum* about 330 BC.

Most young Athenian women received no formal education. The Greeks believed girls could learn all they needed to know from their mothers – that is, how to prepare food, make clothing, and care for infants. However, some women belonged to religious organizations through which they developed skills in music, poetry, and dancing.

Ancient Roman Education

By 100 BC, the Romans had built the most extensive educational system of that time. Their system was patterned after** that of ancient Athens. But unlike the Athenians, the Romans provided schooling for girls as well as boys. The children of wealthy citizens were taught by a *ludus* (elementary-school teacher) from about the age of 7 to 10. They learned to read and write both Greek and their native language, Latin. Girls received only an elementary education. Boys from about 10 to 15 years old attended a secondary school run by a *grammaticus* (teacher of grammar). In secondary school, they continued their study of Greek and Latin grammar and literature. The Romans also established institutions of higher learning. These institutions were schools of rhetoric, which prepared young men for careers in law and government.

Assignments:

1. Give the English for:

происходить, изобретать, ученичество, приобретать, узы, связывать, иметь отношение к, сложный, включать, устно, запоминать, доступный, поведение, возникать, священник, переписывать, задача, племя, родственник, ценный, требовать, процветать, успехи, древний, основываться на, ограничивать, раб, делать упор на, рассуждения, предоставлять.

2. Form nouns from the following verbs:

invent, communicate, educate, perform, imitate, know, behave, calculate, discuss, develop, govern.

3. Form adjectives from the following nouns:

history, religion, emotion, east, west, value, education, alphabet, power, policy, democracy.

* the Lyceum – лицей

** to be patterned after – быть созданным по образцу

4. Join A and B in pairs of synonyms;

A. adults, to establish, talented, to arise,, hard, task, to complete, advances, ancient, to prepare.

B. difficult, gifted, elders, to appear, success, to found, to finish, aim, old, to train.

5. Complete the following sentences:

- 1) Young people in prehistoric societies were educated through...
- 2) The invention of writing was the second major milestone in...
- 3) Scribes were hired for any task that required a knowledge of ...
- 4) The Hebrew schools were religious schools conducted by ...
- 5) The educational system of each city-state aimed to produce ...
- 6) Gymnasiums emphasized such sports as ...
- 7) Students held discussions to improve their ...
- 8) Unlike the Athenians, the Romans provided schooling for ...
- 9) The Romans also established institutions of ...
- 10) These institutions were schools of rhetoric which prepared...

6. Ask 10–15 questions about the text. Be ready to answer them.

7. Prove the following statements:

- 1) Today, in all societies, young people still learn through apprenticeship, imitation and ritual.
 - 2) As a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.
 - 3) Alphabetic system makes writing easier than picture system.
 - 4) Athenian education was far from democratic.
 - 5) By 100 BC, the Romans had built the most extensive educational system of that time.
- 8. Speak on the major milestones in the history of education. Give the advantages and disadvantages of each of the discussed educational systems.**
- 9. Say what elements of ancient educational system you'd like to introduce in our system of education and why.**

Грамматический материал

Упражнения "Косвенная речь"

1. Превратите следующие предложения в косвенную речь, сделав все необходимые изменения.

Н-р: Jack said: "I am working hard." (Джэк сказал: «Я много работаю.») – Jack said (that) he was working hard. (Джэк сказал, что много работает.)

I told her: "You can join us." (Я сказал ей: «Ты можешь присоединиться к нам.») – I told her (that) she could join us. (Я сказал ей, что она может присоединиться к нам.)

1. Fred said: "I have invented a new computer program". (Фрэд сказал: «Я изобрел новую компьютерную программу.»)
2. Mary said: "I will help my sister." (Мэри сказала: «Я помогу своей сестре.»)
3. They told me: "We were really happy." (Они сказали мне: «Мы были очень счастливы.»)
4. She said: "I live in a big apartment." (Она сказала: «Я живу в большой квартире.»)
5. He told her: "I am going to the fish market." (Он сказал ей: «Я собираюсь на рыбный рынок.»)
6. Betty said: "I found my passport." (Бетти сказала: «Я нашла свой паспорт.»)
7. Mr. Ford said: "I don't like pork." (М-р Форд сказал: «Я не люблю свинину.»)
8. Little Tim told his mother: "I am sleepy." (Маленький Тим сказал маме: «Я хочу спать.»)

2. Преобразуйте следующие просьбы и советы в косвенную речь.

Н-р: The doctor said: "Please take a deep breath, Ann." (Доктор сказал: «Пожалуйста, сделай глубокий вдох, Аня.») – The doctor asked Ann to take a deep breath. (Доктор попросил Аню сделать глубокий вдох.)

Sara: "Don't forget to buy some juice." (Сара: «Не забудь купить немного сока.») – Sara reminded not to forget to buy some juice. (Сара напомнила не забыть купить немного сока.)

She said: "You should stop smoking so much, Mark." (Она сказала: «Тебе следует прекратить так много курить, Марк.») – She advised Mark to stop smoking so much. (Она посоветовала Марку прекратить так много курить.)

1. The policeman said: "Keep the silence, please." (Полицейский сказал: «Соблюдайте тишину, пожалуйста.») – The policeman asked
2. Mother said: "Kids, you should wash your hands before lunch." (Мама сказала: «Дети, нужно помыть руки перед обедом.») – Mother advised

3. The dentist told me: "Don't eat nuts anymore." (Дантист сказал мне: «Больше не ешь орехи.») – The dentist warned
4. Tom : "Could you lend me 20 dollars, please?" (Том: «Ты не мог бы одолжить мне 20 долларов?») – Tom asked
5. Mr. Walters told his sons: "You must stay away from the lake." (М-р Уолтерс сказал сыновьям: «Вы должны держаться подальше от озера.») – Mr. Walters warned
6. John said: "You should see a lawyer, Ted." (Джон сказал: «Тебе следует посетить адвоката.») – John advised
7. The teacher told the students: "Don't talk during the test." (Учитель сказал студентам: «Не разговаривайте во время контрольной.») – The teacher warned
8. The judge said: "Mr. Brown, you must pay a big fine." (Судья сказал: «М-р Браун, вы обязаны заплатить большой штраф.») – The judge ordered

3. Измените вопросы на косвенную речь.

Н-р: "Where does your niece live?" («Где живет твоя племянница?») – He wanted to know where the niece lived. (Он хотел узнать, где живет племянница.)
 "Can you type?" («Ты умеешь печатать?») – The manager asked if I could type. (Менеджер спросил, могу ли я печатать.)

1. "Where has Jim gone?" («Куда ушел Джим?») – Maria wanted to know
2. "What did the workers eat?" («Что ели рабочие?») – They asked
3. «Have you ever been to China, Sam?» («Ты когда-нибудь был в Китае, Сэм?») – I asked
4. "Are you French or Italian?" («Вы француз или итальянец?») – She wanted to know
5. "When will the next train arrive?" («Когда придет следующий поезд?») – I asked
6. "Do you grow flowers in your garden, Mrs. Smith?" («Вы выращиваете цветы в своем саду, миссис Смит?») – She wondered

4. Теперь, наоборот, измените косвенную речь на прямую.

Н-р: Peter asked me if I was free. (Питер спросил меня, свободен ли я.) – Peter asked: "Are you free?"
 She wanted to know where I had bought the dictionary. (Она хотела узнать, где я купила словарь.) – She asked: "Where did you buy the dictionary?"

1. I asked him why he was tired. (Я спросил его, почему он устал.)
2. We wanted to know if Kate had broken the car. (Мы хотели узнать, сломала ли Кейт машину.)
3. He asked if they could meet on Tuesday. (Он спросил, могут ли они встретиться во вторник.)
4. I wondered how often she used the washing-machine. (Я поинтересовалась, как часто она пользуется стиральной машиной.)
5. Mother wanted to know if we would invite Kevin to the party. (Мама хотела знать, пригласим ли мы Кевина на вечеринку.)

Ответы:

1.
 1. Fred said (that) he had invented a new computer program.
 2. Mary said (that) she would help her sister.
 3. They told me (that) they had been really happy.
 4. She said (that) she lived in a big apartment.
 5. He told her (that) he was going to the fish market.
 6. Betty said (that) she had found her passport.
 7. Mr. Ford said (that) he didn't like pork.
 8. Little Tim told his mother (that) he was sleepy.
2.
 1. The policeman asked to keep the silence.
 2. Mother advised the kids to wash their hands before lunch.
 3. The dentist warned me not to eat nuts anymore.
 4. Tom asked to lend him 20 dollars.
 5. Mr. Walters warned his sons to stay away from the lake.
 6. John advised Ted to see a lawyer.
 7. The teacher warned the students not to talk during the test.
 8. The judge ordered Mr. Brown to pay a big fine.
- 3.

1. Maria wanted to know where Jim had gone.
2. They asked what the workers had eaten.
3. I asked Sam if he had ever been to China.
4. She wanted to know if he was French or Italian.
5. I asked when the next train would arrive.
6. She wondered if Mrs. Smith grew flowers in her garden.

4.

1. I asked: "Why are you tired?"
2. We asked: "Have you broken the car, Kate?"
3. He asked: "Can we/they meet on Tuesday?"
4. I asked: "How often do you use the washing-machine?"
5. Mother asked: "Will you invite Kevin to the party?"

Согласование времен в главном и придаточном предложениях.

В английском сложноподчиненном предложении с придаточным дополнительным (вопрос «что?», «кто?», «чего?» и т. д.) соблюдаются **правила согласования времен в главном и придаточном предложениях**. Эти правила сводятся к следующему:

1. Если глагол-сказуемое главного предложения стоит в **настоящем** или **будущем** времени, то глагол-сказуемое придаточного дополнительного предложения может стоять в **любой** временной форме, требуемой смыслом, например:

He says you are right. — Он говорит, что ты прав.

He will tell why he was not at school yesterday. — Он скажет, почему он не был в школе вчера.

2. Если глагол-сказуемое главного предложения стоит в **прошедшем** времени (обычно — в **Past Indefinite**), то и глагол дополнительного придаточного предложения должен стоять в одном из прошедших времен, в том числе — в будущем с точки зрения прошедшего (**Future in the Past**).

He said he would not go to school tomorrow. — Он сказал, что не пойдет в школу завтра.

При этом для обозначения действия, **одновременного** с действием, выраженным сказуемым главного предложения, употребляется **Past Continuous** (в русском языке — настоящее время) или **Past Indefinite**.

He told me he was preparing for his exam. — Он сказал мне, что готовится к экзамену.

Для обозначения действия, **предшествующего** действию, выраженному сказуемым главного предложения, обычно употребляется **Past Perfect**. На русский язык глагол-сказуемое придаточного в данном случае переводится глаголом в прошедшем времени:

I didn't know he had left for Moscow. — Я не знал, что он уехал в Москву.

При указании определенного времени (in 1980, yesterday) предшествующее время выражается при помощи **Past Indefinite**. Например: **I thought you were born in 1980.**

Для выражения будущего времени с точки зрения прошедшего времени употребляется форма **Future in the Past** где вспомогательный глагол **will** меняется на **would**, которая на русский язык переводится будущим временем:

He told me that he would meet me at the Institute. — Он сказал мне, что встретит меня в институте.

Exercise. Open the brackets. Pay attention to the Sequence of Tenses. Translate the sentences into English.

1. I did not know that you already (to read) this book
2. He did it better than I (to expect).
3. He said that the bus (to be) here soon.
4. I think it all happened soon after the meeting (to end).
5. They decided that they (to bring) us all the necessary books.
6. He said that he (can) not do it without my help.
7. He asked the students whether they ever (to see) such a book.
8. It was decided that we (to start) our work at eight o'clock.
9. I told you that I (to leave) for Minsk on the following day.
10. The boy did not know that he already (receive) a good mark.
12. He wanted to know what (to become) of the books.
13. The visitors were told that the secretary just (to go out) and (to come back) in half an hour.
14. He said we (may) keep the books as long as we (to like).
15. We thought that he not (to be able) to make his work in time and therefore (to offer) to help her.
16. When I came they (to tell) me that he (to leave) half an hour before.
17. It was soon clear to the teacher that the control work (to be) a difficult one.
18. I decided that next year I (to go) to see my old friend again. I not (to see) him since he (to go) to Moscow.

Контрольная работа по теме «Сложноподчиненные предложения» раздела 3 «История развития образования»

1. Укажите верный перевод «Can't make head nor tail of it».

- А. Говорить о разных вещах.
 Б. Говорить вокруг, да около.
 В. Не могу понять, что к чему.
 Г. Знать что-то досконально.
2. Укажите слово, от которого образуется существительное с суффиксом – hood
 А. music;
 Б. time;
 В. man;
 Г. language.
3. Укажите верный вариант.
 А. A diamond will not dissolve in acid; the only thing that can destroy it is intense heat.
 Б. A diamond will not in acid dissolve; the only thing that it can destroy is intense heat.
 В. A diamond wills not dissolving of acid; the only thing can destroy it intense heat.
 Г. A diamond not dissolve in acid; the only thing that destroy it is intense heat.
4. Укажите верный перевод. Она хочет, чтобы Джон пригласил всех наших друзей.
 А. She wish John invite all our friends.
 Б. She wished John invites all our friends.
 В. She wishes John inviting all our friends.
 Г. She wishes John invited all our friends.
5. The official rock song of the state of Ohio
 А. “Burn It To The Ground”;
 Б. “Can You Hear Me”;
 В. “Gem of the Valley”;
 Г. “Hang on Sloopy”.
6. Укажите верный перевод «принимать делегации».
 А. accept delegations;
 Б. adopt delegations;
 В. receive delegations;
 Г. take delegations.
7. Укажите неверный вариант.
 А. They burst out laughing.
 Б. We finished to write.
 В. He is used to living alone.
 Г. I cannot help asking.
8. Укажите верный перевод. Необходимо, чтобы ты убедил его не делать этого.
 А. It is important that you persuade him not to do that.
 Б. It is necessary that you should persuade him not to do that.
 В. It is essential that you must to persuade him not doing that.
 Г. It is desirable that you should persuade him not do that.
9. Укажите верный вариант
 А. If you’ll eat a lot of sweets, you will have problems with your teeth.
 Б. If you’ll eating a lot of sweets, you have problems with your teeth.
 В. If you eat a lot of sweets, you have problems with your teeth.
 Г. If you eat a lot of sweets, you will have problems with your teeth.
10. Что означает данное сокращение на интернет-сленге «rofl»
 А. катаюсь по полу от смеха;
 Б. как только, так сразу;
 В. кстати говоря;
 Г. скоро вернусь.
11. Укажите верный перевод: Ты или забыл, или не знал.
 А. You either forgot or didn’t know!
 Б. You forgot either or don’t know!
 В. You either forgotten or doesn’t know!
 Г. You neither forget or didn’t know!
12. Что означает слово «aballpark»?
 А. парковка;
 Б. приблизительная стоимость;

- В. площадка для игры в волейбол;
Г. аэропорт.
13. Укажите верный перевод. Я приду, если не буду занят.
А. I shall come unsteady I am busy.
Б. I shall come until I am busy.
В. I shall come unless I am busy.
Г. I shall come unbearable I am busy.
14. Прежде чем переводить этот текст, вам следует повторить грамматические правила.
А. Before translate this text, you must revise some grammar rules.
Б. Before translating this text, you should revise some grammar rules.
В. Before translated this text, you could revise some grammar rules.
Г. Before to translate this text, you may revise some grammar rules.
15. Укажителишнееслово
А. dull;
Б. tedious;
В. savory;
Г. dreary.

Раздел 4. Деловое общение в профессиональной сфере

Тема 4.1. Рынок труда и устройство на работу

Цели практических занятий

Образовательная цель:

- расширить лексический минимум студентов по теме; расширить и углубить лингвистические знания в сфере профессиональной деятельности;
- расширить и углубить грамматические знания о сложных предложениях, союзах и сложноподчиненных предложениях.

Развивающая цель - создать условия для дальнейшего развития:

- умения активизировать профессиональную лексику в речи; умения изучающего, поискового и ознакомительного чтения; умения аудирования; умения монологической и диалогической речи;
- умения определять сослагательное наклонение, определять формы выражения сослагательного наклонения в предложении, переводить сослагательное наклонение и употреблять в речи; переводить придаточные подлежащие, придаточные сказуемые, придаточные определительные и придаточные дополнительные в сложноподчиненном предложении.

Лексический материал, тематические тексты и диалог для изучающего, поискового и ознакомительного чтения, аудирования, развития монологической и диалогической речи

Тема 7.1. Рынок труда и устройство на работу

Text 1. Job Interview in English (Common Job Interview Questions)

Read and translate the text

Common job interview questions

By rehearsing interview questions, you'll become more familiar with your own qualifications and will be well prepared to demonstrate how you can benefit an employer.

Most common sample questions

Tell me about yourself.

Make a short, organized statement of your education and professional achievements and professional goals. Then, briefly describe your qualifications for the job and the contributions you could make to the organization.

Why do you want to work here? or What about our company interests you?

Few questions are more important than these, so it is important to answer them clearly and with enthusiasm. Show the interviewer your interest in the company. Share what you learned about the job, the company and the industry through your own research. Talk about how your professional skills will benefit the company. Unless you work in sales, your answer should never be simply: "money." The

interviewer will wonder if you really care about the job.

Why did you leave your last job?

The interviewer may want to know if you had any problems on your last job. If you did not have any problems, simply give a reason, such as: relocated away from job; company went out of business; laid off; temporary job; no possibility of advancement; wanted a job better suited to your skills. If you did have problems, be honest. Show that you can accept responsibility and learn from your mistakes. You should explain any problems you had (or still have) with an employer, but don't describe that employer in negative terms. Demonstrate that it was a learning experience that will not affect your future work.

What are your best skills?

If you have sufficiently researched the organization, you should be able to imagine what skills the company values. List them, then give examples where you have demonstrated these skills.

What is your major weakness?

Be positive; turn a weakness into a strength. For example, you might say: "I often worry too much over my work. Sometimes I work late to make sure the job is done well."

Do you prefer to work by yourself or with others?

The ideal answer is one of flexibility. However, be honest. Give examples describing how you have worked in both situations.

What are your career goals? or What are your future plans?

The interviewer wants to know if your plans and the company's goals are compatible. Let him know that you are ambitious enough to plan ahead. Talk about your desire to learn more and improve your performance, and be specific as possible about how you will meet the goals you have set for yourself.

What are your hobbies? or Do you play any sports?

The interviewer may be looking for evidence of your job skills outside of your professional experience. For example, hobbies such as chess or bridge demonstrate analytical skills. Reading, music, and painting are creative hobbies. Individual sports show determination and stamina, while group sport activities may indicate you are comfortable working as part of a team. Also, the interviewer might simply be curious as to whether you have a life outside of work. Employees who have creative or athletic outlets for their stress are often healthier, happier and more productive.

What salary are you expecting?

You probably don't want to answer this one directly. Instead, deflect the question back to the interviewer by saying something like: "I don't know. What are you planning on paying the best candidate?" Let the employer make the first offer. However, it is still important to know what the current salary range is for the profession. Find salary surveys at the library or on the Internet, and check the classifieds to see what comparable jobs in your area are paying. This information can help you negotiate compensation once the employer makes an offer.

What have I forgotten to ask?

Use this as a chance to summarize your good characteristics and attributes and how they may be used to benefit the organization. Convince the interviewer that you understand the job requirements and that you can succeed.

Additional sample questions

Questions about your Qualifications

- What can you do for us that someone else can't do?
- What qualifications do you have that relate to the position?
- What new skills or capabilities have you developed recently?
- Give me an example from a previous job where you've shown initiative.
- What have been your greatest accomplishments recently?
- What is important to you in a job?
- What motivates you in your work?
- What have you been doing since your last job?
- What qualities do you find important in a coworker?

Questions about your Career Goals

- What would you like to be doing five years from now?
- How will you judge yourself successful? How will you achieve success?
- What type of position are you interested in?
- How will this job fit in your career plans?

What do you expect from this job?
Do you have a location preference?
Can you travel?
What hours can you work?
When could you start?

Questions about your Work Experience

What have you learned from your past jobs?
What were your biggest responsibilities?
What specific skills acquired or used in previous jobs relate to this position?
How does your previous experience relate to this position?
What did you like most/least about your last job?
Whom may we contact for references?

Questions about your Education

How do you think your education has prepared you for this position?
What were your favorite classes/activities at school?
Why did you choose your major?
Do you plan to continue your education?

First Impressions

The first impression you make on the interviewer can decide the rest of the interview. It is important that you introduce yourself, shake hands, and be friendly and polite. The first question is often a "breaking the ice" (establish a rapport) type of question. Don't be surprised if the interviewer asks you something like:

How are you today?
Did you have any trouble finding us?
Isn't this great weather we're having?

This type of question is common because the interviewer wants to put you at ease (help you relax). The best way to respond is in a short, friendly manner without going into too much detail.

Here is some examples correct responses:

Interviewer: How are you today?

You: I'm fine, thank you. And you?

OR

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

OR

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I love this time of year.

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

Here are some examples of incorrect responses:

Interviewer: How are you today?

You: So, so. I'm rather nervous actually.

OR

Interviewer: Did you have any trouble finding us?

You: As a matter of fact it was very difficult. I missed the exit and had to return via the highway. I was afraid I was going to be late for the interview.

OR

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I can remember this time last year. Wasn't it awful! I thought it would never stop raining!

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

Text 2. Unemployment

Read and translate the text

One of the greatest factors in our economy today is unemployment. Unemployment is the labor force participants that have inability to find jobs. There are certain exceptions to being unemployed such as woman who devotes her time to being a housewife or a person who is doing charity work and donating

their time. An important rule of thumb before discussing how unemployment affects our economy is to remember that, to get the maximum out of the available production capacity we need to reach full employment.

Before I get started on discussing how unemployment affects our economy I would like to show some interesting statistics. According to the Government 6.5 million people are unemployed, 5.5% of people are unemployed, and 12% of people are below the poverty line. But according to the infamous Michael Moore up to 13 million people are unemployed, up to 11% of people are unemployed and 20 % of people are below the poverty line. As you can see, the United States Government has totally different numbers than Michael Moore. This is because the government cannot account for everyone in their country. People without homes cannot be counted as homeless because there is no way to contact all of them, or not count them twice.

The types of unemployment are cyclical that is related to the business cycle, falling GDP growth, and workers who are laid off due to falling demand for labor. It is caused also by declining aggregate demand. Then there is structural that is a mismatch of labor skills with the offered job vacancies. It is caused by economic reforms and new technologies such as the car industry and by workplace downsizing and tariff or quota cuts. Frictional is another type of unemployment and is from people moving jobs or looking for their first job or rejoining the work force, this is just normal labor market turnover. Seasonal unemployment is self-explanatory; examples would be Christmas jobs or fruit pickers.

Arthur Okun measured the relationship of the production possibilities curve and unemployment. Okun's law can be stated as saying that for every one percentage point by which the actual unemployment rate exceeds the «natural» rate of unemployment, there is a 2 to 4 % «GDP Gap». That is, unemployment above the inflation-threshold unemployment rate corresponds to real gross domestic product below potential output.

When a country is facing unemployment problems there are certain opportunity costs for its citizens, which means the economy is not running on full production frontier. These opportunity costs are lower living standards, consume resources, no production contribution. A decline in labor market skills for the long term unemployed and finally lower wage growth.

One of the reasons so many people are unemployed is DOWNSIZING. Downsizing is laying off a lot of people all at the same time. It is mostly done to increase company profits. For example AT&T laid off 40,000 people and made \$16 million and IBM laid off 60,000 people and made \$2.6 million. During the late 1990's, many large companies started downsizing, but then the news caught hold of it and it made headlines all around the United States. The cover of Newsweek had mug shots of CEO's with the title «Corporate Criminals».

Many large companies soon realized that they had to lay off people in smaller amounts. But I have a list of many of the companies that laid off people under the radar: NEC, Oshkosh, AOL, Westinghouse, Honeywell, RJR Nabisco, Hewlett-Packard, US West, Wells Fargo, Kmart, Office Depot, Honeywell, Whirlpool, Lockheed Martin, First Boston, TRW, Goodyear, Samsonite, Sunbeam, Raytheon, McDonnell Douglas, WM. Wrigley Jr. Co., and many more.

I would like to now go into more effects of Unemployment economically and socially. First off higher unemployment causes lower real GDP, reduced national income and lower living standards. Economic and social hardships are suffered by families of the unemployed. There is also a social stigma attached to unemployment. The longer a person is unemployed the harder will be for them to ever set foot in the productive world again.

The increase in the taxation burden as taxpayers must fund the social security payments. It can also lead to a less equal distribution of income. Other social costs include the rising crime rates, family breakdowns, loss of dignity, drug use and alcoholism.

What is unemployment?

Dialogue. Getting Down to Business

Read and translate the dialogue.

Once the pleasant beginnings have finished, it's time to begin the real interview. Here are a number of the most common questions that are asked during the interview. There are two examples of excellent replies given for each question. Following the examples, you will find a comment describing the type of question and important things to remember when answering that type of question.

Interviewer: Tell me about yourself.

Candidate: I was born and raised in Milan, Italy. I attended the University of Milan and received my master's degree in Economics. I have worked for 12 years as a financial consultant in Milan for various

companies including Rossi Consultants, Quasar Insurance and Sardi and Sons. I enjoy playing tennis in my free time and learning languages.

Candidate: I've just graduated from the University of Singapore with a degree in Computers. During the summers, I worked as a systems administrator for a small company to help pay for my education.

Comment: *This question is meant as an introduction. Do not focus too specifically on any one area. The above question will often be used to help the interviewer choose what h/she would like to ask next. While it is important to give an overall impression of who you are, make sure to concentrate on work related experience. Work related experience should always be the central focus of any interview (work experience is more important than education in most English speaking countries).*

Interviewer: What type of position are you looking for?

Candidate: I'm interested in an entry level (beginning) position.

Candidate: I'm looking for a position in which I can utilize my experience.

Candidate: I would like any position for which I qualify.

Comment: *You should be willing to take an entry level position in an English speaking company as most of these companies expect non-nationals to begin with such a position. In the United States, most companies provide many opportunities for growth, so don't be afraid to start from the beginning!*

Interviewer: Are you interested in a full-time or part-time position?

Candidate: I am more interested in a full-time position. However, I would also consider a part-time position.

Comment: *Make sure to leave open as many possibilities as possible. Say you are willing to take any job, once the job has been offered you can always refuse if the job does not appeal (not interest) to you.*

Interviewer: Can you tell me about your responsibilities at your last job?

Candidate: I advised customers on financial matters. After I consulted the customer, I completed a customer inquiry form and catalogued the information in our database. I then collaborated with colleagues to prepare the best possible package for the client. The clients were then presented with a summarized report on their financial activities that I formulated on a quarterly basis.

Comment: *Notice the amount of detail necessary when you are talking about your experience. One of the most common mistakes made by foreigners when discussing their former employment is to speak too generally. The employer wants to know exactly what you did and how you did it; the more detail you can give the more the interviewer knows that you understand the type of work. Remember to vary your vocabulary when talking about your responsibilities. Also, do not begin every sentence with "I". Use the passive voice, or an introductory clause to help you add variety to your presentation.*

Interviewer: What is your greatest strength?

Candidate: I work well under pressure. When there is a deadline (a time by which the work must be finished), I can focus on the task at hand (current project) and structure my work schedule well. I remember one week when I had to get 6 new customer reports out by Friday at 5. I finished all the reports ahead of time without having to work overtime.

Candidate: I am an excellent communicator. People trust me and come to me for advice. One afternoon, my colleague was involved with a troublesome (difficult) customer who felt he was not being served well. I made the customer a cup of coffee and invited both my colleague and the client to my desk where we solved the problem together.

Candidate: I am a trouble shooter. When there was a problem at my last job, the manager would always ask me to solve it. Last summer, the LAN server at work crashed. The manager was desperate and called me in (requested my help) to get the LAN back online. After taking a look at the daily backup, I detected the problem and the LAN was up and running (working) within the hour.

Comment: *This is not the time to be modest! Be confident and always give examples. Examples show that you are not only repeating words you have learned, but actually do possess that strength.*

Interviewer: What is your greatest weakness?

Candidate: I am overzealous (work too hard) and become nervous when my co-workers are not pulling their weight (doing their job). However, I am aware of this problem, and before I say anything to anyone, I ask myself why the colleague is having difficulties.

Candidate: I tend to spend too much time making sure the customer is satisfied. However, I began setting time-limits for myself if I noticed this happening.

Comment: *This is a difficult question. You need to mention a weakness that is actually a strength. Make sure that you always mention how you try to improve the weakness.*

Interviewer: Why do you want to work for Smith and Sons?

Candidate: After following your firm's progress for the last 3 years, I am convinced that Smith and Sons are becoming one of the market leaders and I would like to be part of the team.

Candidate: I am impressed by the quality of your products. I am sure that I would be a convincing salesman because I truly believe that the Atomizer is the best product on the market today.

Comment: *Prepare yourself for this question by becoming informed about the company. The more detail you can give, the better you show the interviewer that you understand the company.*

Interviewer: When can you begin?

Candidate: Immediately.

Candidate: As soon as you would like me to begin.

Comment: *Show your willingness to work!*

The above questions represent some of the most basic questions asked on any job interview in English. Probably the most important aspect of interviewing in English is giving detail. As a speaker of English as a second language, you might be shy about saying complicated things. However, this is absolutely necessary as the employer is looking for an employee who knows his or her job. If you provide detail, the interviewer will know that you feel comfortable in that job. Don't worry about making mistakes in English. It is much better to make simple grammar mistakes and provide detailed information about your experience than to say grammatically perfect sentences without any real content.

What new information have you learned?

Диалог "Собеседование при приеме на работу"

Job Interview

- Good morning, Miss Jones. So you applied for a job in our team. Am I right?
- Yes, I did. I sent my resume for a position of a restaurant manager.
- That's good. I'd like to know a bit more about you. Probably you could tell us about your education first.
- Well, I left school at 17 and then for the next five years I studied at Kazan Federal University. I graduated the Department of economics with high honors and was qualified as a manager of enterprise. And after that I did a one-year computer course.
- Well. Your education sounds great, Miss Jones. And have you got any experience? Have you worked before?
- Certainly. First I worked as a manager at children's clothes shop. I stayed there for four years and then I moved on to my present company. They offered me a job of a manager in a big cafe.
- That's very interesting. Why aren't you happy with your present job, Miss Jones? Why are you going to leave them?
- Well. The salary isn't so bad, I must admit. But the work schedule isn't convenient for me. And I often do a lot of overtime there. Besides you have an excellent reputation and I hope to have more opportunity and growth potential in your company.
- I see. Do you mind business trips? And are you fluent in Italian or German?
- Oh, foreign languages are my favorites. We did Italian and German at the University and I use them when I travel.
- Very good. Can you tell me about your good points then?
- Well... I start my work on time. I learn rather quickly. I am friendly and I am able to work under pressure in a busy company.
- OK. That's enough I think. Well, Miss Jones. Thank you very much. I am pleased to talk to you and we shall inform you about the result of our interview in a few days. Good-bye.

Act out a similar dialogue.

Форма резюме на английском

Составление удачного резюме на английском языке часто является одной из самых сложных задач при поиске работы за границей или в западной компании. Резюме должно отвечать всем необходимым требованиям, но при этом выгодно отличать вас от других претендентов на данную должность. Вам придется подвести итог своему жизненному опыту на 1-2 страницах, осветив при этом свои наиболее выдающиеся достижения. Обычно, работодатель не читает полностью каждое резюме, поэтому необходимо сразу заинтересовать его самой важной информацией.

В США резюме принято называть Resume, в Европе - CV (Curriculum Vitae).

Стандартная форма резюме европейского уровня включает в себя 6 основных частей:

1. Личная информация (Personal Information)

2. Цель (Objective)
3. Опыт работы (Work Experience)
4. Образование (Education)
5. Специальные навыки (Additional Skills)
6. Рекомендации (References)

Основные моменты, которые должны быть учтены при составлении резюме:

1. Во-первых, весь ваш опыт работы, оплачиваемый и неоплачиваемый, с полной занятостью и по совместительству. Вспомните все виды деятельности, которые входили когда-либо в ваши обязанности.

2. Ваше образование: получение ученых степеней, свидетельств об окончании различных учебных заведений.

3. Какая-либо дополнительная деятельность: членство в различных организациях, служба в армии и т.д.

4. Выберите из предыдущих пунктов факты, наиболее, по вашему мнению, важные, в будущей работе, именно они и составят основу вашего резюме.

5. Резюме следует начать с личной информации (Personal Information). Напишите полностью свое имя, укажите адрес, телефон, электронный адрес.

6. Следующим пунктом является цель вашего устройства на данную должность (Objective). В нескольких словах опишите работу, которой вы хотите заняться и причины, по которым вы считаете свою кандидатуру подходящей для нее. Представьте ваши самые важные достижения в данной области. Рекламируя себя с наилучшей стороны, показывая, в чем именно вы преуспели, вы будете выгодно отличаться от других претендентов на данную должность, просто перечисляющих свои способности. Рассказывая о себе, используйте больше прилагательных, это сделает текст более ярким и иллюстративным, вот краткий перечень наиболее употребляемых слов:

- directed, led managed, supervised;

- achieved, delivered, drove, generated, grew, increased, initiated, instituted and launched;

- cut, decreased, reduced, slashed;

- accelerated, created, developed, established, implemented, instituted, performed, pioneered, planned, produced, re-engineered, restructured, saved and transformed.

Избегайте таких клише, как: dynamic, people-oriented, results-oriented, self-motivated, hands-on leader, visionary.

7. После этого перейдите к описанию опыта работы (Work Experience). Начать нужно с вашего последнего места работы. Необходимо дать название компании, род ее деятельности, вашу должность. Рассказывая о вашем предыдущем опыте, не стесняйтесь упомянуть о своих достижениях. Перечисляйте места своей предыдущей работы в обратном хронологическом порядке, начиная с последнего.

8. Распространенной ошибкой является построение резюме по “функциональному” принципу, разделяя весь опыт работы на группы в зависимости от рода деятельности. Это может стать настоящим провалом для претендента на работу, так как работодатель может и не прочитать его резюме. Не указывайте причин смены работы, это может выглядеть как оправдание или указать на ваши возможные недостатки. В пункте, посвященном вашему образованию (Education) опишите когда, какое учебное заведение вы окончили, какую получили специальность. Не забудьте перечислить все дополнительные квалификации, стажировки, относящиеся к той должности, которую вы хотели бы получить.

9. Дополнительная информация, такая как уровень владения иностранными языками, умение работать с компьютером, наличие водительских прав и тому подобная, должна быть перечислена в пункте специальные навыки (Additional Skills), если она имеет отношение к вашим обязанностям в новой должности.

10. Обычно резюме заканчивается пунктом рекомендации (References), в котором нужно назвать несколько людей с предыдущей работы (желательно непосредственных начальников) с указанием должности, названием организации, контактным телефоном, электронным адресом, которые могли бы за вас поручиться. Выпускники вузов, не имеющие опыта работы, могут назвать в качестве поручителя декана или заведующего кафедрой.

11. Последний пункт можно заменить фразой “REFERENCES – Available upon request.”

12. Объем резюме молодого специалиста не должен превышать 1 страницы, если же у вас за

плечами большой стаж работы, информацию о себе нужно разместить не более чем на двух страницах.

13. Сделайте ваш документ удобным для чтения. Сформировав общий план резюме, убедитесь, что в нем есть достаточно чистого пространства. Верхнее и нижнее поля должны быть не менее 1.5 сантиметров высотой, а боковые поля не менее 2. Между отдельными частями резюме оставляйте пробелы. Жирным шрифтом выделяйте названия пунктов, а также названий компаний и имена. Если ваше резюме будет составлено неаккуратно и будет неудобно для чтения, не многие захотят с ним ознакомиться. Не подчеркивайте слова и не используйте курсив, для придания выразительности. Такие уловки скорее снизят общее впечатление от прочитанного.

14. Не применяйте редкие шрифты для привлечения внимания читателя. Оригинальный шрифт не приветствуется в деловой документации, по одной этой причине его могут и не прочитать. Для полной уверенности, используйте такие стандартные шрифты, как Arial, Garamond, Helvetica, Tahoma или Times Roman. Не начинайте каждое предложение одинаковыми фразами и не вводите личные местоимения. Чтобы сделать текст более выразительным используйте разнообразную лексику.

15. Пишите резюме конкретно для определенной вакансии. Цель написания резюме - получить конкретную должность в определенной компании. Поэтому рассказывать следует о том, что будет важно на новом месте работы. Пропускайте то, что не представляет большого значения. Чем меньше вы будете упоминать незначительные факты, тем большее значение приобретет самое главное.

Если вы посылаете резюме в различные компании, пишите отдельные резюме для каждого конкретного места.

Сопроводительное письмо к резюме.

Отправляя резюме на интересующую вас вакансию, обязательно пишите сопроводительное письмо. Подобное письмо может сразу привлечь внимание к вашей кандидатуре и повысить ваши шансы на получение желаемой работы.

В сопроводительном письме вы можете:

- дополнительно обратить внимание на ваши профессиональные достижения, имеющие значение для данной вакансии
- сообщить, почему вы заинтересованы в получении этой работы
- продемонстрировать ваши знания английского языка и умения написания деловых писем.

Пример составления резюме

Объявление о вакансии

Large European pharmaceutical company seeks for Clinical Research Associate

The ideal candidate should have:

- medical or pharmaceutical degree;
- at least 1 year experience as researcher;
- fluent English;
- advanced computer skills;
- goodwill to learn and work hard;
- references on request.

We offer:

- competitive package;
- trainings.

Kindly send your CV to attention Recruitment manager fax 916 20 35

Резюме

DR. ALEXANDR IVANOVICH CHUTRENOV

Ul. Finnskaya, 31/2-34

Moscow, RUSSIA

Tel: +7 (095) 874 2854

Email: a.chutrenov@moskdat.ru

OBJECTIVE Clinical Research Associate Having completed many years in my specialist field of treatment of leukaemia, I have decided that the time is right for a change in area of specialisation. Completing my Ph.D. was one of the most exciting and challenging periods of my life and I want to experience
--

such a steep learning curve again in another medical field. The position of Research Associate would therefore be very suitable for me as I have many years' experience at prestigious medical institutes and have studied in Russia, Germany and in the United States. My level of language is therefore exceptional, and my communication skills have been thoroughly tested. I am looking to broaden my knowledge of medicine, to which I have devoted my life and feel that I would be a particularly suitable candidate for the position.

PERSONAL DETAILS Date of Birth: 12 April 1969

Marital Status: Married

EDUCATION

1993-1996:	New York University of Medicine Major field of studies: Research into Pharmaceuticals of Treatment of Leukaemia
1987-1993:	Moscow State University (MGU) Major field of studies: Medicine and Pharmaceutical Research Qualification: Doctor of Pharmaceuticals (PhD)

WORK EXPERIENCE

August 2002– present:	Pharmaceutical Researcher at Pfizer, UK - Research into the effective treatment of leukaemia - Focusing on the reduction of treatment side-effects - Organising personal funding of research and funding of departmental research - Organising pharmaceutical testing - Liaising with other research departments - Organising interns and student work experience
Oct 1996–June 2002	Research Assistant, Pfizer, Germany - Research into alternative therapies of renal cancer and leukaemia - Organising departmental funding
Sept 1993–June 1995	Research Assistant, New York, USA - Research into alternative therapies for cancer patients

ADDITIONAL SKILLS

Languages:	English – Advanced Level / Cambridge Proficiency German – Advanced Level
Computer skills:	Experienced with MS Word, Excel, Internet Explorer and Outlook Express, TurboCad, many analytic programs.
Driving Licence:	Driving Licence Category A Qualified and highly-professional; highly-motivated; enthusiastic; good communication skills; eager to experience and learn new skills.

REFERENCES References are available on request

Американское резюме – правила написания

- 2, а лучше 1 страница
- Шрифт Times New Roman или Arial, 10-12 кегль
- Не используйте таблицы, рамки и фоны
- Не называйте резюме CURRICULUM VITAE
- Поместите справа сверху маленькая фотография в бизнес-стиле
- Не указывайте свой пол и возраст
- В датах ставьте сначала месяц потом день
- Про образование напишите, какие дипломы и сертификаты вы получили и когда. Не детализируйте.

- Про опыт работы: начните с последней должности, перечислите не больше трех, но опишите их подробно
- Не включайте в резюме рекомендации. Укажите, что можете выслать их по запросу
- Никогда не пишите в разделе «Цели» - «Совершенствоваться в английском»

More details for American Resume Format

When the ISE office presents a candidate to an American company, ISE sends the candidate's resume to be evaluated by the company. For this reason it is extremely important for the candidate to have a good resume. The candidate's resume must catch their attention upon first glance. Below are some helpful tips to get your candidate's resume noticed:

- 1) **KEEP THE RESUME TO ONE or TWO PAGES ONLY.** This is most important as the HR director usually does not have time to read through several pages on each candidate. The one page resume will pique interest just enough for them to ask for more.
- 2) **Fonts type and sizes.** Use fonts "Times New Roman" or "Arial". Also you must use small font sizes such as 10 or 12 points. Remember: you should keep your resume to one or two pages only.
- 3) **Do not use text boxes, frames, backgrounds, etc.** Your resume should be clear and professional.
- 4) **Do not title your resume CURRICULUM VITAE.** That title is reserved for multiple page resumes filled with specific work experiences in the higher levels of employment such as attorneys, doctors, and scientists etc.
- 5) **Insert a small business photo on the right upper side of your resume.** We recommend that men wear shirt and tie or suit and women business attire. Please avoid t-shirts, sweat-shirts, hats, religious garments, low neckline blouses, etc.
- 6) **Do not put your age or gender on the resume.** That information is mandatory on the visa application but inappropriate on a resume. Most, if not all American companies, follow a strict Equal Opportunity Employer code. To list your age and gender would indicate tacit discrimination.
- 7) **Pay attention on how you write the dates on your resume.** Remember that in the United States the month comes first of the day. Also you should use the Roman calendar.
- 8) **List University degree.** List your university degree and the year you graduated, but not the courses. The American employers are more interested in your university degree and work experience.
- 9) **List your work Experience.** Start from the most recent position. If you have many numerous positions you should list the last three. Also you must give a detailed description of your experience for each position.
- 10) **Don't list your references on the resume.** If you want, you can keep them on a separate page and we will provide them to the employer when asked.

Note: In the objectives listed on your resume, don't list "to enhance English skills" as a reason or goal in entering the trainee program. The American company wants to think you are already fluent in English. This is proper to list on your application but never in your resume.

Пример написания американского резюме

Name in Bold

Address

Telephone

E-mail Address

Career Objective

A position in the field of... (A position as a...)

Education

Bachelor of Science, Major, May 2001 University of South Alabama Mobile, Alabama

Employment Job Title, Dates Employed(*spelled out*)

Experience Company Name

City, State

- What you did
- What you accomplished
- Skills and abilities gained

Job Title, 1992-1994

Company Name

City, State

- Trained, scheduled, and supervised 15 employees
- Achieved superior safety performance ratings

· Performed troubleshooting and quality control procedures for all equipment

Language Skills

English Fluent

French Intermediate

German Basic

Computer Skills

Internet MSDOS

C++

Microsoft Word Windows XP Peachtree

Other Information

Driver License A/B

Resume

Alexander Matthew

11-22 Lenin st.,

Nizhny Novgorod, Russia, 23456

Tel. 911 1234

my#mail.com

Work Experience

1. Office manager, assistant manager

Cosmic Technologies, Inc., England, Supplementary Office in Kazan, Russia, 2006-present

- Supervised and trained office assistants in customer interaction

- Increased the annual efficiency of all offices by 70% Organized the work of several new of additional offices and coordination

2. Office manager

Camomlie LLC, Moscow, Russia, 2005-2006

- Created forms and procedures necessary to improve information flow and effectiveness Developed an on-line tracking of documents

3. Sales Manager, Office manager

Buratino, Inc., Moscow, Russia, 2001-2005

- Prepared draft of weekly sales reports for Potatoes Reporting Corporation

- Prepared weekly payroll

- Reduced the annual cost of the office by 33%

Education

Moscow Institute of Management, Moscow, Russia, 1996-2001

Department of Economics

Certification

Certified in business administration, Brussels Business College, Belgium, 2005

Languages

Russian (native), English (fluent), Chinese (good working knowledge)

References

availableuponrequest

Сопроводительное письмо к резюме или письмо о приеме на работу на английском языке

Сопроводительное письмо и резюме - это те два документа, которые вы должны переслать в отдел кадров компании, если хотите устроиться на работу в нее.

Сопроводительное письмо на английском языке должно простимулировать потенциального работодателя пригласить вас на собеседование, на котором будет решаться вопрос о приеме вас на работу. Надо помнить, что на хорошую работу всегда претендует множество людей. И уже на этапе отбора резюме будет отсеяна большая часть претендентов. Эффективно написанное сопроводительное письмо часто становится пропуском на собеседование, даже если ваше образование и опыт уступают другим.

Сопроводительное письмо на английском языке должно показать ваши личные качества, которые невозможно понять из резюме: характер, жизненные ценности, мотивацию, многое другое, даже грамотность и вежливость. Опытный кадровик умеет читать между строк сопроводительного письма.

В сопроводительном письме (письме о приеме на работу) на английском языке вы заявляете своему будущему работодателю, что вы хотели бы у него работать, что вы обладаете всеми необходимыми качествами и что вы приложите максимум усилий, чтобы сделать предлагаемую работу на высшем уровне. На самом деле, это ваше заявление очень важно для работодателя. И чем оно будет искреннее, чем эмоциональнее, тем больше шансов, что оно привлечет внимание и вас примут на работу.

Основные типы сопроводительных писем к резюме на английском языке

Можно выделить три основных типа писем о приеме на работу на английском языке:

Письмо-заявка. Сопроводительное письмо к резюме высылается в ответ на рекламное объявление о вакансии в средствах массовой информации.

Письмо "по совету". Сопроводительное письмо и резюме высылаются по совету другого человека, который знает, что в организации есть вакансия.

Письмо-разведка. Претендент высылает письмо о приеме на работу и резюме в организацию, в которой он хотел бы работать, в надежде, что там найдется вакансия, "на удачу".

Структура сопроводительного письма к резюме или письма о приеме на работу на английском

Ваша контактная информация.

Имя и фамилия

Адрес:

Город, область, почтовый индекс

Номер телефона

Адрес электронной почты

Дата.

Дата пишется в формате - September 15, 2012 или в формате - 05 October, 2012.

Контактная информация работодателя (если она есть).

Имя и фамилия

Название компании

Адрес:

Город, штат, почтовый индекс

Тема.

Этот элемент структуры сопроводительного письма иногда опускается. Он подсказывает читателю письма то, о чем будет идти речь в письме: RE: (вписывается вакантная должность).

Например,

RE: Office Manager

или

RE: Administrative Assistant (#12345).

Цифры в скобках указывают на номер объявления о вакансии в средствах массовой информации.

Обращение.

Если вы знаете имя менеджера по найму, то ваше обращение должно быть примерно таким: "Dear Mr. Johnson,". Убедитесь, что вы знаете пол и звание менеджера (Mr. - господин, Ms. - госпожа, Dr. - доктор и т.д.)

Если вы не знаете имя менеджера, то допустимы следующие обращения: Dear Hiring Manager - уважаемый менеджер по найму, Dear Recruiting Team - дорогая рекрутинг-команда или Dear (вставляете имя компании) Team - дорогая команда (такой-то компании).

В крайнем случае в качестве приветствия напишите стандартную фразу: To whom it may concern - Тому, кого это может касаться. Но, старайтесь избегать этой фразы, т.к. обезличенное обращение вызывает у человека негативные эмоции.

Первый абзац вашего сопроводительного письма на английском.

В первом абзаце сопроводительного письма вы должны упомянуть должность, на которую вы претендуете, а также сослаться на источник, из которого вы узнали о вакансии.

Источником может быть средство массовой информации, либо человек, который знает о вакансии. Либо, если это касается сопроводительного письма-разведки, упомянуть о вашем большом желании работать именно в этой организации. Студенту, только что закончившему или заканчивающему обучение, допустимо упомянуть об этом факте в первом абзаце сопроводительного письма на английском языке. Первый абзац не должен превышать

одного-двух коротких предложений.

Ниже представлены некоторые распространенные фразы в первом абзаце сопроводительного письма на английском языке:

I am writing to you in replay to your advertising in ... Я пишу в ответ на вашу рекламу в ...*(в ... средстве массовой информации)*.

I have just completed my final year at the University of ... Я только что закончил ...*(...)* университет.

My name is Alex and I am a final year student at the ... Меня зовут Алекс и я студент последнего курса... *(... института)*

My name is Alex and I am writing in response to your advertisement. Меня зовут Алекс и я пишу в ответ на ваше объявление.

I was most interested to read your advertisement for ... Я был очень заинтересован, когда прочитал вашу рекламу в ...*(в таком-то средстве массовой информации)*.

With reference to your vacancy for a ... В связи с вашей вакансией для ...*(... специалиста)*.

Please accept this letter as application for the ... position currently advertised in the ... Пожалуйста, примите это письмо как заявление на замещение вакантной должности ... , которая была объявлена в ...*(в ... средстве массовой информации)*.

I was thrilled when my friend, Jack Faber, told me there was an opening for ... at your company. Я был взволнован, когда мой друг, Джек Файбер, рассказал мне, что есть открытая вакансия для ...*(... специалиста)* в вашей компании.

Второй абзац сопроводительного письма на английском.

Опишите ваши навыки, таланты или достижения, но не переусердствуйте. Выберите только лучшие три. Подчеркните соответствие ваших профессиональных навыков требованиям предлагаемой вакансии. Объясните почему вы - лучший кандидат на эту должность.

I'd like to give you a brief overview of my skills and experience. Я хотел бы дать вам краткий обзор моих навыков и опыта.

I am hardworking, analytical and like taking initiative. Я трудолюбив, инициативен и обладаю аналитическим умом.

I believe that my skill-set matches perfectly with your requirements.

Я считаю, что мой набор навыков идеально сочетается с вашими требованиями.

I think that my economic activities and a solid track record may be of interest to you.

Я думаю, что моя экономическая деятельность и солидный послужной список могут представлять интерес для вас.

I'm confident that I am the employee you are seeking because I have all of the qualifications outlined in your job posting.

Я уверен, что я сотрудник, которого Вы ищете, потому что у меня та квалификация, которая озвучена в Вашем объявлении.

The offered post presents an unusual interest to me as it belongs to the field in which I specialize.

Эта вакансия представляет необычайный интерес для меня, так как она относится к области в которой я специализируюсь.

I have exceptional verbal and written communication skills.

Я обладаю исключительными устными и письменными коммуникативными навыками.

I have driver's license and can drive rather well.

Я имею водительские права и могу неплохо водить.

I know that my... (*such and such qualities*) would allow me to make a significant contribution to the (*Company Name*) team.

Я знаю, что мои... (*такие-то качества*) позволят мне внести существенный вклад в команду (*такой-то компании*).

I believe I possess the right combination of...(*such and such qualities*)and...(*such and such qualities*).

Уверен, что я обладаю отличной комбинацией... (*такого-то качества*) и (*такого-то качества*).

Заключительный абзац сопроводительного письма на английском.

Упомяните свое резюме, дайте им повод прочитать его. Попросите вызвать вас на собеседование.

Please take the time to review my resume.

Пожалуйста, найдите время, чтобы рассмотреть мое резюме.

I would enjoy an opportunity to talk with you to see where my skill set would be of the greatest benefit to your company.

Я бы с удовольствием пообщался с Вами, чтобы понять, где мои навыки будут наиболее полезны для вашей компании.

As you can see from my resume, my experience and qualifications match this position's requirements.

Как вы можете видеть из моего резюме, мой опыт и квалификация соответствуют требованиям этой вакансии.

The attached resume details my extensive experience and training.

В прилагаемом резюме подробности моего обширного опыта и подготовки.

At a personal meeting I would like to discuss with you how I will contribute to the continued growth of your company.

При личной встрече я хотел бы обсудить с вами, как я могу способствовать дальнейшему росту Вашей компании.

I can supply references from...if required.

Если потребуется, я могу предоставить рекомендации из ...(*... организации*).

If you agree that my qualifications perfectly match your requirements, please call me at (111) 111-1111 to arrange an interview.

Если вы согласны, что моя квалификация вполне соответствуют Вашим требованиям, пожалуйста, позвоните мне по телефону (111) 111-1111, чтобы договориться об интервью.

Благодарность. После заключительного абзаца поблагодарите менеджера по найму:

Thank you for your attention.

Спасибо за внимание.

Thank you for your time.

Спасибо за Ваше время.

I would be very grateful if you would consider my application

Я был бы очень благодарен, если Вы рассмотрите мое заявление.

Thank you for your help.

Спасибо за Вашу помощь.

Thank you for your early attention to this request.

Заранее благодарю за быстрый ответ на мою просьбу.

Thank you for your time, and I look forward to speaking with you.

Спасибо за потраченное время, и я с нетерпением жду разговора с Вами.

Заключительная вежливая фраза. После этой фразы ставится запятая.

Sincerely yours,

Искренне ваш,

Yours faithfully,

С уважением,

Very truly yours,

Искренне ваш,

Respectfully yours,

С уважением,

Sincerely

С уважением,

Подпись. Здесь пишется ваше имя и фамилия.

Примечание

В примечании обычно вписывается ссылка на прилагаемое к сопроводительному письму резюме и/или рекомендательные письма:

Enclosure: Resume

Приложено: Резюме

Enc: Resume

Прил: Резюме

Enclosures: Resume, three reference letters and proof of licensure.

Приложение: резюме, три рекомендательных письма и подтверждающая лицензия.

На этом сопроводительное письмо на английском языке заканчивается.

Письмо-заявление о приеме на работу

Для письма-заявления о приеме на работу требуется особое внимание. Это — первое знакомство с возможным нанимателем, и необходимо, чтобы оно оставило благоприятное впечатление. Поэтому письмо нужно изложить четко, по форме письмо должно быть вежливым и кратким. Письмо должно содержать наиболее существенную информацию: формальное обращение о приеме на работу, которое содержит ссылку на рекламное объявление, краткие сведения об опыте работы, о профессиональной подготовке, а также об образовании. В конце можно написать, какую заработную плату хотели бы Вы иметь, а также, когда Вы сможете приступить к работе. Необходимо также указать фамилии лиц, которые смогли бы дать Вам рекомендацию.

А в заключение необходимо выразить готовность прийти на собеседование.

Например:

Dear Sir,

Re: Your advertisement in «...» of...

I read in the issue of «...» that there is an opening in your Company for an export specialist with work experience in a machine-building plant. I suppose my qualifications meet these requirements. I worked for 3 years with die company «...» where I acquired special professional knowledge. It is in this field that I developed good connections abroad, which I can use for your enterprise. I have substantial knowledge in the following fields: market research, planning marketing programmes, marketing, advertising, work supervision.

Besides, I know French and German and can hold talks in these languages.

Please notify me at my telephone number or in writing when I can have a job interview.

I am sure you will be satisfied with my work.

My desired salary is....

I can start immediately.

Yours faithfully,

Signature

Enclosures:

1. Autobiography

2.6 certificates

3.1 photo

Автобиография

Автобиография – это документ, который содержит описание основных этапов жизненного пути автора.

Автобиография на английском может потребоваться при поступлении на работу в иностранную компанию. Данный документ предполагает изложение информации от первого лица единственного числа в свободной форме. Автобиография на английском соответствует общей структуре автобиографии:

- наименование документа (Autobiography);
- ФИО автора, дата и место его рождения;
- место/а учебы, работы в хронологической последовательности;
- семейное положение и состав семьи;
- сведения о судимости;
- адрес проживания;
- дата составления документа;
- подпись.

Также в текст можно добавить хобби, сведения о наградах, грамотах, достижениях в учебе / работе.

Образец автобиографии на английском языке

AUTOBIOGRAPHY

My name is Tatyana Belyaeva. I was born on May 10, 1985 in Moscow. From 1992 till 2002 I studied at school № 133 in Moscow. From 2002 till 2007 I studied at Plekhanov Russian University of Economics, Department of Finance.

From 2007 till the present I have been working for Planet, LTD in position of Regional Sales manager.

Unmarried.

My father, Victor Belyaev, born in 1960, works as a director of marketing for D&G, LTD.

My mother, Elena Belyaeva, born in 1962, works as a teacher of Math in school № 141.

My address: 147 Pushkin Street, apt. 156.

30 March 2013

Belyaeva

T. Belyaeva

Тема: Визитная карточка (Visiting Cards)

1. Составление визитных карточек;

2. Ответы на вопросы по предложенной чужой визитной карточке:

- Whose card is this?

- What is he?

- What company is he from?

- What city is he from?

- What is his telephone number?

- What is the address of his com

3. Знакомство с формами обращения (Forms of Address)

(к мужчине; замужней женщине; незамужней девушке; человеку, имеющему ученую степень; клиенту в офисе)

Тема: Анкетные данные (Personal Particulars-Forms, Applications Forms)

Заполнение анкет по следующим разделам:

name

surname

patronymic

address

telephone

sex

date and place of birth

occupation

qualification

marital status

languages

likes

dislikes

Тема: Резюме (Resume. Curriculum Vitae)

Письменное изложение личных, образовательных и профессиональных данных (подробно, но кратко) по следующим рубрикам:

Objective

Qualifications

Education

Languages

Work History

Personal

Тема: Открытки, телеграммы и личные письма. (Postcards, Telegrams and Personal Letters)

Ознакомление с лексическими единицами и выражениями:

(Ever) yours...

With friendly regards...

Love...

Best wishes...
As always...
Keep in touch...
Yours as ever...
Yours affectionately...
Thanks for your congratulations and present.
I am looking forward to meeting you.
I am glad to receive a letter from you.

Тема «Деловое письмо»

1. Ознакомление с лексическими опорами, используемыми для написания деловых писем:

(to) answer positively
(to) approach
(to) apologize
business letter
colon
comma
contraction
due to
E-mail
express mail
faxes
(to) forward
general delivery (Am)
(to) insure a package
Notepaper
(to) notify
Postpone
poste restante
promptly
(to) regret
Sender
Unfortunately

Для подтверждения получения корреспонденции (We have received your letter of...);
Ссылки на поступившую корреспонденцию (In reply to your letter of... we are pleased to...);
Передача новой информации (We would like to inform you...)
Извинения в деловом письме (We apologize for...)
Просьбы в письме (We should be glad if you would...)
Выражение благодарности в конце письма (We look forward to hear from you soon...)
We thank you for your letter/ inquiry of... 2 nd May 1998
We are pleased to have your inquiry dated... May 2 nd, 1998
Thank you for your letter of... regarding/ concerning for
We are pleased to inform you.
We regret to inform you.
We wish to point out that.
We wish to draw your attention to.
Unfortunately we cannot.
Please send us.../ Please let us have...
We would appreciate.../ We would be very grateful for
Please let us know.../
Please inform us.../
Please state/ indicate...
Please notify us of/ about...

2. Составление плана письма, тон письма, структура письма, размещение основного текста письма, надпись конверта.

3. Сокращение слов в деловом письме.

Тема «Благодарственное письмо»

1. Ознакомление с лексическими опорами, используемыми для написания благодарственных писем:
Thank you for your time and attention...
I appreciated the opportunity...
I hope that all questions were answered satisfaction...
I would be happy to supply...
2. Выполнение тестового задания по структуре письма.

Тема «Телефонный разговор с деловым партнером»

1. Ознакомление с лексическими опорами, используемыми при телефонном разговоре с деловым партнером:
Can I help you?
I'd like to speak to Mr. White, please.
This is Mr. White speaking.
If it isn't too much trouble.
As far as I know...
2. Составление диалогов по телефону с деловыми партнерами (работа в парах).

Тема 4.2. Общение в коллективе

Text 1. Working Environment

Read and translate the text.

Our surroundings can have a significant effect on the way we feel, think and work. The type of environment we favour for problem solving varies, depending on what puts us in the right frame of mind for a particular task. Some people thrive in a bustling atmosphere while others prefer more calm surroundings. Often we require different circumstances for different types of task. Quiet may be more suitable to analytical thinking, whereas lively surroundings might help us to get into a more relaxed, free-thinking frame of mind. We can learn from experience what conditions suit as best for different types of mental task and then try to recreate these when needed. Environmental stimulants determine our level of mental arousal, which affects the ease with which we can use various mental skills. The optimum level of arousal varies for different people. The sight of flowers, the smell of coffee, the sound of traffic, etc., may raise or lower arousal depending on the individual. Emotions such as frustration and anger also affect the level of arousal. With such a wide range of influences affecting people in different ways, there are no hard and fast rules about the best physical environment for problem solving. However, some aspects of the environment are particularly important. Adequate resources, available for employees to use, are essential. Lack of resources may cause frustration. Physical comfort is also very important, although some individuals may find it too sleepy to be creatively stimulating. Discomfort can create a distraction, raise levels of arousal, and result in stress or sleepiness. Proper temperature, good lightening, ergonomically designed furniture and office systems, little noise, and airy environment also help to create a physical comfort.

Now time to talk about policies, processes and procedures has come. The way organization is structured, the rules and regulations, the channels of communication, all impact on employee performance. With the flattening hierarchical structure and greater empowerment of the work force, many employees now have more autonomy to make a creative contribution to the success of their organization. Given greater accountability they are encouraged to apply their problem solving skills in their day-to-day work. When employees make a significant contribution to corporate success this must be equally well publicized, both as a reward to the individual and to encourage others. Reward through promotion, bonuses and other cash incentives plays an important role. Suggestion schemes are a popular way of encouraging employees to contribute ideas for the successful running of a business. Often there is a financial reward, such as a share of any saving to the company when an idea is implemented. Quality circles are another way of encouraging employees to contribute through problem solving. Employees should also have the opportunity to suggest solutions to problems outside their own job role. However, money is not always the most powerful incentive. Many people who leave a company to build their own business do so because their attempts to develop their ideas within the company have been frustrated. Their incentive is often achievement rather than money.

The last thing I would like to talk about is culture and management style. A commitment to original thinking, aimed at finding better ways to respond in the changed environment, needs to be reflected in the business strategy and throughout its operations. Individuals should have the expectation of high achievement through their own efforts. It is vital that this involves the whole organization. We tend to assume the attitude of those around us without realizing. If our peers and managers are happy with the status quo we may easily adopt the same view. Management style can influence both our attitude and freedom to respond creatively to changing circumstances. Consider the different influence of two team leaders. One believes in leading from the front. He both suggests implements work changes based on his own perspective, persuading other team members that this is the best course. The second team leader leads from within the team. She is always asking the others for their views, trying to get a complete picture of what is happening. When she identifies an opportunity she tells the others, 'Its time for change, where do we go from here?' She makes change a team effort. The first group of employees inevitably feel undervalued and their potential contribution is thwarted. The second team is active in building a successful business. Setting targets and standards that stretch individuals also plays an important role. It provides a stimulating challenge, encouraging people to search for more effective ways of working, and creates an environment where individuals think only the best is acceptable. While some people find being under pressure of work or a deadline a stimulus to problem solving, others find it an obstacle. The right atmosphere must exist to encourage people to express their ideas freely. As well as being asked for ideas and problems as they arise, people need to feel that will listen when they make suggestions and not be unduly critical if their ideas are unusual or seem unpractical.

Work out the plan of the text.

Text 2. Yum!

Read and translate the text.

Yum! Brands is the owner of five different fast food chains across the world. These include Pizza Hut, Taco Bell, Kentucky Fried Chicken, Long John Silver's and A & W Restaurants. As the owner of five such restaurant chains, there are a variety of potential projects or events that require an investment. These can include such things as an expansion, buying new equipment, mergers, recalls, and so on.

Within Yum! Brands there are two projects that I would recommend to the corporation to be done. The first would be a corporate office for the international offices and the second would be a updating the current computer systems within the restaurant locations. One of these will be funded by current source of funds and the other sourced by non-current funds. «Current sourcing of funds are traditional ways, which can be circulated and repaid within the accounting period or operating cycle of the business. These types of funds are easily converted into cash or equivalent». Alternatively, «non-current sources of funds are for a longer period of time, typically at least over one year. Normally long term sources are used for capital expenditure such as land, buildings, and machineries for the enterprises».

Creating an international corporate office for Yum! Brands would be considered a non-current project. «Yum currently has a corporate office for their China division, but everything else is run from their regular corporate office located in Louisville, Kentucky». This expansion would be considered a non-current project because it would be a long-term event that would take over one year to complete. I think that the best way to raise the capital for this project would be to use a non-current debt instrument. I would recommend that Yum use mortgages and even notes payable to fund the additional corporate office for their international business. This would allow Yum to borrow the money today and make payments on it later when the profits are increased.

The second project I suggest is to update the current computer systems in the restaurants. This is essential because in today's world technology is the key to success and profitability. Companies want to make sure they are up to date on the latest technology. This is a project that will occur immediately and would therefore be a current project. I feel that the best way to fund this project would be to issue common or preferred stock in the company. Because Yum owns such popular food chains it would be easy to sell enough stock to raise the capital needed to get an adequate amount of money to update the computers.

Ask questions to the text.

Text 3. Working at Starbucks

Read and translate the text.

What size would you like? Would you like a pastry with your coffee? Perhaps you would like to try that drink cold? If you like this beverage so much, you should definitely try our promotional (and more

expensive) beverage. Sir, I can certainly make your drink over if it is not to your liking. These are just a few of the proper customer service responses expected and provided by Starbucks' baristas. After five years, four managers and three district managers, I learned that it is not only creating the ultimate coffee beverage, but also providing excellent service that ensures customers leave the store completely satisfied and eager to return — maybe next time with friends or family. Starbucks Coffee Company demands Five-Star customer service from all partners, and it is this service that separates Starbucks from other coffee shops. The goal is to provide for all customers a «third place» environment — a place of relaxation that is away from home and work. While many complain of the expensive java prices, it is this environment that keeps customers coming back for more.

But Starbucks not only aims to please the customers, it also provides its employees, whom are known as partners within the company, with a safe, comfortable, and profitable environment. Perks include: stock options, health benefits for part-time employees, an annual review which could result in a raise, as well as easy mobility to move up to managerial positions. In exchange for these employment benefits, partners have to endure long and intricate training that requires newly hired partners to read and answer questions on each of the stations the job is divided into — Drip, Register, Espresso, Frappachino, Bean and Customer Service — before they can get any hands-on training.

As assistant store manager, hiring new employees was the most fun for me because these recruits always started off with the assumption that working in a coffee shop would be an easy and stress-free job that required little physical or mental labor. After all, how hard could it possibly be to make a cup of coffee? A flick of a switch, pour the coffee into a cup, say please and thank you, and send the customer on their merry way. You don't even have put milk and sugar into the customers' coffee, much less work for the barista right?

Wrong! I stressed to each new hire that this job required more than just simply pouring coffee into a cup; it was providing a superior standard of customer service and coffee beverages that surpassed all other coffee providers in order to make a lasting impression on each and every customer served. Occasionally, the interviewee would throw in an «absolutely,» «I agree» or the ultimate favorite «I understand.» But most did not understand. I was not trying to make this job sound like the Marines of coffee making, but Starbucks Coffee Company has not been able to become such a success without having hardworking and dedicated partners.

Training, as I mentioned before, initially begins with what I would like to call «Starbucks University». Many were ready to get behind the bar and experience hands-on training immediately. So, when I handed them a large spiral book and told them they had six hours to complete the sections, I often received looks of confusion and concern, much like when a teacher hands his students a pop quiz. Each section of the training manual was divided into sections that provided an in depth description of the responsibilities required of all baristas. A written test was given after each section was completed to ensure the partner's understanding. Usually, a new partner can take two days just finishing the book before they ever touch a cup!

After finally completing the courses at «Starbucks University», the partner then graduates to behind the bar. The manager or assistant manager is assigned to showing the new partner the ropes, but even their hands-on experience is divided similarly to the book. The barista is taken through each station and after they practice a few times, they are given a test; for instance, if the barista was being shown how to make a cappuccino, he or she has to make the drink to standard independently. If done correctly, the partner can move onto the next station; if not, they must continue at this station until they have passed drink-making abilities. As I said before, this is not the Marines of coffee making, but it certainly can be considered the boot camp for producing the finest coffee makers in the industry — each new hire if they decide to take the challenge, will become **THE ULTIMATE COFFEE CHAMPION!**

However, it must be said that this process does not just take a few days — it takes weeks, even months to develop the ability to differentiate between coffee aromas or to be able to identify a coffee simply based on one sip. These skills are actually very difficult to develop and require partners to constantly sample the beverages so they can describe it to the customers.

The whole bean packages sold in retail stores are one of Starbucks' most profitable items, but often customers are both intimidated by the variety of beans sold and confused on which beans would be best suited to their taste. This is where the barista's expertise as a coffee connoisseur is best put into practice. Baristas are forced to taste each and every coffee served and sold throughout the store during their training as well as random coffee samplings throughout their employment. By tasting the coffee themselves they can not only provide explicit description of the beans to customers, but also can add their personal input as well. For example, if a customer was interested in purchasing Guatemalan Antigua but

was unsure of the taste, a partner would need to know that it is «an elegant complex coffee with great depth; refined acidity balanced with cocoa powdered texture and soft spice flavors.» Most new baristas are unaware of what they are actually talking about, as is the customer. Who knew that Kenya has a fruity flavor and can sometimes have a hint of blackberries? Most customers instantly think that Kenya has a fruit punch sort of taste to it, when, in actuality, unless you are a java expert, you will never taste the blackberry flavoring. One of the great things about being a Starbucks partner is that you are able to educate your customers about coffee beans, the variations of beans, and the terminology used to describe them. It is important to the company to have their customers appreciate the natural flavor of their coffee and, more importantly, sell beans to customers who value the taste of a great cup of Joe.

While training to become a Starbucks barista may appear to be a bit much, Starbucks has not been able to become one the most successful coffee retail stores by taking this business lightly. It is not good enough to just be able to make a Cappuccino or a Caramel Frappachino. It is essential to make each and every customer feel welcome and appreciated so that they will not only come back, but so that they have truly experienced Starbucks as a «third place» — a home away from home.

Tell about working at Starbucks Coffee Company.

Грамматический материал

Придаточные предложения условия и времени, действие которых отнесено к будущему.

В придаточных предложениях условия и времени с союзами

If (если),

when (когда),

after (после),

before (перед тем, как),

as soon as (как только),

unless (если не),

until (до тех пор, пока не),

будущее время заменяется формой настоящего времени, но на русский язык переводится будущим, например:

If you help me, I shall do this work. — Если ты поможешь мне, я сделаю эту работу.

As soon as I get free, I'll come to you. — Как только я освобожусь, я приду к тебе.

We shall not begin until you come. — Мы не начнем, пока ты не придешь.

Exercise 1. Open the brackets and put the verbs in the right form:

1. He (go) out when the weather (get) warmer. 2. I (wait) for you until you (come) back from school. 3. I'm afraid the train (start) before we (come) to the station. 4. We (go) to the country tomorrow if the weather (to be) fine. 5. We (not pass) the examination next year if we not (work) harder. 6. If you (not drive) more carefully you (have) an accident. 7. You (be) late if you (not take) a taxi. 8. I (finish) reading this book before I (go) to bed. 9. You must (send) us a telegram as soon as you (arrive). 10. We (have) a picnic tomorrow if it (be) a fine day. 11. We (go) out when it (stop) raining. 12. We (not to have) dinner until you (come). 13. I'm sure they (write) to us when they (know) our new address.

Сослагательное наклонение в условных предложениях

(Conditional Mood)

Сослагательное наклонение выражает возможность, нереальность, предположительность действия.

Изъявительное наклонение:

If I learn his address I shall write to him. — Если я узнаю его адрес, я ему напишу.

Сослагательное наклонение:

If I knew his address I would write to him. — Если бы я знал его адрес (сейчас), я написал бы ему (сейчас или в ближайшем будущем). Глагол в придаточном предложении — в форме Past Indefinite, в главном — в форме Future in the Past.

В случае, если действие, описываемое сослагательным наклонением, относится к прошедшему времени, в главном предложении используется форма будущего совершенного с точки зрения прошедшего Future Perfect in the Past, а в придаточном — прошедшее совершенное Past Perfect.

If I had known his address I would have written to him. — Если бы я знал его адрес (в прошлом), я написал бы ему (в прошлом же).

I wish I lived not far from here. (настоящее время). — Жаль, что я не живу поблизости.

I wish I had lived not far from here (прошедшее время). — Жаль, что я не жил поблизости.

Сослагательное наклонение выражает предполагаемое или желательное действие. В английском языке существует 3 вида сослагательного наклонения. Для начала давайте сравним 3 предложения:

- Если у него будет время, он выполнит эту работу.
- Если бы у него было время, то он выполнил бы эту работу.
- Если бы у него было время вчера, то он выполнил бы эту работу.

1-е предложение (1-е Сослагательное), как вы заметили, обозначает реальное условие и относится к будущему времени. (Мы дали ему метафору "орел и решка" - действие либо произойдет, либо нет).

2-е предложение (2-е Сослагательное) обозначает маловероятное условие и относится к настоящему и будущему временам. (Метафорой может быть "мечта"). Грамматическим показателем этого условия служит частица *by*.

Можно вспомнить, как в сказке Пушкина о царе Салтане три девицы под окном мечтали:

"Если б я была царица, - говорит одна девица, - то на весь крещеный мир приготовила бы пир".

"Если б я была царица, - говорит ее сестрица, - то на весь бы мир одна наткала бы полотна".

"Если б я была царица, - третья молвила сестрица, - то для батюшки царя родила б богатыря".

Из отрывка мы видим, что у двух сестер мечта не сбылась, а у третьей-таки осуществилась.

3-е предложение (3-е Сослагательное) обозначает нереальность выполнения условия и относится к прошедшему времени. (Метафора - "поезд ушел").

Сложившуюся ситуацию уже изменить нельзя, о ней можно сожалеть или предположить, что могло быть сделано или не сделано раньше.

Например:

- Если бы дед с бабкой следили внимательней за колобком, то он мог бы остаться жив.
- Если бы ворона не открыла рот, то сыр бы не выпал.

В русском языке 2-е и 3-е сослагательные наклонения могут звучать одинаково, поэтому отличить их можно либо в контексте, либо при помощи специальных слов, указывающих на прошедшее время. Например:

Если бы у меня было время, я пришел бы сегодня.

Можно отнести ко 2-му сослагательному - мечтает (придумайте контекст).

Можно отнести и к 3-му сослагательному - "поезд ушел" (придумайте контекст).

Предлагаем вам вывести формулу образования 1-го, 2-го, 3-го типов сослагательного наклонения.

1-есослагательное. If I have time tonight, I will finish reading a novel.

- Если сегодня вечером у меня будет время, то я закончу читать роман.

Вместо *If* можно также использовать *when*

When I have time tonight, I will finish reading a novel. - Когда сегодня вечером у меня будет время, то я закончу читать роман.

2-е сослагательное.

If I had time tonight, I would finish reading a novel. - Если бы у меня сегодня вечером было время, то я бы закончил читать роман.

Во втором типе условных предложений глагол "to be" всегда имеет форму "were".

If I were you, I would go there at once.

3-е сослагательное.

If I had had time last night, I would have finished reading a novel. - Если бы у меня прошлым вечером было время, то я бы уже закончил читать роман.

Exercise 2. Translate into Russian:

If I came later I would be late for the lesson. 2. If he had known the time-table he wouldn't have missed the train. 3. It would be better if you learned the oral topics. 3. I wish I had known this before the examination. 4. I would have come to you if you had not lived so far away. 5. If I had seen you yesterday I would have given you my text-book. 6. If I were in your place I wouldn't buy the tickets beforehand. 7. If I had known that you needed help I would have helped you.

Exercise 3. Translate into English. Say which of the sentences refers to the 1-st, 2-nd, 3-d

Conditional Mood (Переведите на английский. Определите, какие предложения относятся к 1-му, 2-му и 3-му типам сослагательного наклонения).

1. Я помогу ему, если он попросит. 2. Если бы он попросил меня, то я бы ему помог. 3. Если бы он попросил меня об этом раньше, то я бы ему помог.
4. Если у него будет время, он выполнит эту работу. 5. Он бы выполнил эту работу, если бы у него было время. 6. Не сердись на меня, если бы у меня было время, то я бы выполнил эту работу. 7. Если дождь закончится (to stop), я пойду гулять. 8. Я бы пошел гулять, если бы дождь закончился.
9. Если бы вчера дождь прекратился, то мы пошли бы гулять (а так не ходили). 10. Если Джим вернется домой рано, то мы будем вместе смотреть фильм. 11. Если бы Джим вернулся домой рано, то мы вместе посмотрели бы фильм. 12. Если бы Джим вчера вернулся домой рано, то мы вместе посмотрели бы этот фильм.

Exercise 4. Fill in the table, using the examples (Заполните таблицу, пользуясь примерами).

- | | | |
|---|--|--|
| 1. If he arrives, he will hear the news. | 1. If he arrived, he would have heard the news. | 1. If he had arrived, he would have heard the news. |
| 2. I'll do it if I have the time. | 2. ... | 2 I would have done it if I had had the time. |
| 3. If I see her, I'll tell her this story. | 3. If I saw her, I would tell her the story. | 3. ... |
| 4. ... | 4. If it were fine tomorrow, we would go for a picnic | 4. If it had been fine yesterday, we would have gone for a picnic. |
| 5. If you work on Sunday, I will pay you well | 5. ... | 5 If you had worked on Sunday, I could have paid you well. |
| 6. If I finish the work this week, I will go on vacation. | 6. If I finished the work this week, I would go on vacation. | 6 ... |
| 7. ... | 7. If it rained next week I would plant the vegetables. | 7 If it had rained last week, I could have planted the vegetables. |

Варианты практических заданий THINGSTODO

A. Individual Work

1. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)
 - 1) Knowledge is power.
 - 2) Live and learn.
 - 3) It's never late to learn.
 - 4) There is no royal road to learning.
 - 5) Learn to walk before you run.
 - 6) Never do things by halves.
 - 7) Experience is the teacher of fools.
 - 8) Well begun is half done.
 - 9) Where there's a will there's a way.
 - 10) Zeal without knowledge is a runaway rose.
 - 11) Jack of all trades is master of none.
 - 12) To know everything is to know nothing.
 - 13) A tree is known by its fruit.
 - 14) Too many cooks spoil the broth.
 - 15) Every oak must be an acorn.
 - 16) Children should be seen and not heard.
 - 17) Spare the rod and spoil the child.
 - 18) Don't teach your grandmother to suck eggs.
2. Comment on the following quotations. (Say whether you agree or not and why.)
 - 1) "It is only the ignorant who despise education." (Syrus)
 - 2) "Only the educated are free." (Epictetus)
 - 3) "The secret of education lies in respecting the pupil." (Emerson)
 - 4) "Self-conquest is the greatest of victories." (Plato)
 - 5) "Everybody is ignorant, only on different subjects." (W. Rogers)
 - 6) "As for me, all I know is that I know nothing." (Socrates)
 - 7) "Knowledge is like money, the more he gets, the more he craves." (J. Billings)

- 8) "A little learning is dangerous thing." (A. Pope)
- 9) "When children are doing nothing, they are doing mischiefs." (H. Fielding)
- 10) "Let the child's first lesson be obedience, and the second will be what thou wilt (you will)." (B. Franklin)
- 11) "People seldom improve when they have no other model but themselves."
(O. Goldsmith)
- 12) "Men learn while they teach."
"Difficulties strengthen the mind, as labour does the body." (Seneca)
3. Speak on the "typical" kind of school in your country.
 4. If you could be any age, what age would you be? Why?
 5. Compare two of your teachers.
 6. Compare education in your country with education in Great Britain/the USA.
 7. Talk about your last year in school.
 8. Do you (dis)agree that private schools are better than public schools?
 9. Explain how to study for a test.
 10. Here are some decisions that British students have to make:
 - at 16 – stay on at school? look for a job? apply for a place on a Youth Training Scheme? go to the Sixth Form College?
 - at 18 – go to university? get a job? start a training course? do voluntary work? travel and work abroad? move away from home?
 Make a list of decisions that students have to make in your education system.
 11. Number these reasons in their order of importance from 1 (most important reason) to 12 (least important reason).
 - to acquire general knowledge
 - to prepare for a job to meet other young people
 - to train one's memory
 - to learn something about subjects one will not deal with again later
 - to find out what one is really interested in
 - to give one's parents some peace and quiet
 - to test one's intelligence
 - to learn how to study and work with books
 - to have a good time
 - to be kept dependent
 - to learn discipline and order

B. Pair Work

1. You want to quit school and start work, but your parents feel it is important to finish high school. Talk to them.
2. Your child has very good grades and wants to go to college. You feel that you cannot afford to send him/her. Tell your child this.
3. You want to stay in the US/Great Britain and study but your family wants you to return. Call them and ask them to permit you to stay.
4. Describe some of the teachers at this school to a student who is just beginning the programme.
5. Ask your partner what qualities he/she (dis)likes in a teacher.
6. Discuss with your partner how important you think a college education is nowadays.
7. You are at interview. You want to get into a very prestigious school. Explain to the Dean of Admissions why you think you should be accepted.
8. Ask your friend which he thinks is more practical – dropping out of school and getting a job or continuing at school and having very little money.
9. Ask the school receptionist for some information and a school entrance application.
10. Tell your teacher that you want to apply to a university in Great Britain/the USA and ask if he/she would write you a recommendation.
11. Even though your grades are not very good, you think you want to go to university. Talk to your school counsellor about the possibilities open to you.
12. You just took a very difficult exam. You feel the exam was unfair because there were several things on it that your class had not studied. Complain to the teacher.

13. Exchange opinions with your partners on the problems:
there should be no tests in school; children get a better education outside the classroom; parents should be stricter with their children.

14. Your student is constantly late and has been absent for several tests. Ask him/her to come into your office. Tell him/her to "shape up."

15. Imagine, your partner is a student at a London school. Interview him/her about a typical school day.

C. Group Work

1. Work in groups of 3–4. Imagine that you have to choose a place to study at 16. Make a list of possible educational establishments you'd like to enter. Now discuss your list with the other members of your group.

2. Read the text and do the assignments given below.

a) Imagine that you are one of the people chosen for the survey. What did you actually say?

Make your criticisms like this:

I wish I had had a better Maths teacher or I wish I hadn't wasted so much time at school.

Work through all the criticism and regrets in the same way.

b) Now link possible causes to these consequences. Complete the sentences in any way you like:

I would have got into university if ...

I might have passed my exams if ...

I could have gone to medical school if ...

I would have got a much better paid job if ...

c) Work in pairs. Ask your partner if he/she has any criticism or regrets about his past life, anything that he would or might have done differently in different circumstances.

Does a Good Education Really Matter?

We went along to Wandsworth Job Centre and surveyed some people to find out how important they felt that a good school education was.

The results showed that many people were disappointed in their education. They put the blame sometimes on themselves. Many felt that their teachers were not good enough, that many of the textbooks were out-of-date, especially when it came to science, and that they should have had more or better careers advice. They also felt that they should have been made to work harder, either by the teachers or by their parents. But people seemed equally ready to put the blame on their own shoulders. Many felt that they had chosen the wrong subjects when they started to specialize, or that they had wasted time at school. Others felt that they had left school too early in their eagerness to get a job and earn money. A few even thought that their failure was due to the type of school they went to, and that they would have been better off somewhere else.

D. Project Work

1. Collect as much information as possible about college and university education in your country. Organize a discussion which will touch upon the following questions:

- Is college and university very expensive in your country?

- Which college/university degrees are most common?

- What opportunities are there for college graduates?

- Is it difficult for young people to find a job?

2. Choose a university you are interested in. Pick up information about it in encyclopaedias and other reference books as the basis for your discussion.

3. Collect information about different types of secondary schools in your country. Great Britain/the USA and compare it. In your group decide:

- which type of school is the best one and explain why you have chosen it;

- which types of schools you consider out-of-date and why;

- what your idea of a perfect school is.

4. Plan the perfect "core" college curriculum using the following information:

The trustees of your university are very upset by recent studies that show that the average graduate from your school is less competent than the average graduate of 50 years ago. As a result, the trustees have insisted that the entire educational approach be changed. Instead of having students take only elective courses, they must take three years (144 units) of "core" courses. Only during their senior year may they take electives in their major.

According to the trustees, the core courses must be designed to "give the student a broad background

in the general humanities and sciences with the result that the student possesses analytical skills and written and verbal ability necessary to be a leader in society."

Each course is four units. You may require a person to take more than four units (or no units) in the following subjects:

- | | | |
|-------------------------|-------------------------------|--------------------|
| anthropology | foreign languages | philosophy |
| art | geography | physical education |
| astronomy | geology | physics |
| biology | history | political science |
| botany | journalism | psychology |
| business administration | linguistics | religion |
| chemistry | mathematics | speech |
| drama | music | sociology |
| economics | native language (composition) | statistics |
| engineering | native language (literature) | zoology |

5. Study the following chart and make a chart of the Russian/ British System of Education. Consult the reference material.

American System of Education

Name of School	Grade	Age of Students	Subjects
1	2	3	4
Nursery		4	Games, songs, creative playing
Kindergarten	K	5	Games, drawing, crafts, beginning reading and writing

1	2	3	4
Primary or Elementary	1	6	Reading, writing, spelling, adding, drawing, singing
	2	7	Language arts, subtraction, spelling, drawing, singing
	3	8	Language arts, social studies, multiplication
	4	9	Language arts, social studies, division
	5	10	Language arts, history, geography, fractions
	6	11	Language arts, history, geography, decimals, science
Junior High	7	12	Language arts, history, geography, algebra, science, foreign language, manual arts, home economics
	8	13	Language arts, history, geography, geometry, science, foreign language, manual arts, home economics
High School	9 Freshman 10 Sophomore 11 Junior 12 Senior	14	College Prep. Vocational Business
		15	English English English Math Economics Bookkeeping
		16	Science Civics Civics Physical Math Math Biology Shop Typing
		17	Physics Home Chemistry Economics
			Foreign Lang. Spanish French
Junior College (2 yrs)	Freshman	18	English, foreign language, history, biology, physical science, sociology or psychology, physical education, ROTC
	Sophomore	19	
College or University (4 yrs) (undergraduate)	Junior	20	Courses in major and minor fields
	Senior	21	
Graduate or Professional School	MA	22-	One-year plus thesis
	PhD		Three years plus dissertation

Материалы к дифференцированному зачету
по учебной дисциплине «Иностранный язык» (английский),
специальность 44.02.02 Преподавание в начальных классах
(письменная форма)

Пояснительная записка

Цель дифференцированного зачета - проверить уровень усвоения знаний, умений и навыков по темам раздела 4 «Деловое общение в профессиональной сфере».

Форма дифференцированного зачета – контрольная работа (варианты тестовых заданий).

Контрольная работа состоит из 3-х частей. Часть А включает задания на выбор одного правильного ответа. Часть В включает задание на соотнесение лексических единиц и на перевод и определение вида придаточного предложения. Часть С включает задание на составление документа.

Время выполнения работы – 90 минут.

Обучающиеся должны знать: лексический минимум, обслуживающий темы профессиональной направленности; виды придаточных предложений, порядок образования условных придаточных предложений, формы сослагательного наклонения.

Обучающиеся должны уметь: определять структуру сложноподчиненного предложения и вид придаточного предложения, переводить сложноподчиненные предложения с придаточными предложениями разных видов, употреблять формы сослагательного наклонения, соотносить лексические единицы, писать автобиографию и резюме.

Разделы учебной дисциплины, выносимые на дифференцированный зачет

Речевые умения: предметное содержание речи - раздел 4 «Деловое общение в профессиональной сфере»

Вид речевой деятельности: письменная речь.

Языковые знания и навыки: лексическая сторона речи - лексический минимум, обслуживающий темы; грамматическая сторона речи – сложноподчиненные предложения, условные придаточные предложения, сослагательное наклонение.

Критерии и нормы оценки

Количество баллов	Оценка
35 - 31	«5»
30 - 24	«4»
23 - 18	«3»
17 и меньше	«2»

Контрольная работа

I вариант

Часть А. Максимальное количество баллов - 13

Задание 1. Употребите нужную форму сослагательного наклонения

(9 баллов)

- It ... interesting to see this performance.
a) would be b) were c) was d) been
- I'll tell you some more information so that you ... better understand the plot.
a) should b) might c) would d) could
- Without you, there ... no fun.
a) been b) were c) would be d) have been
- I wish you ... about it.
a) will know b) know c) knew d) have known
- If you were there, you ... it.
a) could do b) do c) did d) could have done
- If I had known that you were in hospital I ... you.
a) shall visit b) should visit c) should have visited
- If I knew that the traffic lights were red I
a) would have stopped b) would stop c) should stop
- If you had obeyed my instructions you ... into trouble.
a) wouldn't get b) wouldn't have got c) couldn't get
- If I hadn't been wearing tight shoes I ... the bus quite easily.

- a) should catch b) should have caught c) caught

Задание 2. Выберите перевод выделенного сказуемого (1 балл)

It is important that our institute **should continue** this research.

- a) должен продолжать б) продолжил быс) будет продолжать

Задание 3. Укажите верный перевод (1 балл)

Если бы у меня были деньги, я бы купил квартиру.

- a) If I have money, I could buy a flat.
b) If I had money, I bought a flat.
c) If I have had money, I would buying a flat.
d) If I had money, I would buy a flat.

Задание 4. Укажите верный вариант (1 балл)

- a) If you'll eat a lot of sweets, you will have problems with your teeth.
b) If you'll eating a lot of sweets, you have problems with your teeth.
c) If you eat a lot of sweets, you have problems with your tooths.
d) If you eat a lot of sweets, you will have problems with your teeth.

Задание 5. Выберите правильный вариант перевода предложения в соответствии с правилами согласования времен (1 балл)

He said he was a student.

- a) Он сказал, что он студент б) Он сказал, что он был студентом

Часть В. Максимальное количество баллов - 12

Задание 1. Соотнесите русский и английский варианты слов и выражений (10 баллов)

- | | |
|--|---|
| 1. Essigned to ... | a. Работалв ... |
| 2. Constant interaction with ... | b. Обширноеобучениепо ... |
| 3. Employed to ... | c. Отвечалза ... |
| 4. Experienced in all aspects of ... | d. Знакомс ... |
| 5. Expertize and skills in ... | e. Знание дела и навыки в ... |
| 6. Extensive practical background in ... | f. Имеетопытвовсехаспектах ... |
| 7. Extensivetraining ... | g. Назначен на должность ... |
| 8. Familiarwith ... | h. Обеспечивал выполнение ... |
| 9. Implemented ... | i. Постоянное взаимодействие с ... |
| 10. Inchargeof ... | j. Обширная практическая подготовка в ... |

Задание 2. Переведите предложение на русский язык и определите вид придаточного предложения (2 балла)

Where I lost my watch is a mystery.

Часть С

Задание: Напишите резюме (Resume) - 10 баллов

Контрольная работа

II вариант

Часть А. Максимальное количество баллов - 13

Задание 1. Употребите нужную форму сослагательного наклонения (9 б)

1. It is necessary that we ... the script.
a) should read b) have read c) were reading d) will read
2. It is desirable that he ... this musical disc.
a) buys b) buy c) bought d) have been bought
3. We wish they ... here.
a) be b) were c) will be d) was
4. If you had been there, you ... it.
a) could have done b) could do c) do d) did
5. If I ... you, I should take part in this performance.
a) be b) were c) have been d) are
6. I shouldn't have believed it if I ... it with my own eyes.
a) didn't see b) haven't seen c) hadn't seen
7. He might have understood it if you ... slowly.
a) have spoken b) would speak c) had spoken
8. He would take me with him if I ... ready.
a) was b) had been c) should be

9. The newspaper would print the story if it ... true.

- a) were b) had been c) was

Задание 2. Выберите перевод выделенного сказуемого (1 балл)

If we placed a small bulb in a complete circuit, it **would light up**.

- a) зажжется b) зажглась бы c) зажглась

Задание 3. Укажите верный перевод (1 балл)

Она хочет, чтобы Джон пригласил всех наших друзей.

- a) She wish John invite all our friends.
b) She wished John invites all our friends.
c) She wishes John inviting all our friends.
d) She wishes John invited all our friends.

Задание 4. Укажите верный вариант (1 балл)

- a) If you'll eat a lot of sweets, you will have problems with your teeth.
b) If you'll eating a lot of sweets, you have problems with your teeth.
c) If you eat a lot of sweets, you have problems with your teeth.
d) If you eat a lot of sweets, you will have problems with your teeth.

Задание 5. Выберите правильный перевод предложения в соответствии правилами согласования времен (1 балл): He said he had entered the college.

- a) Он сказал, что поступил в колледж.
b) Он сказал, что поступает в колледж.

Часть В. Максимальное количество баллов - 12

Задание 1. Соотнесите русский и английский варианты слов и выражений (10 баллов)

- | | |
|---|--|
| 1. Initiated ... | a. Больше чем ... лет обширного и разнообразного опыта в ... |
| 2. Instrumental in ... | b. Опытный/компетентный в ... |
| 3. Managed ... | c. Обеспечивал техническую помощь... |
| 4. More than ... years of extensive and diverse experience in ... | |
| 5. Now involved in ... | e. Добился успехов в ... |
| 6. Proficient/competent at ... | f. Уровень квалификации |
| 7. Provided technical assistance to ... | g. Сейчас занимается ... |
| 8. Reported to ... | h. Управлял ... |
| 9. Succeeded in ... | i. Эффективен в ... |
| 10. Skill level j. Был в подчинении у ... | |

Задание 2. Переведите предложение на русский язык и определите вид придаточного предложения (2 балла): What you say is not quite clear.

Часть С

Задание: Напишите автобиографию (Curriculum Vitae) - 10 баллов

Ответы I вариант

Часть А (13 баллов)

Задание 1. 1 – a, 2 – b, 3 – c, 4 – c, 5 – a, 6 – c, 7 – c, 8 – b, 9 – b

Задание 2. b

Задание 3. d

Задание 4. d

Задание 5. a

Часть В (12 баллов)

Задание 1. 1 – g, 2 – i, 3 – a, 4 – f, 5 – e, 6 - j, 7 - b, 8 - d, 9 - h, 10 - c
(10 баллов)

Задание 2. Где я потерял часы, для меня загадка. Придаточное подлежащее (2 балла)

Часть С

Задание: Напишите резюме (Resume) - 10 баллов

Name:

Age:

Country of Citizenship:

Marital Status:

Dependents:
Permanent Address:
Telephone:
Purpose:
Background:
Languages:
Experience:
References:
Всего 35 баллов

Ответы
II вариант

Часть А (13 баллов)

Задание 1. 1 – a, 2 – b, 3 – b, 4 – a, 5 – b, 6 – c, 7 – c, 8 – a, 9 – c

Задание 2.b

Задание 3.d

Задание 4.d

Задание 5.a

Часть В (12 баллов)

Задание 1. 1 – d, 2 – i, 3 – h, 4 – a, 5 – g, 6 – b, 7 – c, 8 – j, 9 – e, 10 – f
(10 баллов)

Задание 2. То, что вы говорите, не совсем ясно. Придаточное подлежащее (2 балла)

Часть С Задание: Напишите автобиографию (Curriculum Vitae) - 10 баллов

Name:

Date of Birth:

Nationality:

Marital Status:

Address:

Telephone:

Education:

Professional Experience:

Interests:

Personal Qualities:

Additional Skills:

References:

Всего 35 баллов

Материалы к дифференцированному зачету
по учебной дисциплине «Иностранный язык» (английский),
специальность 44.02.02 Преподавание в начальных классах
(Устная форма)

Пояснительная записка

Цель дифференцированного зачета - проверить уровень усвоения знаний, умений и навыков по учебной дисциплине «Иностранный язык» (английский).

Форма дифференцированного зачета – устный опрос. Опрос включает работу с текстами профессиональной направленности. По каждому тексту обучающиеся должны выполнить 4 задания: прочитать вслух выделенный отрывок текста, перевести выделенный отрывок текста, ответить на вопросы к тексту, выполнить грамматическое задание.

Обучающиеся должны знать: лексический минимум, обслуживающий темы профессионально ориентированного содержания программы учебной дисциплины «Иностранный язык» общего гуманитарного и социально-экономического цикла основной профессиональной образовательной программы; структуру английского предложения; видовременные формы английского глагола, типы вопросов и другой грамматический материал, необходимый для выполнения заданий.

Обучающиеся должны уметь: владеть техникой чтения; читать и переводить тексты со словарем (умение изучающего чтения); отвечать на вопросы к тексту (умение поискового чтения); владеть тематикой общения, использовать языковые явления и речевые средства.

Разделы учебной дисциплины, выносимые на дифференцированный зачет

Речевые умения

Предметное содержание речи - раздел 1 «Профессия учителя. Образование и воспитание», раздел 2 «Система образования в России и за рубежом», раздел 3 «История развития образования», раздел 4 «Деловое общение в профессиональной сфере».

Виды речевой деятельности

Говорение: монологическая и диалогическая речь, основы общения на иностранном языке.

Чтение: изучающее чтение, просмотровое (поисковое) чтение, техника перевода (со словарем) профессионально-ориентированных текстов.

Языковые знания и навыки

Произносительная сторона речи, техника чтения. Лексическая сторона речи, профессиональная лексика. Грамматическая сторона речи.

Критерии и нормы оценки: каждое задание оценивается отдельно и выводится средняя оценка за дифференцированный зачет.

Задание	Техника чтения	Техника перевода, изучающее чтение	Просмотровое (поисковое) чтение	Грамматика	Оценка за диф. зачет
Оценка					

Оценка «5» - правильное выполнение заданий к тексту (допускаются незначительные ошибки в одном из заданий).

Оценка «4» - незначительные ошибки в заданиях к тексту.

Оценка «3» - ошибки в заданиях к тексту или задания выполнены не полностью.

Оценка «2» - задания не выполнены или выполнены неверно.

Тексты профессиональной направленности по темам:

1. Профессия педагога
2. Черты характера учителя
3. Моя профессия – учитель
4. Типы уроков в современной школе
5. Система оценивания
6. Правила поведения в школе
7. Здоровый образ жизни
8. Спорт и здоровье
9. Роль физической культуры в образовательном процессе
10. Воспитание
11. Педагогическое воспитание
12. Проблемы воспитания подрастающего поколения
13. Система образования в России
14. Система образования в Великобритании
15. Система образования в США
16. Система СПО и ВПО в России
17. Профессиональное образование в странах изучаемого языка
18. Подготовка учителей
19. Изучение иностранных языков
20. Роль иностранного языка в подготовке будущих учителей
21. Английский язык
22. История развития образования
23. История педагогики
24. Великие педагоги
25. Рынок труда и устройство на работу
26. Общение в коллективе

**Материалы к экзамену по учебной дисциплине
«Иностранный язык» (английский),
специальность 44.02.02 Преподавание в начальных классах
(Устная форма) 4 курс**

Пояснительная записка

Цель работы: проверить уровень усвоения знаний, умений и навыков по учебной дисциплине «Иностранный язык (английский)».

Форма экзамена – устный опрос.

Структура экзаменационного билета:

первый вопрос – сообщение по теме (монологическая речь);

второй вопрос – работа с текстом профессиональной направленности.

Разделы учебной дисциплины, выносимые на экзамен

Речевые умения

Предметное содержание речи: социально-бытовая сфера, социально-культурная сфера, учебно-трудовая сфера.

Виды речевой деятельности

Говорение: монологическая речь, основы общения на иностранном языке.

Чтение: изучающее чтение, просмотровое (поисковое) чтение, техника перевода (со словарем) профессионально-ориентированных текстов.

Языковые знания и навыки

Произносительная сторона речи, техника чтения. Лексическая сторона речи, профессиональная лексика. Грамматическая сторона речи.

Критерии и нормы оценки: каждое задание оценивается отдельно и выводится средняя оценка за экзамен

Задание	Монологическая речь	Техника чтения	Техника перевода, изучающее чтение	Просмотровое (поисковое) чтение	Оценка за экзамен
Оценка					

Оценка «5» - сообщение по определенной теме (не менее 12 грамотно построенных предложений) и правильное выполнение заданий к тексту (допускаются незначительные ошибки в сообщении или одном из заданий).

Оценка «4» - неполное (9-11 предложений) или недостаточно грамотное сообщение по определенной теме; незначительные ошибки в заданиях к тексту.

Оценка «3» - неполное (6-8 предложений) или недостаточно грамотное сообщение по определенной теме; ошибки в заданиях к тексту или выполнены не все задания.

Оценка «2» - сообщение неграмотное (1-5 предложений) или отсутствует, задания не выполнены, выполнены неверно или не полностью.

Вопросы для экзамена

Сообщения по темам:

1. My Biography (Моя биография).
2. My Family (Моя семья).
 1. Everyday Life (Повседневная жизнь).
 2. My Working Day (Мой рабочий день).
 3. Friendship (Дружба).
 4. My Friend (Мой друг).
 5. Youth Leisure (Досуг молодежи).
 6. My Day Off (Мой выходной день).
 7. Sports and Games (Спортивные игры).
 8. The Healthy Way of Life (Здоровый образ жизни).
 9. Life in the City (in the Country) (Жизнь в городе (сельской местности)).
 10. Our Town /Village (Наш город/село).
 11. Education in Great Britain
 12. Education in USA
 13. Education in Russia

14. Professional Education in Great Britain
15. Professional Education inUSA
16. Professional Education in Russia (Профессиональноеобразование).
17. Learning Forein Languages
18. Professional Education in Russia (Профессиональноеобразование).
19. EnglishLanguage
20. Our College (Наш колледж).
21. My Profession (Моя профессия).
22. Science and Technological Progress (Научно-техническийпрогресс).
23. Outstanding Scientists (Выдающиеся ученые).

Тексты профессиональной направленности по темам:

1. Профессия педагога
2. Моя профессия – учитель
3. Типы уроков в современной школе
4. Система оценивания
5. Правила поведения в школе
6. Здоровый образ жизни
7. Спорт и здоровье
8. Роль физической культуры в образовательном процессе
9. Воспитание
10. Педагогическое воспитание
11. Проблемы воспитания подрастающего поколения
12. Система образования в России
13. Система образования в Великобритании
14. Система образования в США
15. Система СПО и ВПО в России
16. Профессиональное образование в странах изучаемого языка
17. Подготовка учителей
18. Изучение иностранных языков
19. Английский язык
20. История развития образования
21. История педагогики
22. Великие педагоги
23. Рынок труда и устройство на работу

ЛЕКСИКА ПО ТЕМЕ «ОБРАЗОВАНИЕ. EDUCATION»

Pre-School Education. Дошкольное образование

nursery (school)	сли
kindergarten	садик
play group (playschool)	дошкольная группа в садике

School Education. Школьное образование

school	школа
primary school	начальная школа
secondary school	средняя школа
gymnasium	гимназия
lyceum	лицей
an English language school	школа с углубленным изучением английского языка
boarding school	школа-интернат
state (maintained) school	государственная школа (финансируется государственным бюджетом)
private school	частная школа (финансируется частными лицами или организациями)
headmaster (headmistress) (Br.)	директор школы
Principal (Am.)	директор школы
(school) teacher	учитель (учительница)
class (form) teacher	классный руководитель
staff meeting	педагогическая рада
schoolchildren	школьники
school boy (girl)	школьник школьница
pupil	ученик
grade	(все параллельные классы) класс
class lesson	урок (занятие)
creche	продленка
10A form (class)	класс 10А
to go to school	учится в школе
to leave school / graduate from	заканчивать школу
school-leaving certificate	аттестат зрелости
to attend school	посещать уроки
to miss school	прогуливать уроки
truant (from school)	пропуск
truancy	пропуск уроков
curriculum	программа обучения
eleven-plus	государственная аттестация после 4-го класса
GCSE (General Certificate of Secondary Education) school-leaving exams	Аттестат о среднем образовании
school-leaving party	выпускные экзамены
to call the roll	выпускной вечер
to explain	вызывать по списку
to ask	объяснять
to make a mistake	спрашивать
to correct a mistake	указать на ошибку
to test	исправить ошибку
to give a mark	контролировать
to put down homework	поставить оценку
to respond	записать домашнее задание
to understand	откликнуться
to answer	понимать
to write a test	отвечать
	писать контрольную

to get / receive a mark
to do homework / task (assignment Am.)
student
to write
to copy
to underline
to illustrate
to describe
to read
to retell
to recite
to prepare
to calculate
to do sums
to remember
to remind
to recall
to decide
to think
to discuss

Выражения. Expressions.

to be on time
to be late for the lesson
to be present at the lesson
to be absent
to be ready for the lesson
to use cribs
to pass exam with distinction
to fail an exam
Teacher: Pupil/student:
to teach
to educate
to learn
to learn by heart
to study
top pupil
repeater
bright — способный ignorant
to be quick at...
to lag behind
to be at the top of the class
to be at the foot (bottom) of the class
well-disciplined
ill-behaved
to be at school
to cut a lesson
to miss lesson
to play truant

Школьные предметы. School things.

abc-book
book
text book
to read
book mark
exercise-book / copy-book
a squared exercise-book
lined exercise-book

получить оценку
выполнять домашнюю работу
студент
писать
переписывать
подчеркивать
иллюстрировать
описывать
читать
пересказывать
читать на память
приготовливать
считать
решать задачи
помнить
помнить, вспомнить
помнить припомнить
решать
думать
обсуждать

быть во-время
опаздывать на урок
присутствовать на уроке
отсутствовать
быть готовым к уроку
пользоваться шпаргалками
сдать экзамен на отлично
провалить экзамен

обучать
давать образование
учиться
учить наизусть
изучать
лучший ученик
второгодник
неуч, невежественный
иметь большие способности к...
отставать
быть в числе лучших
быть в числе худших
дисциплинированный
недисциплинированный
быть на занятиях
удрать с урока
пропускать уроки
прогуливать уроки

букварь
книга
учебник
читать
закладка
тетрадь
тетрадь в клетку
тетрадь в линейку

writing-pad / note-pad
a rough copy / a scribble copy
ruler
a clean (neat) copy
slide-ruler
diary / daybook
satchel
margin
register
computer
calculator
school bag
to calculate
to glue/paste
to cut out
bell
to ring
school
terrestrial globe
paper-clips
pin
paper
paste-board
sheet
album
to draw
drawing
palette
(to) paint
brush
pencil
pen
fountain-pen
ball-point-pen
to write
coloured pencils
felt-tip-pen
ink
piece of chalk
pencil sharpener
pencil case / pencil box
an eraser / rubber
to rub out

School subjects. Школьные предметы.

Maths / mathematics
Algebra
Geometry
Physics
Chemistry
Biology
Botany
Geography
History
Literature
Native
Foreign language
English

блокнот
черноовик
линейка
чистовик
логарифмическая линейка
дневник
ранец
поля в тетради
журнал
компьютер
счетная машинка
портфель
считать
клей клеить
вырезать
звонок
звонить
школа
глобус (земного шара)
скрепка
кнопка
бумага
картон
лист
альбом
рисовать
рисунок
палитра
краска, рисовать красками
кисточка
карандаш
ручка
чернильная ручка
шариковая ручка
писать
цветные карандаши
фломастер
чернила
кусочек мела
точилка
пенал
резинка
стирать

математика
алгебра
геометрия
физика
химия
биология
ботаника
география
история
литература
родной
иностраный язык
английский

Russian	русский
Ukrainian	украинский
French	французский
German	немецкий
Linguistics	лингвистика
Art	изо
Technical drawing	черчение
Computing	информатика
Sport	физкультура
Labour training	труд
classroom	класс
blackboard	школьная доска
desk	парта
visual aids	наглядные пособия
classmate	одноклассник
monitor	староста
teacher	учитель
teaching staff	преподавательский состав
entrance hall	вестибюль
assembly hall	актовый зал
gymnasium	гимнастический зал
stadium / sportground	стадион, спортплощадка
staff room	учительская
display room	выставочный зал
library	библиотека
cloak room	раздевалка
doctor	врач
dining room	столовая
wood work	столярные мастерские
metal work	слесарные мастерские
home/domestic science	кабинет домоводства
needle work	кабинет рукоделия
school garden	школьный сад
school plot	школьный участок
lesson	урок
to start/begin the lesson	начать урок
The lesson is over	Урок окончен
a demonstration lesson	открытый урок
lecture	лекция
classes	занятия
Экзамены. Examination.	
grade mark	оценка
(to) grade	ставить оценку, оценивать
A	оценка «отлично»
F	оценка «удовлетворительно»
performance (in tests)	результаты (выполнение тестов)
(to) participate in class discussions	выступать на уроках
(to) complete the assignment	выполнять задание
report card	школьный табель
transcript	выписка из школьного табеля ученика
(to) submit (documents)	подавать (документы)
(to) apply for admissions	подавать заявку на поступление (в колледж и др.)
college-bound students	ученики, которые собираются поступать
	колледж
college admission tests	вступительные экзамены (тесты) в колледж
(to) take a test	сдавать экзамен (тест)
(to) pass a test	сдать экзамен (тест)

(to)fail a test	провалить экзамен (тест)	
(to) administer a test	проводить экзамен (тест)	
Среднееспециальноеобразование. Education.	Further	(Specialized Secondary)
vocational school	профессионально-техническое училище	
art school (college)	художественное училище	
technical school	техникум	
college of education	педагогическое училище	
Высшее образование. Должности. Higher Education. Position.		
Rector (President)	ректор	
Vice- rector	проректор	
Dean	Декан	
Assistant dean	зам. Декана	
Full professor	профессор	
Associate professor	доцент	
Assistant professor	старший преподаватель	
Instructor	преподаватель	
Department secretary	ст. Лаборант кафедры (секретарь)	
Assistant secretary	лаборант кафедры (помощник секретаря)	
Lab (oratory) assistant	лаборант (отвечает за оборудование боратории)	
Tutor — куратор (группы)		
Структура университета. University Structure.		
Senate	ученый совет университета	
Department / school	факультет	
School board	Совет факультета	
Department board	кафедра	
head of (the) department	заведующий кафедры	
department meeting	заседание кафедры	
department	отделение	
full-time department	дневное отделение (стационар)	
part-time department	вечернее отделение	
evening courses	вечерние курсы	
correspondence department	заочное отделение	
distant learning department	отделение дистанционного обучения	
faculty	факультет, преподавательский состав	
staff	штат	
research institute	научно-исследовательский институт	
researcher	исследователь	
scientist	ученый в отрасли естественных наук	
scholar	ученый в отрасли гуманитарных наук	
Уровниобучения. Levels of study.		
Undergraduate level (course)	уровень бакалавра	
graduate level (course)	уровень специалиста (магистра)	
postgraduate level (course)	аспирантура	
senior doctorate level (course)	докторантура	
a third-year project	курсовая работа (например, на 3-м курсе)	
bachelor's Thesis	квалифицированная работа бакалавра	
master's thesis	квалифицированная работа магистра	
a PhD dissertation	кандидатская диссертация	
a senior doctoral dissertation	докторская диссертация	
Академическая и научная степени. Degrees.		
Bachelor	бакалавр (4 года обучения)	
Master	магистр (1 год обучения после получения степен бакалавра)	
Specialist	специалист (1 год обучения после получени степени бакалавра)	

PhD (Doctor of Philosophy)	кандидат наук
DLitt	доктор наук (в отрасли гуманитарных наук)
DSc	доктор наук (в отрасли естественных наук)
University students	обучение в университете
to apply to university	поступать (пытаться поступить) в университет
to take competition entrance examinations	сдавать вступительные конкурсные экзамены
to pass competition entrance examinations	сдать вступительные конкурсные экзамены
to admit / accept to university	зачислить в университет
to have class (lectures, classes, seminars)	иметь занятия (лекции, практические, семинары)
leave of absence	см. средняя школа
tutorial	академический отпуск
grade	консультация
grade point average (GPA)	оценка
graduate from university	средний балл успеваемости
	заканчивать университет
Структура учебного года. Academic Year Structure.	
academic year	учебный год
session= academic year	учебный год
term	семестр
mid-session exam (inations)	зимняя или весенняя экзаменационная сессия
sessional exam (inations)	летняя экзаменационная сессия
Christmas vacation	рождественские каникулы
Easter vacation	пасхальные каникулы
summer vacation	летние каникулы
Формы обучения. Forms of Teaching.	
lecture	лекция
class	практическое занятие
seminar	семинар
tutorial	консультация
Выставление оценок. Marking.	
A (100%)	отлично
A- (90-99%)	очень хорошо
B+ (80-89%)	хорошо
B (70-79%)	довольно хорошо
B- (60-69%)	пристойно
C+ (50-59%)	удовлетворительно
C (40-49%)	довольно слабо
C- (30-39%)	слабо
D (<30%)	очень слабо
freshman	первокурсник
sophomore	второкурсник
junior	младшекурсник
senior	старшекурсник
graduator	выпускник
post-graduate	аспирант
graduate-school	аспирантура
to do research / to be engaged in	заниматься научными исследованиями
scientific advisor / supervisor	научный руководитель
science	наука
scientific research	научное исследование
to investigate	исследовать
scientist	ученый:
leading	ведущий
outstanding	выдающийся
well-known	хорошо известный

world- known	всемирно известный
semester	семестр
end-of- semester exam(ination)s	экзаменационная (семестровая) сессия
test	зачет
student's record book	зачетка
preliminary exam	зачет в середине курса
exam	экзамен
degree exam	государственный экзамен
viva	защита квалифицированной работы (бакалавра или магистра)
vacation	каникулы
to take exams	сдавать экзамены
to pass exams	сдать экзамены
to fail exams	провалить экзамены
to make up exams	пересдавать экзамены

Студенческое помещение. Student's Accommodation.

hall of residence student hostel — общежитие
 rented room / flat — наемная комната /
 квартира
 shared flat — наемная (вместе с другими студентами)
 квартира

Формы финансовой помощи студентам. Forms of financial aid.

grant	стипендия
scholarship	именная стипендия
award	премия

**Процедура получения научных степеней (кандидата и доктора наук).
 Procedure for awarding higher degrees (PhD and DLitt/Sc).**

to submit a dissertation for consideration	подавать диссертацию на рассмотрение
to accept a dissertation for consideration	принимать диссертацию к рассмотрению
Expert Examining Board	специализированная рада по защите диссертации и на присвоение степени кандидата наук
The Senior Doctorate Expert Examining Board	специализированная рада по защите диссертации и на присвоение степени доктора наук
Viva	публичная защита диссертации
to accept (the dissertation)	принять позитивное решение на счет присвоения научной степени
to reject (the dissertation) / to refer (the dissertation)	отклонить диссертацию
to award / confer a degree	присвоить научную степень
qualification	квалификация
major speciality	специальность

Нормы оценок успешности овладения иностранным языком

Критерии выставления оценок применительно к достижениям по трем видам речевой деятельности (чтению, пониманию на слух и говорению).

Чтение и понимание иноязычных текстов.

Основным показателем успешности овладения чтением является степень извлечения информации из прочитанного текста. В жизни мы читаем тексты с разными задачами по извлечению информации. В связи с этим различают виды чтения с такими речевыми задачами как понимание основного содержания и основных фактов, содержащихся в тексте, полное понимание имеющейся в тексте информации и нахождение в тексте или ряде текстов нужной нам или заданной информации. Поскольку практической целью изучения иностранного языка является овладение общением на изучаемом языке, то студент должен овладеть всеми видами чтения, различающимися по степени извлечения информации из текста: чтением с пониманием основного содержания читаемого (ознакомительное чтение), чтением с полным пониманием содержания, включая детали (изучающее чтение) и чтением с извлечением нужной либо интересующей читателя информации (просмотровое чтение). Поэтому проверка умений, связанных с каждым из перечисленных видов чтения, проводится отдельно.

Чтение с пониманием основного содержания прочитанного (ознакомительное)

Оценка «5» ставится студенту, если он понял содержание оригинального текста (иноязычного текста, составленного носителем языка), может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста может быть несколько замедленной по сравнению с той, с которой студент читает на родном языке. Скорость чтения на родном языке у студентов разная.

Оценка «4» ставится студенту, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедленен.

Оценка «3» ставится студенту, который не совсем точно понял основное содержание прочитанного, умеет выделять в тексте только небольшое количество фактов и у него совсем не развита языковая догадка.

Оценка «2» выставляется студенту в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику.

Чтение с полным пониманием содержания (изучающее)

Оценка «5» ставится студенту, когда он полностью понял несложный оригинальный текст. Он использовал при этом все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ).

Оценка «4» выставляется студенту, если он полностью понял текст, но многократно обращался к словарю.

Оценка «3» ставится, если студент понял текст не полностью, не владеет приемами его смысловой переработки.

Оценка «2» ставится в том случае, когда текст студентом не понят. Он с трудом может найти незнакомые слова в словаре.

Чтение с нахождением интересующей или нужной информации (просмотровое или поисковое)

Оценка «5» ставится студенту, если он может достаточно быстро просмотреть несложный оригинальный текст или несколько небольших текстов и выбрать правильно запрашиваемую информацию.

Оценка «4» ставится студенту при достаточно быстром просмотре текста, но при этом он находит только примерно 2/3 заданной информации.

Оценка «3» выставляется, если студент находит в данном тексте (или данных текстах) примерно 1/3 заданной информации.

Оценка «2» выставляется в том случае, если студент практически не ориентируется в тексте.

Понимание речи на слух (аудирование)

Основной речевой задачей при понимании звучащих текстов на слух является извлечение основной или заданной студенту информации.

Оценка «5» ставится студенту, который понял основные факты, сумел выделить отдельную, значимую для себя информацию (например, из прогноза погоды, объявления, программы радио и телепередач), догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи.

Оценка «4» ставится студенту, который понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

Оценка «3» свидетельствует, что студент понял только 50% текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

Оценка «2» ставится, если студент понял менее 50% текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним речевую задачу.

Говорение

Говорение в реальной жизни выступает в двух формах общения: в виде связных высказываний типа описания или рассказа и в виде участия в беседе с партнером. Важными показателями рассказа или описания являются соответствия темы, полнота изложения, разнообразие языковых средств, а в ходе беседы – понимание партнера, правильное реагирование на реплики партнера, разнообразие своих реплик. Только при соблюдении этих условий речевой деятельности можно говорить о реальном общении. Все эти моменты учитываются при оценке речевых произведений студента. Ошибки бывают разными. Одни из них нарушают общение, т. е. ведут к непониманию. Другие же, хотя и свидетельствуют о нарушениях нормы, но не нарушают понимания. Последние можно рассматривать как оговорки.

В связи с этим основными критериями оценки умений говорения следует считать: соответствие теме, достаточный объем высказывания, разнообразие языковых средств и т. п., а ошибки рассматриваются как дополнительный критерий.

Высказывание в форме рассказа, описания

Оценка «5» ставится студенту, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и логически последовательным. Диапазон используемых языковых средств достаточно широк. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал тому, что задано программой. Наблюдалась легкость речи и достаточно правильное произношение. Речь студента была эмоционально окрашена, в ней имели место не только передача отдельных фактов (отдельной информации), но и элементы их оценки, выражения собственного мнения.

Оценка «4» выставляется студенту, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечалось произношение, страдающее сильным влиянием родного языка. Речь была недостаточно эмоционально окрашена. Элементы оценки имели место, но в большей степени высказывание содержало информацию и отражало конкретные факты.

Оценка «3» ставится студенту, если он сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Студент допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Практически отсутствовали элементы оценки и выражения собственного мнения. Речь не была эмоционально окрашенной. Темп речи был довольно замедленным.

Оценка «2» ставится студенту, если он только частично справился с решением коммуникативной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость вокабуляра (языковых средств). Отсутствовали элементы собственной оценки. Студент допускал большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение, в результате чего возникало непонимание между речевыми партнерами.

Участие в беседе

При оценивании этого вида говорения важнейшим критерием также как и при оценивании связных высказываний является речевое качество и умение справиться с речевой задачей, т. е. понять партнера и реагировать правильно на его реплики, умение поддержать беседу на определенную тему. Диапазон используемых языковых средств в данном случае предоставляется студенту.

Оценка «5» ставится студенту, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе диалога умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Оценка «4» ставится студенту, который решил речевую задачу, но произносимые в ходе диалога реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Оценка «3» выставляется студенту, если он решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

Оценка «2» выставляется, если студент не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась.

Оценка индивидуальных образовательных достижений по результатам текущего контроля и промежуточной аттестации в форме вариантов тестовых заданий и грамматических упражнений производится в соответствии с универсальной шкалой (таблица)

Процент результативности (правильных ответов)	Качественная оценка индивидуальных образовательных достижений	
	балл (отметка) ве	рбальный аналог
90 ÷ 100	5	отлично
70 ÷ 89	4	хорошо
50 ÷ 69	3	удовлетворительно
менее 50	2	не удовлетворительно

**Информационное обеспечение обучения:
Перечень рекомендуемых учебных изданий, Интернет-ресурсов, дополнительной литературы**

Английский язык

Основные источники:

1. Агабекян И. П. Английский язык / И.П. Агабекян.- Изд. 22-е, стер.- Ростов-на-Дону: Феникс, 2016.-318с. (среднее профессиональное образование).
2. Английский язык: учебник для студентов учреждений среднего профессионального образования / А.П. Голубев, Н.В. Балюк, И.Б. Смирнова. – 15-е изд., стер. – М.: Издательский центр «Академия», 2017. – 336 с.
3. PlanetofEnglish: Учебник английского языка для учреждений СПО / Г.Т. Безкоровайная, Н.И. Соколова, Е.А. Койранская, Г.В. Лаврик / - М.: Академия, 2017.-256с.

Дополнительные источники:

1. Русско-английский и англо-русский словарь (по системе С.Флеминга) – 2-е изд. испр. и доп. – СПб: ООО «Виктория плюс» 2017. – 768 с.

Ресурсы ЭБС «IPRbooks»

1. Алибекова А.З. Учебно-методическое пособие по английскому языку для самостоятельной работы студентов I курса уровня неязыковых специальностей [Электронный ресурс]: методическое пособие для самостоятельной работы студентов I курса/ Алибекова А.З.— Электрон. текстовые данные.— Астана: Казахский гуманитарно-юридический университет, 2016.— 50 с.— Режим доступа: <http://www.iprbookshop.ru/49574.html>.— ЭБС «IPRbooks».
2. Бессонова Е.В. Professional English in Use [Электронный ресурс]: учебно-практическое пособие/ Бессонова Е.В., Раковская Е.А.— Электрон. текстовые данные.— М.: Московский государственный строительный университет, ЭБС АСВ, 2016.— 64 с.— Режим доступа: <http://www.iprbookshop.ru/62611.html>.— ЭБС «IPRbooks».
3. Гаврилова Ю.В. Английский язык. Texts and topics for discussion [Электронный ресурс]: сборник текстов и тем для обсуждения. Учебно-методическое пособие/ Гаврилова Ю.В.— Электрон. текстовые данные.— М.: Московский гуманитарный университет, 2015.— 45 с.— Режим доступа: <http://www.iprbookshop.ru/50660.html>.— ЭБС «IPRbooks».
4. Дмитриева Ю.В. Let's learn English [Электронный ресурс]: методическое пособие по английскому языку для студентов неязыковых направлений педагогических вузов/ Дмитриева Ю.В.— Электрон. текстовые данные.— Соликамск: Соликамский государственный педагогический институт, 2016.— 172 с.— Режим доступа: <http://www.iprbookshop.ru/65081.html>.— ЭБС «IPRbooks».
5. Жилкина Т.В. Времена английского глагола [Электронный ресурс]/ Жилкина Т.В.— Электрон. текстовые данные.— СПб.: Виктория плюс, 2016.— 117 с.— Режим доступа: <http://www.iprbookshop.ru/58085.html>.— ЭБС «IPRbooks».
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Изменения и дополнения, внесенные в ФОС

Учебный год	Изменения и дополнения	Рассмотрены и одобрены на заседании ПЦК (№ протокола, дата, подпись председателя)	Согласование (заместитель директора по научно-методической и инновационной деятельности)
2017-2018	Внесены изменения в список литературы в связи с подключением ЭБС IPRBooks	Рассмотрены и одобрены на заседании ПЦК общеобразовательных, общих гуманитарных и социально-экономических дисциплин Протокол № 1 от 30.08.2017 Председатель _____ /Л.А. Рычкова/	Согласовано: зам. директора по научно-методической и инновационной деятельности _____/И.А. Кузнецова/
2019-2020	Обновлен список литературы	Рассмотрены и одобрены на заседании ПЦК общеобразовательных, общих гуманитарных и социально-экономических дисциплин Протокол № 7 от 17.05.2019 Председатель _____ /Л.А. Рычкова/	Согласовано: зам. директора по научно-методической и инновационной деятельности _____/И.А. Кузнецова/