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«Курский государственный университет»

Колледж коммерции, технологий и сервиса

УТВЕРЖДЕНО

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***Методические рекомендации по выполнению практических работ
по дисциплине «СГ 02 Иностранный язык в профессиональной
деятельности»
специальность 44.02.02 Преподавание в начальных классах***



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Пояснительная записка

Настоящие методические рекомендации по выполнению практических работ по дисциплине «Иностранный язык в профессиональной деятельности» составлены в соответствии с требованиями рабочей программы. Все часы, отведенные на изучение дисциплины «Иностранный язык в профессиональной деятельности», являются практическими.

В результате освоения учебной дисциплины обучающийся должен уметь:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

В результате освоения учебной дисциплины обучающийся должен знать:

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

Целью практических работ по дисциплине «Иностранный язык в профессиональной деятельности» является овладение фундаментальными знаниями, опытом творческой, исследовательской деятельности, закрепление и систематизация знаний, формирование умений и навыков.

Практические занятия содержат тематические текстовые материалы, упражнения на расширение словарного запаса, тренировочные задания для активизации знаний грамматических форм.

Задачи практических занятий:

- обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам;
- формировать умения применять полученные знания на практике.

Цель практических занятий:

- формировать у студентов навыки устной речи развивать потребность и умение пользоваться справочной литературой;
- развивать умение высказываться целостно, как в смысловом, так и в структурном отношении;
- развивать навыки чтения с полным пониманием основного содержания текста;
- активизировать знание грамматических форм.

Данные методические рекомендации предназначены как руководство для выполнения основных видов практических работ на занятиях. К ним относятся перевод текстов и различные формы аналитической работы с ним, подготовка устной речи в диалогической и монологической форме, выполнение лексико-грамматических упражнений.

Практические занятия № 1-2

**Тема: Система образования в России. Система дошкольного образования в России.
Система школьного образования в России**

1. Задайте 10 вопросов к тексту.

Children **under the age of six** are taken to **crèches** and **nursery schools** or **kindergartens** in our country. They go to school **at the age of six**. **The course of studies** at schools is 11 years now: 4 years of **primary school** and 7 years of **secondary school**. There is **a wide choice** of schools nowadays: **state** schools, **private** schools, **lyceums** and **gymnasiums**. The **majority** of schools are **free of charge**. In primary school there are three or four lessons a day. They usually are Reading, Writing, Arithmetic. A lesson lasts 40 minutes. **The list of subjects** in primary schools **includes**: **Handicrafts**, Drawing, Music, Physical Education, World History of Arts, Fundamentals of Security, History, Geography and others. At a primary school all lessons **are** usually **conducted** by one teacher. In secondary school there is **a wide variety** of **subjects** and teachers specialize. After finishing the ninth form and getting **the Certificate of Basic Secondary Education** schoolchildren may either continue their education in the tenth form or go to the **vocational schools** and colleges. At the end of the eleventh form the **school-leavers** take State Final exams and get **the Certificate of Complete Secondary Education**. Among **higher educational establishments** are institutes, **academies** and **universities**. At the end of their last year students take **final examinations** and **get a diploma**. Besides, they can take **post graduate courses** in the chosen field.

2. Приведите русские эквиваленты к следующим понятиям.

Private school, primary school, secondary school, lyceum, vocational school, a wide choice, free of charge, school-leavers, the majority of schools, the Certificate of Basic Secondary Education, take State Final exams, get a diploma, post graduate courses.

3. Приведите английские эквиваленты к следующим понятиям.

Ясли, большой выбор, государственная школа, детский сад, большинство школ, предметы, уроки ведутся, включать, ручной труд, Аттестат о полном среднем образовании, выпускник, академия, аспирантура.

4. Переведите слова в скобках и запишите предложения.

- A. (Курс обучения) is eleven years.
- B. Children (младше шести лет) are taken to crèches and nursery schools.
- C. (Большинство школ) are free of charge.
- D. At the age of 6 children (идут в начальную школу).
- E. After (базовой средней школы) young people can enter (профессиональное училище или колледж).

5. Найдите текст в Интернете по следующим темам и подготовьте устное высказывание для презентации в классе:

- The list of subjects in primary schools;
- Types of schools existing in Russia;
- Secondary education;
- School-leaving examinations;
- Higher educational establishments.

6. Запишите цепочки слов на английском.

А. Ясли - детсад- начальная школа- средняя школа- лицей- профессиональная школа- гимназия- колледж.

Б. Высшее учебное заведение- институт- университет- академия- аспирантура.

В. Школьник (ученик) - выпускник- абитуриент- студент (без степени, со степенью), бакалавр - магистр- аспирант- кандидат- доктор- профессор.

Г. Экзамены – вступительные – семестровые - итоговые- государственные.

7. Составьте собственные предложения со словами из предыдущего упражнения.

8. Прочтите текст и ответьте на вопросы:

PRESCHOOL EDUCATION

Preschool establishments constitute the first link in the system of education and upbringing. Creches, kindergartens and kindergarten-creches (general and specialized), as well as other preschool establishments provide the most favorable conditions for preschool children's upbringing and are of help to the family. In the USSR preschool establishments are intended for children under seven. Children are divided into age groups: early (1-, 2- and 3-year-olds), junior (3- and 4-year-olds), middle (4- and 5-year-olds), senior (5- and 6-year-olds) and preparatory (6- and 7-year-olds).

Preschool establishments bring up children in close co-operation with the family, protect and build up their health, inculcate in them elementary practical skills and love for work, promote their aesthetic education, prepare them for school, bring them up in a spirit of respect of their elders, love of the socialist Motherland and their native locale¹.

Preschool establishments are directed and staffed, irrespective of their departmental subordination, by the Ministry of Education of the USSR, by the Ministries of Education of Union Republics, and by their local organs.

Medical care and prophylactic measures for children are carried out by health organizations which staff preschool establishments with doctors.

Public preschool education in the USSR meets the interests of both society and the family. It helps women do socially useful work and improve their standard of education.

At the same time, public preschool education has an important role to play as a constituent part of the entire Soviet public education system, being its first stage which ensures the all-round harmonious development of the rising generation.

Special attention has been paid in the last few years to the improvement of the educational process in preschool establishments. The teaching staff of kindergartens is successfully tackling the tasks of the communist upbringing of children.

The development of the child's mental abilities remains the most important task. Soviet experience convincingly proves that preschool children have a tremendous learning capacity. Its timely and planned development is invaluable indeed for the entire subsequent process of upbringing and education.

Moral education of preschool children is of special importance today. Thus, the Programme of Kindergarten Education worked out by the Preschool Education Research Institute of the USSR Academy of Pedagogical Sciences is intended to cultivate in children such qualities as patriotism, the love of and respect for elders, and industriousness. Preschool establishments have been successfully fulfilling this task of late.

Preparing children for school has become systematic and purposeful in the past few years. The number of children going on from kindergartens to school increases from year to year. More and more attention is paid to training teachers for preschool establishments.

Questions:

- 1) What establishments constitute the first link in the system of education and upbringing?
- 2) Into what age groups are children divided in the USSR preschool establishments?
- 3) Public preschool education in the USSR meets the interests of both society and the family, doesn't it?
- 4) Does the development of the child's mental facilities remain the most important task?
- 5) What education of preschool children is of special importance today?

Note

1. native locale - родной край

9. Выпишите данные понятия с словарик, найдите их в тексте и отработайте фонетически.

Require, monthly fee, to be compensated, local authorities, regulate, baby boom, waiting lists, increasing demand, boost, innovative.

10. Прочтите текст:

Preschool Education in RUSSIA.

The state pre-school education is represented by kindergartens- full day child -care institutions for the children of 3 to 6 years of age. Most state kindergartens have nurseries which children can attend. They usually require a small monthly fee paid by the parents (20 per cent of cost). The rest of the fee is compensated by the regional and local authorities that regulate kindergartens. Mass appearance of public kindergartens in Russia was started after the October revolution and in the Soviet times aimed at replacing the family upbringing. In 1990 many kindergartens were closed in light of economic and demographic considerations.

Nowadays as Russia is experiencing the biggest baby boom since the Soviet times, Russian parents face a dramatic shortage of public child caring institutions. Almost all kindergartens have waiting lists where parents sign their children as soon as they are born. The increasing demand in child day care and preschool education boosted the appearance of numerous private nurseries and educational facilities for junior children. They are day-care for children aged 18 months to 4 years old and half day preschool for 3-4 year old. Many include meals, transportation, creative learning, arts, dance, chess, multisport activities, therapy, English lessons and even summer camps. The schools use a variety number of methods and innovative like Waldorf or Montessori approach, Zaitsev's method, etc. They are highly popular.

10. В тексте найдите предложения с пассивным залогом, переведите их на русский язык.

11. Ответьте на вопросы по тексту:

1. What institutions is the preschool education in Russia represented by?
2. How much do the parents pay?
3. How is the rest of the fee compensated?
4. Why were most kindergartens closed in 90-s?
5. What phenomenon is Russia experiencing nowadays?
6. How does it influence child caring institutions of Russia?
7. What are the differences between public and private kindergartens?

12. Соедините начало предложения с его логическим завершением.

1. Most state kindergartens have	a. preschool education boosted the appearance of numerous private nurseries.
2. The rest of the fee is compensated by the	b. regional and local authorities that regulate kindergartens.
3. Almost all kindergartens have waiting lists	c. of methods and innovative like Waldorf or Montessori approach.
4. The increasing demand in child day care and	d. nurseries which children can attend.
5. Many include meals, transportation, creative learning, arts, dance, chess,	e. where parents sign their children as soon as they are born
6. The schools use a variety number	f. multisport activities, therapy, English lessons and even summer camps.

13. Выучите новые слова и выражения и ответьте на следующие вопросы:

1. to help to bring a child to first grade-готовить ребенка к 1 классу
2. to make progress- делать успехи

3. to learn safe ways of going to and from school- учить правила безопасности движения по дороге в детсад и обратно

4. to become familiar with- знакомить с...

5. environment- окружение

6. grows towards greater confidence in himself and in others outside of his family group- с возрастом у него появляется большое доверие к себе и другим людям

Did you go to the kindergarten when a child? Did you like it or not? (Why / why not?)

14. Образуйте существительные от данных глаголов, запишите в тетрадь предложения с образованными глаголами.

to educate-

to learn-

to guide-

to understand-

to transit-

15. Прочтите текст и ответьте на вопросы по тексту.

CHILDREN LEARN AND PLAY IN KINDERGARTEN LEARNING

Kindergarten is one of the most important school years in child's total education. In the kindergarten he learns under the guidance of a teacher how to adjust to group living which he will experience throughout his school days. Nursery-school instructor guides his learning in the fields of language, arts, numbers, health and physical education with a carefully planned programme adjusted to his individual needs.

This programme helps to bring a child to first grade ready for reading, writing and arithmetic.

The child has many opportunities under a teacher's supervision to experiment and explore through short trips to places of interest in the school and near-by neighbourhood. He makes progress in learning to clean up after work and play, to think more clearly and in an organized way, to gain an understanding of what reading is about- that words tell a story and that there is a sequence in stories and events.

In the kindergarten this child learns safe ways of going to and from school. He understands about fire drills. He knows why health habits are important and which he should practice daily. He becomes familiar with the concepts of " more, less, large, small, heavy, a part of, bigger than" and many other mathematical concepts.

The child learns to count and knows his telephone number and his street address.

He lives in the kind of educational environment in the kindergarten. That provides a smooth transition from home to school, so he grows towards greater confidence in himself and in others outside of his family group. The child who misses the experience of kindergarten is denied the foundational step in the elementary school.

Answer the questions:

Who guides the child's learning in the kindergarten?

What fields of education does the nursery-school instructor guide?

What does a well-planned programme help to bring a child to?

Does the child have many opportunities under the teacher's supervision to experiment and explore?

What provides the child's smooth transition from home to school?

How do you understand the expression "educational environment in the kindergarten"?

Mark the verbs/ verb-expressions that describe the child's education in the kindergarten.

Do you agree that kindergarten one of the most important school years in child's total education is? Would you like your future children to go to the kindergarten?

16. Прочтите шутки и переведите их на русский язык. Выучите пару шуток наизусть и презентуйте их с выражением в классе.

1. Father: What did you do today to help your mother?

Son: I dried the dishes

Daughter: And I helped pick up the pieces

2. Teacher: Look at your face, Jimmy. I know what you had for breakfast.

Pupil: What was it?

Teacher: Eggs.

Pupil: No, that was yesterday.

3. An elementary school teacher sends this note to all parents on the first day of school.

"If you promise not to believe everything your child says happens at school, I will promise not to believe everything your child says happens at home."

4. Teacher: Jimmy, can you tell me what a fishing-net is made of?

Jimmy: A lot of little holes tied together with string.

5. A new boy comes to kindergarten.

"What's your name?" - asks the teacher.

"My name is William Hopkins," answers the boy.

"Always say 'Sir' when you speak to the teacher."

"Excuse me," says the boy, "my name is Sir William Hopkins."

6. Mother: Why do you play with Dan and Fred? Don't you know that they are bad boys?

Boy: Yes? I do.

Mother: Why don't you play with good boys?

Boy: Because their parents do not let them to play with me.

7. Teacher: Bill, if Dave gives you a dog and Jane gives you a dog, how many dogs are you going to have?

Bill: Three.

Teacher: Now, Bill, think before you answer. How it can be if Dave gives you one and Jane gives you one?

Bill: Because I already have one at home.

8. Mother: You always take too many toys with you: your doll, your trolley-bus and your ball. Let me help you to carry them, my dear.

Little daughter: Oh, no, Mummy. I can carry the toys and you can carry me.

10. Teacher: Look, John, you are wearing one red sock and one blue sock.

John: Yes, I know. What's more, I have another pair just like them at home. Isn't strange?

11. Son: Daddy, do you think people can live on the moon?

Father: I think they can.

Son: But if they can live on the moon, where do they go when the moon is very, very small?

12. Teacher: Jack, why are you late for school every morning?

Jack: When I come to the crossing I see the words: SCHOOL- GO SLOW!

13. First boy: Does your mother give you anything when you are good?

Second boy: No, but she gives me something when I am bad.

14. "How old are you, sonny?" asked an old gentleman a little boy in the park.

"Six," came a quick answer.

"Six", repeated the old man", and yet you are not as tall as my umbrella."

"And how old is your umbrella?" asked the boy.

15. Dad: Son, didn't you give me your word to be a good boy?

Son: Yes, Dad.

Dad: And didn't I give you my word to teach you a good lesson if you weren't?

Son: Yes, Dad. But I have broken my word, so you may break your word too.

16. Teacher : Name four members of the cat family

Pupil : Daddy cat, mummy cat and two kittens !

17. Teacher : Give me three reasons why the world is round

Pupil : Well my dad says so, my mum says so and you say so !

18. Pupil: Sir, would you punish someone for something they didn't do?

Teacher: Of course not.

Pupil: Oh good, because I didn't do my homework.

17. Переведите следующие слова и выражения на русский язык, выучите их наизусть.

Education, upbringing, to develop individual abilities, to form and cultivate good habits, to be carried out under the supervision, numerous, to look after, to conduct lessons, to keep in contact with smb.

18. Прочтите текст и выпишите слова и выражения, описывающие действия воспитателя детского сада, после прочтения текста расскажите о распорядке дня детей дошкольного возраста.

NURSERY SCHOOL INSTRUCTOR

Preschool education lays the foundation of a child's character. The child's future life, his progress at school depends on the education and upbringing he received in the first years of his life. The main task facing preschool institutions is to develop each child's individual abilities, to form and cultivate his good habits and emotions, to give him elementary knowledge of life and the world. The greatest role in solving this task belongs to nursery school instructors. Work in preschool institutions is carried out under the supervision of qualified teachers. They are trained at special departments of pedagogical institutes or colleges.

The task and duties of nursery school instructors are numerous. Every morning they meet the children belonging to their groups. When everybody has arrived, the daily programme starts: first- morning exercises and breakfast. Then children have lessons. They learn drawing and painting, modeling, counting and writing.

Lessons do not last more than half an hour, because children want to get on to other things; as soon as they grow restless. They usually spend two or three hours outside. They run about as much as they like and go back into the kindergarten with rosy cheeks and a good appetite. After dinner children have a rest, they sleep in the sleeping room for about two hours. While the children sleep nursery school instructors rest and plan their work for the next day. Children don't come here just to play and pass the time, but to be taught, to learn something new. After the rest children listen to a story or a fairy-tale which their nursery school instructors read to them. Parents usually take their children home from 5 till 7 p.m.

But don't think that nursery school instructors have such a long working day. There are two shifts dividing the day in two and it means that each teacher works six hours a day.

We see that nursery school instructors look after the children, organize work with them, conduct lessons, keep in contact with their parents. They study the individual peculiarities of each child and help them to develop their abilities.

19. Ответьте на вопросы по тексту:

1. What does the child's future life depend on?
2. What is the main task of preschool institutions?
3. Who does the greatest role in solving this task belong to?
4. What are the duties of nursery school instructors? What should they do?
5. How much does a nursery school instructor's working day last?

20. Составьте список качеств личности, которыми должен обладать воспитатель детского сада:

For ideas: kind, strict, just, generous, sincere, frank, democratic, communicative, creative, imaginative, interested, indifferent, serious, patient.

Is it possible to develop these qualities? Do you have some of them?

21. Проранжируйте в порядке убывания, какими качествами, должен обладать хороший воспитатель. Объясните свой выбор.

A good teacher:

keeps in contact with the parents

is able to maintain discipline in group

works hard to remain up-to-date in her subjects

is interested in the children, tries to help where possible

is friendly and helpful to his colleagues

uses a lot of equipment, different materials and teaching methods and attempts to make lessons interesting

helps the children to become independent and organize their own learning

22. Изучите список преимуществ и недостатков работы учителем. Прокомментируйте выбранные 5 позиций.

Advantages

Short working hours

Challenged by new tasks

Room for personal initiatives

Disadvantages

Low pay

Many children in group

Lots of homework

Long holidays	Discipline problems
Interested in how children learn	Kindergarten often in poor condition
Like the “atmosphere of the kindergarten”	Low status
Like dealing with kids	Have to do with the children’s parents
Personal freedom	

23. Прочтите следующие утверждения об учительстве. Прокомментируйте наиболее вам понравившееся, приводя аргументы.

1. The art of teaching is the art of assisting discovery.
2. The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
3. Nothing improves a child’s hearing more than praise.
4. If a doctor, lawyer or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn’t want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance had to treat them all with professional excellence for nine months, then he might have some conception of a classroom teacher’s job.

24. Проработайте в вопросно-ответной форме представленные ниже вопросы, в парах составьте устно диалоги на основе обсуждаемых вопросов.

Would you like to be a nursery school instructor? Why/ why not?

Why have you chosen teaching as a career?

Who has influenced your choice of profession?

Did you remember your nursery school instructor?

25. Прочтите текст и составьте таблицу соответствия изучаемого предмета с умениями, приобретаемыми дошкольниками на занятиях в детских садах.

What Children Learn in Kindergarten

Kindergarten today is more than a place to play. Children in kindergarten learn the basics of the subjects in a regular elementary school program. Now required in many school systems, kindergarten often was optional just a few years ago. Kindergarten lessons today are designed to help ensure students are completely ready for first grade.

English Language Arts

Students start learning to read in kindergarten, and by the time they are ready for first grade they will be starting to print. The curriculum includes learning how to hold a book properly, recognizing the front cover, back cover and title page, and knowing the difference between a letter, word and sentence. Children also learn the importance of listening, speaking in public and printing their names.

Mathematics

Kindergarten students learn the beginning of many different math concepts. They learn about numbers by comparing two groups of objects and determining if they are the same. They also learn a bit about algebra by practicing how to recognize patterns in numbers. Geometry includes being able to recognize, describe and make different shapes. They also learn how to measure, tell time and recognize different coins.

Social Studies

Social studies in kindergarten teach children how things change over time. They learn the importance of laws and regulations and about people in history, as well as historical events and national symbols, such as the flag. They learn what a citizen is, how to reach a compromise and how to understand the meaning of maps, globes and graphs. Learning about the environment is a big part of the social studies program. Students learn how people depend on the environment for basic needs like food and water, and the impact people have on the environment.

Music

Kindergarten gets the opportunity to sing, play an instrument and dance. Being introduced to the basics in these arts helps children learn to read and develop reasoning skills. Teacher use short and simple rhyming songs, and children learn to sing alone and in groups, how to sing on pitch and when to sing loud or soft. Children will be able to sing from memory and make up songs. Music also teaches children about different cultures and how to keep a steady rhythm.

Computers

Many school systems have computer programs for kindergarten children. Using computers allows teachers to program lessons for each child based on their levels. Computers also help children learn to work in groups. Computer programs and games for kindergarten children teach science, reading, math and history in fun ways, and children often learn without even realizing it.

26. Прочтите статью “Requirements for teaching kindergarten in a private school” by Oubria Tronshaw, подберите заголовки к каждой части текста по смыслу.

Employment and Salary

Student Teaching

College Degree

Licensure and Other Requirements

Kindergarten teachers use songs, games and interactive activities to teach young children the personal, social and educational skills they will need to begin their elementary school education. Students are taught how to read and write the alphabet, how to read and spell their names and how to recognize simple words on sight. Typically private school kindergarten teachers do not have to fulfill as many formal requirements as public school teachers, but they must nonetheless be thoroughly trained to educate impressionable young minds.

A) Most private schools require kindergarten teachers to earn a bachelor's degree from an accredited college or university, although some private schools will accept kindergarten teachers who hold only an associate's degree. Students typically major in early education, although they can have a non-education major and supplement their degree with a teacher-education program after graduation. Students in an early-education program learn how to properly create and

facilitate a classroom environment conducive to learning, as well as how to garner parent involvement for children who need extra attention and assistance. Kindergarten teachers also learn how to utilize storytelling, rhyming and games to facilitate teaching. According to Education-Portal.com, a typical kindergarten education curriculum entails the following: curriculum planning, foundations of bilingual education, childhood learning, integrating parental involvement, culture and curriculum, child language acquisition and play and learning.

B) Kindergarten teachers in a private school are required to have experience in student teaching. They gain this experience as part of their bachelor's degree, or through a separate teacher-education program upon graduation. Student teachers are provided with real-life supervised classroom experience. They begin by observing and assisting teachers; by the end of the program they typically are creating their own lesson plans and teaching under a senior teacher's supervision.

C) Most private schools do not require kindergarten teachers to have a state teaching credential. For kindergarten teachers at private schools that do require licensing, they will have to fulfill certain state education and testing requirements, as well as undergo a background check and supply a licensing fee. Instead, some private schools require kindergarten teachers to have an Early Education (EE) certification or Montessori school training and certification. Montessori schools are privately owned education centers that focus on individualized instruction.

D) According to the U.S. Bureau of Labor Statistics, there were almost 180,000 kindergarten teachers employed in the United States as of 2008. By 2018, that number is expected to increase by 27,000. Private school teacher salaries are comparable to those of public school teachers. Beginning educators with a bachelor's degree earn an average of \$33,227 annually, according to the American Federation of Teachers.

27. Обсудите в парах, предъявляются ли вышеперечисленные требования к воспитателю в России?

28. Прочтите текст о подготовке класса классным руководителем к новому учебному году, ответьте на вопросы. Выберите абзац из текста для фонетического чтения. Прочтите выбранный вами абзац на оценку.

In the classroom

The new school year is about to start. So we have to prepare the classroom. Our classroom isn't big but comfortable and full of light, because it has two big windows and the walls are covered with light green wallpaper. The windows look to the south that's why in spring and early autumn it can be quite hot. From our windows we can see the playground, where we play active games. When it's warm outside, we open the windows to let in some fresh air. There are lots of potted plants on the windowsills and we take good care of them. The curtains on the windows are white. On entering our classroom you will see a carpet on the floor. It's the area, where the children play with toys individually and play active games all together.

There are three craft tables on the right of the play area. Twelve small chairs and two step stools are around them. On the craft tables there are sheets of paper, black and colored pencils for writing and drawing, crayons, markers, water colors for doing art works, folders for storing school works, safety scissors, glue sticks and erasers. At fun art work lessons we also use construction paper and pipe cleaners. Tissue paper, popsicle sticks, cotton balls and glitter are also popular. We need such clean up supplies as baby wipes and paper towels. We go through this

very quickly. Please do not buy any dry erase markers. Also choose the suppliers carefully. Please only buy washable supplies. Next to the wall there is a cupboard and two shelves with kids' craft works. Opposite the cupboard there is a whiteboard for teaching letters and numbers from last year as well, and a sink which works great in the left right corner. In front of the whiteboard there are four desks. You can see also pictures and posters on walls and a bulletin board for displaying the kids' pictures and announcements for parents. Welcome to kindergarten! I look forward to getting to know your family.

Questions :

1. What furniture do you find in the classroom?
2. What other items are present in a classroom?
3. What craft supplies do you find in a classroom?
4. What do you need to consider when buying supplies?
5. What kind of cleaning supplies do you need in a classroom?

29. Прочитайте и переведите текст " The System of Education in Russia", вставьте пропущенные части предложений, одна часть лишняя.

Education plays a very important role in our life. All Russian children have the right to education _____. The citizens of Russia have a right to receive the education which is guaranteed in the Constitution of the Russian Federation.

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 give pupils the opportunity to fulfill their talent.

The system of education in Russia is very much the same _____. Education in our country is compulsory and now lasts eleven years. School term has 3 stages: elementary (grades 1-4), middle (grades 5-9) and senior (grades 10-11) classes.

There are nurseries and kindergartens for little children aged from 2 to 6. Children play games, go for walks, and have regular meals there. But the lessons of reading, arithmetic, drawing and other subjects have become more complicated _____. There are the kindergartens where children learn foreign languages.

At the age of 6 or 7 Russian children go to secondary schools. The level of education in Russian secondary schools is rather high. Children receive primary education during the first four years.

Then they enter the middle school. In the middle school pupils study: Russian and foreign languages, Russian literature, algebra, geometry, physics, chemistry and biology. They have their final examinations in the ninth form.

Then the pupils may leave school and enter some professional college or receive full-time secondary education in the tenth and eleventh forms. The program of the last two years is the most complicated one. Besides the subjects mentioned above it often includes trigonometry, organic chemistry and astronomy. Pupils get the necessary knowledge for entering the universities and institutes. There are some special schools, _____ mathematics or foreign languages.

Every city in Russia has at least one university and several institutes. The oldest Russian universities are the Moscow State University, the University of St. Petersburg and some others.

- 1) as in other highly developed countries
- 2) than they were in the kindergartens ten years ago
- 3) but it is not only a right, it is a duty, too

- 4) they make pupils clever and well-educated
- 5) where pupils have advanced programs in physics
- 6) where you can get high quality education

30. Запомните слова и выражения по теме "The System of Education in Russia":

gradually - постепенно

creation - создание

nursery - ясли

considerably - значительно

full-time secondary education - полное среднее образование

trigonometry - тригонометрия

organic chemistry - органическая химия

entry - поступление

advanced - продвинутый, углубленный

at least - по меньшей мере

31. Ответьте на вопросы по содержанию текста:

1. Is the system of education in Russia highly developed?
2. What establishments are organized for children from 2 to 6?
3. What do children do in the kindergartens?
4. What age is the compulsory school age in Russia?
5. How many years does the primary school include?
6. What subjects do pupils of the middle school study?
7. Can pupils leave school after the ninth form?
8. How many years do they attend school to receive full-time secondary education?
9. What subjects do they study during the final two years?
10. Are there many higher educational establishments in Russia?
11. Are there many universities in your native city?

32. Ответьте на вопросы, опираясь на собственный опыт.

1. Did you enjoy your time at school, in general? Why (not)?
2. What did you like best? What did you hate the most?
3. Do you think education in your country is generally of a good standard?
4. How could it be improved?
5. If you were Minister of Education, what's the first thing you'd do?
6. Were you a good student at school?
7. Do you have any interesting stories from your school days? What's your best memory?
8. Did you use to play sport at school? Were the facilities good?
9. Have you ever fallen asleep in class? What happened?
10. Do students and children wear uniforms here? Should they? Why (not)?

33. Прочтите текст про систему образования в России и дайте английские эквиваленты подчеркнутым словам и выражениям:

Education in Russia

Every citizen of our country has the right to education. This right is guaranteed by the

Constitution. It is not only a right but a duty too. Every boy or girl must get secondary education. They go to school at the age of six or seven and must stay there until they are 14-17 years old. At school pupils study academic subjects such as Russian, Literature, Mathematics, History, Biology, a foreign language and others.

After finishing 9 forms of a secondary school young people can continue their education in the 10th and the 11th form. They can also go to a vocational or technical school, where they study academic subjects and receive a profession. A college gives general knowledge in academic subjects and a profound knowledge in one or several subjects.

After finishing a secondary, vocational, technical school or a college, young people can start working or enter a university. Universities train specialists in different fields. A course at a university usually takes 5 years. Many universities have evening and extramural departments.

They give their students an opportunity to study without leaving their jobs. Universities usually have graduate courses which give candidate or doctoral degrees.

Education in Russia is free at most schools. There are some private primary and secondary schools where pupils have to pay for their studies. Students of universities get scholarships. At many universities there are also departments where students have to pay for their education.

34. Привидите английские эквиваленты следующим словам и выражениям:

Право на образование; получить среднее образование; продолжить образование; поступить в университет; одновременно работая; аспирантура; присвоить степень кандидата; частная школа; получать стипендию; подготовить специалиста.

35. Составьте предложения со следующими словами и словосочетаниями.

Education is free; graduate courses; private schools; to enter the university; to train specialists; without leaving a job; to get a scholarship; an extramural department; secondary schools; a profound knowledge; to receive a profession; academic subjects.

36. Ответьте на вопросы:

- a. What does the phrase "the right to education" mean?
- b. Why is education a duty, too?
- c. What subjects do pupils study at school?
- d. What can young people do after finishing the 9th form?
- e. What subjects do young people study at technical schools and at colleges?
- f. What can pupils do after finishing the 11th form?
- g. What departments are there at universities and colleges?
- h. Do children and young people have to pay for education in Russia?

37. Дополните предложения.

- a. All people in Russia have
- b. After finishing 9 forms of a secondary school

- c. Young people can start
- d. Universities train
- e. Graduate courses give

38. Разделите текст на несколько частей, озаглавьте каждую часть.

39. Переведите с русского на английский.

- a. Право на образование в России гарантируется конституцией.
- b. В средней школе ученики изучают общеобразовательные предметы.
- c. После окончания 9 класса средней школы молодые люди могут пойти в техникум или ПТУ.
- d. Там они изучают общеобразовательные предметы и получают специальное образование.
- e. Молодые люди могут продолжить образование в 10 и 11 классе или колледже и получить углубленные знания по одному или нескольким предметам.
- f. Молодые люди, поступившие в университет, учатся там 5 лет.
- g. Студенты вечернего и заочного отделений могут получить образование, одновременно работая.
- h. Начальное и среднее образование бесплатно в большинстве школ.

40. Домашнее задание. Составьте монологическое высказывание по одной из предложенных тем:

1. Why I want to be a nursery school instructor \ a school teacher.
2. My beloved teacher.
3. My parent's profession.
4. Advanced nursery school instructors of Kursk region.

Практические занятия № 3

Тема: Воспитание детей. Проблема поощрения и наказания

1. Прочтите и переведите следующие глаголы на русский язык.

To affect, to absorb, to establish, to tend, to curb, to obviate, to overcome, to prevent, to fluster, to demand, to damp

2. Образуйте существительные от глаголов в тех случаях, где это возможно, заполните таблицу

Verb	Translation	Noun	Translation
To affect			
to absorb			
to establish			
to tend			
to curb			
to obviate			
to overcome			
to prevent			
to fluster			
to demand			
to damp			

3. Прочтите текст и найдите английские эквиваленты следующим словам и выражениям.

GOOD HABITS BEGIN EARLY

Do you know that the formation of a child's character begins at a very early age?

Even a baby's first impressions leave a definite trace on its brain. The conditions in which a child lives, the relations between the people around him, all this affects the child, is absorbed by him and has an influence on his character.

"The main foundations of education", said the outstanding educationist A.S.Makarenko, "Are laid before the child of 5 years old, and everything you do is ninety per cent of the educational progress. And also subsequently education and the formation of personality continue, you largely reap the fruit of flowers that bloomed in the first five years."

In these early years a child grows rapidly both physically and mentally. He learns how to see, how to hear, how to pick things up and hold, how to stand up by himself and walk. He forms many useful habits and begins to talk and think.

During this period the mother should establish a strict routine for the child. If he gets used to a definite routine he will not ask for food outside his meal time or want to go to sleep when he should be awake and these habits are fundamental elements of character formation.

If no routine is established, this is the first and basic mistake in the child's upbringing if he is wakeful when he should be asleep.

After this the chain of mistakes tends to lengthen. All mothers know that children show a desire for independence at quite an early age. They want to wash their hands, eat, or put their shoes by themselves. Unfortunately, some over-careful mothers curb this desire on the part of a child. If the child takes up his spoon, the mother fearing that he may spill his soup or porridge takes it away from him and begins to feed him herself. Doing everything for the child, obviating the difficulties, however small, that he could quite well overcome himself, parents prevent the development of child's will power. Children brought up in such conditions will become flustered at the slightest difficulty and demand help.

Little children are very impressionable and inquisitive. They react in a lively way to everything and are always asking "Why?", "How?", "What for?" Such questions should be answered with great patience and in a way that the child will understand. The main thing is not to damp a child's inquisitiveness for this is the most valuable asset in character formation. Never should he be given the reply "You'll understand when grow up" or "stop pestering me".

Характер ребенка; первые впечатления; влияние; расти как физически так и умственно; формировать полезные привычки; строгая дисциплина(режим); базовые элементы формирования характера; желание быть независимым; сила воли ребенка; простейшая трудность; впечатлительный и любознательный; наиболее ценное качество.

4. Определите верны ли приведенные ниже утверждения. Если утверждение ложно, дайте правильный ответ из текста.

- 1) The conditions in which a child lives affect the child.
- 2) In his early years a child forms many useful habits and begins to talk and think.
- 3) During this period the mother shouldn't establish a strict routine for the child.
- 4) The first and basic mistake in the child's upbringing is permitting him everything.
- 5) Parent should help their child in his desire for independence.
- 6) All child's questions should be answered with great patience and in a way that the child will understand.

5. Прочтите статью "Rules for Behavior in the Kindergarten Classroom" by Nannete Richford. Найдите для правил, приведенных ниже, их объяснения из текста.

Rules:

- 1) Be a Good Model of Behavior
- 2) Consequences of Misbehavior
- 3) Use Positive Language
- 4) Keep Rules Simple
- 5) Introducing Rules

Classroom rules define acceptable behavior within a classroom and provide clearly defined expectations. For kindergarten students, this is often their first experience with behavioral expectations outside of the home. Developmentally appropriate rules are needed to keep order in the classroom and help students monitor and control their behavior.

Young children respond to positively phrased rules and expectations. Instead of telling students what they cannot do, phrase rules so that they tell students what they can do. "Keep hands and feet to yourself." is clear and direct, telling the child exactly what you expect. "No hitting, pushing, punching or kicking" simply provides a list of what children cannot do and does not provide an alternative.

We've all seen classrooms with long lists of rules that children are expected to follow, but the list is so long that children cannot remember them all. Keep rules to three to five general rules that are easy to remember and to enforce.

Introduce rules at the beginning of the year to set appropriate expectations. Carefully explain each rule. Give a brief rationale for the rule, but avoid over-talking or over-explaining. Save the lengthy explanations for parents and administrators. Keep it simple and to the point for kids.

Children follow what you do, not what you say. Ensure that you follow class rules at all times. If you expect children to listen when you speak, be ready to listen when they speak, too. Modeling appropriate behavior helps children learn what is expected of them.

Enforce rules immediately and consistently. You may wish to give a warning for the first violation and consequences for the second. Brief timeouts, loss of privileges or a loss for a few minutes of recess are appropriate in most settings. Whatever you choose for consequences, enforce them consistently.

Do you agree with these rules? Do kindergarten teachers in Russia follow the same rules?

6. Прочтите текст и заполните пропуски словами из рамки.

1) afternoon snack, 2) sandbox, 3) activities, 4) seesaw, 5) the open air, 6) moulds, 7) hide-and-seek, 8) counting, 9) lay the table, 10) go for a walk

There are different lessons in the kindergarten:.....a)....., drawing, appliqué, modeling, music, English, dancing.

The aim of theseb).....is to develop creative ability in children. All activities are conducted on a voluntary basis which gives the child's initiative full play.

After lessons children go for a walk. Various mass activities are organized in ...c)..... . They are: competitions, races,d)....., mothers-and-daughters and many other games.

In summer children like to play in the ...e)..... . They form different figures with the help of the ...f)..... and it gives them much pleasure. Some of the children prefer to swing on ag)....., which goes up and down.

Then dinner comes. And children ... h)... for dinner. After it they go to take a nap. The rest time lasts for two hours. Then the children make their beds, dress and soon they are ready to have an i)..... .

If the weather is fine childrenj)... again.

The day comes to the end and soon parents come to the kindergarten to pick up their children.

Tomorrow they meet each other again.

7. Существует много теорий, как воспитывать детей. Прочтите текст и скажите, какими качествами должен обладать родитель, чтобы достойно воспитать ребенка.

Raising Children

Today's children will become tomorrow's civilization. When a child comes into the world today, it is a little bit like entering a tiger's cage. Children can't handle their environment and they have no real resources. They need love and help to survive in this world.

It is a delicate problem to discuss. There are almost as many theories on how to raise a child as there are parents. Some try to raise them in the way they were raised themselves, others prefer to do the opposite, many have an idea that you should just let your children grow on their own.

A child is like a blank slate. If you write the wrong things on it, it will say the wrong things. But, unlike a slate which is passive, a child can begin to do the writing. It means that he puts into practice the things that have already been written.

Sometimes parents try to 'buy' the child with heaps of toys or become simply tiresome by showing their love and constant protection. It will never do their children any good, the result can be pretty awful.

If parents make up their mind to help their child in life, they should take into consideration the following things:

- a) what the child can become with his potential;
- b) what the child himself really wants to become;
- c) what they want their child to become.

No matter how strongly a parent loves his child, he should remember that the child can survive only if he stands with his feet firm on the ground. Otherwise he may go wrong. To be really helpful, parents should understand their child and try to be his friend. Their aim is to find out what a child's problem really is to help solve it. Even little babies should be observed carefully. If you listen to what children tell you about their lives, it will help them greatly.

At the same time sociologists claim that parent-child conflicts cannot be avoided in a society that is changing very rapidly. In our society youngsters disagree with their parents on a wide range of issues, from how late they can stay up to whom they should marry. This "generation gap", however, is less violent than some people think. In most families, according to official surveys, agreement is much more common than disagreement because teenagers surprisingly often adopt their parents' values, ideas and opinions. This frequently occurs in families in which parents have equal influence on their children.

8. Согласитесь, либо не согласитесь со следующими высказываниями. Приведите свои аргументы.

1. A child is like a blank slate.
2. Buying children heaps of toys is a demonstration of parents' love.
3. Parents' duty is to solve their children's problems if any.
4. In our society youngsters disagree with their parents on quite a lot of things.
5. Parent-child conflicts cannot be avoided in any society.
6. Children have their own values, ideas and opinions.

9. Прочтите текст, выпишите в тетрадь проблемы воспитания, представленные в нем, выразите свою точку зрения по каждой проблеме.

Problems in Upbringing Children

When you are 16 or 17, you want to be treated like an adult, to be more independent in your actions and your way of life. You want to develop interests and values different from those of your parents. That sets a conflict between the two generations, the generation gap. Young people disagree on different problems: the time to come home at night, doing work about the house, the friends to spend free time with, what clothes to wear and so on. At this period of our life we face a number of problems: difficulties in our relationships with parents, problems at school, drinking alcohol or using drugs.

Different TV programmes and magazines for the young come to help teenagers, give a piece of advice. In case of need you can also dial a special telephone number, the so-called "telephone of trust".

But it's not the way out. Parents should help their children though it is difficult to be tolerant and to find the right approach to them. We need to learn to talk our problems over in our family. If we are able to do it everything will be all right.

10. Откройте скобки, используя глаголы в правильной грамматической форме.

1. I come from a very large family, and not long ago my parents (decide) that they (spend) long enough living in an overcrowded house in Birmingham. "We (move) to the country", my father (announce) one evening. "I already (sell) this house, and we (live) on a farm". So last week we (load) all our possessions into two hired vans, and for the last few days we (try) to organize ourselves in our new home. Yesterday, for example, my three brothers and I (start) painting the downstairs rooms. Unfortunately while I (mix) the paint, one of my sisters (open) the door. Nobody (tell) her that we (be) in the room, you see. So instead of painting the walls, we (spend) all morning cleaning the paint off the floor. But worse things (happen) since then. This morning when I (wake up), water (drip) through the ceiling next to my bed. We (spend) today so far repairing the roof. It's not all bad news, though. The school in the village nearby (close) down two years ago, and my parents (not find) another school for us yet.

2. My grandfather said that when he (grow) up, he (live) on a farm. In summer he (have) to get up early and work all day long on the farm. He said that most people (not use) to go away on holiday, as they (do) now. But he (not remember) feeling unhappy or deprived because all his friends (be) in the same shoes. Nowadays most people would rather (lead) another lifestyle.

11. Решите какой ответ (A,B, C, D) к каждому пропуску.

The Art of Being a Parent

In order to (1) _____ children, many qualities are required. As well as the (2) _____ requirements such as love, patience and understanding, a sense of humour is an important feature of any parent's personality. (3) _____, it's quite an art to transform a child's bad mood into (4) _____ everyone in the family can live with.

Another aspect of child rearing is teaching children limits and rules. This means the child needs to be (5) _____ of what his or her rights are and what other people's are, too. Setting limits on children must occur on a daily basis. Temporary measures don't achieve anything but just waste time. A (6) _____ mistake, however, is being (7) _____ stricter than necessary. Parents must be (8) _____ to allow their children the opportunity to explore and learn (9) _____ experience.

What's more, most parents must know the importance of (10) _____ as it gets children used to certain everyday activities. For instance, eating at the same time (11) _____ their parents gets them into the habit of sitting at a table and (12) _____ them how to conduct themselves properly. Overall, child rearing is no easy task but it is certainly a challenge and a learning experience.

A	B	C	D
grow	grow up	born	bring up
routine	popular	ordinary	usual
In fact	But	All in all	As well as
temper	character	behaviour	manner
known	accustomed	familiar	aware
willing	famous	common	continuous
very	far	quite	fairly
keen	eager	interested	willing
by	on	from	with
custom	routine	fashion	trend
like	as	than	of
learns	educates	teaches	instructs

11. Ответьте на вопросы.

1. What is the style of behaviour of the teens?
2. What problems do young people disagree on?
3. How do mass media help teenagers?
4. Is it easy to be tolerant to young people?
5. Do your parents understand you?

12. Посмотрите видео “7 Things You Should Never Say to Your Children”, обсудите его со своими одноклассниками и выполните упражнение ниже.

<https://www.youtube.com/watch?v=icgW-gbVQ8s>

13. Выберите правильный ответ на каждый вопрос.

1. This phrase is dangerous because the child starts to trust all adults including strangers.
 - a) You need to listen to your parents;
 - b) You should listen to adults.
2. Hearing this phrase, a child may grow up silent and withdrawn.
 - a) Stop crying;
 - b) Tell me what's bothering you.
3. Hearing this phrase will develop into sacrificial behavior.
 - a) Would you let this boy play with your toys for a while?
 - b) Don't be greedy.
4. This will help you find out whether the child did it themselves or upon someone's encouragement.
 - a) Who taught you this?

- b) Why did you do that?
5. When a child hears «Look at this lovely girl», he thinks
- a) My parents believe in me;
- b) I'm worse than others.
6. The house becomes the place where the child expects punishment hearing:
- a) Let me tell you what upset me;
- b) We'll talk at home.
7. Parents will never lose their trust when they say:
- a) You are too young to think about this;
- b) I'm not ready to answer now. I need some time.

14. Обсудите вопросы в парах.

- Do you agree with the title of the story? Give your grounds.
- What do happiness and wellbeing of children depend on?
- Why should parents watch their behavior?
- Sometimes parents are too demanding; they want their children to be the best. Do you think it is good to be too demanding? Give your grounds.
- Have you ever dealt with “difficult” children? What do you think makes them difficult?
- What is the most dangerous age when parents should be especially careful with their kids? Why?
- Would you like to have children in future? Would you be a strict parent?
- Do you think a man and a woman (both parents) should take equal part in bringing up a child? Who is more responsible for a child?
- How would you describe a good parent? How would a child describe a good parent? Do these qualities differ much?
- What do you think can parents do to prevent their children from being difficult?

15. Повторите предлоги места. Изучите следующие примеры и выполните упражнение ниже.

above	There's a lamp above the table .
among	They are among the best hockey players in the world.
at - у, около, на (указывает на нахождение предмета вблизи другого предмета) The car is at the house. - в, на (указывает на участие в каком-либо действии или процессе): She is at the meeting now. Tom is waiting for his sister at	Write your names at the top/at the bottom of the page. Let's meet at the cinema/at the theatre/at my place/at Ann's . I meet her at/on the corner of the street almost every morning. He lives at 21 Central Avenue . The nearest house is at a distance of 4 miles.

the bank.	
between	She is sitting between Mike and Peter .
by	The house is situated by a small river . (у реки)
in in – обозначает в (внутри чего-либо) The house is in the county. There are five rooms in the house, which has a lovely fireplace in the living room. A face appeared in the window.	There's a park in the picture *. A bird is singing in the tree *. There are a few clouds in the sky *. There isn't a TV set in my room . She's sitting in an armchair . (but: on a chair/at the table). There's a fountain in the middle of the square . I live in Central Avenue not far from the station. She lives in a small town in the north of England. She is in bed/in hospital . (but: at work/at home/at school/at university) They saw a group of people in the distance . The armchair is in the corner of the room. Laura lives in a two-room flat .
in front of behind opposite	Kate is sitting in front of/behind/opposite Mike.
on on – обозначает на поверхности There is a new roof on the house. Three players are practicing on the field. (поверхность) The frost made patterns on the window.	In England they drive on the left . Our flat is on the third floor . They live on the outskirts of Paris. There's always so much work on a farm . (but: in a field)
over below	A piece of paper was stuck over/below the picture .
to	Finland is to the north of Russia.
under	I dropped the pen under the table .

*Note the difference between the English and Russian phrases **in the picture, in the sky, in the tree** (на картине, на небе, на дереве).

16. Заполните предложения правильными предлогами места.

- 1) They have a nice flat ... the centre of Moscow.
- 2) Shall we meet ... your place?
- 3) There are a lot of places of interest... this part of the city.
- 4) I found this baby bird ... the foot of a tree.
- 5) I usually sit ... this armchair. It's very comfortable.
- 6) I couldn't see much ... the theatre. There was a fat man sitting ... me.
- 7) It can be dangerous when children play football... the street.
- 8) Coffee will be served... the dining-room.
- 9) Scotland lies ... the north of England.
- 10) What's going on ... the corner of the street?
- 11) I won't be ... home tomorrow. I'll be ... Ann's.
- 12) The Alps are ... the south of Europe.
- 13) The train was ... the platform.
- 14) They waited ... the station for a long time.
- 15) Don't you remember Jane? She's the girl we met ... Oxford Street last week.
- 16) Don't sit ... that chair. It's broken.
- 17) It's dinner time. The family are ... the table.
- 18) The weather is sunny. There isn't a single cloud ... the sky.
- 19) I found a coin ... the floor... the sofa.
- 20) My friend works... a chemist's ... the town centre.
- 21) My grandparents live ... 42 London Road, ... a flat... the top floor.
- 22) We were driving along Harbour Street when the car ... us stopped suddenly and we crashed into it.
- 23) Do you know where the cafe is? — It's ... the bank and the school.
- 24) I wouldn't like an office job. I couldn't spend the whole day sitting ... the desk.
- 25) She eventually found her passport... the clothes in her drawer.

17. Самостоятельная работа. Выполните упражнения онлайн.

<https://learningapps.org/1664068>

<https://learningapps.org/2672909>

<https://learningapps.org/1062917>

18. Прочтите скороговорки.

Say the following tongue twister as quickly as you can

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

Can you can a can as a canner can can a can?

I have got a date at a quarter to eight, I'll see you at the gate, so don't be late.

You know New York, you need New York, you know you need unique New York.

I saw a kitten eating chicken in the kitchen.

If a dog chews shoes, whose shoes does he choose?

19. Домашнее задание. Выберите одно из заданий и напишите эссе.

Задание 1. The African proverb "It takes a village to raise a child" is a universal quote that shows the importance of enlisting help from multiple sources when it comes to bringing up kids.

Express your point of view on the problem in written form (150 words).

Задание 2. Напишите эссе в свободной форме на следующую тему:

1. My opinion about the correct upbringing of children.
2. Many ways of solving parent-child problems.
3. Contemporary antagonism known as the generation gap.
4. A word of encouragement can work wonders.
5. Interests and personalities of future generations.

Практические занятия № 4.

Тема: Детские стихи, песни и игры на иностранном языке. Школа будущего

1. Выучите лексику по теме.

English variant	Russian variant
Backgammon	Нарды
badminton	бадминтон
basketball	баскетбол
bowling	боулинг
cards	игра в карты
development game	развивающаяся игра
dice	кости (игральные)
dart(s)	дартс
domino(es)	домино
draughts	шашки
gambling	азартная игра
football	футбол
handball	гандбол
squash	сквош(игра в мяч с ракеткой)
hide-and-seek	прятки
hockey	хоккей
cricket	крикет
lapta	лапта
lottery	лотерея
lotto	лото
meccano	конструктор(детская игрушка)
play (up)on words, pun	игра слов
poker	покер
puzzle	головоломка
quiz	викторина
table game, board game	настольная игра
tennis	теннис
volley-ball	волейбол
roulette	рулетка
X's and O's, noughts and crosses, tick-tack-toe	крестики-нолики
snowball fight	снежки

2. Ниже дано описание различных игр, в которые играют дети в детском саду. Соедините описание с названием игры.

Games: 'Hopscotch', 'Hand Jive', 'Cat and Mouse', 'Tag', 'Hide-and-Seek'.

Descriptions:

1. You play this game with your friend. One of you starts the action. That person chooses the rhythm and does the hand actions. Some actions are: snapping fingers, clapping hands, waving hands and arms in the air and shaking fingers. The other player repeats the same actions.

Here is a rhyme you can use.

OPEN, SHUT THEM

Open, shut them,

Open, shut them,

Let your hands go 'clap' Open, shut them,

Open, shut them,

Put them on your lap.

Walk them, walk them, Walk them, walk them, Right up to your chin.

Open your little mouth

But do not walk them in.

2. There should be enough children to form a large circle. One child stays inside the circle to hide. One child stays outside the circle. The children in the circle hold hands and move around. The child outside the circle moves in the opposite direction until he or she finds two hands he thinks he can break through to get the child inside. Children in the circle keep their hands clasped tightly to try to keep one child away from the other.

3. One player is the 'chaser'. The 'chaser' runs after the other players. He or she tries to touch them. If she or he touches a player she/he shouts 'Tag!' The game starts again with the new 'chaser'

4. The children draw a pattern with ten squares using chalk on the pavement, number them from one to ten. The first player hops on the foot in each of the squares. The player continues doing this until he or she misses by stepping on a line or falling. If the player reaches ten without missing, he or she then chooses a square for her or his private house and marks it. No one else can step in that square except that player. The player with the most private houses wins the game.

5. The children's game in which one player gives the others time to hide and then tries to find them before they can return safely to the goal. While waiting for the players to hide 'it' says,

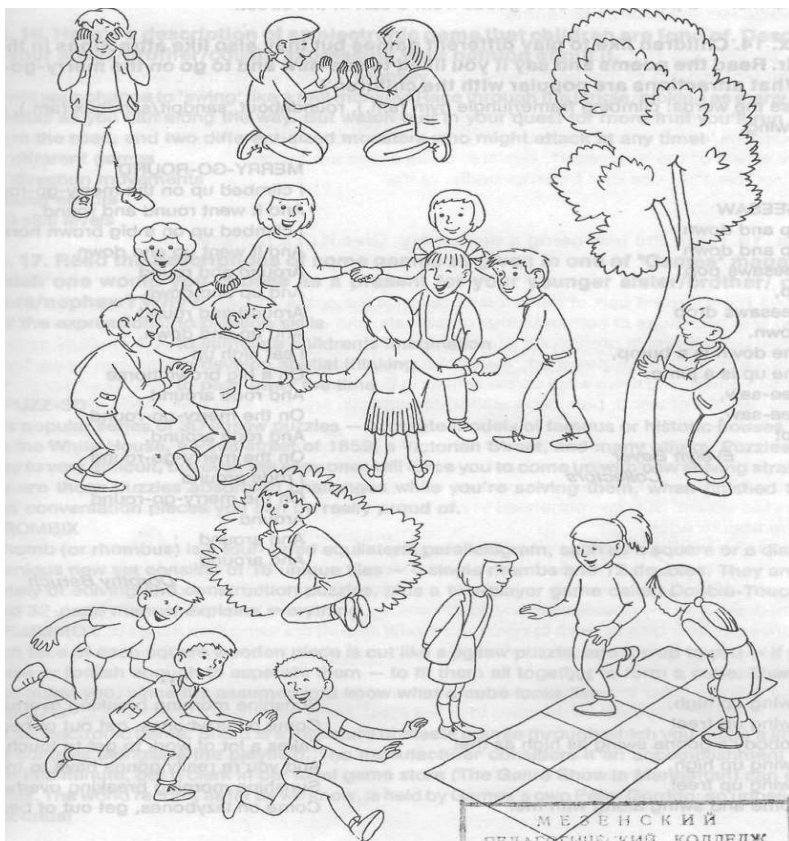
"Bushel of wheat, bushel of clover; All not hid, can't hide over

All eyes open! Here I come".

Now find these games in the picture:

Did you play these games when a child? Which of them did you like best? Why?

3. Подпишите названия игр на картинке.



4. Ответьте на вопросы:

- Are Educational Games Effective For Kids?
- What are the effects of educational games for kids?
- What are the effects of educational games?
- How games are helpful to kids?
- What is the purpose of the educational games?
- What are the disadvantages of game based learning?
- Do you think games are harmful or helpful for children?
- What are the advantages and disadvantages of gaming?
- How can playing games teach children about life?
- How does gaming affect children's behavior?
- Are video games beneficial for kids?

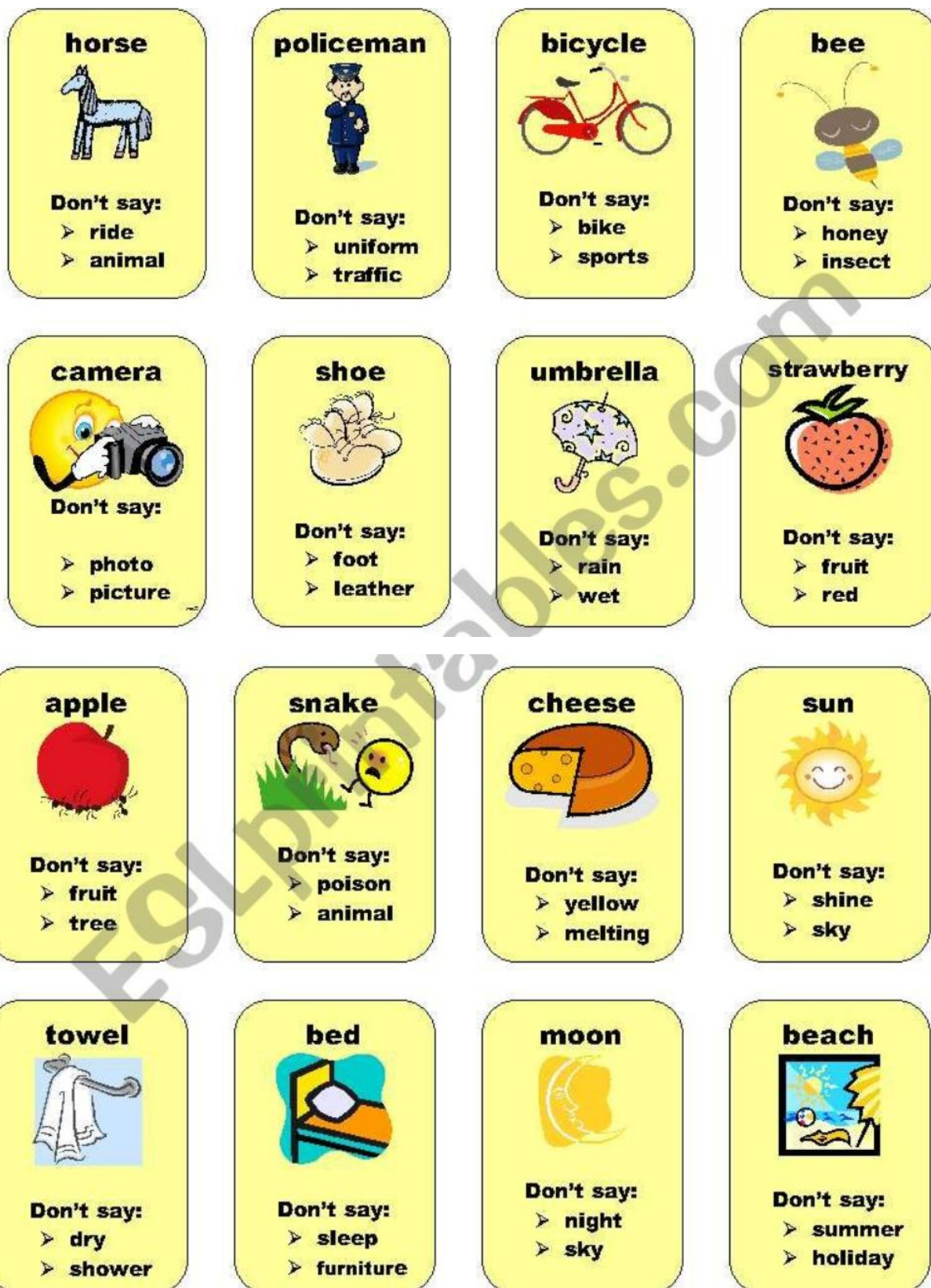
5. Игры на закрепление лексических навыков. Покажите в действии.

Преподаватель озвучивает фразу, студенты показывают ее в движении\мимикой\жестами (говорить запрещается).

1. jump like a hare (what does the hare)
2. fly like a bird (what makes a bird)
3. go like a bear (how to walk a bear)
4. run like a horse (running horse)
5. buzz like a bee (buzzing like a bee)
6. growl like a lion (as the lion growls)
7. meows like a cat.

8. Сыграйте в игру под названием «Табу». Разделитесь на 2 группы, каждая группа получает набор карточек по определенной теме, либо объединяющих несколько тем. Игроки от каждой команды по очереди объясняют на английском, что за предмет изображен на карточке, запрещается использовать слова, указанные на карточке.

Пример карточек.



9. Найдите названия фруктов. Выпишите в тетрадь.

FRUITS

Find the fruits

G	R	A	P	E	S	R	T	N	U
W	D	F	V	B	T	A	K	O	P
I	J	M	X	F	R	P	W	U	L
R	P	I	N	E	A	P	P	L	E
F	E	T	Y	L	W	L	B	Y	M
G	A	J	U	U	B	E	A	H	O
T	R	K	L	K	E	Y	N	T	N
H	A	B	L	P	R	H	A	Z	K
J	N	M	K	O	R	A	N	G	E
C	H	E	R	R	Y	H	A	B	N

pineapple

apple

banana

lemon

cherry

strawberry

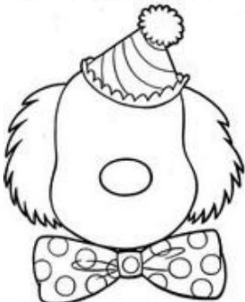
grapes

orange

pear

10. Нарисуйте лицо, согласно описанию.

Draw and color the faces



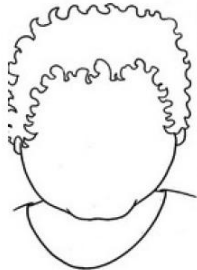
This clown is very funny. His cheeks are red, his mouth is red too. His eyes are blue and his nose is pink. His hair is green. His hat is purple, yellow and orange. His tie is



This girl is very sad. Her eyes are brown, her mouth is pink. Her lips are very thin. Her nose is very small. Her hair is black. Her cheeks are pink.

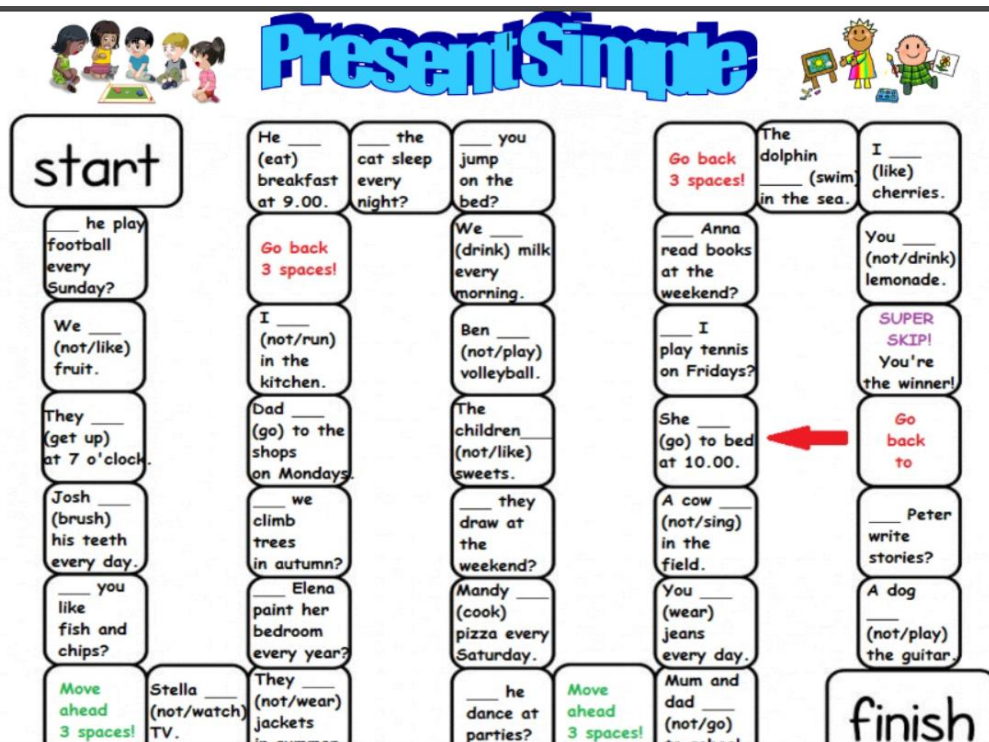


This woman is very clever. Her eyes are green, her hair is orange and her lips and cheeks are pink. Her nose is small and her lips are thick.



This boy is angry! He has got big black eyes, small mouth and a small nose. His lips are red, his hair is red.

11. Игры на формирование грамматических навыков. Сыграйте в настольную игру, формируется умение задавать вопросы в Present Simple.

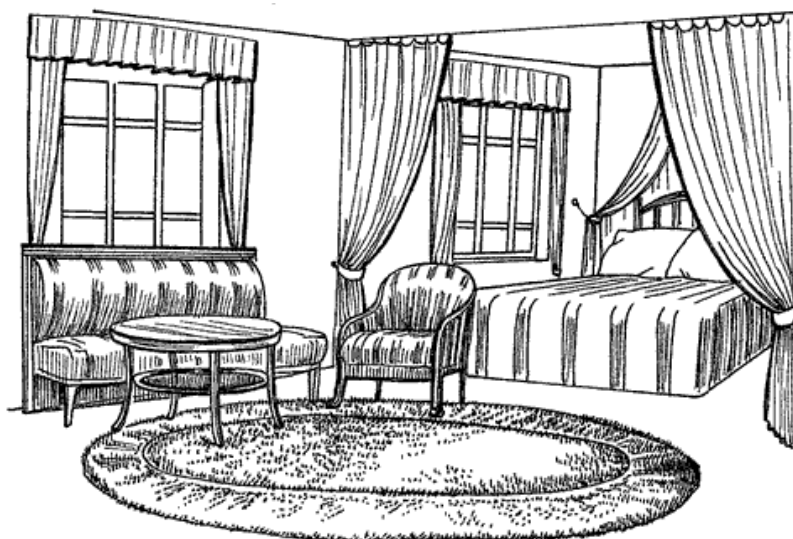


12. Игра A Deaf Phone

Учитель просит детей встать по одну сторону своего ряда (сколько рядов в классе, столько получается цепочек из детей – это «телефоны»). Учитель каждому ближайшему ученику каждого ряда произносит на ухо по предложению в Present Continuous, тот передает его своему соседу, и так до конца цепочки. Последние участники цепочки должны воспроизвести предложение так, как оно было сказано учителем.

Hide-and-Seek in a Picture

Используйте картинку



Содержание: учитель говорит: «Let's play hide-and-seek today!»

P: I want to be "It"

T: Let's count out.

Выбирают водящего. Ребята было собираются прятаться, как их постигает разочарование: оказывается, прятки будут ненастоящие. «Спрятаться» надо мысленно за одним из предметов комнаты, изображенной на большой картине.

Интересней всего водящему – он пишет на записочке, куда спрятался, и отдает ее учителю. Чтобы больше было похоже на настоящие прятки, класс читает присказку, которая обычно сопровождает эту игру у английских детей:

Bushel of wheat, bushel of clover:

All not hid, can't hide over.

All eyes open! Here I come

Начинают «искать»:

P1: Are you behind the wardrobe?

It: No, I am not.

P2: Are you under the bed?

It: No, I am not.

P3: Are you in the wardrobe?

It: No, I am not.

P4: Are you behind the curtain?

It: Yes, I am.

Отгадавший получает одно очко и право «прятаться».

13.About Me

Подготовьте копии карточек (одна на учащегося) со страницы 39. Учащиеся работают самостоятельно, вписывают короткие ответы (слово, словосочетание, цифру) на вопросы в любой круг (не по порядку). Затем игроки работают в парах, меняются карточками. Задача игроков: угадать ответ на каждый вопрос. Учащиеся делают предположения в утвердительной форме, обращая внимание на вторую форму глагола. Если предположение оказывается верным, то игрок зачеркивает круг с ответом. Если игрок не угадал, то продолжает искать ответ. Тот учащийся, кто первым зачеркнет все круги, становится победителем. В конце игры учащиеся должны рассказать группе о наиболее интересных утверждениях, которые они услышали.

14.Act as You Say

Подготовьте копии карточек со страницы 40. Задание заключается в выполнение команд с комментариями. Разделите класс на группы и 3 человек и раздайте одну карточку на группу: 1 – отдаёт команду, используя глагол с карточки; 2 – выполняет и говорит, что он делает; 3 – описывает действия второго.

Например: 1 – Play volleyball. 2 – I am playing volleyball. 3 – He/ She is playing volleyball.

1 – Wash your face. 2 – I am washing my face. 3 – He/ She is washing his/ her face.

1 – Do exercises. 2 – I am doing exercises. 3 – He/ She is doing exercises.

15. All Together

Для проведения игры вам понадобится калькулятор. На уроке сначала задайте игрокам такой вопрос: 'How old are you?'. По мере того, как участники игры по очереди отвечают, вы откладываете соответствующие цифры на калькуляторе. Когда все ответы игроков будут озвучены, вы спрашиваете: 'How old are you all together?'. Если участники игры будут переспрашивать друг друга, то следите за тем, чтобы они делали это по-английски. Когда дождётесь от игроков точной цифры, зафиксируйте её на доске и переходите к следующему вопросу: 'Have you got any sisters?'. У того игрока, который ответит положительно, переспросите: 'How many sisters have you got?'. В конце раунда задайте вопрос: 'How many sisters have you got altogether?'. Аналогично проведите подсчёт братьев, тётей, дядей и т.п. Предпоследний вопрос будет звучать так: 'How many letters have you got in your name?' и т.д. Все конечные цифры фиксируйте на доске. В этой игре очки за правильные ответы лучше не начислять, чтобы дух соперничества не мешал формированию команды. В финале предложите игрокам хором произнести примерно следующую фразу: 'Altogether we're one hundred and twenty-seven years old, we've got five sisters, four brothers, etc'.

16.Использование песен на уроке английского. Пример упражнений на использование песен на уроке иностранного языка (уровень Pre-Intermediate-Intermediate)

THE SONG NUMB (LINKIN PARK)

I'm tired of being what you want me to be,
Feeling so faithless, lost under the surface.
Don't know what you're expecting of me.
Put under the pressure of walking in your shoes.
(Caught in the undertone, caught in the undertone)
I've become so numb I can't feel you there.
I've become so tired, so much more aware.
I'm becoming this, all I want to do
Is be more like me and be less like you.
Can't you see that you're smothering me,
Holding too tightly afraid to lose control.
Cause everything that you thought I would be,
Has fallen apart right in front of you.
(Caught in the undertone, just caught in the undertone)
And every second I waste is more than I can take.
I've become so numb, I can't feel you there.
I've become so tired so much more aware.
I'm becoming this, all I want to do
Is be more like me and be less like you.
And I know I may end up failing, too.
But I know you were just like me
With someone disappointed in you.
I've become so numb, I can't feel you there.
I've become so tired so much more aware.
I'm becoming this all I want to do
Is be more like me and be less like you.
I've become so numb, I can't feel you there.
Is everything what you want me to be.

I've become so numb, I can't feel you there
Is everything what you want me to be.

Exercise 1: What is the song about? Choose the right variant:

1. A) The boy feels energetic.
B) The boy feels tired.
2. A) The boy wants to be himself.
B) The boy wants to be like another person.
3. A) The girl wants the boy to go away.
B) The girl wants the boy to be with her.

VOCABULARY WORK

Exercise 2: Match a word and its translation.

- | | |
|---------------|-----------------------------------|
| 1) numb | a) душить |
| 2) faithless | b) провалиться, стать неудачником |
| 3) smother | c) разочаровать |
| 4) fail | d) оцепеневший |
| 5) waste | e) разуверившийся |
| 6) disappoint | f) тратить |

Exercise 3: Match a line in A with a line in B. Then use these expressions in the sentences of your own.

- | A | B |
|------------|-------------|
| 1) to lose | a) up |
| 2) under | b) tightly |
| 3) hold | c) pressure |
| 4) fell | d) control |
| 5) waste | e) a step |
| 6) end | f) apart |

7) take

g) a second

Example: 1) Alice lost control over the situation and began to cry.

SPEAKING

Exercise 4: Make up a story about the relationship between a boy and a girl, using this song. Tell it to the partner. Compare your stories. Which story is more exciting and interesting?

Key:

Ex.1: 1. B; 2. A; 3. B.

Ex.2: 1) d; 2) e; 3) a; 4) b; 5) f; 6) c

Ex.3: 1) d; 2) c; 3) b; 4) f; 5) g; 6) a; 7) e

EXERCISES TO THE SONG YELLOW SUBMARINE (BY THE BEATLES)

Comprehension Check

Exercise 1: Listen to the song and fill in the gaps with a word you hear:

Yellow Submarine

In the town where I was _____ (1)

_____ (2) a man who _____ (3) to sea

And he told us of his life

In the land of submarines.

So we _____ (4) on to the sun

Till we _____ (5) the sea of green.

And we lived beneath the _____ (6)

In our yellow submarine.

We all live in a yellow submarine,

Yellow submarine, yellow submarine.

We all live in a yellow submarine,

Yellow submarine, yellow submarine.

And our friends are all aboard,

Many more of them live _____ (7).

And the band _____ (8) to play...

We all live in a yellow submarine,

Yellow submarine, yellow submarine.

We all live in a yellow submarine,

Yellow submarine, yellow submarine.

And we live a life of _____ (9),

Everyone of us has all we need,

Sky of _____ (10) and sea of _____ (11)

In our yellow submarine.

Key: 1) born; 2) lived; 3) sailed; 4) sailed; 5) found; 6) waves; 7) next door; 8) begins; 9) ease; 10) blue; 11) green.

Exercise 2: What is the song about? Tick the topics mentioned in the song:

traveling;

environment problems;

sea;

water pollution;

undersea world;

life of a sailor;

modern art;

music.

Key: a; c; f; h

Speaking and writing.

Exercise 3: Choose one topic from Ex.2 and make a list of questions you will ask your partner. Then work in pairs and practice the dialogues.

Vocabulary and Grammar Work

Exercise 4: Put the verbs in the correct tense form:

A sailor who (live) in Boston (sail) to the sea one summer day. The weather (be) good, hot and sunny. While he (sail), he (see) many ships passing by. Suddenly he (see) a small fishing boat with two young men. They (cry): "Help us, please!" - "What's the matter?" - asked the sailor. "We (get) lost. Where are we?" - they asked him. So the sailor (answer): "Well, my friends, (not) worry. You (be) now almost fifty km from the sea shore. It's not so far, really."

Key: lives/lived; sailed; was; was sailing; saw; saw; were crying; got; answered; don't worry; are

Exercise 5: Use the song and your imagination to complete the story in writing:

A man called _____ lived in _____. He worked as a _____.

So one day he invited _____ to a _____. He was wearing _____, _____, _____ and _____. "Let's sail to the far-away countries", he made a suggestion. "Where to?" asked one of the men. "To _____", was the answer. They decided to set off on _____ at _____ in a _____.

On the _____ day of their journey they saw a _____. So they...

17. Домашнее задание.

Выберите песенку для детей 2го. 3го, либо 4го класса, разработайте комплекс упражнений на основе выбранной песни. Попробуйте упражнения на одноклассниках.

18. Прочтите текст, выучите лексику по теме.

Play based learning: why is play so important for children?

- 1) achieve [ə'ʃi:v] - достигать, добиваться, добиться, достичь, достигнуть, получить, обрести;
- 2) socialize ['səʊʃlaɪz] – общаться, обобществлять, обобществить;
- 3) negotiation [nɪɡəʊʃi'eɪʃn] - ведение переговоров, проведение переговоров;
- 4) self-expression [self ɪks'preʃn] – самовыражение;
- 5) undervalued ['ʌndə'veɪljʊ:d] – недооценённый;
- 6) encourage [ɪn'kʌrɪdʒ] - поощрять, стимулировать, способствовать, поощрить;
- 7) obviously ['ɒvɪəslɪ] - явно, очевидно, ясно, видимо;
- 8) squabble [skwɒbl] - перебранка, склока, перепалка, препирательство;
- 9) construction [kən'strʌkʃn] - строительство, сооружение, конструирование, построение;

It is now widely accepted that play is fantastic for children's overall development. When it comes to concentration and learning physical skills, play is a great motivator for babies and children.

Even very young children will work hard to achieve¹ something if they are enjoying their play - you only have to look at a baby under a baby gym to see this. From ages two or three, we can also see that play helps children to socialize² with each other. They may dress up together or play simple games. Playing together also helps children to practice their language skills and skills of negotiation³, and is good for developing their creativity and self-expression⁴. These latter skills are sometimes undervalued⁵, but they are important for children's well-being and their ability to problem-solve.

How should I encourage⁶ my children to play?

Playing with their parents helps children to get attention and to feel special. This, in turn, can help with their behavior. There are perhaps just two golden rules when it comes to playing with your children. The first is, follow their interests. This might mean pretending to drink cups of tea with a two year old or helping a four year old to make a dent in the garden. The second is to let children take the lead in play. Where you feel your child needs a hand, offer your help rather than dive in.

In addition to these golden rules, it is worth knowing that how much and how you play with your child may change, as they get older.

Children under three years old

Most children under three enjoy playing with an adult and may find it hard to play with other children. Playing with an adult helps the baby and young children to learn about taking turns and reading other's expressions. With babies and toddlers, try games such as peep-bo and rolling a ball.

Children from three to five years old

As children develop more language, they will start to play with other children, which is obviously⁷ good for their social skills. It is worth being on hand, though, to support them when there are squabbles⁸. Children in this age group will also enjoy the time and attention of an adult. Look out for simple games such as snap and skittles, as well as construction⁹ activities or making a cake with them.

Playing alone

As well as playing with adults and other children, it can be good for children to play alone because it helps them to be imaginative and self-reliant. If you see your child is happily playing alone, step back and then talk to them afterwards about what they were doing.

19. Дайте английские эквиваленты следующим словам и словосочетаниям:

Навыки ведения переговоров; способность к решению проблем; привлечь внимание и почувствовать себя особенным; притворяясь, что пьете чашку чая; возглавлять игру; проявлять творчество и самостоятельность.

20. Найдите 14 слов.

l	e	s	s	o	n	m	e	h	t	r
k	p	l	a	y	e	y	n	c	b	k
i	r	i	n	f	a	n	c	y	e	i
d	e	v	e	l	o	p	o	t	h	n
d	p	r	d	a	e	r	u	c	a	d
w	a	n	u	r	s	e	r	y	v	e
q	r	x	c	u	i	s	a	p	i	r
s	e	m	a	r	t	c	g	q	o	g
d	f	b	t	n	c	h	e	x	r	a
o	s	k	i	l	l	o	j	k	d	r
u	m	w	o	q	t	o	y	l	a	t
z	v	o	n	n	r	l	t	b	a	e
t	e	a	c	h	i	n	g	f	p	n

21. Выполните литературный перевод текста.

How Fun Can a Box Be?

Have you ever heard the statement “they like the box more than what is inside”, when referring to young children? Really, how much fun can a box be?

This week we received some supplies at Friendship Garden Nursery School in a big square box. At first this box was doomed for the recycle pile but at the last minute it was saved from being crushed, at least by my hands. After explaining “recycling” and “reusing” (Science and Language Arts) instead of just putting the box down for the children to discover, I placed in on a drop cloth and gave the children paint and paint brushes. In time the box was covered in pretty colors. (Creative Arts) After the box dried it was time to put it out to play with.

First everyone had a turn to sit in the box, after that they attempted to figure out how many children could fit in the box. (Math) Later we counted how many objects were put in the box. We will do some formal and informal measuring in the coming weeks.

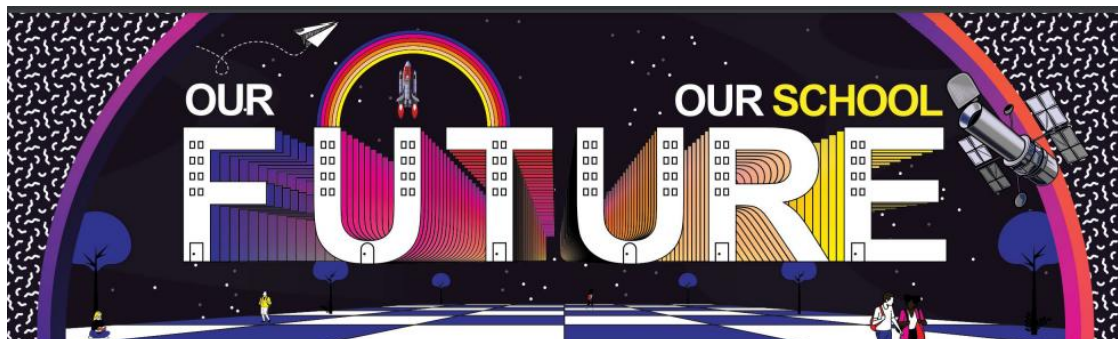
We have spent a lot of time filling and emptying our box using our big muscles. (Motor skills) Young children enjoy.

The box has been a train, a truck, a “jack in the box”, a cuddle spot, a table, a hiding spot and I’m quite sure it will be much more! (Dramatic Play) Unstructured play with a box inspires creativity, resourcefulness and imagination.

22. Scramble the letters of the phrase ‘School of the Future’ (i.e. hosloc fo hte utfuer) and write it on the board. Ask students to work in pairs and figure out what is written. Once they come up with the answer, hand out an A3 piece of paper and ask them to write down as many words as possible relating to the topic of school. Alternatively, divide the students

in two groups and set up a vocabulary board race. The team that has written the most words is the winner of the race.

23. Разделитесь на пары, запишите различие между школой будущего и нынешней школой. У кого получилось больше всего различий? Divide students into pairs and ask them to note down differences between schools of the present and the future.



SCHOOL OF 2023	SCHOOL OF 2050

24. Нарисуйте картинку, как будет выглядеть школа в 2050 году. What will schools look like in 2050? Ask your students to draw a picture “What school look like in 2050”.

25. Ответьте на вопросы:

1. How many hours do we spend at school today?
2. How many hours will we be at school in the future?
3. What are our school subjects today?
4. What will our school subjects be in the future?
5. What will we be doing in school clubs in the future?
6. What will our school building look like?
7. What technology will we have in schools in 2050?
8. Will we have online lessons or face-to-face lessons?
9. How will we get to school? 10. What will classrooms look like?
11. How will we do homework?
12. Will we have robots at school?

26. Просмотрите видео и выполните упражнения онлайн.

<https://en.islcollective.com/english-esl-video-lessons/listening-comprehension/deep-listening-focus-on-meaning/school-of-the-future/620657>

27. Домашнее задание: напишите эссе (150 слов максимум) OUR FUTURE, OUR SCHOOL. Опишите школу в 2050 году.

Практические занятия № 6-8.

Тема: Система СПО и ВПО в России. Поисковое чтение «Education in Russia».

Сочинение-рассуждение «Nursery school and family».

1. Выучите новую лексику.

a right – право

a duty – обязанность

crèches – ясли

nursery school – детский сад

primary school – начальная школа

secondary school – средняя школа

state – государственный

private – частный

lyceum – лицей

gymnasium – зд. гимназия

free of charge – бесплатный

the curriculum – расписание, учебная программа

term – четверть

conducted by smb – ведутся кем-то

transition – переход

the Certificate of Basic Secondary Education – аттестат об основном образовании

technical (vocational) school – техникум, училище

college – колледж

Institute – институт

University – университет

higher education – высшее образование

the Certificate of Complete Secondary Education – аттестат о полном образовании

personal interview –зд. собеседование

entrance examination – входной экзамен

academy - академия

postgraduate courses - аспирантура

2. Прочтите и переведите текст.

Education plays a very important role in our life. It is one of the most valuable possessions a man can get in his life.

People in our country have **the right** for education. It is our Constitutional right. But it is not only a right, it is **a duty**, too. Every boy and every girl in Russia must go to school and they must get a full secondary education.

Children start school at the age of six in Russia. Children under the age of six are taken to **crèches** and **nursery schools**. The course of studies at school is eleven years now: four years of **primary school** and seven years of **secondary school**. Previously it was only ten years: three years of primary school and seven years of secondary school. All pupils have equal rights in all stages of education.

There is a wide choice of schools nowadays: **state** schools, **private** schools, **lyceums** and **gymnasiums**. There is also a number of specialized schools, where the pupils get deep knowledge of foreign languages, or Maths, or Physics, or other subjects. The majority of schools is **free of charge**, but in some (usually private ones) parents have to pay for the education of their children. In ordinary schools parents sometimes pay for additional subjects in **the curriculum**, such as a foreign language or arts. Most children can already read and write when they start their school: this makes education much easier for them.

The school year starts in the first of September and finishes in May. It is divided into four **terms**. Study programme in schools is fixed. It means that schoolchildren can't choose subjects they want to study.

In primary school there are three or four lessons a day. A lesson lasts forty minutes. During the first term children get used to learning and adapt to school regulations. At primary schools all lessons are usually **conducted by** one teacher.

At the age of ten children pass to the second stage of education, known as secondary school. In secondary school there is a wide variety of subjects under study, and teachers specialize. The **transition** from primary to secondary school is sometimes difficult for children.

After finishing the ninth form and getting **the Certificate of Basic Secondary Education**, schoolchildren may either continue their education in the tenth form, or leave school and go to **technical (vocational) schools** and **colleges**. They not only learn general subjects, but also receive a specialty there. Having finished a secondary school, a technical school or a college young people can start working, or they may enter an **Institute** or a **University**. Professional training makes it easier to get **higher education**.

After eleven years at school, the school leavers take examinations and get **the Certificate of Complete Secondary Education**. Those who have only excellent marks in the Certificate get a gold medal, which gives the right to enter higher school taking only one examination or a **personal interview**.

The **admission** to higher school is competitive and based on the system of **entrance examinations**, usually three or four. During the examinations the school leavers must show their abilities in the chosen field. Young people also have an option to get specialized secondary education in vocational schools after leaving the eleventh form.

Among higher educational establishments are institutes (colleges), **academies** and universities. The term of studying in higher school is from four to six years. Students can be involved in scientific research while studying. At the end of their final year at college, university or academy

they take final examinations and get a diploma. Besides, they can take **postgraduate courses** in the chosen field.

3. Ответьте на вопросы:

1. Is education in our country free?
2. Is education in Russia right or duty?
3. What types of schools are there in Russia?
4. What are the possible ways to continue education after the finishing of the secondary school?
5. What are the main types of educational institutions in our country?
6. What are the types of higher education institutions in Russia?

4. Дайте русские эквиваленты следующим словам и понятиям:

the course of studies; primary school; secondary school; previously; creche; lyceum; gymnasium; free of charge; curriculum; to adapt; to extend; to conduct; transition; vocational school; higher school; competitive; ability; to be involved in; postgraduate courses

5. Составьте собственные предложения, и спользуя лексику из предыдущего упражнения.

6. Дайте английские эквиваленты следующим понятиям:

детский сад; большой выбор; государственная школа; большинство школ; дополнительные предметы; первая четверть; школьные правила; включать; изучаемые предметы; выпускники; академия; выпускные экзамены

7. Составьте собственные предложения, и спользуя лексику из предыдущего упражнения.

8. Найдите в тексте и зачитайте информацию о следующем:

- the course of studies in Russian schools;
- pre-primary educational establishments;
- types of schools existing in Russia;
- secondary education;
- school-leaving examinations;
- the admission to higher school;
- higher educational establishments.

9. Переведите слова в скобках на английский.

1. (Курс обучения) is eleven years.
2. Children (младше шести лет) are taken to crèches and nursery schools.
3. (Большинство школ) are free of charge.

4. At the age of six children start (ходить в начальную школу).
5. After (базовой средней школы) young people can enter (технические училища).

10. Соедините дефиниции с рускими эквивалентами.

1) the name for a type of secondary school in several countries	a) факультет
2) one of the two periods that the school or college year is divided into	b) колледж
3) a department or group of related departments in a college or university	c) учебный план
4) a formal written, spoken or practical test, especially at school or college, to see how much you know about a subject, or what you can do	d) лицей
5) the subjects that are included in a course of study or taught in a school, college, etc	e) семестр
6) a place where students go to study or to receive training after they have left school	f) экзамен

11. Напишите цепочку слов на английском. Write chains of words in English:

A. Ясли – детсад – начальная школа – средняя школа – лицей – профессиональная школа – гимназия – колледж

Б. Высшее учебное заведение – институт – университет – академия – аспирантура

В. Школьник (ученик) – выпускник - абитуриент – студент (без степени, со степенью), бакалавр – магистр – аспирант – кандидат – доктор – профессор

Г. Экзамены – вступительные – семестровые – итоговые – государственные

12. Сыграйте в игру.

Play the game “Agree or disagree” with your partner. Read the statements and your partner should agree with you if you’re right. Repeat the statements if it is true. And disagree with you and correct the statement if it is false.

In Kursk there are 50 secondary schools and 2 colleges.

School №44 is specialized in English.

There are no lyceums in Kursk.

Pupils start going to school at the age of 5 in Russia.

In Russia pupils study in primary school for 4 years.

Our college specializes in trade, technologies and cartering.

There are a lot of different clubs and societies in our college.

13. Прочтите, переведите и разыграйте диалог, заучивать наизусть необязательно.

A: Have you heard that our school authorities are planning to introduce the following changes? What do you think of it?

B: Well, I like changes but I don't think that a new school uniform is the best decision.

A: Why? A new uniform may look more stylish.

B: To begin with, I don't like the idea of a school uniform because I can't stand wearing the same clothes all the time. When we wear a uniform, we lose our individuality. I'm sure that many students hate the uniform style as well, so a new design won't make any difference.

A: I can't agree with you, I am afraid. When we wear a uniform, you don't have to think about what to put on. Besides, lots of pupils are often teased because they don't wear expensive designer clothes to school. So those students whose parents can't afford stylish clothes will feel more comfortable.

B: Perhaps, you are right, but don't forget about those students whose old uniform is still in good condition. It will be a waste of money for them.

A: Yes, I agree with you. What about an hour lunch break? It seems like a good idea because we could have time to go for a walk or just to relax talking with friends. And those students who live close to school will be able to have lunch at home. What's your opinion?

B: I'm not sure about it because classes will be over too late and we will get back home too tired. Besides, it's unlikely that we will be allowed to leave the school at lunch break.

A: In this case, we can do part of our homework and have more free time after classes.'

B: I don't think that it's a good idea because it may be too noisy during the break and you can easily get distracted. In my opinion, such a long break is a waste of time. I'd rather have one day off school to study on my own. We'll have enough time to study the subjects we are really interested in.

A: I doubt that many students will be for it because in this case we'll have seven or eight classes a day.

B: Well, we could have shorter breaks so we wouldn't have to stay so long.

A: I'm afraid we will have much more homework to do and will be completely exhausted by the weekend. Anyway, not all students are eager to study as much as you do.

B: That's right. Why don't we have one more PE class then? PE classes are sort of relaxation during a difficult day. In addition, it will help us to keep fit.

A: Great idea! Health is very important for us. Good health is above wealth. Besides, if we have one more PE class, we'll be able to do a greater variety of sports activities.

B: You are right! Our PE teacher is very good and his classes are always exciting. Perhaps, we'll even be able to go to the swimming pool.

A: I totally agree with you. One more PE class is the best choice for us.

14.Прочтите и разучите наизусть стихотворения.

College Rap

College is the place
Where students are smart
Because they are turned
To be improved every day and night.
We enter the classrooms
Which are full of magic
Using pen boards, players,
Computers - gadgets.
The process of learning
Is not very hard
Because it's so interesting,
Popular and smart.
All things are for students
To take education:
Sport grounds, laboratories,
Right regulation.

A winter garden,
A swimming pool.
It's so filling,
so cool!

Students like
Keeping old traditions:
Drama, Art, Music
And sport competitions.
The stuff of the college
Is very creative
Fulfilling, strict, kind,
Of course, educative.
I can't imagine
The life without
My taking part
In concerts, crowds.
Now let's imagine
To think together
About friendship,
Motherland, the weather.
We often go to the dendropark
With teachers,
Attend museums, galleries
And draw pictures.

Lessons

You learnt such lots of things at school
And new ones every day.
I think the names of some of them
Are very hard to say.
Writing is an easy thing
But if you're using ink,

Remember not to make a blot,
Dictation's hard I think.
If people say Arithmetic
Is hard, I don't agree:

For if you know your tables, it's
As plain as ABC.

Geography's about the world,
It's interesting for me,
Because I like to hear about
The lands across the sea.
Geography is very nice,
But History is better,

And composition teaches us
How to write a letter.
But reading is the best of all,
For reading's like a key
That open many, many doors;
It opens books for me.

14. Обсудите следующие пословицы и поговорки.

Live and learn. – Век живи – век учись.

It's never too late to learn. - Учиться никогда не поздно.

Knowledge is power. - Знание – сила.

Soon learnt, soon forgotten. Выученное наспех быстро забывается.

To know everything is to know nothing. – Знать все – значит не знать ничего.

Money spent on the brain is never spent in vain. – Деньги, истраченные на образование, никогда даром не пропадают.

Better untaught than ill taught. – Недоученный хуже неучёного.

Like teacher, like pupil. – Какой учитель, такой и ученик.

A little knowledge is a dangerous thing. – Малые знания вредны.

No living man all things can. – Нельзя быть мастером на все руки.

No man is wise at all times. - На всякого мудреца довольно простоты.

Too much knowledge makes the head bald. – Много будешь знать — скоро состаришься.

Practice makes perfect. - Дело мастера боится.

Diligence is the mother of success. - Терпение и труд все перетрут.

Men learn while they teach.

If all good people were clever and all clever people were good, the world would be nicer than ever.

Learning is the eye of the mind.

14. Прочтите идиомы на английском. Переведите дословно, а теперь дайте их эквиваленты на русском, если такие существуют.

It's as easy as 

As easy as ABC - used to indicate that something is very easy and that anyone can do.

Example: English exam was as easy as ABC.

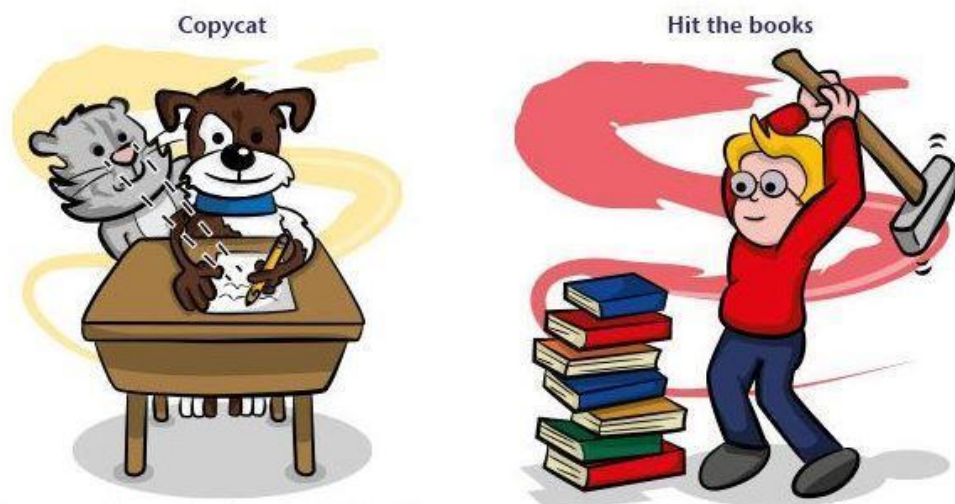


Pass with flying colors – to pass something with a high score

Example: Wish you to pass with flying colors.

Skip class – to not go to school/college when you should

Example: I got low grades in Math because I skipped class a lot.



Copycat - a person who imitates or copies the work of another

Example: Helen! Don't be a copycat!

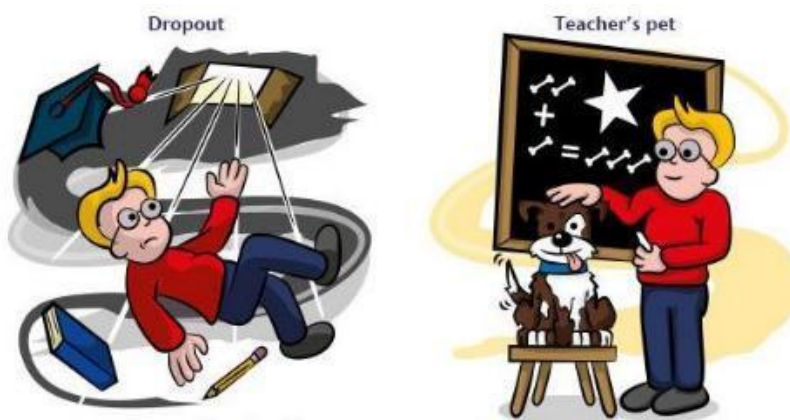
Hit the books - to begin to study hard.

Example: Let's hit the books and do all homework!



A for effort - the work you did was not exactly what you were told or, the results you got were not correct, but you worked really hard for them, so you get an A not because you got them right, but for the effort you put into them.

Example: The outcome of my project was not what the teacher wanted, but she gave me an A for my effort.

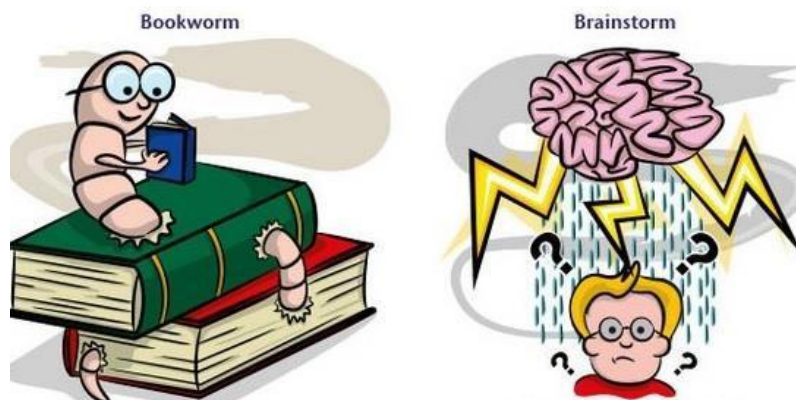


Dropout – to stop attending school/college

Example: We are shocked! Peter dropout the college.

Teacher's pet – the teacher's favourite student

Example: He is teachers' pet.



Bookworm – someone who reads a lot

Example: I don't like him, because he's bookworm.

Brainstorm – to try to develop an idea or think of new ideas

Example: We are planning to brainstorm in the class.

15. Прочтите текст и выберите подходящий заголовок к каждому параграфу. Read the text and choose the most suitable heading below for each paragraph:

1) What Is Education; 2) Formal Education; 3) Informal Education; 4) Different Kinds of Formal Education

Informal and formal education

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

Informal education involves people in learning during their daily life. For example, children learn their language simply by hearing and by trying to speak themselves. In the same informal manner, they learn to dress themselves, to eat with good manners, to ride a bicycle, or to make a telephone call. Education is also informal when people try to get information or to learn skills on their own initiative without a teacher. To do so, they may visit a bookshop, library or museum. They may watch a television show, look at a videotape or listen to a radio programme. They do not have to pass tests or exams.

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

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

16. Прочтите текст и найдите в нем слова и фразы, обозначающие следующее:

система высшего образования, среднее образование, защитить диплом (дипломную работу), заочная и вечерняя формы образования, гуманитарные дисциплины, обязательный, государственные экзамены, степень, профессиональные курсы, точные (естественные) науки, выпускные экзамены, завершение (окончание), специальные курсы, академические предметы, считаться престижным, практика.

General and Vocational Education

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

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

The aim of vocational education is primarily to prepare the students for a job. Some secondary schools specialize in vocational programmes.

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

Higher Education in Russia

Russia's higher education system started with the foundation of the universities in Moscow and St. Petersburg in the middle of the 18th century. The system was constructed similar to that of Germany. In the Soviet times, all of the population in Russia had at least a secondary education. The pursuit of higher education was and still is considered to be very prestigious. More than 50% of people have a higher education.

Russians have always shown a great concern for education. The right to education is stated in the constitution of the Russian Federation. It's ensured by compulsory secondary schools, vocational schools and higher education establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants. Education in Russia is compulsory up to the 9th form inclusive. If a pupil of secondary school wishes to go on with education, he or she must stay at school for two more years. Primary and secondary schools together comprise 11 years of study. Every school has a «core curriculum» of academic subjects. 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. After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. All applicants must take competitive exams. Higher education institutions, that is institutes or universities, offer a 5-years' programme of academic subjects for undergraduates in a variety of fields.

Due to great demands of the international educational organizations, the system of education in Russia began to change over the past years. Universities began transitioning to a system similar to that of Britain and the USA: 4 years for the Bachelor's degree (the first university level degree which is equivalent to the B.Sc. degree in the US or Western Europe) and 2 years for a Master's degree (postgraduate higher education which is equivalent to a Master's Degree (M.Sc, M.A.)) in the US or Western Europe. The Bachelor's degree programmes last for at least 4 years of full-time university-level study.

The programmes are elaborated in accordance with the State Educational Standards which regulate almost 80% of their content. The other 20% are elaborated by the university itself. The programmes include professional and special courses in Science, the Humanities and Social-economic disciplines, professional training, completion of a research paper/project and passing of State final exams. Having obtained the Bachelor's degree, students may apply to enter the Master's programme or continue their studies in the framework of the Specialist Diploma programmes. The Bachelor's degree is awarded after defending a Diploma project prepared under the guidance of a supervisor and passing the final exams. Holders of the Bachelor's degree are admitted to enter the Specialist Diploma and Master's degree programmes.

Access to these programmes is competitive. The Master's degree is awarded after successful completion of two-years' full-time study. Students must carry out a one-year research including practice and prepare and defend a thesis which constitutes an original contribution and sit for final examinations. Nowadays as the system of higher education in Russia is going through a transitional period, the universities are still in the process of these changes; some of them offer the new system of education while others still work according to the prior 5-year system.

17. Найдите в тексте синонимы к следующим словам:

to begin, to continue, disciplines, basis, thanks to, to be the same, research project, guidance, to suggest.

18. Найдите в тексте антонимы к следующим словам:

to start, exclusive, equivalent, to fail an exam, to graduate, to unchanged.

19. Ответьте на вопросы.

1. Where can you get a vocational education?
2. Are there any entrance exams?
3. What are the minimum entrance requirements?
5. How long is the course?
6. What qualifications (degrees) are given at the end of the course?

20. Прочтите текст о ЕГЭ. Разбейтесь на по парам, один студент должен привести аргументы «за» такой формат экзаменов, другой «против». Следующая таблица может служить примером.

For or against exam

For	Against
1. Passing an exam or an examination shows that the candidate can handle problems and communicate effectively; these are important qualities required in the workplace. 2. Exams value your memories and your skills and ability to understand what you are studying. They make you prepare before hand. They also force you to be specific and focused, as time is limited in most exams. 3. Examinations have changed a lot in the past 20 years; most include coursework they help to test an important range of skills. 4. The mental effort of preparation for examinations is valuable; no harm is done to anyone. Without the discipline of examinations, teachers could fail to cover some important topics. 5. Modern examination boards have sophisticated "moderation" systems for ensuring that marking is done fairly. In addition, most examinations include orals, so a student's result does not	1. Examinations test only a limited range of skills; they favor people who have a good memory and good "exam techniques" even though they may not be very original or imaginative. 2. They are stressful and useless. 3. Exams should be abolished, they cause too much stress which some people can't handle. Because of this many people fail their exam. 4. Examinations depress students and deaden their initiative. 5. Teachers can become less creative when they are forced to "teach to the exam". 6. Examinations are set as if all children have reached the same mental level at the same age. However, psychologists and educationalists agree that this is not so. 7. Research has proven that different examiners grade student papers differently. Even, the same examiner will often give different marks to the same paper after a few months.

depend completely on written work.	
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Unified State Exam

This type of examination was adopted recently. It is a test which is passed at the end of 9th and 11th form. It consists of three parts: part A contains tasks where the student has to pick out the correct answer out of several, in part B the correct answer should be written in one word, and no variants are given, and in Part C the student has to write the full solution (as in mathematics) or a composition (as in literature).

The answers are written on special blanks, digitally scanned, with parts A and B being checked automatically by the computer software.

An excellent score ranges, depending on the subject, from 65 (mathematics) to 90 (foreign language) out of 100. What's good for students of 11th form is that now they do not have to pass both their final school exams and entrance exams at a university.

The score of several subjects is summed up; this total score is the basis of accepting a student at a university. Students now also have a chance to apply at several universities and choose one after they get to know if their score is enough to enter this or that university.

21. Домашнее задание. Перескажите текст «Education in Russia», ответьте на вопросы.

Is education compulsory in Russia?

What kind of school do you attend?

Do you pay for your education?

Would you like to study in a private school? Why?

Words for the text:

academic subjects – учебные предметы

competition – зд. конкурс

fierce — жесткий

public — государственный

bachelor's degree – диплом бакалавра

specialist's degree – диплом инженера

master's degree – диплом магистра

higher education — высшее образование

institutions of higher education — высшие учебные заведения

All Russian children have the right to education, but it is not only a right, it is a duty, too. Education in our country is compulsory and now lasts eleven years. It consists of primary education and secondary education.

Primary education starts at the age of 6 or 7 and continues for four years. After finishing primary school pupils go on to secondary school. The school year starts in September and ends in May. Generally there 4 school terms with holidays up to 10 days between them. The summer holidays last from June to September.

Most schools in Russia are comprehensive, which take pupils of all abilities without entrance exams. As a rule, students go to school 5 days a week. But there are also specialized schools, lyceums and gymnasiums, which give profound knowledge in various academic subjects. In lyceums and gymnasiums students study 6 days a week.

After finishing the 9th form students must take 4 examinations. Then young people can choose to stay at school, enter a college or a technical school. But to enter a university they have to study for two more years (either at school or at college).

Higher education in Russia.

There are many colleges and universities in our country, but it is not easy to enter a university or college as the competition is rather fierce. Most of the colleges and universities are public and students do not have to pay for their education.

After 4 years of study students can pass examinations and get a bachelor's degree, after 5 years a specialist's degree and after 6 years a master's degree.

There are a lot of institutions of higher education in our country:

the Moscow State University (Московский Государственный Университет)

the Linguistic University, known as Maurice Thorez Institute of Foreign Languages (Лингвистический Университет, известный как Институт иностранных языков имени Мориса Терезы)

People's Friendship University of Russia (Российский Университет Дружбы Народов)

They are well-known not only in Russia but also abroad.

22. Выучите лексику по теме «How can I prepare my child for preschool?»

- 1) make sure [meɪk ʃʊə] - убедиться, удостовериться, убедиться в том, быть уверенным;
- 2) oversell [ˈəʊvəˈsel] – переоценивать;
- 3) a grown-up – взрослый;
- 4) staff [stɑːf] - персонал, коллектив, личный состав, сотрудники;
- 5) questionnaire [kwɛstɪəˈneɪ] - анкета, опросный лист, опросник;
- 6) throw up [θrəʊ ʌp] - вырвать, рвать, стошнить;
- 7) precaution [prɪˈkɔːʃn] - предосторожность, мера предосторожности, предусмотрительность;
- 8) a change of clothes – сменная одежда;
- 9) challenging behavior – вызывающее поведение;
- 10) apologize [əˈpɒlədʒaɪz] - извиняться, приносить извинения, извиниться, просить прощения;
- 11) range [reɪndʒ] - диапазон, спектр;
- 12) parents' evenings – родительские собрания;
- 13) encouragement [ɪnˈkʌrɪdʒmənt] - поощрение, стимулирование, поддержка;

23. Прочтите текст.

Visit the nursery or playgroup

Make sure you and your child visit together. It's a good time to sell the joys of preschool, showing your about-to-be-preschooler activities you know they'll be interested in and talking about the other children to play with.

But never oversell change to children. Tell them that while you hope they'll have so much fun they'll never feel sad, if some rotten kid steals their comfort toy they should tell a grown-up.

Staff at your chosen nursery or playgroup should explain their processes and routine.

Good preschools get you to fill out a questionnaire that tells them a lot about your child. Staff are similar to your child in not liking surprises and they'd rather know if your child throws up after eating broccoli or is terrified of dogs.

Does my child need to be toilet trained?

Your preschool will want to know how toilet trained your child is. Being toilet trained is de rigueur for some of the playgroups or nurseries that only take children aged over three, but no one expects small children to be fully accomplished at going to the toilet by themselves.

If your child is already toilet trained, don't make them wrestle with zips and buttons but dress them in trousers or skirts with elastic waists (they can get over such fashion crimes later).

Even with these precautions, some children do only want to 'go' on their home toilet, so it's wise to take in knickers and a change of clothes just in case.

What about discipline?

Preschools differ in their approach to challenging behavior. Some will have a 'time out' chair or place, others will expect staff to kneel down and try to find out why the child is doing what they're doing (often a mystery to them as well).

They may ask the child to apologize if they think he or she hurt another child and if something serious has happened they'll tell both sets of parents (so they can fight it out between themselves)

What about dressing themselves?

Most preschools don't expect little ones to have many life skills. While you don't have to worry about your child eating, undressing or putting on shoes, because that's what preschool staff are used to helping with, you could help them socially. Inviting other children round and encouraging them to chat (sort of) and take turns is helpful.

Outside preschool expand the range of your child's activities. Libraries often have storytelling and it will help your child get used to sitting and listening in a group of other children.

You could teach your child some songs and games from your childhood.

How can I help my child settle at preschool?

You should leave enough time to settle your child in every morning, especially early on. Never appear to be rushing, as this will encourage them to cling to you desperately, however much they want to start work in the messy play area. Make them feel you have all the time in the world to say goodbye, but get on with it as prolonged goodbyes don't help anyone.

Never sneak off – always say goodbye clearly or your child will never know who is going to disappear, when. Good preschool staff will open the door and greet your child by name, with a smile, to reduce the risk that you lose your nerve and take your child home again.

Crying when you leave

If your child is upset when you leave, staff are usually happy to distract them, and to reassure you that your child will have stopped sobbing by the time you've reached the end of the path.

Many preschools encourage parents to phone later to check and will call you if your child does not settle within a reasonable time.

Anything preschool staff need to know?

Make sure you tell nursery staff if there's anything your child might be worried about at home – even the goldfish dying can upset a small person.

Parents' evenings

Most preschools have parents' evenings so you can see what your child has been doing – usually fingerprints with paint or, in some more upmarket nurseries, extraordinary feats of artistic genius that almost certainly required several hours of adult 'encouragement'.

Going home time

When you or your child's carer meets your child after preschool, do it properly (i.e. not while you're speaking to someone on your mobile).

Your child needs undivided attention and cuddles for a moment - at least until you can get home and put on a DVD

24. Дайте английские эквиваленты следующим словам выражениям:

Гадкий ребенок; заполнить анкету; панически боится собак; быть приученным к туалету; брать детей в возрасте старше 3х лет; не заставлять их бороться с молниями и кнопками; одевать в брюки и юбки с эластичным поясом; “тайм-аут” стул; расширять спектр деятельности вашего ребенка; уменьшать риск.

25. Дайте русские эквиваленты следующим словам выражениям:

to sell the joys of preschool; with these precautions; differ in their approach to challenging behavior; get used to sitting and listening in a group of other children; to cling to you desperately; a child is upset; fingerprints with paint; undivided attention and cuddles.

26. Поставьте 10 вопросов к тексту.

27. Заполните пропуски словами:

includes; skills; behavior; relationships; rejected; mental; problems; experiences; development.

What Is Challenging Behavior?

Challenging behavior is any behavior that

- interferes with a child's cognitive, social, or emotional (1).....
- is harmful to the child, other children, or adults
- puts a child at high risk for later social problems or school failure

Aggressive (2) aims to harm or injure others. It can be physical or verbal; it can be direct (hitting, pushing, pinching, biting, grabbing, spitting, hair-pulling, threatening, name-calling) or indirect (spreading rumors, excluding others, betraying a trust). Because indirect aggressive behavior endangers (3), social status, or self-esteem, it is sometimes called social or relational aggression.

Aggressive behavior often overlaps with antisocial or disruptive behavior, which inflicts “physical or (4) harm or property loss or damage on others” and violates social norms and expectations. It (5) defying rules, instructions, or authority; arguing, swearing, cheating, lying, stealing, bullying, or destroying objects;

Children with behavior (6) often find themselves rejected by their peers—disliked, ridiculed, excluded from play in child care and school, and not invited to birthday parties or other children's homes. These (7) wound their self-esteem and self-confidence, leave them isolated and depressed, and deprive them of opportunities to develop and practice the social and emotional (8) they desperately need. Instead they learn to expect rejection and may even discover that the best defense is a strong offense and strike out preemptively to protect themselves. Once rejected, a child will probably continue to be (9) and will have a hard time joining a new group.

28. Домашнее задание. Напишите сочинение-рассуждение в свободной форме “Nursery school and family”.

Практические занятия № 9-10.

Тема: Система дошкольного образования в стране/странах изучаемого языка.
Система школьного образования в стране/странах изучаемого языка.

1. Выучите лексику по теме.

- 1) take place [teɪk pleɪs] - происходить, произойти, иметь место, случаться;
- 2) proposed activity [prəˈpəʊzd ækˈtɪvɪti] - планируемая деятельность, предлагаемая деятельность, предлагаемое мероприятие, намечаемая деятельность, предполагаемая деятельность, предлагаемый вид деятельности;
- 3) proposal [prəˈpəʊzəl] - предложение, заявка;
- 4) treasure chest [ˈtrezə ʃest] - сундук с сокровищами, сундук сокровищ, сокровищница;
- 5) opportunity [ɒpəˈtjuːnɪti] – перспектива, возможность, шанс;
- 6) to refine [rɪˈfaɪn] - усовершенствовать, улучшать, облагораживать, совершенствовать, облагородить, оттачивать, уточнять, детализировать;
- 7) hand-eye coordination – координация рук и глаз;
- 8) to differentiate [dɪfəˈrenʃieɪt] - дифференцировать, различать, отличать, разграничивать, отделять;
- 9) increasingly [ɪnˈkriːsɪŋli] - в большей степени, в большей мере, чрезвычайно;
- 10) dental hygiene [dentl ˈhaɪdʒiːn] - гигиена полости рта, гигиена зубов;
- 11) to stay for a nap – оставаться на дневной сон;
- 12) lullaby [ˈlʌləbaɪ] - колыбельная, колыбельная песня;
- 13) nutrient [ˈnjuːtriənt] - питательное вещество;
- 14) extended time [ɪksˈtendɪd taɪm] - продолжительное время;
- 15) engage [ɪnˈɡeɪdʒ] - привлекать, нанимать, включать, вовлекать;

2. Прочтите и переведите текст.

A day at the Nursery “IL Cucciolo”

IL Cucciolo Nursery organises and divides the children into small groups based on their psycho-physical development, their motor and emotional needs and age group:

- 3-12 months (small)
- 13-23 months (medium)
- 24-36 months (big)

Reception and welcoming the children takes place between 7.30 am. and 9.30 am and includes: free play and the time dedicated to 'getting together' with the “Good Morning ritual”

Proposed activities from 10.00 am to 11.00 am: the children are able to choose from different proposed activities, working in small groups in various centers of interest; Depending on the age of children the proposals can range from the treasure chest, the blue blanket, sound bottles, to tactile and olfactory pouches, sensory panels, mobiles for smaller children, to symbolic play, to artistic play with natural materials, water and flour mixtures, the blue boxes, narrative workshops, dressing up box, for the older children.

Lunch at 11:00 am: children in the small babies section are given the opportunity to experience food with their hands, with the purpose of establishing a positive relationship with food. It is essential that the small children can touch the food which passes from the hands to the mouth, we use double cutlery: a spoon for the educator and one for the baby who has the chance to try to go it alone, to refine his/her hand-eye coordination. In the little walkers section, children begin to

differentiate the first course from the second, to experience the 'pieces' and increasingly they want to do it alone. RETURN TO LUNCH

Hygiene from 12:00 am. to 1:00 pm: dedicated to nappy changing, face and hand washing and for the older children, dental hygiene

Possible **First Home Time** for reduced time **at 1:00 pm:** the children who do not stay for a nap go home.

Naptime from 1:00 pm to 3:00 pm: the lights are dimmed and the educators lie next to the babies thereby providing them the physical proximity they still need, singing lullabies or leaving it to relaxing music to accompany and sooth the children to sleep.

Snack (4:00 pm-4:30 pm) Children need a lot of energy and nutrients to keep them going all day. Il Cucciolo offers the "HEALTHY SNACK" project with instructions and tips for parents on how to provide healthy snacks.

Possible **Second home time** for reduced time **4:00 pm:** the children who do not stay for a snack go home.

Home time for extended time and **afternoon workshops** from 4:00 pm to 6:00 pm: children can participate in the workshops proposed by the educators for each section, or can engage in free play activities.

3. Дополните следующие предложения.

- | | |
|--|---|
| 1) Reception and welcoming the children takes place | a) with the purpose of establishing a positive relationship with food. |
| 2) From 10.00 am to 11.00 am the children are able to choose from different proposed activities, working in small groups | b) in various centers of interest |
| 3) Children in the small babies section are given the opportunity to experience food with their hands,..... | c) to keep them going all day |
| 4) Children need a lot of energy and nutrients..... | d) proposed by the educators for each section, or can engage in free play activities. |
| 5) Children can participate in the workshops..... | e) between 7.30 am. and 9.30 am |

4. Дайте 2ю и 3ю форму глаголов, найдите данные глаголы в тексте и переведите предложения в том времени, в котором использованы глаголы.

include	differentiate	participate
choose	stay	engage
range	lie	
touch	keep	
refine	provide	

5. Прочтите и переведите на русский язык.

Daily routine

7.00 – 9.00 a.m. The children can be dropped off

7.30 – 8.30 a.m. Breakfast

8.30 a.m. Free play

9.00 a.m. Morning circle, morning welcome ritual with topic-specific games and songs

9.30 a.m. Second breakfast, fruit and drinks

9.45 a.m. Free play

10.45 a.m. Sequences, age-appropriate activities based on the topic of the month with nursery nurses and specialist teachers

11.25 a.m. We make sure the children have healthy, balanced organic food for lunch. The food is freshly prepared each day by our cook.
 12.45 p.m. Tooth-brushing and midday rest or sleep
 1.30 p.m. Free play
 2.00 p.m. Supervised activity, e.g. trips to the forest, lake or playground
 4.00 p.m. Tea
 4.15 p.m. Free play and pick-up of children
 6.30 p.m. Nursery closed

6. Переведите на английский.

Первая Младшая группа (дети с 2 до 3 лет)

Дома

Подъем, утренний туалет 06.30 - 07.30

В дошкольном учреждении

Прием детей, самостоятельная деятельность 07.00 - 08.00

Подготовка к завтраку, завтрак 08.00 - 08.20

Самостоятельная деятельность 08.20 - 09.00

Занятия по группам 08.30 - 08.45 - 09.00

Подготовка к прогулке 09.00 - 09.20

Прогулка 09.20 - 11.20

Возвращение с прогулки, самостоятельная деятельность, подготовка к обеду 11.20 - 12.20

Обед 11.45 - 12.20

Спокойные игры, подготовка ко сну 12.00 - 12.30

Дневной сон 12.30 - 15.00

Постепенный подъем, самостоятельная деятельность 15.15 - 15.25

Самостоятельная деятельность 15.25 - 16.15

Занятия по группам 15.45 - 16.00 - 16.15

Подготовка к прогулке 16.15 - 16.30

Прогулка 16.30 - ...

7. Прочтите текст о системе школьного образования в Америке, обсудите, считаете ли вы американскую школьную систему сложнее, чем отечественную.

School Education

Every autumn more than 44 million young Americans walk through the doorways of about 106 thousand elementary and secondary schools for the start of a new school year. The young people fill classrooms after leaving kindergartens and continue to study up to the 12th grade. The common pattern of organization, referred to as 6-3-3 plan, includes elementary school in grades 1 through 6, junior high school in grades 7 through 9 and senior high school in grades 10 through 12. However, many variations on the patterns exist in the USA. The school year is usually 9 months, from early September to mid-June. The children attend classes usually for five days a week until the beginning of the following summer. They don't attend classes on public holidays, or when they have their vacations for Christmas or Easter.

In the USA there are two types of schools – public schools which are supported by the state and where schooling is free of charge, and private schools, where the families have to pay special attendance fees. These schools

are usually controlled by different churches or religious groups. In such schools religious teaching is a part of the curriculum, which also includes the traditional academic subjects which are taught in public schools.

Each of the 50 states in the USA has its own laws regulating education. All states require young people to attend school, but the age limits are different. They may be from 7 to 16, or 6 to 18.

About 85% of American schoolchildren attend public schools, and 15% – private schools. Public schools are controlled by boards of education of the state or the district where the school is situated. These boards are responsible for the curriculum, the selection of the teachers and other aspects of school life.

American schoolchildren pass through two main stages of school education on their way to get a high school diploma. They attend the elementary school and then the secondary school. The elementary school may include 8 grades in some places, and 6 grades in others. Many Americans call the elementary school a “grammar school”. Secondary education may begin with grade 9 or with grade 7. It depends on the way elementary education is organized in this or that state or district. Usually secondary school means grades 9-12. These grades are popularly called “high school”, and the young people who attend these schools are called high school students.

The main purpose of the elementary school is the general intellectual and social development of the child. Curricula vary with the organization and educational aims of individual schools and communities. Though there is no national curriculum in the USA certain subjects are taught in all the 12 grades across the country. Almost every elementary school provides instruction in maths, language, penmanship (the rules of writing), science, social studies (it includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools, courses in the use of computers have been introduced. And in some cases they begin to study a foreign language.

Most high school students follow a basic course that includes English, science, social studies and physical education. Elective subjects may be chosen in the fields of foreign languages, fine arts and vocational training. School counselors help students in choosing electives that will be necessary for their future work or further education at the university or college.

The usual requirements for high school graduation are about 18 “units” of course work. A high school “unit” is equal to about 120 hours of classes in one subject (3 hours a week). Students who plan to attend college need over 20 units. High school students usually take exams in the subjects they are studying at the end of each semester. Their marks (grades) are based partly on these examinations and partly on other tests, homework and work in class. They can get a grade of A (excellent), B, C, D or F (fail). Students who have passed enough courses graduate from high school with a high school diploma.

American schools face many problems. One of them is connected with the “drop-out” of high school students before graduation because of poor material conditions at home. Many specialists in the field of education consider that more attention must be paid to the quality of education. Parents are often displeased with the low level of knowledge of public school leavers and demand that a national curriculum should be worked out.

8. Ответьте на вопросы:

1. How many young Americans attend elementary and secondary schools?
2. Is American schooling free of charge?

3. Who controls public schools?
4. What are the boards of education responsible for?
5. What is the common pattern of school education in the USA?
6. What subjects are taught in the elementary school?
7. What are the required basic subjects at a secondary school?
8. What are electives necessary for?
9. What are the requirements for high school graduation?
10. How are students graded in American schools?
11. Is a school reform a vital issue of today's America? Why? What problems does the system of school education face?

9. Сравните американскую школьную систему образования (начальную и среднюю школу) с русской. Подтвердите свои идеи.

1. Is education in the US schools strongly class marked and divided? Can you say the same about the education in your country?
2. Do you see any difference between elementary education in the USA and Russia? What is it?
3. What is the main difference between secondary education in these countries? What are positive and negative features in both of them?
4. What do you like (don't like) in American/Russian system of education? Why?

10. Прочтите текст и расскажите, как организованы музыкальные события, пьессы, танцы, выпускной в американской школе.

American high schools have all sorts of traditions. There are lots of sports and musical events, plays and dances, but the biggest events are Homecoming and the Prom.

American School Traditions

At the beginning of the school year students (and former students as well) celebrate Homecoming. There is usually a parade of floats, a football game with a rival school (with cheerleaders dancing and shouting to support their teams) and a big dance, too. Students vote for a Homecoming King and Queen who are usually chosen because they are popular or attractive. Often, the King and Queen are the best football player and a cheerleader.

At the end of the last year of high school there is a special huge party called a Prom. It's the last party before university and it takes place after you've passed all your exams. During the year, an elected committee meets up to discuss the theme, the place, the music and the DJs.

There is also all the excitement of who you'll go to the prom with. It may be your boyfriend or girlfriend or just a close friend.

After choosing a date, the real fun begins. Girls plan what they are going to wear months before and can spend hundreds of dollars on their dresses and shoes. Guys usually buy or rent a tuxedo.

On prom day girls usually get up very early and get their hair and nails done. Many girls get together at someone's house and spend most of the day preparing together – dressing, doing makeup, etc. Guys, on the other hand, hang together for a while and then get ready at the last moment.

Some students go out to dinner before the prom and arrive at the party fashionably late.

Lots of people also take pictures on this special day. After all, it's the end of school life and the beginning of adulthood.

11. Повторите лексику по теме:

1. to receive	получать
2. full-time	по полной программе
3. education	образование
4. Infant school	начальная школа
5. Junior	младшая школа
6. tested	проверяемый
7. to include	включать (в себя)
8. timetable	расписание
9. to measure	мерить
10. streams	потоки
11. according	в соответствии
12. stage	ступень
13. Primary education	начальное образование
14. Secondary education	среднее образование
15. Comprehensive	единая школа
16. majority	большинство
17. Curriculum	учебный план
18. to consist of	состоять(из)
19. to lead	вести, приводить
20. level	уровень
21. range	ряд
22. crucial	решающий
23. to leave	оставлять
24. to compete	завершать
25. further	дальнейший
26. enough	достаточно
27. entry	поступление
28. training	обучение

12. Прочтите и переведите текст.

SCHOOLS IN BRITAIN

All children and young people between the ages of 4 or 5 and 16 must receive fulltime education in Britain.

At the age of five all children go to infant school and stay there until they are seven. Then they go to junior school where they study arithmetic, reading and composition, which are all tested subject. History, Geography, Nature Study, Art and Music, Physical education are also included into the timetable.

At 7 and 11 years old teachers measure children's progress in each subject. Pupils are streamed according to their ability to learn into A, B, C and D streams.

Infant and junior schools are the stages of primary education. To receive secondary education most children go to comprehensive school. The large majority of schools teach both boys and girls together. The Curriculum consists of English, mathematics, science, history, geography, technology, music, art, physical education and, for older pupils, a modern language. The young

people stay at school till they are 16. Their years at secondary school may lead to General Certificate of secondary education (GCSE)* examinations. They are taken by students all levels of ability in any of a range of subjects.

16 is a crucial age when young men and women have to decide whether to stay at school, to go on to a college, to look for a job, or to start a Young Training programme.** Those not staying at school or going on to college after the age of 16 normally leave when they have completed their GCSE examinations. Those who choose to stay on at school after GCSE usually study for further years for «A» (advanced) level exams in two or three subjects.

Some comprehensive schools, however, do not have enough academic courses for them. Students can move either to a grammar school*** or to a sixth-year college**** to get the courses they want.

The «A» level exam is taken at the age of 18, and is the main standard for entry to university education and to many forms of professional training.

**GCSE (General Certificate of secondary education) – аттестат о среднем образовании*

*** Young Training programme – программа профессионального обучения молодежи*

**** Grammar school – a type of school preparing for university*

*****Sixth-year college – подготовительный колледж*

13. Найдите английские эквиваленты в тексте.

Все дети и молодые люди; получить полное образование; в пятилетнем возрасте; до семи лет; предметы, подлежащие тестированию; природоведение; физвоспитание; проверить и оценить успехи детей; детей делят на потоки в соответствии с их способностями к учебе; степени начального образования; чтобы получить среднее образование; подавляющее большинство школ; учебный план; современный язык; экзамены на аттестат о среднем образовании; решающий возраст; решать, остаться ли в школе; пойти в колледж; искать работу; начать заниматься по программе профессионального обучения молодежи; по двум или трем предметам; курс по желанию; главное условие для поступления; университетское образование; профессиональное образование.

14. Ответьте на вопросы:

Is education compulsory in Great Britain?

Between what ages must British children and young people receive full-time education?

What stages does the primary education consist of?

What school do British children go to at the age of five?

How long do they stay there?

How long do they study at the junior school?

How are pupils streamed into A, B, C and D streams?

At what school do children study to receive secondary education?

What subjects does the Curriculum of the comprehensive school consist of?

How do their years of study end?

What age is considered to be a crucial age and why?

What do the young people who choose to stay on at school do?

15. Ответьте на вопросы об образовании в России, сравните его с британским образованием.

1. Between what age must Russian children and young people receive full-time education?
2. At what school do the children of Russia study to receive secondary education?
3. What subjects does the Curriculum of secondary school consist of?
4. What certificate do young people get after finishing school?
5. What exams do they take to get the certificate?
6. At what age must Russian young men and women decide whether to stay at school or to start a training programme?
7. What do young people usually do after leaving school?

16. Переведите на английский:

- a. Все дети в Великобритании с пяти лет начинают учиться в школе. Сначала они посещают начальную школу, а по достижении семи лет они переходят в младшую.
- b. Когда детям исполняется 7, а затем 11 лет, учителя проверяют их знания по каждому предмету.
- c. Почти во всех школах проводится совместное обучение мальчиков и девочек.
- d. В учебный план включены такие дисциплины, как английский язык, математика, естественные науки, история, география и другие.
- e. По окончании средней школы может быть получен аттестат о среднем образовании.
- f. 16 лет – это решающий возраст, когда молодежь стоит перед выбором, оставаться ли в школе, идти учиться в колледж, искать ли работу или включиться в программу профессионального обучения молодежи.
- g. Те, кто выбирает дальнейшее обучение в школе, продолжают учиться для подготовки в университет.

16. Выполните письменный перевод.

- a. В Англии и Уэльсе учебный год обычно начинается в сентябре и заканчивается в июле, в Шотландии он длится с августа по июнь.
- b. Ученики всех возрастов работают в школьных мастерских. Это, по мнению преподавателей, способствует развитию их индивидуальности и помогает приобрести навыки в коммерческом деле.
- c. Родителей регулярно извещают о делах и проблемах школы, в которой учится их ребенок, о его успехах.
- d. Приблизительно в возрасте 16 лет ученики сдают экзамены для получения аттестата о среднем образовании.
- e. В течение последующих двух лет они изучают две или три дисциплины для получения профессиональной подготовки или поступления в университет.

17. Домашнее задание. Search the Internet for out-of-school activities (arts, sports, etc.) in the USA or Great Britain and share the information in class.

Практические занятия № 11-13.

Тема: Система СПО и ВПО в стране/странах изучаемого языка. Ознакомительное чтение: текст «Education in the United Kingdom». Поисковое чтение: текст «Education in the United States of America».

- 1. Прочтите текст и расскажите, какие шаги необходимо принять выпускникам школ, чтобы поступить в университет в США.**

Admission to a University

Although admission policies vary from one university to another, they are usually based on several criteria, including a student's high school course of study, high school GPA (Grade Point Average), participation in extracurricular activities, SAT (Scholastic Aptitude Test) or ACT (American College Testing) exam scores, a written essay, and possibly a personal interview.

The university admission office considers whether a student has taken courses in high school that have prepared him/her for more difficult coursework. A student's high school GPA is also considered. A GPA is a quantitative figure representing a student's accumulated grades. Each letter grade is assigned a number of points: A = 4 points, B = 3, C = 2, D = 1 and F = 0. A GPA is calculated by adding all the points earned for each course grade and dividing the total points by the total number of courses taken. For example, a GPA of 3.0 is a "B" average for all the courses taken.

University admissions officers like to see applications from high school students who have participated in extracurricular activities, such as scholastic clubs, athletic teams, student government, and philanthropic clubs. Voluntary participation in these kinds of activities is an indication that students have learned valuable life lessons, such as teamwork, leadership, or civic responsibility.

Most students in the United States take the SAT or the ACT during their final year at high school. Each university sets a minimum SAT or ACT score that a student must achieve in order to gain admission. These are standardized quantitative examinations. The SAT tests critical reading, mathematics, and writing skills. The ACT tests English, mathematics, reading, science reasoning and includes an optional writing test.

Universities often require students to write an essay as part of the application process. Each admission office determines the length and content of the essay. The applicant also may be required to have a personal interview with a representative from the admission office.

- 2. Сравните требования к поступлению в американские и русские заведения высшего профессионального образования. Напишите преимущества и недостатки каждого. Используйте источник интернет для справки.**
- 3. Прочтите текст, скажите, какие заведения среднего и высшего профессионального образования более престижны. Почему?**

Types of the US Higher Education Schools

- 1. State College or University**

A state school is supported and run by a state or local government. Each of the 50 US states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word “State” in their names: for example, Washington State University and the University of Michigan.

2. Private College or University

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than at state schools. Often, private American universities and colleges are smaller in size than state schools. Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a number of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

3. Community College

Community colleges are two-year colleges that award an associate’s degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally an associate of arts or an associate of science. Not likely to be transferrable are associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending a community college, they can complete their Bachelor’s degree programme in two or more additional years. Many also offer ESL or intensive English language programmes, which will prepare students for university-level courses.

4. Institute of Technology

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

4. Объясните разницу между:

- a) a state and private college;
- b) a community and state college;
- c) an institute of technology and university.

5. Прочтите текст и выпишите характерные особенности, которые присущи для системы высшего образования в США.

Higher education in the US is also called postsecondary education which is broadly divided into two different sectors: postsecondary vocational education and training, which is non-degree, and higher education which includes studies undertaken in degree-granting institutions for academic credit.

The US higher education system is characterized by accessibility, diversity and autonomy and is known for both its size and quality. The federal government has no jurisdiction or authority over the recognition of educational institutions, members of the academic professions, programmes or curricula, or degrees or other qualifications. Nearly all US postsecondary institutions are licensed or chartered by a state or municipal government to operate under the ownership of either a government (if public) or a private corporation (if independent), and may be for-profit or not-for-profit enterprises. Religious institutions are considered independent or private.

The academic year is usually 9 months, or two semesters of 4 and a half months each. Studies begin in September and end in July. There are summer classes for those who want to improve the grades. Students who study at a university or four-year college are known as undergraduates: the first-year student is called a freshman; the second-year – a sophomore; the third-year student is known as a junior; and the fourth-year student – a senior. Those who have received a degree after four years of studies are known as graduates. During one term or semester a student will study 4 or 5 different subjects.

The students' progress is controlled through oral or written tests, term papers and a final examination tests in each course. Each part of a student's work in a course is given a mark which helps to determine one's final grade. A student's record consists of his grade in each course. College grades are usually on a fivepoint scale: A – is the highest and is equal to 5 points, B = 4, C = 3, D = 2, E or F means failure.

Each college or university has its own curriculum. There are courses that every student has to take in order to receive a degree, they are called major subjects or "majors". At the same time there are subjects which a student may choose himself for his future life, they are called "electives". A student has to earn a certain number of "credits" (about 120) to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

There is no legal distinction between "university level" and "non-university level" higher education. The level of studies is outlined by the level of qualification offered in a specific programme rather than by the type of institution offering it. Educational programmes corresponding to "non-university level technical/vocational postsecondary studies" would include all technical and occupational programmes that lead to a degree, diploma or certificate below the Bachelor's degree.

The Associate degree is the first academic or professional degree that can be awarded in the US postsecondary education. Holders of this degree may apply to enter higher degree programmes at the Bachelor's level. Programmes of study for this degree are usually designed to take 2 years of full-time study, but some take longer to complete. The Associate degree may be awarded in the liberal arts and general studies as an academic qualification or it may be awarded in a professional occupational field.

The Bachelor's degree is the second academic degree that can be awarded in US postsecondary education, and is one of two undergraduate (first) degrees that qualify a student to apply to programmes of advanced (graduate) study. Programmes of study for this degree are designed to take between 4 and 5 years depending on the field of study.

The Master's degree represents the second stage of higher education and is the first advanced (graduate) degree. The US Master's degrees may be awarded in academic or professional fields. Most Master's degrees are designed to take

2 years of full-time study, although the time may vary depending upon the subject, the preparation achieved by the student at the undergraduate level, the structure of the programme, and whether the degree is pursued on a full or a part-time basis. Research-based Master's degrees generally require completion of a series of advanced course and seminar requirements, comprehensive examinations, and an independent thesis. Non-research Master's degrees generally require completion of a special project as well as coursework and examinations.

The Research Doctorate represents the third and highest stage of higher education in the United States and may be awarded in academic disciplines and some professional fields of study. This degree is not awarded by examination or coursework only, but requires demonstrated mastery of the chosen subject and the ability to conduct independent, original research. Most doctoral degrees take at least 4 or 5 years of full-time study and research after the award of a Bachelor's degree or at least 2 to 3 years following a Master's degree. The actual time to obtain the degree varies depending upon the subject and the structure of the programme.

Any of these institutions of higher education may be either public or private. The public institutions are financed by the state. 28% of the US institutions are public, 72% – private. Tuition fees at private institutions are about 20,000 dollars a year and even higher, at public institutions they are about 5,000 dollars a year.

Many students need financial aid to attend a college or a university. When a family applies for aid, an analysis is made of the parents' income. The aid may be given in the form of a grant which the student doesn't need to pay back. It may be given as a loan, which the student must pay back after graduation.

6. Ответьте на вопросы:

1. What is the US higher education characterized by?
2. Is there any distinction between "university level" and "non-university level" higher education?
3. How are students of different years of study called?
4. What is the term of studies for different degrees?
5. What is the BA or BS awarded for?
6. What is the first advanced degree? What are the requirements for it?
7. What degree requires the ability to conduct independent, original research?
8. Why do most students study at public institutions?
9. How can a student receive financial aid?
10. What is the difference between the "majors" and "electives"?
11. How is the students' progress controlled during the term?
12. Why does a student have to get a number of "credits"?

7. Дополните предложения информацией из текста.

1. The federal government has no authority over
2. All US postsecondary institutions may be for-profit or enterprises.
3. For those who want to improve the grades there are
4. Students at a university or four-year college are known as
5. During one term or semester a student studies different subjects.
6. A student's record consists of
7. The level of studies is outlined by rather than

8. Holders of the Associate degree may apply to
9. The US Master's degrees may be awarded in
10. More students study at public institutions of higher education because
11. When a student applies for aid, an analysis is made of

8. Прочтите диалог и дополните его по смыслу представленными ниже словами:

Master's

BA

PhD

funded

degree

facilities

courses

stands for

terminology

transfer

application

BS

majored

high school

American Educational System

Lars: Tina, I'm trying to fill out this job, and they want to know about my educational history. It's a little confusing because I don't understand the they are using. I don't really know much about the American educational system.

Tina: In America, all students basically study the same thing until they are around 18. After students have the choice to start working or to go to college.

Lars: What is the difference between a college and a university?

Tina: In the US there isn't a big difference between the two. Colleges tend to be smaller schools, and universities are usually larger schools with more; however, we often use these words interchangeably.

Lars: Can Americans do to prepare themselves for their future careers? Many people do that kind of job training in my country.

Tina: That's not very common in the United States. Americans usually learn on the job; however, some junior colleges offer shorter, more practical career training programs.

Lars: What are junior colleges?

Tina: Colleges and universities here are extremely expensive. Even schools which are by the government can cost thousands of dollars a year. Most states have created junior colleges, which are inexpensive schools where students can complete the first two years of their education. Afterwards, students can to a four-year college or university to complete their Bachelor's And, as I've mentioned, they also provide career training and continuing education courses.

Lars: What does mean? Is that the same thing as a bachelor's?

Tina: That Bachelor of Science. You also often hear the abbreviation, which is short for Bachelor of Arts. For example, I in chemistry, so I have a Bachelor of Science; but, my brother studied philosophy, so he has a Bachelor of Arts.

Lars: I thought you studied German literature.

Tina: That was my secondary field of study.

Lars: And after finishing your Bachelor's?

Tina: Students can continue studying and receive a, which usually requires an additional two years of study. And of course, the highest degree is called a, which is another word for the doctorate.

9. Ответьте на вопросы:

- A. Do boys and girls go to the same schools?
- B. Do they have to go school by law?
- C. At what age do children start school?
- D. At what age can children leave school?
- E. What type of education is there after school?

10. Прочтите текст, обращая внимание на слова, выделенные жирным шрифтом.

STATE EDUCATION IN BRITAIN

All state schools in Britain are **free**, and schools provide their pupils with books and equipment for their studies. Nine million children attend 35, 000 schools in Britain. Education is **compulsory** from 5-16 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. 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-years-olds continue their studies in the **sixth form** at school or at a sixth form college. The sixth form prepares pupils for a national exam called **`A` level** (Advanced Level) at 18. You need **`A` levels** to enter a university. Other 16-years-olds choose to go to a college of **further education** to study for more practical (vocational) diplomas relating to the world of work, such as hairdressing, typing or mechanics.

Universities and colleges of **higher education** accept students with **`A` levels** from 18. Students study for a **degree**, which takes an average three years of full- time study. Most students **graduate** at 21 or 22 are given their degree at a special graduation ceremony.

12. Дайте определения на английском словам и выражениям из рамки.

<i>compulsory</i>	<i>to finish university</i>
<i>co- educational</i>	<i>must do</i>
<i>degree</i>	<i>qualification from a university</i>

graduate	boys and girls study together
----------	-------------------------------

13. Найдите английские эквиваленты следующим словам:

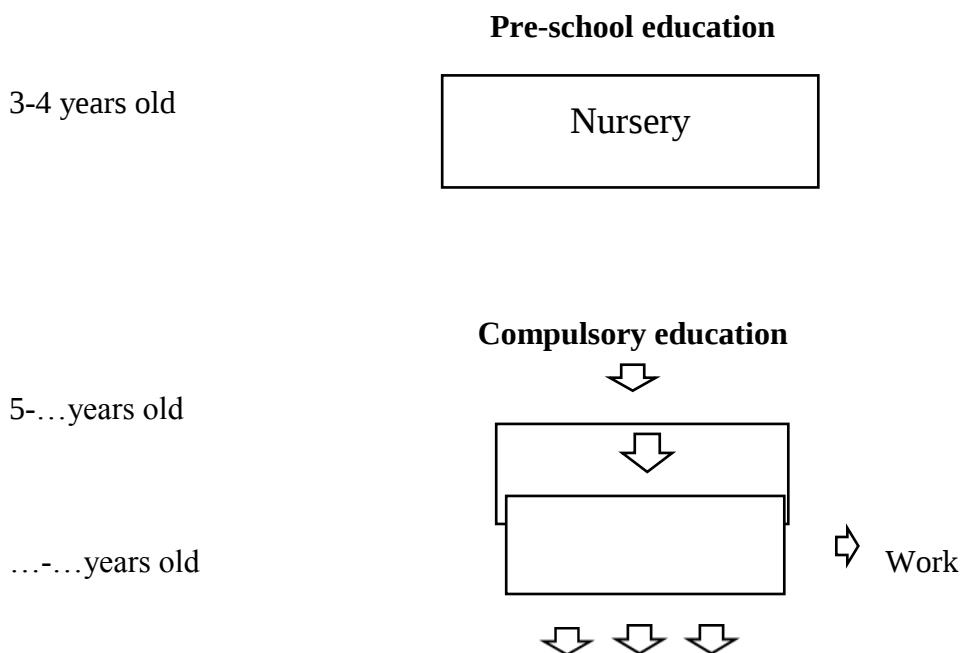
бесплатное, обязательное, совместное, посещать, дошкольное образование, среднее образование, высшее образование, окончить школу, окончить институт, получить диплом, дневное обучение, степень, единая школа, принимать, продолжать, выбирать, диплом о средне- профессиональном образовании.

14. Закончите предложение:

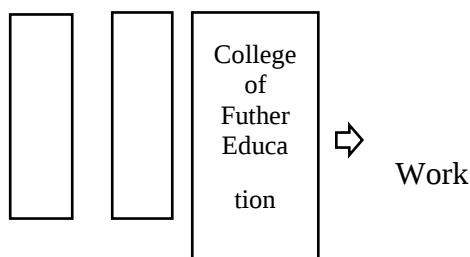
- a. The school- leaving age Britain is...
- b. Pupils go to... school before secondary school.
- c. There are... schools for the under- 5s
- d. The national exam at 16 is...
- e. The national exam at 18 is...
- f. Universities are part of...

15. Дополните диаграмму, вписывая типы учебных заведений в рамки. Впишите также возраст обучающихся для каждого типа учебного заведения.

(Complete the diagram by writing the name of each type of school in the boxes. Write the age pupils at each type of school)



...-...years old



18-21 years old



16. Обсудите различия между российской системой образования и британской.

17. запишите предложения в тетрадь.

18. Нарисуйте диаграмму или ментальную карту, презентуя российскую систему образования. .

19. Answer the questions:

- a. Are all state schools in Britain free?
- b. Do schools provide their pupils books and equipment?
- c. Is education compulsory?
- d. When education is compulsory?
- e. When do children start school?
- f. What does the word 'co- educational' mean?
- g. How is national exam at 16 called?
- h. How is national exam at 18 called?
- i. What degree do pupils need to enter university?

20. Прочтите текст, выполните литературный перевод. Составьте вопросы по фактам, которые вам были до этого не известны.

British education has many different faces, but one goal. Its aim is to realise the potential of all, for the good of the individual and society as a whole.

Well over 90 per cent of children of compulsory school age go to state schools. Some 60 per cent of 16-year-olds stay on in full-time education. And for adults of all ages, universities, polytechnics and other colleges provide a vast array of courses, both academic and vocational. The past few years have seen a lot of changes in Britain's traditionally decentralised education system. The most

significant in England and Wales were introduced under the Education Reform Act 1988. This led to the phasing-in of a compulsory National Curriculum for pupils aged 5 to 16 in state schools. The Act also aims to give parents a wider choice of schools for their children, and to grant schools, parents and the local community more responsibility in running school affairs.

Local education authorities finance most schools and further education at the local level. They employ teachers and allocate budgets to school, the largest of which manage their own budgets. Every state school in England and Wales has a governing body, responsible for the school's main policies. It includes teachers, parents and members appointed by local education-authorities. Schools can apply for «grant-maintained status». This means that they «opt out» of local education authority control and receive funding directly from central government. Parallel reforms are being introduced in both Scotland and Northern Ireland. In Scotland, 12 education authorities are responsible for providing education locally, and in Northern Ireland, public education is administered locally by five education and library boards.

21. Переведите на английский:

- a. В Англии и Уэльсе учебный год обычно начинается в сентябре и заканчивается в июле, в Шотландии он длится с августа по июнь.
- b. Ученики всех возрастов работают в школьных мастерских. Это, по мнению преподавателей, способствует развитию их индивидуальности и помогает приобрести навыки в коммерческом деле.
- c. Родителей регулярно извещают о делах и проблемах школы, в которой учится их ребенок, о его успехах.
- d. Приблизительно в возрасте 16 лет ученики сдают экзамены для получения аттестата о среднем образовании.
- e. В течение последующих двух лет они изучают две или три дисциплины для получения профессиональной подготовки или поступления в университет.

22. Прочтите текст и найдите 2 отличия между государственными и частными школами в Британии.

PRIVATE EDUCATION

Seven per cent of British school children go to private schools called **independent** schools. There are 2,400 independent schools and they have been growing in number and popularity since the mid-1980s.

Parents pay for these schools, and **fees** vary from about 250 a term for a private nursery to f.3,000 a term or more for a **secondary boarding school** (pupil's board, i.e. live at the school). Some

independent schools are called prep schools because they prepare the children for the Common Entrance Exam, which they take at the age of 13. This exam is for entry into the best schools.

The most famous schools are called '**public schools**' and they have a long history and tradition. It is often necessary to put your 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.

The majority of independent secondary schools, including public schools, are single-sex, although in recent years girls have been allowed to join the sixth forms of boys' schools. Independent schools also include religious schools (Jewish, Catholic, Muslim etc.) and schools for ethnic minorities.

23. Дополните предложения.

The most famous private schools are known as...

Parents have to pay... for private schools.

At 13, pupils take the... to enter public schools

24. Ответьте на вопросы.

Answer the questions.

1. What is the main division in the educational system of the USA?
2. What schools do the majority of American children attend?
3. Who controls public schools?
4. What is the compulsory school age in the majority of states?
5. What subjects does the program of the elementary school include?

25. Прочтите и прослушайте текст. Проверьте свои ответы на вопросы из предыдущего упражнения.

EDUCATION IN THE UNITED STATES OF AMERICA

Americans have shown a great concern for education since colonial times. Among the first settlers there was an unusual high proportion of educated men. Some of them, graduates from Cambridge, founded Harvard College in 1636.

Today 35 % of Americans aged 3-4 attend nursery schools. 95 % of 5-years-old attend kindergartens. 88 % of American children attend public schools and 12 % go to a private schools. The USA has 77,000 elementary schools, 23,000 high schools and 8,000 combined ES / HS. 75 % of students graduate from high school. About 60 % of all school graduates enter colleges and universities.

The American system of education differs somewhat from the systems of other countries. The United States doesn't have a national system of education. Education is "a national concern, a state responsibility, and a local function". The American system of education differs somewhat from the systems of other countries.

Under the USA Constitution the federal government has no power to make laws in the field of education. Thus, education remains primarily a function of the states. Each state has a Board of Education.

Education is compulsory for every child from the age of 6.

In each school the "principal" i.e. headmaster of the school decides the curriculum for each grade in his own school. There are different types of schools: public schools, private schools, parochial schools (schools run by the Church), schools specializing in art, literature, or science, etc.

The most common system of education comprises:

Nursery schools from 3 to 4;

Kindergartens from 4 to 6

Elementary Schools from 6 to 12 (from 1st grade to 6th grade) Junior High Schools from 12 to 15 (from 7th grade to 9th grade) Senior High Schools from 15 to 18 (from 10th grade to 12th grade)

Elementary and secondary schools are organized on one of the two bases: eight years of elementary school and four years of secondary school, or six years of elementary school, three years of junior high school and three years of senior high school.

In elementary schools in the USA children learn much the same subjects as children of the same age in other countries. The program of studies includes English (reading, writing, spelling, grammar, composition), arithmetic, geography, history of the USA, and elementary natural science.

High school students study 4-5 major subjects a year and classes in each of them meet for an hour a day, five days a week.

The United States have the shortest school year in the world, an average of 180 days.

There are two tests for high school students who wish to attend college or university. The SAT attempts to measure aptitudes in verbal and mathematical fields. The ACT — in English, mathematics, social and natural sciences.

26. Используйте слова из рамки, чтобы дополнить предложения.

Harvard; high; education; universities; kindergartens; nursery; educated; higher; private; school graduates
--

1. Americans have shown a great concern for_(education) since colonial

times.

2. Among the first settlers there was an unusual high proportion of_(educated) men.

3. Some of these men, graduates from Cambridge, founded_(Harvard)

College in 1636.

4. Today 35 % of Americans aged 3-4 attend_(nursery) schools.

5. 95 % of 5-years-old attend_(kindergartens).

6. 88 % of American children attend public schools and 12 % go to a_(private) schools.

7. 99 % complete elementary school and 75 % of students graduate from_
(high) school.

8. About 60 % of all_(schoolgraduates) enter colleges and universities.

9. There are 3,500 colleges and_(universities) in the USA.

10. 20% of the country's adults complete at least 4 years of_(higher) education.

26. Найдите детали в тексте и решите тест, обведите правильный ответ.

1. The United States:

a) does not

b) have a national system of education.

2. Education is "a national concern, a state responsibility, and...

a) a state function".

b) a local function".

3. School age varies from 14 to:

a) 17

b) 18.

27. Предугадайте ответы на вопросы:

1. Are American schools different from ours?

2. How are high school students called?

3. What are obligatory subjects in American high schools?

4. Are there any subjects they can choose?
5. What can you say about the system of evaluation in American schools?

28. Прочтите текст и найдите в нем ответы на вопросы из предыдущего предложения.

EDUCATION IN THE UNITED STATES OF AMERICA

American schools are absolutely different from ours.

You know, nobody calls high school students the way we do, like "9th-graders", "10th-graders", and so on. They are called "freshmen", "sophomores", "juniors", and "seniors".

In high school, students have some obligatory subjects, like English, maths, and some others, but they also can choose the subjects to study.

It's interesting how American students are evaluated. This is not in numbers like we do, but in letters: A, B, C, D, and F. The first four are passing grades, and F is failure — it means that you didn't pass the course and have to repeat it. But what's more interesting is the system of credits. We don't have anything like that, and for American students this is the matter of absolute importance. A credit has nothing to do with the level of knowledge, we may say this is the number of points you get for attending a specific course in high school. Roughly speaking, it means that you don't have to display your excellent knowledge of the subject, it will enough if you just attend the classes and not fail. Both 'A'-graders and 'D'-graders receive the same number of credits for the course. Why is it so important then? Just because you have to get a certain number of credits to graduate from high school (grade are not so important), and what is more important, you must have a certain number of high school credits to enter a college or university. Without these credits, nobody will even talk to you in the Admission Office, be you the smartest person in the world.

29. Работа в парах. Проект.

Draw a chart depicting the system of education in the USA. What draws your attention in it? Would you like to study in one of the American Universities? Where and why or why not?

30. Домашнее задание. Сравните систему образования в США и Великобритании.

Compare the system of education in the USA and Great Britain. (Remember the types of schools, the compulsory age of education, the duration of studies).

Практические занятия № 14-15.

Тема: Известные колледжи страны/стран изучаемого языка. Рейтинг самых престижных вузов мира.

- 1. Осуществите просмотровое чтение и скадите, почему университеты «Лига плюща» имеют самую высокую репутацию в США.**

With almost 5,000 colleges and universities to choose from, the bestknown universities in the United States are the Ivy League ones. Scan the following information and say why they have a high reputation.

The Ivy League

The Ivy League universities include Harvard, Yale, Columbia, Cornell, Brown, Princeton Universities, Dartmouth College and the University of Pennsylvania. The name Ivy League comes from the ivy that grows on old buildings of the universities.

The Ivy League institutions have a high academic reputation, and many more people want to attend them than are able to do so. They are very expensive, with high tuition fees, although scholarships are available to help students who cannot pay for themselves. People who are educated in the Ivy League have a good chance of finding a well-paid job. Many other colleges and universities in the US offer a high standard of education but none has the status and prestige of the Ivy League universities.

Brown University was founded in 1764 as the College in the English Colony of Rhode Island and Providence Plantation. This is the 7th oldest institution in the United States. It includes centres for geological, astronomical and educational research.

Columbia University (New York City, New York) was founded in 1754 as the King's College and renamed in 1784. The University has a high reputation for training students to become doctors, journalists and teachers. It administers the Pulitzer Prize.

Cornell University (Ithaca, New York) was founded in 1865. It was the fourth US University to admit women and the first to be divided into colleges offering different degrees. There are currently students from all 50 American states and 122 countries.

Dartmouth College (Hanover, New Hampshire) was founded in 1769 as a research institution and did not become well-known until the 20th century. It is the smallest Ivy League school and consistently ranked as one of the best liberal arts colleges in the USA.

Harvard University (Cambridge, Massachusetts) is possibly the most prestigious university in the United States, established in 1636 and known as the oldest institution of higher learning in the country. It is especially famous for its

faculties of law and business. There are currently over 7,000 undergraduate students and 14,000 graduate students studying at Harvard.

Princeton University (Princeton, New Jersey) is a research university which was originally established in 1746 as the College of New Jersey. In 1756, it was renamed to the College of Princeton, and finally became Princeton University in 1896. Princeton is known for its studies in international affairs.

University of Pennsylvania (Philadelphia, Pennsylvania) was founded by Benjamin Franklin in 1740. This university was the first in the colonies to focus on practical education for those in commerce and public service as well as the more liberal arts fields (theology, classics). Now the University of Pennsylvania is famous for its schools of business, education, engineering, fine arts, law, nursing and dentistry.

Yale University (New Haven, Connecticut) was established in 1701 to train clergy and political leaders for the colony of Connecticut. Yale is highly selective in its admission and its graduates include the US Presidents Gerald Ford, George Bush and Bill Clinton. Currently, there are approximately 11,000 students, evenly split between graduate and undergraduate studies.

2. Согласитесь, либо опровергните следующие утверждения.

1. The Ivy League Universities include 10 universities and one college.
2. Harvard is famous for its faculties of nursing and dentistry.
3. Yale is famous for its prominent graduates.
4. Columbia University was the first American university to introduce coeducational training.
5. Cornell University is ranked as one of the best liberal arts colleges in the USA.
6. Brown University became well-known in the 20th century.
7. Dartmouth College is the smallest among the Ivy League Universities.
8. Princeton University was the first university in the USA.
9. The University of Pennsylvania focuses on practical education.
10. Yale admits students on the basis of their high school GPA.

3. Прочтите текст про один из самых престижных университетов в США, используя факты из текста, докажите, что университет делает большой упор на академические успехи.

Read the text about one of the most prestigious universities in the USA and using the facts from it prove that it maintains a tradition of academic excellence.

Harvard University

Harvard University is the oldest institution of higher learning in the United States. It was founded in 1636 in Cambridge, by the Great and General Court of the Massachusetts Bay Colony. It was opened for instruction two years later and named in 1639 for the English clergyman John Harvard, its first benefactor. The college at first lacked substantial endowments and existed on gifts from individuals and the General Court. Harvard gradually acquired considerable autonomy and private financial support, becoming a chartered university in 1780. Today it has the largest private endowment of any university in the world. Harvard has steadily developed under the great American educators who have successively served as presidents. During the presidency of Charles

W. Eliot (1869–1909), Harvard established an elective system for undergraduates, by which they could choose most of their courses themselves. Under Abbott L. Lowell, who was president from 1909 to 1933, the undergraduate house systems of residence and instruction were introduced. Sponsored by Henry Rosovsky, the former dean of the faculty of arts and sciences (1973–1984), the undergraduate elective system, or General Education Program, was replaced beginning in 1979 by a new Core Curriculum, designed to prepare truly well-educated men and women for the challenges of modern life. Students are now required to take courses for the equivalent of an academic year in each of five areas: literature and arts, history, social analysis and moral reasoning, science, and foreign cultures. In addition to the new curriculum, the students must spend roughly the equivalent of two years on courses in a field of concentration and one year on elective courses. Students must also demonstrate competence in writing, mathematics, and a foreign language.

From its earliest days Harvard established and maintained a tradition of academic excellence and the training of citizens for national public service. Among many notable alumni are the religious leaders Increase Mather and Cotton Mather; the philosopher and psychologist William James; and men of letters such as Ralph Waldo Emerson, Henry David Thoreau, James Russell Lowell, Oliver Wendell Holmes, Robert Frost, and T.S. Eliot. More US presidents have attended Harvard than any other college.

Harvard College, the University's oldest division, offers undergraduate courses for men and women, leading to a Bachelor of Arts degree granted by the university. In 1975, Harvard abolished the quota limiting the number of women students. With admission criteria ranking among the most selective in the United States, Harvard accepts less than 20% of all applicants.

During their freshman year, students live in halls within Harvard Yard, a walled enclosure containing several structures from the early 18th century now used as dormitories, dining facilities, libraries, and classrooms. Sophomores, juniors, and seniors live in the 12 residences known as houses. Named in honour of a distinguished alumnus or administrator, each house accommodates approximately 350 students and a group of faculty members who provide individual instruction as tutors; social exchange between students and teachers is thus fostered. Each house also has a library and sponsors cultural activities and intramural athletics. Undergraduate life has the additional attraction of proximity to Boston.

The Harvard campus is also the site of several renowned museums and collections, among them the Fogg Museum, distinguished for its European and American paintings, sculpture, and prints; the Botanical Museum; and the Peabody Museum of Archaeology and Ethnology.

Harvard's library system is the oldest in the United States. The central library collection, used for advanced scholarly research, is housed in the Harry Elkins Widener Memorial Library. Augmented by the Houghton Library of rare books and manuscripts, the undergraduate Lamont, Cabot, and Hilles libraries, and the separate house and departmental libraries, as well as by the graduate schools' collections, the complex forms the world's largest university library system. It currently contains more than 13 million volumes, manuscripts, and microfilms.

4. Решите правомерны ли данные утверждения. Опровергните неверные утверждения (true or false).

1. Harvard University is the oldest and the largest university in the world.

2. It became a chartered university in 1639.
3. Harvard established an elective system for undergraduates during the presidency of Abbott L. Lowell.
4. The Core Curriculum was designed to prepare well-educated specialists for the needs of the society.
5. All American presidents have graduated from Harvard.
6. Only men can be students of Harvard University.
7. Tutors who provide individual instruction live together with sophomores, juniors and seniors in 12 residences.
8. Harvard's library contains rare books and manuscripts and is considered to be the largest in the world.

6. Прослушайте аудиозапись и заполните пропуски в тексте словами из рамки.
<https://breakingnewsenglish.com/1110/111007-universities.mp3>

Harvard University has lost its top (1) _____ in the ranking of world universities for the first time in eight years. It was (2) _____ off its perch by Caltech (the California Institute of Technology). Another California college, Stanford University, (3) _____ with Harvard for second spot. The (4) _____, global list of the planet's top educational institutions is (5) _____ by London's Times Higher Education and the Thomson Reuters Corp. Universities from the U.S.A. and U.K. (6) _____ the list, with 75 American schools in the top 200. Seven of the top 10 colleges were in the U.S. and the (7) _____ were in Britain. Oxford University (8) _____ two places in the rankings to fourth; Princeton University came fifth and the University of Cambridge was sixth.

Phil Baty, (9) _____ of the rankings, explained that Caltech leapfrogged Harvard because it had found (10) _____ funding for its research. He said: "The difference between Harvard and Caltech last year was minuscule. What's happened this year is Caltech has seen a (11) _____ increase in its research income. A 16 percent increase. It's quite significant in (12) _____ the balance over in its favor." Dr. Jean-Lou Chameau, president of Caltech, said: "Caltech is fortunate to have steadfast (13) _____ and partners whose support gives [the university] the (14) _____ to invest in new ideas long before they would be (15) _____ for public funding opportunities." Baty said private universities in America like Caltech are becoming more successful in (16) _____ funds.

Compiled	climbed	knocked	annual	tied	dominated	spot	rest
significant	eligible	greater	donors	editor	raising	tipping	ability

7. Сделайте литературный перевод текста.

8. Вставьте в текст верный вариант ответа из таблицы, представленной ниже.

Harvard University has lost its top spot in the (1) ____ of world universities for the first time in eight years. It was knocked off its (2) ____ by Caltech (the California Institute of Technology). Another California college, Stanford University, (3) ____ with Harvard for second spot. The annual, global list of the planet's top educational institutions is (4) ____ by London's Times Higher Education and the Thomson Reuters Corp. Universities from the U.S.A. and U.K. (5)

_____ the list, with 75 American schools in the top 200. Seven of the top 10 colleges were in the U.S. and the rest were in Britain. Oxford University (6) _____ two places in the rankings to fourth; Princeton University came fifth and the University of Cambridge was sixth.

Phil Baty, editor of the rankings, explained that Caltech leapfrogged Harvard because it had found greater funding (7) _____ its research. He said: "The difference between Harvard and Caltech last year was (8) _____. What's happened this year is Caltech has seen a significant increase in its research income. A 16 percent increase. It's (9) _____ significant in (10) _____ the balance over in its favor." Dr. Jean-Lou Chameau, president of Caltech, said: "Caltech is fortunate to have steadfast donors and partners whose support gives [the university] the ability to invest (11) _____ new ideas long before they would be (12) _____ for public funding opportunities." Baty said private universities in America like Caltech are becoming more successful in raising funds.

- | | | | |
|------------------|----------------|-----------------|-----------------|
| 1. (a) reeking | (b) wrangling | (c) raking | (d) ranking |
| 2. (a) rod | (b) perch | (c) table | (d) book |
| 3. (a) tied | (b) tired | (c) tread | (d) tiered |
| 4. (a) complied | (b) compered | (c) compiled | (d) compared |
| 5. (a) dominance | (b) domination | (c) dominated | (d) domineering |
| 6. (a) scaled | (b) climbed | (c) upped | (d) pulled |
| 7. (a) for | (b) by | (c) at | (d) to |
| 8. (a) minis | (b) minutes | (c) ministerial | (d) miniscule |
| 9. (a) quit | (b) quite | (c) quiet | (d) quote |
| 10. (a) tapping | (b) topping | (c) tripping | (d) tipping |
| 11. (a) by | (b) of | (c) in | (d) as |
| 12. (a) eligible | (b) alleged | (c) allegory | (d) elitism |

9. Переведите и выучите лексику по теме.

1. to have much in common
2. grow steadily
3. the most recent
4. the most famous
5. a magnificent chapel
6. a choir of boys
7. a favorable building
8. a liberal education
9. consistently ranked among
10. a merger of
11. provincial towns
12. vocational
13. Collegiate
14. independent
15. to award
16. staff
17. same
18. similar
19. иметь много общего
20. расти неуклонно
21. самый последний
22. наиболее известный
23. великолепная капелла
24. хор мальчиков

25. удобное здание
26. гуманитарное образование
27. неизменно входит в число
28. слияние
29. провинциальные города
30. профессиональный
31. университетский (студенческий)
32. независимый
33. награждать, присуждать
34. штат, персонал
35. такой же
36. подобный, похожий

10. Прочтите и переведите текст про самые престижные университеты в Британии.

Nowadays in England there are about 35 universities. The two oldest universities in England are Oxford and Cambridge, which were founded in the middle ages. They have much in common. These two universities are often called Oxbridge.

The oldest university, Oxford, was founded in the 9th century. The history of Oxford began in 1243. It is famous for its first-class education. The first of its colleges was founded in 1249. The university now has thirty-five colleges and about thirteen thousand students, many of them from other countries. There were no women at Oxford until 1878. Now most colleges are open to men and women. Some of the most intelligent men and women in the country live and work here. Oxford gives them what they need: a quiet atmosphere, friendly colleagues and the four-hundred-year-old library, which has about five million books.

Cambridge is the second oldest University in GB after Oxford. It was founded in 1209. It is famous for its university, which started during the 13th century and grew steadily, until today there are more than twenty colleges. The oldest one is Porterhouse, which was founded in 1284. And the most recent is Robinson College, which was opened in 1977. But the most famous is King's College, because of its magnificent chapel. Its choir of boys and undergraduates is well known all over the world. The Universities were only for men until 19th century when the first women's college was opened. Later the doors of colleges were opened to both men and women. Nowadays almost all the colleges are mixed.

The universities which were founded between 1850 and 1930, including London University, are known as redbrick universities (they were called so because that was the favorable building material of the time). Redbrick universities were built to provide a liberal education for the poorer boys and to give technological training.

The University of London is the largest of them. London University was founded in 1836. It is the biggest university in Great Britain.

Imperial College London is consistently ranked among the best universities in the world for science, technology, engineering, medicine and business. It was formed in 1907 from a merger of three colleges in London and now has 16,000 students and 8,000 staff.

During the XX century many new universities were founded in various provincial towns. The college education is not as academic as the education at a university, but it is more practical and usually vocational. Some universities, such as Oxford, Cambridge, London University and some others, consist of several colleges. They are the so-called Collegiate Universities. A university has some independent colleges, each has its own building, staff and students, but all these colleges prepare their students for common final examinations. Degrees are also awarded by the

University, not the college. An institute in Great Britain may have the same or very similar structure of a college of Collegiate University. For example: London University includes some institutes.

11. Поставьте 10 вопросов к тексту.

12. Составьте таблицу, в первую колонку выпишите название университета, во вторую – то, что делает этот университет/колледж одним из самых престижных в мире, в третью впишите интересные факты.

13. Ответьте на вопросы.

1. How many universities are there in Great Britain nowadays?
2. What are the most famous universities?
3. When was the Cambridge University founded?
4. When was the Oxford University founded?
5. What are they often called?
6. When were the civic universities founded?
7. Why are they called «red-brick»?
8. What kind of education do colleges provide?
9. What universities consist of several colleges?
10. What is the structure of a collegiate university?
11. Do the colleges of a collegiate university have common buildings, staff and students?
12. How are the degrees awarded?
13. What structure do Britain's institutes have?

14. Прочтите информацию о лучших университетах мира. Выберите тот, в котором вы захотели бы учиться, ответьте на вопросы по плану.

<https://www.timeshighereducation.com/student/best-universities/best-universities-world>

Активная лексика: daunting, to feel homesick, to crave, overwhelmed, to work out, to bond, to adjust to.

1. Which university would you like to study at? Why?
2. What are the main benefits of this university?
3. What do you know about the traditions and lifestyle in this country?
4. What can be done and what can't be done in this country?
5. Why do you think this country is a comfortable place for you to study?
6. What difficulties you may face while studying in this country?

15. Домашнее задание. Найдите информацию о лучших колледжах и университетах в России. Сделайте презентацию об одном из них.

Практические занятия № 16-18.

Тема: Составление аннотации текста профессиональной направленности «Education for different children». Сравнительная характеристика систем образования в России и в стране/странах изучаемого языка. Изучающее чтение: текст «The Convention on the Rights of the Children»

1. Выразите свое отношение к следующему утверждению: “Teachers touch eternity, they never know where their influence may end”. Составьте список проблем, с которыми может столкнуться учитель при работе с детьми и их родителями.
2. Переведите текст на английский.

Кто такие «трудные» дети?

«Трудными» принято считать детей, которые не отвечают общепринятым правилам поведения, с трудом поддаются воспитанию и приносят массу хлопот учителям и родителям. Чаще такое поведение встречается у подростков, но бывают и ранние проявления в дошкольном возрасте.

Трудные дети подразделяются на следующие категории:

- дети с проблемами в общении;
- дети с заторможенными или яркими эмоциональными реакциями (легковозбудимые, агрессивные или, напротив, пассивные и апатичные);
- дети с неправильно сформированными волевыми качествами (слабохарактерные, безвольные, недисциплинированные, упрямые или своевольные);
- дети с задержками умственного развития.

Как правило, ребенок не появляется на свет «трудным», он становится таковым в процессе воздействия на него различных аспектов. Если малыш родился здоровым и в физическом, и в умственном плане, многое зависит от его родителей и педагогов – только они могут не допустить формирования «трудных» черт у ребенка.

Как же родителям воспитывать своего ребенка, чтобы впоследствии он не попал в список «трудных» детей? Вот основные рекомендации:

1. Гармония в воспитании. Ребенок должен расти в атмосфере любви и взаимопонимания. Трудные дети с легкостью перенимают отрицательную модель поведения своих родителей, поэтому взрослым следует избегать неуважения и грубости в отношениях между собой.
2. Отвлекайте ребенка от глупостей и ненужных занятий, дети всегда должны быть заняты чем-то полезным. Вовлекайте ребенка в интересные игры, спорт и пр. Родители, несмотря на хлопоты и постоянную занятость на работе, должны выделять время на общение с детьми – никакие материальные блага не способны заменить это. Именно поэтому в благополучных и обеспеченных семьях нередко встречаются «трудные» дети.
3. Избегайте чрезмерного баловства. Слепая любовь нередко превращает детей в избалованных и капризных. Ребенок должен знать цену своим поступкам, а

преподносимые родителями подарки и поощрения не должны становиться реакцией на его требования и капризы.

4. Наказания должны нести заслуженный и справедливый характер. Избегайте применения физической силы, на трудных детей лучше воздействовать психологически, собственным поведением демонстрируя им, как вести себя в тех или иных обстоятельствах. Необходимо, чтобы родители придерживались единой тактики воспитания, например, если ребенок наказан матерью, отцу не нужно подвергать сомнению справедливость этого наказания, в особенности при ребенке. Безусловно, одного родительского воспитания для трудного ребенка недостаточно. Важное значение имеет педагогическое воспитание, в котором основная роль отводится профессионализму и вниманию учителей. Кроме того, роль играет среда воспитания ребенка – он не должен оказаться под дурным влиянием окружающих. Таким образом, в наших силах не допустить, чтобы ребенок стал трудным. Помните, воспитание – системная вещь, которая не признает выходных и перерывов, так как можно безвозвратно упустить важный момент в развитии ребенка, а последствия позднее будет невозможно исправить.

3. Обсудите с товарищем.

1. It is said that children learn more in the first two years of life than at any other stage. What kinds of things have most children learnt by the age of two? What do they learn themselves, and what are they taught?
2. What are the three most important qualities of an ideal parent? Are there any other qualities that you would like to add to your list?
3. How would you rate the way your parents brought you up? Do you think you would make a good parent?

4. Прочтите интервью с Dr. Monroe и решите, достоверны ли утверждения приведенные ниже, исправьте неверные утверждения.

Raising Successful Children

Interviewer: We'd also like to welcome our guest today, Dr. Philip Monroe, the author of the book *Rearing Children for Success from the Front Lines*.

Philip: Thank you. It is a pleasure to be here on your programme today.

Interviewer: So, first of all, what inspired you to write your book and what is it all about?

Philip: Well, it is often said that becoming a parent is one job you can land without experience or credentials, and that is really true. I guess you could say that through trial and error and a number of mistakes I realized that I personally needed to figure out how to become a better parent, too. And before I got married, I had read numerous books on child rearing and child psychology to try to prepare myself for this transitional phase in my own life, but every family and situation is so unique, and the challenges of raising children are often so complex that not one guidebook can fully prepare you for what awaits you on the front lines.

Interviewer: And your book? What do you mean by successful children?

Philip: Well, I should first point out that I'm not thinking in terms of the most standard definition, one that associates success with financial or educational gains.

Interviewer: Well, what do you mean by success then?

Philip: Well, I'm referring to success in understanding and managing children's own emotional, moral, and even spiritual welfare. First of all, one should understand that there are many factors that influence how children grow up and develop including the environment around them, genetics, peers, school teachers, and education within the home.

Interviewer: Yeah, I can see that all of that really would affect kids.

Philip: However, as parents, we have more control over some of these than others.

Interviewer: I think we also have more control than we realize over some of these factors.

Philip: Right, we have the ability to influence children. In other words, while parents perhaps have the most impact on our children's decisions and attitudes, we can't ignore the fact that children, particularly teenagers tend to follow the popular crowd, and their actions often mirror this.

Interviewer: So, what else?

Philip: Well, parents need to establish clear boundaries and expectations for their children, and be consistent on how they implement them. I mean, children often see rules as a way to limit their freedom when in fact we're just trying to protect them from often negative consequences of their actions. But when children feel that they're being treated fairly, and we validate their feelings, they'll respond better to our requests, and in return, they can earn greater latitude in what they are allowed to do, and they no longer see rules and barriers as things that stop them.

Interviewer: That makes a lot of sense.

Philip: And perhaps, finally, establish good lines of communication with your children. Being open to their ideas and lavishing them with specific praise often will build reserves in their emotional bank accounts. And doing this will foster perhaps positive relationships with them.

Interviewer: OK, any closing remarks on this topic before we have to go?

Philip: Well, all I can say is that we can never give up on our children, even when they yell and scream in our faces. It's hard, but we just can't take it personally. And if there's one last thing I could say it would be to have hope that things will work out.

Interviewer: Thank you so much. That sounds like a really important message and important book.

Philip: Thank YOU. My pleasure.

Утверждения:

1. Rearing children is often more difficult than people anticipate.
2. Poor parental skills can contribute to problem children.
3. Successful children are the ones who are able to manage their emotional state in appropriate ways.
4. Successful children achieve their future educational and financial goals.
5. Friends have the greatest influence on children's behaviour and ideas.
6. Parents should view the use of family rules as a way to restrict what children can do and say.
7. Parents should view the use of family rules as a way to provide more opportunities for freedom.
8. Raising children in today's world can be a hard process.

5. Ответьте на вопросы:

1. What are the greatest challenges in raising children in the world we live in today?
2. What types of conflict occur between children and parents?
3. What can parents and children do to improve family relationships?
4. Should parents lavish children with everything they want? Why? Why not?
5. Is learning to cope with problems in a family vital to children's future success?
6. What was it like to grow up in your family in terms of how your parents raised you?
7. What kinds of rules did your family have for children? Do you think they were fair at the time?
8. Do you think that children are harder or easier to raise in today's world as compared to the life when your parents or grandparents were growing up?

6. Прочтите статью и найдите в ней предложения, доказывающие\подтверждающие приведенное ниже утверждение.

While parents are often the primary caregivers, teachers can also play a pivotal role in helping children to grow and develop.

Roles of Parents & Teachers in Bringing Up a Child

by Erica Loop

A 2014 study from the University of Michigan's Institute for Social Research found that US kids spent 7.5 more hours each week in an academic environment than they had 20 years before. With more time spent at school, teachers are left to take over the majority of a child's day. While this doesn't mean that there's a complete role reversal or that teachers are the new "parents", it can mean that the teacher's role – relative to the parent's role – is slowly growing, as the academic day and week are extended.

While the primary part that a teacher plays is in the academic development of a child, some also take on additional roles in bringing up a child. Some teachers may act as an adviser or mentor to a child, helping them discover their interests or possible career aspirations. Other teachers may play a more parental role, helping children to work out personal problems. Although it isn't entirely uncommon for teachers to play a more personal role in a child's life, educational professionals must realize that they are not the parents and should create clear boundaries that the child understands.

While the teacher acts as the primary educator, that doesn't mean that the parent doesn't have a role in the learning process. Many parents choose to conduct an array of at-home activities with their children as they grow and develop. For example, a mom may finger paint with her toddler, work on writing the alphabet with her preschooler, do a science experiment in the kitchen with her grade schooler or do a math project with her teen. Aside from the educational aspect, parents act as the primary caregivers. This includes almost everything from feeding and bathing to emotional discussions or help dealing with the challenges of growing up. Parents also set expectations for the child's behaviours and attitudes and create a home environment that is full of support.

7. Прочтите советы для начинающих учителей и дополните список собственными советами.

The role of a teacher in a child's upbringing is essential.

- Always be on time for work.
- Take an interest in every child.
- Consult parents.
- Be polite and calm when dealing with parents.
- Be passionate, positive and enthusiastic about your work.

8. Прочтите статью онлайн и составьте аннотацию тексту «Education for different children».

<https://www.splashlearn.com/blog/types-of-education-for-kids/>

9. Выполните тест.

Test. Education in Russia and Great Britain

Choose the right answer.

1. Preschool education begins in Russia at the age of ...
 - a) 1.5
 - b) 2
 - c) 3
2. Children in Russia must go to school at the age of ...
 - a) 5
 - b) 6.5-7
 - c) 8
3. The pupils get deep knowledge of foreign languages or Maths in ...
 - a) schools of general education
 - b) boarding schools
 - c) specialized schools
4. Secondary education begins in Russia at the age of ...
 - a) 9
 - b) 10
 - c) 11
5. What are the types of higher education institutions in Russia?
 - a) academy
 - b) college
 - c) institute
 - d) university
6. Preschool education begins in England at the age of ...
 - a) 2 or 3
 - b) 3 or 4
 - c) 4 or 5
7. Compulsory primary education begins in England at the age of ...

a) 5

b) 6

c) 7

8. English children start their school career in the

a) primary school

b) junior school

c) infant school

9. When do the lessons usually start in England?

a) at 8 o'clock in the morning

b) at 9 o'clock in the morning

c) at 10 o'clock in the morning

10. When are the lessons usually over in England?

a) at 2 p.m.

b) at 3 p.m.

c) at 4 p.m.

11. English pupils move to the junior school at the age of ...

a) 7

b) 10

c) 11

12. The majority of secondary schools in Great Britain are

a) comprehensive schools

b) secondary modern schools

c) grammar schools

13. About 8 per cent of pupils go to

a) state schools

b) private schools

14. In the independent schools education is

- a) free
- b) cheap
- c) expensive

15. These schools prepare pupils for colleges and universities.

- a) secondary modern schools
- b) grammar schools
- c) comprehensive schools

16. After finishing such a school a pupil becomes an unskilled worker.

- a) secondary modern schools
- b) grammar schools
- c) comprehensive schools

17. The most notable Public school is

- a) Harrow
- b) Eton
- c) Rugby

18. English pupils get General Certificate of education at the age of

- a) 16
- b) 17
- c) 18

19. These exams give a chance to enter the university.

- a) A level exams
- b) C level exams
- c) H level exams

20. The oldest well-known universities are

- a) The University of London

b) Oxford

c) Cambridge

21. How many degrees do British universities offer?

a) 1

b) 2

c) 3

10. На основе теста составьте сравнительную таблицу, где представлена система образования в России и Британии.

11. Прочтите некоторые выдержки из «Конвенции по правам ребенка» и соедините заголовки с отрывками.

No discrimination	Children have the right to give their opinion, and for adults to listen and take it seriously.
Identity, name and nationality	Governments must make sure that children are properly cared for and protect them from violence, abuse and neglect by anyone who looks after them.
Respect for children's view	All children have all these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor. No child should be treated unfairly.
Access to information	Children have the right to receive information that is important to their wellbeing. Adults should make sure the information they are getting is not harmful, and help them find and understand the information they need.
Protection from violence	Children have the right to a name, and this should be officially recognized by the government. They have the right to a nationality. Children have the right to an identity – an official record of who they are.
Food, clothing and a safe home	Children should be encouraged to go to school to the highest level possible. Children's education should help them use and develop their talents and help them learn to respect other people's rights, live peacefully and protect the environment.
Access to education	Children have the right to protection from work that harms them, and is bad for their health and education. Children have the right to protection from any kind of exploitation.
Rest, play, leisure, culture arts	Children have the right to have their basic physical and mental needs met (food, clothing, a safe place to live). The government should help families and children who cannot afford this.
Protection from exploitation	Children have the right to know their rights. Adults should know about these rights and help children learn about them.
Everyone must know children's rights	Children have the right to play, rest and relax and to take part in cultural and artistic activities.

12. Соедините лексические единицы с их определениями.

1. universal

2. nostalgic

3. to inspire

4. a role model

5. to nurture

6. a right

7. proportionately

8. a treaty

- | | |
|---|---|
| a. someone who is a good example and who you look up to | f. in relation to the size of something else |
| b. a formal agreement between countries | g. remembering the past and wishing you could experience it again |
| c. relating to everyone or applicable in all cases | h. something you are morally or legally entitled to |
| d. to care for and protect someone while they are growing | |
| e. to make someone want to do something | |

13. Подберите заголовки к текстам.

Universal Children's Day

Childhood is a universal experience, something every adult across the world has gone through. For many, childhood is a time we are nostalgic for. It's a time of curiosity, imagination, exploration and incredible development. The fact that you are reading this article possibly means that you had a fortunate childhood that shaped you into the motivated adult you are today – here, improving your English skills. But what helped to get you this far? Who inspired you along the way? For many of us, a special adult helped us to learn and grow as children and led us to love learning. For some, it was a great teacher or wise neighbour. Others had parents, grandparents or other relatives who encouraged them to be curious and study hard. Even if your childhood wasn't easy, you probably had at least one inspirational adult in your life who encouraged you and was a role model.

Unfortunately, not everyone has a good childhood. Proportionately, more children live in poverty than adults. 19.5 per cent of the world's children live in extreme poverty, and even though children are only one third of the global population, they are half of the poor. Around the world, many children live without access to clean water, enough food, or decent healthcare. Others live in extremely dangerous places and some are forced to join armies to fight wars they don't understand. Over 120 million children do not attend school and even those who do are not always learning: two out of five students leave primary school not knowing how to read, write or do basic maths. Even those who may have happy memories of childhood did not necessarily have an easy life as a kid. Children are dependent on the adults in their life for support, and not all adults treat children well.

Even though every day is, or at least should be, a day to nurture and celebrate children, Universal Children's Day is celebrated as a special day around the world on 20 November. In 1989 the United Nations Convention on the Rights of the Child – a 54-item list describing the universal rights of children – was signed. This document came out of the work of a lot of experts and representatives from many nations who met to create a child-specific version of the Universal Declaration of Human Rights that was signed in 1948. The Convention on the Rights of the Child is the most widely and quickly signed treaty in history, meaning it was quickly adopted into the civil codes of most countries around the world.

The Universal Declaration of Human Rights says that there are basic rights and freedoms that every human is entitled to, regardless of race, sex, language, religion, or anything else that may divide people. The Rights of the Child recognises that people under the age of 18 have specific needs and are entitled to their own rights. There are four main principles that these rights follow: non-discrimination, the best interests of the child, the right to life, including survival and development, and the right to be heard and taken seriously. According to this, every child has the right to safety, to care, to education, to play, to rest and to know their rights!

The Convention on the Rights of the Child is the world's promise to children that we, the adults, will do everything in our power to protect them, to educate them, and to help them grow. Are you helping keep this promise? There is a lot to be done to make the world a safer, more supportive place for children. The good news is, you're an adult and you have the power to influence the next generation in the most wonderful way. Start by explaining the Rights of the Child to the children in your life. Let them know that they, just like all human beings, have rights. Help a child learn to love learning, so they can become a motivated adult just like you.

Заголовки:

What was your childhood like?

What difficulties do children face?

What's so special about 20 November?

What can we do?

What are human rights? And what are the rights of a child?

14. На основе текста решите, верны ли утверждения. Опровергните неверные.

1. Even children who attend school do not always receive a good education.
2. A happy childhood is not a universal experience.
3. Not many countries agree with the Convention on the Rights of the Child.
4. Children have the right to be heard and taken seriously.
5. The Universal Declaration of Human Rights only applies to people who are not religious.
6. As adults, we are responsible for supporting the next generation.

15. Дополните предложения словами из рамки.

inspire	nostalgic	nurtured	rights	role	model
treaties	universal				

1. Remembering the simplicity of childhood can make you for the past.
2. Children need to be looked after and to enable them to develop and grow.

3. As a successful adult you are a for children who want to be like you. You have the opportunity to them to become lifelong learners.

4. Human rights are , applicable to everyone in the world.

5. It is important that children know their and understand what they are entitled to.

6. The Convention on the Rights of the Child was one of the fastest-signed
..... .

15. Домашнее задание. Подготовьте устное высказывание на тему: What adult inspired you when you were a child?

Практические занятия № 19-22.

Тема: «Моя будущая профессия». Портрет современного учителя начальных классов. День в современной начальной школе. Новые виды оборудования. Работа с англоязычной терминологией. Работа со статьей профессиональной направленности.
Аннотация

- 1. Объясните значения следующих слов и словосочетаний, переведите их на английский.**

People in Education and Their Duties

head teacher	principal
acting head teacher	staff
tutor	professor
lecturer	undergraduate
classmate	graduate
governing body	employ teachers
have responsibility	provide grants
supply equipment	appoint and dismiss staff

Teachers' Qualities	care for people
thoughtfulness	patience
love of performing	flexibility
sense of humour	sensitivity
intelligence	generosity
toughness	determination
imagination	

Goals and Aspirations of the Profession

commitment to students and students' learning
treat with respect
influence individual student's learning
facilitate students' success
foster understanding
apply professional knowledge
use appropriate assessment and evaluation
respond to the needs of individual students
promote the creation of collaborative and supportive learning community
self-directed learning

- 2. Соедините слова с их определениями:**

1) tutor 2) lecturer 3) undergraduate 4) head teacher 5) professor 6) classmate 7) graduate 8) principal	a) a student at a university or college who is studying for his or her first degree; b) a teacher of the highest rank in a college or university; c) the head of a school, college, or other educational institution; d) a teacher who is in charge of a school; e) a university or college teacher responsible for teaching and supervision of assigned students; f) a fellow member of a class at school or college; g) a person who gives lectures at a university or college of higher education; h) a person who has been awarded a first degree from a university or college.
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3. Выберите правильное слово, чтобы описать работу учителя.

1. A teacher's job is to teach someone – to help someone learn about something. Many teachers work in (*primary/prime*) schools, middle schools, and high schools.
2. At the university (*level/area*) teachers are known as (*professors/deans*).
3. Teachers often have to create (*tests/exams*) for their students. This is a good way of (*monitoring/metering*) their students' progress.
4. Teachers often (*grade/value*) their students, based on how well or poorly the students (*performance/perform*).
5. A good teacher should be (*patience/patient*), and should be able to explain things in a clear way.
6. In North America, teachers have to be licensed, which usually means that they have to (*finish/graduate*) from university and (*compel/complete*) a teacher training (*program/ritual*) before being able to teach.
7. I could get a job as a secondary school (*teacher/lecturer*) now, but I want to continue studying to become a university (*teacher/lecturer*).
8. There will be no lectures during the last (*course/term*) of my history (*course/term*) as we are expected to study for exams then.
9. The (*dean/headmaster*) of the arts faculty used to be the (*dean/headmaster*) of a primary school.
10. When I went to a (*day school/boarding school*) I only saw my parents during the holidays, but now that I go to a (*day school/boarding school*) I see them every night.
11. It is necessary to pay school fees in order to go to a (*comprehensive school/private school*) whereas a (*comprehensive school/private school*) is run by the state and is therefore free.
12. My brother and sister go to a (*co-educational/single-sex school*) but I go to a (*co-educational/single-sex school*) where there are only girls.

4. Заполните пропуски в тексте словами из рамки.

teaching techniques
a classroom environment
at a pace
understanding
learning
versatility
creative
experience
skills
criticize constructively
attitude
responsible

What is the True Portrait of a Teacher?

The pondering question is what skills are necessary for a teacher to establish (1)..... that stimulates critical thinking and inquiry? The (2)..... of a teacher are vital ways in which the overall classroom is run. A teacher with a positive (3)..... who is stable, (4)....., caring and comforting yet professional allows for students to admire and respect this individual. A teacher with the ability to be (5)..... and patient drives a student to be eager to learn (6)..... and technique suitable for them. Judging upon my own personal (7)..... I have found that added humour when appropriate drives students to relax and enjoy (8)..... rather than look at it as a punishment. (9)..... is a skill that is extremely important. Being able and willing to make exceptions and changes to (10)..... or different learning styles improves the success of the overall classroom. Having structure and positive discipline creates a stable learning atmosphere. The ability to (11)..... makes students aware of their options or mistakes in their learning, which in turn drives them to strive to better themselves. And lastly, a (12)..... classroom makes learning a fun and unique experience. All of the above skills add to the stimulation of critical thinking and inquiry within a classroom.

5. Просмотрите еще раз качества личности из упражнения №1, дайте их определения, расположите 5 из них от наименее к наиболее важному. Составьте собственные предложения.

Look through the list of teachers' qualities in Ex. I. Range five most important ones in order of priority and give their definitions or make up your own sentences using the following examples.

Responsibility is the opportunity or ability to act independently and take decisions without authorization.

The society expects teachers to take on more **responsibility** for their work in the classroom.

6. Прочтите текст и найдите в нем английские эквиваленты следующим словам и выражениям:

обладать правом
трудолюбие

бегство от жизни
стремление к власти

доверие
высокомерный

терпимость

*безразличие
прилежный
прибежище
протестовать
презрение*

*посредственный
лишенный воображения*

The Stereotype of the Teacher

The aphorism attributed to George Bernard Shaw, “He who can, does; he who cannot, teaches,” appears to have wide credence among intellectuals and educated groups.

Primary teaching and secondary teaching are often seen as a refuge for mediocre people who are industrious but imaginative and uncreative. The ordinary schoolmaster has little of the personal weight, of the sense of professional responsibility, of what may be called the corporate self-respect of the lawyer, the physician, or the engineer.

Teachers demand high place without qualifying themselves to hold high place; they rebel against being treated with contempt or with contemptuous toleration on the part of the public, but do not purge themselves of the elements which excite that contempt; they accuse the parents and the public of indifference toward their work, but do little to change the present situation.

The teaching profession reveals the following characteristics: average drive for power, average ambition and escapism. The stereotype of the teacher is characterized, on the one hand, by lack of independence or social courage and a limited social horizon and, on the other, – by industriousness and love for teaching children.

7. Ответьте на вопросы.

1. What aphorism seems to have wide credence among educated people?
2. What is a common point of view on primary and secondary teaching?
3. Does the ordinary schoolmaster have the same self-respect as the lawyer?
4. Why do the public treat teachers with contempt?
5. What do teachers accuse the parents of?
6. What characteristics does the teaching profession reveal?
7. What is the stereotype of the teacher characterized by?
8. What other characteristics to the stereotype of the teacher can you add?

8. Согласитесь, либо опровергните следующие высказывания.

1. School teachers do nothing but teach.
2. School teachers have much credence among intellectuals.
3. School teachers are outstanding people.
4. School teachers are industrious, imaginative and creative.
5. The ordinary schoolmaster has much of the personal weight.
6. Teachers demand high place because they have the right to hold it.
7. Teachers protest against being treated with contempt.
8. Parents value the teacher’s work.
9. Teachers deserve the highest position in society.

9. Составьте сообщение на тему: Good and bad qualities that teachers may have as part of their character.

10. Прочтите статью и дополните ее характеристиками, которыми, на ваш взгляд, обладает хороший учитель.

Ten Characteristics of a Good Teacher

by Patricia Miller

From time to time during the 15 years I have been working in the field of English language teaching and training, I have put myself in the position of a language learner rather than a teacher. In addition to enjoying language study and finding the process fascinating, I find it beneficial to view the process through the eyes of a student. Even though I have felt at odds with some teachers and their methods, I have learned something from every teacher I have ever had, even the worst of them.

There is a line in Saint-Exupéry's *The Little Prince* that applies to any endeavour, but especially teaching. It reads: "That which is essential cannot be seen with the eye. Only with the heart can one know it rightly." The essence of teaching is difficult to qualify, but that line leads directly into my most essential criterion.

1. I want a teacher who has a contagious enthusiasm for his teaching – one who, as Richard Via says, loves his students and his work. Mr. Via is an educational specialist in using drama techniques to teach EFL at the East-West Centre in Hawaii. I was fortunate enough to attend his teacher-training seminar in Korea in 1976. It was a pleasure to be in his audience. His enjoyment in transmitting knowledge and participating in the seminar was apparent and infectious. His passion for teaching instilled a passion for learning in all the participants.

For me, the most crucial factors in effective teaching are who the teacher is and how he acts in the classroom. This influences the way the students react toward the target language and, therefore, their success in learning it.

2. I want a teacher who is creative. Teaching must be more than simply opening a book, doing exercises, and following an outline written by someone else. In the period of repetition the student can go through the motions of doing exercises without his mind being engaged. What can a teacher do to engage the student's mind? There are a myriad of techniques that the creative teacher can employ – information-gap exercises, games, songs, jazz chants, problem solving, and other techniques that allow the student to utilize the skills he has already developed in his first language.

3. I want a teacher who can add pace and humour to the class. The humour of one of my teachers had the effect of alleviating my nervousness, of reducing my affective filter. There was a rapport among the students and the teacher because we were all laughing together. We had a good time learning and we made a lot of progress because we were not afraid to make mistakes; we could take chances. As Krashen would say, the affective filters of the students were low, facilitating acquisition. Another teacher I had maintained an excellent pace in class. She never lost an instant consulting a list or thinking about what to do next; she had prepared – that was evident – and she was going to capitalize on every second. I was somewhat nervous in her class, but I didn't have time to worry about it because events moved so quickly. I was literally sitting on the edge of my seat so that I wouldn't miss anything, and my adrenalin was a positive force.

I should add that humour is a double-edged sword: it can backfire, for what is funny to one person may not be funny to another. Humour across cultures can add a layer of difficulty to communication.

4. I want a teacher who challenges me. I had several teachers who always spoke to me in Spanish, both in and out of class. I felt they were showing confidence in me and challenging me to speak Spanish. The student's passive knowledge of the target language is always greater than his active knowledge. There is no reason why a teacher should use any language other than the target language except possibly for purposes of expediency. When a teacher reverts to the native language, he is showing a lack of patience with the students' struggles in the target language. In addition, switching codes is confusing. I was given a test in which all the instructions were read to me in English, so that I would be sure to understand everything. Then I had to answer in Spanish. But the test had three parts and I had to continue switching codes back and forth from

English to Spanish; I found this very confusing. It is like going off a diet – once you cheat a little, then you want to cheat a little more. If someone speaks to me in English, this activates my English channel and I am prepared to think in English. Speaking in the target language to the learner prepares and challenges him to speak in that language. In addition, I want a teacher who can maintain a level of difficulty high enough to challenge me, but not so high as to discourage me.

5. I want a teacher who is encouraging and patient, and who will not give up on me. Some of the teachers that I have had demonstrated incredible patience with all of their students, never allowing even a shadow of displeasure to cross their faces in reaction to continued incorrect speaking after endless correction (which may say something about the policy of correction). When the teacher is positive – encouraging initial and repeated attempts – the students will apply themselves more diligently. Motivation thrives on success.

One teacher I had appeared on several occasions to give up on me. She would struggle to have the other members of the class repeat the combination of an indirect object pronoun followed by a direct object pronoun, but I was given only one opportunity. I do not know why the teacher gave me only one chance. Was it because I was struggling and she wanted to spare me any unpleasantness? Or was it because in her mind I didn't need the practice? I felt that I needed the practice and wanted at least a chance to try. I felt that the teacher was discouraged and had lost confidence in my ability to progress. As a result I became unsure of myself.

6. I want a teacher who will take an interest in me as a person – one who will try to discover discussion topics that interest me. When I was teaching, one of the first things I did was to try to find out what my students' interests were: hobbies, past employment, family, travel, etc. The easiest, most accessible area of conversation is oneself. The initial and intermediate stages of development for the language student do not abound with opportunities for coherent self-expression. Most of the time, we language students feel fairly incompetent because we cannot express ourselves adequately, as we are accustomed to doing in our native language. Thus, if we can discuss some little accomplishment we've had or something that we take pleasure in or are proud of, so much the better.

7. I want a teacher who knows grammar well and who can explain something on the spot if necessary. I also want a teacher who is realistic and has the simple courage to admit that he doesn't know an answer if indeed he doesn't. I have had some teachers who did not provide enough explanations. It seems to me that a more eclectic approach would take into consideration the needs of the adult learner, who should be given some insight into the intricacies of grammar.

8. I want a teacher who will take a minute or two to answer a question after class, or who will take five minutes to correct something that I have done on my own. I had several teachers who did this willingly and who encouraged the students to do extra work on their own. I also had a teacher who made some corrections for me at my request, but somehow I felt as if I had encroached on her time. Is teaching to be exactly 50 minutes of the hour and no more? First, we as teachers need to encourage students not only to study what is required, but to pursue on their own areas in which they are interested. Acquisition is facilitated when it concerns information that we need or are interested in. And second, we need to appreciate our students' efforts.

9. I want a teacher who will treat me as a person, on an equal basis with all the members of the class, regardless of sex, marital status, race, or my future need for the language. In some of my classes women were given discussion topics relating only to the home and family, and men were rarely asked to talk about their families. Men were also given more "talk" time than the women. This can be discouraging to the student, and that is not conducive to progress. As teachers, we must look carefully at our classes to be certain that we are including everyone equally. I know that I have probably been guilty of bias toward the brighter and more energetic students – they're more challenging for the teacher and more interesting for the class. But now that I have been a victim of bias myself, I will certainly be more aware of treating my students equally.

10. Finally, I want a teacher who will leave his emotional baggage outside the classroom. The classroom is a stage, and to be effective the teacher must in some cases be an actor. I do not want

to interrupt my concentration by worrying about what might be bothering the teacher. Nor do I want a teacher who sustains himself through ridicule or sarcasm, playing havoc with the emotions of his students and thereby blocking any learning/acquisition that might take place. So, the qualities that I have discussed can be separated into four areas: 1) affective characteristics (enthusiasm, encouragement, humour, interest in the student, availability and mental health), 2) skills (creativity, challenge), 3) classroom management techniques (pace, fairness) and 4) academic knowledge (grammar).

A teacher's effectiveness depends on his demonstration of the affective characteristics. These are inborn in some of us, but they are also within the grasp of most teachers. Most of us want to be encouraging, enthusiastic, and available, but we just have to be reminded once in a while. The classroom management techniques of peace and fairness are often overlooked, but they can be crucial to effective teaching. These are not techniques that require training, but again, simply awareness. The specific teaching skills of creativity and challenge are associated more with the types of materials and activities, and their level and appropriateness. Ease and facility in these two areas come with experience and familiarity with the syllabus and materials. Lastly, a teacher who knows his grammar gives himself credibility and stature in the eyes of his students. With a little training in how to explain grammar and how to teach it, teachers have an indispensable tool.

11. Какие аргументы приводит автор статьи в поддержку следующих утверждений?

1. A good teacher should have passion for teaching.
2. A good teacher should be creative.
3. A good teacher should maintain an excellent pace in class.
4. A good teacher should challenge his students.
5. A good teacher should be motivating on his students' success.
6. A good teacher shouldn't give up on his students.
7. A good teacher should take an interest in his students.
8. A good teacher should know his subject well.
9. A good teacher should have time for his students after classes.
10. A good teacher should treat his students on an equal basis.
11. A good teacher should leave his emotional baggage outside the classroom.

12. Выпишите главную идею каждого абзаца текста. Основываясь на этой идее, попытайтесь вспомнить, о чем говорилось в каждом абзаце.

13. Согласны ли вы что хороший учитель должен, поясните свой ответ:

- ☐ establish friendly relationship with students;
- ☐ have a lot of confidence in front of a large group of students;
- ☐ understand students' individual needs;
- ☐ encourage students to be creative;
- ☐ keep a tight control of a group of students;
- ☐ give students a lot of praise and support;
- ☐ work hard to remain up-to-date in his subject;
- ☐ spend much time preparing lessons thoroughly;
- ☐ punish students who don't work hard;
- ☐ keep in contact with the parents of his students;
- ☐ help the students organize their own learning?

14. Обсудите вопросы в парах.

1. What characteristics does a teacher's effectiveness depend on?
2. Do you think that only certain types of personalities make ideal teachers?
3. What do you think is the best explanation of personality: the one that is basically fixed or develops and changes?
4. What do you think of the view that we exhibit different aspects of our personalities in different situations, e.g. teaching different age groups?
5. Do you think that a good teacher is the one who has an inborn gift for teaching or can the skill of teaching be taught?

14. Прочтите статью, выпишите, с какими проблемами может столкнуться молодой учитель.

Teaching is a noble and rewarding job, but there are a lot of difficulties in teaching. Read the following text and find out what problems a young teacher may face.

Assistant Teacher

after The Rainbow by D. H. Lawrence

Ursula was a bright girl of seventeen. She stood in the near end of the great room. It was her classroom. There was a small teacher's desk, some long benches, two high windows in the wall opposite.

This was a new world, a new life, with which she was threatened. She sat down at the teacher's desk. Here she would sit! Here she would realize her dream of being the beloved teacher bringing light and joy to her children! Then she returned to the teachers' room. There was Mr. Harby. The schoolmaster was a short man with a fine head. He took no notice of her. No one took any notice of her.

The first week passed in confusion. She did not know how to teach, and she felt she never would know. Mr. Harby sometimes came down to her class, to see what she was doing. She felt so incompetent as he stood by. He said nothing; he made her go on teaching. She felt she had no soul in her body. The class was his class. She was only a substitute. He was hated. But he was master. Though she was gentle and always considerate of her class, yet they belonged to Mr. Harby, and did not belong to her. He kept all power to himself. And in school it was power, and power alone that mattered.

Then she began to hate him. All the other teachers hated him. For he was master of them and the children.

So she taught on. She was getting used to the surroundings, though she was still a foreigner in herself.

"If I were you, Miss Brangwen," Mr. Brunt, one of the teachers told her once, "I should get a bit tighter hand over my class. Because they'll get you down if you don't tackle them pretty quick."

"Oh, but –"

"Harby'll not help you. This is what he'll do – he'll let you go on, getting worse and worse, till either you clear out or he clears you out."

"You have to keep order if you want to teach," said another teacher.

As the weeks passed on, there was no Ursula Brangwen, free and cheerful. There was only a girl of that name who could not manage her class of children. She did not tell anybody how horrible she found it to be a schoolteacher.

The headmaster only wanted her gone. His system, which was his very life in school, was attacked and threatened at the point where Ursula was included. She was the danger. And he decided to get rid of her.

When he punished one of her children for an offence against himself, he made the punishment very heavy. When he punished for an offence against her, he punished lightly, as if offences against her were not important. All the children knew this, and they behaved accordingly.

This was coming up to a crisis. While he punished the class, he made her the cause of the punishment and her class began to pay her back with disobedience. And one evening, as she went home, they threw stones at her. Because of the darkness she could not see who those that threw were. But she did not want to know.

Only in her soul a change took place. Never more would she give herself as individual to her class. Never would she, Ursula Brangwen, come into contact with those boys. She was going to fight.

She knew by now her enemies in the class. The one she hated most was Williams. He was a sort of defective, not bad enough to be so classified. Once he had thrown an inkwell at her, twice he had run home out of class. He was a well-known character.

During the geography lesson, as she was standing at the map with the cane, the boy did everything to attract the attention of other boys.

"Williams," she said, gathering her courage, "what are you doing?"

"Nothing," he replied, feeling a triumph. Ursula turned to the map again, to go on with the geography lesson.

"Please, Miss" – called a voice. She turned round.

"Please, Miss, William has nipped me."

"Come in front, Williams," she said. The rat-like boy sat with his pale smile and did not move.

"Come in front," she repeated.

"I shan't," he cried, rat-like.

Something broke in Ursula's soul. She took her cane from the desk, and brought it down on him. He was twisting and kicking. She saw his white face, with eyes like the eyes of a fish, stony, yet full of hate and fear. She brought down the cane again and again. A few times, madly, he kicked her. But again the cane broke him, he fell down and lay on the floor like a beaten animal.

"Get up," she said. He stood up slowly. "Go and stand by the radiator." As if mechanically, he went.

"If you do the same with Clarke and Lewis, Miss Brangwen, you'll be all right," said Mr. Brunt after the lesson.

The next morning Williams came to school, looking paler than ever, very neat and nicely dressed. He looked at Ursula with a half-smile, ready to do as she told him.

Now Ursula did not send her children to the headmaster for punishment. She took the cane, and struck the boy over the head and hands. And at last they were afraid of her, she had them in order.

But she had paid a great price out of her own soul, to do this. Sometimes she felt as if she would go mad. She did not want to see them beaten and broken. She did not want to hurt them. Yet she had to. Oh why, why had she accepted his cruel system? Why had she become a schoolteacher, why, why?

15. Ответьте на вопросы.

1. What was Ursula's dream?
2. How did the schoolmaster treat Ursula?
3. What were the relations between Mr Harby and his pupils (and the teachers of the school)?
4. Could Ursula manage her class?
5. Why did the schoolmaster decide to get rid of Ursula?
6. How did the schoolmaster make the boys hate Ursula?
7. Why did Ursula have to accept the schoolmaster's system? Did she have enough strength and courage to oppose it?

16. Домашнее задание. Составьте аннотацию статьи «Ten Characteristics of a Good Teacher» by Patricia Miller

17. Прочтите текст о начальном образовании в России и составьте 5 утверждений по тексту.

Children in Russia spend 4 years in primary school. Most schools in Russia have numbers, not names, and in some schools students wear uniforms. The primary school teaches its pupils elementary skills, such as reading, writing, counting. Many schools also offer foreign languages or some other special disciplines at this age.

Every school has got classrooms, a gym, a computer room, a library and a canteen.

Students have 4-5 lessons a day and the subjects they have are: Russian, Reading, Maths, English, Nature Study, Computer Study, Art, Handicraft and PE.

During the breaks the children play games and relax. After the lessons some students stay at school and do homework with their teachers because their parents are at work.

18. Вспомните свою начальную школу, ответьте на вопросы.

- 1) When did you go to school for the first time?
- 2) Was your school near or far from your house?
- 3) How did you get to your school?
- 4) How many students were there in your school?
- 5) Did you go to school on Saturdays?
- 6) What was your favourite day of the week and why?
- 7) How long were lessons at your school?
- 8) How long did last breaks at your school?
- 9) How many lessons did you have a day at primary school?
- 10) What subjects did you study?
- 11) Which of them did you like most of all?
- 12) Why did you like them?

- 13) What were the behavior rules at your school?
- 14) Did you use to have a favourite school teacher?
- 15) Why did you like him/ her?
- 16) Were there any clubs at your school? What were they?
- 17) Did you attend any club?
- 18) Why did you choose this club?
- 19) Can you describe your school?
- 20) When did classes begin at your primary school?
- 21) When were lessons usually over at your primary school?
- 22) What would you change in your school?

10. Опишите свой опыт пребывания в начальной школе, выбрав слова и выражения из списка. Выполните упражнение письменно. Используйте предложенный план.

1. Location:

not far from, within walking distance from..., it is about 10 minutes walk from, it takes me 10 minutes to get to school.

2. Building/Classrooms/ Equipment:

- (+) brightly painted/decorated, spacious, comfortable, modern, new, cozy
- (-) depressing, gloomy, old, old-fashioned, tasteless, uncomfortable

3. Classmates/ Teachers/ Friends:

- (+) friendly, funny, helpful, confident, bright, encouraging, motivating, well-organized, experienced, popular with
- (-) boring, noisy, disorganized, boring, strict, demanding, discouraging

4. Lessons/ Subjects:

- (+) favourite, important, motivating, well-organized, I am good at
- (-) long, boring, difficult, disorganized, I am bad at

5. Out of school activities: in-school clubs, excursions, trips, theatre, hiking.

1. primary school – начальная школа
2. gymnasium — гимназия
3. a school, specializing in — школа, специализирующаяся на
4. three-storey building — трехэтажное здание
5. classroom — кабинет
6. classroom of Russian (= Russian classroom)
7. computer classroom – кабинет информатики
8. be well-equipped with — хорош-оборудованный
9. on the ground (first) floor — на первом этаже
10. staff room (teacher's room)- учительская
11. sick room (doctor's office, medical room) — медпункт
12. school office — канцелярия
13. canteen – буфет
14. dining-hall — столовая в школе
15. cloak-room (changing room) – раздевалка
16. assembly hall – актовый зал
17. gym- hall (gymnasium) – спортивный зал
18. workshop – мастерская
19. headmaster's office — кабинет директора
20. laboratory – лаборатория

21. library – библиотека
22. entrance hall – вестибюль
23. school museum – школьный музей
24. junior pupils – ученики младших классов
25. senior students –старшеклассники
26. **attend** lessons and classes — посещать уроки и занятия
27. **enter** school — поступить в школу
28. **leave (finish)** school — закончить школу
29. **pass** from to....- перейти из..... в....
30. **miss** school — пропускать школу
31. **change** school — менять школу
32. timetable — расписание (on the timetable)
33. curriculum — учебный план
34. term – четверть
35. academic year – учебный год
36. at the end of each term... — в конце четверти
37. obligatory — обязательный
38. optional – факультативный
39. learn (study) different subjects — изучать различные предметы
40. advanced mathematics – углубленный курс математики
41. attend the optional (elective) class in – необязательный, факультативный
42. do well/ badly — учиться хорошо/ плохо
43. behave well / badly- вести себя хорошо/ плохо
44. solve problems in mathematics — решать задачи по математике
45. do experiments in the lab — делать опыты в лаборатории
46. swot smth – зубрить
47. make smth out – понимать, разбираться в чем-то
48. cheat – списывать, пользоваться шпаргалками
49. prompt – подсказывать
50. work by fits and starts — заниматься урывками
51. studies — занятия
52. exams — экзамены
53. extra lessons — дополнительные занятия
54. private lessons — частные уроки
55. take lessons — брать уроки
56. give lessons — давать уроки
57. take an exam in Maths — сдавать экзамен по математике
58. fail an exam — провалить экзамен
59. pass an exam — сдать экзамен
60. weak point — слабое место
61. poor memory — плохая память
62. can't remember dates (words, formulas) — не запоминать даты, слова, формулы
63. fail to retell texts – не получается пересказывать тексты
64. punish — наказывать
65. punishment — наказание

11. Выполните короткие упражнения для активизации словарного запаса:

- 1) They _____ me a lot at school. (taught, studied, learned)
- 2) I'm _____ my final exam next month. (passing, taking, making)
- 3) “ Have you _____ your homework?” Pat’s mother asked her. (made, done, wrote)

- 4) Children have to carry heavy _____. (sacks, schoolbags, handbags)
- 5) They have a very good school _____. (restaurant, bar, canteen)
- 6) _____ is my favourite subject. (Historic, History, Story)
- 7) I'm not _____ Geography and Physics. (well with, good with, good at)
- 8) These pupils are waiting for their teacher in the _____. (classroom, lesson, class)
- 9) Sit _____ your desk and go on with your work. (at, on, near)
- 10) No one likes to _____ an exam. (lose, fail, fall)
12. Who is the _____ of your school? (director, headmaster, chief)
13. Clare was very popular with her _____. (schoolfellows, schoolchildren, schoolmates)
14. Mathematics is a _____ subject at school. (forced, compulsory, required)
15. A _____ is all the different courses that are taught in a school or college. (curriculum, scheme, timetable)
16. A _____ is a state school in which children of all abilities study together. (public school, elementary, comprehensive)
17. I'm _____ English and French classes. (following, attending, visiting)
18. A nursery school is for _____. (babies, infants, nurses)
19. Every one of their children _____ well at school. (did, succeeded, managed)
20. A _____ is a school in Britain for children aged between 11 and 18 who have a high academic ability. (grammar school, state school, special school)
21. It's hard to _____ into the university. (enter, get, go)
22. The function of school is to _____ children. (bring up, educate, encourage)
23. We're building a car at our school _____ (workshop, laboratory, workplace)

11. Ответьте на вопросы:

1. How often do you miss your school?
2. Do some children behave badly at school?
3. What do they do?
4. What kind of punishment did teachers use in your school?
5. What was the most (least) effective punishment, in your opinion?

12. Заполните пропуски в тексте.

School Uniforms

Many people believe that uniforms are better than casual clothes for children at school because they remind the children that they have to follow rules.

- | | | |
|------------|--|---------------|
| B4 | Casual clothes _____ this. | NOT DO |
| B5 | With all the children at school _____ the same clothes, children from rich families dress the same way as children from poorer families. | WEAR |
| B6 | A uniform also _____ a feeling that everyone at the same school is part of the same community. | CREATE |
| B7 | In the 1960s and 1970s, many schools in Britain _____ having a school uniform because of the expense for parents. | STOP |
| B8 | Since then, however, a number of these schools _____ uniforms back. Their new uniforms are more comfortable and more fashionable than | BRING |
| B9 | uniforms _____ forty years ago. | BE |
| B10 | They're so popular that many of the head teachers at schools without uniforms _____ now about bringing uniforms back there too. | THINK |

13. Напишите ответное письмо своему другу, отвечая на его письмо-стимул.

... Recently I have moved to a new flat. I like my new school. We can choose subjects to study. I have chosen Maths and Physics. I like them because I am good at solving problems. And what about you? Do you like your school? What subjects are you good at? I hope you'll write a lot of interesting things.

...

Best wishes,

John

14. Просмотрите видеофильм «This is Britain school» и выберите правильный вариант ответа.

<https://yandex.ru/video/preview/13702459196411524530>

1.What is boy's name?

- a) Jake
- b) Jamie
- c) John

2.How old is he?

- a) 11
- b) 12
- c) 10

3.Where does he live?

- a) in the north of England
- b) in the south of England
- c) in the west of England

4.Lollipop lady helps

- a) to do the homework
- b) to cross the road
- c) to meet the children

7.When does lesson 1 start?

- a) 9.30
- b) 9.45
- c) 9.00

8.What is his favourite class?

- a) Art
- b) Science
- c) ICT

9.What does he do during the break?

- a) He plays football.
- b) He plays different games.
- c) He plays chess.

10. Where does he eat lunch?

- a) He goes home for lunch.
- b) In the school canteen

5. Do the children wear a uniform in Forest school?

a) Yes, they do.

b) No, they don't.

6. When does class registration start?

a) At 9.00

b) At 8.45

c) At 8.50

c) He brings sandwiches with himself.

11. What has Angharad got for lunch?

a) Pasta and salad

b) Cheese and onion crisps

c) Ham and salad sandwiches, a packet of crisps

12. The end of school day is

a) At 3.25

b) At 3.10

c) At 3.15

15. Прослушайте интервью японского школьника и ответьте на вопросы:

<https://www.esl-lab.com/easy/school-schedule/>

1. How does Joshua go to school in Japan?

He takes a school bus every morning.

He walks with a group of friends.

He rides the subway at 8:00 AM.

2. Which item did Joshua NOT take to school?

a backpack

gym clothes

a school hat

3. What does Josh do first when he gets to school?

He practices his reading and writing.

He stands and bows to the teacher.

He puts on his gym clothes for class.

4. Where does Joshua eat lunch at school?

in his classroom

in the gymnasium

in the lunchroom

Joshua probably gets home from school between _____.

1:00 and 2:00 p.m.

3:00 and 4:00 p.m.

2:00 and 3:00 p.m

16. Домашнее задание. Подготовьте устное сообщение по одной из предложенных тем:

Teenage problems at school.
Your idea of a perfect school.
Your idea of a perfect teacher.
Education at school.
The code of conduct.
Punishments at school.
My best school friend.

Практические занятия № 23-25

Тема: Job interview. Перевод профессионального текста. Инструкция к выполнению задания. Условия выполнения задания. Критерии оценивания. Техника работы со словарем. Особенности перевода аутентичного текста, содержащего профессиональную лексику. Выполнение тренировочных упражнений.

- 1. Просмотрите список «за» и «против» для соискателей и обсудите с одноклассниками, как можно избежать ошибок при устройстве на работу.**

Dos and don'ts for job seekers

DOS	DON'Ts
Do learn ahead of time about the company and its product.	Don't keep stressing your need for a job.
Do apply for a job in person.	Don't discuss past experience, which has no application to the job situation.
Do let as many people as possible know that you are job "hunting."	Don't apologize for your age.
Do stress your qualification for this job.	Don't be untidy in appearance.
Do mention any experience you have which is relevant to the job.	Don't beg for consideration.
Do assume an air of confidence.	Don't mumble.
Do approach the employer with respectful dignity.	Don't be one of those who can do everything.
Do try to be optimistic in your attitude.	Don't hedge in answering questions.
Do try to overcome nervousness and shortness of breath.	Don't hesitate to fill out applications, give references, etc. on request.
Do answer the questions honestly.	Don't hang around, prolonging the interview when it should be over.
Do have a good resume.	Don't go to an interview without a record of former employment.
Do know the importance of getting along with people.	Don't arrive late or breathless for an interview.
Do recognize your limitations.	Don't be a "know it all" or a person who can't take instructions.
Do make plenty of applications.	Don't isolate yourself from contacts that might

	help you find a job.
Do indicate your flexibility and readiness to learn.	Don't display a feeling of inferiority.
Do be well groomed and appropriately dressed.	Don't write incorrect information on your CV to make it look better.

2. **Какому бы совету из таблицы вы следовали, чтобы устроиться на работу. Какие советы вы бы приняли к сведению? Со всем ли вы согласны? Что бы вы добавили в список?**

3. **Прочтите и переведите текст, расскажите об ошибках, которые допускают соискатели при приеме на работу, запишите десять ошибок, которые, по вашему мнению, самые распространенные.**

Top 50 interview mistakes

It's easy to make a mistake when you are at a job interview. In fact, sometimes you don't even know you're making a mistake. I've spoken to several job seekers who didn't realize that it wasn't acceptable to walk into an interview with a cup or coffee or a bottle of water.

I've also spoken to applicants who have erred on the side of being too early for a job interview or dressing too casually or even too over-dressed for the job or the company. They thought they were doing the right thing. Instead, they ended up not making the best impression.

Some of the interview mistakes made most frequently should be obvious, others aren't as clear, especially if you haven't interviewed much or in a while. Here are the top 50 most common interview mistakes to review so you can avoid making them.

1. Dressing inappropriately.
2. Not taking a phone interview as seriously as an in-person interview.
3. Leaving your cell phone on.
4. Chewing gum.
5. Bringing a cup of coffee or other drink with you.
6. Bringing another person with you to the interview.
7. Wearing sunglasses.
8. Showing up early.
9. Showing up late.
10. Showing up hangover and/or really tired.
11. Going to the interview if you are really sick.
12. Not knowing the interviewer's name.
13. Not introducing yourself.
14. Leaving a Bluetooth earpiece on.
15. Not smiling during the interview.
16. Interrupting the interviewer to take a call.
17. Have background noise (kids, pets, etc.) during a phone interview.
18. Wearing too much perfume or cologne.
19. Wearing a hat or cap to the interview.
20. Not bringing extra copies of your resume.

21. Not bringing a list of references.
22. Depending on the job, not bringing a portfolio of your work.
23. Playing with your hair.
24. Saying "ummm" or "you know" or "like" too often.
25. Mumbling and using poor grammar.
26. Talking too much.
27. Cutting off the interviewer's question.
28. Not talking enough.
29. Not smiling enough.
30. Telling jokes and laughing too much.
31. Not making eye contact with the interviewer.
32. Criticizing your last company or boss.
33. Not remembering your work history.
34. Checking your notes for an answer to a question.
35. Not following directions if you're given a test.
36. Not being prepared to answer questions.
37. Not paying attention to the questions you're asked.
38. Not taking the time to research the company prior to the interview.
39. Forgetting the name of the company you are interviewing with.
40. Forgetting the names of the companies you've worked for in the past.
41. Not remembering the job you applied for.
42. Telling the interviewer that you really need the job.
43. Telling the interviewer that you need the money.
44. Not knowing enough about the company you are interviewing with.
45. Asking about time off in your first interview.
46. Asking about salary and benefits right away.
47. When asked "Why do you want to work for our company?" providing answers that are focused on you instead of on how you will benefit the company.
48. Not have relevant questions to ask when asked, "What questions do you have?"
49. Neglecting to thank the interviewer for the opportunity to meet with him or her.
50. Not sending a thank you note after the interview.

4. Прочтите и переведите текст.

Funny interview questions

Job interview questions differ according to the work structure of a company. But most of the job interview questions asked by the companies are related to the three categories. In the first set, the interviewer asks about the candidate's family background, education, and interests. The second set comes with questions meant to assess the technical knowledge of the candidate. While the last is to judge the candidate's personality – his/her nature, decision making capacity, ideology, and ability to solve problems.

But some interview boards also ask a few funny interview questions to the candidate. This is a tricky method to check the candidate's reaction. Many candidates don't know how to answer a funny interview question. Hearing a funny interview question some candidates get irritated. What is there in getting irritated hearing a funny interview question? The candidates have to know that these questions are meant to check the psychological structure of the candidate. There is nothing to get panic or irritated hearing funny interview questions. Just answer the funny interview questions as other technical questions in a simple way.

By asking funny interview questions the interviewer is trying to test the nerve of the candidate. Just relax and show enthusiasm to answer the funny interview question as the other interview questions. The interviewer is trying to check what type of person you are. That is whether you have enough humor sense. Funny interview questions are asked to put the candidate at ease. By asking funny interview questions, the interviewer is also trying to make you relaxed and enthusiastic. The interviewer also needs to remove the tension in you and make the interview process very informal. This is done so as to smoothen the interview process.

5. **Составьте 10 смешных, либо неординарных вопросов, короткие могут задать на собеседовании.**
6. **Прочтите диалог и по образцу составьте с партнером примерный диалог, используйте предложенную инструкцию.**

Job interviews: breaking the ice (INSTRUCTION)

You'll notice a few questions in the beginning of the interview that concerns how the job applicant arrived and the weather. This is commonly referred to as 'breaking the ice'. 'Breaking the ice' is an important way to begin the job interview, but it shouldn't take too long. Generally, job interviewers will break the ice to help you feel comfortable. Make sure to give positive, but not too detailed answers to these 'ice breakers'.

- Give short, positive answers to questions.
- Don't go into too much detail.
- Expect questions about the weather or how you arrived to the job interview.
- It's a good idea to make a pleasant comment yourself to break the ice. Keep it short, positive and simple.

Referrals

Sometimes, you may have found about a job opportunity through a referral. If this is the case, make sure to use the referral to your best advantage by mentioning it at the beginning of the interview.

- Mention the name of the referral at the beginning of the interview. Ideally, this should be done when asked about how you found the job opening.
- Provide the name of the referral,
- Don't go into too much detail about the relationship, unless asked.
- Give the name of the referral only once. Don't continue to repeat the name during the interview.
- Don't assume the job interviewer knows the person you are mentioning.

Language

Relating your job experience and how it relates to the specific job for which you are applying are the two most important tasks during any job interview. Make sure to use lots of descriptive verbs and adjectives to describe your responsibilities. For example, instead of the following job description:

I talked to customers about their problems.

A more descriptive phrase with better vocabulary might be:

I counseled customers documenting their concerns, and coordinating our response to their individual needs.

- Take some time to prepare descriptive sentences concerning your responsibilities.
- Make sure to connect your past experience to the position.

Sample job interview

Interviewer (Ms Hanford): (opens door, shakes hands) Good morning...

Job Applicant (Mr. Anderson): Good morning, Joe Anderson, it's a pleasure to meet you Ms Hanford.

Hanford: How do you do? Please take a seat. (Joe sits) It's quite the rainy day outside, isn't it?

Anderson: Yes, luckily, you have a nice underground parking lot that helped me avoid the worst of it. I must say this is an impressive building.

Hanford: Thank you, we like working here... Now, let's see. You've come to interview for the position of e-commerce manager, haven't you?

Anderson: Yes, Peter Smith encouraged me to apply, and I think I'd be ideal for the position.

Hanford: Oh. Peter... he's a great sysadmin, we like him a lot ... Let's go over your resume. Could you begin by telling me about your qualifications?

Anderson: Certainly. I've been working as the regional assistant director of marketing at Simpco Northwest for the past year.

Hanford: And what did you do before that?

Anderson: Before that, I was a Simpco local branch manager in Tacoma.

Hanford: Well, I see you have done well at Simpco. Can you give me some more detail about your responsibilities as assistant director?

Anderson: Yes, I've been in charge of in-house personnel training for our Internet customer service reps over the past six months.

Hanford: Can you tell me a little bit about what you've been doing in your training?

Anderson: We've been working on improving customer satisfaction through an innovative e-commerce solution which provides real-time chat service help to visitors to the site.

Hanford: Interesting. Is there anything in particular you feel would be useful here at Sanders Co.?

Anderson: I understand that you have been expanding your e-commerce to include social networking features.

Hanford: Yes, that's correct.

Anderson: I think that my experience in customer relations via the Internet in real-time puts me in the unique position of understanding what works and what doesn't.

Hanford: Yes, that does sound useful. What difficulties and challenges do you think we might run into?

Anderson: Well, I think we'll continue to see consumers spend more of the shopping dollars online. I've been studying how sales directly relates to customer satisfaction with online services.

Hanford: Would you mind giving me a bit more detail on that?

Anderson: Sure ... if customers aren't satisfied with the service they receive online, they won't come back. It's much easier to lose customers online. That's why you need to make sure that you get it right the first time round.

Hanford: I can see you've learnt quite a lot in the short time you've been working in e-commerce.

Anderson: Yes, it's an exciting field to be working in ...

7. Прочтите ответы 3х соискателей. Какой соискатель, по вашему мнению, будет иметь успех? Почему? Какой провалит интервью, поясните почему.

Job interview dialogue

Good morning, my name is Ms Martin. You've applied for the Laboratory Assistant's position right?

A. Yes.

B. Yes Ms Martin, I have.

C. Yes Ms Martin. When I saw it advertised I thought it would really suit me.

Can you tell me why you replied to our advertisement?

A. I I 'm not really sure ahh

B. Well, I've always enjoyed science and felt that this position would offer me an opportunity to extend my skills in this area.

C. I think that I'd be really good at this kind of work. In fact I learn so fast that I'd be looking for promotion very shortly.

Do you know exactly what you would be doing as a Laboratory Assistant?

A. Well, I don't really know for sure, but I think it's got something to do with helping out the scientists in the laboratory hasn't it?

B. A Laboratory Assistant helps to maintain scientific equipment, keeping a check on the supplies in the store, and preparing the chemicals for experiments.

C. Oh, a Lab. Assistant helps make sure that all the experiments are done properly.

What sort of student do you regard yourself as . . . did you enjoy studying while you were at school?

A. I wasn't the best student. I didn't really like study all that much, but I did it when I had to.

B. I suppose I'm a reasonable student. I passed all my tests and enjoyed studying subjects that interested me.

C. I'm a really great student I didn't have to study much because I always seemed to get by without worrying too much about it.

What were your favourite subjects at school?

A. I liked Science-it was O.K. . . well, at least the bits I understood were O.K.

B. Maths and Science were my favourite subjects at school. I also enjoyed doing History.

C. I'm afraid that I only liked the ones I was good at. The others were so boring that I found them to be a thorough waste of my time.

Do you have any further plans for further study?

A. I hadn't really thought much about it . . . I don't know what courses I could do.

B. Well, I've thought about doing the part-time Chemistry Certificate course at Technical College. I think I would really benefit from doing that.

C. Well, if I had to do it I suppose I would, but now I've finished school I'd much rather try to get my social life back into full swing again.

Suppose our company wanted you to attend an institution to further your skills.... How would you feel about this?

A. Attend a what?

B. If the course would help me improve my prospects for promotion and help me to be better at my job I would definitely do it.

C. Attend a course? When? I hope it would be in the day time? Would I get time off from work to attend it? I hope it's not at night-my social life would be ruined.

Have you ever had a job before?

A. No I haven't. I've never really been game enough to get one.

B. Yes. I have worked part-time at a take away food store-the one just round the corner.

C. No. I've really been too busy, what with all the study I've had to do to get a good result. . .

We have a lot of other applicants for this position. Why do you think that you deserve to get the job?

A. I can't think of any special reason-I suppose I'm no different from most other people.

B. Well, I've found out a lot about this type of work and my research suggests that I would be quite capable of doing the work involved. I also think that I would be able to handle any training course reasonably well.

C. I reckon I'd probably be the best applicant you're likely to get for the job.

Now, do you have any questions you'd like to ask me about the position?

A. No thank you. I don't think so.

B. Yes. Ms Martin, could you tell me what hours I'd have to work, and for whom I'd be working?

C. Yes. . . What's the pay like?

I think I have asked you everything I wanted to. Thank you for coming along to the interview.

A. Thank you Ms Martin. Goodbye.

B. Thank you. When will I know if I am successful?

C. Oh, think nothing of it. . . Could I see where I'll be working?

8. Для каждого соискателя выберите те 3 слова/фразы из списка ниже, которые наиболее характеризуют его.

Questions

Applicant A

Applicant B

Applicant C

Has done some research; confident and prepared; ill-prepared; unsure; arrogant; hesitant; doubtful; ability to cope; lazy; not interested in the job; an upstart (presumptuous); modest but sure of him/ herself; adequate; pushy; polite; rude; interested; keen; under confident; energetic; has good study habits; has positive attitude to study.

9. В диалоге, представленном ниже, найдите следующие выражения на английском.

1. Заполните, пожалуйста, эту анкету.
2. Фирма с большими перспективами.
3. Нам нужна сильная творческая команда.
4. Какие ваши главные достоинства?
5. Вы хорошо переносите повседневные нагрузки?

6. У вас отличные отзывы с предыдущей работы.

Job-hunting

- Good morning, sir.

- Good morning. Come in. Mr. Klimenko, isn't it? Please take a seat. You will have to excuse me a moment while I finish signing these letters. Meanwhile please fill in the application form... There, that'll do. Now I can concentrate on you, Mr. Klimenko. Tell me, how long you have been working in Alpha?
- Five years. I am only leaving because the firm is moving to Sevastopol, I think a change will do me good.
- What do you know about our company? You are welcome to ask any questions you have.
- I know that this is a very promising company, so I'd like you to inform me what will be the major focus of efforts in the next few years.
- We plan to expand our activities with English-speaking countries, mainly England, to buy the equipment and technology from there and run training programs here. We need a team of creative people to make our company competitive in the world market.
- What will my responsibilities and obligations be during the first year?
- Well, first of all to be responsible for our contacts with English partners. You will need to skillfully negotiate for and buy equipment. The job will involve much travelling. There is likely to be a trade fair in London soon, which we hope you will be able to go to.
- Yes, I see.
- So tell me, what are your three main strengths?
- I think they are: reliability, loyalty and energy.
- OK. Do you work well under pressure?
- Yes, I'm accustomed to working under pressure.
- Are you a leader, an entrepreneur by nature?
- Yes, I think so.
- All right. Now, Mr. Klimenko, I am quite prepared to offer you a job with us. You have excellent references from your previous job. You'll start on \$450 and if you do well we'll review it after three months. The hours are from nine to five thirty, with an hour for lunch and a fortnight's holiday. Does it suit you? Any questions?
- What about travel? Where will I have to go and for how long?
- Mostly to England for not longer than a month.
- All right. When do you want me to start, sir?
- In a week, if possible.
- I am afraid I can't start working till the 10th of October.
- No problem. We'll be seeing you on the 10th then?
- Yes, certainly. Thank you very much. Goodbye.
- Goodbye.

10. Выучите лексику по теме.

Vocabulary

position - должность, вакансия negotiations - переговоры

application - заявление, анкета strength - сила, достоинство

promising - перспективный tension - напряжение, стресс

obligation - обязанность experimental period - испытательный срок

skillful – опытный

поиски работы- job search

профессиональное учебное заведение- vocational, professional (university) training programme

профессиональные контакты- specific job contacts

служба трудоустройства- Job counselling

проверка профессиональной пригодности и интересов- interest and aptitude testing

обучение и руководство- providing training and guidance

Объявление- advertisement

подходящая работа- particular job that is of interest to you профессиональные журналы- professional journals объявления о приеме на работу- Job advertisements “требуется на работу”- “Help wanted”

“ищу работу”- “Jobs wanted”

профессиональный опыт- work experience местонахождение фирмы- the location of the job

рабочий день- the working hours

оплата- the pay

нереальные предложения- unrealistic offers

заработать много денег- make a lot of money

Предприниматели- Employers

Работники- employees

Навыки- skills

отбор работника (надежность работника)- dependability личные качества- personal characteristics

претендовать на (работу)- apply for a job

сдать экзамен- take a test

пройти медицинское обследование- have a physical examination

представить резюме и рекомендации- submit references

11. Ответьте на следующие вопросы. Answer the following questions:

1. What must you do to begin your job search? *To begin your job search, you must identify the kind of job you want, where the jobs are, and what employers expect*
2. What must you include when thinking about the work you can do? *Include the work you have been trained to do, the work you have actually done, and the work you enjoy doing*

3. How can you build a network of people interested in helping you? *Thinking and talking help you build a network of people interested in helping you*
4. What is job counselling? *Job counselling is a professional service that may include vocational training*
5. Does it provide training and guidance? *and providing training and guidance in the various steps at a job search*

1. What is the best method to use according to many people?
2. Where can we find job advertisements?
3. What are the 2 main types of job adds?
4. Why must you read want adds? What information does it contain?
5. What kind of adds should we avoid?

12. Скажите в нескольких словах, какие документы вы должны приготовить перед тем, как обращаться по поводу работы. Say in a few words, what documents you must prepare before applying for a job.

Depending on the job you are applying for, you might have to complete an application form, submit a resume, take a test, have a physical examination, or submit references, samples of your work, and copies of your school records.

13. Выполнение упражнений по теме урока. Составьте предполагаемые вопросы, которые можно ожидать на интервью.

Have you ever had an interview for a job? **What questions must you think of when you go to the interview?**

Предполагаемые ответы учащихся или перевод с русского на английский язык.

What are your spare-time interests?

What do you like doing? Why?

What don't you like doing? Why?

What do you do well?

What do you do badly?

What are your good points?

Have you worked before?

Have you done a part-time job?

Do you have the right skills?

Do you enjoy travelling?

And are you good at meeting people?

Are you aggressive?

Are you interested in working in an office?

Can you type and file quickly?
Are you patient?
Do you like helping people?
Are you good at working with numbers?
Are you friendly?
What skills do you need for the job you would like to have?
Are you responsible?
Do you work hard?
Do you always do the best job you can?
Do you help your co-workers?
Are you reliable?
What are your strengths?
Do you work well with people?
Are you good at math?
Do you learn quickly?
Can you work independently?
What are your weaknesses?

14. You've got an interview for a job-good! To do well at an interview you need to put in some thoughts first. The employer wants to know if you are the person he wants, so you'll be asked about yourself. Think about it now.

(Учащиеся читают вслух и переводят вопросы, записывают их в тетради и готовят ответы на них).

What do you do well? What do you do badly? What are your good points? (I'm friendly, honest, sensible, practical, etc.) What are your spare time interests? What do you like doing and why? What do you not like doing and why? What school activities do/did you do? (sports, clubs, etc.) Have you worked before? Have you done a part-time job? What school subjects are you good at? Why would I like this job? What about working on Saturday job?

15. Подумайте о потенциальных вопросах, которые можно задать менеджеру при приеме на работу. Запишите их в тетрадь.

The job itself?
Conditions?
Training?
Promotion prospects?
Further education?
Salary?

Accommodation?

Предполагаемые вопросы.

1. What does the job involve?
2. What are the working hours?
3. What are the holidays?
4. Do you provide any accommodation?
5. Is there any training? What is it?
6. Will I get any qualifications?
7. Under what conditions I would be working?
8. What's the starting salary?
9. What are the prospects for promotion?

16. Ответьте на составленные вопросы.

17. В парах составьте мини-диалоги, основываясь на материале из предыдущего упражнения (вопросы и ответы на интервью).

18. Просмотрите объявления некоторых вакансий. Составьте примерные вопросы, которые можно ожидать при устройстве на работу при их соискании.

Focus attention on the job advertisements. .

- 1) Which would you apply for?
2. Why would you like this job?

Trainee computer programmer

Good opportunity for a start in computers. Ability at maths is essential. Application forms to: Personnel Department, Continental Computers, Honeywell Rd., Bournemouth.

Fernside Engineering

Require a junior clerk for the accounts department. Apply in writing to: The Personnel Officer, Fernside Engineering, Western Rd., Poole.

Shop assistant

A vacancy for a smart, lively young person. Good prospects. Please write to: Mrs J. Frost, 'Cool Boutique', 39 High St., Dorchester

19. Прочтите и переведите тексты (цель-подготовка к составлению интервью)

Текст 1 Applying for a Job — Before Your Interview

Here are some questions to think about. Your answers will help you choose the right job. Your answers will also help you answer the interviewer's questions.

Do you have the right skills?

If you want to be a salesperson, do you enjoy travelling, and are you good at meeting people?
Are you aggressive?

If you want to be a secretary, are you interested in working in an office? Can you type and file quickly? Are you patient?

If you want to work in a store or restaurant, do you like helping people? Are you good at working with numbers? Are you friendly? What skills do you need for the job you would like to have?

Are you responsible? Do you work hard? Do you always do the best job you can? Do you help your co-workers?

Are you reliable? Do you start working on time? Do you come to work every day? If you begin working on something, do you finish it?

What are your strengths?

For example, do you work well with people? Are you good at math? Can you type fast? Do you learn quickly? Are you reliable? Can you work independently?

What are your weaknesses?

For example, perhaps your English is still not very good, but you're taking a class to improve it. Perhaps you are impatient because your coworkers do not work very fast, but you are learning to be more patient.

Текст 2 A Job Interview.

MrsD: Come in. Mr Lo, isn't it? Please have a seat.

Mr Lo: Thank you.

Mrs D: Did you have a good trip?

Mr Lo: Yes, thanks. I came up from San Diego yesterday.

Mrs D: And did you find a nice hotel?

Mr Lo: No. I'm staying at my parents' place in Oakland.

Mrs D: Oh, that's right, you're from the Bay area, aren't you?

Mr Lo: Yes. I was born and raised in Oakland.

Mrs Du=Mrs Dukakis

Mrs D: When did you leave?

Mr Lo: I went to college in L.A. That was in 1988.

Mrs Du Mrs Da Mrs Du Mrs Da: Mrs Du Mrs Da:

Mrs D: So, where are you presently working?

Mr Lo: Soledad Computers in San Diego. Have you heard of them?

Mrs D: No, not really. How long have you been with them?

Mr Lo: I've been working there since I graduated from college.

Mrs D: Why do you want to change jobs now?

Mr Lo: I'd like to do some travelling. I want to use my languages, and I want a better job.

Mrs D: Yes. I see here that you speak Chinese and Spanish. That's OK. Do you want to live closer to your parents?

Mr Lo: That's not the reason why I want this job. But yes, I'd like to live in this area again.

Mrs D: Well, thank you, Mr Lo. We'll be in touch.

20. Ответьте на вопросы по диалогу из предыдущего упражнения.

1. Where is Mr Lo presently working?
2. What is he doing in Oakland?
3. Where was Mr Lo born?
4. When and why did he leave Oakland?
5. Why does Mr Lo want to change his job?
6. What languages can he speak?

21. АУДИРОВАНИЕ (комплекс упражнений).

Снятие трудностей

receptionist -администратор

front desk –регистрационный стол

responsible for –ответственный за

greeting-встреча приветствие

making bookings-прием заказов

sorting out -выявление

qualification -профессия

work experience –опыт работы

quite a few-довольно много

part –time job –работа с частичной занятостью

box office -касса

definitely- конечно

a waiter-официант

part of a team –часть команды

reference-рекомендация

qualities-качества

hard-working-трудолюбивый

problem-solving-решение проблем

pressure-давление

calm-спокойный

communication skills-навыки общения

best quality-лучшее качество

deal with difficult customer-иметь дело с трудным клиентом

furious-разгневанный

make a big fuss-поднимать шум

apologize-извиняться

staff-коллектив

attract-привлекать

particular job-определенная работа

amazing reputation-изумительная репутация

training-обучение

unsocial hours-сверхурочные часы

working shifts –рабочие смены

pay -оплата

trial period-испытательный период

Well, here I am at the Grand Hotel waiting for my interview with the manager. They are looking for a receptionist to work at their front desk. I would be responsible for greeting the guests, making bookings, and generally sorting out any problems. I'd really like to do it. I hope I don't look as nervous as I feel.

- So Add, I've had a quick look at your CV and I see that you've got some very good qualifications. What about work experience? Have you had any jobs while you have been at school?
- Yes, I've had quite a few part-time jobs and I've worked all through the last two summer holidays.
- Ah, that's good.
- What kind of jobs have you done?
- Well, I had a Saturday job in a book shop and I worked in the box office of our local theater.
- So, are you familiar with using a computer to make booking?
- Yes, definitely.
- And do you have any experience of hotel work?
- Yes, I work part-time at the Oak Hotel as a waiter.
- I've been doing it for over year now.
- Oh, yes, I know the Oak. It's a nice place. Tell me a bit about your work there.
- Er, I work as part of a team, there are three or four of us that work on busy nights but on Sunday I am responsible for serving breakfast and then I work on my own.
- Do you think the manager would give you a good reference?
- Oh, yes, I am sure he would.
- So what qualities would you bring to this job?
- Well, um, I'd say I'm very hard-working, I am organized but I enjoy problem-solving.
- Do you think well under pressure?

- Yes, I prefer to be busy and I am pretty good at keeping calm.
- And what about your communication skills? Do you enjoy working with people?
- Absolutely, I love it. I'd probably say it's my best quality.
- Hmm, can you give me an example of a time when you dealt with a difficult customer?
- Hmm, let me see, there was one customer in the restaurant, he arrived two hours late and then was furious because we didn't have a table for him. He made a big fuss about it.
- And what did you do?
- I apologized and said I'd give him a table as soon as possible. Then I offered him a drink while he waited.
- And was he happy with that?
- Yes, he was fine. He'd just had a bad day, I think, in fact, he apologized to me in the end.
- That's good! We need our staff to be polite. So what attracts you to this particular job?
- Well, it's the Grand Hotel! It's got an amazing reputation and you offer a really good training scheme. I've love to have the opportunity to work here.
- The hours are quite long and sometimes pretty unsocial.
- How do you feel about working shifts?
- It's not a problem. I am used to it.
- It's not a problem I am used to it.
- And the pay isn't great. I am afraid although it would probably go up a bit after your initial trial period.
- That's fine. I am still living at home so I should be able to manage.
- So, you may think you'd like this job now but where do you see yourself in 5 year's time?
- Well, to be perfectly honest I don't know.
- My dream is to have my own hotel one day but for the next few years I'm just prepared to work hard and learn as much as I can.
- Well, thanks for coming in, Edd.
- We have had several applicants for this job and I am seeing two more people today, but I'll let you know as soon as I have come to a decision.
- It was very nice to meet you.
- You, too. I hope, we'll meet again.

Задания после первого прослушивания.

Прослушайте диалог, ответьте на вопросы .

1. What job is Edd applying for?
2. Where does he want to work?
3. During what period did he have part time jobs?

4. Does he have any experience of hotel work?
5. Is he still working?
6. What is his dream?

Задания после второго прослушивания.

1) Add would be responsible for

1. greeting the guests and making bookings
2. making bookings and serving food
3. greeting the guests and communicating with customers

2) As for the summer part time jobs Edd worked

1. in the box office of the local cinema
2. as a shop assistant in a book store
3. as a waiter in a hotel

3) He thinks his best quality is

1. He is hard-working and organized
2. He enjoys problem-solving and thinks well under pressure
3. He has good communication skills and enjoys working with people.

4) Dealing with a difficult customer he

1. apologized and served him a cup of coffee
2. apologized and gave him a table
3. apologized and said he'd give him a table as soon as possible

5) What attracts him to this particular job?

1. The reputation of the hotel and the opportunity to learn
2. Working shifts and good salary
3. A good staff and location of the hotel

Прочитайте диалог по ролям.

Составьте рассказ в тетрадах о кандидате (10-15 предложений) по следующему плану.

- Where he wants to work
- What his duties would be

- His part-time jobs and job experience
- His personal characteristics
- To what conditions he agrees
- Where he lives
- His dream
- His plans for future

Примерный рассказ.

1. He wants to work as a receptionist at their front desk of Grand Hotel.
 2. He would be responsible for greeting guests, making bookings, and generally sorting out any problems.
 3. He has got some very good qualifications.
 4. He's had quite a few part-time jobs in summer- in a book shop and in the box office of the local theater.
 5. He has good computer skills and some experience of hotel work.
 6. Actually, he has been working part-time as a waiter for over a year.
 7. He works as part of a team on Saturday, on Sunday he is responsible for serving breakfast and then he works on his own.
 8. He is very hard-working, organized enjoys problem-solving, thinks well under pressure (prefers to be busy and is pretty good at keeping calm).
 9. He has good communication skills and loves working with people. It is his best quality.
 10. He doesn't mind working shifts and is prepared to receive not so high salary.
 11. He lives at home.
 12. His dream is to have his own hotel one day .
 13. For the next few years he wants to work hard and to learn as much as he can.
- 22. Домашнее задание. Разыграйте в парах интервью при устройстве на работу.**

Практические занятия № 26-30.

Тема: Перевод профессионального текста. Выполнение тренировочных упражнений.
Перевод аутентичного текста «*Learning in a fresh air*», ответы на вопросы к тексту.
Перевод аутентичного текста «*The importance of the game*», ответы на вопросы к тексту.
Перевод аутентичного текста «*First memories*», ответы на вопросы к тексту.
Перевод аутентичного текста «*Welcome to Fantasy Kids Resort*», ответы на вопросы к тексту

1.Самостоятельно изучите пособие Перевод в сфере профессиональной коммуникации. Учебное пособие. Таганрог: Изд-во ЮФУ, 2014. 90 с., **сделайте пометки в тетрадь.**

2.Выполните письменный перевод текста профессиональной направленности *Studying at university (in England and Wales)* и выполните комплекс упражнений.

Subjects

You can normally **do/study** these subjects at university but not always at school:

Medicine, law, philosophy, engineering

Psychology, sociology, architecture, politics

business studies, agriculture, history of art

Note: The underlined letters in some of the words above show the syllable with the stress. Also note that the first syllable of psychology is pronounced /sai/ like 'my'.

Studying at university (in England and Wales)

If you want to **go to** (= **enter** *fml*) university, you must first **pass examinations** that most students take at the age of eighteen (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to **get/obtain** a place at university because the places are limited. At the moment, approximately 30 young adults go to university in Britain.

If you get a place at university, the **tuition** (= the teaching) is free, and some students also **get** (= receive) a **grant** (= money to pay for living expenses, e.g. food and accommodation) as well. Students at university are called **undergraduates** while they are studying for their first degree.

Most university courses **last** (= go on for / continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing/studying** history, or **doing/studying for** a degree in history, for example. When they finish the course and pass their examinations, they **receive a degree** (the qualification when you complete a university course successfully). This can be a **BA** (= Bachelor of Arts) or

a **BSc** (= Bachelor of Science), e.g. I have a friend who has a BA in history, and another who has a BSc in chemistry.

Postgraduate courses

When you complete your first degree, you are a **graduate**. (In the US, students also use this word as a verb and say, they 'graduated in history' or 'graduated in chemistry', for example.) Some students then go on to do a second course or degree (**postgraduate course/postgraduate degree**). These students are then **postgraduates**. There are usually three possible degrees:

MA (Master of Arts) or MSc (Master of Science); usually one year

MPhil (Master of Philosophy); usually two years

PhD (Doctor of Philosophy); at least three years

When people study one subject in great detail (often to find new information), we say they are **conducting / doing / carrying out research** (U); e.g.

I'm **doing** some **research into/on** the languages of different African tribes.

School vs. university

At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**. When a lecturer **gives/does** a lecture, the students listen and **take/make notes** (= write down the important information), but do not usually say much, except to ask occasional questions.

3. Прочтите высказывания студентов университета, запишите в тетрадь специальности

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
3. The way we use fertilizers is much more precise than twenty years ago.
4. We're going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really a reaction to the work of the Impressionists.
7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case - it's one of the most famous in legal history.

4. Поставьте ударение в каждом из записанных слов, отчитайте каждое слово несколько раз.

5. Дайте дефиниции на английском следующим понятиям.

1. the money some students receive if they get a place at university?
2. the qualification you get at the end of university?
3. the name we give students during this period at university?
4. teachers at university?
5. students when they have completed their first degree?
6. students studying for a second degree?

7. the study of one subject in great depth and detail, often to get new information?
8. the talks that students go to while they are at university?

6. Замените подчеркнутые глаголы синонимичными глаголами, которые будут иметь такое же значение в контексте. Используйте словарь синонимов для работы.

1. Who is giving the lecture today?
2. Did she receive a grant for her course?
3. Is it more difficult to obtain a place at university?
4. You have to pass the exams before you can enter university.
5. He's studying physics, I think.
6. I think they're carrying out some research into the cause of asthma.
7. I didn't take any notes in the lecture yesterday.
8. The course goes on for three years.

7. Ответьте на вопросы, сравните зарубежную систему образования с отечественной.

8. Прочтите текст, выберите по смыслу наиболее подходящее слово или фразу.

The open university

The Open University (OU) is a pioneer university in distance learning. It is notable for having an open entry policy, i.e. students' previous academic achievements are not taken into account for entry to most undergraduate courses. The majority of the OU's undergraduate students live in Great Britain and principally study off-campus, but many of its courses (both undergraduate and postgraduate) can be studied off-campus anywhere in the world. There are a number of full-time postgraduate research students based on the university campus where they use the OU facilities for research, as well as more than 1000 members of academic and research staff and over 2500 administrative, operational and support staff.

The OU was established in 1969 and the first students enrolled in January 1971. The University administration is based in Milton Keynes, England, but has regional centres in each of its thirteen regions around the United Kingdom of Great Britain. It also has offices and regional examination centres in most other European countries. The University awards undergraduate and postgraduate degrees, as well as non-degree qualifications such as diplomas and certificates, or continuing education units.

With more than 180,000 students enrolled, including more than 25,000 students studying overseas, it is the largest academic institution in the United Kingdom and Europe by student number, and qualifies as one of the world's largest universities. Since it was founded, more than 3 million students have studied its courses. It was rated top university in England and Wales for student satisfaction in the 2005 and 2006.

The OU provides university education to those wishing to continue higher education on a part-time and/or distance learning basis, including people with health disabilities, who are officially a priority group for the university, about 10,000 OU students have health disabilities.

Faculties

The University has Faculties of Arts; Education & Language Studies; Health and Social Care; Law; Mathematics, Computing and Technology; Science; Social Science; and a Business School. The new Faculty of Mathematics, Computing and Technology was formed on 1 October 2007.

Business school

The OU Business School is the largest provider of MBAs (Master of Business Administration) in the UK, producing more graduates than all the rest of the business schools in the UK put together. Although the majority of students at the Business School are in the UK, many of the courses are also available throughout most of the world. Students study via distance learning for a Certificate or Diploma in Management and MBA programmes. A number of courses have compulsory residential school which students must attend.

- a. Jack decided to take a course/lesson in hotel management.
- b. Sheila always got good marks/points in algebra.
- c. After leaving school, Ann studied/ learnt to be a teacher.
- d. Peter decided not to go in/enter a university.
- e. My sister learned/taught me how to draw.
- f. I can't come to the cinema. I have to read/study for a test.
- g. In history we had to learn a lot of dates by hand/heart.
- h. I hope your work will improve by the end of course/term.
- i. Martin failed/missed his maths exam and had to sit it again.
- j. James was a very gifted student so he didn't have any problems passing/making his exams.

9. Сопоставьте слова из рамки с их определениями.

classmate examiner learner principal pupil
coach graduate lecturer professor tutor

- a. Someone who teaches at a university.
- b. Someone who has a college degree.
- c. The head of a school.
- d. Someone who studies at primary or secondary school.
- e. The most important teacher in a university department.
- f. Someone who teaches one student or a very small class.
- g. Someone in the same class as yourself.
- h. Someone who trains a sports team.
- i. Someone who writes the question papers of an examination.
- j. Someone who drives but has not yet passed a driving test.

9. Прочтите текст о распорядке дня иностранного студента из Чикаго. Составьте свой распорядок дня.

A student's workday

Alison (biology student, 20)

I get up at about seven o'clock. That gives me time to *go jogging* in the park near home before breakfast. I don't *normally* have a big breakfast - just a cup of tea and some toast and honey. The

thing is that I always have a sandwich and a coffee in the university cafeteria at about eleven, when we have *a break* after lectures.

I leave for the university about a quarter to nine - it only takes me about ten minutes to get there, so I'm there *in time* for the first lecture. I'm studying biology, so I have quite a *varied timetable*, but on a normal day I have two hours of lectures, then two or three hours in the laboratory, and I spend the rest of the time in the university in the library.

During *the term* I'm usually *busy studying*, but I do have time for some *things other than work*. I mean, in the afternoons, after lunch, I sometimes play tennis or squash or go swimming. In the evenings, I *go out* with friends, so I don't usually get home *much before* half past nine. I usually read for a while, but I'm always in bed by midnight.

10. Прочтите статью “Educators recommend more outdoor learning”, предугадайте, в каком контексте будут фигурировать следующие слова из статьи:

researchers / outdoors / focus / social skills / development / quality of life / advice / organisation / benefits / advantage / climbing trees / respect / nature / stranger

Researchers in Britain are telling schools that children should be doing more learning outdoors. The researchers say there is currently too much focus on sitting in classrooms to pass exams. They say outdoor learning is important for students' social skills, health and development. It also increases their quality of life. There have been five major reports over the past decade that stress the need for students to learn outdoors and experience nature more. The researchers say that schools are not taking the advice of these reports. They say outdoor learning is on the decline in Britain. The researchers want Britain's government to act to put outdoor learning on the curriculum of all schools. The report is from researchers at the University of Plymouth and the organisation Natural England. It says there are many benefits of outdoor learning for children. One advantage is that it builds confidence in children as they experience things that were normal for their parents, like climbing trees. Another advantage is that it makes children more aware of the environment and teaches them to respect nature. There are also health benefits as children exercise more instead of sitting in a classroom or being at home with video games. A final benefit is that it helps with the problem of what is called 'stranger danger'. This is an idea many children in the UK today grow up hearing.

11. Подумайте, как можно оптимизировать следующие места для обучения.

How can we make these better places to learn? Complete this table with your partner(s). Change partners often and share what you wrote. How to make them better Why?

Classrooms	Internet	Libraries	Bedrooms	Parks	Public spaces
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12. Ответьте на вопросы по статье.

1. What did researchers say there is too big a focus on?
2. What kind of skills did researchers say outdoor learning is important for?
3. How many important reports have there been in the past ten years?
4. What did researchers say children needed to experience more?
5. What did researchers say is happening to outdoor learning in Britain?
6. What organisation helped make the report?

7. What does outdoor learning build in children?
8. What should children do that was normal for their parents?
9. What does outdoor learning teach children to respect?
10. What is the name of the danger mentioned in the article?

13. Прослушайте запись текста. Заполните пропуски необходимым словом. Текст прозвучит дважды.

<https://breakingnewsenglish.com/1607/160718-outdoor-learning-1.html>

Researchers in Britain are telling schools that children (1) _____ more learning outdoors. The researchers say there is currently too much (2) _____ in classrooms to pass exams. They say outdoor learning is important for students' social skills, health and development. It also increases (3) _____ life. There have been five major reports over the past decade that stress the need for students (4) _____ and experience nature more. The researchers say that schools are not taking the advice of these reports. They say outdoor learning is (5) _____ in Britain. The researchers want Britain's government to act to put outdoor learning on the (6) _____ all schools. The report is from researchers at the University of Plymouth and the organisation Natural England. It says there (7) _____ of outdoor learning for children. One advantage is that (8) _____ in children as they experience things that were normal for their parents, (9) _____. Another advantage is that it makes children (10) _____ the environment and teaches them to respect nature. There are also health benefits as children exercise (11) _____ sitting in a classroom or being at home with video games. A final benefit is that it helps with the problem of what is called 'stranger danger'. This (12) _____ children in the UK today grow up hearing.

14. Выполните задания на True/false (правда или ложь)

- a. Researchers say there is too big a focus in schools on exams. T / F
- b. Researchers say outdoor learning increases quality of life. T / F
- c. Schools took the advice of five reports on outdoor learning. T / F
- d. Outdoor learning is becoming more popular in Britain. T / F
- e. The report is from the Natural England University. T / F
- f. Outdoor learning helps students with things like climbing trees. T / F
- g. Researchers say outdoor learning has health benefits for children. T / F
- h. Researchers say outdoor learning helps kids with stranger danger. T / F

15. Прочтите и переведите текст «Play based learning: why is play so important for children»?

It is now widely accepted that play is fantastic for children's overall development. When it comes to concentration and learning physical skills, play is a great motivator for babies and children.

Even very young children will work hard to achieve¹ something if they are enjoying their play - you only have to look at a baby under a baby gym to see this. From ages two or three, we can also see that play helps children to socialize² with each other. They may dress up together or play simple games. Playing together also helps children to practice their language skills and skills of negotiation³, and is good for developing their creativity and self-expression⁴. These latter skills are sometimes undervalued⁵, but they are important for children's well-being and their ability to problem-solve.

How should I encourage⁶ my children to play?

Playing with their parents helps children to get attention and to feel special. This, in turn, can help with their behavior. There are perhaps just two golden rules when it comes to playing with your children. The first is, follow their interests. This might mean pretending to drink cups of tea with a two year old or helping a four year old to make a dent in the garden. The second is to let children take the lead in play. Where you feel your child needs a hand, offer your help rather than dive in.

In addition to these golden rules, it is worth knowing that how much and how you play with your child may change, as they get older.

Children under three years old

Most children under three enjoy playing with an adult and may find it hard to play with other children. Playing with an adult helps the baby and young children to learn about taking turns and reading other's expressions. With babies and toddlers, try games such as peep-bo and rolling a ball.

Children from three to five years old

As children develop more language, they will start to play with other children, which is obviously⁷ good for their social skills. It is worth being on hand, though, to support them when there are squabbles⁸. Children in this age group will also enjoy the time and attention of an adult. Look out for simple games such as snap and skittles, as well as construction⁹ activities or making a cake with them.

Playing alone

As well as playing with adults and other children, it can be good for children to play alone because it helps them to be imaginative and self-reliant. If you see your child is happily playing alone, step back and then talk to them afterwards about what they were doing.

16. Дайте английские эквиваленты следующим словам и выражениям:

Навыки ведения переговоров; способность к решению проблем; привлечь внимание и почувствовать себя особенным; притворяясь, что пьете чашку чая; возглавлять игру; проявлять творчество и самостоятельность;

17. Ответьте на вопросы.

- 1) What age do children start to socialize from through play?
- 2) How do kids usually socialize through a game?
- 3) What skills except socialization are developed while playing?
- 4) How can playing with parents benefit children?
- 5) What are the golden rules while playing with parents?
- 6) Should the play time and the form of it vary from age? Why?
- 7) What games are suitable for children under three years old?
- 8) What games are suitable for children from three to five years old?
- 9) Why is playing alone sometimes beneficial for children?

18. Найдите 14 слов.

l	e	s	s	o	n	m	e	h	t	r
k	p	l	a	y	e	y	n	c	b	k
i	r	i	n	f	a	n	c	y	e	i

d	e	v	e	l	o	p	o	t	h	n
d	p	r	d	a	e	r	u	c	a	d
w	a	n	u	r	s	e	r	y	v	e
q	r	x	c	u	i	s	a	p	i	r
s	e	m	a	r	t	c	g	q	o	g
d	f	b	t	n	c	h	e	x	r	a
o	s	k	i	l	l	o	j	k	d	r
u	m	w	o	q	t	o	y	l	a	t
z	v	o	n	n	r	l	t	b	a	e
t	e	a	c	h	i	n	g	f	p	n

19. Translate the text.

How Fun Can a Box Be?

Have you ever heard the statement “they like the box more than what is inside”, when referring to young children? Really, how much fun can a box be?

This week we received some supplies at Friendship Garden Nursery School in a big square box. At first this box was doomed for the recycle pile but at the last minute it was saved from being crushed, at least by my hands. After explaining “recycling” and “reusing” (Science and Language Arts) instead of just putting the box down for the children to discover, I placed in on a drop cloth and gave the children paint and paint brushes. In time the box was covered in pretty colors. (Creative Arts) After the box dried it was time to put it out to play with.

First everyone had a turn to sit in the box, after that they attempted to figure out how many children could fit in the box. (Math) Later we counted how many objects were put in the box. We will do some formal and informal measuring in the coming weeks.

We have spent a lot of time filling and emptying our box using our big muscles. (Motor skills) Young children enjoy.

The box has been a train, a truck, a “jack in the box”, a cuddle spot, a table, a hiding spot and I’m quite sure it will be much more! (Dramatic Play) Unstructured play with a box inspires creativity, resourcefulness and imagination.

18. Разбейтесь по парам, каждый студент должен задать 10 вопросов к данному тексту. Сколько вопросов совпало в паждой паре? Какая пара оказалась боллее креативной?

19. Прочтите текст и выполните мини-тест, не подглядывая в текст.

Memories of my first day at school

I remember my first day at school very well. I knew the school quite well because my older sister, Sandy, went there and every day, dad and I met her at the school gate after school. Every day, she ran out of the school with her friends. She often carried a painting. I felt jealous. I wanted to paint too!

I was five years old when I started school. Most children in my class started school in September, but I started school in January, when I was five years old, because my birthday is in December. Three other kids started school on the same day as me. I was excited about my first day. I had my new uniform: a black skirt, a white t-shirt and green jumper, and a new red bag. When we arrived that day, a teacher met the new children at the school gate. Dad hugged me and said goodbye. I stood with the other children. I didn't talk to them because I was too nervous. Then, Mrs Wilson took us to our classroom. All the other children were already there. They looked at us when we entered the room. When thirty children looked at me, I started to cry!

But I wasn't upset for long. I sat with the other children on the carpet and the class teacher, Miss Holland, read us a story. Later, we drew pictures with coloured pencils, and at break time, I made friends with a girl called Megan. At the end of the day, I ran to the school gate with Megan and my picture, just like Sandy always did.

Активация Windows
Чтобы активировать Windows, перейдите на сайт
"Параметры".

1. The writer was jealous of Sandy because she _____ at school.
2. The writer started school in _____.
3. The writer and _____ other children started school that day.
4. Before the writer started school she felt _____.
5. The writer started to cry when _____.
6. On the first day the writer _____.
7. The students sat on a _____ while the teacher was reading to them.
8. At break time the author _____.
9. At the end of the day she ran to the _____ with _____ and _____.

20. Прочтите текст о детских воспоминаниях нескольких людей, выполните упражнения А, В, С.

Childhood Memories

Four successful people look back at significant events in their childhood

A. COLIN

When I was eleven, my dad inherited quite a large amount of money from a distant relative. It was typical of him that he decided to use the money to make a whole party of local kids to Disneyland in Florida for three days. Fortunately, I was able to go as well, which was **tremendous**. In those days, you had to buy tickets for each ride and so we made a checklist of them all and ticked them off one by one until we'd been on everyone. They still had a donkey train and a canoe ride back then. My friend Eric bought a funny hat with his name on the front and then kept wondering how, all over Disneyland, random people knew his name and kept saying, 'Hi Eric!' My family will never let me forget how I ordered a bowl of potato chips on room service at the motel, which cost them a staggering \$20. They were good chips, though!

C. JEREMY

I suppose being twins, my brother and I were always regarded as a single unit and we did do everything together. From an early age, we were into inventing things, especially things which exploded like rockets, although I don't ever recall any actually leaving the ground. We were keen on Math at school and bought a computer when we were eleven years old. It was the best time for getting into computers because there was very little **software** about in those days, so if you wanted to make the computer do anything, you had to write it yourself. Before long we were selling the stuff we'd written to software companies. I don't think we knew how to turn our interest into money at that stage, having no **commercial** experience. But we soon found plenty of people who did know, but who couldn't handle the technical side. We haven't looked back since.

B. MARILYN

Most teenagers' parents have normal jobs, you know like working in an office or being part of a company, but not my mum. She lives for her work and makes **spur-of-the-moment** decisions. When I was a teenager, it almost felt as if I was the parent and she was the child, as I tried to talk her out of whatever her latest scheme involved. You see, my mum's an archaeologist. She travels round the world finding exciting things in old ruins, and because she was always on the move, so was I! Sometimes I used to wonder if we'd ever settle down and lead a normal life, but we never did, which is a **shame** really. Of course, now I'm going to make sure that I don't do the same to my daughter.

D. TANYA

When I was a teenager, my parents used to send my brother and me off on a weeklong summer activity camp each year. Actually, we went to the same place five years running. I think it was because they wanted us to do something outdoors rather than have us sitting in front of a computer screen at home. And it was certainly **challenging**, if you consider we learnt to do things like climbing and caving. It wouldn't suit all kids, but for us it was great. We found out how to depend on ourselves and we met lots of people from around the world. I'm still in touch with some of them by e-mail even now. Looking back, I guess it cost my parents a lot of money, but as far as I'm concerned it was a good investment because it really broadened my horizons.

A. Write the name of the person in the space provided. The people may be chosen more than once. Number (1) is done for you.

Who mentioned the statements below?

1. being particularly close to a family member.
2. his/her intention to act differently from a parent.
3. enjoying the fact that something was difficult.
4. an act of great generosity.
5. getting in touch with people who could be of help.
6. someone who found something puzzling.
7. learning to be more independent.

1	Jeremy
2	
3	
4	
5	
6	
7	

B. Answer the following questions

1. How did Colin's parent spent some of the inheritance?
.....
2. What does Marilyn regret missing from her childhood?
.....
3. What changed the life of the twins?
.....
4. Why did Tanya's parents send her and her brother for camping holidays?
.....

C. Match the following words from the text to their definitions.

	Definitions	Answers	Words
1	wonderful or marvelous		a. challenging
2	feeling of dishonor and embarrassment		b. tremendous
3	happening or done in a hurry and without thinking		c. software
4	relating to the buying and selling of goods or services		d. shame
5	demanding or not easy		e. spur-of-the-moment
			f. commercial

21. Ответьте на вопросы о своих детских воспоминаниях.



- Do you remember the first time you did any sport?
- What and when was it?
- How often do you do any sport?
- How did you feel?
- What sport would you like to try? Why?



- Do you remember the first time you got / met a pet?
- Do you have any pets at present or would you like to have it in your future?
- What animal would you never have at home? Why?
- What can animals do better than humans?
- What pet / animal was it? What did you feel?



- Do you remember the first time you travelled?
- What place did you travel to?
- Did you travel with your parents or with classmates?
- How did you feel?
- What is the best memory of the travel?



- Do you remember the first time you visited a doctor?
- What was the reason?
- How did you feel before the visit and after?
- How often did / do you have injections? Are you afraid of it?
- Do you usually go to a doctor alone or with your parents/friends?

- Do you remember your first day at school?
- How did you feel?
- What were you wearing?
- What was the weather?
- How did you celebrate it?
- Do you remember the name of your first teacher?



- Do you remember the first time you ate something very tasty?
- What was it?
- Who gave you that food?
- Is it your favourite food?
- Can you cook it?
- How often do you eat it?



22. Прочтите и переведите текст «Welcome to Fantasy Kids Resort».

Welcome to Fantasy Kids Resort When Koji and Rumiko Suzuki take their 18-month-old daughter and 8- year-old son to Fantasy Kids Resort (one of the most famous center of additional education in Tokyo) they are guaranteed total peace of mind. It is one of several centers in Japan that provides for parents who constantly worry about possible dangers threatening their children such as disease and accidents. Parents (or other relatives) must provide proof of identification before they enter, and shoes must be left at the door, because they carry germs. Even the wheels of baby buggies are sprayed with an antibacterial solution. Inside, kids placed in a similar age group are watched over by about 10 trained staff dressed in bright green uniforms and more than a dozen security cameras are mounted on the ceiling. Most of the bigger toys are inflatable to reduce the risk of injury. This is to protect the center as much as the children, because parents of a child injured while at center might easily sue it. Although pets are banned form the playground, its large sandpit contains sterilized sand which is cleaned daily to remove any potentially harmful objects. Not every center has this advantage, but when parents choose Fantasy Kids Resort, their child will be in a beautiful, clean and LEED-certified building (green building). Additionally, to several classes (music, art, swimming pool, sand therapy, robotics, games with finger puppets, etc.) the curriculum and activities teach children how to be good stewards of the earth. This center also makes a point of showing kids that recycling can be a lot of fun. «We've

been here before and we'll definitely come again», says Rumiko. «This place has everything under one roof, but most importantly, it puts absolute priority on safety».

23. Ответьте на вопросы и поставьте еще 5 вопросов по тексту.

1. What does Fantasy Kids Resort put the priority on?
2. What classes does the center offer its clients?
3. What actions are done in the center to secure the children? (write at least 3 actions)
4. What is Fantasy Kids Resort's latest funding round?
5. What should a family provide before sending the kid to the resort?

24. Домашнее задание. Подготовьте устное сообщение на тему «My best and worst childhood memories».

Практические занятия № 31-32.

Тема: Глоссарий. Профессиональная лексика компетенции «Учитель начальных классов».

1. Выучите и отработайте лексику по теме.

- professional – showing that somebody is well trained and extremely skilled
- effective – producing the result that is wanted or intended; producing a successful result
- to show – to let somebody see something; to make it clear that you have a particular quality
- empathy – the ability to understand another person's feelings, experience
- to enable – to make it possible for somebody to do something
- effort – the physical or mental energy that you need to do something; something that takes a lot of energy
- impartial – not supporting one person or group more than another
- objective – not influenced by personal feelings or opinions; considering only facts; 2) existing outside the mind; based on facts that can be proved.
- truthfulness – the fact of being true; truth

2. Соедините слова с их значениями.

- 1) to gain some personal qualities
- 2) to crave affection
- 3) words that insult
- 4) to give an opportunity
- 5) to feel nasty
- 6) inharmonious
- 7) to juggle elements

- a) слова, которые ранят
- b) несоответствующий, несовместимый
- c) жаждать любви и внимания
- d) раздраженный
- e) давать возможность
- f) смешивать идеи, понятия
- g) развивать некоторые личностные качества

3. Переведите слова в скобках.

1. A teacher requires a number of (личностных и профессиональных) qualities. 2. (Любовь) is the basic (черта) that a teacher needs to have. 3. A teacher should show (любовь и заботу) for his pupils. 4. In a child's view we need a lot of (эмоций и гибкости). 5. (Чувство юмора) is a good trait in a teacher. 7. (Сочувствием можно научить лишь) mercifully.

4. Прочтите текст и скажите, верны ли утверждения, приведенные ниже, если нет – опровергните их.

What are the personal qualities of a good teacher?

A teacher requires a number of personal as well as professional qualities. To become effective teacher has to gain some personal qualities. Some of the important personal qualities of a teacher are the following:

A f f e c t i o n It is the basic trait that a teacher needs to have. Every one of us expects a certain amount of affection in every teacher. There is no human being on the earth who does not crave affection from those around, especially from parents and teachers. A teacher should show love and concern for the pupils. Without affection of a teacher a pupil cannot feel he is wanted and accepted. **Empathy** Empathy enables us to feel concerned with our pupils' problems and the efforts we make to cope with them. This quality enables us to understand our pupils better both emotionally as well as intellectually. On the child's eye view we need a lot of emotional flexibility. Empathy enables us to be judicious, impartial and objective. Empathy creates in us a better awareness of the functioning of a child's mind which in turn would permit us to avoid the use of words that insult and actions that hurt. As a teacher we must have empathy as a personal quality.

C o n c e r n a n d C o m m i t m e n t In a teacher there must be two more qualities viz* . genuine concern and commitment to the tasks. As dedicated and concerned about the development of our pupils as their parents generally are and then try to do all within our ability to see that they are given an opportunity for their growth and development. As a teacher, we must remember that the improvement seldom occurs spontaneously. It is attained through deliberate effort. To reach a child's mind, we must reach and capture his / her heart. Only when a child feels right, he or she can think right. If we want to improve our relations with children, we need to unlearn our habitual language of rejection and a new language of acceptance. If we are genuinely interested in the well-being of our pupils, we need to be authentic, genuine and sincere. We do not have to demonstrate hypocrisy by acting nice when we feel nasty.

H u m o u r The sense of humour is a good trait in a teacher. Whenever we combine elements in a way that is different, unexpected and incongruous, we wind up with humour. As a teacher, we should develop the ability to play spontaneously with ideas, concepts and relationships. We should have the ability to juggle elements into impossible juxtaposition and express the ridiculous. All of these can bring in an atmosphere of humour in the classroom. It can arouse laughter or a smile on their lips, which would make their mind lighter. Humour can turn out to be a good tool in the hands of an enlightened teacher.

O t h e r C h a r a c t e r i s t i c s Personal values like cleanliness, punctuality and honesty are the ornaments of a teacher. The presence of these personal values enables him transmit them to the pupil like a lamp which lights another lamp into equal brightness. A pupil can be inspired with a teacher to be honest, punctual, and truthful. Mercy can be taught only mercifully.

1. Affection is the basic trait that a teacher needs to have. Every one of us expects a certain amount of affection in every teacher.
2. A teacher should not show love and concern for his pupils.
3. As a worker, we must remember that the improvement seldom occurs spontaneously.
4. Empathy enables us to be judicious, impartial and objective.
5. The sense of humour is a bad trait in a teacher.
6. It has to arouse laughter or a smile on their lips, which would make their mind lighter.
7. We have to demonstrate hypocrisy by acting nice, when we feel nasty.
8. Personal values like cleanliness, punctuality and honesty are the ornaments of a teacher.

5. Переставьте слова в таком порядке, чтобы получились предложения.
1. The / is / sense / a good trait / of humour / in / a teacher.
 2. impartial / to / be judicious / Empathy / and / objective / enables / us.
 3. a child's mind / To / reach / capture / reach / and / his / her heart / we must.
 4. when / Only / feels / think / right / he / or she / can / a child / right.
 5. can / be inspired / A pupil / to be honest / with a teacher / punctual, / and truthful.
 6. can be / Mercy / only mercifully / taught.
 7. As / has / a / teacher / must / as a personal / we / empathy / quality
 8. We do hypocrisy not have by acting nice, when to demonstrate we feel nasty.
 9. a teacher / Without / cannot feel / affection / wanted / for / his / pupil / and / accepted.
 10. The / pupil / like a lamp / which / lamp / presence / personal / values / then / to / the / lights / enable / him / transmit / another / of / equal / brightness / these / into.

6. Дополните предложения.

1. It is the basic trait that a teacher
2. There is no human being on the earth who does not
3. A teacher should show love and
4. Empathy enables us to be judicious, impartial
5. In a teacher there must be two more qualities viz. genuine concern
6. As a teacher, we must remember that the
7. We should have the ability to juggle elements into
8. A pupil can be inspired with a teacher to be
9. We do not have to demonstrate hypocrisy
10. If we want to improve our relations with children
11. Mercy can be taught only
12. If we are genuinely interested in the well-being of

7. Изучите список качеств личности, которыми должен обладать любой учитель, расположите их в порядке значимости. Объясните свой выбор. Study the list of qualities any teacher must have. Range the qualities into the order of importance. Explain your rank. Use the text of Ex. 3 for help to prove your opinion.

Affection, empathy, concern, commitment, humour, punctuality, honesty, mercy.

8. Прочтите и переведите текст.



This is my sister Jade Richards. She is twenty eight years old. She is a school teacher. She loves her job. She works at Breckon Hill Primary School. She teaches year 5 children. Every morning she gets up at half past six in the morning, takes a shower and puts on her clean clothes. Then she eats breakfast at seven o'clock. At half past seven, she drives her car to school. Jade starts work at eight o'clock. She gets her classroom ready, corrects homework and welcomes the children as they arrive. Lessons start at nine o'clock after assembly. At twelve o'clock, she has lunch with the rest of the teachers in the hall. She teaches again in the afternoon until half past two. In the evening on the way home, she goes to the gym for an hour, drives to Tesco to buy something for dinner and then goes home. She has dinner at

seven o'clock with her husband Dan and then relaxes in front of the TV. At ten o'clock, she goes to bed.

9. Ответьте на вопросы по тексту:

1. What is the teacher's name? _____
2. Where does she work? _____

3. Who does she teach? _____
4. What does she do before school starts? _____
5. Does she walk to work? _____
6. What time does she have lunch? _____
8. Where does she go before going home? _____
9. Is she married? _____
10. What time does she have dinner? _____
11. Who has dinner with her? _____
12. What does she do before going to bed? _____
13. What time does she go to bed? _____

10. Обсудите в парах: почему вы захотели стать учителем начальных классов?

11. Ответьте на вопросы по теме:

1. Why do you want this position as a teacher?
2. What makes you a great teacher?
3. What is the most important thing a classroom needs to run smoothly?
4. Why are you interested in this position?
5. What makes a good key stage 2 teacher?
6. What is the meaning of primary teacher?
7. How can teachers motivate students?
8. What inspires you to apply for this position?
9. What is your strength as a teacher?
10. What is your weakness as a teacher?
11. What is a good weakness to say in a teaching interview?
12. What is your strength as a teacher?
13. Why should we hire you with no experience?

12. Подберите заголовки к текстам.

Homework

Organisation

Coping with stress

Shared objectives

Classroom environment

Making teaching personal

Plenary

Dialogic teaching and learning

Feedback and assessment

It probably comes as no surprise that having superior organisational skills is hugely important when it comes to teaching excellence. Top rated schools have shown that their teachers have particularly strong organisational skills, ensuring lessons are planned in great detail, resources obtained well in advance of lessons, and that lessons are executed smoothly, as well as being adjusted as and when necessary to meet individual pupil's needs. Teachers who conduct their lessons in such a way use every single minute of their lesson time productively, and so will get the most out of their pupils, who are, therefore, more likely to perform better, feel more confident and less likely to fall behind.

Good primary school teachers ensure that the learning ideas and concepts being introduced into the classroom are understood by each and every pupil. They make sure that all children in the classroom understand the objective of the lesson, and, if not, adapt their teaching style to ensure that this is rectified. Pupils need to be clear about the point of their learning, and what they are trying to achieve. If there is no clear understanding of objectives, and what is expected of them, children are more likely to lose interest and become distracted and less motivated to meet their goals.

Being a good primary school teacher means putting thought and effort into how your children will continue to learn outside the classroom. This means setting homework tasks that are useful, meaningful, related to what has been learnt in the classroom, and help deepen children's understanding of the subject matter. Homework must have a clear objective or set of instructions for children to follow.

Building relationships with pupils is a hugely important factor when determining the effectiveness of a primary school teacher. Building pupil-teacher relationships and overseeing and guiding inter-pupil relationships are essential skills. Encouraging your class to be respectful of one another, sociable, polite and friendly, is necessary to ensure a pleasant class climate. A class must also be willing to stick to the class rules - the result of doing so means time can be spent teaching and learning rather than battling behavioural problems, handing out a disciplinary action and being interrupted when trying to get through the lesson material. Having good behavioural management skills is imperative to a primary school teacher's success. A chaotic classroom with disruptive pupils makes for a very challenging teaching environment. Teachers in these classrooms find it harder to keep control, and may resort to using inappropriate disciplinary strategies such as shouting, shaming or threatening children. In a productive and controlled classroom, all discipline is measured, appropriate, and delivered calmly, and behavioural issues can often be quashed with a stern warning or even humour.

Another important skill when it comes to being a good primary school teacher is learning how to adjust and tailor lessons to fit in with individual pupil's needs. Different learning materials should be provided, and different levels of learning offered to suit pupils of all abilities. Creating lessons that are challenging, varied and exciting will motivate and engage pupils, spark their interest and inspire them to want to know more.

The best primary school teachers will be well-versed when it comes to dealing with stress. Primary school teaching is a challenging job, with long hours and often pressure to ensure pupils are working well, and making progress. The best teachers will be calm under pressure and have learnt to deal with stress. They will have developed coping mechanisms to help them remain calm and focused when times get tough.

Another important quality of a primary school teacher is employing dialogic teaching in the classroom. This means the lesson should be an ongoing, intelligent, focused discussion between pupils and the teacher, rather than just a teacher presenting information to the class with little opportunity for discussion and interaction.

Understanding the best way to feedback to pupils is also imperative. Constructive feedback and useful assessment of work will encourage pupils to improve rather than dishearten or confuse them. Primary school teachers should provide plenty of opportunities for feedback throughout the lesson to help pupils review and reflect on their own learning.

Including plenaries in lessons is another effective teaching device and is important for children to explore subjects further, examine issues in greater depth and to review the concepts covered in the lesson. Including a plenary at the end of the lesson is an excellent way to ensure all children have understood the lesson material, as it encourages useful questions and consolidates learning. Of course using mini-plenaries throughout the lesson is also a great way to ensure all pupils have a good grasp of what they are being taught before moving on to the next stage or topic. These skills are all notable qualities that can be found in exceptional primary school teachers. Of course, it takes practice to refine these skills and employ them effectively. However, being the best primary school teacher you can be is important, and these characteristics are important to ensure you have a class of happy, productive children who always get the most out of your lessons.

14. Домашнее задание. Вариант 1) Составьте устное высказывание о наиболее важных качествах личности учителя начальных классов.

15. Домашнее задание. Вариант 2) Напишите сочинение на тему: My ideal version of a primary school teacher.

Практические занятия № 33-35.

Тема: Изучение интерфейса англоязычной версии программ Microsoft Office Word, Excel. SMART Notebook 16. Изучение интерфейса англоязычной версии программ Audacity. Windows Movie Maker. MAGIX Movie Edit Pro. Изучение интерфейса англоязычной версии программ SmartBoard. iTable. LEGO Education WeDO.

1. Выучите новую лексику по теме:

architecture — архитектура; структура;

architect — разработчик архитектуры (системы, структуры);

unit — устройство; модуль; блок; элемент; составная часть;

accessory equipment — вспомогательные устройства;

engineering background - техническая подготовка, квалификация;

analyst — аналитик; системный разработчик;

product line — серия (компьютерных) продуктов;

manufacturer — изготовитель; производитель; разработчик;

application programmer — прикладной программист;

to simulate — моделировать; имитировать;

voltage — напряжение;

pressure — давление, сжатие;

digital computer — цифровой компьютер;

hybrid computer — смешанного типа, аналого-цифровой компьютер;

discrete — дискретный; отдельный;

continuous quantity — непрерывная величина;

on-going process — продолжающийся, постоянный, непрерывный процесс;

to rely — основываться на ч.-л.; полагаться;

to install — устанавливать; размещать; монтировать; настраивать; household appliances — домашние приборы / устройства;

microwave oven — микроволновая печь;

indoor climate control system — система регуляции температуры в доме.

2. Прочтите и переведите текст.

Text. COMPUTER SYSTEM ARCHITECTURE

As we know all computer systems perform the functions of inputting, storing, processing, controlling, and outputting. Now we'll get acquainted with the computer system units that perform these functions. But to begin with let's examine computer systems from the perspective of the system designer, or architect.

It should be noted that computers and their accessory equipment are designed by a computer system architect, who usually has a strong engineering background. As contrasted with the analyst, who uses a computer to solve specific problems, the computer system architect usually designs computer that can be used for many different applications in many different business. For example, the product lines of major computer manufacturers such as IBM, Digital Equipment Corporation and many others are the result of the efforts of teams of computer system architects.

Unless you are studying engineering, you don't need to become a computer system architect. However, it is important that as a potential user, applications programmer or systems analyst you understand the functions of the major units of a computer system and how they work together.

Types of computers

The two basic types of computers are analog and digital. Analog computers simulate physical systems. They operate on the basis of an analogy to the process that is being studied. For example, a voltage may be used to represent other physical quantities such as speed, temperature, or pressure. The response of an analog computer is based upon the measurement of signals that vary continuously with time. Hence, analog computers are used in applications that require continuous measurement and control.

Digital computers, as contrasted with analog computers, deal with discrete rather than continuous quantities. They count rather than measure. They use numbers instead of analogous physical quantities to simulate on-going, or real-time processes. Because they are discrete events, commercial transactions are in a natural form for digital computation. This is one reason that digital computers are so widely used in business data processing.

Machines that combine both analog and digital capabilities are called hybrid computers. Many business, scientific, and industrial computer applications rely on the combination of analog and digital devices. The use of combination analog devices will continue to increase with the growth in applications of microprocessors and microcomputers. An example of this growth is the trend toward installing control systems in household appliances such as microwave ovens and sewing machines. In the future we will have complete indoor climate control systems and robots to do our housecleaning. Analog sensors will provide inputs to the control centres of these systems, which will be small digital computers.

3. Ответьте на вопросы по тексту.

1. Who designs computers and their accessory equipment?
2. What is the role of an analyst?
3. Is it necessary for a user to become a computer system architect?
4. What functions do computer systems perform?
5. What types of computers do you know?
6. What is the principle of operation of analog computers?
7. How do digital computers differ from analog computers?
8. Where are digital and analog computers used?
9. What are hybrid computers?
10. Where do they find application?

4. Переведите на английский.

Функции ввода, хранения, обработки, управления и вывода информации; познакомиться; системные блоки; для начала; вспомогательные устройства; разработчик компьютерной системы; хорошая компьютерная подготовка; различные сферы применения; корпорация цифрового оборудования; прикладной программист; системный разработчик; главные устройства компьютерной системы; моделировать физические величины; измерение сигналов; в отличие от; иметь дело скорее с дискретными, чем непрерывными величинами; в режиме реального времени; коммерческие операции; цифровое вычисление; аналого-цифровые компьютеры; тенденция к установке систем управления; домашние приборы.

5. Образуйте и переведите на русский язык существительные от следующих глаголов (используйте предложенные суффиксы):

1. -er, -or

To control, to compute, to design, to use, to manufacture, to work, to simulate, to operate, to protect, to process, to deal, to perform, to examine, to program, to execute, to transmit, to convert, to print, to consume, to record.

1. -tion, -sion

To organize, to collect, to combine, to apply (ic), to represent, to add, to incorporate, to transact, to compute, to produce, to operate, to execute, to protect, to substitute, to prepare, to invent, to decide, to eliminate, to communicate, to correct, to inform.

C. -ment

To require, to measure, to equip, to invest, to accomplish, to improve, to develop, to achieve, to displace, to govern, to move.

6. Переведите предложения, содержащие причастие 1 и 2.

1. When entering the Internet, I always find a lot of interesting information. 2. Though never built Babbage's analytical engine was the basis for designing today's computers. 3. When written in a symbolic language programs require the translation into the machine language. 4. While operating on the basis of analogy analog computers simulate physical systems. 5. When used voltage represents other physical quantities in analog computers. 6. Being discrete events commercial transactions are in a natural form for a digital computer. 7. As contrasted with the analyst, the computer system architect designs computers for many different applications. 8. While dealing with discrete quantities digital computers count rather than measure. 9. When using a microcomputer, you are constantly making choice — to open a file, to close a file, and so on. 10. As known all computer systems perform the functions of inputting, storing, processing, controlling, and outputting.

7. Прочтите и переведите текст **HARDWARE, SOFTWARE, AND FIRMWARE** и выпишите в тетрадь незнакомые слова.

The units that are visible in any computer are the physical components of a data processing system, or hardware. Thus, the input, storage, processing and control devices are hardware. Not visible is the software — the set of computer programs, procedures, and associated documentation that make possible the effective operation of the computer system. Software programs are of two types: systems software and applications software.

Systems software are the programs designed to control the operation of a computer system. They do not solve specific problems. They are written to assist people in the use of the computer system by performing tasks, such as controlling all of the operations required, to move data into and out of a computer and all of the steps in executing an application program. The person who prepares systems software is referred to as a systems programmer. Systems programmers are highly trained specialists and important members of the architectural team.

Applications software are the programs written to solve specific problems (applications), such as payroll, inventory control, and investment analysis. The word program usually refers to an application program, and the word programmer is usually a person who prepares applications software.

Often programs, particularly systems software, are stored in an area of memory not used for applications software. These protected programs are stored in an area of memory called read only memory (ROM), which can be read from but not written on.

Firmware is a term that is commonly used to describe certain programs that are stored in ROM. Firmware often refers to a sequence of instructions (software) that is substituted for hardware. For example, in an instance where cost is more important than performance, the computer system architect might decide not to use special electronic circuits (hardware) to multiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeated use of circuits already designed to perform addition.

8. Ответьте на вопросы по тексту

1. What is hardware? 2. Give the definition of software. 3. What are the types of software? 4. What are systems software? 5. What kind of tasks do systems software perform? 6. Who prepares systems software? 7. What are applications software? 8. What problems do applications software solve? 9. What is firmware? 10. How can a computer system architect use firmware?

9. Переведите словосочетания на английский.

Видимые устройства; система обработки данных; аппаратное обеспечение; набор компьютерных программ; соответствующая документация; эффективная работа; системное программное обеспечение; прикладное программное обеспечение; системный программист; платежная ведомость; переучет; анализ инвестиций; прикладная программа; работающий только в режиме чтения; постоянное запоминающее устройство; последовательность команд; в случае; производительность; электронная цепь; умножать числа; заставить машину выполнять ту же функцию; выполнять сложение.

10. Переведите словосочетания на русский язык.

Architecture: communication architecture; computer architecture; disk architecture; microprocessor architecture; network architecture; security architecture; system architecture; virtual architecture.

Software: system software; application software; database software; disk software; educational software; game software; management software; simulation software.

Hardware: computer hardware; device hardware; display hardware; memory hardware; mouse hardware; network hardware; system hardware; video hardware.

Procedure: accounting procedure; computational procedure; control procedure; data-processing procedure; decision procedure; error-correcting procedure; formatting procedure; installation procedure; management procedure; solution procedure.

Protection: computer protection; data protection; device protection; display protection; error protection; hardware protection; software protection; resource protection; security protection; system protection; virus protection.

11. Прочтите и переведите текст COMPUTER PROGRAMMING

Programming is the process of preparing a set of coded instructions which enables the computer to solve specific problems or to perform specific functions. The essence of computer programming is the encoding of the program for the computer by means of algorithms. The thing is that any problem is expressed in mathematical terms, it contains formulae, equations and calculations'. But the computer cannot manipulate formulae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is — coded or programmed.

The phase in which the system's computer programs are written is called the development phase. The programs are lists of instructions that will be followed by the control unit of the central processing unit (CPU). The instructions of the program must be complete and in the appropriate sequence, or else the wrong answers will result. To guard against these errors in logic and to document the program's logical approach, logic plans should be developed.

There are two common techniques for planning the logic of a program. The first technique is flowcharting. A flowchart is a plan in the form of a graphic or pictorial representation that uses predefined symbols to illustrate the program logic. It is, therefore, a "picture" of the logical steps to be performed by the computer. Each of the predefined symbol shapes stands for a general operation. The symbol shape communicates the nature of the general operation, and the specifics are written within the symbol. A plastic or metal guide called a template is used to make drawing the symbols easier.

The second technique for planning program logic is called pseudocode. Pseudocode is an imitation of actual program instructions. It allows a program-like structure without the burden of programming rules to follow. Pseudocode is less time-consuming for the professional programmer than is flowcharting. It also emphasizes a top-down approach to program structure. Pseudocode has three basic structures: sequence, decision, and looping logic. With these three structures, any required logic can be expressed.

12. Ответьте на вопросы по тексту.

1. What is programming? 2. What is the essence of programming? 3. What should be done with the problem before processing by the computer? 4. What is a program? 5. What are instructions? 6. What are the main techniques for planning the program logic? 7. What is a flowchart? 8. What is a template and what is it used for? 9. What do you understand by "pseudocode"? 10. What are the basic structures of pseudocode?

13. Прочтите текст и сделайте аннотацию к нему.

WHAT IS A COMPUTER? TYPES OF COMPUTERS.

A computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process data. You may already know that you can use a computer to type documents, send email, play games, and browse the Web. You can also use it to edit or create spreadsheets, presentations, and even videos.

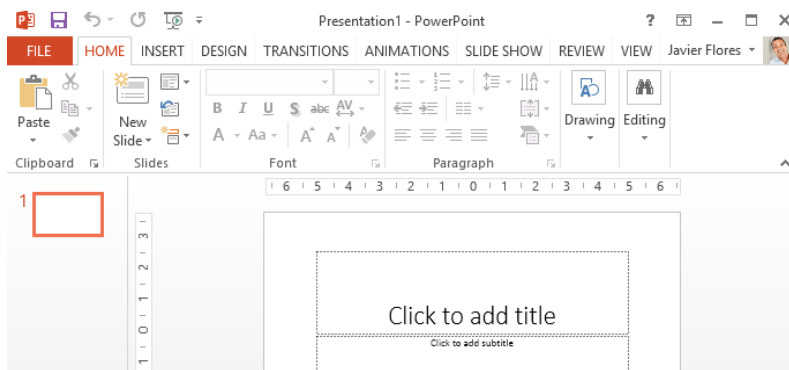
Hardware vs. software

Before we talk about different types of computers, let's talk about two things all computers have in common: hardware and software.

- **Hardware** is any part of your computer that has a physical structure, such as the keyboard or mouse. It also includes all of the computer's internal parts, which you can see in the image below.



- **Software** is any set of instructions that tells the hardware what to do and how to do it. Examples of software include web browsers, games, and word processors. Below, you can see an image of Microsoft PowerPoint, which is used to create presentations.



Everything you do on your computer will rely on both hardware and software. For example, right now you may be viewing this lesson in a web browser (software) and using your mouse (hardware) to click from page to page. As you learn about different types of computers, ask yourself about the differences in their hardware. As you progress through this tutorial, you'll see that different types of computers also often use different types of software.

What are the different types of computers?

When most people hear the word computer, they think of a personal computer such as a desktop or laptop. However, computers come in many shapes and sizes, and they perform many different functions in our daily lives. When you withdraw cash from an ATM, scan groceries at the store, or use a calculator, you're using a type of computer.

Desktop computers



Many people use desktop computers at work, home, and school. Desktop computers are designed to be placed on a desk, and they're typically made up of a few different parts, including the computer case, monitor, keyboard, and mouse.

Laptop computers



The second type of computer you may be familiar with is a laptop computer, commonly called a laptop. Laptops are battery-powered computers that are more portable than desktops, allowing you to use them almost anywhere.

Tablet computers



Tablet computers—or tablets—are handheld computers that are even more portable than laptops. Instead of a keyboard and mouse, tablets use a touch-sensitive screen for typing and navigation. The iPad is an example of a tablet.

Servers



A server is a computer that serves up information to other computers on a network. For example, whenever you use the Internet, you're looking at something that's stored on a server. Many businesses also use local file servers to store and share files internally.

Other types of computers

Many of today's electronics are basically specialized computers, though we don't always think of them that way. Here are a few common examples.

- **Smartphones:** Many cell phones can do a lot of things computers can do, including browsing the Internet and playing games. They are often called smartphones.
- **Wearables:** Wearable technology is a general term for a group of devices—including fitness trackers and smartwatches—that are designed to be worn throughout the day. These devices are often called wearables for short.
- **Game consoles:** A game console is a specialized type of computer that is used for playing video games on your TV.
- **TVs:** Many TVs now include applications—or apps—that let you access various types of online content. For example, you can stream video from the Internet directly onto your TV.

PCs and Macs

Personal computers come in two main styles: PC and Mac. Both are fully functional, but they have a different look and feel, and many people prefer one or the other.

PCs



This type of computer began with the original IBM PC that was introduced in 1981. Other companies began creating similar computers, which were called IBM PC Compatible (often shortened to PC). Today, this is the most common type of personal computer, and it typically includes the Microsoft Windows operating system.

Macs



The Macintosh computer was introduced in 1984, and it was the first widely sold personal computer with a graphical user interface, or GUI (pronounced gooey). All Macs are made by one company (Apple), and they almost always use the Mac OS X operating system.

1. WHAT IS AN OPERATING SYSTEM?

Read and translate the text.

An operating system is the most important software that runs on a computer. It manages the computer's memory and processes, as well as all of its software and hardware. It also allows you to communicate with the computer without knowing how to speak the computer's language. Without an operating system, a computer is useless.

The operating system's job

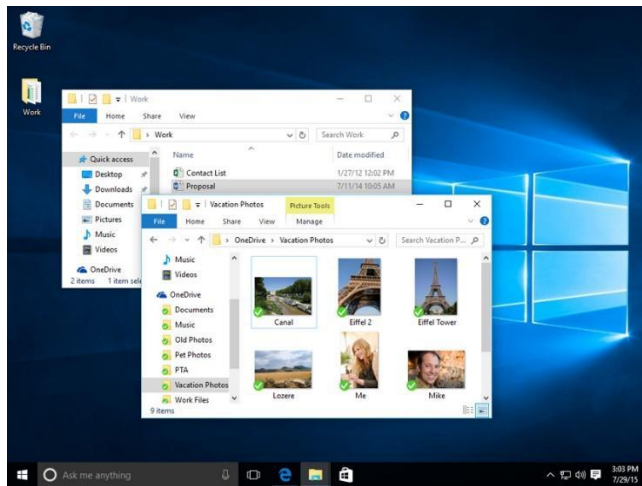
Your computer's operating system (OS) manages all of the software and hardware on the computer. Most of the time, there are several different computer programs running at the same time, and they all need to access your computer's central processing unit (CPU), memory, and storage. The operating system coordinates all of this to make sure each program gets what it needs.

Types of operating systems

Operating systems usually come pre-loaded on any computer you buy. Most people use the operating system that comes with their computer, but it's possible to upgrade or even change operating systems. The three most common operating systems for personal computers are Microsoft Windows, Mac OS X, and Linux.

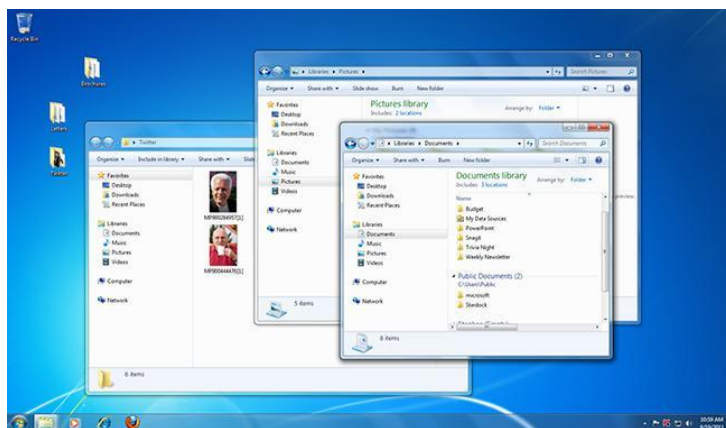
Modern operating systems use a graphical user interface, or GUI . A GUI lets you use your mouse to click icons, buttons, and menus, and everything is clearly displayed on the screen using a combination of graphics and text.

Each operating system's GUI has a different look and feel, so if you switch to a different operating system it may seem unfamiliar at first. However, modern operating systems are designed to be easy to use, and most of the basic principles are the same.



Microsoft Windows

Microsoft created the Windows operating system in the mid-1980s. Over the years, there have been many different versions of Windows, but the most recent ones are Windows 10 (released in 2015), Windows 8 (2012), Windows 7 (2009), and Windows Vista (2007). Windows comes pre-loaded on most new PCs, which helps to make it the most popular operating system in the world.



Mac OS X

Mac OS is a line of operating systems created by Apple. It comes preloaded on all new Macintosh computers, or Macs. All of the recent versions are known as OS X (pronounced O-S Ten), and the specific versions include El Capitan (released in 2015), Yosemite (2014), Mavericks (2013), Mountain Lion (2012), and Lion (2011).

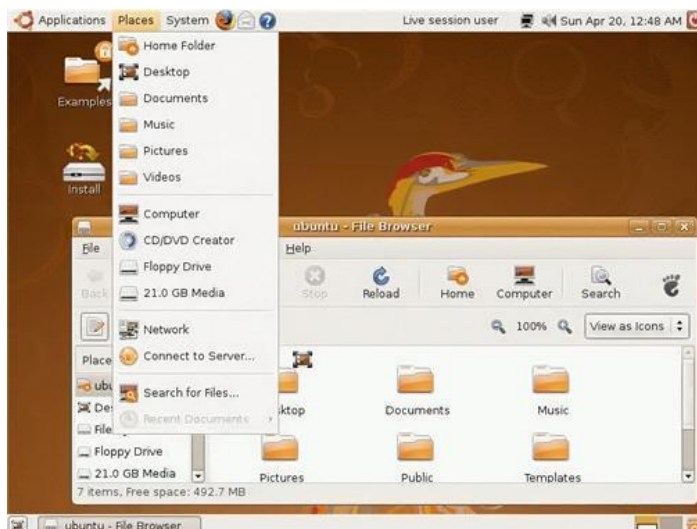
According to Stat Counter Global Stats, Mac OS X users account for less than 10% of global operating systems—much lower than the percentage of Windows users (more than 80%). One reason for this is that Apple computers tend to be more expensive. However, many people do prefer the look and feel of Mac OS X over Windows.



Linux

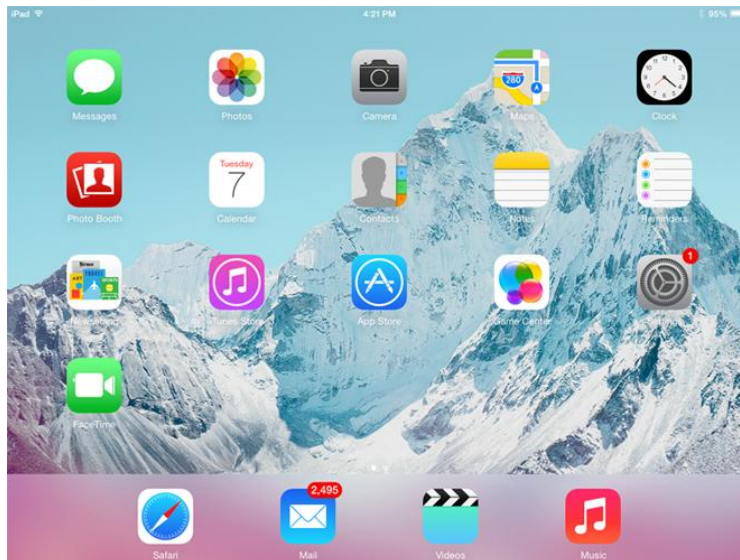
Linux (pronounced LINN-ux) is a family of open-source operating systems, which means they can be modified and distributed by anyone around the world. This is different from proprietary software like Windows, which can only be modified by the company that owns it. The advantages of Linux are that it is free, and there are many different distributions—or versions—you can choose from.

According to Stat Counter Global Stats, Linux users account for less than 2% of global operating systems. However, most servers run Linux because it's relatively easy to customize.



Operating systems for mobile devices

The operating systems we've been talking about so far were designed to run on desktop and laptop computers. Mobile devices such as phones, tablet computers, and MP3 players are different from desktop and laptop computers, so they run operating systems that are designed specifically for mobile devices. Examples of mobile operating systems include Apple iOS and Google Android. In the screenshot below, you can see iOS running on an iPad.



Operating systems for mobile devices generally aren't as fully featured as those made for desktop and laptop computers, and they aren't able to run all of the same software. However, you can still do a lot of things with them, like watch movies, browse the Web, manage your calendar, and play games.

1. WHAT IS AN APPLICATION?

Read and translate the text.

You may have heard people talking about using a program, an application, or an app. But what exactly does that mean? Simply put, an app is a type of software that allows you to perform specific tasks. Applications for desktop or laptop computers are sometimes called desktop applications, while those for mobile devices are called mobile apps.

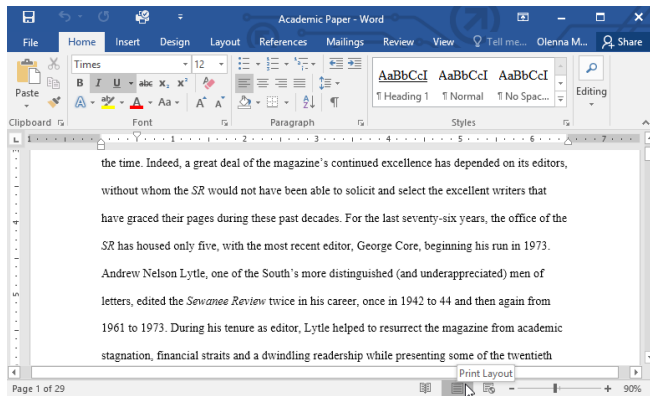
When you open an application, it runs inside the operating system until you close it. Most of the time, you will have more than one application open at the same time, which is known as multi-tasking.

App is a common term for an application, especially for simple applications that can be downloaded inexpensively or even for free. Many apps are also available for mobile devices and even some TVs.

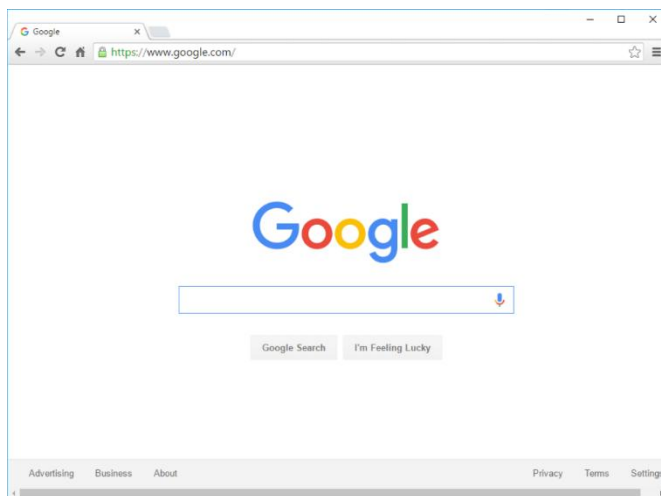
Desktop applications

There are countless desktop applications, and they fall into several categories. Some are more full featured (like Microsoft Word), while others may only do one or two things (like a clock or calendar app). Below are just a few types of applications you might use.

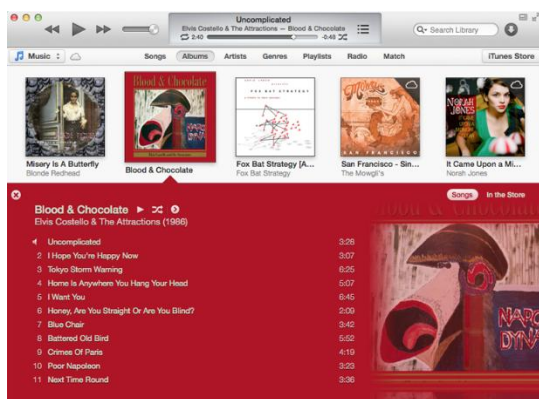
- **Word processors:** A word processor allows you to write a letter, design a flyer, and create many other types of documents. The most well-known word processor is Microsoft Word.



- **Web browsers:** A web browser is the tool you use to access the Internet. Most computers come with a web browser pre-installed, but you can also download a different one if you prefer. Examples of browsers include Internet Explorer, Mozilla Firefox, Google Chrome, and Safari.



- **Media players:** If you want to listen to MP3s or watch movies you've downloaded, you'll need to use a media player. Windows Media Player and iTunes are popular media players.

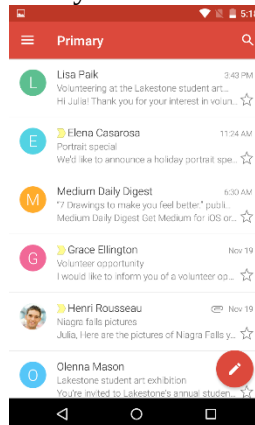


- **Games:** There are many types of games you can play on your computer. They range from card games like Solitaire to action games like Halo. Many action games require a lot of computing power, so they may not work unless you have a newer computer.

Mobile apps

Desktop and laptop computers aren't the only devices that can run applications. You can also download apps for mobile devices like smartphones and tablets. Here are a few examples of mobile apps.

- **Gmail:** You can use the Gmail app to easily view and send emails from your mobile device. It's



available for Android and iOS devices.

- **Instagram:** You can use Instagram to quickly share photos with your friends and family. It's available for Android and iOS.
- **Duolingo:** With a combination of quizzes, games, and other activities, this app can help you learn new languages. It's available for Android and iOS.

Installing new applications

Every computer and mobile device will come with some applications already built in, such as a web browser and media player. However, you can also purchase and install new apps to add more functionality. You can review our lessons on Installing Software on Your Windows PC, Installing Software on Your Mac, and Free Software to learn more.

1. WORD PROCESSORS

Read and translate the text.

Microsoft Word is a word processor developed by Microsoft. It was first released on October 25, 1983 under the name Multi-Tool Word for Xenix systems. Subsequent versions were later written for several other platforms including IBM PCs running DOS (1983), Apple Macintosh running Classic Mac OS (1985), AT&T Unix PC (1985), Atari ST (1988), OS/2 (1989), Microsoft Windows (1989), SCO Unix (1994), and macOS (2001). Commercial versions of Word are licensed as a standalone product or as a component of Microsoft Office. Microsoft Word Viewer and Office Online are freeware editions of Word with limited features.

In 1981, Microsoft hired Charles Simonyi, the primary developer of Bravo, the first GUI word processor, which was developed at Xerox PARC. Simonyi started work on a word processor called Multi-Tool Word.

Microsoft announced Multi-Tool Word for Xenix and MS-DOS in 1983. Its name was soon simplified to Microsoft Word.

In 1985, Microsoft ported Word to Mac OS. This was made easier by Word for DOS having been designed for use with high-resolution displays and laser printers.

The second release of Word for Mac OS, shipped in 1987, was named Word 3.0 to synchronize its version number with Word for DOS; this was Microsoft's first attempt to synchronize version numbers across platforms.

In 1986, an agreement between Atari and Microsoft brought Word to the Atari ST under the name Microsoft Write.

The first version of Word for Windows was released in 1989. With the release of Windows 3.0 the following year, sales began to pick up and Microsoft soon became the market leader for word processors for IBM PC-compatible computers. When Microsoft became aware of the Year 2000 problem, it made Microsoft Word 5.5 for DOS available for download free. As of March 2014, it is still available for download from Microsoft's web site.

In 1997, Microsoft formed the Macintosh Business Unit as an independent group within Microsoft focused on writing software for Mac OS. Its first version of Word, **Word 98**, was released with Office 98 Macintosh Edition. Document compatibility reached parity with Word 97, and it included features from Word 97 for Windows, including spell and grammar checking with squiggles.

Word 2001, released in 2000, added a few new features, including the Office Clipboard, which allowed users to copy and paste multiple items. It was the last version to run on classic Mac OS and, on Mac OS X, it could only run within the Classic Environment. Word X, released in 2001, was the first version to run natively on, and required, Mac OS X, and introduced non-contiguous text selection.

Office 2003 is Microsoft Corp.'s latest version of its popular business software suite. The Office 2003 suite, or group, of software programs is used in home and office settings to accomplish a variety of computing tasks.

You may already be familiar with previous versions of Microsoft Office such as Microsoft Office 97, Microsoft Office 2000, or Microsoft 2002 (XP). In this course, you'll master basic skills common to programs in Office 2003 Standard, including Word (word-processing application), Excel (spreadsheet application), Outlook (email application), and PowerPoint (presentation application).

Word 2004 was released in May 2004. It included a new Notebook Layout view for taking notes either by typing or by voice. Other features, such as tracking changes, were made more similar with Office for Windows.

Microsoft Word 2007

Word for Windows is available stand-alone or as part of the Microsoft Office suite. Word contains rudimentary desktop publishing capabilities and is the most widely used word processing program on the market. Word files are commonly used as the format for sending text documents via e-mail because almost every user with a computer can read a Word document by using the Word application, a Word viewer or a word processor that imports the Word format.

Word 2008, released on January 15, 2008, included a Ribbon-like feature, called the Elements Gallery, that can be used to select page layouts and insert custom diagrams and images. It also included a new view focused on publishing layout, integrated bibliography management, and native support for the new Office Open XML format. It was the first version to run natively on Intel-based Macs.

Word 2010 allows more customization of the Ribbon, adds a Backstage view for file management, has improved document navigation, allows creation and embedding of screenshots, and integrates with Word Web App.

Word 2011, released in October 2010, replaced the Elements Gallery in favor of a Ribbon user interface that is much more similar to Office for Windows, and includes a full-screen mode that allows users to focus on reading and writing documents, and support for Office Web Apps.

In January 2013, Microsoft released the latest version of its Office software suite, **Office 2013**. It also released **Office 365 Home**, a subscription-based version of Office. If you're thinking of purchasing or upgrading to Office 2013, there are several factors to consider, including the **cost** and **features** of each version.

The **Microsoft Office suite** is an essential collection of applications that includes **Word**, **Excel**, **PowerPoint**, and much more. **Office 2013**, the latest version of the Office suite, includes some significant changes. Microsoft is now offering Office through a **yearly subscription plan**, and the company has heavily integrated it with its **Microsoft account** and **OneDrive**. Therefore, it's important to understand the different services and available purchasing options before you buy.

Microsoft Word 2016 is a **word processing** application that allows you to create a variety of **documents**, including letters, resumes, and more. In this lesson, you'll learn how to navigate the Word interface and become familiar with some of its most important features, such as the **Ribbon**, **Quick Access Toolbar**, and **Backstage view**.

Word 2016 is similar to Word 2013 and Word 2010. If you've previously used either version, then Word 2016 should feel familiar. But if you are new to Word or have more experience with older versions, you should first take some time to become familiar with the **Word 2016 interface**.

File extensions

Microsoft Word's native file formats are denoted either by a .doc or .docx filename extension.

Although the .doc extension has been used in many different versions of Word, it actually encompasses four distinct file formats:

- Word for DOS
- Word for Windows 1 and 2; Word 3 and 4 for Mac OS
- Word 6 and Word 95 for Windows; Word 6 for Mac OS
- Word 97 and later for Windows; Word 98 and later for Mac OS

The newer .docx extension signifies the Office Open XML international standard for Office documents and is used by Word 2007 and later for Windows, Word 2008 and later for macOS, as well as by a growing number of applications from other vendors, including OpenOffice.org Writer, an open source word processing program.

15. Выполните грамматические упражнения по теме. Повторение временных форм.

1) откройте скобки, поставьте глаголы в the Present Continuous, Present Simple, Past Simple or Future Simple.

1. Mother (to cook) a very tasty dinner yesterday. 2. Tomorrow Nick (not to go) to school. 3. Look! My friends (to play) football. 4. Kate (not to write) letters every day. 5. You (to see) your friend yesterday? 6. Your father (to go) on a business trip last month? 7. What Nick (to do) yesterday?

8. When Nick (to get) up every morning? 9. Where your mother (to go) tomorrow? 10. I (to invite) my friends to come to my place tomorrow. 11. He (not to play) the piano tomorrow. 12.

We (to see) a very good film last Sunday. 13. Your mother (to cook) every day? 14. We (to make) a fire last summer. 15. I (to spend) last summer at the sea-side. 16. Where you (to spend) last summer? 17. Where he (to spend) next summer? 18. 'What mother (to do) now?' 'She (to cook) dinner.' 19. I (not to play) computer games yesterday. 20. Last Sunday we (to go) to the theatre. 21. I (to meet) my friend yesterday. 22. I (to write) a letter to my cousin yesterday. 23. You (to write) a dictation

tomorrow? 24. I (not to write) a report now. 25. Your brother (to go) to the country with us next Sunday? 26. Granny (not to cook) dinner now. 27. We (to cook) our meals on a fire last summer. 28. My sister (to wash) the dishes every morning. 29. When you (to go) to school? 30. What you (to prepare) for breakfast tomorrow? 31. You (to invite) your cousin to stay with you next summer? 32. How you (to help) your sister last summer? 33. I (to send) a letter to my friend tomorrow. 34. Every morning on the way to school I (to meet) my friends. 35. My friend (to go) to the library every Wednesday. 36. He (not to go) to the country yesterday. 37. Why you (to go) to the shop yesterday? 38. We (to grow) tomatoes next summer. 39. What you (to do) now? 40. He (to sleep) now. 41. Where your father (to work) last year? 42. You (to go) to the south next summer! 43. He (not to watch) TV yesterday. 44. Yesterday we (to write) a test-paper. 45. I (to buy) a very good book last Tuesday. 46. My granny (not to buy) bread yesterday. 47. What you (to buy) at the shop tomorrow? 48. Don't make noise! Father (to work).

2). Откройте скобки, поставив глаголы в правильную форму.

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. 'What (to be) the matter with her? She (to be) so excited.' 'I (not to know).' 4. 'Where you (to go)?' 'I (to go) to the Dynamo stadium to see the match which (to take) place there today.' 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago. 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8. Our football team (to win) many games last year. 9. 'Where (to be) Boris?' 'He (to play) chess with his friend.' 10. I (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow. 12. I (to be) in a hurry. My friends (to wait) for me. 13. 'You (to be) at the theatre yesterday. You (to like) the opera?' 'Oh yes, I (to enjoy) it greatly.' 14. You (to go) to London next summer?

3). Раскройте скобки. Используйте Past Simple or Past Continuous.

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to s

16. Домашнее задание подготовьте устное высказывание “Working with Microsoft Word”.

Практические занятия № 36-38.

Тема: Корреспонденция. Правила оформления личного письма. Составление личного письма. Правила оформления делового письма. Составление различных видов деловых писем (Enquiry letter, Refusal, Application, Thank you letter, Acceptance, Commercial Offer, Reply). Правила оформления делового письма. Составление различных видов деловых писем (Enquiry letter, Refusal, Application, Thank you letter, Acceptance, Commercial Offer, Reply). Правила оформления сопроводительного письма (Cover letter)

1. Изучите правила оформления личного письма.

Brighton,
Great Britain
20/05/2011

Dear Dasha,

Thank you for your letter. It was great to hear from you!

In your letter you asked me about my town. Well, I enjoy living in Brighton. There are a lot of parks and cafés here. You know, many people come here for their holidays. When it is sunny and warm, they swim in the sea. I love swimming and playing near the sea too.

By the way, do you like to spend your holidays at the seaside? Would you like to visit me in summer months? Any news about your best friend?

Write back soon!

Lots of love,

Jane

ПЛАН ПИСЬМА

- **обращение** (слева, на отдельной строке), например, Dear Jim/Alice, Hello/ Hi Jim/Alice;
- **благодарность** за полученное письмо, **ссылка на предыдущие контакты** не является обязательной (начало письма) например, «Thank you for your (recent) message. I was very glad to hear from you (again)», «Thanks for writing to me. I'm always glad to get emails./ I always like to read your emails. /I enjoy reading your messages and writing to you.» и т.д;

- **ответы на три вопроса** друга по переписке (основная часть письма). Для того чтобы письмо было логичным, можно использовать фразы: «You asked me about ... Well, I can say that ...» или «As you are interested in ... I'd like to tell you that ...» и т. п.;
- **три вопроса другу** по переписке на тему, указанную в задании, при этом не забываем про соединительную фразу/предложение, чтобы вопросы были логично связаны с предыдущим текстом;
- **упоминание о дальнейших контактах**, например, «Write back soon»; «Hope to hear from you soon»; «Please, write to me soon» и т. д. (можно писать на отдельной строке или в конце текущего абзаца);
- **завершающая фраза**, например, «Best wishes»; «All the best»; «With love»; «Yours» (на отдельной строке);
- подпись автора (только Ваше **имя**, на отдельной строке).

2. Прочитайте фразы (1-15), которые вы можете употребить в различных частях письма. Подумайте, где именно. Заполните таблицу их номерами.

1. Waiting for your letter.
2. Thanks for your letter.
3. Dear Chris,
4. Say hello to everyone.
5. Best wishes,
6. How are you?
7. Yours,
8. Lots of kisses,
9. Hello Julie,
10. Bye for now,
11. Love,
12. All the best,
13. Dearest Jane,
14. It was nice to hear from you.
15. Well, that's all for now.

Приветствие	Начальные фразы письма	Заключительные фразы письма	Концовка перед подписью

3. В этом письме перепутаны части. Расставьте их по порядку и заполните таблицу их номерами.

- A. Best wishes,
- B. If we can't stay outdoors, could you find out what we could do indoors? Perhaps we could go to a museum or somewhere else.
- C. I'm glad to learn that you're having fun in London. By the way, I'm coming to see you next weekend, and I'm really looking forward to joining you.
- D. Thank you for your last letter. Sorry, I haven't written sooner, but I've been very busy at school.
- E. Martin
- F. I hope it won't rain because I'd also like to visit some of London's famous parks. I've heard

that Hyde Park is really beautiful in autumn.

G. I'm finishing, I have to do some homework. See you on Friday evening.

H. Dear Emma,

I. First of all, I'd like to go on the London Eye. I've heard that the views are fantastic, especially if the weather is good.

1	2	3	4	5	6	7	8	9

4. В этом письме перепутаны части. Расставьте их по порядку и заполните таблицу их номерами (A-G).

A. Jack

B. Unfortunately (к сожалению), its happiness didn't last long. It had a terrible stomachache and we took it to the vet. What a great man! He wasn't afraid of Bobby's sharp teeth and gave that naughty dog a real treat.

C. Dear Mike,

D. Anyway (как бы то ни было), I'd better go now. Mum wants me to help with the shopping before I do my homework.

E. Best wishes,

F. Thanks for your letter. It was great to hear from you! I'm really glad your dog's much better now.

G. Well, you know the kids in my class are really friendly and we often have parties together. Three days ago I was at a birthday party. We had a lot of fun. We were dancing, listening to music, playing games. When we sat down to have a birthday cake we didn't find it on the table! But believe me, there was a very happy dog under the table!

1	2	3	4	5	6	7

5. Напишите адреса правильно.

1. High Street, 7009 225, Australia, 105, Melbourne

2. United Kingdom, Radcliffe Street, NE 22 4RD, Manchester, 24

3. USA, 42nd Street, Washington, 15, 20036

6. Ваш друг прислал вам письмо, но некоторые слова и выражения пропущены. Вставьте их по смыслу и восстановите правильный адрес.

(1) Thomas

(2) besides

(3) Thanks for your letter.

(4) another thing

(5) of course

(6) by the way

(7) to start with

(8) wait to see you.

(9) looking forward to meeting you

23, Randall Street
Brighton BX 1002
UK
05/06/11

Dear friend,

(1)_____ I was so glad to hear that you're going to visit us this summer here in Brighton. Let me tell you about some of the things we'll be able to do while you are here.

(2)_____, we'll play paintball with my friends in the woods behind our house.

(3)_____, you'll need old clothes for that but don't worry — you can wear some of mine.

(4)_____ we can do is go biking down to the land. It's a bit far from my house but I hope mother will let us go if my elder brother goes with us.

You shouldn't feel shy about meeting my friends. They are nice guys and are (5)_____. (6)_____, your English is quite good, so you won't have any problems.

(7)_____, could you bring some photos of your city's historical places? My friends and I are doing a project on history of other countries and the pictures will really help us to make it nicer.

Well, I've got to get back to my homework. Can't (8)_____.

Best wishes,

(9) _____

1	2	3	4	5	6	7	8	9

7. Ваш друг прислал вам письмо из Уэльса, где он на отдыхе уже целую неделю. Некоторые слова и выражения пропущены. Вставьте их по смыслу и напишите адрес правильно.

(1) 25, Lexdon Road

(2) camping

(3) Roger Moor

(4) Wales

(5) together

(6) thanks for your letter

(7) climbing

(1) _____

(8) anyway

(9) write back soon

(10) by the way

(11) Llyn Peris

(12) What's more

(13) believe

05/06/11

Dear friend,

(2)_____. Sorry I haven't written for so long because there was nothing special to write about. (3)_____, I've got lots of news for you this time.

You won't guess where I'm now after this hard school year! We are in Wales

(4)_____ with my dad. We've already been (5)_____ for a week without all the usual comforts of home. For me it's new and useful experience.

(6)_____, I'm becoming sporty as we're walking and (7)_____ all the time. (8)_____, my dad and I are going to try canoeing. You know, we're good swimmers, so there's nothing to worry about. I (9)_____ that we'll have a wonderful time.

Oh! I almost forgot. Father said that next time we go, I could bring a friend along. What do you say? Are you up to it? If I were you, I won't think a minute.

(10) _____

Best wishes,

Roger

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

--	--	--	--	--	--	--	--	--	--

8. Найдите 10 ошибок в письме (правописание, грамматика, пунктуация). Напишите правильный вариант.

15 Greenway street
Newcastle NE2 3PA
2nd november

Dear Susan,
Thanks **you** for your letter. I were glad hear from you.
My best friend had a birthday party last weekend. We went on a picnic. There were many guests and it was great. And when is your birthday? How you usually celebrate it? What present would like get for your next birthday?
bestwishes,
Carolyn.

9. Выберите из двух вариантов неформальный стиль личного письма.

Dear **(1) Mrs. Smith/Kate,**

Thank you for your letter. I'm really looking forward to coming to Canada. Well, **(2) you asked me to tell you/ requested** a few things about myself, so **(3) please see below/ here** goes!

I'm tall, blonde, have green eyes. Like all models I'm a little bit **(4) underweight/skinny**. Anyway, **(5) I've popped in a snap of me/I have enclosed a photograph**, so that you can see for yourself.

The good news is that we both have the same hobby. I am **(6) fond of/crazy about** modern theatre. Shall we **(7) purchase tickets/buy** some tickets and go together to a new play when I come?

There are a lot of other things I am **(8) anxious/dying** to do when I get to your place. I've never tried fishing and boating, so perhaps you can teach me.

Well, I'd better finish now and get this in the post.

Hope to hear from you soon.

(9) Best wishes/Sincerely yours,

Jane

10. Просмотрите порядок выполнения делового письма.

Деловое письмо делят на следующие части:

1. в правом верхнем углу обычно ставится штамп компании с ее адресом (1-я строка – название фирмы, 2-я строка – адрес фирмы: номер дома, название улицы, город, почтовый индекс, страна) или ваш адрес, если вы пишете на имя компании;
2. под штампом дата письма;
3. в левой части наименование и адрес получателя письма;
4. тема письма (для того, чтобы сразу стало понятно, о чем данное письмо и кому и в какой отдел его нужно переслать);
5. вступительное обращение;
6. основной текст письма;
7. заключительная формула вежливости;
8. подпись;
9. указание на приложение.

Вступительное обращение пишется следующим образом:

1. если вы не знаете фамилию человека или людей, к которым вы обращаетесь, письмо обычно начинается со слов **Dear Sir, Dear Sirs** или **Gentlemen**.
2. Если вы пишете женщине и не знаете ее фамилию, обычным является обращение **Dear Madam**.
3. Если вы знаете фамилию адресата, обычным обращением к мужчине является

Dear Mr. Smith, к женщине **Dear Miss Smith** (незамужней женщине), **Dear Mrs. Smith** (замужней женщине), **Dear Ms. Smith** (если вы не знаете, замужем она или нет. Эта форма приобретает все более широкое распространение).

В деловом письме в обращении НЕЛЬЗЯ писать ИМЯ после слов **Mr., Mrs, Ms.**

Заключительная часть письма – подпись – зависит от обращения. Если вы начали письмо с обращения **Dear Sir, Dear Sirs Dear Madam** или **Gentlemen**, в конце письма перед подписью вы должны поставить слова **Yours faithfully**.

Если вы начали письмо с обращения **Dear Mr. Smith, Dear Miss Smith, Dear Mrs. Smith, Dear Ms. Smith** обычным окончанием будут слова **Yours sincerely**.

Язык написания делового письма отличается от стиля личного письма. В деловых письмах язык более официален и строг; не принято употребление сокращенных глагольных форм, в то время как конструкции со страдательным залогом используются гораздо чаще для деловой переписки характерно употребление стандартных выражений, используемых для подтверждения получения деловых писем, для выражения просьбы, при сообщении о посылке каталогов или документов, при ссылке на документы и т.д. эти стандартные выражения необходимо выучить.

Основной текст письма

1. Письмо-запрос, жалоба и т.п.

В начале делового письма указывается причина написания данного письма.

Обычным началом могут служить выражения **I am writing in connection with...**

I am writing to enquire about... Если вы пишете очередное письмо по одному и тому же вопросу, то началом могут являться выражения **Further to...**

With reference to...

2. Письмо-ответ

Обычным началом является

Thank you for your letter of 12 January (Обратите внимание на предлог **of**), **In reply/ answer/ response to your letter of 12 January...**

В сообщениях об исполнении просьбы употребляются следующие выражения:

In accordance with your request..., According to your request..., As requested (by you/ in your letter).

При извещении о посылке документов, каталогов и т.п. обычно используются следующие выражения: **We are pleased/ glad to send you..., We enclose..., We send enclosed...**

Деловое письмо обычно делится на абзацы. Деление подчеркивается словами:

First of all, Firstly, Secondly, Finally

Не забывайте о словах, связывающих отдельные части предложений, и вводных словах:

Moreover, In addition to it

So, As a result, Therefore

However, On the one hand... On the other hand, In contrast

In conclusion, To sum up, On the whole

Не забывайте о вежливых словах и выражениях:

I would be very pleased...
Will you be so kind to inform me...
I will be obliged if you could ...
I would appreciate if you could...

Заключительная формула вежливости включает в себя такие выражения, как:
I look forward to hearing from you soon. If you require any further information please do not hesitate to contact us.

9 Svetlaya St.
Krasnogorsk 114965
Russian Federation

Anne Smith
225 Phillips Boulevard
Manchester 0834184
United Kingdom

4 December, 2010

Dear Miss Smith,

Further to our telephone conversation, I would like to confirm the following arrangements for your arrival.

Your group arrives on 3 January at 2.15 p.m. You will be met at the railway station by our representative. He will take you to the hotel in Moscow (the address and hotel conveniences are enclosed).

If you require any further information, please do not hesitate to contact us.

Yours sincerely, Kate Smirnova

3. Упражнения для подготовки к написанию делового письма.

Задание 1

Write the dates according to the rules given above.

1st March, 1947; 15/12/1944; 3/10/1971 (USA); 27/10/1980; 6/2/1978 (UK);
5/7/2002 (USA); 2nd April, 1994; 9/3/1942 (USA)

Задание 2

Match the opening of the letter on the left with its closing on the right.

1. Dear Gentlemen	1. Best wishes
2. Dear Miss Smith	2. Yours sincerely
3. Dear Ms. Black	3. Yours faithfully
4. Dear Sirs	
5. Dear Madam	
6. Dear Mr. Green	
7. Dear Ann	
8. Dear Mrs. Wilson	
9. Dear Jack	

Задание 3

Match the Russian word-combinations on the left with their English equivalents on the right.

1. в дополнении к	a. Yours faithfully
2. в целом	b. in response to
3. быть благодарным	c. as requested
4. в добавлении, к тому же	d. with reference to
5. ожидать с нетерпением	e. Yours sincerely
6. с уважением, искренне Ваш	f. enclose
7. с уважением, преданный Вам	g. Best wishes
8. в ответ на	h. in accordance with
9. наилучшие пожелания	i. look forward
10. прилагать, вкладывать в тот же конверт	j. be kind
11. ссылаясь на	k. on the whole
12. в соответствии с	l. in addition
13. согласно просьбе	m. further to
14. быть любезным	n. be obliged

Задание 4

Phrases for personal and business letters are jumbled up. Put letter B for expressions used in business letters and letter P for personal ones.

1. I hope all is going well.
2. I will be obliged if you could
3. Thanks for your letter
4. Why don't we ...
5. I would appreciate if you could...
6. How are you?
7. Dear Uncle Pete,
8. I would be very grateful to you for ...
9. I am writing to enquire about...
10. With reference to...
11. My best regards to John.
12. Further to...

Задание 5

Find odd word or expression in the following word chains.

1. a) Best wishes c) Missing you	b) Best regards d) Yours sincerely
2. a) further to c) fondly	b) appreciate d) in reply to
3. a) enclosed c) Hi	b) as you asked d) Thanks for your letter.
4. a) Dear Sir c) Gentlemen	b) Dear Ms Green d) Dear Alice

5. a) in addition
c) As requested

- b) What's the news?
d) According to

Задание 6

Choose the proper variant.

1. We have received your letter _____ 2 September.
1. from b) of c) on
2. We are _____ for your letter.
1. obliged b) enclosed c) confirmed
3. In _____ to your letter we inform the following.
1. accordance b) addition c) response
4. Please find _____ the copy of the contract.
1. obliged b) appreciated c) enclosed
5. The goods were sent _____ with our contract.
1. in addition b) in accordance c) in response
6. _____ to your letter we would ask you to send us the light of goods wanted.
1. In accordance b) Referring c) On the whole
7. I am writing in _____ with your telephone call.
1. reference b) addition c) connection
8. We very much _____ your hospitality.
1. appreciate b) look forward c) are kind

Задание 7

Fill in the blanks with the proper preposition.

1. _____ reply _____ your letter _____ 13 September we are glad to inform you that the terms of the contract have been approved. 2. The contract was signed _____ 22 February. 3. According _____ your request we sent you our price list enclosed. 4. _____ reference _____ our telephone conversation we confirm the following. 5. We are obliged _____ your letter _____ 7 May. 6. _____ accordance _____ the contract the goods will be delivered _____ 25 March. 7. Further _____ our previous letter we are glad to send samples of our goods. 8 We look _____ _____ seeing you again.

Задание 8

Read and translate the words in the box. Fill in the blanks with the corresponding words. There is one extra word in the box.

accept	acknowledge	forward
hesitate	response	sincerely

Dear Miss Mint,

In 1) _____ to your letter of January 21, I am pleased to confirm that we are ready to accept your order and to business with your company. We 2) _____ receipt of your order № 5478. It is being processed at the moment and will be delivered to you within a week.

We are looking 3) _____ to pleasant business relations with your company. If you require any further information, please do not 4) _____ to contact us.

Yours 5) _____,
Anna Black

Задание 9

There are 7 mistakes in the letter. Find the mistakes and rewrite the letter correctly.

8 Oxford St.
London 114965
United Kingdom
5th October, 2012

Dear Miss Ann Smith,

Thank you for the letter from the 23 September. We are glad to know that your sister has got married. Our best congratulations.

Further to our holiday, everything is all right. We are swimming and sunbathing a lot. Yesterday we went on an excursion to the mountains. The trip was interesting and we saw a lot of beautiful places.

We are going to return on 14 October. I hope the flight will not be tiring.

Do not hesitate to contact us.

Yours faithfully,
Helen

Задание 10

Some of the parts of the letter are omitted. Fill in the spaces with the proper variants.

Dear Mr. Barlow,

I am writing 1) _____ my forthcoming visit to London. My trip begins on 4 February and lasts till 15 February. 2) _____ our telephone conversation, I would like to add that my two colleges, Mr. Ivanov and Mr. Petrov, will accompany me. I would be 3) _____ if you could book two single rooms for them in the same hotel I will stay in.

If you require any further information please 4) _____ .

5) _____,
Peter Limonov

Ключи. Keys

Задание 1

1 March, 1947; 15 December, 1944; 10 March, 1971; 27 October, 1980;
6 February, 1978; 7 May, 2002; 2 April, 1994; 9 September, 1942

Задание 2

1c, 2b, 3b, 4c, 5c, 6b, 7a, 8b, 9a

Задание 3

1m, 2k, 3n, 4l, 5i, 6e, 7a, 8b, 9g, 10f, 11d, 12h, 13c, 14j

Задание 4

1P, 2B, 3P, 4P, 5B, 6P, 7P, 8B, 9B, 10B, 11P, 12B

Задание 5

1d, 2c, 3a, 4d, 5b

Задание 6

1b, 2a, 3c, 4c, 5b, 6b, 7c, 8a

Задание 7

1 in, to, of; 2) on; 3) to; 4) With, to; 5) for, of; 6) In, with, on; 7) to; 8) forward to

Задание 8

1. response; 2) acknowledge; 3) forward; 4) hesitate; 5) sincerely

Задание 9

8 Oxford St.
London 114965
United Kingdom
5 October, 2012

Dear Miss Smith,

Thank you for the letter of 23 September. We are glad to know that your sister has got married. Our best congratulations.

As for our holiday, everything is all right. We are swimming and sunbathing a lot. Yesterday we went on an excursion to the mountains. The trip was interesting and we saw a lot of beautiful places.

We are going to return on 14 October. I hope the flight will not be tiring.

I am looking forward to hearing from you.

Best wishes,

Helen

Задание 10

1. in connection with 2) Further to 3) very much obliged

4) do not hesitate to contact me 5) Yours sincerely

11. Просмотрите порядок оформления сопроводительного письма и выпишите в тетрадь полезные фразы.

Принципы написания cover letter

Большинство сопроводительных писем отправляются на вакансии как приложение к резюме, поэтому они должны выполнять свою основную задачу: помочь вам в получении желаемой работы. Хорошее сопроводительное письмо должно:

- быть кратким и лаконичным
По объему cover letter не должно занимать больше одной печатной страницы А4. Не нужно повторять все то, что указано в резюме, но можно выделить или дополнить какие-то основные моменты, которыми вы гордитесь или считаете полезным указать.
- быть написано профессиональным языком
В сопроводительном письме, как и в любом другом официальном документе, неуместно использовать сленг, сокращения и любые другие свободные обороты речи. Разговаривайте

с работодателем на его языке, но в то же время не переусердствуйте: обилие профессиональных терминов (если того не требует специфика вакансии) может произвести такое же плохое впечатление, как и простая манера речи. Понятно и просто изложите свои мысли, дополните фактами и мотивацией — этого будет достаточно для хорошего сопроводительного письма, и ваши шансы на приглашение в офис для дальнейшей встречи вырастут.

- быть написано специально для позиции
Написанные «под копирку» сопроводительные письма — дурной тон в деловой среде. Специалисты по персоналу легко отличат специально составленное вами письмо от типового, которое рассылается всем подряд вместе с резюме. Письмо ваше, конечно же, прочитают, но будут уже с меньшим энтузиазмом относиться к вашей персоне. Просто представьте, сколько таких писем и резюме проходит через руки HR-специалиста в месяц. Ваша задача — выделиться среди остальных, но сделать это изящно и со вкусом. В тексте сфокусируйтесь на том, что будет важно для компании, в которую вы хотите попасть и конкретно для позиции, на которую претендуете. Объясните, почему вы подходите на эту должность и как компания выиграет, если наймет именно вас.
- выявлять ваши сильные стороны
В сопроводительном письме нужно похвалить себя, но сделать это тактично и умеренно. Не стоит расписывать в ярких красках свои бывшие достижения, но вот какие-то реальные цифры, которые помогут оценить вашу работу, указать будет не лишним.
- быть написано без грамматических ошибок
Это важная часть любого делового документа, да и вообще каждого текста, что мы пишем на любом языке. Вы можете быть на 100% уверены в своей грамотности, но перепроверить текст никогда не помешает. Воспользуйтесь специальными сервисами для проверки грамматики и пунктуации. А для того, чтобы проверить связность текста и логичное изложение мыслей, прочитайте сопроводительное письмо сами спустя какое-то время после его написания. Или попросите друга или члена семьи взглянуть на него со стороны. Отправляйте документ, когда будете уверены, что он составлен без ошибок. Следуйте основным принципам составления сопроводительных писем на английском языке, но помните, что основная задача такого письма — заинтересовать потенциального работодателя и пригласить вас на дальнейшее собеседование. Например, при подаче заявки на творческие вакансии позволительно сделать письмо более нестандартным и интригующим. Это поможет выделиться среди конкурентов и быстрее получить обратную связь от компании.

Структура cover letter

Давайте посмотрим, из каких частей состоит сопроводительное письмо и что нужно писать в каждой из них. Как правило, сопроводительное письмо по своей структуре мало чем отличается от обычного письма на английском языке. Это значит, что начинается оно с вашего имени и фамилии, а также контактных данных (телефона и адреса электронной почты), указанных в левом верхнем углу. За ними следует обращение к получателю (HR-службе компании или конкретному человеку). Давайте посмотрим, из каких частей состоит cover letter.

1. Introduction (Вступление)

Основная задача первого абзаца — заинтересовать читателя, а именно, вашего потенциального работодателя и заставить его прочитать сопроводительное письмо до конца. Начните с приветствия. Если вы знаете имя сотрудника, то обращайтесь к нему напрямую: Dear Mr. или Dear Ms. Если имя вам не известно, то допустимо начать обращение с «Dear Hiring Manager» (Уважаемый менеджер по персоналу) или же «Dear Recruiting Team» (Уважаемая команда по подбору персонала). Вместо «Recruiting Team» можно использовать имя компании или бренда, обращаясь при этом ко всей команде: «Dear *Company name* Team» (Уважаемая команда компании...). В первом абзаце следует написать о позиции, на которую вы претендуете и откуда вы о ней узнали. Если же вы пишете письмо по рекомендации сотрудника, то укажите его имя и желаемую должность. Если вы просто отправляете заявку в фирму, где нет открытых вакансий, в первом абзаце стоит указать вашу мотивацию и желание работать в их команде. Давайте рассмотрим фразы по каждому из этих случаев:

- *Please, accept this cover letter as application for the ... position currently advertised in the ...* — *Пожалуйста, примите это сопроводительное письмо в качестве заявки на позицию..., которая была размещена на...*
 - *I would like to express my interest in applying for a full - time teaching position in your language center .* — *Я бы хотел выразить свою заинтересованность в должности преподавателя на полную ставку в вашем языковом центре.*
 - *I would like to apply for the position of a Russian teacher.* — *Я бы хотел подать заявку на вакансию учителя русского языка .*
 - *I learned about your vacancy at a recent trade fair in Bristol.* — *Я узнал о вакансии на недавней ярмарке рабочих мест , проходившей в Бристоле .*
 - *I recently met ... from your company, and he strongly recommended that I send you my resume for the open position in the marketing department.* — *Недавно я познакомился с ... из вашей компании , и он настоятельно рекомендовал мне отправить резюме на открытую позицию в отделе маркетинга .*
 - *I am writing by suggestion of my former employer, who believes that you might need a strong advertising specialist in your team.* — *Я пишу по предложению своего бывшего работодателя , который полагает , что вам в команду может быть нужен сильный специалист по рекламе .*
 - *Are you looking for a content pro who has worked with the biggest brands in the UK for the last 5 years and knows how to promote articles on social media? Please, check out my resume for the open content manager position in your company.* — *Вы ищете контент-профессионала, который работал с крупнейшими брендами Великобритании в течение последних пяти лет и знает, как продвигать статьи в социальных сетях? Пожалуйста, посмотрите мое резюме на открытую вакансию контент-менеджера в вашей компании*
- Вступление не должно быть длинным. Достаточно будет одного-двух предложений.

2. Main body (Основная часть)

Главная и самая весомая часть письма, в которой нужно указать, почему вас интересует именно данная компания, какие ваши прошлые навыки подойдут для открытой позиции, почему именно вы должны получить это место и так далее. Не нужно льстить компании или сильно хвастаться своими достижениями. Сделайте акцент на том, что не было указано в основном резюме либо приведите полезные цифры. Будьте кратки, но убедительны. Старайтесь избегать расплывчатых формулировок, вроде «компетентный», «трудолюбивый» и других. Вместо этого лучше указать факты и достижения на прошлой работе, которые расскажут работодателю о ваших качествах лучше простых слов. Можно привести примеры из личного опыта и показать, как ваши умения помогут вам

справляться с поставленными задачами в будущем. Начать основную часть можно со следующих фраз:

- I am particularly interested in this job as... — Я чрезвычайно заинтересован в этой работе, потому что...
- I have been interested in this type of work all through my career. — На протяжении всей своей карьеры меня интересовала подобная работа.
- I would like to work for you in order to... — Я бы хотел работать с вами для того, чтобы...
- As you may observe from my attached resume, I have great experience in... — Как вы могли заметить из приложенного резюме, у меня есть большой опыт в...
- I suppose that my skill set matches perfectly with your requirements. — Я полагаю, что мой набор навыков и умений прекрасно соответствует вашим требованиям.

Далее можно указать конкретные цифры и достижения на прошлой работе. Например, так:

- I have spent the last 2 years working full-time as a writer and editor for an online magazine ... that specializes in travel and educational content. During the work, I initiated several successful projects and wrote over 250 full-length articles, which in total accumulated over 3 million views. — Последние два года я работал на постоянной основе в качестве писателя и редактора в онлайн-журнале..., который специализируется на материале об образовании и путешествиях. Во время своей работы я инициировал несколько успешных проектов и написал более 250 полноформатных статей, которые в совокупности набрали более 3 млн. просмотров.

Не увлекайтесь при описании собственных достижений и помните об общем объеме письма. Оптимальный размер — три-четыре предложения.

3. Conclusion (Заключение)

В заключение cover letter нужно еще раз побудить работодателя пригласить вас на собеседование. Укажите, что вы прилагаете свое резюме, и выразите надежду на встречу. Не лишним будет указать и время, в которое вам было бы удобно встретиться с компанией или пообщаться по телефону. Не забудьте указать свои контакты для связи.

Сделать это можно в любом удобном для вас формате. Например:

- I look forward to discussing my qualifications. I can be reached by... — С нетерпением жду обсуждения с вами моей квалификации. Со мной можно связаться по...
- I am certain that my experience and skill set would make me a great candidate for this position. Please, give me a call at ... to schedule an interview — Я уверен, что мой опыт и набор навыков делают меня отличным кандидатом на эту вакансию. Пожалуйста, позвоните мне по номеру..., чтобы назначить дату собеседования.
- Thank you for your time and consideration. I look forward to the invitation for an interview. — Благодарю за ваше время и внимание. С нетерпением жду приглашения на собеседование.
- If you need any additional information before arranging an interview, call me at... — Если вам нужна любая дополнительная информация перед собеседованием, позвоните мне по номеру...
- I will be glad to discuss my previous experiences and plans for the future during the job interview with you. — Я буду рад обсудить свой предыдущий опыт и планы на будущее во время собеседования с вами.

Финальная часть сопроводительного письма, как и вступление, не должна быть длинной. Одного-двух предложений будет вполне достаточно. В конце рекомендуется поставить стандартные фразы благодарности для окончания писем:

- Thank you for your attention. — Благодарю за внимание.
- Thank you for your time. — Благодарю за уделенное время.

- Thank you so much for your time. — Большое спасибо за ваше время.
 - I look forward to hearing from you. — С нетерпением жду вашего ответа.
- После этого внесите финальный штрих — классическую фразу «Best regards» (С уважением) и напишите ваше имя. Помните, что после прочтения вашего сопроводительного письма у HR-специалиста должно возникнуть только одно желание: немедленно набрать ваш номер телефона и как можно скорее пригласить на собеседование, пока вас, такого замечательного специалиста, не «отхватили» другие заинтересованные компании.

Полезные фразы и слова

Использование стандартных предложений и оборотов речи в сопроводительном письме — нормальное явление. Для cover letter примером таких оборотов можно считать следующие:

- I would like to know more about employment opportunities in... — Я бы хотел узнать больше о возможностях трудоустройства в...
- You will find more detailed information in my resume. — Более детальную информацию вы можете найти в моем резюме.
- I would be well suited to the position because... — Я подхожу на эту позицию, потому что...
- I have an excellent command of... — Я превосходно владею...
- I have a working knowledge of... — Я обладаю рабочими навыками...
- I am an experienced user of... — Я опытный пользователь...
- I have a huge experience in... — У меня большой опыт в...
- While working at..., I became highly competent in... — Во время работы в ... я стал высококвалифицированным специалистом в...
- I consider ... to be one of my strong points. — Я считаю... одним из моих самых сильных качеств.
- My greatest achievements include... — Мои ключевые достижения включают в себя...
- My main responsibilities included... — Среди моих основных обязанностей были...
- Among my strengths are... — Среди моих сильных качеств можно выделить...

Навыки, которыми вы владеете:

- Excellent communication skills — Отличные коммуникативные навыки
- Logical thinking — Логический склад ума
- Analytical skills — Аналитические способности
- Good interpersonal skills — Хорошие навыки межличностного общения
- Negotiation skills — Умение вести переговоры
- Presentation skills — Навыки проведения презентаций

Промежуточные слова-связки, которые сделают текст сопроводительного письма более последовательным и логичным:

- However, ... — Однако...
- Undoubtedly, — Несомненно, ...
- Namely — А именно...
- Including — Включая...
- Moreover, ... / What is more, ... — Более того, ...
- Not only..., but also — Не только..., но и...
- On the one hand, ..., on the other hand, ... — С одной стороны, ..., с другой стороны, ...
- Firstly, secondly, thirdly — Во-первых, во-вторых, в-третьих, ...
- As for... / Regarding... — Что касается...
- Consequently... / Therefore... / Thus... — Следовательно...
- In my opinion, ... — По-моему мнению, ...

- I am sure/certain/convinced that... — Я уверен, что...

Пример хорошего cover letter с переводом

13. Прочтите текст, выпишите подчеркнутые фразы и выучите их.

Getting a Job

In Britain there is a special service for school leavers, the Careers Advisory Service, which helps young people who are looking for their first jobs. Careers Officers give practical advice on interview techniques, application forms, letters, pay, National Insurance and Trade Unions. This is an extract from a leaflet which is given to young people by Dorset Careers Service.

Applying by letter

1. Remember that first impressions are important.
2. Write clearly and neatly on good notepaper, unlined if possible.
3. Check for spelling mistakes. Use a dictionary if you are not sure of a word.
4. Describe yourself, your qualifications and your experience clearly.
5. If the advertisement asks you to write for an application form you will not need to give detailed information in your letter.
6. Address the letter and the envelope clearly.

A letter of Application

Paulo has read this advertisement in "Health and Fitness" magazine.

Keen on sport? Busy health club requires outgoing person for part-time work (including late hours). June to September. Good command of English. Must be adaptable. Please write to: The Manager, Sundance Health Club, Harbour Lane, Chichester, Sussex, PO1 2JE including a recent photograph.

This is Paulo's letter of application.

Ruade Gloria 10 3000 Coimbra Portugal 15th April 1995

The Manager, Sundance Health Club, Harbour Lane, Chichester, Sussex, PO1 2JE

Dear Sir/Madam,

I'm writing in reply to your advertisement in "Health and Fitness" magazine for general part-time work in your health club. I am a 20-year-old Portuguese student and I come from Coimbra in the north of Portugal. At present I am still studying at college but I am taking my final exams in May. I have studied English for six years but I want to spend some time in England in order to improve my spoken English.

I am interested in sport and fitness and at home I go to a sports centre three times a week. I am also a member of the college swimming team. I get on very well with people and I like making

new friends. I don't mind doing any sort of work including cleaning, washing up and helping in the gym.

I am prepared to work any hours but ideally I would like to work in the afternoons and evenings only so that I can attend English classes in the mornings. I have friends who live in Chichester, so accommodation is not a problem. My term ends on 28th May, so I would be able to start on 1st June.

I look forward to hearing from you. Yours faithfully, Paulo Freitas

14. Написание письма по образцу.

You want to go to Britain in the summer and would like to earn a little money while you are there. Read the following job advertisement.

Winsdor Leisure Centre

Stowell Road, Winsdor wants part-time summer helpers

The employer: runs two leisure centres and employs about ten casual staff

Season: July to September

Work period: evenings, weekends and holidays

The work: setting up and taking down sports equipment; involvement in children's summer activity programme; working as lifeguards

Pay and conditions: £3.50 — £4.00 per hour

Qualifications: lifeguards must be strong swimmers, preferably trained in first aid. Life saving training will be given. Good knowledge of English is essential.

Age: 18

Application: to the manager at the above address

The information you need to include in your letter of application for the job.

- you and your personal details
- knowledge of English
- current course of study or current job
- stability for job
- availability
- any questions

Write a letter to the manager of the Winsdor Leisure Centre applying for the job.
Use Paulo's letter as a guide.

15. Закончите сопроводительное письмо по объявлению.

Trainee computer programmer

Good opportunity for a start in computers. Ability at maths is essential. Application forms to:
Personnel Department, Continental Computers, Honeywell Rd., Bournemouth.

44 Deepdale Road, Boscombe, Bournemouth, BH92 7JX 4th April, 1982

The Personnel Department, Continental Computers, Honeywell Road, Bournemouth

«Dear Sir or Madam,

I read your advertisement in yesterday's "Evening Echo". I am interested in training as a computer programmer...»

16. Расставьте части сопроводительного письма в правильном порядке.

I look forward to hearing from you soon about a possible job interview.	
I have a Master's in Engineering and ten years' experience leading an engineering project based in Dubai. I have the ability to work under pressure and excellent problem-solving skills.	
Best regards,	
Dear Ms Tan,	
I'm writing with regards to the position of lead engineer you advertised on your website. I have many of the qualifications you are looking for and am interested in applying for the above job.	
Please see my attached CV for more information about my qualifications and experience.	
Taufik Ali	

17. Вставьте необходимые слова в пропуски.

Ms Campbell,

I'm writing response your job advertisement for an outreach worker.

I have six years' experience working the charity sector. I have worked three years a social worker. I also worked as volunteer for three years a centre for the homeless.

I have good experience of working a team and organising my own workload.

Please find attached my CV more information.

I am looking forward hearing you.

Best regards,

Sam Hill

18. Просмотрите видео на английском о составлении сопроводительного письма.

Составьте план-конспект на английском языке.

https://www.youtube.com/watch?v=zYYABFM5C_c&t=8s

19. Выполните дополнительные интерактивные упражнения на написания сопроводительного письма онлайн.

http://www.blairenglish.com/exercises/cv_interviews/exercises/job_covering_letter/job_covering_letter.html

20. Домашнее задание. Составьте личное письмо другу, отвечая на следйющее письмо-стимул.

From: <u>Ben@mail.uk</u>
To: <u>Russian_friend@sdamgia.ru</u>
Subject: <u>Collecting</u>
<i>... My older brother has decided to collect mugs, imagine that. He has already got eight mugs from different places he has visited. It's a nice collection but it takes up so much room ... Why do people collect things? What do you collect or what would you like to collect? What other hobbies are popular with teenagers in your country?</i>

Write a message to Ben and answer his 3 questions. Write 100–120 words. Remember the rules of letter writing.

Практические занятия № 39-40.

Тема: Структура резюме. Составление резюме. Заявление. Виды заявлений.

1. Прочитайте и переведите текст, какие трудности, на ваш взгляд испытывают кандидаты при написании резюме?

CV stands for curriculum vitae (Latin for "course of life"), a summary of academic and professional history and achievements. CV provides an overview of a person's life and qualifications.

RESUME

The purpose of your resume is to get an interview. Salary should be a subject of the interview, not the resume.

An application package to any position consists of a resume and a cover letter. Although the resume should give a lot of information about you, you need to determine your main “selling points” and then to select and order facts in a way that will impress your reader.

You are what you write. You usually make your first impression* with employers on paper in the form of a letter and resume. And first impressions are extremely important with employers. How well you write and distribute* your CV and letters will largely determine if you will receive* an invitation to interview for a job you really want.

Writing a resume is a serious business. Few people know the secrets to writing high impact resumes and letters. There are different standards of CV in different countries. There are some of key principles to write your resume.

- A resume should be 1-2 pages, depending on your experience. But some resumes can run even 30 pages.
- It's not appropriate* to handwrite a resume. However, if you are applying for a job in Europe, you may be requested to handwrite your resume.
- You should include* all the possible contact information – e-mail address, home address, home and work telephone numbers, fax number. You may include a homepage if it enhances* your CV.
- It's inappropriate to include a photo on most resumes, unless you are seeking a position in modeling, theatre, movies.
- It's not necessary to include all of your jobs, especially if they are very dated and show little relationship to your current profession. Focus on your achievements. Indicate how well you performed in previous* jobs (your duties and responsibilities).
- Don't include references on your resume. Write the statement* at the very end: "References available upon request."
- You shouldn't include salary requirements* on the resume.
- Avoid including such information as age, sex, height*, weight*, marital status, spouse*, children, race and religion.
- Be honest, but avoid being stupid.

2. Выучите лексику по теме.

previous -предыдущий

height – рост

weight – вес

marital status - семейное положение

spouse - супруг, супруга

statement - сообщение; заявление; высказывание; утверждение; вывод; заключение

impression -впечатление

requirements – требования)

appropriate - соответствующий, подходящий,

адекватный

distribute – распространить

receive - получать

enhance - повышать (цену, качество, авторитет, значение),

увеличивать, усиливать, усугублять

3. Изучите резюме. Обратите внимание на его структуру и использованные выражения. Выполните письменный перевод текста.

Sample resume/cv

	Thomas Crown			
Objective	Seeking an International Sales Management position in Information Technology where my extensive sales experience will be used to the full			
Experience	2003-present	Intelel Inc.	London, UK	
	National Sales Manager			
	- Increased sales from £60 million to £100 million. - Implemented Internet sales grossing £25 million. - Doubled sales per representative from £5 to £10 million.			
	2001-2003	Teletrona Systems	Edinburgh, UK	
	Northern Sales Manager			
	- Increased regional sales from £95m to £200m. - Suggested new services adding £35m to revenue. - Expanded sales team from 30 to 60 representatives.			
	1999-2000	ESS Holdings	Cambridge, UK	
	Senior Sales Representative			
	- Increased sales by 300% annually. - Closed deals with 100 major new accounts. - Won over 25 competitor clients - adding £50 million to revenue.			
	1996-99	ESS Holdings	Cambridge, UK	
	Sales Representative			
	- Increased sales by 300% annually. - Awarded company's top sales award each year. - Developed 'Winning Presentations' training course.			
Education	1992-96	London University	London, UK	
	- BA, Business Administration & Information Systems - Captain of University Rugby Club			
	1988-92	St Andrew's School	Plymouth, UK	
	4 GCE 'A' Levels - President of school's Drama Society			
Interests	St Andrew's Board of Governors, rugby, drama, chess			
17 King's Terrace, Richmond, Surrey, UK Tel: +44 181 123 456 Email: tc@repu.co.un				

4. Прочтите еще одно резюме. Сравните его с предыдущим. Что бы вы изменили в этом резюме? Резюме должно быть длинное или лаконичное?

Peter Fenderson

Date of Birth: 19 June 1976 23 St Johns Way

London SE99 7XX

tel: (016)53260178529

petr fenderson@gog.am

Profile Summary

I have recently completed my degree at Bournemouth University. I am a well-motivated and enthusiastic individual. I am looking for a career in management, and see myself in three years as a senior manager for a successful London company.

Degree:

1995 - 1999	Bournemouth University	BA (Hon's) Business Studies
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While studying at university I was hardworking, adaptable and resourceful, the course required me to be versatile and equipped me with a number of essential skills such as communication, presentation, IT and general business skills, which are transferable to any business environment.

Key Achievements: In my final year I managed my time, organized meetings.

Skills: While at university I have developed leadership skills. I also studied an additional evening course to enhance my language skills.

Work Experience: Student Union Bar Bar Person

Working on the student's bar allowed me to earn extra money. I worked with others as part of a team. Here I was also responsible for cashing up the till at the end of the evening and training new staff.

IT Skills

I have a good range and understanding of all the Microsoft packages which include Word, Excel, Access and PowerPoint of which I have achieved a number of certificates City & Guilds and BTEC first while studying at college.

I am also competent in a number of graphic design packages including Corel Draw, PhotoShop.

While at University I also developed the student unions web site as part of team.

Languages

My extra evening course at university has helped me achieve an understanding of the French language, which allows me to converse confidently in French.

Hobbies

Clubbing: I also enjoy going clubbing where I like to dance and enjoy meeting and drinking with my friends.

Reading: When I am trying to relax I enjoy reading, and have done this throughout my life; I find it helps develop my English and communication skills.

Travel: I enjoy travelling. I used my holidays at university to travel to Australia, New Zealand and Thailand. I found this a great experience, and it has helped me broaden my cultural knowledge.

Sports: I enjoy a variety of sports in particular netball, where I was part of a team that won the County Netball championships in 1998.

Referees

Employment Education

Students Union Bar Dissertation Tutor

Tim Burns Joe Bloggs

Bournemouth University Bournemouth University Bournemouth Bournemouth BH15 8ES BH15 8ES

REFERENCES AVAILABE UPON REQUEST

5. Дополните резюме антонио словами из рамки.

<i>Address</i>	<i>Achievements</i>	<i>E-mail</i>	<i>Personal details</i>	<i>Qualifications</i>
<i>Experience</i>	<i>Profile</i>	<i>Referees</i>	<i>Special skills</i>	<i>Telephone</i>

Curriculum vitae

Antonia Sophia Mehditash

1.Rua Humberto Madeira 23, P – 3004-520 Coimbra, Portugal
2.+351239856207
3.a.s.mehdi@netvisao.pt
4.

An Assistant Marketing Director in a medium-sized company, Orey Tours, seeking a more challenging position with more responsibility.

5. Contributed to the development of a successful sales strategy.

Coordinated the work of the sales, marketing and advertising personnel.

6. Negotiating contracts with foreign and domestic airlines

Working as part of team

Proficient user of MS Windows, MS Word, MS Excel, Quark XPress

7. 2001-present Assistant Marketing Director (Orey Tours, Coimbra)
July-Sept 2000 Work Placement at Portugalia Airlines (London office)

8. 1998-2000 MBA at Brentford College (UK/distance course)
1994-1998 BA in Economics at the University of Coimbra

9. Date of birth 6 June 1975

Driving licence Full clean

10.Pr Luisa Santos Ms Ceila Gutlerner

Professor of Economics Director MBA Programmes

Avendia do Brasil 27 P-16 Lisbao Brenford College 4 Burrard Str.

Tel: +35117220893 Tel: +375857975207

E-mail: alsantos@netcabo.pt E-mail: mbadir@BMBAac.uk

6. Прочтите и сравните 2 резюме (Luisa's and Aisha's cVs). Думаете ли вы, что их резюме хорошего качества? Что бы вы изменили?

7. Ответьте на вопросы в рамках.

 CV Name Luisa Antonia De Oliveria Date of birth 25.1.68 Place of birth Santa Rosa, Brazil Nationality Brazilian Address 53, rua Maria Angelica 22461 Rio de Janeiro, Brazil Phone (55)212271798 Marital Status Married, two children (aged 5 and 2).	
EMPLOYMENT HISTORY 1998 – present 1994 – 1998	
EDUCATION 1992 – 1994 U.C.L.A., Los Angeles, USA. Masters in Business Administration. (Major: Sales and Marketing) 1987 – 1992 Medical school. Graduated 1982 . 1983 – 1987 Vasco da Gama High School, Sao Paulo	
INTERESTS: astronomy, entomology, hang-gliding, football Clean Driving License REFERENCES AVAILABLE UPON REQUEST	
QUESTIONS	ANSWERS
1. When and where was Luis born?	
2. Where does she live?	
3. Is she married or single? Does she have children?	
4. What is her phone number?	
5. What is she interested in? (what are her interests?)	
6. Can she drive?	
7. Where did he study?	
8. What's her work experience?	

PERSONAL INFORMATION

Name Aisha Q. Chetty
Address 7 Linden Crescent,
Edinburgh, EH3 7DP,
United Kingdom
Phone (+44) 131 123 4567
Email aishaqchetty@hotmail.com
Nationality British
Date of birth 30.05.1984



WORK EXPERIENCE

Dates September 2003 to present
Employer Western IT, 11 Randolph Road,
Edinburgh, EH16 2NY, UK
Position held Computing Support Officer
Main activities and responsibilities Providing support in the field to a wide range of companies

EDUCATION AND TRAINING

Dates September 2000 to August 2003
Organization Simpson College, Glasgow, UK
Qualification Higher National Diploma
Main subjects / skills covered Computing (Technical support), Operating systems, Hardware installation and maintenance, Network building and maintenance

PERSONAL SKILLS AND COMPETENCES

Mother tongue English – excellent communicator
Other languages Good spoken French, some Hindi
Social skills My work involves communicating with a wide range of clients with computing problems who often need help urgently. I work well under pressure.
Organizational skills At college I organized a class visit to France Telecom.
Technical skills and competences Familiar with most current operating systems, Novell, and Windows networks

ADDITIONAL INFORMATION

- Clean driving licence
- Personal interests include rock climbing and cycling

QUESTIONS	ANSWERS
1. When was Aisha born?	
2. Where does she live?	
3. Is she married or single? Does she have children?	
4. What is her phone number?	
5. What is she interested in? (What are her interests?)	
6. Can she drive?	
7. Where did she study?	

8. What's her work experience?	
--------------------------------	--

8. Прочтите текст и напишите свое собственное резюме, избегая упомянутые ошибки.

The most common mistakes in resumes

1. Too long (preferred length is one page).
2. Disorganized – information is scattered around the page- hard to follow.
3. Poorly typed and printed – hard to read – looks unprofessional.
4. Overwritten - long paragraphs and sentences – takes too long to say too little.
5. Too sparse- gives only bare essentials of dates and job titles.
6. Not oriented for results- doesn't show what the candidate has accomplished on the job.
7. Too many irrelevances – height, weight, sex, health.
8. Misspelling, typos, and poor grammar – resumes should be carefully proofread before they are printed and mailed.
9. Tries too hard – fancy typesetting, photographs and exotic paper stocks distract from the clarity of presentation.
10. Misdirected – with no connection to the organization – cover letters would help to avoid this.

Job application form

There are a few companies that prefer not to receive a CV or a resume all. They produce their own application form for any position. Some companies also allow applicants to attach a CV in support of the application form. The reason some companies prefer to process applications this way is to standardize the information they receive, as there can be many variables within a CV. Therefore, the company often does not get all the information they require at the application stage.

Imagine you are applying for a job. Fill in the application form.

Follow the tips to fill in the application form.

- Please complete this application form in black ink.
- Remember that if you are offered a job, the completed application form is part of your contract employment.
- Write in English.
- Delete the sections if you have no information.
- It is not necessary to write the name as in the passport. Example: Volha – Olga.
- The photo is a must.
- In the section “Employment” indicate: full-time or part-time (the number of hours a week) in the office or remote

9. Ответьте на вопросы.

1. What are your plans for future? I would like to go to work.
2. What is your future profession? My future profession is an accountant.
3. Do you plan to get further education? Yes, I plan to get further education.
4. Where do you want to work? I want to work in a bank.

5. What salary will suit you? It depends on many factors.
6. Are you going to be the main source I am going to be the main source of well-being in your family? of well-being in my family.

10. Повторите лексику по теме. Предложите студентам изготовить карточки со словами и принести их на следующий урок для взаимопроверки материала.

CV (Curriculum Vitae) – резюме

to hire - нанимать

employee - работник

to advertise - рекламировать

job vacancy - вакансия

employment agency - биржа труда

data - данные

candidate / applicant - кандидат

experience - опыт

to obtain - получать

to complete – заполнять

application - заявление

referee - рекомендатель

reference - рекомендация

to provide – обеспечивать

interview – собеседование

Personal data – личные данные

Education – образование

Qualifications – квалификация

Special Awards – специальные награды

Working Experience – опыт работы

Interests – интересы

Referees – рекомендации

Date – дата

11. Работа в парах. Студенты получают объявления о требуемых вакансиях и при помощи опорных фраз, составляют текст письма-заявления. (преподаватель выступает в роли консультанта).

KEY PHRASES FOR AN APPLICATION LETTER

I was interested to see your advertisement in... - Меня заинтересовало Ваше объявление в...

I would like to be considered for this post - Я бы хотел, чтобы мою кандидатуру рассмотрели на эту должность

I am presently working as... - В настоящее время я работаю...

I am not presently working - В настоящее время я не работаю

I am presently studying at... - В настоящее время я учусь в...

This kind of work particularly interests me - Данная работа очень интересна мне

I would welcome the opportunity to use my knowledge of... – Я был бы рад возможности использовать свои знания в/по...

My strengths are... - Мои положительные качества - это...

12. Домашняя работа. Подготовить резюме и письмо-заявление в печатном виде.

Практическое занятие № 41.

Тема: Автобиография

Задание 1. Сыграйте в настольную игру «About Myself».

Правила игры.

- Останавливаясь на определенном поле, вы должны ответить на вопрос о себе.
- Надпись **Go Ahead** означает, что вы должны продвинуться вперед по игровому полю на количество клеток, указанных в поле. (GO AHEAD 2 – Передвигайтесь вперед на 2 клетки.)
- Надпись **Go Back** означает, что вы должны вернуться назад на количество клеток, указанных в поле. (GO BACK 2 – Возвращайтесь назад на 2 клетки.)
- Попав на поле **TRADE PLACES**, вы должны поменяться местами с любым игроком. Обмен должен совершиться обязательно, даже если вы впереди соперника/соперников – вам придется вернуться назад и выпустить на свое место любого из игроков.

18. What winter sports do you like?
19. What is your shoe size?
20. What does your best friend look like?
21. Do you like playing computer games?
22. Where are you from?
23. What is your favorite movie?
24. What was your favorite school subject?
25. How old are you?
26. Do you have a pet?
27. What color are your eyes?
28. What time do you usually go to bed?
29. What time do you get up?
30. What summer sports do you like?
31. How tall are you?
32. What is your favorite book?
33. What water sport do you like?
34. What music do you like?
35. Can you swim?

Задание 3. Составьте небольшой рассказ о себе, лексические списки ниже помогут дополнить предложения.

<u>Months</u> January February March April May June July August September October November December	<u>School subjects</u> English Science Maths Art PE Physics Chemistry Music Social studies History Geography Computer science	<u>Movies</u> action movie comedy romantic comedy horror movie sci-fi movie war movie thriller animated cartoons
<u>Because...</u> ... I like it a lot. ... I think it's important. ... there are many things to see and do. ... I have to. ... I can relax there. ... it's relaxing/popular/nice/... ... it's the last day of the week. ... I'm good at English/maths/...		<u>Jobs</u> teacher policeman doctor nurse builder architect civil servant engineer social worker secretary businessman shop assistant manager fire fighter shopkeeper cleaner postman waiter/waitress

Hi, my name's

I'm from (country)

I live in (city)

I'm ... years old.

My birthday is on

I'm a student at

My favorite subject is

My favorite sport is

There are ... people in my family.

They are

My father is a and my mother a

I would like to be a because

My hobby is

In my free time, I also like

I don't like

My favorite food is

My favorite drink is

My favorite day of the week is because

My favorite month is because

My favorite singer (or band) is

I like (movies).

My favorite place is I like it because

I like travelling. I have been to

The most beautiful place in my country is

I study English because ...

4. Изучте правила написания автобиографии. Переведите на русский.

What is an Autobiography?

An autobiography is a great way to tell your life story to the readers. It should be written non-fictionally about the significant events of your life.

Moreover, an autobiography is a first-person account that highlights one's life. It comes through the writer's own life and in his own words.

The main purpose of the autobiography is to;

- Present life experiences and achievements.
- Present the facts based on their memories.
- Present what and who you are.

However, some students get confused between autobiography and biography. They both are not the same and are written for different purposes. In the biography, the author writes about another person's life instead of their own life.

An autobiography is also famous among the general reading public. Its main focus is to capture the important aspects of life such as career, family, relationships, and life lessons.

So, when you write an autobiography, you need to follow five main principles:

1. Make it logical.
2. Reveal some personal experience.
3. Make it easy to read.
4. Do not bore the reader by adding irrelevant details.
5. Avoid using complicated language.

An autobiography is not just a collection of life stories but also the recreation or the discovery of one.

Autobiography vs. Memoir vs. Biography

These are the three most important terms that some writers confuse. So, take a look at the below table and understand their differences.

Autobiography	Memoir	Biography
Write about your life	Write about a specific period of your life	Write about another person's life
Written later in life	Written at any time	Written at any time
Subjective	Subjective	Objective

Write in first-person	Write in first-person	Write in third-person
Include feelings and personal thoughts	Include feelings and personal thoughts	Not include feelings and personal thoughts

5. Домашняя работа. Напишите свою автобиографию, презентуйте ее в классе.

Практические занятия № 42-43.

Тема: Анкетирование. Составление анкеты по заданной теме. Заполнение заявки на конкурсы педагогического мастерства.

1. Imagine you are going to attend a sports weekend. Fill in the application form below, giving details about yourself.

SPORTS WEEKEND APPLICATION FORM	
Name _____	Mr/Mrs/Miss (please delete)
Address _____	

Tel No _____	
Nationality _____	
Date of birth (day, month, year) _____	
Where do you usually play sports? _____	

What sports equipment do you need to borrow? _____	

What is your best sport? How long have you been playing/doing it? _____	

Could you help to organize a sport? Which sports could you help with? _____	

Signature _____	

2.You are going to take part in an international exchange programme. The programme organizers asked you to fill in the following form.

PERSONAL PROFILE	
EXCHANGE PROGRAMME PARTICIPANTS	
PERSONAL INFORMATION	
FIRST NAME (1)	_____
SURNAME (2)	_____
ADDRESS (3)	_____
DATE OF BIRTH (4)	_____
PLACE OF BIRTH (5)	_____
SEX (MALE/FEMALE) (6)	_____
AGE (7)	_____
SCHOOL ATTENDED (8)	_____
FOREIGN LANGUAGE (9)	_____
FAVOURITE SUBJECT(S) AT SCHOOL (10)	_____

SIGNATURE (11)	_____
DATE (12)	_____

3. Your parents are thinking of sending you to an English school for a year to improve your English. They received the following form from ISIS (Independent School Information Service), an organization which helps parents to choose the right school for their children. Fill in the form.

REGISTRATION FORM Please complete in block letters	ISIS INTERNATIONAL Independent School Information Service
CHILD'S PARTICULARS FULL NAME _____ DATE OF BIRTH _____ SEX _____ NATIONALITY _____ ADDRESS _____ _____ NAME AND ADDRESS OF PRESENT SCHOOL _____ _____ SPORTING INTERESTS _____ OTHER INTERESTS AND HOBBIES _____ DESIRED DATE OF ENTRY TO SCHOOL _____ LENGTH OF STAY REQUIRED _____ SIGNATURE _____ DATE _____	

4. Imagine you are going to apply for the position of secretary at an international company. Please fill in the application form below, giving details about yourself.

INTERNATIONAL PUBLISHING LTD 16 Leningradsky Avenue * Moscow 125040	
Application form (COMPLETE IN BLOCK LETTERS)	
1. Surname	2. Forename(s)
3. Address	4. Age
	5. Date of birth
6. Qualifications	
7. Languages	8. Office Skills
9. Hobbies and interests	

5. Заполните анкету, выбрав нужный из предлагаемых пунктов ответа.

I. MY ENGLISH

1. English will be useful to me ... (multiple options are allowed)

A. Traveling

B. in the future profession

C. I think every educated person should know at least one foreign language

D. it's just cool to speak another language

E. and who said that it would be useful to me / I have no choice, my parents force me and this is part of the school curriculum

2. I believe that my knowledge of English is ...
A. allows me to easily communicate with foreigners
B. plus gestures and facial expressions will help me somehow convey the idea to a foreigner
C. does not allow me to connect two words
3. Do you study the language additionally, watch videos, read books, listen to songs in a foreign language?
A. Yes, of course, it's very interesting.
B. no, I have more interesting things to do
C. I would like to, but time does not allow.
4. English speech for me...
A. as native as Russian, I understand almost everything
B. sometimes I meet familiar words like mother, dog, president
C. somewhat reminiscent of Chinese
5. Of these activities, the most rewarding for me is...
A. listening B. reading texts C. vocabulary D. grammar E. writing F. speaking
6. Of these activities, I like ...
A. listening B. reading texts C. vocabulary D. grammar E. writing F. speaking
7. The hardest activity for me...
A. listening B. reading texts C. vocabulary D. grammar E. writing F. Speaking

II. HOMETASKS

8. They ask me homework in English.
A. little, could be more
B. adequate amount
C. a lot
D. unfeasible volume
9. English homework...
A. I try to do it immediately and with interest
B. do it normally
C. procrastinate as much as I can
10. English homework...
A. too light, boring
B. Difficulty matches our level of learning
C. completely unbearable

MOOD

11. After English lessons, my mood is ...
A. getting better, want to live
B. deteriorates sharply, pressure rises
C. it does not affect my stable mood in any way

ASSESSMENTS

12. English grading system ...

- A. simple and clear
- B. if you think about it, you can figure it out
- C. who came up with this, return the average score
- D. I don't understand, I trust the teacher with my fate and hope for his justice

13. In the English language grading system, I like that ... (multiple options are allowed)

- A. I know in advance what work I have to do
- B. I know exactly what I need to do to get the desired result in a quarter
- C. she fairly evaluates my level of English proficiency
- D. don't like it at all

USE OF TECHNOLOGIES

14. Group in V Kontakte ...

- A. very comfortable. You can get all the information and materials at any time
- B. I practically don't use it, I'm conservative and I'm used to talking directly to the teacher.
- C. in general, I'm not a big fan of computers, social networks, etc.
- D. what group?

15. I find it easier to see my grades...

- A. in a group on VKontakte
- B. in the electronic journal
- C. ask the teacher
- D. I use every means to stay informed

AT THE ENGLISH LESSON

16. I believe that at school ...

- A. One English lesson is enough
- B. 2-3 English lessons just right
- C. the more the better
- D. I consider this subject an extra load on an already busy student

17. If you think about the placement of tables in the classroom in English lessons, then most of all I like the option ... (you can write why you prefer this arrangement).

18. Using a cell phone in an English class...

- A. Necessary as it makes the learning process more efficient
- B. necessary, since I must always be in touch with the outside world
- C. you can do just fine without it
- D. unnecessarily and even interferes

19. As for the use of dictionaries in the classroom, ...

- A. even though working with a printed dictionary requires more time, I am for them, because we do not shift the work to an electronic translator.

- B. I think that electronic dictionaries save a lot of time, you just need to use it wisely
- C. well, what printed dictionaries, the 21st century is in the yard!

20. Physical education in the middle of the lesson ...

- A. vital
- B. well, what a physical education, some kind of kindergarten!
- C. 5 minutes of sleep is better

21. My English performance may improve if...

- A. I will try and do on time what the teacher requires of me
- B. the teacher will try to make the lessons more interesting and will teach better

TEACHER

22. A good teacher for me is someone who... (choose three)

- A. owns his subject
- B. fair
- C. patient
- D. has a sense of humor
- E. respects me as a person
- F. able to understand and forgive
- G. your choice

23. The teacher evaluates me ...

- A. fair, get what you deserve
- B. unfair, underestimated
- C. The teacher gives me high grades for reasons I don't understand.

24. I believe that our English teacher ...

- A. treats me very well
- B. treats like everyone else
- C. I'm not one of his favorites, unfortunately
- D. treats me disrespectfully
- E. not

6. **Домашнее задание. Составьте анкету-опросник на английском языке для своих одноклассников.**

Задания для самостоятельной работы

Раздел 1. Система образования в России и странах изучаемого языка

Тема 1. Система образования в России. Написание эссе по теме.

Тема 2. Система образования в странах изучаемого языка.

Работа с текстом: чтение, перевод. «Education in the United Kingdom» The system of education in the United Kingdom is based on a well-developed approach that allows children to gain knowledge stepwise. There are four stages of education in this country: primary education (from 4 or 5 up to 11 years old), secondary education (from 11 up to 16 years old), further education, and higher education. Children are obliged to attend primary (or elementary) and secondary schools to develop the proper communication and learning abilities, organizational skills, self-discipline, and enthusiasm. Further education and higher education are not compulsory. The primary school divides students into two levels: infants, aged 5-7, and juniors, aged 7-11. At this stage, the major goal is to give children the very basics of education. Kids learn to read, write, and do sums. The secondary school differs from the primary school as its program is more complicated. Several subjects should be studied by all students, including English, Mathematics, Social Sciences, Humanities, and Modern Languages and Literature. Moreover, there are optional subjects for every student depending on their interests. They include various Arts and Sciences categories of studies.

In this country, both free and paid schools are available. State schools are financed by the government, and students do not pay for their education. Independent schools require parents to pay for their children's classes. One can find certain differences in the overall functioning of the system of education in England, Scotland and Wales, because of different schooling policies that affect this scheme. Children should pass a standard exam after high school graduation. The results of the examination will show their eligibility to continue their education in universities. Further education includes all types of college-level programs and courses chosen by a student after the completion of the period of compulsory education. At this stage, students are offered basic skills training options, and vocational education necessary for employment in a selected occupation. The key goal is to prepare young people both for their future job and for their application for a higher education institution if they wish to. The higher level of education incorporates university courses that give students a chance to get their diplomas and national certificates. There are different levels of courses related to the study in universities, namely, postgraduate (Bachelor's, Master's, and Ph.D. degrees) and undergraduate courses. In general, the UK education system has gained a good reputation worldwide due to the highest educational standards and quality of knowledge it provides to students and the entire community.

Раздел 2. Профессиональная деятельность специалиста

Тема 1. Профессиональное образование.

Работа с текстом: чтение, перевод. A modern educator is a guide, a researcher and a know-it-all, because children enjoy spending time with him and like to ask a lot of questions. A modern nursery school is the second home for children, where they spend most of their time. In which he lives, develops, learns the world - through communication in a team. Nursery school can be called a different world, which parents look into when they bring their children, take part in the life of the group nursery school, attend matinees. This world has its own rules and regulations. A modern nursery school must keep up with the times in the educational process. Same way, the educator must keep up with technology. The main thing is that each teacher realizes his role and place in education, so that he is not above the children, not instead of them, but —together with them. It is important that the educator always remains a child in his soul, otherwise the children will not accept him into their world. The most important thing in the profession of an educator is love for children. To love just like that, giving all of yourself. The profession of a teacher is one of the most important in the life of modern society. And the educator is the teacher with whom the child begins communication from a very early age. And the future of our entire society depends on what the modern educator teaches. I believe that the main goal of the educator is to notice the "Spark" in time, which is inherent in every child from birth. The ability to discern this spark, not to let it go out, is the talent of a teacher. The task of a modern educator: to educate a creative, creative, sociable personality. To create conditions for the realization of the individual abilities of each child. As a result, children have a positive emotional attitude to classes, cognitive activity and interest increase; children's answers become non-standard, liberated; children expand their horizons, there is a desire for something new, for fantasies; speech becomes more figurative and logical. Preschool age is unique, how a child will be formed, such will be his life, which is why I try not to miss this period to reveal the creative potential of each child. In a word, I try very hard to keep up with the times. I want my children to have fun with me!

In conclusion, I want to say that a lot depends on the desire and character of the teacher. If the educator is open to everything new and is not afraid of change, then he will exactly take the first confident steps, because it is the teacher, his attitude to the educational process, his creativity and professionalism that is the main resource, without which it is impossible to implement new standards of preschool education. Maybe I'm not perfect yet, but I think I'm on the right track and I'll learn everything.

Тема 2. Конкурсы профессионального мастерства.

Работа с текстом: чтение, перевод, ответы на вопросы. Welcome to Fantasy Kids Resort When Koji and Rumiko Suzuki take their 18-month-old daughter and 8- year-old son to Fantasy Kids Resort (one of the most famous center of additional education in Tokyo) they are

guaranteed total peace of mind. It is one of several centers in Japan that provides for parents who constantly worry about possible dangers threatening their children such as disease and accidents. Parents (or other relatives) must provide proof of identification before they enter, and shoes must be left at the door, because they carry germs. Even the wheels of baby buggies are sprayed with an antibacterial solution. Inside, kids placed in a similar age group are watched over by about 10 trained staff dressed in bright green uniforms and more than a dozen security cameras are mounted on the ceiling. Most of the bigger toys are inflatable to reduce the risk of injury. This is to protect the center as much as the children, because parents of a child injured while at center might easily sue it. Although pets are banned from the playground, its large sandpit contains sterilized sand which is cleaned daily to remove any potentially harmful objects. Not every center has this advantage, but when parents choose Fantasy Kids Resort, their child will be in a beautiful, clean and LEED-certified building (green building). Additionally, to several classes (music, art, swimming pool, sand therapy, robotics, games with finger puppets, etc.) the curriculum and activities teach children how to be good stewards of the earth. This center also makes a point of showing kids that recycling can be a lot of fun. «We've been here before and we'll definitely come again», says Rumiko. «This place has everything under one roof, but most importantly, it puts absolute priority on safety».

1. What does Fantasy Kids Resort put the priority on?
2. What classes does the center offer its clients?
3. What actions are done in the center to secure the children? (write at least 3 actions)

Раздел 3. Профессиональная документация на иностранном языке

Тема 1. Корреспонденция. Написание личного письма.

Тема 2. Оформление документов и заполнение бланков. Составление резюме.

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