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Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Камчатский государственный университет имени Витуса Беринга»

Рассмотрено и утверждено  
на заседании кафедры иностранных  
языков и переводоведения  
«04» апреля 2019 г., протокол № 8  
Зав. кафедрой иностранных языков и  
переводоведения  
\_\_\_\_\_ О.Г. Шевченко

## РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

### Б.1.Б.03 ИНОСТРАННЫЙ ЯЗЫК

**Направление подготовки:** 44.03.01, «Педагогическое образование»

**Профили подготовки:** Начальное образование

**Квалификация выпускника:** бакалавр

**Формы обучения:** заочная

**Курс:** 1,2 **Семестр:** 1, 2, 3, 4.

**Год набора** - 2016, 2017, 2018

**Зачет:** 3

**Дифференцированный зачет:** 2, 4

**Контрольная работа:** 2, 4

Петропавловск-Камчатский, 2019

Рабочая программа составлена с учетом требований федерального государственного образовательного стандарта высшего образования по направлениям подготовки 44.03.01 «Педагогическое образование», утвержденного приказом Минобрнауки России от 04.12.2015 года № 1426.

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### 1. Цель и задачи освоения дисциплины

**Цель освоения дисциплины:** изучение орфографической, орфоэпической, лексической, грамматической норм изучаемых языков; развитие общей и коммуникативной компетенций (лингвистической, социокультурной и прагматической) применительно ко всем видам коммуникативной деятельности в различных сферах речевой коммуникации; активное использование основных речевых форм высказывания: повествование, описание, рассуждение; монолог, диалог, полилог.

**Задачи освоения дисциплины:**

➤ Развитие дискуссионных навыков и умений; развитие коммуникативных навыков; развитие лингвистических компетенций (лексической, грамматической, семантической, фонологической, орфографической и орфоэпической).

### 2. Место дисциплины в структуре ОП ВО

**Б1.Б.03 Базовая часть.** Дисциплина относится к блоку дисциплин базовой части основной образовательной программы. Изучение данной дисциплины базируется на предварительных знаниях предмета, полученных в средней школе, а также элементарных навыках и умениях самостоятельной работы с печатными, аудиolingвальными, мультимедийными вспомогательными средствами. Основные положения дисциплины должны быть использованы в дальнейшей практической деятельности специалиста в его профессиональной деятельности.

### 3. Планируемые результаты обучения по дисциплине

Процесс изучения дисциплины направлен на формирование следующих компетенций в соответствии с ФГОС ВО по направлению подготовки: ОК-4

Код компетенции	Наименование компетенции	Перечень планируемых результатов освоения компетенции
<b>Общекультурные компетенции выпускников</b>		
ОК-4	Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	<b>Знать:</b> основы русского языка как культурной ценности, как основания духовного единства России и ценностного основания российской государственности; основные категории и понятия в области системы русского и иностранного языка; суть содержания понятий «деловая коммуникация», «деловой этикет», «вербальные и невербальные средства делового общения», «социокультурный контекст делового общения»; об информационно-коммуникативных технологиях, используемых в деловой коммуникации; суть понятия «жанр письменной коммуникации» и типы жанров письменной коммуникации в деловой коммуникации; суть содержания понятий «устная деловая коммуникация», «письменная

		<p>деловая коммуникация», «статусные и ролевые предписания», «социокультурный портрет бизнес-партнёра», «вербальная коммуникация», «невербальная коммуникация», «официальная /неофициальная ситуация общения», «жанр устной коммуникации»;</p> <p>суть содержания понятий «перевод как двуязычная коммуникация», «перевод как процесс», «перевод как продукт», «адекватность перевода»;</p> <p>социокультурные особенности и правила ведения межкультурного диалога для решения задач профессионального взаимодействия;</p> <p>основы русского языка как источника и средства формирования у гражданина России этнокультурных ориентаций, как средства привития гражданско-патриотических устремлений личности</p> <p><b>Уметь:</b></p> <p>пользоваться русским языком как средством общения, как социокультурной ценностью российского государства;</p> <p>выбирать на русском (других государственных языках) и иностранном языках необходимые вербальные и невербальные средства общения для решения стандартных задач делового общения;</p> <p>демонстрировать этически корректное поведение на русском и иностранном языках при взаимодействии с работодателем, написании предложений о сотрудничестве с потенциальными партнёрами, выступлении с презентациями (информативного характера), сопряжённых со сферой подготовки в бакалавриате;</p> <p>использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных и профессиональных задач;</p> <p>использовать информационно-коммуникационные технологии при переводе текстовой информации в визуально-схематическую, а визуально-схематическую - в вербальную информацию;</p> <p>использовать основные мультимедийные средства при подготовке предложений и презентаций в областях, сопряжённых с образовательной программой;</p>
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		<p>вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на русском (других государственных языках) и иностранных языках;</p> <p>коммуникативно и культурно приемлемо вести устные деловые телефонные разговоры на русском и иностранном языках; устно представить предложения /плана/программы на русском (других государственных языках) и иностранном (ных) языках, сообщая необходимую информацию, выражая мысли точно и чётко;</p> <p>налаживать диалогическое общение с сокурсниками, преподавателями, потенциальными работодателями (внимательно и активно слушая других, задавая при необходимости уточняющие вопросы, рассуждая о чем-либо, не провоцируя «защитную реакцию» у других, сдержанно выражая свои мысли и чувства, выражаясь точно и ясно, используя ясный и непротиворечивый язык жестов);</p> <p>выполнять предпереводческий анализ профессионально значимого исходного текста с целью прогнозирования переводческих трудностей<sup>1</sup> и способов их снятия;</p> <p>правильно выбирать и использовать все типы словарей и энциклопедий (в печатной и электронной форме) при выполнении необходимых переводов в профессиональных целях);</p> <p>создавать двуязычный словарь для выполнения переводов по определённой тематике в профессиональных целях с иностранного языка на русский;</p> <p>выполнять полный и выборочный письменный перевод профессионально значимых текстов с английского языка на русский;</p> <p>редактировать письменный перевод, устраняя смысловые, лексико-грамматические, терминологические и стилистические погрешности и ошибки.</p> <p><b>Владеть:</b> навыками использования русского языка как средства общения и способа транслирования ценностного и патриотического отношения к своему государству; способностью выбирать на государственном и иностранном(ых) языках</p>
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		коммуникативно приемлемые стили делового общения, вербальные и невербальные средства взаимодействия с партнёрами; навыками использования информационно-коммуникационных технологий при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном(ых) языках; навыками ведения деловой переписки, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном(ых) языках; способностью осуществлять, оценивать и при необходимости корректировать коммуникативно-когнитивное поведение в условиях устной коммуникации на государственном и иностранном(ых) языках; навыками осуществлять перевод профессиональных текстов с иностранного(ых) на государственный язык и обратно.
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#### 4. Содержание дисциплины

##### Семестр 1

#### **МОДУЛЬ 1. ВВОДНО-КОРРЕКТИВНЫЙ КУРС УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА ИНОСТРАННОМ ЯЗЫКЕ.**

**Тема 1. About myself.** Введение новых лексических единиц. Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Отработка монологических и диалогических высказываний. Беседа по теме About myself. Вводно-коррективный фонетический курс. Имя существительное, местоимения. Формы приветствия в английском языке. Употребление глагола to be в Present, Past, Future Simple.

**Тема 2. My home town.** Введение новых лексических единиц. Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Вводно-коррективный фонетический курс. Словообразование. Сравнительные степени имени прилагательного. Образование и употребление глаголов в Present Simple.

**Тема 3. My hobby.** Введение новых лексических единиц. Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Вводно-коррективный фонетический курс. Отработка грамматического материала в Present Simple. Отработка монологических и диалогических высказываний. Беседа по теме My hobby. Вводно-коррективный фонетический курс. Образование и употребление глаголов в Past Simple.

##### Семестр 2

#### **МОДУЛЬ 1. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ.**

**Тема 1. The system of higher education in Britain.** Введение новых лексических единиц. Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Образование и употребление Present Continuous.

**Тема 2. The system of higher education in Russia.** Выполнение упражнений для активизации лексики в речи. Отработка монологических и диалогических высказываний. Беседа по теме The system of higher education in Britain and Russia. Образование и употребление Present Perfect.

### Семестр 3

## МОДУЛЬ 1. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ.

**Тема 1. Текст "Голосовые возможности".**

**Грамматика: времена гр. Continuous: the active voice, the passive voice.**

Введение новых лексических единиц. Чтение и перевод текста "Голосовые возможности". Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Образование и употребление времен группы Continuous в активном и пассивном залоге. Отработка монологических и диалогических высказываний.

**Тема 2. Текст "Мышление". Лексико-грамматический анализ текста; практика чтения и перевода.**

Введение новых лексических единиц. Чтение и перевод текста "Мышление". Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Образование и употребление времен группы Continuous в активном и пассивном залоге. Отработка монологических и диалогических высказываний.

**Тема 3. Текст "Коммуникативные расстройства".**

**Грамматика: Modal verbs.**

Введение новых лексических единиц. Чтение и перевод текста "Коммуникативные расстройства". Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Употребление и способы перевода модальных глаголов. Отработка грамматического материала.

### Семестр 4

## МОДУЛЬ 1. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ.

**Тема 1. Текст "Intelligence". Практика чтения и перевода.**

**Грамматика: времена гр. Perfect: the active voice, the passive voice.**

Введение новых лексических единиц. Чтение и перевод текста "Intelligence". Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Образование и употребление времен группы Perfect в активном и пассивном залоге. Отработка монологических и диалогических высказываний.



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## Тема 2. Текст "Creativity". Практика чтения и перевода.

### Грамматика: infinitive.

Введение новых лексических единиц. Чтение и перевод текста "Creativity". Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Употребление и способы перевода инфинитива и инфинитивных конструкций. Отработка грамматического материала.

## Тема 3. Текст "Imagination". Практика чтения и перевода.

### Грамматика: gerund, participle.

Введение новых лексических единиц. Чтение и перевод текста "Imagination". Выполнение тренировочных конструктивных и трансформационных упражнений на базе текста. Употребление и способы перевода герундия, причастия и их конструкций. Отработка грамматического материала.

## 5. Тематическое планирование

### 1 семестр

#### Модули дисциплины

№	Наименование модуля	Лекции	Практики/ семинары	Лабораторные	Сам. работа	Всего, часов
1	Вводно-коррективный курс устной и письменной речи на иностранном языке.	0	6	0	66	72
	Всего	0	6	0	66	72

#### Тематический план

### Модуль 1

№ темы	Тема	Кол-во часов	Компетенции по теме
	<b>Практические занятия (семинары)</b>		
1	About myself.	2	ОК-4
2	My home town.	2	ОК-4
3	My hobby.	2	ОК-4
	<b>Самостоятельная работа</b>		
1	About myself. Изучение литературы по грамматике.	5	ОК-4
1	About myself. Выполнение грамматических упражнений.	6	ОК-4
1	About myself. Составление словаря по теме.	5	ОК-4

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1	About myself. Составление топика по теме.	6	ОК-4
2	My home town. Изучение литературы по грамматике.	5	ОК-4
2	My home town. Выполнение грамматических упражнений.	6	ОК-4
2	My home town. Составление словаря по теме.	5	ОК-4
2	My home town. Составление топика по теме.	6	ОК-4
3	My hobby. Изучение литературы по грамматике.	5	ОК-4
3	My hobby. Выполнение грамматических упражнений.	6	ОК-4
3	My hobby. Составление словаря по теме.	5	ОК-4
3	My hobby. Составление топика по теме.	6	ОК-4

## 2 семестр

### Модули дисциплины

№	Наименование модуля	Лекции	Практики/ семинары	Лабораторные	Сам. работа	Всего, часов
1	Практика устной и письменной речи на английском языке	0	4	0	68	72
	<b>Всего</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>68</b>	<b>72</b>

### Модуль 1

№ темы	Тема	Кол-во часов	Компетенции по теме
	<b>Практические занятия (семинары)</b>		
1	The system of higher education in Britain.	2	ОК-4
2	The system of higher education in Russia.	2	ОК-4
	<b>Самостоятельная работа</b>		
1	The system of higher education in Britain. Изучение литературы по грамматике.	8	ОК-4
1	The system of higher education in Britain. Выполнение грамматических упражнений.	10	ОК-4

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1	The system of higher education in Britain. Составление словаря по теме.	8	ОК-4
1	The system of higher education in Britain. Составление топики.	8	ОК-4
2	The system of higher education in Russia. Изучение литературы по грамматике.	8	ОК-4
2	The system of higher education in Russia. Выполнение грамматических упражнений.	10	ОК-4
2	The system of higher education in Russia. Составление словаря по теме.	8	ОК-4
2	The system of higher education in Russia. Составление топики.	8	ОК-4

### 3 семестр

#### Модули дисциплины

№	Наименование модуля	Лекции	Практики/ семинары	Лабораторные	Сам. работа	Всего, часов
1	Практика устной и письменной речи на английском языке	0	6	0	66	72
	<b>Всего</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>66</b>	<b>72</b>

#### Тематический план

##### Модуль 1

№ темы	Тема	Кол-во часов	Компетенции по теме
	<b>Практические занятия (семинары)</b>		
1	Текст "Голосовые возможности". Грамматика: времена гр. Continuous: the active voice, the passive voice.	2	ОК-4
2	Текст "Мышление". Лексико-грамматический анализ текста; практика чтения и перевода.	2	ОК-4
3	Текст "Коммуникативные расстройства". Грамматика: modal verbs.	2	ОК-4
	<b>Самостоятельная работа</b>		
1	Грамматика: времена гр. Continuous: the active voice, the passive voice. Изучение литературы по теме.	4	ОК-4

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1	Грамматика: времена гр. Continuous: the active voice, the passive voice. Выполнение упражнений.	6	ОК-4
1	Текст "Голосовые возможности". Составление словаря по теме.	6	ОК-4
1	Текст "Голосовые возможности". Составление топики.	6	ОК-4
2	Текст "Мышление". Лексико-грамматический анализ текста; практика чтения и перевода. Изучение литературы по грамматике.	4	ОК-4
2	Текст "Мышление". Лексико-грамматический анализ текста; практика чтения и перевода. Выполнение упражнений по грамматике.	6	ОК-4
2	Текст "Мышление". Составление словаря по теме.	6	ОК-4
2	Текст "Мышление". Составление топики.	6	ОК-4
3	Грамматика: modal verbs. Изучение литературы по теме.	4	ОК-4
3	Грамматика: modal verbs. Выполнение грамматических упражнений.	6	ОК-4
3	Текст "Коммуникативные расстройства". Составление словаря по теме.	6	ОК-4
3	Текст "Коммуникативные расстройства". Составление топики.	6	ОК-4

#### 4 семестр

#### Модули дисциплины

№	Наименование модуля	Лекции	Практики/семинары	Лабораторные	Сам. работа	Всего, часов
1	Практика устной и письменной речи на английском языке	0	6	0	66	72
	Всего	0	6	0	66	72

#### Тематический план

#### Модуль 1

№ темы	Тема	Кол-во часов	Компетенции по теме
	Практические занятия (семинары)		

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1	Текст "Intelligence". Практика чтения и перевода. Грамматика: времена гр. Perfect: the active voice, the passive voice.	2	ОК-4
2	Текст "Creativity". Практика чтения и перевода. Грамматика: infinitive.	2	ОК-4
3	Текст "Imagination". Практика чтения и перевода. Грамматика: gerund, participle	2	ОК-4
<b>Самостоятельная работа</b>			
1	Грамматика: времена гр. Perfect: the active voice, the passive voice. Изучение литературы по теме.	4	ОК-4
1	Грамматика: времена гр. Perfect: the active voice, the passive voice. Выполнение упражнений.	6	ОК-4
1	Текст "Intelligence". Практика чтения и перевода. Составление словаря по теме.	6	ОК-4
1	Текст "Intelligence". Практика чтения и перевода. Составление топика.	6	ОК-4
2	Грамматика: infinitive. Изучение литературы по теме.	4	ОК-4
2	Грамматика: infinitive. Выполнение упражнений.	6	ОК-4
2	Текст "Creativity". Практика чтения и перевода. Составление словаря по теме.	6	ОК-4
2	Текст "Creativity". Практика чтения и перевода. Составление топика.	6	ОК-4
3	Грамматика: gerund, participle. Изучение литературы по теме.	4	ОК-4
3	Грамматика: gerund, participle. Выполнение упражнений.	6	ОК-4
3	Текст "Imagination". Практика чтения и перевода. Составление словаря по теме.	6	ОК-4
3	Текст "Imagination". Практика чтения и перевода.	6	ОК-4

## 6. Самостоятельная работа

Самостоятельная работа включает две составные части: аудиторная самостоятельная работа и внеаудиторная.

Самостоятельная аудиторная работа включает выполнение практических заданий.

Внеаудиторная самостоятельная работа студентов заключается в следующих формах:

- изучение и осмысление изучаемой литературы;
- работа в информационно-справочных системах;

- составление плана и тезисов ответа в процессе подготовки к занятию;
- подготовка сообщений по вопросам практических занятий.

### **6.1. Планы практических занятий**

Семестр 1

#### **МОДУЛЬ 1. ВВОДНО-КОРРЕКТИВНЫЙ КУРС УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА ИНОСТРАННОМ ЯЗЫКЕ.**

##### **Тема 1. About myself.**

1. Отработка фонетического материала: коррекция произносительных навыков на материале фонетических упражнений и учебных текстов. Формы работы – групповая, индивидуальная.
2. Введение лексического материала по теме “About myself”.
3. Обзор лексической терминологии в рамках изучаемой темы.
4. Работа с текстом “ About myself ”, чтение, перевод.
5. Объяснение нового грамматического материала (имя существительное, местоимения, (глагол to be в Present, Past, Future Simple)
6. Домашнее задание: работа с лексико-грамматическими упражнениями.

##### **Тема 2. My home town.**

1. Отработка фонетического материала: коррекция произносительных навыков на материале фонетических упражнений и учебных текстов. Формы работы – групповая, индивидуальная.
2. Введение лексического материала по теме “My home town”.
3. Обзор лексической терминологии в рамках изучаемой темы.
4. Работа с текстом “My home town”, чтение, перевод.
5. Объяснение нового грамматического материала (словообразование; образование и употребление глаголов в Present Simple).
6. Домашнее задание: работа с лексико-грамматическими упражнениями.

##### **Тема 3. My hobby.**

1. Отработка фонетического материала: коррекция произносительных навыков на материале фонетических упражнений и учебных текстов. Формы работы – групповая, индивидуальная.
2. Введение лексического материала по теме “My hobby”.
3. Обзор лексической терминологии в рамках изучаемой темы.
4. Работа с текстом “My hobby”, чтение, перевод.
5. Объяснение нового грамматического материала (отработка грамматического материала в Past Simple).

Семестр 2

#### **МОДУЛЬ 1. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ.**

##### **Тема 1. The system of higher education in the UK.**

1. Введение лексического материала по теме “The system of higher education in the UK”.
2. Обзор лексической терминологии в рамках изучаемой темы.

3. Работа с текстом “The system of higher education in the UK”, чтение, перевод.
4. Объяснение нового грамматического материала (образование и употребление Present Continuous).
5. Домашнее задание: работа с лексико-грамматическими упражнениями.

## **Тема 2. The system of higher education in Russia.**

1. Отработка монологических и диалогических высказываний.
2. Работа с текстом “The system of higher education in Russia”, чтение, перевод.
3. Беседа по теме The system of higher education in Russia and Britain.
4. Объяснение нового грамматического материала (образование и употребление глаголов в Present Perfect).

### Семестр 3

## **МОДУЛЬ 1. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ.**

### **Тема 1. Текст "Голосовые возможности".**

#### **Грамматика: времена гр. Continuous: the active voice, the passive voice.**

1. Обзор лексической терминологии в рамках изучаемой темы.
2. Работа с текстом “Голосовые возможности”, чтение, перевод.
3. Объяснение нового грамматического материала (образование и употребление времен группы Continuous в пассивном и активном залоге).
4. Домашнее задание: работа с лексико-грамматическими упражнениями.

### **Тема 2. Текст "Мышление". Лексико-грамматический анализ текста; практика чтения и перевода.**

1. Отработка монологических и диалогических высказываний.
2. Работа с текстом “Мышление”, чтение, перевод.
3. Беседа по теме “Мышление”.
4. Выполнение грамматических упражнений (времена групп Indefinite, Continuous в пассивном и активном залоге).
5. Домашнее задание: работа с лексико-грамматическими упражнениями.

### **Тема 3. Текст "Коммуникативные растройства".**

#### **Грамматика: Modal verbs.**

1. Обзор лексической терминологии в рамках изучаемой темы.
2. Работа с текстом “Коммуникативные растройства”, чтение, перевод.
3. Объяснение нового грамматического материала (употребление, способы перевода модальных глаголов).
4. Домашнее задание: работа с лексико-грамматическими упражнениями.

### Семестр 4

## **МОДУЛЬ 1. ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ.**

### **Тема 1. Текст "Intelligence". Практика чтения и перевода.**

#### **Грамматика: времена гр. Perfect: the active voice, the passive voice.**

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1. Введение лексического материала по теме “Intelligence”.
2. Обзор лексической терминологии в рамках изучаемой темы.
3. Работа с текстом “Intelligence”, чтение, перевод.
4. Объяснение нового грамматического материала (образование и употребление времен группы Perfect в активном и пассивном залоге).
5. Домашнее задание: работа с лексико-грамматическими упражнениями.

### Тема 2. Текст "Creativity". Практика чтения и перевода.

#### Грамматика: infinitive.

1. Отработка монологических и диалогических высказываний.
2. Работа с текстом “Creativity”, чтение, перевод.
3. Беседа по теме Creativity.
4. Объяснение нового грамматического материала (употребление, способы перевода инфинитива и инфинитивных конструкций).

### Тема 3. Текст "Imagination". Практика чтения и перевода.

#### Грамматика: gerund, participle.

1. Обзор лексической терминологии в рамках изучаемой темы.
2. Работа с текстом “Imagination”, чтение, перевод.
3. Объяснение нового грамматического материала (употребление, способы перевода герундия, причастия и их конструкций).
4. Домашнее задание: работа с лексико-грамматическими упражнениями.

## 6.2. Самостоятельная работа студентов

Тема	Кол-во часов	Задание	Литература	Форма контроля
<b>1 семестр</b>				
About myself.	5	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
About myself.	6	Выполнение грамматических упражнений.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление упражнений в письменном виде
About myself.	5	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление словаря в письменном виде
About myself.	6	Составление топика по теме.	См. пункты 1, 2 основной литературы; пункт	Устный опрос



			2,3,5 дополнительной литературы	
<b>My home town.</b>	5	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
<b>My home town.</b>	6	Выполнение грамматических упражнений.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление упражнений в письменном виде
<b>My home town.</b>	5	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление словаря в письменном виде
<b>My home town.</b>	6	Составление топика по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>My hobby.</b>	5	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>My hobby.</b>	6	Выполнение грамматических упражнений.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление упражнений в письменном виде
<b>My hobby.</b>	5	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление словаря в письменном виде
<b>My hobby.</b>	6	Составление топика по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос

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<b>2 семестр</b>				
<b>The system of higher education in the UK.</b>	8	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>The system of higher education in the UK.</b>	10	Выполнение грамматических упражнений.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление упражнений в письменном виде
<b>The system of higher education in the UK.</b>	8	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление словаря в письменном виде
<b>The system of higher education in the UK.</b>	8	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>The system of higher education in Russia.</b>	8	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>The system of higher education in Russia.</b>	10	Выполнение грамматических упражнений.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление упражнений в письменном виде
<b>The system of higher education in Russia.</b>	8	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление словаря в письменном виде
<b>The system of higher education in Russia.</b>	8	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос

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<b>3 семестр</b>				
<b>Грамматика: времена гр. Continuous: the active voice, the passive voice.</b>	4	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>Грамматика: времена гр. Continuous: the active voice, the passive voice.</b>	6	Выполнение грамматических упражнений.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление упражнений в письменном виде
<b>Текст "Голосовые возможности".</b>	6	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление словаря в письменном виде
<b>Текст "Голосовые возможности".</b>	6	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>Текст "Мышление". Лексико-грамматический анализ текста; практика чтения и перевода.</b>	4	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Устный опрос
<b>Текст "Мышление". Лексико-грамматический анализ текста; практика чтения и перевода.</b>	6	Выполнение упражнений по грамматике.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление упражнений в письменном виде
<b>Текст "Мышление".</b>	6	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной литературы	Предъявление словаря в письменном виде
<b>Текст "Мышление".</b>	6	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2,3,5 дополнительной	Устный опрос

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			литературы	
<b>Грамматика: modal verbs.</b>	4	Изучение литературы по грамматике.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
<b>Грамматика: modal verbs.</b>	6	Выполнение грамматических упражнений.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Предъявление упражнений в письменном виде
<b>Текст "Коммуникативные расстройства".</b>	6	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Предъявление словаря в письменном виде
<b>Текст "Коммуникативные расстройства".</b>	6	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
<b>4 семестр</b>				
<b>Грамматика: времена гр. Perfect: the active voice, the passive voice.</b>	4	Изучение литературы по теме.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
<b>Грамматика: времена гр. Perfect: the active voice, the passive voice.</b>	6	Выполнение упражнений.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Предъявление упражнений в письменном виде
<b>Текст "Intelligence". Практика чтения и перевода.</b>	6	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Предъявление словаря в письменном виде
<b>Текст "Intelligence". Практика чтения и перевода.</b>	6	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
<b>Грамматика: infinitive</b>	4	Изучение литературы по теме.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
<b>Грамматика: infinitive.</b>	6	Выполнение упражнений	См. пункты 1, 2 основной	Предъявление упражнений в

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			литературы; пункт 2 дополнительной литературы	письменном виде
Текст "Creativity". Практика чтения и перевода.	6	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Предъявление словаря в письменном виде
Текст "Creativity". Практика чтения и перевода.	6	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
Грамматика: gerund, participle.	4	Изучение литературы по теме.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос
Грамматика: gerund, participle.	6	Выполнение упражнений.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Предъявление упражнений в письменном виде
Текст "Imagination". Практика чтения и перевода.	6	Составление словаря по теме.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Предъявление словаря в письменном виде
Текст "Imagination". Практика чтения и перевода.	6	Составление топики.	См. пункты 1, 2 основной литературы; пункт 2 дополнительной литературы	Устный опрос

## 7. Тематика курсовых работ, контрольных работ

### Контрольная работа № 1 (2 семестр)

Задания:

1. Выучите специальные термины к тексту.
2. Выпишите из текста правильные и неправильные глаголы, образуйте причастия настоящего и прошедшего времени.
3. Выпишите из текста предложения со сказуемыми в страдательном залоге. Сказуемое одного предложения поставьте во все времена группы *Indefinite*.
4. Найдите в тексте предложения, включающие *-ing* формы, определите часть речи, член предложения.

5. Найдите в тексте и переведите на русский язык предложения, в которых употреблены модальные глаголы или их эквиваленты.
6. Одно из предложений со сказуемым, выраженным модальным глаголом, поставьте в вопросительную и отрицательную формы.
7. Выпишите из текста предложения, содержащие неопределенные местоимения *some, any, no* или их производные, переведите предложения.
8. Найдите в тексте сочетания слов, в которых одно из существительных выступает в роли определения ко второму. Переведите сочетания.
9. Прочитайте текст, переведите самостоятельно без опоры на письменный перевод.

### ВАРИАНТ 1

#### *Текст 1. The Organization of Primary Education in Russia*

Primary education of children begins in the kindergartens at the age of 5-6. Children are taught letters, counting from one to ten, doing simple sums. Lessons are organized in form of a game. Colorful pictures, toys, didactic games are used as teaching devices. Children acquire writing skills at the lessons of drawing. In this way children are prepared to enter a school.

In Russia children are allowed to go to school at the age of six or seven. Parents may choose one of two programs of primary school: a three- or a four-year course of primary education in the type of school which is called a general secondary school. In most schools of this type children are organized in age groups according to their ability to study the program of primary school. As a rule more able pupils can do a three-year-course program. Other children are transferred to the next stage – a secondary school – after four years study in primary school.

There is a comparatively new type of schools in Russia – a gymnasium where children are admitted after they pass a kind of a test. The curriculum of primary training in this school is broader than a minimum state standard for the age group of 7-10 years. Leavers of primary stage of gymnasium are usually transferred to specialized classes according to their abilities in humanitarians or mathematics.

Teachers of special qualification – primary school teachers – work with children of primary school. They teach pupils reading, writing, arithmetic, nature study. Music, physical training, drawing and labour skills are taught by teachers of particular subjects.

Primary schools are usually housed in the same building with secondary schools under the same director.

Parents can choose any school for their children irrespective of the district they live in. They may transfer a child to any kind of school at any step of primary education if a child demonstrates advanced level of knowledge or, on the contrary, falls behind his age-group on some reason.

Compulsory primary education of all types is free in Russia except some private schools but their number is not very large in the country.

#### **Special terms (to be learned):**

- count – считать
- do sums – решать задачи
- didactic games – дидактические игры
- teaching devices – учебный (обучающий) материал
- acquire skills – приобретать навыки
- age group – возрастная группа

- according to one's ability – в соответствии со способностями
- pass a test – сдать экзамен
- admit – принимать (в школу)
- curriculum – учебный план, программа
- transfer to – переводить (в класс)
- a specialized class – специализированный класс
- humanities – гуманитарные предметы
- a teacher of particular subject – учитель-предметник
- an advanced level of knowledge – продвинутый уровень знаний
- fall behind – отставать
- free education – бесплатное образование

### *Текст 2. Our Institute*

We study at Kamchatka State University, we shall be teachers.

Our University is the oldest in our region and it was founded in 1958.

It is situated in the center of the town and occupies some buildings. Two of them are in Pogranichnaya Street, the historical faculty occupies a building in Leninskaya Street.

All the buildings are rather old, not very comfortable. There are five faculties: physics and mathematics with computer studying, socio-economical, Russian language and literature, psychology and pedagogy faculty, a faculty of foreign languages where students study two foreign languages: English as the main speciality and the second one according to the choice of a student. A student may choose a European language – German or French, or an Asian one – Japanese, Chinese or Korean. Specialists from the USA, Great Britain, Japan, and Korea take part in training future teachers of foreign languages.

There is a library, a reading-room, three gym-halls, an assembly-hall, some computer laboratories, phonetic laboratories in the Institute. A video-hall will soon operate too.

There are dean-offices, chairs, class-rooms, lecture halls in all three buildings. In one of the buildings there is students' canteen and a dining-room for teachers.

Students can study at one of the day-time departments or may combine work with studies at correspondence or evening department.

Our University trains teachers for primary, secondary schools and educational establishments of the town and the region.

Many qualified specialists are in the staff of the University. Students take part in research work under supervision of teachers having Master's and Doctor's degrees.

The course of study is five years and is composed of three elements: general subjects – history, economics, a foreign language, mathematics, computer, physical training; special subjects and pedagogical cycle with teaching methods. Practical training at school is a compulsory part of training. Students have three practical training courses during five years. They are trained under the supervision of the institute specialists of a proper special chair, the chair of pedagogy and qualified teachers at school at the same time.

The best graduates of the University enter post-graduate courses mostly in Moscow and Saint-Petersburg. After defense of a thesis they, as a rule, come back to their alma mater and become members of the staff. There are now masters and doctors of sciences – former graduates in the staff of the University.

The University is developing, new departments are being opened.

### **Special words:**

- to train – обучать, готовить
- a department – отделение
- a faculty – факультет
- speciality (specialist) – специальность, специалист
- a library – библиотека
- a reading-hall – читальный зал
- a gym (gymnastics) hall – спортивный зал
- an assembly-hall – конференц-зал
- a laboratory (phonetic) – лаборатория
- to operate – действовать
- a video-hall – видеозал
- a dean-office – деканат
- a chair – кафедра
- a lecture-hall – лекционный зал
- a canteen – буфет, столовая (студенческая)
- to combine work with studies – совмещать работу с учебой
- a correspondence department – заочное отделение
- an evening department – вечернее отделение
- a day-time department – дневное отделение
- a primary school – начальная школа
- a secondary school – средняя школа
- an educational establishment – учебное заведение
- qualified – квалифицированный
- staff – штат (сотрудников)
- research work – исследовательская работа
- under the supervision – под руководством
- Master’s degree – степень кандидата
- Doctor’s degree – степень доктора
- a course of study – курс обучения
- general subjects – общеобразовательные предметы
- special subjects – специальные предметы
- pedagogical cycle – педагогический цикл
- teaching methods – методика обучения

### **Задания к тексту:**

1. Answer the following questions.
  1. Teachers of what specialties are trained in your Institute?
  2. What foreign languages are taught at the Institute?
  3. What forms of education are there at the Institute?
  4. Do you study in the day-time or an extramural department?
2. Read and translate words of international meaning.
3. State what part of speech the following words are: comfortable, historical, psychological, department, specialty, specialist, educational, establishment, qualified, supervision, practical, special.



4. Find special terms which are not included in the list of terms given before.

5. Read and translate the text.

## ВАРИАНТ 2

### *Текст 1. Training of Primary School Teachers in Russia*

There are two main educational institutions in Russia which train teachers for primary schools. They are secondary special pedagogical schools and teachers' training colleges.

Secondary special pedagogical schools train teachers for kindergartens and schools but in numerous establishments of out-of-school activity, children cultural and educational centers, children clubs and summer-rest-camps.

Future teachers of primary school may enter a higher educational establishment – Teachers' training college after they get complete secondary education. They are allowed to choose any form of study: day time department or extramural department. Applicants have to pass entrance exams and become students of the faculty of primary school teaching methods. The course of training is five years and includes three main components: socio- humanitarian sciences, special subjects and pedagogic with teaching methods. During the period of education students have practical training at school – not less than twelve weeks. They do their practical work in all types of school under supervision of qualified school teachers and pedagogues of their educational establishments. Graduates – the fifth-course students – are able to conduct lessons at school independently. They have to organize out-of- school activity during the practice.

Pedagogical school leavers are admitted to the faculty of primary school teaching methods without exams if they have not less than a three-year period of practical work at school. Each year more and more pedagogical school leavers prefer to combine higher education with teaching at schools. So, they enter extramural department of Teachers' training colleges. The curriculum of both forms of education: day-time and extramural is the same.

After leaving a higher educational establishment a graduate gets an opportunity to become organizers of primary education, head teachers at primary schools, inspectors of educational departments, teaching methods instructors. They have to work much and acquire practical experience of teaching.

Teachers of primary school must be specialists of high qualification. They make the basis of future education of every child in the country. So, special refresher courses are organized for primary school teachers. They are held during school holidays. At the courses teachers are given information of new text-books, advanced programs, progressive methods of teaching, lectures of experienced educationists and scientists.

#### **Special terms (to be learned):**

- |   |   |
|---|---|
| –an educational establishment – учебное заведение                   | – practical training at school – практика в школе               |
| –a secondary special pedagogical school – педагогическое училище    | – under the supervision of – под руководством                   |
| –a teachers' training college (institute) – педагогический институт | – a qualified teacher – квалифицир. учитель                     |
| –kindergarten – детский сад   | – a graduate – выпускник; to graduate – оканчивать ВУЗ          |
| –out-of-school activity – внешк. деятельность                       | – to conduct a lesson independently – самостоятельно вести урок |
| –complete secondary education – полное среднее образование          | – a school leaver – выпускник школы                             |

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- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>– <b>a day-time department</b> – дневное отделение</li> <li>– <b>an extramural department</b> – заочное отделение</li> <li>– <b>an applicant</b> – абитуриент</li> <li>– <b>to pass entrance exams</b> – сдать вступительные экзамены</li> <li>– <b>teaching methods</b> – методика обучения</li> <li>– <b>socio-humanitarian subjects</b> – социально-гуманитарные предметы</li> </ul> | <ul style="list-style-type: none"> <li>– <b>to combine education with practical work</b> – совмещать учебу с работой</li> <li>– <b>a curriculum</b> – учебный план, программа</li> <li>– <b>a head teacher</b> – директор школы</li> <li>– <b>an instructor of teaching methods</b> – учитель-методист</li> <li>– <b>refresher courses</b> – курсы повышения квалификации</li> <li>– <b>an educationist</b> – педагог-ученый</li> </ul> |
|--|---|

### *Текст 2. The USA – Pre-School Education*

Most American educationalists consider that the aim of pre-school education is the child's individual development. Nursery schools and kindergartens are regarded as a means to help children to make the transition from home to school.

Kindergartens were first started as private enterprises. Now they are a part of public schools in all states except seven. A large number of private nursery schools and kindergartens continue to function. Private kindergartens are very expensive. At present a little over half of all five-year-old American children attend nursery schools or kindergartens.

#### **Special terms (to be learned):**

- pre-school education
- educationalist
- nursery school
- kindergarten
- child's individual development
- transition from ... to
- private enterprises
- public school
- attend

#### **Выполните следующие задания:**

1. *Train in word-building (read and translate):*

- Educate – educator – education – educationalist – educated.
- Develop – development – developed – undeveloped.
- Individual – individualism – individualist – individuality – individually.

2. *Repeat the Degrees of Comparison:*

- many / much – more – (the) most
- bad / badly – worse – (the) worst
- little – less – (the) least
- good / well – better – (the) best

3. *Translate into Russian:*

1. Most Americans think that kids feel better at home than in the nursery at an early age.
2. So much less kids attend nurseries in the USA than Russia.
3. These are different with five-year olds: more than 50% attend kindergartens at this age.
4. Private kindergartens are less accessible because they are very expensive.
5. Conditions are not worse in state kindergartens but number of children pre-group is less in private establishments.
6. Transition from home to school is much easier after one-two years being in kindergarten.
7. The less number of children in a group the more attention is paid to each child.

4. *Revise the Passive Voice:***The Present Indefinite Passive**

<b>I am</b>		<b>We</b>		
<b>He is</b>	asked	<b>You</b>	are asked	
<b>She is</b>		<b>They</b>		

**The Past Indefinite Passive**

<b>I</b>		<b>We</b>		
<b>He</b>	was asked	<b>You</b>	were asked	
<b>She</b>		<b>They</b>		

**The Future Indefinite Passive**

<b>I</b>		<b>He, She</b>		
<b>We</b>	shall be asked	<b>You, They</b>	will be asked	

5. *Translate into Russian:*

1. Kindergarten is regarded a stage of primary education in many countries. Kindergartens were first started in Russia after the October revolution. Large number of private nurseries and kindergartens are run by mothers and voluntary helpers in the USA.
2. Non-the-less they are controlled by the municipal government. Children are taken care properly but kept much more freely than in kindergartens in Russia.
3. Children of different age are gathered in one group on most kindergarten in the USA.
4. Younger children are taken care of by older ones like in any common family.
5. No unified program of education is established for kindergartens in the USA.

## Задания:

1. Выучите специальные термины к тексту.
2. Выпишите из текста правильные и неправильные глаголы, образуйте причастия настоящего и прошедшего времени.
3. Найдите в тексте и переведите на русский язык предложения, в которых употреблены модальные глаголы или их эквиваленты.
4. Одно из предложений со сказуемым, выраженным модальным глаголом, поставьте в вопросительную и отрицательную формы.
5. Выпишите из текста предложения, содержащие неопределенные местоимения *some, any, no* или их производные, переведите предложения.
6. Найдите в тексте сочетания слов, в которых одно из существительных выступает в роли определения ко второму. Переведите словосочетания.
7. Выпишите из текста предложения со сказуемыми в *Passive*. Сказуемое одного предложения поставьте во все времена группы *Simple*.
8. Прочитайте текст, переведите самостоятельно без опоры на письменный перевод.

## ВАРИАНТ 1

***Teacher's Profession***

Teaching is a very difficult job of great responsibility. It has the most specific character. Teaching is interesting, creative and important work. It is a noble and challenging profession. The tasks of teaching are the development, education and upbringing of a person.

Being a teacher means being always on display. It doesn't matter what's going in his life. The teacher needs some gifts of the good actor, he must be a clear speaker and must hold the attention and interest of his pupils. The teacher uses different teaching methods and his pupils take an active in the educational process. The teacher honestly knows his work, constantly studies and perfects his knowledge. As a person a teacher should be an intelligent, well-informed, thinking individual and be in love with children.

As a communicator of knowledge a teacher forms attitudes to his particular subject. He creates a good atmosphere in class and a pupil is treated as a person. As a specialist he has to have a good grasp of the subject he teaches; be in love with that subject and keep up-to-date with its development – new discoveries, researches and achievements. He knows far more than the secondary school syllabus requires of him. A teacher must be well-versed in psychology and science of education. He should be deeply interested in what he teaches.

A teacher must love children. If the teacher cannot build up a feeling of understanding for the children he must teach, he should leave the profession. School is the place of work, living and learning. So a teacher shapes child's character and fosters such features of character as honesty, kindness, loyalty, cooperation and others. A teacher satisfies any pupils' interests and develops their abilities. Teacher's authority will be ensured by respect of his pupils. A teacher plays a great role in the organization of learning and education processes.

**Terms to be learned:**

- a job of great responsibility – работа с огромной ответственностью
- upbringing of a person – воспитание личности
- to hold the attention – удерживать внимание
- to perfect knowledge – совершенствовать знания
- to form attitude to a subject – формировать отношение к предмету

- to create a good atmosphere – создавать хорошую атмосферу
- to build up a feeling of respect – воспитывать чувство уважения
- to shape child's character – формировать детский характер
- to develop abilities – развивать способности

### ТЕКСТ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

#### **Прочитайте и переведите текст:**

#### ***The System of Education in England***

The system of education in England is divided into state and private. There are three stages in the state educational system: primary, secondary and further education. Primary education includes Infant and Junior schools. Secondary education means grammar, technical, modern and comprehensive schools. Further education includes a university, a college and polytechnics.

All children between the age of 5 and 16 receive full-time education. They may attend state or public schools. This education is compulsory. Some children may continue their schooling at the 6-th form up to 18, the age of entering higher educational establishments.

The first age is the primary school. The infant and junior schools are in the same building. An infant school is for children of 5-7, a junior school – of 7-11. Children receive their primary education up to 11.

Nowadays there is a non-selective system of secondary education. Graduating from the primary school all pupils direct to a Comprehensive school. The comprehensive school provides secondary education for pupils of all abilities. This type of schooling combines grammar, technical and modern schools.

Studies at a secondary school contain two principal levels: ordinary (O-level) and advanced (A-level). Pupils take O-level at the age of 15-16. They take A-level after two years in the 6-th form at the age of 17-18. There is an exam which pupils can take instead of O-level. It is called the C.S.E. (Certificate of Secondary Education) and it is not so difficult as O-level.

Private system of primary and secondary education is always paid and differs from state education. It has its own structure.

Further or higher education consists of full-time and part-time education. Education at higher educational institutions is paid. The cost of studies is high and depends on the type of a college and speciality.

The common types of higher education are colleges and polytechnics. The academic year is divided into three terms. Teaching combines lectures, practical instructions and seminars or tutorials. The University gives the highest education. The curriculum is wider and the course of studies is longer than in colleges. Universities are also administrative centers, which arrange lectures, hold exams and give degrees. The leading universities are Oxford, Cambridge. Oxford and Cambridge are the oldest universities having the tutorial system of education.

#### **Выполните следующие упражнения:**

1. *Переведите с английского на русский:*

to be divided into state and private, further education, to continue schooling, the first stage, a secondary school, pupils of all abilities, paid education, part-time education, the course of studies, the tutorial system of education

2. *Найдите в тексте английские эквиваленты следующих слов и выражений:*

частная школа, получить очное образование, посещать государственную школу, продвинутый уровень, обязательное образование, зависеть от специальности, обычный уровень, иметь собственную структуру, плата за обучение, система индивидуальных консультаций

3. Выпишите из текста прилагательные и наречия в сравнительной и превосходной степени и дайте их начальную форму.
4. Вставьте предлоги:  
the system ... education, to be divided ... three terms, at the age ... 6, to differ ... another stage, to depend ... the type ... the institution, to direct ... a school, to consist ... different stages, to graduate ... the university
5. Вставьте глаголы в соответствующей форме и переведите:
1. In England children (to begin) their schooling at the age of five.
  2. English system of education (to include) different types of schools.
  3. Education can (to receive) at state or private institutions.
  4. The private system of education (to differ) from the state one with its own structure.
  5. Higher education (to divide) into full-time and part-time education.
6. Задайте вопросы к следующим предложениям:
6. There are three stages in the state educational system.
  7. Children may attend state or public schools.
  8. Education at the age from 5 to 16 is compulsory.
  9. The comprehensive school provides secondary education for pupils of all abilities.
  10. The academic year at higher institutions is divided into three terms.
7. Расскажите о:
- a) государственном образовании в Англии;
  - b) частном образовании в Англии;
  - c) получении среднего образования;
  - d) системе высшего образования.

## ВАРИАНТ 2

### *The Value of Education*

Education is not an end, but a means to an end. In other words, we don't educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

In many modern countries it has for some time been fashionable to think that, by free education for all – whether rich or poor, clever or stupid – one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in some countries a far larger number of people with university degrees than there are jobs for them... Because of their degrees, they refuse to do what they think “low” work; and, in fact, work with the hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor: we can live without education, but we die if we have no any food. If our streets are not cleaned and the rubbish is not taken away from our houses, we should get terrible diseases in our towns. In countries where there are no servants because everyone is ashamed to do such work, the professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated to fit us for life, it means that we must be educated in such a way that firstly each of us can do whatever job is suited to his brain and ability, and secondly that we can realize that all jobs are necessary to society, and that it is very

bad to be ashamed of one's work or to scorn somebody else. Only such type of education can be called valuable to society.

**Terms to be learned:**

- the value of education – ценность образования
- to fit somebody for life – готовить кого-то к жизни
- free (paid) education – бесплатное (платное) образование
- to solve the problems – решать проблемы
- to refuse to do – отказаться делать
- to be suited to one's brain and ability – соответствовать уму и способностям
- to scorn – презирать
- to be valuable to society – быть значимым для общества

ТЕКСТ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

**Прочитайте и переведите текст:**

***Russian System of Public Education***

The system of public education has become state and private. All the stages of education may be free and paid. The right to education is guaranteed by the Constitution and children have to begin to study at the age of six. The system of education is continuous, uniform and interconnected. It covers preschool, primary, secondary and higher education.

Preschool education is a part of primary education. It includes nursery school (kindergartens) which accept children aged from 3 to 6 years. Children are to teach to read, to write, to count and they receive the first elementary knowledge.

Primary education is a primary school, providing the fundamentals of basic knowledge for four years of schooling.

Secondary education covers not only the traditional types of secondary educational establishments: a general secondary school, a specialized secondary one, but new forms of schooling such as a gymnasium, a lyceum and a junior college. Besides there is a network of boarding schools, special ones for physically and mentally handicapped children and others.

A general secondary school has two periods of education. 9-year one is called an incomplete secondary education and 11-year period is a complete secondary one. The first period is compulsory and the second one for those who want to receive the further education.

The systems of vocational and specialized secondary schools provide general secondary education and a speciality or a profession. The students receive diplomas in different fields of professional training.

New forms of secondary educational institutions provide a high level of secondary education. To enter senior forms of a gymnasium, a lyceum and a junior college, pupils must take some exams or be interviewed. The curricula of those educational establishments include new subjects and broader than in a general secondary school. Programming on computers is a compulsory subject. A lyceum and a gymnasium may be with a bias to some particular subject called specialized ones.

The main certificates of secondary education are the GCE (the general certificate of education), the CSE (the certificate of secondary education) and a diploma.

Higher education includes a university, a conservatory, an academy, a college and others. The course of studies is four or five and six years. There are three systems used in higher and specialized secondary education: day-time, evening and extramural (correspondence) courses. All applicants must have complete secondary education and take competitive entrance exams. Entrance exams are held in July and August. Higher educational establishments are headed by a

Rector and Proectors of the academic and scientific work. Higher educational institutions have faculties and departments headed by the Deans training students in one or several specializations. The successful students receive the scholarship. The system of higher education is going through a transitional period. The main objectives of the reform are the development of the autonomy of establishments, new financial mechanism, expansion of academic freedoms of students, faculties and higher school. On graduating from a higher educational establishment a graduate receives a diploma or Bachelor's degree.

**Выполните следующие задания:**

1. *Перевести с английского на русский язык:*  
paid education, the right to education, interconnected, nursery school, the authority of the establishment, to receive knowledge, the network of boarding schools, physically and mentally handicapped, a compulsory subject, to be headed by
2. *Найдите в тексте английские эквиваленты следующих слов и выражений:*  
обеспечивать высокий уровень образования, формы образовательных учреждений, заочное отделение, заканчивая университет, принимать детей в школу, сеть специализированных учебных заведений, учебная программа, получать стипендию, вступительные экзамены, полное среднее образование
3. *Выпишите из текста прилагательные и наречия в сравнительной и превосходной степени и дайте их начальную форму.*
4. *Вставьте предлоги:*  
the system ... education, to be ... a bias ... a particular subject, at the age ... 3 ... 6, special schools ... handicapped children, to be headed ... the Rector, to train ... different subjects, to graduate ... the university, to be held ... June
5. *Вставьте глаголы в соответствующей форме и переведите предложения:*
  1. In Russia children (to begin) their schooling at the age of six.
  2. Russian system of education (to contain) different types of schools.
  3. Education can (to receive) at state or private institutions.
  4. Specialized schools (to be) with a bias to some particular subjects.
  5. Higher education (to divide) into full-time and part-time courses.
6. *Задайте вопросы к следующим предложениям:*
  1. The system of public education includes state and private institutions.
  2. There is a network of boarding schools in Russia.
  3. Pupils must take some exams to enter a lyceum or a gymnasium.
  4. New forms of schooling provide a high level of secondary education.
  5. Entrance exams are held in July and August.
7. *Расскажите о:*
  - a) дошкольном и начальном образовании в России;
  - b) получении среднего образования;
  - c) новых формах образования;
  - d) системе высшего образования.

**8. Перечень вопросов на зачет  
2 семестр**

1. Speak on the topic: "About myself"
2. Speak on the topic: "My friend"
3. Speak on the topic: "My family"



4. Speak on the topic: "My friend's family"
5. Speak on the topic: "My home town"
6. Speak on the topic: "Moscow"
7. Speak on the topic: "London"
8. Speak on the topic: "My hobby"
9. Speak on the topic: "My friend's hobby"
10. Speak on the topic: "The system of higher education in the UK"
11. Speak on the topic: "The system of higher education in Russia"

### 3 семестр

#### Card 1

##### 1. *Переведите текст.*

#### **Education Management**

The organizational and pedagogical work of the district and city department of education includes:

1. Carrying out laws and orders concerning educational work and the administration and management of educational establishments.
2. Appointing and training pedagogical cadres.
3. Controlling the work of the schools and other educational establishments for children.
4. Providing pedagogical instruction.

The main task of the city department of education is to improve the work of the schools, to be informed of the quality of the educational work in each school and to help to the teaching staffs in solving the most difficult and complex problems.

The department of education controls all aspects of school activities and analyses new developments in the field of teaching.

This makes it possible to follow the processes taking place in the schools and thus apply the necessary means for improving the quality and effectiveness of the work being done by the teaching staffs.

##### 2. *Ответьте на вопросы:*

1. Is the main task of the city department of education to improve the work of the schools?
2. What does the department of education control?

##### 3. *Проанализируйте сказуемое (время, залог).*

The department of education controls all aspects of school activities and analyses new developments in the field of teaching.

#### Card 2

##### 1. *Переведите текст.*

#### **The Academy of Pedagogical Sciences**

The Academy of Pedagogical sciences coordinates all studies in the field of pedagogics, general and child psychology, child and teenage physiology that are being conducted by the research institutes, pedagogical institutes and other education establishments. It provides the plan for introducing results into education system. Among its departments there are the Theory and History of Pedagogics, Didactics and Methodology and Psychology and Child Physiology. The department organizes discussions of all pressing problems of theory and practice. They review and discuss recommendations concerning the work of schools.

Many research projects are devoted to new means of improving the content, form, methods and means of education. The Academy's task is to study and generalize the experience gained in bringing up the younger generation. In the course of many years this problem has been under the joint study of educators, psychologists and scholars in many fields. The Academy has drawn up new curricula for schools and published new text-books and programs. The new curricula improve the scientific and theoretical level of teaching.

**2. Ответьте на вопросы:**

1. Does the Academy of Pedagogical Sciences coordinate all studies in the field of pedagogics, general and child psychology and child and teenage physiology?
2. What is the Academy's task?

**3. Проанализируйте сказуемое (время, залог).**

Many research projects are devoted to new means improving the content, form, methods and means of education.

### Card 3

**1. Переведите текст.**

#### Preschool Education

Children from 3 to 6 years of age attend kindergarten. The kindergarten has age groups for junior and senior. Each age group has its own scientifically based program. In the course of the day the children receive meals, they are hardened by exercises in the morning, sleeping and playing in the fresh air. There are many activities the children engage in. Some hours a day are devoted to play. Besides, there are educational games which serve to develop correct speech patterns, teach children to draw, model with clay and build, there are music and singing lessons and rhythmic. The senior group is prepared for school. Here the children are taught to reach and to do simple sums. These preschool subjects are conducted every day during a period of 40-50 minutes. Attending kindergarten has a great effect on a child's knowledge. It develops good character traits, teaches a child to think, to be disciplined and organized. The children learn to speak well at an early age and to express themselves in various art forms.

Special programmes based on each age group's abilities provide the basis for the educational work conducted by the kindergarten: the tasks and means of physical, mental, moral and aesthetic upbringing, the scope of knowledge, habits and skills to be achieved.

**2. Ответьте на вопросы:**

1. Does attending kindergarten have a great effect on a child's knowledge?
2. How are children prepared for school?

**3. Проанализируйте сказуемое (время, залог).**

Here the children are taught to read and to do simple sums.

#### Card 4

##### 1. *Переведите текст.*

#### Elementary Education

The elementary school provides the basis for all further education. The elementary school system is changing to a four-year period of study. The tasks of the elementary school are to teach the child to read, write and do sums, to provide an introduction to nature study and the social sciences. The subjects studied in elementary school are native language, mathematics, nature study, shop, music and physical training.

The course of language study includes grammar, reading, spelling, speech development, penmanship and the fundamentals of composition. Reading classes teach the child to read aloud, both expressively and quickly, and instill a love for books. The grammar lessons provide the fundamentals of grammar. Much emphasis is placed on the ability to express one's thoughts logically and well. Mathematics provides an introduction to numbers and the four rules of arithmetic, measures of time, length, weights, square measurements and simple fractions. There are elements of plane geometry and an introduction to algebra.

##### 2. *Ответьте на вопросы:*

1. What does the course of language study include?
2. Does mathematics provide an introduction to number?

##### 3. *Проанализируйте сказуемое (время, залог).*

Much emphasis is placed on doing problems and sums orally.

#### Card 5

##### 1. *Переведите текст.*

#### Teaching Methods of School System

A lesson must enrich the pupils with systematic knowledge, as determined by the programme. The teacher's task lies in achieving the effectiveness through the use of the most varied methods and the planning and organization of each lesson.

Among the necessary components of the learning process the consolidation of knowledge and practical skills and habits. These tasks are solved during classroom lessons. Homework is an important means for consolidating knowledge. It helps the pupil to develop individual study habits. Pupils are marked according to a five-point system with 5 (Excellent), 4 (Good), 3 (Fair), 2 (Poor), 1 (Very Poor). Various tests, oral questioning, classroom compositions, laboratory work and others, all serve to check the pupil's knowledge.

In the higher grades there are lessons delivered as lectures, there is independent laboratory work and seminars at which a pupil makes a report and the class then discusses it.

The combination of various types of work in the course of the learning process is extremely varied. Goals of each lesson depend upon the teacher, upon his pedagogical training.

##### 2. *Ответьте на вопросы:*

1. Are pupils marked according to a five-point system?
2. How does homework help the pupils?

### 3. Проанализируйте сказуемое (время, залог).

A lesson much enriches the pupils with systematic knowledge.

## Card 6

### 1. Переведите текст.

#### The School Year

School year begins on September 1<sup>st</sup> throughout the country. Children who have reached the age 6 are enrolled in the first grade. The parents must present the child's health certificate. The teachers have a talk with the parents and the child, to form an opinion of the child's mental and physical development, of his ability to read, write, count and to gain some impressions of the family's living conditions. These talks are always conducted in a very informal, warm and friendly way.

The first day of school is always a memorable one. It has become a tradition to mark this day as a special occasion. The children come to school with flowers, accompanied by their parents. The principal makes a short speech of welcome. Senior pupils escort the first-graders to their classrooms.

The school year is divided into four quarters: 1<sup>st</sup> quarter – from September 1<sup>st</sup> to November 4<sup>th</sup>; 2<sup>nd</sup> quarter – from November 10<sup>th</sup> to December 29<sup>th</sup>; 3<sup>rd</sup> quarter – from January 11<sup>th</sup> to March 23<sup>rd</sup>; 4<sup>th</sup> quarter – from April 1<sup>st</sup> until the end of the school year. The children have a long summer vacation and three short breaks during the school year.

Some schools are two-shift ones. There are special duty hours for both teachers and pupils. In the course of a week, a given class, directed by its teacher, represents the voice of authority in school. The elementary classes are excluded from type of activity.

### 2. Ответьте на вопросы:

1. Is the school year divided into four quarters?
2. Why is the first day of school always a memorable day?

### 3. Проанализируйте сказуемое (время, залог).

The elementary classes are excluded from this type of activity.

## Card 7

### 1. Переведите текст.

#### The Teaching Staff

The school's teaching staff consists of the principal, his assistance, the teachers, the librarian and the school doctor. Together they form the pedagogical council. The chairman of the parents' committee is also a member of the pedagogical council.

The school's administrators (the principal and his assistants) are appointed from among the teachers who have a higher education, the necessary teaching experience and are good organizers. All basic pedagogical problems are decided upon collectively through discussions at the pedagogical council. It is the creative laboratory for the teaching staff. Each member has the right

and opportunity to freely express his opinions, to offer suggestions and to see to it that they are brought up for discussion.

The final result of the year, half-year, or even quarter, the tasks and plans of educational work are discussed by a given school. There are methodological sections. The more experienced and respected teachers are chairmen of the methodological sections. The various problems of teaching methods and the new curricula are discussed.

The school's administrative staff visit the classrooms during lessons, they conduct tests in the various grades when necessary, check the pupils' notebooks, the class register and take an active part in the work of the methodological sections.

**2. Ответьте на вопросы:**

1. Where are the various problems of teaching methods discussed?
2. Are the methodological sections in schools?

**3. Проанализируйте сказуемое (время, залог).**

The school's administrators are appointed from among the teachers who have a higher education.

### Card 8

**1. Переведите текст.**

#### The Parents

Each school has close ties between the teaching staff and the parents. The school and family are one of the most decisive factors in an achieving success in the upbringing and education of children.

Class parents' meetings are the basic channels through which the teachers keep in touch with the parents. The agenda of a meeting includes questions of current interest to the school, various educational problems concerning the child's schedule at home, help in doing homework and behaviour problems. It covers everything of importance in strengthening the ties between school and the family.

Parents are the school's most active helpers. In each school a parents' committee is elected at a general parents' meeting. It is made up of parents of children from each grade.

The parents' committee helps the principal in organizing school parties, sports events, clubs and other recreational events. The committee has its own fund. These funds are used for cultural activities of the children, for the prized and various social activities outside the school.

All means of contact, the co-ordinate activities of the school and parents are the concrete forms of the school's activities between family and teachers' staff. Parents help teachers to prepare classrooms for the new school year and act as the school's sponsors.

**2. Ответьте на вопросы:**

1. Does each school have close ties between the teaching staff and the parents?
2. How does the parents' committee help school?

**3. Проанализируйте сказуемое (время, залог).**

These funds are used for cultural activities of children.

### Card 9

#### 1. *Переведите текст.*

#### Preschool Education

Preschoolers, usually three to five years of age, may attend nursery school, where professionally qualified teachers provide educational experiences, often in cooperation with parents. A play school is a nursery school in which play is given more emphasis than teaching. For most children between four and six, formal schooling begins in kindergarten. Whether part of an elementary school or a separate school, kindergarten prepares children for first grade by helping them develop basic skills and social behavior through games, exercises, music, simple handicrafts, and the like.

An increasingly popular facility for the preschool children of working parents is a child-care center. Here professionals look after the youngsters while giving them some educational experiences during the day. A day-care center does the same, but it also cares for schoolchildren after school or during vacation. Day care is provided to the elderly as well, though more often at a social agency or nursing home than at a separate center.

#### 2. *Ответьте на вопросы:*

1. At what age preschoolers attend a nursery school?
2. Is a play school a nursery school?

#### 3. *Проанализируйте сказуемое (время, залог).*

Here professionals look after the youngsters while giving them some educational experiences during the day.

### Card 10

#### 1. *Переведите текст.*

#### Public School

Apart from the so-called Public Schools, there is a system of state primary and secondary schools. All children must, by law, receive full-time education between the ages of five and sixteen. All state schools are free.

State education is in two main stages: primary up to the age of eleven (or twelve in a few areas), and secondary from eleven to sixteen or eighteen. The primary stage is subdivided into the Infant School for children ages from five to seven and the Junior School for those between seven and eleven. Primary schools are usually, but not always, co-educational, that is, boys and girls are taught in mixed classes. In many schools, particularly larger ones, children are divided into streams, according to speed of learning. The A stream is made up of the fast learners, the B stream of those of average pace and the C stream of the slowest. In some schools, however, all classes are made up of all ranges of ability.

**2. Ответьте на вопросы:**

1. Is there a system of state primary and secondary schools in Great Britain?
2. What two main stages are there in state education?

**3. Проанализируйте сказуемое (время, залог).**

All children must receive full-time education between the ages of five and sixteen.

**Card 11****1. Переведите текст.**

The first universities were developed by private charitable organizations, many of which were religious bodies. The private universities are still very important, and most of the best-known institutions, such as Harvard, Yale and Princeton, are private. Some of the state universities are general universities providing all faculties and all types of instruction, but there are also some state colleges for particular subjects. Recently some of these special colleges have been converted into general universities. Such universities provide education to residents of the state either free of charge or at a fee, though students have to pay for the cost of living while they are studying. Some universities are provided by municipalities of large towns and some which were originally private are now partly or even wholly supported by the municipalities. The great private universities have many advantages – age, tradition, long-established reputations. They are constantly appealing for funds from their former students and often obtain immense sums.

**2. Ответьте на вопросы:**

1. Were the first universities developed by private charitable organizations?
2. What are the best-known private universities of the USA?

**3. Проанализируйте сказуемое (время, залог).**

The first universities were developed by private charitable organization.

**Card 12****1. Переведите текст.****Moscow Teachers Training University**

The curriculum consists of the subjects the students specialize in, social and general ones. Professional training includes educational subjects-psychology, history of education, science of education (pedagogics). All the students study foreign languages. Students attend different lectures, seminars and practical instructions.

Students' practical work is given much attention. Students give lessons at primary and secondary schools. There is a students' research society stimulating their creative thinking and scientific work. The course of study lasts five years.

An academic year is divided into two terms ending in an examination session. Some Students get a scholarship. On graduating from the university the students receive diplomas which give them the right to teach at school.

**2. Ответьте на вопросы:**

1. What subjects does the curriculum consist of?

2. Is Moscow Teachers' Training University one of the most popular educational establishments?

**3. Проанализируйте сказуемое (время, залог).**

Students' practical work is given much attention.

### Card 13

**1. Переведите текст.**

The undergraduate course of studies at English universities is completed when students are ready to take their degree examinations. After graduating they obtain the first academic degree or distinction of a Bachelor of Arts, depending on satisfactory examination results. Bachelor's degrees are at two levels, Honours and Pass. Honours degrees are first, second or third class and usually small per cent of the students are placed in the first class.

Research work for full-time post-graduates is extending over two academic years and not less than three academic years for part-time graduate students. The first post-graduate degree is of Master. A thesis is based on one or two year's full-time work. In a few of the biggest universities there are some seminars for post-graduate students, but usually there are no regular courses for them. In most universities it is only at the science faculties that any large numbers of students stay to do post-graduate work.

On completing his course of study every candidate must submit a thesis. If the thesis is satisfactory on all points, the candidate will be awarded the degree and will continue his work in the academic field.

Everywhere the degree of Doctor is given for a thesis which is considered to be an original contribution to knowledge.

**2. Ответьте на вопросы:**

1. What is the first post-graduate degree?
2. Is a thesis based on one or two year's full-time work?

**3. Проанализируйте сказуемое (время, залог).**

Research work for full-time post-graduates is extending over two academic years.

### Card 14

**1. Переведите текст.**

Many people choose the profession of a teacher because of the will of their heart. Some of them become kind teachers, some strict. But they all have one aim-to teach. As for me, I think that the teacher should be kind, because he deals not with adults but with kids! Kids are kids. We should explain everything very gently to them, answering every question they ask. Besides, kids like it when they are treated with love and understanding. And we ourselves understand and remember everything much better if a teacher is kind and gentle. If somebody shouts at us, we, of course, won't like him, his presence or appearance. So if children don't like their teachers, they won't like to study and studying is practically the most important thing for their future, and their love will depend on teacher's character and attitude to the student.

Pupils spend in school half of their childhood and youth. Teachers become like mothers to them, and children want to find in school the same thing they have at home: warm understanding,



constant support and care. Teachers must be kind just because of the children they teach, who need this kind relationship.

**2. Ответьте на вопросы:**

1. Why should the teacher be kind?
2. Do teachers become like mothers to children?

**3. Проанализируйте сказуемое (время, залог).**

They are treated with love and understanding.

### Card 15

**1. Переведите текст.**

#### The Purpose of School

If I ask you why children go to school, you will answer that they go to learn own language and other languages, arithmetic, geography, geometry, history, science and other subjects. It is true. But why do they learn these things?

We send our children to school to prepare them for the time when they will be big and will work for themselves. They learn their own language so that they will be able to tell others clearly what they want and what they know and understand what others tell them.

They learn foreign languages in order to be able to know how people live in other countries. If a child speaks a foreign language he can understand a foreign child himself.

They learn arithmetic in order to be able to count things and measure things in everyday life. They learn geography in order to know something about the world around them. They learn history in order to understand modern society better. They learn biology in order to<sup>1</sup> know their body and to be healthy. Everything children study at school has practical use in their everyday life.

But is this the only<sup>2</sup> reason? No, education is more than learning facts. Children go to school to know how to learn. When they leave school, they can continue to learn. A man who knows how to learn will be always successful.

We live in the time of new technologies. How to deal with<sup>3</sup> these technologies? An educated person can easily learn everything he needs in his work.

So, the purpose of school is not to teach some subjects or many subjects, but to teach pupils how to learn. It is not easy to learn at school well, but it is the only way to be a successful man in future.

The main task of any teacher at primary school - to explain his (her) pupils what will make them successful in future.

Notes to the text:

- <sup>1</sup> in order to – для того, чтобы
- <sup>2</sup> the only – единственный
- <sup>3</sup> to deal with ... – обращаться с ...

**2. Ответьте на вопросы:**

1. What is the main aim of education?
2. Is the teacher's main task to teach as much information as possible?

**3. Проанализируйте сказуемое (время, залог).**

If a child speaks a foreign language he can understand a foreign child himself.

#### 4 семестр

#### Card 1

##### 1. *Переведите текст.*

#### Teacher's Self education

A good teacher learns all life long. Most teachers now go to a University to get higher education. University learning is a process of self education more than at a special secondary school. At university you must plan you work for weeks or even month ahead<sup>1</sup>. You take examinations at the end of each term. During a term you have no exams. But during the term you have seminars, laboratory works, tests, translations, reports.

So you and your university teachers control your academic progress through the results of your self preparations for seminars, tests and laboratory work.

So you have to develop effective ways and methods of study. University demands are heavier than schools demands. And methods of study at the University are different.

Many students think that study is memorizing subject-matter<sup>2</sup> and then reproducing it during oral or written examination. They are wrong. Of course in every subject there is elements that you must memorize at the University you will have information from various sources. You must be able what information is useful for you. So, you must develop method of thinking and choosing necessary information. The most effective methods of choosing information are: analysis of and criticism of books, lectures and articles, making summaries, experiments, solving problems. Through these methods of working you begin to understand theories, decide problem and then make your own reports, essays and theses.

Choosing sources of information, choosing information from these sources, analyzing this information and making your own decision are the ways of your self-education. And self-education is the part of you which is always growing.

##### Notes to the text:

<sup>1</sup> ahead – вперед, заранее

<sup>2</sup> subject-matter – содержание предмета

##### 2. *Ответьте на вопросы:*

1. What is the most important in self-education?
2. Does self-education ever stop?

##### 3. *Проанализируйте сказуемое (время, залог).*

So you have to develop effective ways and methods of study.

#### Card 2

##### 1. *Переведите текст.*

## Teachers and Actors

Very often we hear that a good teacher looks like an actor. They really have much in common. A teacher like an actor must be a good speaker. A teacher must hold attention and interest of the audience. A teacher must have good, strong and pleasing voice. A teacher must be able to control the voice to make it louder or lower. But the most important thing is that a teacher acts what he or she is teaching. During acting a teacher makes his (her) teaching clear and understandable.

Watch a good teacher! You will see that he does not sit at his desk before the class. He walks about the classroom using his hands and fingers during his explanations. His face expresses many feelings and emotions. The tone of his voice and loudness always changes according to what he is talking about. But there is a great difference between actor and teacher.

The actor has to speak words which he learns by heart. He cannot change these words. He repeats exactly the words of his role in the play. He repeats exactly the words of his role in the play. He repeats even movement of his body, hands and fingers. He uses the fixed tone of his voice which was fixed during many repetitions. The task of the actor is to seem natural. He must seem natural each time he plays the same role, speaks the same words.

A good teacher works in a different way. First of all his pupils take an active part in his acting. They ask and answer questions, they do teachers orders. If they don't understand anything, they ask and the teachers explain the material again. But he uses different words and even different methods of explanation.

The teacher must suit<sup>1</sup> his acting to the audience, to the needs of the audience. The teacher cannot play his role by heart. Every time he must invent something new. He doesn't seem natural, he is really natural. He doesn't repeat some author's words. He writes his own play. This play is different in different audiences.

So, there are many qualities common for actors and teachers. But he is more than an actor.

Notes to the text:

<sup>1</sup> suit to – приспособлять

### 2. *Ответьте на вопросы:*

1. Do pupils take part in teacher's acting at class?
2. What is the main difference in teacher's and actor's work?

### 3. *Проанализируйте сказуемое (время, залог).*

The tone of his voice and loudness always changes according to what he is talking about.

## Card 3

### 1. *Переведите текст.*

## Educational Reform in Russia

A new stage of school reform is going in the country now. All levels of education are involved. Age of entering school is six or seven according to parents' wish and a child's ability. All children are interviewed. Classes are formed in accordance<sup>1</sup> with children pre-school level of knowledge and abilities. Now children learn four year at primary school. This is a compulsory period of primary education. In the nearest future one foreign language will become a compulsory subject beginning with the first class. It will be a compulsory leaving exam.

The next very important change is so called<sup>2</sup> oriented classes at the last stage of education: the 9<sup>th</sup> - 11<sup>th</sup> stage. After a compulsory stage of education: the 9-year incomplete secondary school, a senior pupil can choose a bias of further education. The choice is between humanitarian, science and mathematics oriented classes. More school time and attention will be paid to special subjects of the bias and minimum - to others.

At present senior pupils are already able to attend lectures and practical classes of the chosen subjects at a University. School makes a contract with some University of pre-University preparation<sup>3</sup>. As a rule, the most qualified and experienced teachers and lecturers teach school pupils at these classes. Studying at these classes doesn't mean any privileged entering the University.

All school-leavers will take so-called common state final examination. Now, compulsory common final exams for all leavers are Russian language and mathematics. They can choose there others in accordance, with their future plans. The results of these exams are filed in computer. A school-leaver can apply for entrance to any University of the country, to any faculty of the University of the country, to any faculty of the University. If the results of a student's final exams suit the University, chosen by the student, he will be enrolled to this University.

#### Notes to the text

<sup>1</sup> in according with – в соответствии с ...

<sup>2</sup>so called – так называемым

<sup>3</sup>pre-University preparation – довузовская подготовка

<sup>4</sup> common state final examination - ЕГЭ

#### **2. Ответьте на вопросы:**

1. Are common state final exams compulsory for all universities now?
2. How many final exams do school leavers take now?

#### **3. Проанализируйте сказуемое (время, залог).**

More school time and attention will be paid to special subjects of the bias and minimum - to others.

### **Card 4**

#### **1. Переведите текст.**

#### **The Value of Education**

Why do we educate our children? Education for education gives nothing to people. We educate our children to fit<sup>1</sup> them for future life. We want our children to find their place in life. So parents try to choose a system of education which will really prepare their children for life.

Not long ago there was only one system of education in our country. It was state education and it was free. Young people didn't pay money to become doctors, economists or teachers. But we had bad specialists at that time too: bad doctors, bad engineers and bad teachers.

Now young people are able to choose between paid and free education. There are many new higher and secondary special educational establishments, colleges, academies. And still<sup>2</sup> we are having now poor<sup>3</sup> specialists in all spheres of life. Why is it so?

The thing is many parents and young children want to get one of so called<sup>4</sup> prestigious professions. The choice is more now. Many young people think they will become managers, lawyers, economists and will be successful people. If you ask a young girl or boy what profession he or she wants to get, very few of them will answer: "a worker, a nurse, a farmer". Nobody wants

to clean streets or do some repairing<sup>5</sup> job. These people don't think that a good farmer is better than a bad professor, giving uninteresting lectures or writing unnecessary books.

One of the very important tasks of a primary school teacher to watch their pupils carefully and to know their inclinations. Teachers should talk to parents about their child's success progress in any school activity: drawing, singing, labour skills. Not only good progress in mathematics language or history can produce a good specialist in future. It is very important to help a pupil to understand what his interests are.

#### Notes to the text

- <sup>1</sup> to fit for – подготовить
- <sup>2</sup> still – все-таки
- <sup>3</sup> poor – плохой
- <sup>4</sup> so-called – так называемый
- <sup>5</sup> repairing – ремонтный
- <sup>6</sup> shameful – постыдный

#### **2. Ответьте на вопросы:**

1. How can teacher help his pupils to choose his future profession?
2. Are there any "shameful" professions?

#### **3. Проанализируйте сказуемое (время, залог).**

Now young people are able to choose between paid and free education.

### **Card 5**

#### **1. Переведите текст.**

#### **Education Should Be Converted into a Game**

So, I stand for a smaller number of courses with their superficial learning, and for deep and lasting knowledge in certain fields of science. And I hardly need to mention that there should be optional subjects. You can ask me: what about all-round education? I think this problem could be solved by organizing different seminars, conferences, debates, competitions, games, etc., allowing pupils to embrace various spheres of life.

To my mind, the whole process of education should be converted into a game, but a serious game. For instance, I like the idea of so-called case-study, used in Western business-schools. Case-study includes discussion and solution of "cases" – situations taken from real life, problems of real companies and organizations. It teaches one to think independently and creatively. I am absolutely convinced that today's education should see its main purpose in making all the pupils feel comfortable in this quickly changing and all-consuming world. No prejudices like "my point of view won't agree with the teacher's" should exist.

I also object to the process of giving marks. I think that everybody should be given the mark he or she wants. It seems to me that pupils are often discouraged in studying this or that subject if they were given a bad mark – because they didn't understand it or for some other reasons. If a pupil is willing to have better results, why not give him a chance? It will be an excellent inducement to learn the same topic and do the same task properly.

#### **2. Ответьте на вопросы.**

1. Does the author stand for a smaller number of courses?
2. What does the author think about all-round education?

**3. Проанализируйте сказуемое (время, залог).**

You can ask me: what about all-round education?

**Card 6**

**1. Переведите текст.**

**The Montessori Method**

Montessori schools were started in 1907 by an Italian woman named Maria Montessori.

Programs that carry her name vary significantly, although the teachers should be trained in the Montessori method. Many Montessori schools are preschools only, others go through the eighth grade.

As an example, here's how Kathy Cox, director of Bellevue Montessori School in Bellevue, Washington, explains her school:

In each classroom there is family-style grouping; children ages three to five are together.

The learning materials available were designed by Maria Montessori for a specific purpose and developmental age. In the classroom, there are four distinct areas:

Practical life. Here the children learn to pour and stir, cut and paste, use the art easel and the like. The focus is on learning concentration, and refining large and fine motor skills.

Sensory materials. Children work with objects that teach size and color discrimination. For example, one child would put a series of different-sized cylinders in a row from largest to smallest. Children also learn to track from left to right, which is important for reading.

Language and reading. In this center, children learn letters phonetically. They learn with their eyes and ears, and also by touching letters cut from sandpaper.

Math. Children learn to count, add and subtract by manipulating objects such as beads or beans. They also are taught to recognize numbers.

The most important aspect of the Montessori method, says Cox, is that teachers respect the children and the work they do, and don't talk down to them.

**2. Ответьте на вопросы.**

1. When were Montessori schools started?
2. Do programs carry the Montessori method?

**3. Проанализируйте сказуемое (время, залог).**

The learning materials available were designed by Maria Montessori for a specific purpose and developmental age.

**Card 7**

**1. Переведите текст.**

**Waldorf Schools**

The Waldorf schools were founded by Rudolph Steiner in the first part of the 20th century, and they are established in many countries across the globe. Their goal is to cultivate children as world citizens.

Here's how Edith Kusnic, administrator of the Waldorf School in Seattle, Washington, describes their program:

The same teacher follows the children from prekindergarten through eighth grade. (The Waldorf School in Seattle goes through eighth grade, but of the 600 schools worldwide, many continue through high school.) The curriculum integrates math, reading, science and history during the morning "main lesson," which is in-depth, multidimensional learning on a single subject. The subject area changes every three weeks.

Cultivating the imagination takes a primary focus; the "main lesson" curriculum unfolds with stories that go from fairy tales to myths and legends to understanding socialization. The focus is on developing the child's "heart, head and hands." Any subject, such as pioneer life, would focus not just on the facts. It would include information about what people did with their hands, and how they felt.

Most important, the school strives to develop confidence and competence, not only in the academic areas but also in arts, including handwork, music and woodworking.

## **2. Ответьте на вопросы.**

1. Are the Waldorf schools established in many countries across the globe?
2. What is the goal of these schools?

## **3. Проанализируйте сказуемое (время, залог).**

The Waldorf schools were founded by Rudolph Steiner in the first part of the 20th century.

## **Card 8**

### **1. Переведите текст.**

### **Secondary school. High school**

A *secondary school*, which offers instruction in academic or vocational subjects, traditionally begins with grade 9 and ends with grade 12. In the United States, a public secondary school is called a *high school* and a private secondary school that prepares students to enter college is called a *preparatory school*, or *prep school*. Depending on the school district, formal secondary education can be organized in any of several different ways. For example, grades 10 through 12 might be taught in a *senior high school* (now often shortened to *high school*), and grades 7 through 9 in a *junior high school*. What is known as a *junior-senior high school* in some places might follow that three-three split, or it might assign grades 7 and 8 to junior high and grades 8 through 12 to senior high.

Use of the term *middle school* is far from standardized in educational circles. To some educators and administrators, a middle school is somewhere between an elementary school and a secondary school, consisting of three or four grades variously included in grades 5 through 8. To others, it is an early secondary school, for grades 6 through 8. And to still others, it is a junior high school, for grades 7 and 8. Whatever the level of instruction offered, a middle school is seldom called an *intermediate school* anymore.

### **2. Ответьте на вопросы.**

1. How is a public secondary school called in the US?
2. Can formal secondary education be organized in any of several different way?

**3. Проанализировать сказуемое (время, залог).**

A secondary school traditionally begins with grade 9 and ends with grade 12.

### Card 9

**1. Переведите текст.**

#### College. University

Although the word *college* is applied loosely to any institution offering postsecondary education, it has a number of specific meanings. As an institution of higher learning, a college may grant baccalaureate degrees (for example, BA, or Bachelor of Arts, and BS, or Bachelor of Science) after a four-year course of study. Or, like a *junior college* (now often called a *two-year college*), it may grant associate degrees after a two-year course. While some colleges are independent, others are part, perhaps undergraduate divisions, of universities. A college that is a graduate school within a university may grant master's and doctoral degrees in such specialized courses of study as liberal arts, law, medicine, and architecture. Another kind of college is a postsecondary school that offers specialized instruction in some profession or occupation; for example, a secretarial college. (The terms *secretarial college*, *secretarial school*, *business college*, and *business school* are sometimes used interchangeably. However, *business school* is more often applied informally to a graduate school of business administration within a university or to an undergraduate college of business administration.)

A *university* is an educational institution of the highest level. In the United States, it typically has one or more undergraduate colleges, together with a program of graduate studies and a number of professional schools. The degrees it confers include the bachelor's, master's, and doctor's.

**2. Ответьте на вопросы.**

1. Does college have a number of specific meanings?
2. What kind of an educational institution is a university?

**3. Проанализируйте сказуемое (время, залог).**

An institution of higher learning, a college may grant baccalaureate degrees.

### Card 10

**1. Переведите текст.**

#### An Education for Life

There is a problem that will touch us all men, women and children – in the not too distant future, a problem that resolves itself into a question: what is education for? At the moment most of us can answer that fairly practically and without too much soul-searching. On the lowest level education is for enabling us to cope in an adult world where money must be added up, tax forms filled in, numbers looked up in telephone directories, maps read, curtains measured and street signs understood. On the next level it is for getting some kind of job that will pay a living wage.



But we are already peering into a future so different from anything we would now recognise as familiar that the last of these two educational aims may become as obsolete as a dodo. Basic skills (reading, writing and arithmetic) will continue to be necessary but these, after all, can be taught to children in from one to two years during their childhood. But education with a view to working for a living, at least in the sense of earning daily bread, may well be on its way out right now for the majority of us. Then the question "what is education for?" becomes much more complex. Because what the future proclaims is: an education is an education is an education.

## **2. Ответьте на вопросы.**

1. Does the question "what is education for" become much more complex?
2. How can you answer "what is education for"?

## **3. Проанализируйте сказуемое (время, залог).**

Basic skills will continue to be necessary.

## **Card 11**

### **1. Переведите текст.**

#### **Structure of Project Work**

Project work is based on a new understanding of the relationship between teachers and students. It is no longer the teacher's responsibility to plan the educational process in general, to give theoretical input, to correct homework, to evaluate tests, or to discipline students. Teachers and students are partners in education. In spite of the fact that the specific knowledge and various skills of the teachers might, in many cases, be more developed, the characteristics of the social relationship between students and teachers should be equality and mutual respect.

While the classroom topics themselves are determined by the framework of the curriculum, the theme as well as the methods of planning, collecting, analysing and evaluating data should be chosen in cooperation between teachers and students. Project work focuses on the interests and needs of the students in order to keep their motivation at a high level and to share the responsibility for the learning process between teachers and students.

The setting of project work is different from traditional lessons. Instead of the teacher "giving" and the students "receiving," the work is carried out in small groups which can structure the internal communication itself.

## **2. Ответьте на вопросы.**

1. On what is project work base?
2. Are teachers and students partners in education?

## **3. Проанализируйте сказуемое (время, залог).**

The work is carried out in small groups.

## **Card 12**

### **1. Переведите текст.**

## Historical Aspects

The methodology of international project work has its origins in a variety of approaches that were developed in Germany, the United States and Russia around the turn of this century.

The so-called "Reformpädagogik" was introduced by education specialists such as Georg Kerschensteiner, Hugo Gaudig, and Fritz Karsen to involve headmasters, teachers and students in the development of the curriculum of their schools. The pedagogical plans of a school therefore should no longer be imposed totally by an administration outside the school environment, but should be created by the cooperation of those who are directly part of the teaching and learning process.

In general, the term "project" was used to describe a framework for teacher-student cooperation that is based on the individual and social needs of the persons involved, as well as the requirements of the society in which they live. The main aim was to bridge the gap between "learning for school" and "learning for life". Education should provide relevant knowledge and applicable skills for the students, and enable them to participate as responsible members of a modern democratic society.

### 2. Ответьте на вопросы.

1. Where were approaches of international project work developed?
2. Was the so-called "Reformpädagogik" introduced by education specialists?

### 3. Проанализируйте сказуемое (время, залог).

The term "project" was used to describe a framework for teacher-student cooperation.

## Card 13

### 1. Переведите текст.

#### Do We Really Need More Bringing Up At School?

I wouldn't touch this problem, if I wasn't a student of a pedagogical college. Our *alma mater* prepares us to be school teachers. And we are always told that bringing up children is a very important, necessary part of teaching. But do children really need it at school? I don't speak about very little boys and girls, they need some support; I speak about teenagers. I'm quite sure, bringing up a child is the parents' duty. And a child can't have two mothers (one at home and one at school). Sometimes mothers and teachers say opposite things, and a child doesn't know whom to believe or follow.

Fifty years ago it was less difficult to work with children, for there was a "list" of qualities that every Soviet child or man had to possess. Teachers tried to bring up a real Soviet patriot. But the political situation changed, and what was "good", is not "good" anymore. I don't push any certain ideological concept, but it's difficult even to speak about values common to all mankind with children who have none. Society has changed a lot, and values have changed. We tell children that stealing and killing isn't good, and then they go home and watch films where the main character is a killer, brave and clever. We tell them "you must respect old people" and they go outside and see lots

of pensioners begging; we teach them to be honest, but our life shows that honesty is "punished" nowadays. Watching all this a child is puzzled.

## **2. Ответьте на вопросы.**

1. Are we always told that bringing up children is very important?
2. Why is it difficult to speak children about values common to all mankind?

## **3. Проанализируйте сказуемое (время, залог).**

Society has changed a lot, and values have changed.

### **Card 14**

#### **1. Переведите текст.**

At the age of thirty-six, having spent almost fifteen years inside the walls of school, I realised that the teaching profession is not attractive for me at all. Everybody perhaps might be stunned with such a crazy confession: how can this woman come to teach her pupils with such a depressed mood? But having lived the largest part of my life, I understood that the majority of my dreams didn't come true. So the teaching profession for me at the present moment is only a means of existence. I would even say that it is a means for a miserable existence.

When I was a fourth-year student of the Teachers' Training College (it was in 1985) we were told to write a composition: "What I Think of the School Reform". That problem was chosen because the document "The Reform of General Education and Vocational Training" had been launched in our country in that period. It's very interesting and captivating to reread my old notes and compare them with my mood, opinions and conclusions today. What enthusiasm, dreams and hopes I had then – and what disappointment and non-satisfaction with work today!

## **2. Ответьте на вопросы.**

1. Did the author understand that the majority of his dreams didn't come true?
2. Why did the author write a composition: "What I Think of the School Reform"?

## **3. Проанализируйте сказуемое (время, залог).**

That problem was chosen because the document "The Reform of General Education and Vocational Training" had been launched in our country.

### **Card 15**

#### **1. Переведите текст.**

### **Schools Should Not Be Impersonal**

Each school must not only have a humanitarian or other special focus, but also – and it is most indispensable – the face of the person who exercises the full power of Principal. That should be realized so seriously as to let parents have a clear-cut idea of what they are to have of their children: art-lovers, people dreaming of the cosmos, single-minded pacifists, conservative party adherents and so on. Principals should know each pupil by name, gather them regularly for

personal conversations. Through the help of a little staff, principals should organize some special pleasure-informative actions of their own device outside the compulsory lesson process, should strive for reciprocity with their pupils.

This doesn't contradict with my idea about the substitution of teachers with computers. Principals shall not be teachers of science, they will be teachers of life. Children, doomed to try to find a firm standing in this turbulent world, should not only come to receive standard knowledge, but, first of all, to learn life under the guidance of a person who is partly responsible for their fates. Children should see in the school principal a person who is sincerely concerned with them; they must not be indifferent about which specializing school exactly to prefer.

Naturally, such principals are to undertake some of the functions of parents, and the school's above-described features expect them to have some extraordinary qualities – that is the most uncommon peculiarity of the school of my conception.

## 2. Ответьте на вопросы.

1. Should Principals know each pupil by name?
2. What kind of person should children see in the school principal?

## 3. Проанализируйте сказуемое (время, залог).

This doesn't contradict with my idea about the substitution of teachers with computers.

## 9. Учебно-методическое и информационное обеспечение дисциплины

### 9.1. Основная литература

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2. Крупченко, А. К. Английский язык для педагогов: academic english (B1–B2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. — Москва : Издательство Юрайт, 2019. Режим доступа: <http://www.biblio-online.ru/book/angliyskiy-yazyk-dlya-pedagogov-academic-english-b1-b2-431675>
3. Мичугина, С. В. Английский язык для педагогов (A2) : учебное пособие для вузов / С. В. Мичугина. — Москва : Издательство Юрайт, 2019. Режим доступа: <http://www.biblio-online.ru/book/angliyskiy-yazyk-dlya-pedagogov-a2-445142>

### 9.2. Дополнительная литература

1. Войтенко В.В. Разговорный английский : пособие по развитию устной речи для изуч. англ. яз. / под ред. Е. Л. Заниной. - М. : Рольф, 1999. (110)
2. Иванова, О. Ф. Английский язык. Пособие для самостоятельной работы студентов (v1-s1) : учебное пособие для вузов / О. Ф. Иванова, М. М. Шиловская. — Москва : Издательство Юрайт, 2019. Режим доступа: <http://www.biblio-online.ru/book/angliyskiy-yazyk-posobie-dlya-samostoyatelnoy-raboty-studentov-v1-s1-442372>
3. Якушева, И. В. Английский язык (B1). Introduction Into Professional English : учебник и практикум для академического бакалавриата / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. Режим доступа: <http://www.biblio-online.ru/book/delovoy-angliyskiy-yazyk-introduction-into-professional-english-433852>

ОПОП	СМК-РПД-В1.П2.-2019
Рабочая программа дисциплины Б.1.Б.03 Иностраннный язык по направлению подготовки 44.03.01 «Педагогическое образование», профиль подготовки «Начальное образование»	

### 9.3. Ресурсы информационно-телекоммуникационной сети Интернет

1. Научная электронная библиотека – eLibrary – [www.elibrary.ru](http://www.elibrary.ru)
2. ЭБСЮРАЙТ – [http:// biblio-online.ru](http://biblio-online.ru)

## 10. Формы и критерии оценивания учебной деятельности студента

На основании разработанной компетентностной модели выпускника образовательные цели представлены в виде набора компетенций как планируемых результатов освоения дисциплины. Определение уровня достижения планируемых результатов освоения дисциплины осуществляется посредством оценки уровня сформированности компетенции и оценки уровня успеваемости обучающегося.

Основными критериями оценки в зависимости от вида работы обучающегося являются: сформированность компетенций (знаний, умений и навыков), степень владения профессиональной терминологией, логичность, обоснованность, четкость изложения материала, ориентирование в научной и специальной литературе.

### Критерии оценивания уровня сформированности компетенций и оценки уровня успеваемости обучающегося

#### Текущий контроль

Уровень сформированности компетенции	Уровень основание модулей дисциплины (оценка)	Критерии оценивания отдельных видов работ обучающихся
		Устный опрос, сообщение по вопросам семинарских (практических) занятий
Высокий	Отлично	Оценивается ответ студента, которым даны полные, развернутые ответы на поставленные и дополнительные вопросы. Студентом продемонстрированы глубокие исчерпывающие знания всего программного материала, понимание сущности и взаимосвязи рассматриваемых процессов и явлений, твердое знание основных положений смежных дисциплин. Ответ логически последователен, содержателен. Стиль изложения материала научный с использованием юридической терминологии. Студентом продемонстрирована сформированность компетенций (знаний, умений, навыков). Студентом могут быть допущены отдельные недочеты в определении понятий, исправленные студентом самостоятельно.
Базовый	Хорошо	Оценивается ответ студента, которым даны полные, развернутые ответы на поставленные и дополнительные вопросы. Студентом продемонстрированы глубокие знания всего программного материала, понимание существенных и несущественных признаков, причинно-следственные связи, твердое знание основных положений смежных дисциплин. Ответ логически последователен, содержателен. Стиль изложения материала научный с использованием юридической терминологии. Студентом продемонстрирована в целом успешная сформированность компетенций (знаний, умений, навыков), вместе с тем имеют место отдельные пробелы в умении, студент не вполне осознанно, владеет навыками. Студентом могут быть допущены 2-3 неточности или незначительные ошибки.

Пороговы й	Удовлетв орительно	Оценивается ответ студента, которым даны недостаточно полные и развернутые ответы на поставленные и дополнительные вопросы. Логика и последовательность изложения нарушены. Допущены ошибки в определении употреблении понятий. Студент с затруднением самостоятельно выделяет существенные и несущественные признаки и причинно-следственные связи. Речевое оформление требует поправок, коррекции. Студентом в целом продемонстрирована сформированность компетенций (знаний, умений, навыков), вместе с тем имеют место несистематическое использование умений и фрагментарные навыки.
Компетенц ии не сформиров аны	Неудовле творитель но	Оценивается ответ студента, представляющей собой разрозненные знания с существенными ошибками. Ответ фрагментарен, нелогичен. Студент не осознает связь обсуждаемого вопроса с другими вопросами дисциплины. Отсутствуют конкретизация и доказательность изложения. Речь неграмотная, юридическая терминология не используется. Дополнительные и уточняющие вопросы преподавателя не приводят к коррекции ответа студента. Компетенции (знания, умения, навыки) по дисциплине не сформированы: теоретические знания имеются, но они разрознены, умения и навыков отсутствуют // Либо ответ на вопрос полностью отсутствует или студент отказывается от ответа на поставленные вопросы.

### Промежуточная аттестация

Уровень сформированности компетенции	Уровень основания дисциплины	Критерии оценивания обучающихся (работ обучающихся)
		Зачет Дифференцированный зачёт Контрольная работа
Высокий	Зачтено/ Отлично	Оценивается ответ студента, которым даны полные, развернутые ответы на поставленные и дополнительные вопросы. Студентом продемонстрированы глубокие исчерпывающие знания всего программного материала, понимание сущности и взаимосвязи рассматриваемых процессов и явлений, твердое знание основных положений смежных дисциплин. Ответ логически последователен, содержателен. Стиль изложения материала научный с использованием юридической терминологии. Студентом продемонстрирована сформированность компетенций (знаний, умений, навыков) по дисциплине. Студентом могут быть допущены отдельные недочеты в определении понятий, исправленные студентом самостоятельно.
Базовый	Зачтено/ Хорошо	Оценивается ответ студента, которым даны полные, развернутые ответы на поставленные и дополнительные вопросы. Студентом продемонстрированы глубокие знания всего программного материала, понимание существенных и несущественных признаков, причинно-следственные связи, твердое знание основных положений смежных дисциплин. Ответ логически

		последователен, содержателен. Стиль изложения материала научный с использованием юридической терминологии. Студентом продемонстрирована в целом успешная сформированность компетенций (знаний, умений, навыков) по дисциплине, вместе с тем имеют место отдельные пробелы в умении, студент не вполне осознанно, владеет навыками. Студентом могут быть допущены 2-3 неточности или незначительные ошибки.
Пороговый	Зачтено/ Удовлетворительно	Оценивается ответ студента, которым даны недостаточно полные и развернутые ответы на поставленные и дополнительные вопросы. Логика и последовательность изложения нарушены. Допущены ошибки в определении употреблении понятий. Студент с затруднением самостоятельно выделяет существенные и несущественные признаки и причинно-следственные связи. Речевое оформление требует поправок, коррекции. Студентом в целом продемонстрирована сформированность компетенций (знаний, умений, навыков) по дисциплине, вместе с тем имеют место несистематическое использование умений и фрагментарные навыки.
Компетенции не сформированы	Не зачтено/ Неудовлетворительно	Оценивается ответ студента, представляющей собой разрозненные знания с существенными ошибками. Ответ фрагментарен, нелогичен. Студент не осознает связь обсуждаемого вопроса с другими вопросами дисциплины. Отсутствуют конкретизация и доказательность изложения. Речь неграмотная, юридическая терминология не используется. Дополнительные и уточняющие вопросы преподавателя не приводят к коррекции ответа студента. Компетенции (знаний, умений, навыков) по дисциплине не сформированы: теоретические знания имеются, но они разрознены, умения и навыков отсутствуют // Либо, если ответ на вопрос полностью отсутствует или студент отказывается от ответа на поставленные вопросы.

## 11. Материально-техническая база

Для проведения занятий необходима следующая материально-техническая база: учебная аудитория, укомплектованная учебной мебелью, мультимедийной техникой (проектор и ноутбук), экраном. Для подготовки студентов (самостоятельной работы) необходима следующая материально-техническая база: помещение для самостоятельной работы, оборудованное учебной мебелью, компьютерами с подключением к сети Интернет и ЭБС [ibooks.ru](http://ibooks.ru), ЭБС [eLIBRARY](http://eLIBRARY); библиотека.