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# **ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ДЛЯ СТУДЕНТОВ, ОБУЧАЮЩИХСЯ В МАГИСТРАТУРЕ**

Учебно-методическое пособие

Министерство науки и высшего образования Российской Федерации  
ФГБОУ ВО «Нижевартовский государственный университет»  
Гуманитарный факультет  
Кафедра филологии, лингводидактики и перевода

# **Иностранный язык в профессиональной деятельности для студентов, обучающихся в магистратуре**

**Работа с аутентичным материалом на английском языке по теории и практике  
организации воспитательного процесса в образовательных организациях**

**Учебно-методическое пособие**

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Данное учебно-методическое пособие предназначено для студентов вузов, обучающихся в магистратуре по направлениям подготовки «Педагогическое образование», «Дошкольное образование», «Начальное образование», «Психология и социальная педагогика», «Психология развития и образования», «Социальная работа в системе социальных служб» и направлено на совершенствование универсальных компетенций и иноязычной коммуникативной компетенции для решения коммуникативных задач в рамках изучения предмета «Иностраный язык в профессиональной деятельности», а также в самой профессиональной деятельности обучающихся.

Может быть использовано для аудиторной и самостоятельной работы студентов, а также для широкого круга лиц, занимающихся изучением английского языка и интересующихся проблемами психологии и педагогики.

Задания в пособии предполагают работу с аутентичным материалом на английском языке по теории и практике организации воспитательного процесса в зарубежных образовательных организациях.

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## ПРЕДИСЛОВИЕ

Учебно-методическое пособие «Иностранный язык в профессиональной деятельности для студентов, обучающихся в магистратуре. Работа с аутентичным материалом на английском языке по теории и практике организации воспитательного процесса в образовательных организациях» предназначено для студентов первого курса нелингвистических специальностей уровня «Магистратура», изучающих иностранный (английский) язык. Пособие предназначено для повышения уровня владения иностранным языком, достигнутого на предыдущей ступени образования, для овладения достаточным уровнем коммуникативной компетенции, необходимого для выпускников магистратуры, что позволит им решать профессионально-коммуникативные задачи. Также данное пособие может быть использовано для самостоятельного изучения лицами, уже владеющими иностранным (английским) языком, но которым необходимо усовершенствовать его для работы в профессиональной области.

Данное пособие состоит из трех тематических разделов, содержательного блока «Professional English» («Профессиональный английский»), где каждый раздел соответствует определенному аспекту профессиональной деятельности педагога дошкольного или начального образования, учителя средней и старшей школы, психолога, социального педагога, специалиста в системе социальных служб, разбитых на девять тем. Каждая из тем рассчитана на одно аудиторное занятие с последующей самостоятельной работой в соответствии с рабочей программой дисциплины.

Содержательный компонент представлен большим количеством аутентичных текстов, заданий разного уровня сложности (Intermediate – Advanced) и основами профессиональной коммуникации. Пособие построено на принципе взаимосвязанного обучения видам речевой деятельности на профессионально ориентированном материале, который позволит преподавателю ориентироваться на общий уровень подготовки группы, а также на уровень владения иностранным языком конкретного студента уровня «Магистратура».

Задания в пособии предполагают работу с аутентичным материалом на английском языке по теории и практике организации воспитательного процесса в зарубежных образовательных организациях.

Учебно-методическое пособие «Иностранный язык в профессиональной деятельности для студентов, обучающихся в магистратуре. Работа с аутентичным материалом на английском языке по теории и практике организации воспитательного процесса в образовательных организациях» может быть полезно всем изучающим английский язык самостоятельно, тем, кому необходимо усовершенствовать его для работы в профессиональной области и всем интересующимся современными проблемами профессионального психолого-педагогического и социального образования.

## РАЗДЕЛ 1. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ НАУЧНОГО ОБЩЕНИЯ

### ТЕМА 1.1. Стилистические и грамматические особенности научного стиля речи.

Определение научного стиля. Специфика научной речи. Разновидности текстов научного стиля. Грамматические особенности текстов научного стиля. Стилистические особенности текстов научного стиля.

Работа над иностранным языком по своему характеру во многом отличается от работы над другими дисциплинами. Занятия по английскому языку могут быть успешными только при повседневной систематической работе. Следует помнить, что значительно эффективнее заниматься понемногу, но каждый день, чем несколько часов в день, но с большими перерывами.

При изучении любого материала по английскому языку всегда следует понять его, разобраться в сути явления, а затем уже через неоднократное применение довести до стадии навыка. Особенно это относится к изучению грамматики.

Усвоить грамматическое правило – значит понять его особенности, значение и употребление на уровне формы и содержания, освоить его в употреблении на практических примерах.

Полезно проводить сравнения английского языка с русским, отмечая как сходства, так и различия. Такое сравнение помогает лучше понять строй языков.

Нельзя оставлять не усвоенными ни одного грамматического раздела, иначе возникнут затруднения при изучении и усвоении дальнейшего материала. В случае необходимости студенту рекомендуется обращаться за письменной или устной консультацией к преподавателю кафедры.

*Методические разработки занятий* – разработанные профессионально-значимые тексты на английском языке с четко сформулированной целью, методами работы, содержанием занятия.

*К работе над профессионально ориентированным текстом относятся:*

1. изучение самой темы научного и профессионального содержания;
2. изучение профессиональной лексики по предложенной теме;
3. составление краткого пересказа профессионально ориентированного текста.

**1.1.1. Запишите ответ на вопрос тремя подходящим по смыслу словами в именительном падеже:**

Что такое функциональный стиль речи литературного языка, которому присущ ряд особенностей: предварительное обдумывание высказывания, монологический характер, строгий отбор языковых средств, тяготение к нормированной речи? Какой это стиль речи?

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**1.1.2. Изучите текст профессионального содержания «Scientists discover depression molecule» и составьте устный краткий пересказ:**

Scientists say they have discovered the part of the brain that is responsible for us feeling miserable, anxious and stressed. A UK-based medical research company called Heptares Therapeutics said it has located the molecule related to depression. It is a protein found inside the brain called CRF1. The company said the protein, “is important in regulating the body's response to stress and is implicated in stress-related diseases such as depression and anxiety”. The team used one of the world's most powerful x-ray machines in its research. Lead researcher Fiona Marshall said a greater understanding of the CRF1 protein could lead to ground-breaking drugs to control depression.

Britain's National Health Service (NHS) warned anyone suffering from depression or related illnesses not to get too excited about this research. It questioned whether a single molecule could really lead to depression, and said the condition actually resulted from a complex interaction of chemicals. An NHS statement expressed surprise at the way two of Britain's biggest newspapers have built the story up – “The Daily Mail” and “The Sunday Times”. The latter reported that researchers had found the “miserable molecule”, saying it was “the protein involved in all our feelings of stress, anxiety and even depression”. The NHS said: “It's a great headline, but a hugely sweeping claim”.

*Sources: Daily Mail / NHS.co.uk / Heptares.com*

**1.1.3. Изучите профессиональную лексику по предложенной теме и подберите подходящий ответ на вопросы:**

1. What feelings does the molecule control?  
a) heartache, anxiety and loss; b) pain, hurt and fear; c) loss, remorse and guilt; d) misery, anxiety and stress.
2. What does the protein regulate?  
a) brain signals; b) our response to stress; c) body temperature; d) our pulse.
3. What machine did the team use?  
a) an MRI scanner; b) the K-CRF1 X2; c) a neurologitron; d) an x-ray machine
4. What could lead to better drugs?  
a) greater funding; b) more volunteers; c) greater understanding; d) international cooperation.
5. What drugs did a researcher say could be coming?  
a) ones that raise happiness levels; b) cheaper headache pills; c) ones with unknown side effects; d) drugs to control depression.
6. What did Britain's National Health Service warn?  
a) depression will rise; b) not to suffer from depression; c) not to get too excited; d) illnesses are related.
7. What did the NHS say caused depression?  
a) a mix of chemicals; b) daily life; c) genes; d) alcohol and drugs.
8. How did the NHS feel about newspaper reports?  
a) shocked; b) saddened; c) surprised; d) stunned.
9. Which newspaper reported on the “miserable molecule”?

a) “The Brain Weekly”; b) “The Sunday Times”; c) “Neurology”; d) “The World Gazette”.

10. How did the NHS describe claims in newspaper headlines?

a) as “hugely sweeping”; b) as “not worthy of reading”; c) as “laughable”; d) as “scandalous”.

**1.1.4. Изучите текст профессионального содержания “Introducing Social Work. Core Values of Social Work” по направлению подготовки «Социальная работа в системе социальных служб»:**

The question “what is social work?” is surprisingly difficult to answer. The work that social workers do often goes unnoticed by members of the public. They often work out of sight, in families and institutional care settings.

Definitions of social work change over time. Formerly, social work activities focused primarily on solving the immediate problems of the indigent and did little to change the conditions that caused those problems. More recently, however, a vast amount of new social research has made possible analyses of the social and economic maladjustments of modern society, and the activities of social workers have been coordinated in an effort to achieve the maximum possible benefit. Principles of human rights and social justice are fundamental to social work.

Therefore, social work is a profession concerned with helping individuals, families, groups, and communities to enhance their individual and collective well-being. However, it is also concerned with broader social issues such as poverty, unemployment, and domestic violence.

Social workers promote social justice and social change with and on behalf of clients. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

**1.1.5. Найдите слова (словосочетания) в тексте профессионального содержания “Introducing Social Work. Core Values of Social Work” и вставьте в предложения:**

1. The work that social workers do often goes \_\_\_\_\_ by members of the public.

2. Definitions of social work \_\_\_\_\_ over time.

3. Principles of \_\_\_\_\_ rights and social justice are fundamental to social work.

4. Social \_\_\_\_\_ are sensitive to cultural and ethnic diversity.

**1.1.6. Изучите текст профессионального содержания «Kindergarten children lack skill in holding pencils due to iPads» по направлению подготовки «Дошкольное образование»:**

A study shows that new technology is reducing children's ability to use a pencil or pen. The study is from the National Health Service in the UK. Researchers said that nowadays, children spend so much time swiping iPads or mobile phone screens that they cannot hold a pencil properly. Children are not using pencils, so they now lack the muscle strength in their hands to be able to write properly. Researcher Dr Sally Payne said: “Children are not coming into kindergarten with the hand strength

and [ability] they had 2 years ago. Children coming into kindergarten are being given a pencil but are increasingly not able to hold it because they don't have the fundamental movement skills".

The researchers said technology is changing the physical way that children write, draw or make things. Children are increasingly using technology to create. Dr Payne explained why. She said: "It's easier to give a child an iPad than encourage them to do muscle-building play such as building blocks, cutting and sticking, or pulling toys and ropes. Because of this, they're not developing the underlying foundation skills they need to grip and hold a pencil." Some experts say technology may be causing bigger problems. One expert said if a child isn't strong enough to hold a pencil, perhaps their whole body is weak. She said it was better for children's physical development to climb trees than to watch YouTube videos.

*Sources: treehugger.com/theguardian.com/Schwellnus et al*

**1.1.7. Изучите профессиональную лексику по предложенной теме и подберите подходящий ответ на вопросы:**

1. Which organization carried out the study?

a) The World Writes; b) the Pencil Association; c) the National Health Service; d) a children's charity.

2. What do children spend a lot of time swiping these days?

a) iPads; b) things from shops; c) table tops; d) keyboards.

3. What do children lack in their hands?

a) vitamin B12; b) energy; c) bones; d) muscle strength.

4. When did children have more ability in their hands?

a) 1786; b) 10 years ago; c) at 2:45pm; d) last week.

5. What are children given in kindergartens that they increasingly cannot use?

a) books; b) balls; c) pencils; d) calculators.

6. What are children using more of to create things?

a) pens; b) technology; c) clay; d) their brain.

7. What did a researcher say children aren't pulling these days?

a) teeth; b) other children's legs; c) their weight; d) toys and ropes.

8. What did some experts say technology is causing?

a) better education; b) bigger problems; c) poor eyesight; d) progress.

9. What could be weak because of an inability to hold a pencil?

a) a child's whole body; b) brain power; c) willpower; d) a child's left knee.

10. What did the article say was better for children's development?

a) family life; b) museums; c) chocolate; d) climbing trees.

**1.1.8. Изучите грамматическую справку по теме Infinitive и установите соответствия случаев употребления конструкции и примеров.**

**The to – infinitive** употребляется:

1. после <b>too</b>	a. He advised me to apply for the job
2. после определенных глаголов ( <b>advise</b> , agree, appear, decide, expect, hope, manage, offer, promise, refuse, seem, want, afford, pretend, etc.)	b. I want to know why you've agreed to leave
3. после таких глаголов, как know, <b>decide</b> , ask, learn, remember, etc., когда за ними следует вопросительное слово (who, what, <b>where</b> , how, etc.)	c. She's too shy to talk to the manager
4. когда после " <b>why</b> " стоит подлежащее + глагол, не инфинитив	d. I would like to learn a foreign language
5. после таких прилагательных, как nice, sorry, <b>glad</b> , happy, willing, afraid, ashamed, etc.	e. She went to the bank to get some money
6. после <b>enough</b>	f. I can't decide where to go
7. после it + be (am / is / are, <b>was</b> / were) + прилагательное (+ of + существительное / местоимение)	g. He is glad to be back
8. после <b>would like</b> /would love/would prefer (чтобы выразить особое предпочтение)	h. It was nice of him to help
9. после <b>only</b> , чтобы выразить неудовлетворительный результат	i. He rushed to the back door only to discover that it was locked
10. чтобы выразить намерение (зачем, для чего, с каким намерением)	j. We've got enough money to buy a new car

**1.1.9. Переделайте предложения в косвенную речь:**

1. "Have you *had your hair cut*?" he asked Jessie.

He asked Jessie if she \_\_\_\_\_.

2. "I'm *bored*". Peter said.

Peter complained that he \_\_\_\_\_.

3. "Open the *window*", he said.

He told me to \_\_\_\_\_.

4. Jack said, "Don't *touch the wire*!"

Jack told me not to \_\_\_\_\_.

5. "Are you *leaving now*?" Sam said.

Sam asked if I \_\_\_\_\_.

6. "What time *is it*?" Bob asked.

Bob asked what time \_\_\_\_\_.

**ТЕМА 1.2. Принципы составления аннотации.** Виды аннотаций. План составления аннотации научной/профессионально-ориентированной статьи на английском и русском языках.

*Аннотация* – это короткая, сжатая, характеристика статьи, ее своеобразное резюме. В ней в обобщенном виде раскрывается тематика публикации без полного раскрытия ее содержания. Аннотация дает ответ на вопрос, о чем говорится в первичном источнике информации.

*Актуальность* статьи рассматривается в первую очередь. *Цель* – дать читателю примерное представление о содержании статьи, развивать навыки самостоятельного аналитического мышления и письменного изложения собственных мыслей.

*Прикладная значимость работы и принципы экспериментальной части* рассматриваются в аннотации перед тем, как озвучить *выводы* научной/профессионально-ориентированной статьи на английском и русском языках.

*Аннотация должна содержать:*

- четкое изложение сути поставленной проблемы,
- включать самостоятельно проведенный анализ этой проблемы с использованием концепций и аналитического инструментария, рассматриваемого в рамках изучаемой темы,
- выводы, обобщающие авторскую позицию по поставленной проблеме.

Объем аннотации на английском должен быть от 500-2000 печатных знаков.

*Состав аннотации:*

1. Вводная часть – библиографическое описание.
2. Основная часть – перечень затронутых в публикации проблем.
3. Заключительная часть – краткая характеристика и оценка, а также кому адресуется данная публикация.

Для составления аннотации прочитайте статью целиком, выделите те фразы или предложения, которые наиболее четко отображают основной посыл публикации. Далее необходимо сгруппировать выделенные предложения по отдельным разделам и оформить аннотацию. В завершении переформулируйте составленный текст более сжато и лаконично с сохранением смысла.

*Клише для аннотаций на английском языке:*

As the title implies the article describes ...	It is shown that...The paper looks at recent research
The paper is concerned with...	dealing with...
It is known that...	The main idea of the article is...
It should be noted about...	It gives a detailed analysis of...
The fact that ... is stressed.	It draws our attention to...
It is spoken in detail about...	It is stressed that...
It is reported that ...	The article is of great help to ...
Much attention is given to...	The article is of interest to ...

**1.2.1. Запишите ответ на вопрос одним словом в именительном падеже:**

Что такое короткая, сжатая, характеристика статьи, ее своеобразное резюме, где в обобщенном виде раскрывается тематика публикации без полного раскрытия ее содержания?

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**1.2.2. План составления аннотации профессионально-ориентированной статьи на английском и русском языках требует выполнения определенной последовательности действий. Установите эту последовательность:**

1. цель;
2. принципы экспериментальной части;
3. выделение актуальности;
4. вывод;
5. прикладная значимость работы.

**Запишите соответствующую последовательность цифр слева на право (→) через запятую БЕЗ пробелов. Например: 1,2,3,4,5.**

**1.2.3. Выберите единственный верный ответ на вопрос: Что НЕ относится к правилам написания аннотации в английском языке?**

1. четкое изложение сути поставленной проблемы;
2. включать самостоятельно проведенный анализ этой проблемы с использованием концепций и аналитического инструментария, рассматриваемого в рамках изучаемой темы;
3. количество запятых и точек в аннотации должно составлять от 500 до 2000 символов;
4. выводы, обобщающие авторскую позицию по поставленной проблеме.

**1.2.4. План составления аннотации научной статьи на английском и русском языках требует выполнения определенной последовательности действий. Установите эту последовательность:**

1. сгруппировать выделенные предложения по отдельным разделам;
2. прочитать статью целиком;
3. оформить аннотацию;
4. переформулировать составленный текст более сжато и лаконично с сохранением смысла;
5. выделить те фразы или предложения, которые наиболее четко отображают основной посыл публикации.

**Запишите соответствующую последовательность цифр слева на право (→) через запятую БЕЗ пробелов. Например: 1,2,3,4,5.**

**1.2.5. Изучите текст профессионального содержания “Bullied kids at higher risk of mental health problems” и составьте аннотацию на английском, используя клише:**

A new study says that children who are bullied by other kids could have mental health problems when they are adults. The study found that bullied children are more likely to suffer from depression and anxiety in adulthood than children who suffered child abuse. Researchers found that the children who experienced only bullying were 1.6 times more likely than those who experienced only child abuse to have mental health problems or to have tried to harm themselves. Researcher Dr Dieter Wolke said society often thinks bullying is a normal part of childhood. He said: “Being bullied is not a harmless rite of passage or an inevitable part of growing up; it has serious long-term consequences”.

Bullying is a big problem around the world. In Britain, about 16,000 children stay at home and do not go to school because they are often bullied. Their exam results suffer and so do their chances of going to university or getting good jobs. Bullied children may also suffer from other problems. They can have serious illnesses, an inability to focus on one thing for a long time, poor social skills, and have trouble holding down a job or staying in a relationship. Catherine Bradshaw, an expert on youth violence, said parents and schools needed to do more about recognising and preventing bullying. She said parents needed to teach their children how to communicate well with other children.

*Sources: livescience.com / medicaldaily.com / healthline.com*

**1.2.6. Повторите текст профессионального содержания “Introducing Social Work. Core Values of Social Work” по направлению подготовки «Социальная работа в системе социальных служб» из упражнения 1.1.4. и закончите предложения словами из текста:**

1. The question “what is social work?” is surprisingly \_\_\_\_\_.
2. Definitions of social work change over \_\_\_\_\_.
3. The mission of the social work profession is rooted in a \_\_\_\_\_.
4. These core values are the foundation of social work’s unique purpose and \_\_\_\_\_.

**1.2.7. Изучите текст профессионального содержания “Pre-school teachers cyber-bullied by parents and their friends” по направлению подготовки «Дошкольное образование» и составьте аннотацию на английском, используя клише:**

The children's parents are posting abusive and damaging comments about the teachers of their children on social networking websites such as Facebook and Twitter, according to new research. Even worse, some of the children's parents friends are adding their comments to what constitutes a serious escalation in the cyber-bullying of kindergarten educators. The British teaching union NASUWT conducted a survey of more than 7,500 kindergarten teachers. It found that almost half of teachers had reported abuse to the kindergarten, police or the website on which the insults were posted. Other figures show that more than 20 per cent of teachers felt they had been cyber-bullied in the past year. Three per cent of the comments were from grandparents.

The survey revealed that 64% of the comments were made by children's parents, 27% by parents' friends and relatives, and the rest a mix of both. Many of the comments related to kindergarten teachers' appearance, competence, and sexuality. Chris Keates, NASUWT general secretary, said: "It is clear that steps need to be taken to protect kindergarten and pre-school teachers from the abuse of social media by parents, grandparents and their friends". She added: "Teachers are often devastated by the vile nature of the abuse they are suffering. Some have lost their confidence to teach once they see foul and personal remarks made by children's parents in their classes and have left the profession". Many kindergarten teachers are afraid to report the abuse. They think it would lead to more trouble.

Sources: Telegraph / SKY / TES.co.uk

### 1.2.8. Прочитайте предложение и выберите один правильный ответ:

1. The teacher made me (to stay / stay / staying / having stayed) behind after school.
2. "Pauline always sits by herself". "Yes, she is too shy (to talk / talking / talk / to have talked) to anyone".
3. "Would you like to watch the film with me"? "No thanks. I'd rather (read / reading / to read / not to read) my book".

### 1.2.9. Переделайте предложения в косвенную речь:

1. "Are you leaving now"? Pam said.  
Pam asked if I \_\_\_\_\_.
2. "Have you had your hair cut?" he asked Diana.  
He asked Diana if she \_\_\_\_\_.
3. "I'm bored". Howard said.  
Howard complained that he \_\_\_\_\_.
4. "Open the window", she said.  
She told me to \_\_\_\_\_.
5. "What time is it"? Nataly asked.  
Nataly asked what time \_\_\_\_\_.
6. Rob said, "Don't touch the wire"!  
Rob told me not to \_\_\_\_\_.

**ТЕМА 1.3. Составление тезисов лекции/доклада.** Виды тезисов. Структура тезисов лекции/доклада. Требования к оформлению тезисов на английском языке.

*Тезисы* – это основные положения доклада/лекции, кратко сформулированные с целью лаконично передать содержание текста, рассказать о целях, задачах, методах, результатах описываемого исследования и сделанных автором выводах. После знакомства с тезисами читатель должен понять суть представляемой работы, ее новизну и актуальность.

Для составления тезисов лекций необходимо изучить содержание материала, разбить текст на смысловые блоки, определить главную мысль каждой части, осмыслить суть

выделенного, сформулировать своими словами или найти подходящую формулировку в тексте.

*Структура тезисов.*

Любые тезисы пишутся по стандартному шаблону:

*Тема (название).* Простое и лаконичное предложение, передающее суть доклада. Оно не должно занимать больше двух строк.

*Вступление.* Содержит информацию об актуальности и новизне. Автору необходимо ответить на два основных вопроса: «О чем будет доклад?» и «Заинтересует ли сказанное слушателей или читателей?». Никаких лишних сведений быть не должно.

*Основной текст.* Эта часть включает примеры и доказательства выдвинутых теорий или посвящается раскрытию сущности проделанной работы.

*Заключение.* Подытоживает сообщение. В финале можно еще раз акцентировать внимание на новизне и уникальности проделанной работы, наметить перспективы дальнейших исследований.

*Список использованной литературы.*

**1.3.1. Запишите ответ на вопрос одним словом в именительном падеже, во множественном числе:**

Что такое основные положения доклада/лекции, кратко сформулированные с целью лаконично передать содержание текста, рассказать о целях, задачах, методах, результатах описываемого исследования и сделанных автором выводах? \_\_\_\_\_

**1.3.2. Выберите три предложения, отвечающие на вопрос: что необходимо для составления тезисов лекций?**

1. изучить содержание материала и разбить текст на смысловые блоки;
2. определить главную мысль каждой части;
4. изложить в полной мере информацию при составлении;
5. взять информацию из неофициальных источников;
6. осмыслить суть выделенного, сформулировать своими словами или найти подходящую формулировку в тексте.

**1.3.3. К каждой позиции структуры тезисов подберите соответствующую расшифровку структуры:**

Структура тезисов		Расшифровка структуры	
1	Тема (название)	А	Содержит информацию об актуальности и новизне. Автору необходимо ответить на два основных вопроса: «О чем будет доклад?» и «Заинтересует ли сказанное слушателей или читателей?». Никаких лишних сведений быть не должно.
2	Вступление	Б	Подытоживает сообщение. Можно еще раз акцентировать внимание на новизне и уникальности проделанной работы, наметить перспективы дальнейших исследований.
3	Основной текст	В	Простое и лаконичное предложение, передающее суть доклада. Оно не должно занимать больше двух строк.
4	Заключение	Г	Эта часть включает примеры и доказательства выдвинутых теорий или посвящается раскрытию сущности проделанной работы.

**1.3.4. Изучите текст профессионального содержания “Teachers cyber-bullied by students and parents” и составьте тезисы по стандартному шаблону (тема, вступление, основной текст, заключение, список использованной литературы):**

Children as young as seven are posting abusive and damaging comments about their teachers on social networking websites such as Facebook and Twitter, according to new research. Even worse, some of the children's parents are adding their comments to what constitutes a serious escalation in the cyber-bullying of educators. The British teaching union NASUWT conducted a survey of more than 7,500 teachers. It found that almost half of teachers had reported abuse to the school, police or the website on which the insults were posted. Other figures show that more than 20 per cent of teachers felt they had been cyber-bullied in the past year. Three per cent of the comments were from under-elevens.

The survey revealed that 64% of the comments were made by pupils, 27% by parents, and the rest a mix of both. Many of the comments related to teachers' appearance, competence, and sexuality. Chris Keates, NASUWT general secretary, said: “It is clear that steps need to be taken to protect teachers from the abuse of social media by pupils and parents”. She added: “Teachers are often devastated by the vile nature of the abuse they are suffering. Some have lost their confidence to teach once they see foul and personal remarks made by pupils in their classes and have left the profession”. Many teachers are afraid to report the abuse. They think it would lead to more trouble.

*Sources: Telegraph / SKY / TES.co.uk*

**1.3.5. Повторите текст профессионального содержания “Introducing Social Work. Core Values of Social Work” по направлению подготовки «Социальная работа в системе социальных служб» из упражнения 1.1.4. и соотнесите слова (словосочетания) с**

переводом. К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:

1. marginalised	a. изолированный, обособленный
2. cultural and ethnic diversity	b. домашнее насилие
3. domestic violence	c. права человека и социальная справедливость
4. human rights and social justice	d. культурные и этнические различия

**1.3.6. Изучите текст профессионального содержания “France bans smartphones in kindergartens” по направлению подготовки «Дошкольное образование» и составьте тезисы по стандартному шаблону (тема, вступление, основной текст, заключение, список использованной литературы):**

France has voted to ban smartphones and personal tablets from kindergartens. Lawmakers voted overwhelmingly by 62-1 on Monday to prohibit children aged between 3 and 6 from even bringing their devices to kindergarten. The ban is part of a campaign to reduce addiction to electronics. It fulfills a campaign promise made by French President Emmanuel Macron in 2017. French Minister of National Education Jean-Michel Blanquer also campaigned for the ban saying devices were harmful to children's development. He called mobile devices a public health crisis and said the law protects children from the “phenomenon of screen addiction and the phenomenon of bad mobile phone use”.

The new ban extends a previous law made in 2010 that meant children could not use their devices in lessons. There are exceptions to the ban for children with disabilities and for using devices in the classroom for extra-curricular activities. Many lawmakers do not believe the ban is enough to bring about change. They believe the ban is little more than a publicity stunt. Application of the ban to children aged 7 and older will depend on the policy of individual schools. Experts have found that the increased use of mobile devices causes cyber-addiction, sleep disruption and bullying. Opponents of the ban say it is a backward step and will not lead to an increase in learning.

*Sources: medicalnewstoday.com / psychcentral.com / telegraph.co.uk*

**1.3.7. Изучите грамматическую справку по теме Infinitive и выберите один правильный ответ:**

Действительный залог:

– Present Infinitive: относится к настоящему или будущему.

She wants (to talk / to be talking / to have talked / to have been talking) to him now. (настоящее)

Sandra wants (to move / to be moving / to have moved / to have been moving) to a new house next year. (будущее)

– Present Continuous Infinitive – (to) be + Ving: описывает действие, которое происходит сейчас, в момент речи.

He is believed (to hide / to be hiding / to have hid / to have been hiding) somewhere in the mountains.

– Perfect Infinitive – (to) have + V3/ed: описывает прошлое и показывает, что действие инфинитива произошло ПОСЛЕ действия смыслового глагола.

She claims (to meet / to be meeting / to have met / to have been meeting) Richard Gere. (Сначала она встретила Richard Gere, затем она объявила о встрече с ним)

– Perfect Continuous Infinitive – (to) have + been + Ving: относится к прошлому и указывает на длительность действия инфинитива, которое произошло ПОСЛЕ действия смыслового глагола.

She is tired. She claims (to work / to be working / to have worked / to have been working) hard lately. (Мы указываем на длительное ее действие после).

Страдательный залог

– Present Infinitive: (to) be + V3/ed

He hopes (to be given / to have been given) a pay rise soon.

– Perfect Infinitive: (to) have been + V3/ed

He is said (to be injured / to have been injured) in an accident.

### 1.2.9. Переделайте предложения в косвенную речь:

1. “Have you *had your hair cut*?” he asked Felicity.

He asked Felicity if she \_\_\_\_\_.

2. “*I’m hungry*”. he said.

He complained that he \_\_\_\_\_.

3. “What date *is it*?” Iris asked.

Iris asked what date \_\_\_\_\_.

4. “*Are you sleeping now*?” Jesse said.

Jesse asked if I \_\_\_\_\_.

5. Jasper said, “Don’t *touch the wire*!”

Jasper told me not to \_\_\_\_\_.

6. “*Open the door*”, Luna said.

Luna told me to \_\_\_\_\_.

## РАЗДЕЛ 2. ОСОБЕННОСТИ РАБОТЫ С НАУЧНЫМИ И ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫМИ ТЕКСТАМИ

**ТЕМА 2.1. Приемы и техника работы с текстами научного и профессионального содержания на иностранном языке.** Этапы работы с текстами. Алгоритм работы с текстом для перевода. На чем стоит акцентировать внимание. Как работать с фразеологическими оборотами при переводе текста с английского на русский язык.

В работе над профессионально ориентированными текстами, приступая к переводу текста, необходимо прочесть весь текст или абзац, чтобы уяснить себе общее содержание на основании знакомых слов, слов-интернационализмов, рисунков и т. п. с целью определения основной темы/идеи. В некоторых словах могут оказаться знакомые части слова, по которым можно догадаться о значении нового (однокорневого) слова (при условии знания словообразующих элементов). Например, зная, что *sense* – *чувство, смысл*, а суффикс *-less* всегда обозначает отсутствие какого-либо качества, можно сделать вывод, что *senseless* является прилагательным и может переводиться как *бессмысленный, бесчувственный*. Необходимо изучить саму тему научного и профессионального содержания.

Нельзя брать в словаре первое попавшееся значение слова. Большинство слов в словаре имеет не одно, а несколько значений. Поэтому следует выбирать только слово, наиболее точно подходящее по смыслу текста, изучить профессиональную лексику по предложенной теме.

Никогда не следует переводить слова в предложении подряд. Перевод предложения нужно начинать лишь после того, как вы разобрались в построении предложения. Для этого следует прибегнуть к лексико-грамматическому анализу. В первую очередь необходимо по формальным признакам определить структуру предложения, найти подлежащее и сказуемое. Перевод текста и анализ предложений неразрывно связаны и неотделимы. Это две стороны одного процесса.

Необходимо также обратить внимание, есть ли в предложении устойчивые словосочетания, многозначные слова и т. п. Они могут представлять определенную трудность, поскольку обычно являются исключениями из правил. Рекомендуется запоминать наиболее часто встречающиеся случаи устойчивых словосочетаний и учиться анализировать функции слов.

После того как сделан «черновой» перевод текста, нужно устранить погрешности перевода: нарушение норм русского языка, неудачный порядок слов, стилистические недочеты, то есть сделать литературный перевод и составить краткий пересказ профессионально ориентированного текста. Стоит акцентировать внимание на использовании простых предложений на английском языке, что было бы оптимальным при пересказе такого текста.

*Алгоритм работы с текстом для перевода:*

1. прочесть весь текст или абзац, чтобы уяснить себе общее содержание на основании знакомых слов, слов-интернационализмов, рисунков и т. п. с целью определения основной темы/идеи;

2. прибегнуть к лексико-грамматическому анализу каждого предложения, определить структуру предложения, найти подлежащее и сказуемое;
3. обратить внимание, есть ли в предложении устойчивые словосочетания, многозначные слова и т. п.;
4. запоминать наиболее часто встречающиеся случаи устойчивых словосочетаний и учиться анализировать функции слов;
5. устранить погрешности перевода: нарушение норм русского языка, неудачный порядок слов, стилистические недочеты, то есть сделать литературный перевод текста.

### **2.1.1. Запишите ответ на вопрос фразой из трех слов в именительном падеже**

Что представляют собой разработанные профессионально-значимые тексты на английском языке с четко сформулированной целью, методами работы, содержанием занятия?

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### **2.1.2. Выберите три предложения, отвечающие на вопрос: какие из предложенных этапов работы относятся к работе над профессионально ориентированными текстами?**

1. изучение профессиональной лексики по предложенной теме
2. изучение самой темы научного и профессионального содержания
3. переписывание текста научного и профессионального содержания
4. составление краткого пересказа профессионально ориентированного текста
5. заучивание тезисов научного и профессионального содержания из текста

### **2.1.3. Алгоритм работы с текстом для перевода предполагает выполнение определенной последовательности действий. Установите эту последовательность:**

1. прибегнуть к лексико-грамматическому анализу каждого предложения, определить структуру предложения, найти подлежащее и сказуемое
2. запоминать наиболее часто встречающиеся случаи устойчивых словосочетаний и учиться анализировать функции слов
3. прочесть весь текст или абзац, чтобы уяснить себе общее содержание на основании знакомых слов, слов-интернационализмов, рисунков и т. п. с целью определения основной темы/идеи
4. устранить погрешности перевода: нарушение норм русского языка, неудачный порядок слов, стилистические недочеты, то есть сделать литературный перевод текста
5. обратить внимание, есть ли в предложении устойчивые словосочетания, многозначные слова и т. п.

**Запишите соответствующую последовательность цифр слева на право (→) через запятую БЕЗ пробелов. Например: 1,2,3,4,5.**

**2.1.4. Запишите ответ на вопрос подходящим по смыслу словосочетанием в родительном падеже:**

На чем стоит акцентировать внимание при переводе текста? Использование каких предложений было бы оптимальным? \_\_\_\_\_

**2.1.5. Чтобы работать со словарем при переводе текста с английского на русский язык необходимо выполнить определенную последовательность действий. Установите эту последовательность:**

1. постарайтесь догадаться о значении незнакомых слов по смыслу (контексту);
2. ищите слово по буквам-ориентирам в верхнем левом или правом углу страниц словаря;
3. прежде чем отыскать слово, определите, к какой части речи оно относится, хорошо запомните графический образ слова, чтобы не тратить время на повторное его прочтение и поиск в тексте;
4. прочтите один или несколько абзацев текста и постарайтесь понять его общее содержание;
5. повторите алфавит, так как все слова в словаре расположены строго в алфавитном порядке, запомните условные сокращения и обозначения, принятые в словаре.

**Запишите соответствующую последовательность цифр слева на право (→) через запятую БЕЗ пробелов. Например: 1,2,3,4,5.**

**2.1.6. Изучите текст профессионального содержания “Loneliness is becoming a big danger to health” и сделайте его литературный перевод:**

New research suggests that loneliness and social isolation may increase the risk of dying early by 50 per cent. The research is from Brigham Young University in the USA. Researchers tried to find out how loneliness affected the risk of early death. They said loneliness can occur even if people are surrounded by family and friends. Researchers also looked at the dangers to health of social isolation. This is when people have little or no contact with others. The research showed that the risk of premature death was 50 per cent lower for adults who mixed with friends and family. Researchers found that loneliness, social isolation, and living alone were all associated with an increased risk of early death.

The researchers added that loneliness, social isolation, and living alone could be more dangerous than obesity. Professor Julianne Holt-Lunstad said the results of her research are worrying because the population is aging. She said: “Many nations around the world now suggest we are facing a 'loneliness epidemic'. The challenge we face now is what can be done about it”. She suggested that one way to help with this problem is to teach social skills to children in schools. She also said doctors should talk more about loneliness to their patients. In addition, she said people should prepare for their old age social life like they take out pensions to prepare for their financial future.

*Sources: [www.medicalnewstoday.com](http://www.medicalnewstoday.com) / [psychcentral.com](http://psychcentral.com) / [www.telegraph.co.uk](http://www.telegraph.co.uk)*

**2.1.7. Повторите текст профессионального содержания “Introducing Social Work. Core Values of Social Work” по направлению подготовки «Социальная работа в системе социальных служб» из упражнения 1.1.4. и соотнесите определения с понятиями. К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:**

1. The profession or work of providing people in need with social services.	a. бедность
2. The state of not having enough money to take care of basic needs such as food, clothing, and housing.	b. безработица
3. The condition of having no job.	c. сообщество
4. The people living in one locality.	d. социальная работа

**2.1.8. Изучите текст профессионального содержания “Kindergarten educators recommend more outdoor learning” по направлению подготовки «Дошкольное образование» и сделайте его литературный перевод:**

Researchers in Britain are telling pre-schools that children should be doing more learning outdoors. The researchers say there is currently too much focus on sitting in classrooms to learn new study aid. They say outdoor learning is important for children' social skills, health and development. It also increases their quality of life. There have been five major reports over the past decade that stress the need for kindergarten students to learn outdoors and experience nature more. The researchers say that pre-schools are not taking the advice of these reports. They say outdoor learning is on the decline in Britain. The researchers want Britain's government to act to put outdoor learning on the curriculum of all kindergartens.

The report is from researchers at the University of Plymouth and the organisation Natural England. It says there are many benefits of outdoor learning for kindergarten children. One advantage is that it builds confidence in pre-school students as they experience things that were normal for their parents, like climbing trees. Another advantage is that it makes kindergarten children more aware of the environment and teaches them to respect nature. There are also health benefits as pre-school students exercise more instead of sitting in a classroom or being at home with video games. A final benefit is that it helps with the problem of what is called 'stranger danger'. This is an idea many kindergarten children in the UK today grow up hearing.

*Sources: [nurseryworld.co.uk](http://nurseryworld.co.uk)/[telegraph.co.uk](http://telegraph.co.uk)/[www.bbc.co.uk](http://www.bbc.co.uk)*

**2.1.9. Изучите грамматическую справку по теме The Subject of the Infinitive и выберите один правильный ответ:**

1. She wants (- / she) to leave now. (Инфинитивный объект и подлежащее – одно и тоже действующее лицо – “she”.)
2. They all want (- / they) to answer the question.
3. She wants (- / them) to leave now. (Инфинитивный объект – “she”, подлежащее – другое действующее лицо – “them”.)
4. I want (- / John) to explain this.

### 2.1.10. Переделайте предложения в косвенную речь:

1. “*I’m hungry*”. he said.  
He complained that he \_\_\_\_\_.
2. “Have you *had your hair cut*?” he asked Felicity.  
He asked Felicity if she \_\_\_\_\_.
3. “What date *is it*?” Iris asked.  
Iris asked what date \_\_\_\_\_.
4. Jasper said, “Don’t *touch the wire*!”  
Jasper told me not to \_\_\_\_\_.
5. “*Are you sleeping now*?” Jesse said.  
Jesse asked if I \_\_\_\_\_.
6. “*Open the door*”, Luna said.  
Luna told me to \_\_\_\_\_.

**ТЕМА 2.2. Особенности автоматизированного перевода тестов научного и профессионального содержания.** Что такое машинный перевод. Виды и стратегии машинного перевода. Алгоритм машинного перевода. Лингвистические проблемы машинного перевода.

*Машинный перевод* – это процесс автоматического перевода текстов с одного языка на другой с помощью искусственного интеллекта и без вмешательства со стороны человека.

*Алгоритм работы с текстом посредством машинного перевода требует выполнения определенной последовательности действий:*

1. Получение предложения исходного текста из файла или из буфера в памяти.
2. Разбиение предложения на слова и определение границ предложения.
3. Морфологический анализ исходного текста – получение всех возможных лексических кодов для каждого найденного в словаре слова.
4. Синтаксический анализ исходного текста – группировка однородных прилагательных и существительных, построение дерева главных/зависимых слов.
5. Семантический анализ исходного текста.
6. Осуществление перевода построенного дерева.
7. Осуществление согласования переведенного дерева – семантический, синтаксический и морфологический синтез.
8. Запись переведенного предложения в файл или в буфер.

**2.2.1. Что такое процесс автоматического перевода текстов с одного языка на другой с помощью искусственного интеллекта и без вмешательства со стороны человека? \_\_\_\_\_**

**2.2.2. Алгоритм работы с текстом посредством машинного перевода требует выполнения определенной последовательности действий. Установите эту последовательность:**

1. Получение предложения исходного текста из файла или из буфера в памяти.
2. Разбиение предложения на слова и определение границ предложения.
3. Осуществление перевода построенного дерева.
4. Запись переведенного предложения в файл или в буфер.
5. Синтаксический анализ исходного текста – группировка однородных прилагательных и существительных, построение дерева главных/зависимых слов.
6. Морфологический анализ исходного текста – получение всех возможных лексических кодов для каждого найденного в словаре слова.
7. Осуществление согласования переведенного дерева – семантический, синтаксический и морфологический синтез.
8. Семантический анализ исходного текста.

**Запишите соответствующую последовательность цифр слева на право (→) через запятую БЕЗ пробелов. Например: 1,2,3,4,5,6,7,8.**

**2.2.3. Изучите текст профессионального содержания «Unemployed young people very stressed» и переведите его посредством машинного перевода:**

A new survey from Britain shows that a third of young, unemployed people regularly “fall apart” emotionally. They are so stressed or unhappy that they cannot control their emotions, so they have problems living a “normal” life. The survey is from a youth charity called the Prince's Trust. Its researchers asked questions to 2,200 people who did not have a job. Almost half of them said they often felt anxious about everyday situations, and that they tried not to meet new people. One in eight of those surveyed said they were too stressed to leave the house. The charity said: “Thousands of young people feel like prisoners in their own homes. Without the right support, these young people become socially isolated”.

Many of these young people struggle with day-to-day life, which means it becomes more and more difficult to find a job. Britain's Employment Minister Esther McVey said: “Our young people are some of the best and most talented in the world”. She said it was important to try and match these people with the right jobs. Researcher David Fass added: “Young people are our future and it is important that we invest in them and provide them with the tools they need to reach their full potential”. Jack, 25, explained how hard it was for him to be unemployed. He said: “I would wake up and wouldn't want to leave the house. I stopped speaking to my friends and I had absolutely no confidence speaking to people”.

*Sources: Belfast Telegraph / Independent / BBC*

**2.2.4. Выберите предложения, которые являются истинными и соответствуют тексту профессионального содержания «Unemployed young people very stressed»:**

1. Around 33% of young jobless people in the UK feel very stressed. T/F.
2. Nearly all young, unemployed people find it easy to live normal lives. T/F.
3. Interviewers questioned 22,000 unemployed people. T/F.
4. Many young people said they feel like their home is a prison. T/F.
5. Britain's Employment Minister said young people had little talent. T/F.
6. The Employment Minister said there were no jobs for the unemployed. T/F.
7. A man in his twenties explained the difficulties of being unemployed. T/F.
8. The man has lost the confidence to speak to people. T/F.

**2.2.5. Повторите текст профессионального содержания “Introducing Social Work. Core Values of Social Work” по направлению подготовки «Социальная работа в системе социальных служб» из упражнения 1.1.4. Найдите слова (предлоги) в тексте и вставьте в предложения:**

1. The work that social workers do often goes unnoticed \_\_\_\_\_ members of the public.
2. Therefore, social work is a profession concerned \_\_\_\_\_ helping individuals, families, groups, and communities.
3. Fundamental \_\_\_\_\_ social work is attention to the environmental forces that create, contribute to, and address problems in living.
4. Social workers promote social justice and social change with and \_\_\_\_\_ behalf of clients.

**2.2.6. Изучите текст профессионального содержания “It's quite easy to become bilingual before age of 10” по направлению подготовки «Дошкольное образование» и переведите его посредством машинного перевода:**

New research from the Massachusetts Institute of Technology (MIT) suggests that if people want to achieve native-like proficiency in a new language, they should start learning that language before the age of ten. The researchers added that children up to the age of 17 or 18 remain adept at learning grammar. There is bad news for those who want to pick up a new language beyond their late teens. The researchers say this is past the “critical period” when language-learning ability starts to decline. Researcher Joshua Hartshorne said: “As far as a child is concerned, it's quite easy to become bilingual ... That's when you're best at learning languages. It's not really something that you can make up later”.

The research was based on an analysis of results from a 10-minute online grammar quiz. Over 670,000 language learners of all ages participated in the test. Researchers measured the grammatical ability of people who started learning a language at different points in their life. Professor Hartshorne focused on grammar rules that were most likely to confuse a non-native speaker as a gauge of that person's proficiency. MIT researcher Josh Tenenbaum suggested people simply might be too busy to learn a language later in life. He said: “After 17 or 18, you leave home, you work full time, or you

become a specialized university student. All of these might impact your learning rate for any language”.

Sources: edweek.org / euronews.com / thesun.co.uk

**2.2.7. Выберите предложения, которые являются истинными и соответствуют тексту профессионального содержания “It's quite easy to become bilingual before age of 10”:**

1. The research came from an institute of linguistics. T/F.
2. The researchers said people aren't adept at learning grammar after 10. T/F.
3. Language-learning ability declines after we reach late teens. T/F.
4. Researchers said it's not easy for children to become bilingual. T/F.
5. Over half-a-million people took an online grammar quiz. T/F.
6. Quiz questions were designed to confuse non-native speakers. T/F.
7. A researcher said adults are never too busy to learn a language. T/F.
8. Leaving home at 18 might affect your language-learning rate. T/F.

**2.1.9. Изучите грамматическую справку по теме Too/Enough и установите соответствия случаев употребления конструкции с примерами:**

1. He's clever enough to solve the problem. (Он достаточно умён, чтобы решить проблему.)	a. too + прилагательное/наречие + to – Infinitive
2. We are old enough to vote. (положительное значение)	
3. This plan is too complicated for me. (Этот план слишком трудный для меня.)	b. too ... для кого-то/чего-то
4. They run too fast for me to catch up with them. (Они бегут слишком быстро, и я не могу угнаться за ними.)	
5. This ring is too expensive for me to buy. (Это кольцо слишком дорогое для меня, чтобы я мог его купить.)	c. прилагательное/наречие + enough + to – Infinitive enough + существительное
6. We are not old enough to vote. (отрицательное значение)	
7. We've got enough money to go on holiday this year. (У нас столько денег, что мы можем поехать в отпуск в этом году.)	d. too ... для кого-то/чего-то + to – Infinitive
8. Tim is too old to join the basketball team. (Тим настолько стар, что уже не может играть в баскетбольной команде.)	e. (not) + прилагательное + enough + to – Infinitive

### 2.2.10. Переделайте предложения в косвенную речь:

1. 'I'm tired.' Finn said.  
Finn complained that he \_\_\_\_\_.
2. 'Have you *had your nails cut?*' he asked Olivia.  
He asked Olivia if she \_\_\_\_\_.
3. 'What house number *is it?*' Lily asked.  
Lily asked what house number \_\_\_\_\_.
4. Elliot said, 'Don't *touch the power socket!*'  
Elliot told me not to \_\_\_\_\_.
5. 'Are you *working now?*' Matthew said.  
Matthew asked if I \_\_\_\_\_.
6. 'Open the *wardrobe,*' Mia said.  
Mia told me to \_\_\_\_\_.

### ТЕМА 2.3. Особенности составления терминологического словаря (глоссария).

Определение глоссария. Цель составления глоссария. Алгоритм составления глоссария.

*Глоссарий* – словарь специализированных терминов и их определений.

*Статья глоссария* – определение термина.

*Содержание задания:* сбор и систематизация понятий или терминов, объединенных общей специфической тематикой, по одному либо нескольким источникам.

*Выполнение задания:*

1. внимательно прочитать работу;
2. определить наиболее часто встречающиеся термины;
3. составить список терминов, объединенных общей тематикой;
4. расположить термины в алфавитном порядке;
5. составить статьи глоссария:
  - дать точную формулировку термина в именительном падеже;
  - объемно раскрыть смысл данного термина.

### 2.3.1. Закончите предложение единственно верным вариантом из предложенных

Словарь специализированных терминов и их определений – это ...

1. Тезис.
2. Глоссарий.
3. Аннотация.
4. Презентация.

**2.3.2. Содержание задания по составлению глоссария: сбор и систематизация понятий или терминов, объединенных общей специфической тематикой, по одному либо**

нескольким источникам. Для этого вам необходимо выполнить определенную последовательность действий. Установите эту последовательность:

1. составить список терминов, объединенных общей тематикой
2. дать точную формулировку термина в именительном падеже и объемно раскрыть смысл данного термина
3. внимательно прочитать работу
4. расположить термины в алфавитном порядке
5. определить наиболее часто встречающиеся термины

Запишите соответствующую последовательность цифр слева на право (→) через запятую БЕЗ пробелов. Например: 1,2,3,4,5.

**2.3.3. Изучите текст профессионального содержания «Low social status bad for health», обратите особое внимание на выделенные термины, составьте список из этих терминов, объединенных общей тематикой, расположите термины в алфавитном порядке, дайте точную формулировку каждого термина в именительном падеже и объемно раскройте их смысл:**

A new study shows that having a low social status can be bad for our health. The study was on monkeys. Researchers from Duke University in the USA looked at the behaviour and health of 45 female monkeys and found that those with a lower social status had more health problems. The monkeys were split up into five groups of nine. The researchers gave the monkeys in each group time to get to know each other. Then they took one monkey from each group and put her into another group. This meant she was the “new girl” and was at the bottom of the group. When scientists checked the health of the monkeys, they found that the “new girl” was unhealthier than the other monkeys.

The researchers said that although their study focused on monkeys, the findings could also be true for humans because we share a lot of our DNA with monkeys. Professor Graham Rook, from University College London, told the BBC News that the findings of the study could also be seen in humans. He said governments must understand that people with a lower social status suffer more from health problems. He said that just because “people at the bottom” have got cars and TVs, it does not mean they are happy. If they feel they are at the bottom compared with richer people, their health will suffer. People who are richer can live up to two decades longer than those who are poorer.

*Sources: nhs.uk / bbc.com / newscientist.com*

**2.3.4. Соотнесите абзацы текста профессионального содержания «Ethics in Social Work» по направлению подготовки «Социальная работа в системе социальных служб» с заголовками. К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:**

1. Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The Code of Ethics in social work sets forth these values,

a. Competence

<p>principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students.</p> <p>The Code does not provide a set of rules that prescribe how social workers should act in all situations. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict.</p>	
<p>2. Social workers pursue social change and challenge social injustice. Their social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice.</p>	<p>b. Importance of Human Relationships</p>
<p>3. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships.</p>	<p>c. The Code of Ethics</p>
<p>4. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers practice within their areas of competence, develop, and enhance their professional expertise.</p>	<p>d. Social Justice</p>

**2.3.5. Изучите текст профессионального содержания «Why do children go to kindergarten?» по направлению подготовки «Дошкольное образование», определите наиболее часто встречающиеся термины, составьте список терминов, объединенных общей тематикой, расположите термины в алфавитном порядке, дайте точную формулировку каждого термина в именительном падеже и объемно раскройте их смысл:**

What is kindergarten for? This may seem an easy question to answer, but a poll taken in the USA shows people have different opinions on why kids go to kindergarten. The poll is called the 'Public's Attitudes Toward the Public Kindergartens'. It is from a global association of education professionals called PDK International. PDK asked Americans to name the biggest purpose of kindergarten. Just 45 per cent of people who took part in the poll said the main goal of kindergarten was to prepare kids to enter school. Around a quarter of people said the main purpose was to get kids ready to join the workforce. Just over 26 per cent of Americans believed the biggest reason for kindergarten was to teach children about citizenship.

Joshua Starr, CEO of PDK, said the poll questioned whether today's kindergartens were doing the right thing. He said: "One has to really question whether the direction we've been going is consistent with what the public wants". He quoted from author James Baldwin, who said in 1963 that the purpose of kindergarten is "to ask questions of the universe and learn to live with those questions". Kids had different ideas about what kindergarten was for. Elena Brankov, 15, said kindergarten was to teach children to be creative, to share ideas with others and to use technology make the world a better place. Lyndon Bailey, also 15, said kindergarten, "is just to make poor kids into robots who work and make rich people richer".

**2.3.6. Изучите грамматическую справку по теме «Герундий» и установите соответствия случаев употребления конструкции и примеров.**

**The -ing form** употребляется:

1. после определенных глаголов (consider, avoid, deny, look forward to, confess to, fancy, involve, mention, risk, spend, mind, regret, admit, suggest, imagine, etc.)	a. I <i>heard</i> Jack <u>talking</u> on the phone. (Я слышал, как Jack говорит по телефону. Я слышал кусок разговора. Я не слышал, чем он закончился и с чего он начался.)
2. в качестве существительного	b. They often <i>go</i> <u>climbing</u> at the weekends.
3. после go для выражения активности	c. She <i>likes</i> <u>going</u> for long walks.
4. после предлогов	d. <u>Swimming</u> keeps you fit.
5. после: It's no use, it's (not) worth, it's no good, be busy, what's the use of ...?, there's no point in, can't help, can't stand, be/get used to, have difficulty (in)	e. I <i>heard</i> Jack <u>talk</u> on the phone. (Я слышал, как Jack дозвонился, поговорил и попрощался по телефону)
6. после love, like, enjoy, dislike, hate and prefer, чтобы выразить общее предпочтение	f. <i>It's no use</i> <u>waiting</u> for the bus. It won't come.
7. но: see, hear, feel, watch, listen to, notice + bare infinitive, чтобы описать полное действие, то есть сказать, что кто-то видел, слышал и т.д. действие от начала до конца	g. Jessica <i>spent</i> all day <u>shopping</u> .
8. после глаголов see, hear, feel, watch, listen to and notice, чтобы описать незавершенное действие, то есть сказать, что кто-то видел, слышал и т. д. только часть действия	h. He left <i>without</i> <u>saying</u> goodbye.

**2.3.7. Прочитайте предложение и выберите один правильный ответ:**

1. I don't remember (to see / see / seeing / being seen) that shop before.
2. There's no point in (to get / getting / got / get) angry. He didn't mean to annoy you.
3. 'Why are you all so excited?' 'Dad suggested (spend / spending / to spend / to be spending) the weekend in the mountains.'
4. She prefers (to wear / wear / wearing / wears) trousers to skirts.

**2.3.8. Прочитайте грамматическую справку и установите соответствие Clauses и Examples. К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:**

Clauses		Example	
1	Time Clauses	A	They went to the beach to enjoy the sunset.
2	Clauses of Result	B	They look as if they are celebrating.
3	Clauses of Reason	C	I was tired, so I went to bed early.

4	Clauses of Purpose	D	I'll call you as soon as I get home.
5	Clauses of Contrast	E	They came home late because of the traffic.
6	Clauses of Manner	F	They enjoy working even though it is very hard.

### 2.3.9. Переделайте предложения в косвенную речь:

1. "Have you *had your hair dye*?" he asked Ryan.

He asked Ryan if he \_\_\_\_\_.

2. "I'm *sick*". Caleb said.

Caleb complained that he \_\_\_\_\_.

3. "Open the *trunk*", Layla said.

Layla told me to \_\_\_\_\_.

4. Mom said, "Don't *touch the street dog*!"

Mom told me not to \_\_\_\_\_.

5. "Are you *leaving now*?" Nancy said.

Nancy asked if I \_\_\_\_\_.

6. "What time *is it*?" Liam asked.

Liam asked what time \_\_\_\_\_.

### ТЕМА 2.4. Перевод текстов профессионально-ориентированного тематики.

Определение перевода. Особенности перевода профессионально-ориентированных текстов. Грамматические и лексические проблемы перевода. Перевод многокомпонентных терминологических сочетаний.

1. Не стремитесь сразу обращаться к словарю. Сначала прочтите один или несколько абзацев текста и постарайтесь понять его общее содержание.

2. Перед тем, как найти слово в словаре, постарайтесь догадаться о его значении по смыслу (контексту). Проверьте свое предположение по словарю.

3. Повторите алфавит, так как все слова в словаре расположены строго в алфавитном порядке.

4. Запомните условные сокращения и обозначения, принятые в словаре.

5. Прежде чем отыскать слово, определите, к какой части речи оно относится.

6. Хорошо запомните графический образ слова, чтобы не тратить время на повторное его прочтение и поиск в тексте.

7. Ищите слово по буквам-ориентирам в верхнем левом или правом углу страниц словаря.

8. Помните, что слова даются в словарных, исходных формах: имя существительное – в единственном числе, глагол – в неопределенной форме (в инфинитиве).

9. Помните, что почти все слова многозначны, и поэтому не останавливайтесь на первом значении слова, а просмотрите все значения, данные в словарной статье, и выберите наиболее подходящее по контексту.

### 2.4.1. Прочитайте текст и установите соответствие частей речи и исходной формы

Помните, что слова даются в словарных, исходных формах, что почти все слова многозначны, и поэтому не останавливайтесь на первом значении слова, а просмотрите все значения, данные в словарной статье, и выберите наиболее подходящее по контексту. Соотнесите части речи и их исходные формы.

К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:

Часть речи		Исходная форма	
1	имя существительное	А	в инфинитиве (неопределенной форме)
2	глагол	Б	в единственном числе
3	прилагательное	В	ни один из вариантов
4	наречие		

### 2.4.2. Изучите текст профессионального содержания “Youth support services could be extended to the age of 25” и переведите его, используя словарь:

Scientists have changed their estimation of when adolescence ends and adulthood starts. Adolescence is that difficult time when children develop into adults. It was traditionally thought to coincide with our teenage years. However, scientists from the University of Melbourne have redefined this. They say it can start at the age of 10 and continue to the age of 24. Puberty used to occur around the age of 14, but because of improved health and nutrition, puberty can now start at the age of 10, especially in the developed world. Likewise, the upper age for when adolescence ends has been increased. This is because we stay in education longer, and delay responsibilities like marriage, parenthood and getting a job.

The scientists published their study in the “Lancet Child and Adolescent Health” journal. They say society needs to change laws to take into account the findings of the research. Professor Susan Sawyer said: “Although many adult legal privileges start at age 18, the adoption of adult roles and responsibilities generally occurs later”. The researchers say youth support services could be extended to the age of 25. However, this could be problematic in many countries around the globe. There is a big difference in the legal age at which nations recognize adulthood. Children legally become adults at the age of 15 in Indonesia, Myanmar and Yemen. In Singapore, Zambia and Honduras, the age is 21.

*Sources: foxnews.com/thelancet.com/newsweek.com*

### 2.4.3. На основе текста профессионального содержания “Youth support services could be extended to the age of 25” впишите корректно выделенные слова:

Scientists have changed their stinemoait \_\_\_\_\_ of when adolescence ends and adulthood starts. Adolescence is that difficult time when children develop into adults. It was traditionally thought to idccineo \_\_\_\_\_ with our teenage years. However,

scientists from the University of Melbourne have ednifedre \_\_\_\_\_ this. They say it can start at the age of 10 and continue to the age of 24. Puberty used to occur around the age of 14, but because of improved health and initutrno \_\_\_\_\_, ytbrpeu \_\_\_\_\_ can now start at the age of 10, especially in the developed world. Likewise, the upper age for when adolescence ends has been increased. This is because we stay in education longer, and delay responsibilities like mgiaerar \_\_\_\_\_, parenthood and getting a job.

The tnisessic \_\_\_\_\_ published their study in the “Lancet Child and Adolescent Health” journal. They say eoystci \_\_\_\_\_ needs to change laws to take into account the findings of the research. Professor Susan Sawyer said: “Although many adult legal ielprvige \_\_\_\_\_ start at age 18, the aotpdoni \_\_\_\_\_ of adult roles and responsibilities generally occurs later”. The researchers say youth support services could be ndxedtee \_\_\_\_\_ to the age of 25. However, this could be problematic in many countries around the globe. There is a big difference in the legal age at which nations rioegncz \_\_\_\_\_ adulthood. Children legally become adults at the age of 15 in Indonesia, Myanmar and Yemen. In Singapore, Zambia and Honduras, the age is 21.

**2.4.4. На основе текста профессионального содержания “Youth support services could be extended to the age of 25” сопоставьте вопросы и ответы на них:**

What do children develop into during adolescence?	15
What did people think adolescence coincided with?	In the developed world
When did puberty use to start?	18
Where is it now common for puberty to start from the age of 10?	Teenage years
What are adults spending a longer time in?	21
What did the researchers say needed to change?	Adults
What age did a professor say adult legal privileges started at?	14
Until what age did researchers suggest extending support services?	Laws
When do people in Myanmar become adults?	Education
When do people in Honduras become adults?	25

**2.4.5. Выберите предложения, которые являются истинными и соответствуют тексту профессионального содержания “Youth support services could be extended to the age of 25”:**

1. Scientists amended the range for which adolescence starts and ends. T/F.
2. People believed adolescence and our teenage years were similar. T/F.
3. Children used to reach puberty at the age of ten. T/F.
4. The age for adolescence increased due to lengthier education. T/F.
5. The scientists suggested new laws for adolescents. T/F.
6. The researchers want youth support services stopped at 18. T/F.

7. All countries use the same age to decide when someone is an adult. T/F.
8. In Zambia, people are adults when they turn 18. T/F.

**2.4.6. Повторите текст профессионального содержания “Ethics in Social Work” по направлению подготовки «Социальная работа в системе социальных служб» из упражнения 2.3.4. и выберите один правильный ответ для каждого предложения:**

1. Professional ethics are at the core (of / with / for / on) social work.
2. Further, the Code (with / at / of / to) Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict.
3. Social workers seek to enhance clients’ capacity and opportunity (on / to / with / for) change and to address their own needs.
4. Social workers behave (with / at / in / for) a trustworthy manner.

**2.4.7. Изучите текст профессионального содержания “The world needs more kindergarten teachers” по направлению подготовки «Дошкольное образование» и переведите его, используя словарь:**

A report from the United Nations (UN) says the world needs another 69 million kindergarten teachers by the year 2030. The UN agency UNESCO made a promise in 2015 that every child in the world is to receive a pre-school education within the next 14 years. The agency says a lot of work needs to be done to find the number of kindergarten teachers for pre-schools. The biggest numbers of kindergarten teachers needed are in sub-Saharan Africa and southern Asia. UNESCO says there needs to be a huge effort to get the 69 million kindergarten teachers. At the moment, UNESCO says there are “massive shortages” of pre-school teachers around the world. There are currently 263 million children who do not go to kindergarten. Around 25 million of these might never get an education.

The UN report warns that there are shortages of kindergarten teachers in countries with rising populations. This makes it harder to find enough pre-school teachers as there are more and more children being born. The report says: “Without urgent and sustained action, the situation will deteriorate in the face of rising demand for education”. UNESCO is also worried about the quality of kindergarten teachers in some countries. In countries like Ghana, Liberia and Sierra Leone, fewer than 60 per cent of teachers in pre-school have been trained. There are also worries about group sizes. The UN says: “In countries like Malawi, it is common to find over 100 children in groups....This has been a persistent problem for many years”.

*Sources: <http://www.bbc.com> / <https://www.tes.com> / <http://www.uis.unesco.org>*

**2.4.8. Ответьте на вопросы по тексту профессионального содержания «The world needs more kindergarten teachers»:**

1. By when does the world need another 69 million teachers?  
a) 2025 b) 2030 c) 2020 d) 2035.
2. What did UNESCO make to children in 2015?  
a) an order b) a suggestion c) a joke d) a promise.

3. Where is the biggest number of teachers needed, besides Asia?  
a) sub-Saharan Africa b) southern Africa c) North Africa d) all of Africa.
4. When did UNICEF say there were “massive shortages” of teachers?  
a) in 2015 b) several years ago c) at the moment d) in the year 2000.
5. How many children around the world might never get an education?  
a) just less than 25 million b) around 25 million c) exactly 25 million d) slightly more than 25 million.
6. What are there more and more of in countries with rising populations?  
a) groups b) shortages c) children d) teachers.
7. What does the report say there is a rising demand for?  
a) faces b) reports c) children d) education.
8. What is UNESCO worried about the quality of?  
a) teachers b) faces c) children d) reports
9. How many of Sierra Leone's kindergarten teachers been trained?  
a) fewer than 60 per cent b) fewer than 16 per cent c) more than 60 per cent d) exactly 60 per cent.
10. How many children per group is it common to find in Malawi?  
a) no more than 60 b) more than 100 c) around 32 d) 8.

**2.4.9. Выберите предложения, которые являются истинными и соответствуют тексту профессионального содержания “The world needs more kindergarten teachers”:**

1. The world needs 69 million more kindergarten teachers by the end of the next decade. T/F.
2. In 2015, UNESCO promised all children a pre-school education. T/F.
3. The biggest number of kindergarten teachers needed is in China. T/F.
4. There are 263 million children who do not go to kindergarten. T/F.
5. There are no pre-school teacher shortages in countries with a growing population. T/F.
6. UNESCO is not worried about the quality of kindergarten teachers. T/F.
7. In Ghana, only 40% of pre-school teachers are trained. T/F.
8. Malawi has groups sizes of over 100 children. T/F.

**2.4.10. Расположите слова в грамматически-верной последовательности так, чтобы получились логичные предложения, соответствующие содержанию текста “The world needs more kindergarten teachers”:**

1. 2030 year the by teachers million 69 another The needs world.
2. a lot of work needs to be done The agency says.
3. effort be There 69 to a needs million get huge to teachers the.
4. There kindergarten to go not do who children million 263 currently are.
5. these get Around of never education million might an 25.
6. countries in teachers of Shortages populations rising with.
7. quality also of worried teachers about UNESCO the is.

8. been trained Fewer than 60% of teachers in kindergarten have.
9. find children It to 100 groups common over in is.
10. been many a years persistent This problem has for.

**2.4.11. Изучите грамматическую справку по теме «Глаголы, после которых употребляется to-infinitive или герундий без разницы в значении» и выберите наиболее подходящую инфинитивную форму:**

1. They started (to talk / talking).
2. It's beginning (to get / getting) dark. (NOT: It's ~~beginning~~ getting dark)
3. They don't allow us (to park / parking) here. (объект)
4. We aren't allowed (to park / parking) here. (пассивная форма)
5. They don't allow (to park / parking) here. (нет объекта)
6. The flat needs (decorating / to decorate).
7. The flat needs (to decorate / to be decorated). (пассивная форма)

**2.4.12. Переделайте предложения в косвенную речь:**

1. "*I'm hungry*". he said.  
He complained that he \_\_\_\_\_.
2. "Have you *had your hair cut*?" he asked Felicity.  
He asked Felicity if she \_\_\_\_\_.
3. "What date *is it*?" Iris asked.  
Iris asked what date \_\_\_\_\_.
4. Jasper said, "Don't *touch the wire*!"  
Jasper told me not to \_\_\_\_\_.
5. "*Are you sleeping now*?" Jesse said.  
Jesse asked if I \_\_\_\_\_.
6. "*Open the door*", Luna said.  
Luna told me to \_\_\_\_\_.

## РАЗДЕЛ 3. ПРЕЗЕНТАЦИЯ НАУЧНОГО ДОКЛАДА

**ТЕМА 3.1. Структура презентации.** Этапы создания презентации. Фразы-клише и активная лексика каждого этапа презентации.

*Цели самостоятельной работы:*

- освоение (закрепление, обобщение, систематизация) учебного материала;
- обеспечение контроля качества знаний;
- становление общекультурной компетенции.

*Выполнение задания:*

1. Этап проектирования:

- сбор необходимого материала (тексты, рисунки, схемы и др.);
- формирование структуры и логики подачи материала;
- создание папки, в которую помещен собранный материал.

2. Этап конструирования:

- выбор программы MS Power Point в меню компьютера;
- определение дизайна слайдов;
- наполнение слайдов, содержащих собранную текстовую и наглядную информацию;
- установка режима показа слайдов (титульный слайд, включающий наименование кафедры, где выполнена работа, название презентации, город и год; содержательный – список слайдов презентации, сгруппированных по темам сообщения; заключительный слайд содержит выводы, пожелания, список литературы и пр.).

3. Этап моделирования – проверка и коррекция подготовленного материала, определение продолжительности его демонстрации.

*Планируемые результаты самостоятельной работы:*

- повышение информационной культуры студентов и обеспечение их готовности к интеграции в современное информационное пространство;
- способность к критическому восприятию, обобщению, анализу профессиональной информации, постановке цели и выбору путей ее достижения;
- готовность использовать индивидуальные креативные способности для оригинального решения исследовательских задач.

*Фразы, используемые для подготовки презентации по тематике научного интереса магистранта*

## **INTRODUCTION**

Welcoming the audience  
Saying what your topic is

Good morning / afternoon, ladies and gentlemen.

Today's topic is...

Hello / Hi, everyone. What I'd like to present to you today is...

First of all, let me thank you all for coming here today.

The subject of my presentation is...

I'm happy / delighted that so many of you could make it today.

In my presentation I would like to report on...

Introducing yourself

Explaining why your topic is relevant for your audience

Let me introduce myself. I'm...from...

Today's topic is particularly relevant to those of you who are interested in...

Let me just start by introducing myself. My name is...

The topic is very important because...

I've divided my presentation into three main parts.

In my presentation I'll focus on three major issues.

First (of all), I'll be looking at..., second..., and third...

I'll begin / start off by explaining...

Then / Next / After that, I'll go on to...

Finally, I'll offer some solutions.

Timing

My presentation will take about 20 minutes.

It should take about 30 minutes to cover these issues.

Handouts

Does everybody have a handout / report?

Please take one and pass them on.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the PowerPoint slides at the end of my talk.

I'll email the PowerPoint presentation to you.

Questions

There will be time for questions after my presentation.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at any time during my talk.

## **THE MAIN PART**

Talking about issues

I think we first need to identify the problem.

Of course we'll have to clarify a few points before we start.

We will have to deal with the problem of increasing prices.

How shall we cope with unfair business practices?

The question is: why don't we tackle the distribution problems?

If we don't solve this problem now, we'll get into serious trouble soon.

We will have to take care of this problem now.

Referring to other points

I'd like to mention some critical points in connection with / concerning payment.

There are a few problems regarding the quality.

With respect / regard to prices, we need more details.

According to the survey, our customers are unhappy with this product.

Adding ideas

In addition to this, I'd like to say that our IT business is going very well.

Moreover / Furthermore, there are other interesting facts we shall look at.

As well as that, we can offer excellent conditions.

Apart from being too expensive, this model is also too big.

To increase sales we need a new strategy plus more people.

## CONCLUSION

Signaling the end of the presentation

As a final point, I'd like to...

OK, I think that's everything I wanted to say...

Thank you all for listening.

Summarizing the main points

To sum up then, we...

Just to summarize the main points of my talk...

Recommending or suggesting something

In my opinion, we should ...

I'd like to run through my main points again...

What I'd like to suggest is...

Inviting questions

We just have time for a few questions.

Are there any questions?

Dealing with interruptions

If you don't mind, I'll deal with the question later in my presentation.

Can we get back to that a bit later?

**3.1.1. Выберите три предложения, отвечающие на вопрос: что представляют собой цели самостоятельной работы по разработке мультимедийной презентации?**

1. освоение учебного материала;
2. систематизация качества знаний;
3. обеспечение контроля качества знаний;
4. закрепление, обобщение коммуникативной компетенции;
5. становление общекультурной компетенции.

**3.1.2. Запишите ответ на вопрос подходящим по смыслу словосочетанием в родительном падеже**

Какой этап разработки мультимедийной презентации характеризуется сбором необходимого материала, формированием структуры и логики подачи материала и созданием папки, в которую помещен собранный материал? \_\_\_\_\_

**3.1.3. Выберите единственный верный ответ на вопрос: что при разработке мультимедийной презентации на этапе конструирования считается преждевременным?**

1. определение продолжительности демонстрации подготовленного материала;
2. выбор программы MS Power Point в меню компьютера;
3. определение дизайна слайдов;
4. наполнение слайдов, содержащих собранную текстовую и наглядную информацию.

**3.1.4. Прочитайте текст и установите соответствие.**

Фразы, используемые для подготовки презентации по тематике научного интереса магистранта необходимо соотнести с соответствующим этапом разработки мультимедийной презентации.

**К каждому этапу разработки подберите соответствующую фразу, используемую для подготовки:**

Этапы разработки		Фразы, используемые для подготовки	
1	Introduction	A	Summarizing the main points
2	The main part	B	Referring to other points
3	Conclusion	C	The subject of my presentation is...

**3.1.5. Изучите текст профессионального содержания “Woodland gives city kids better mental health” и подготовьте по нему мультимедийную презентацию (максимум 10 слайдов) в три этапа (проектирования, конструирования и моделирования):**

Children who live near woodland in a city have better mental health than children who do not. Researchers say children who visit and experience the great outdoors every day develop better thinking skills. They also have a lower risk of behavioural and emotional problems. Lead author of the research Mikael Maes, from University College London, talked about his research. He said: “These findings contribute to our understanding of the natural environment as an important protective

factor for [a child's] cognitive development and mental health". Another report author, Professor Kate Jones, said seeing and hearing the sounds of nature provides psychological benefits for children.

In the four-year study, researchers studied 3,568 children aged between 9 and 15 at 31 schools in London. They examined the links between the natural environment and thinking skills, mental health and overall well-being. The researchers calculated how going to woodland and parks, and "blue space" like rivers, lakes and the sea, affected children's health. They asked children to take memory-based tests. The children who visited woodland every day scored higher on the tests. They also had a 17 per cent lower risk of emotional and behavioural problems. Mr. Maes recommended all children experience "forest bathing" or "forest therapy". This is "being immersed in the sights, sounds and smells of a forest".

Sources: [cnn.com](http://cnn.com) / [phys.org](http://phys.org) / [zmescience.com](http://zmescience.com)

**3.1.6. Повторите текст профессионального содержания "Ethics in Social Work" по направлению подготовки «Социальная работа в системе социальных служб» из упражнения 2.3.4. и соотнесите словосочетания с переводом. К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:**

1. a financial return	a. профессиональный опыт и знания
2. to set forth principles	b. человеческое достоинство
3. worth of the person	c. формулировать принципы
4. a professional expertise	d. денежная прибыль

**3.1.7. Изучите текст профессионального содержания "Seeing and hearing the sounds of nature provides psychological benefits for kindergarten children" по направлению подготовки «Дошкольное образование» и подготовьте по нему мультимедийную презентацию в три этапа (проектирования, конструирования и моделирования):**

Children who live near woodland in a city have better mental health than children who do not. Researchers say children who visit and experience the great outdoors every day develop better thinking skills. They also have a lower risk of behavioural and emotional problems. Lead author of the research Mikael Maes, from University College London, talked about his research. He said: "These findings contribute to our understanding of the natural environment as an important protective factor for [a child's] cognitive development and mental health". Another report author, Professor Kate Jones, said seeing and hearing the sounds of nature provides psychological benefits for children.

In the four-year study, researchers studied 3,568 children aged between 3 and 7 at 31 kindergartens in London. They examined the links between the natural environment and thinking skills, mental health and overall well-being. The researchers calculated how going to woodland and parks, and "blue space" like rivers, lakes and the sea, affected children's health. They asked children to take memory-based tests. The children who visited woodland every day scored higher on the tests. They also had a 17 per cent lower risk of emotional and behavioural problems. Mr. Maes recommended all children experience "forest bathing" or "forest therapy". This is "being immersed in the sights, sounds and smells of a forest".

Sources: [cnn.com](http://cnn.com) / [phys.org](http://phys.org) / [zmescience.com](http://zmescience.com)

**3.1.8. Соотнесите вопросы собеседования с ответами. К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:**

<p>1. Introduce yourself. What faculty are you studying? What are you studying?</p>	<p>a. My course lasts 2 years. The course involves three “taught” semesters and a final “self-study” semester.</p>
<p>2. How long does your course last? What does the course involve?</p>	<p>b. I have not yet decided what my thesis will be about. I am interested in the issues of .....</p>
<p>3. What will your master’s thesis be about?</p>	<p>c. I believe that earning a Master’s degree is important for my further career growth and development in the profession. It is also an additional acquisition of knowledge which is never enough. A master’s degree will provide me with my further career development and also help me gain new knowledge in the field of oil and gas business.</p>
<p>4. What do you think about a master’s degree? What are the reasons that made you do your master’s degree?</p>	<p>d. Let me introduce myself. My name is Alexey Ivanov. I’m a first-year student of Nizhnevartovsk State University and I am doing my Master’s degree. I’m studying at the Faculty of Ecology and Engineering. I am studying Oil and Gas Engineering (Management of Well Operation and Maintenance).</p>

**3.1.8. Изучите грамматическую справку по теме «Глаголы, после которых употребляется to-infinitive или герундий в зависимости от значения» и выберите наиболее подходящую инфинитивную форму:**

1. I'm sorry, I forgot (to call / calling) you.
2. I'll never forget (to win / winning) my first gold medal.
3. Remember (to call / calling) Jack tonight.
4. I don't remember (to see / seeing) you here before.
5. He welcomed us and went on (to offer / offering) us some drinks.
6. They went on (to talk / talking) for hours.
7. She means (to open / opening) her own shop.
8. Being a pilot means (to travel / travelling) a lot.
9. I regret (to inform / informing) you that you have failed the exam.
10. I regret (to make / making) that mistake; I lost my job.
11. He tried (to win / wining) the race.

12. Try (to exercise / exercising), you may lose weight.
13. He stopped (to drink / drinking) some tea and then continued working.
14. He stopped (to eat / eating) junk food because it is unhealthy.
15. I'm sorry (to interrupt / interrupting), but can I ask you question?
16. I'm sorry for (to shout / shouting) at you.
17. I like (to exercise / exercising) every day.
18. She likes (to swim / swimming).
19. I would like (to see / seeing) this film.
20. He is afraid (to take / taking) the test in case he fails again.
21. She doesn't want (to ride / ridding) the horse.
22. She is afraid of (to fall and to hurt / falling and hurting) herself.

**ТЕМА 3.2. Особенности использования наглядности при подготовке презентации на иностранном языке.** Наглядность при подготовке презентации на иностранном языке.

В обучении языку все многообразие видов наглядности можно свести к двум основным:

1. Языковая наглядность
2. Неязыковая наглядность.

Первый вид наглядности включает в себя:

1. Коммуникативно-речевую наглядность, наглядную демонстрацию коммуникативно-смысловой функции языкового явления в речи (устной и письменной).
2. Демонстрацию языковых явлений в изолированном виде (фонем, морфем, слов, предложений и др.) в устной или письменной форме.
3. Лингвистическую и грамматическую схемную наглядность (схемы, таблицы и др.)

К неязыковой наглядности относятся все способы предъявления экстралингвистических факторов окружающей действительности: естественная, изобразительная наглядность (картины, диафильмы, фильмы).

*В зависимости от вида анализатора различают:*

- слуховую;
- зрительную;
- двигательно-моторную наглядности.

Имеет место комбинирование различных видов наглядности.

В зависимости от цели использования наглядности можно говорить о следующих ее *функциях*:

1. Презентация языкового материала (в связной речи или в изолированном виде).
2. Уточнение знания языкового явления.
3. Создание условий для естественного использования языка как средства обучения, для коммуникативного пользования языковым материалом в устной и письменной речи.

При использовании наглядных методов обучения необходимо соблюдать *ряд условий*:

1. применяемая наглядность должна соответствовать возрасту учащихся;

2. наглядность должна использоваться в меру и показывать ее следует постепенно и только в соответствующий момент урока;

3. наблюдение должно быть организовано таким образом, чтобы все учащиеся могли хорошо видеть демонстрируемый предмет;

4. необходимо четко выделять главное, существенное при показе иллюстраций;

5. детально продумывать пояснения, даваемые в ходе демонстрации явлений;

6. демонстрируемая наглядность должна быть точно согласована с содержанием материала;

7. привлекать самих учеников к нахождению желаемой информации в наглядном пособии или демонстрационном устройстве.

Используются различные виды наглядности и, соответственно, различные наглядные пособия. Важное место занимает изобразительная наглядность, которая имеет целью дать отображение реального мира (фотографии, рисунки, картины). Преподаватель на уроке часто использует пособия этой группы. Их преимущество в том, что можно заменить реальный предмет определенными изображениями, ведь показать реальный предмет на занятии часто бывает очень трудно или невозможно (например, крупных животных, исторические эпизоды). Эта группа наглядных пособий позволяет формировать многообразие представлений о Вселенной, о различных сторонах жизни природы и человека.

К изобразительным средствам наглядности относят и технические средства – учебные видеофильмы, аудиозаписи, радио- и телепередачи. Эти наглядные средства называют аудиовизуальными, позволяющими использовать в учебном процессе звук и изображение.

### **3.2.1. Какие можно выделить планируемые результаты самостоятельной работы над мультимедийной презентацией?**

1. повышение информационной культуры студентов и обеспечение их готовности к интеграции в современное информационное пространство;

2. установка режима показа слайдов (титульный слайд, включающий наименование кафедры, где выполнена работа, название презентации, город и год; содержательный – список слайдов презентации, сгруппированных по темам сообщения; заключительный слайд содержит выводы, пожелания, список литературы и пр.);

3. способность к критическому восприятию, обобщению, анализу профессиональной информации, постановке цели и выбору путей ее достижения;

4. готовность использовать индивидуальные креативные способности для оригинального решения исследовательских задач;

5. проверка и коррекция подготовленного материала, определение продолжительности его демонстрации.

**3.2.2. Изучите текст профессионального содержания “Why do children go to school?”, установите предложения, которые являются истинными и соответствуют содержанию:**

A new survey from Britain shows that a third of disabled children regularly “fall apart” emotionally. They are so stressed or unhappy that they cannot control their emotions, so they have problems living a “normal” life. The survey is from a youth charity called the Prince's Trust. Its researchers asked questions to 2,200 disabled children who did not visit kindergartens. Almost half of them said they often felt anxious about everyday situations, and that they tried not to meet new people. One in eight of those surveyed said they were too stressed to leave the house. The charity said: “Thousands of disabled children feel like prisoners in their own homes. Without the right support, these young people become socially isolated”.

Many of these disabled children struggle with day-to-day life, which means it becomes more and more difficult to visit a kindergarten. Britain's Employment Minister Esther McVey said: “Our young people are some of the best and most talented in the world”. She said it was important to try and match these disabled children with the right social activities and education. Researcher David Fass added: “Young people are our future and it is important that we invest in them and provide them with the tools they need to reach their full potential”. Disabled Jack, 9, explained how hard it was for him to be isolated and hadn't an opportunity to visit a kindergarten. He said: “I would wake up and wouldn't want to leave the house. I stopped speaking to my friends and I had absolutely no confidence speaking to people. I was afraid the teachers and groupmates won't understand me, I was afraid of bullying”.

*Sources: Daily Mail / NHS.co.uk / Heptares.com*

1. The article says it seems easy to say what school is for. T/F.
2. A poll was taken by an association of technology CEOs. T/F.
3. Half of people said kids getting a job was the main reason for schools. T/F.
4. A quarter of people said teaching citizenship is the purpose of schools. T/F.
5. The polling company CEO was sure schools were doing the right thing. T/F.
6. The CEO quoted a writer from the twentieth century. T/F.
7. The writer said school was to ask questions of the universe. T/F.
8. A 15-year-old said schools were to make poor kids richer. T/F.

**3.2.3. Прочитайте грамматическую справку по теме «Причастия» и к каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:**

1. The man standing at the door is my boss.	a. After she had done her homework, she watched TV.
2. Having done her homework, she watched TV.	b. He broke his arm while he was playing hockey.
3. The information presented in the article was invaluable.	c. Because he was late, Adam took a taxi.

4. He broke his arm (while) playing hockey.	d. Because she had spent all her money, Pam asked for a loan.
5. Seeing the shadow, he screamed.	e. The man who is standing at the door is my boss.
6. Being late, Adam took a taxi.	f. The information which was presented in the article was invaluable.
7. She was climbing up a ladder carrying a bucket.	g. He saw the shadow and he screamed.
8. Having spent all her money, Pam asked for a loan.	h. She was climbing up a ladder and she was carrying a bucket.

**3.2.4. Изучите текст профессионального содержания “Disabled children are very stressed not visiting a kindergarten” по направлению подготовки «Дошкольное образование», установите предложения, которые являются истинными и соответствуют содержанию:**

A new survey from Britain shows that a third of disabled children regularly “fall apart” emotionally. They are so stressed or unhappy that they cannot control their emotions, so they have problems living a “normal” life. The survey is from a youth charity called the Prince's Trust. Its researchers asked questions to 2,200 disabled children who did not visit kindergartens. Almost half of them said they often felt anxious about everyday situations, and that they tried not to meet new people. One in eight of those surveyed said they were too stressed to leave the house. The charity said: “Thousands of disabled children feel like prisoners in their own homes. Without the right support, these young people become socially isolated”.

Many of these disabled children struggle with day-to-day life, which means it becomes more and more difficult to visit a kindergarten. Britain's Employment Minister Esther McVey said: “Our young people are some of the best and most talented in the world”. She said it was important to try and match these disabled children with the right social activities and education. Researcher David Fass added: “Young people are our future and it is important that we invest in them and provide them with the tools they need to reach their full potential”. Disabled Jack, 9, explained how hard it was for him to be isolated and hadn't an opportunity to visit a kindergarten. He said: “I would wake up and wouldn't want to leave the house. I stopped speaking to my friends and I had absolutely no confidence speaking to people. I was afraid the teachers and groupmates won't understand me, I was afraid of bullying”.

*Sources: Belfast Telegraph / Independent / BBC*

1. Around 33% of disabled children in the UK feel very stressed. T/F.
2. Nearly all young, disabled people find it easy to live normal lives. T/F.
3. Interviewers questioned 22,000 disabled children who visited kindergartens. T/F.
4. Many disabled children said they feel like their home is a prison. T/F.
5. Britain's Employment Minister said young people had little talent. T/F.
6. The Employment Minister said there were no kindergartens for the disabled. T/F.

7. A disabled child in his nine explained the difficulties of being isolated and not having an opportunity to visit a kindergarten. T/F.

8. The disabled boy was afraid of bullying from the teachers and groupmates. T/F.

**3.2.5. Прочитайте грамматическую справку с примерами и установите соответствие Conditionals и Examples. К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:**

Conditionals		Example	
1	Type 0	A	If I had time, I would take up a sport.
2	Type 1	B	If you need help, come and see me.
3	Type 2	C	If he had studied harder, she would have passed the test.
4	Type 3	D	If the temperature falls below 0, water turns into ice.

**3.2.6. Прочитайте грамматическую справку и выберите ответ, соответствующий приведенному примеру:**

We use the verb wish and the expression if only to express a wish. 'If only' is more emphatic than 'I wish'.

*E.g. I wish I could understand what he's saying.*

1. Luckily, I understand what he's saying.
2. But I don't understand what he's saying.
3. But he doesn't understand what I'm saying.
4. Luckily, he understands what I'm saying.

**3.2.7. Прочитайте грамматическое правило и заполните пропуск подходящим по смыслу словом на английском языке:**

After the subject pronouns 'I' and 'we', we use \_\_\_\_\_ instead of would.

## ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

**Инфинитивы** – начальная форма слова. Они бывают с частицей **to** (the to – Infinitive e.g. I hope to see you soon.) и без нее (the bare Infinitive (Infinitive without to) e.g. He can't help me.).

### Tenses of the Infinitive

У инфинитива есть 4 времени в действительном залоге (Active) и два в страдательном залоге (Passive).

### Времена инфинитива

	Active	Passive
Present	(to) give	(to) be given
Pres. Cont.	(to) be giving	
Perfect	(to) have given	(to) have been given
Pert. Cont.	(to) have been giving	

#### Действительный залог

– Present Infinitive: относится к настоящему или будущему.

– Present Continuous Infinitive: (to) be + Ving.

Описывает действие, которое происходит сейчас, в момент речи.

– Perfect Infinitive: (to) have + V3/ed.

Описывает прошлое и показывает, что действие инфинитива произошло ПОСЛЕ действия смыслового глагола.

– Perfect Continuous Infinitive: (to) have + been + Ving.

Относится к прошлому и указывает на длительность действия инфинитива, которое произошло ПОСЛЕ действия смыслового глагола.

The Perfect Infinitive употребляется с такими глаголами, как seem, appear, believe, know, claim, expect и модальными глаголами (may, must, have to, ought to, need, should, would, ...).

#### Страдательный залог

— Present Infinitive: (to) be + V3/ed

— Perfect Infinitive: (to) have been + V3/ed

### Времена глагола, соответствующие временам инфинитива:

Verb tenses	Infinitive
he goes / will go	to go
he is going / will be going	to be going
he went / has gone / had gone / will have gone	to have gone
he was going / has been going / had been going / will have been going	to have been going

## The Subject of the Infinitive

Инфинитивный объект (кто совершает действие) опускается, когда он совпадает с подлежащим.

Инфинитивный объект (кто совершает действие) НЕ опускается, когда он не совпадает с подлежащим. Инфинитивный объект стоит перед инфинитивом и может выражаться местоимением (me, you, them, etc.), именем (Kate) или существительным (the woman).

### Глаголы, после которых употребляется to-infinitive или герундий без разницы в значении:

- begin, start, continue (Нельзя использовать два герундия подряд).
- со словами advise, allow, permit, recommend, encourage употребляется to-infinitive, когда за ними следует объект или когда они находятся в пассивной форме. Герундий употребляется, когда за ним не следует какой-либо объект.
- конструкция need/require/want + -ing form часто указывает на то, что необходимо что-то починить или улучшить. За словом 'Need' также может следовать пассивный инфинитив.

### Глаголы, после которых употребляется to-infinitive или герундий в зависимости от значения:

- forget + to – inf = не вспомнить, forget + -ing form = не перезвонить
- remember + to – inf = не забыть, remember + -ing form = перезвонить
- go on + to – inf = затем/далее, go on + -ing form = продолжить
- mean + to – inf = намереваться, mean + -ing form = означать
- regret + to – inf = сожалеть (однократно), regret + -ing form = чувствовать сожаление какое-то время
- try + to – inf = пытаться, делать все, что в твоих силах, try + -ing form = сделать в качестве эксперимента
- stop + to – inf = ненадолго прерваться, чтобы сделать что-нибудь еще, stop + -ing form = прекратить, сдать
- be sorry + to – inf = принести извинения за нынешнее действие, be sorry for + -ing form = принести извинения за прошлое действие
- like + to – inf = думать, что что-то хорошо или правильно сделать, like + -ing form = наслаждаться (общие предпочтения)
- would like + to – inf = хотеть (конкретные предпочтения)
- be afraid + to – inf (субъект не желает ничего делать), be afraid of + -ing form (субъект боится, что может произойти то, что описано герундием).

## Too/Enough

**Too** ставится перед прилагательными и наречиями и показывает, что чего-то больше, чем достаточно, необходимо или нужно. Имеет отрицательное значение.

- e.g. He is too young to walk by himself.

**Enough** ставится после прилагательного или наречия, но перед существительным и показывает, что чего-то ровно столько, сколько необходимо. Имеет положительное значение.

– e.g. There is enough snow to build a snowman.

### **Participles. Причастия:**

1. Present Participles (playing, running, etc.),
2. Past Participles (played, written, etc.) and
3. Perfect Participles (having written, etc.).

– Present и Past Participles могут употребляться в значении прилагательных.

The Present Participle (-ing) описывает, что представляет собой кто-то или что-то (отвечает на вопрос «Какого рода?»). The Past Participle (-ed) описывает, что кто-то чувствует (ответ на вопрос «Что вы чувствуете?»).

e.g. It's a very tiring job. (Что это за работа? Утомительная.)

e.g. He's very tired. (Как он себя чувствует? Усталым.)

Причастия также могут употребляться:

– чтобы выразить время.

– чтобы выразить причину.

– вместо относительного местоимения и полного глагола.

– вместо The Past Simple в повествованиях, когда описываются действия, происходящие сразу одно за другим.

– чтобы избежать повторения The Past Continuous в одном предложении.

**Придаточное предложение в английском языке (clause)**, – также называемое зависимым, – начинается с подчинительного союза либо относительного местоимения и содержит подлежащее и сказуемое. Само по себе оно не образует законченное высказывание, а лишь сообщает читателю дополнительную информацию.

*Time clauses* are subordinate clauses and usually go with a main clause. We never use future tenses after time conjunctions. Time clauses follow the rule of the sequence of tenses. That is, when the verb of the main clause is in a past form. When the verb of the main clause is in a past form, the verb of the time clause is in a past form too.

*Clauses of result* are used to express the result of something (so, such a/an, as a result, so much/little, so many/few, ...).

*Clauses of reason* are used to express the reason for something (as, since, because, the reason for/why, due to, ...).

*Clauses of purpose* are used to express the purpose of an action. That is, they explain why someone does something (to, so that, in case, so as to, ...).

*Clauses of contrast* are used to express a contrast (but, even though, in spite of, however, while, yet, ...).

*Clauses of manner* are introduced with as if/as though and are used to express the way in which something is done/said, etc.

## Все типы условных предложений (conditionals) в английском языке

*Type 0 conditionals* употребляются для выражения чего-то, что всегда истинно. Можно использовать 'when' вместо 'if'.

E.g. If/When the sun shines, snow melts.

*Type 1 conditionals* употребляются для выражения реальных или весьма вероятных ситуаций в настоящем или будущем.

E.g. If he doesn't study hard, he won't pass his exam.

*Type 2 conditionals* употребляются для выражения воображаемых ситуаций, которые противоречат фактам в настоящем и, следовательно, вряд ли произойдут в настоящем или будущем.

E.g. If I won the lottery, I would buy an expensive car and I would go on holiday to tropical island next summer.

*Type 3 conditionals* употребляются для выражения воображаемых ситуаций, которые противоречат фактам прошлого. Они также используются для выражения сожалений или критики.

E.g. He got up late, so he missed the bus. If he hadn't got up late, he wouldn't have missed the bus.

Употребляется глагол **wish** и выражение **if only** чтобы выразить желание. 'If only' является более решительным, чем "I wish".

После личных местоимений "I" и "we", употребляется **could** вместо **would**.

## ТЕКСТЫ ДЛЯ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ

### TEACHER'S WORK

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

#### **A Teacher's Main Responsibility Is to Teach**

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

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

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

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

Although praise and encouragement are important, they should not interfere with basic teaching goals. If a teacher responds with overly dramatic praise every time a student answers a simple question, the class will likely be distracted from the content of the lesson. A better strategy is to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teacher's behaviour during question-and-answer sessions should

say, “We're going to discuss and deepen our understanding of the material”, and not, “We're going to find out who knows the material and who doesn't”. **Students Should Meet Minimum Objectives**

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

### **Students Should Enjoy Learning**

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

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

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

### **Teachers Should Assume Good Intentions and a Positive Self-Concept**

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

**Assignment:** Translate the text using a dictionary.

## **CHILD PSYCHOLOGY DETERMINES TEACHING METHODS**

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

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

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

**Assignments:** Look through the text and briefly say what it is about. Translate the text using a dictionary.

## **HOW WELL DO OUR SCHOOLS PERFORM?**

(From “Who Controls Our Schools? American Values in Conflict” by Michael W. Kirst)

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

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

that an intelligent and practical body of men should be permanently poor. Education is the great equalizer of the conditions of men, the balance wheel of the social machinery”.

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

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

### **Assignments:**

1. Find in the text the English for:

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

2. Give the derivatives from:

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

3. Arrange A and B in pairs of synonyms:

A. limitations, advocate, high school, vocational, share, intelligent, talent, to moderate, common school, permanently, attainment.

B. to mitigate, clever, professional, drawbacks, supporter, proportion, secondary school, gift, constantly, ordinary school, achievement.

4. Answer the following questions:

- 1) How can you characterize the system of education in the United States in general?
- 2) What was T. Jefferson's point of view on the aims of education?

- 3) What did Horace Mann proclaim in 1848?
- 4) How were the public schools thought of by their supporters?
- 5) What distinguishes the American system from the systems of the European countries?
- 6) Is the level of attainment of US schools high?
- 7) What changes took place in 1984 in the field of higher education?
- 8) Who composed the majority of college students in 1981? Isn't the fact remarkable?
- 9) What do recent sociological studies in Russia indicate?
- 10) What is the source of widespread dissatisfaction of the press and public?
  5. Compare the concepts of education of Thomas Jefferson and Mann.
  6. From Mann's quotation choose one sentence to cover the main idea of it and translate it.
  7. What can you say about the state of affairs in American educational system today as it is described in the text?

### **EDUCATION IN AUSTRALIA**

Tuition in state schools is free of charge. Private schools charge fees, and high ones.

During the whole history of Australian education, the various states have opposed the federal government's intervention in the organization of education, wishing to preserve the character and independence of their individual system.

The demand for centralized nation system to administer and organize education became especially strong in the 70s, and led to the separation of the Federal Ministry of Education from the former Federal Ministry of Science and Education.

However, the educational policy of the federal government left the school system practically untouched. There are still many differences in the structure and the curricula of schools in the various states, which hamper the development of a national educational policy.

The financing of schooling is a direct reflection of the policy of the ruling classes of Australia. The government assigns 47 per cent of its expenditure on education for state schools, and 53 per cent – for private schools.

It should be mentioned, that 80 per cent of Australian children attend the state schools, while private schools are attended by only 20 per cent.

School education is obligatory for all Australian children from 6 to 15 years old (16 in Tasmania). At present the school education scheme is “6-4-2” in New South Wales, Victoria and Tasmania. In Queensland, South Australia and Western Australia the scheme is “7-3-2”.

After finishing the six- or seven-year primary school all pupils pass to secondary school without examination. Then follows a four- or three-year obligatory course in the Junior High School.

Students completing the two-year Senior High School course may enter any higher education institution in the country. There is a trend to cancel final examinations in both Junior and Senior Secondary Schools, so that all pupils, irrespective of the academic abilities or material means should have the opportunity of receiving free, complete preschool, primary and secondary education.

**Assignments:**

1. Find in the text the English for:

обучение, взимать плату, противостоять, вмешательство, сохранить, централизованная государственная система, управлять, бывший, задерживать развитие, прямое отражение чего-л., затраты, государственные школы, посещать школу, обязательный, следовать за чьм-л., отменить, независимо от, полное образование.

2. Arrange A and B in pairs of synonyms:

A. tuition, primary schools, abilities, to administer, trend, to wish, ' various, curriculum, to go to school, to finance, to pass to, to complete, scheme, institution.

B. to govern, education, different, structure, to want, syllabus, to subsidize, to attend school, to transfer, to finish, establishment, tendency, capacities, elementary school.

3. Arrange A and B in pairs of antonyms:

A. final examinations, private schools, weak, obligatory, to finish school, senior, free, high, adults, direct, to pass to, dependence.

B. strong, to enter school, optional, to stay at, state-run schools, junior, fee-paying, low, children, indirect, entrance examinations, independence.

4. Speak on the structure of education in Australia.

**FINLAND TO REFORM EDUCATION FOR THE DIGITAL AGE**

(From [helsinkitimes.fi](http://helsinkitimes.fi) / [bbc.com](http://bbc.com) / [straitstimes.com](http://straitstimes.com))

Finland is not satisfied with constantly being top of the world's education leagues. The government is now planning to reform its education system so that young Finns are better prepared for the digital age. A key part of the proposed reforms is to place as much emphasis on digital and workplace skills as on more traditional subjects. An example of this would be to use 3D printers in history classes so students can create models of ancient buildings. The government also wants to promote vocational training and encourage learning in real-life work settings. Students' performance would be evaluated by a teacher as well as by an official from the company helping the student.

One teacher, Kirsti Lonka, explained why a shift in educational methods was necessary. She said: "Traditionally, learning has been defined as a list of subject matters and facts you need to acquire, such as arithmetic and grammar... But when it comes to real life, our brain is not divided into disciplines in that way. We are thinking in a very holistic way, and when you think about the problems in the world – global crises, migration, the economy, the post-truth era – we haven't really given our children the tools to deal with this inter-cultural world". She added: "I think it is a major mistake if we lead children to believe that the world is simple, and that if they learn certain facts, they are ready to go".

**Assignments:**

1. Read the text and say: What three improvements would you make to the education system?

Why?

2. Rank these with your partner. Put the best school subjects at the top: English, maths, global warming, computer coding, art, world problems, business skills, money matters.

3. You think English is the best school subject. Tell the others three reasons why. Tell them what is wrong with their subjects. Also, tell the others which is the least important of these (and why): computer coding, art or world problems.

### **SCHOOLS OF THE FUTURE**

(From “How American Business and Education Can Cooperate to Save Our Schools”

by Dr. Marvin Cetron)

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

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

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

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

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

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

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

**Assignment:** Read the text and say: what changes the Americans are planning to introduce in their schools; which of the changes you would like to introduce in our educational system.

## IDEAL TEACHER: WHAT IS HE LIKE?

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

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

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

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

A good teacher:

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

### Assignments:

1. Render the text in English.

2. Say whether you agree with the author's understanding of the importance of teacher's work.

Add some other important qualities a good teacher should possess.

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

4. Read the following quotations and comment on them.

1) Raising a child is very much like building a skyscraper. If the first few stories are out of line, no one will notice. But when the building is 18 or 20 stories high, everyone will see that it tilts.

2) Any man can be a good teacher.

3) Every teacher continues to be a student.

4) The teacher is a model and example to his students.

5) Good teachers are born, not made.

6) Teaching machines and computers can be substitutes for any teacher.

7) Teaching is a two-way traffic.

8) Experience is the best teacher.

### **ALTERNATIVE CERTIFICATION DEMANDS MINIMUM STANDARDS**

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

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

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

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

4) Candidate selection must include analysis of career and work histories, type and nature of previous careers, performance in former jobs, periods of employment (and unemployment), hospitalization, etc.

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

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

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

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

A minimum of 500 dollars is recommended for each first year ATC candidate with whom a mentor works.

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

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

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

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

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

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

**Assignment:** Read the text and render it in Russian.

## FROM “THE DIARY OF A YOUNG ENGLISH TEACHER”

(by Saw Ginsburg)

### First month

**Sunday, February, 28**

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

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

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

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

### Third Month

**Saturday, May, 1**

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

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

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

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

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

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

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

**Monday, May, 3**

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

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

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

**Assignment:** Read the three extracts from a diary and say what kind of teacher has written it, what you think about her first speech, in what way she spent May 1, how she organized the lesson on May 3.

### **TEACHERS: A DYING BREED AS SCHOOL YEAR STARTS**

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

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

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

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

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

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

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

#### **Assignments:**

1. Read the text and say: why many teachers quit their jobs, how teachers' deficit effects the quality of education.
2. Suggest effective measures to improve the situation.

### **RENEWING THE TEACHING PROFESSION**

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

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

In 1983 “declining teacher quality” suddenly became an issue for the American media. A number of negative trends affecting the profession are often mentioned; low pay, declining prestige, decreasing academic ability among the teachers themselves, poor working conditions and inadequate

training are among the troubling complaints. Yet why so much concern now? After all, these problems, which result from an interrelated set of historical circumstances, have been building for years.

One reason for the present intense scrutiny of the teaching profession is that trends in student enrolment are changing once again. After declining over the past decade, enrolment will increase by 2 million from 1985 to 1990. Moreover, from 1970 to 1982 very few new teachers were hired, so that the average teacher is older and is close to retirement. In the 80s teaching will be one of the fastest growing professions. The student population is changing as well as growing; these new teachers will confront a higher proportion of pupils from disadvantaged and single-parent homes. By 1990 about two-thirds of the national student population will come from such households. There is an even more significant reason for looking closely at the teaching profession: fundamental changes in the labour market for teachers. Taken together the circumstances surrounding the work force in education compel a rethinking of the very concept of the teaching process.

#### The Changing Labour Market

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

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

#### Assignments:

1. Find in the text the English for:

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

2. Form the nouns from the following verbs:

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

3. Arrange A and B in pairs of synonyms:

1. to recruit, productive, competent, bright, standard, interaction, child, household, total, pupils, fast, declining, reason, occupation.
2. decreasing, to hire, effective, communication, efficient, lid, overall, students, level, quick, cause, family, clever, profession.

4. Arrange A and B in pairs of antonyms:

1. useful, adequate, success, effective, poor, negative, fast, advantage, significant, superior, to appear, to increase.
2. ineffective, to decrease, useless, slow, positive, insignificant, to disappear, failure, inadequate, rich, disadvantage, inferior.

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

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

## **INDIVIDUAL EDUCATION**

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

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

### **Objectives of Individual Education**

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

### **Academic Curriculum**

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

### **Creative Curriculum**

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

## **Socialization**

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

IE has three rules that the child must understand, and agree to follow before being admitted to an IE school. After a third violation a child attends a conference with his teacher/advisor (TA) and the school principal; after the sixth violation the parents of the child are brought into the conference session; suspension occurs after the ninth and to the eleventh violation; and after the twelfth violation the child is considered for expulsion. Expulsion or suspension is rare at IE schools because students eventually realize that they have little need to rebel in the school.

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

### **Assignments:**

1. Find in the text the English for:

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

2. Form the derivatives from:

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

3. Arrange A and B in pairs of synonyms:

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

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

4. Arrange A and B in pairs of antonyms:

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

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

5. Answer the following questions:

- 1) What is the basic premise of individual education?
- 2) How does John Holt describe IE schools?
- 3) What are the objectives of IE?
- 4) What academic subjects are included in the curriculum of an Individual Education school?
- 5) In what way can the creative abilities of students be developed?
- 6) How is the socialization process aided in an IE school?
- 7) IE creates an atmosphere of mutual regard and respect, doesn't it? In what way?
- 8) Are there any punishments for violation in an IE school? What are they?

- 9) Why do you think that expulsion and suspension are rare in such schools?
- 10) How do children choose their teachers?
- 11) What is the teacher's role in an IE school?
- 12) What are the six advantages of IE schools?
- 13) Do you think that children enjoy studying at such schools and why?

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

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

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

8. You are choosing a school for your child. Speak about the advantages of a IE school, and try to persuade other parents to send their children to this type of school.

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

### **PARENTS PUNISHED IF KIDS LATE TO SCHOOL**

(From Telegraph / SkyNews / Mirror.co.uk)

Parents in the U.K. face being punished if their children are continually late for school. Britain's Education Secretary Michael Gove has announced he will crack down on what he terms “problem parents”. He said too many families fail to “face up to their responsibilities” by ensuring their children get to school on time, and are “ready to learn and show respect for their teacher”. Parents are already slapped with a £60 (\$100) fine if their child is repeatedly late for school. However, 20,000 of these penalties were unpaid last year, prompting Mr. Gove to announce a tougher penalty system. There will also be fines for parents who withdraw their children during term time to take them on cheaper family vacations.

Mr. Gove said his plans were all part of raising standards in education, create a bigger incentive for parents to ensure their children get to school, and tackle the problem of “habitual truancy”. Gove also hit back at his critics, accusing them of adhering to policies that set pupils up to fail and of promoting “a diet of dumbed-down courses”. He said opposition politicians shied away “from anything which might require grit”. Gove warned their policies would send children to school “without daring to think they might be intellectually curious and capable of greatness, denying them access to anything stretching or ambitious, and setting expectations so low you can never be surprised by someone's potential”.

### **Assignments:**

1. *Punishing parents if children do not follow rules, is a good idea. Discuss.*

2. Discussion – Student A

- a) What do you think of the education you had?
- b) What do you think of children who are always late for school?
- c) Is it a good idea to punish parents if students misbehave?
- d) How can we get students to show more respect to teachers?
- e) What do you think of the term "problem parents"?
- f) What should happen to parents if kids do not respect teachers?
- g) How much respect do children have for teachers in your culture?
- h) Is it wrong for kids to go on overseas vacations during school time?

Discussion – Student B

- a) What other incentives could we create for parents?
- b) What can schools do to reduce truancy?
- c) What kind of policies set students up to fail?
- d) What kind of grit did you show at school?
- e) What signs of greatness did you show as a kid?
- f) What expectations would / do you have of your own children?
- g) Have you realized your potential? Why?
- h) What questions would you like to ask Mr. Gove?

3. Role Play

Role A – Class size

You think class size is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why): the teacher, sleep or online learning.

Role B – The teacher

You think the teacher is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why): class size, sleep or online learning.

Role C – Sleep

You think sleep is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why): the teacher, class size or online learning.

Role D – Online learning

You think online learning is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why): the teacher, sleep or class size.

**GRADE 3-4**  
(by Karolina Bodner)

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

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

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

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

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

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

**Assignments:**

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

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\* Laidlaw reading series – пособие для обучения чтению

\*\* Quiet Reading– уроки, посвященные чтению про себя

\*\*\* New Hampshire– штат в США

## **LET KIDS BE KIDS**

(by Stephen R.C. Hicks)

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

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

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

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

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

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

### **Assignments:**

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

## **WHAT TO DO ABOUT HOMEWORK**

(From "The Harvard Education Letter")

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

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

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

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

Such recommendations may prove difficult to carry out. In a recent study, Joyce Epstein of the John Hopkins Centre for Research in Elementary and Middle Schools found a complex relationship among students' attitudes about homework and school, parents' level of education, and parent-child interaction in the family.

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

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

### **Assignments:**

1. Find in the text the English for:

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

2. Form the derivatives from:

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

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

- 1) Giving students more work to take home is a way for teachers to react to public demands for higher achievements.
- 2) Many parents may resent homework when it dominates other activities.
- 3) Students' academic achievements increase twice when students reach secondary school.
- 4) Home assignments must be adapted to serve different aims at different grades.
- 5) Teachers must combine compulsory and voluntary assignments, giving students interesting projects or tasks to carry out.
- 6) Many students feel ill at ease when doing homework with a parent.
- 7) Many investigators came to the conclusion that homework gave parents a window on their children's schoolwork.
- 8) Home assignments should have the desired effects on students' effort and motivation, as well as on interaction between home and school.
- 9) Children who behaved badly in the classroom and did not manage to complete their homework tended to be ones who did not like talking about school with their parents.
- 10) Children whose parents have low education may profit from homework.

4. Fill in the blanks with prepositions if necessary:

- 1) Many educators say that homework does not begin to have positive effects ... achievement until the junior high school years.
- 2) Boosting achievement is not the only reason ... assigning homework.
- 3) Homework serves ... different purposes ... different grades.
- 4) Some assignment should be short, make use ... materials commonly found ... the home.
- 5) ... the junior high level students appear to benefit ... working ... one or two hours ... a night ... the material that is not too complex or unfamiliar ... them.
- 6) The role ... homework ... developing motivation should not be overlooked.
- 7) Many homes are not stocked ... books, dictionaries, globes or other material that might be useful ... children ... completing assignments.
- 8) The contacts ... parents and teachers help to improve the children's chances ... success ... school.

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

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

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

## **VIDEO SCREENS: ARE THEY CHANGING THE WAY CHILDREN LEARN?**

(by Patricia Marks Greenfield)

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

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

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

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

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

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

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

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

**Assignments:** Translate the text using a dictionary. Give a short summary of the text in English.

## NEW DIRECTIONS IN VOCATIONAL EDUCATION

(by Alan Rumney)

Definitions of “open learning” are many and varied. This is partly because a wide range of open learning systems has developed from a variety of origins. These systems have then been adapted to suit the needs of particular learning centres. However, a generally accepted definition describes an open learning system as: “one which enables individuals to take part in programmes of study of their choice, no matter where they live or whatever their circumstances”.

Open learning is a way of study which lets individuals learn: 1) what they wish, 2) in their own time, 3) in a place of their choice, 4) at a pace that suits them.

In many ways, open learning contrasts with traditional “closed” class or group-based systems. These require that enrolments take place at a set time, often at the start of the academic year. After enrolment the course lasts for a given length of time with regular, usually weekly or daily, group meetings. During these meetings, an important part of the tutor's role is to pass on knowledge of the subject to the learners. The tutor is in charge of the course. He or she decides what is to be studied and for how long. Generally, we can think of this way of learning as a tutor-centred approach.

In a true open learning system, the learner can start a course whenever he or she wishes. There is no class to “keep up with” and so the speed of working entirely depends on the individual's wishes or personal circumstances. If study becomes difficult or even impossible for a time, the learner can stop working until ready to carry on again. There is no need, either, to travel to regular class meetings since the package of learning materials should contain all necessary information on the subject or skill being studied.

Unless there is a set examination syllabus, the learner can decide Which aspects of the subject he or she wishes to cover.

This does not mean that tutor or trainer help is no longer required. A few years ago, some open learning enthusiasts believed that learning packages could stand alone without any further support. Very high drop-out rates strongly indicated that they were wrong. However, because the learner already has the subject material in the course package, the subject tutor's role is altered. He or she is no longer the main source of knowledge or information, but provides support, guidance and counselling for the learners as they work through the subject materials.

In general, an open learning approach is student-centred. The individual is in control of the content, pace and location of his or her learning process.

### **Assignments:**

1. Find in the text the English for:

заочное обучение; отвечать потребностям; обстоятельства; со скоростью; установленное время; зачисление (прием); передавать знания; быть ответственным за что-л.; подход к обучению, где главное место отводится преподавателю и студенту; набор учебного материала; программа; существовать самостоятельно; процент отсева; изменить; давать консультацию; главный источник чего-л.

2. Form the derivatives from:

to define, to learn, to develop, general, tradition, to require, to enrol, to inform, to examine, to train, to know.

3. Arrange A and B in pairs of synonyms:

A. varied, to suit the needs, to alter, to take part, to want, pace, to enrol, important, tutor, every week, to be in charge of, syllabus, to require, support, guidance, to continue. B. speed, weekly, to change, to carry on, counselling, to be responsible for, curriculum, to meet the needs, different, to admit, significant, to participate, to wish, teacher, to need, aid.

4. Arrange A and B in pairs of antonyms:

A. a tutor-centred approach, regular, to keep up with the class, right, pass on knowledge, to start a course, to accept, traditional (system), important, to acquire, to start, entirely. B. to get, to expel, alternative (system), to complete a course, to acquire knowledge, wrong, to fall behind the class, a student-centred approach, irregular, to finish, unimportant, partly.

5. Answer the following questions:

- 1) Why are there many definitions of “open learning”?
- 2) How does a generally accepted definition describe an open learning system?
- 3) Are there many differences between traditional and open learning systems?
- 4) When does enrolment take place in traditional system?
- 5) What is the role of the teacher in traditional way of learning?
- 6) When can a learner start a course in a true open learning system?
- 7) What does the package of learning material usually contain?
- 8) In what way does teacher's role in open learning system differ from that of the trainer (tutor) in traditional system?

6. Compare the traditional way of learning with open learning.

7. Complete the dialogue between two people:

A. – Nowadays more and more I start thinking about improving my qualification, but what embarrasses me most of all is my age and the difficulty of returning to student life.

B. – Oh, that mustn't bother you. You may take up any course you like at the Open University. I think you know about the advantages of open learning system ...

## **SCHOOL CHILDREN PUNISHED OVER WRONG TROUSERS**

(From The Guardian / The Independent)

A school in Britain has apologised to more than 50 students for punishing them after they wore the wrong trousers to class. Pupils at Heaton Manor school in the north of England were taken out of class and given detention for not conforming to school uniform rules. They had to spend around eight hours in a small classroom for breaking the rules. School bosses said many of the trousers were “skintight” and were not appropriate dress for school. Head teacher Lynne Ackland explained that the school had been in the process of tightening its uniform rules. She said she had not anticipated

the variety of trouser styles her pupils would wear. She admitted the school had been too strict with the students.

Parents were furious at the treatment their children received. A mother of an 11-year-old told reporters: “[My daughter] was in that room for eight hours yesterday and she was deeply distressed. I'd understand if she'd behaved badly, but this is punishment for a pair of trousers the teachers don't like.... She's lost two days' education because of this ridiculous rule and I'm absolutely livid”. She added: “We were sent out letters from the school to say pupils must wear black, tailored trousers. In my opinion, [my daughter's] trousers are tailored; they are not skintight. The school should be more specific”. Ms. Ackland said: “We clearly need to be much more specific with people in future”.

### **Assignments:**

1. Talk about these words from the article:

apologized / punishing / pupils / detention / school uniform / appropriate / variety / furious / deeply distressed / pair of trousers / ridiculous / opinion / specific / future/

2. Rank these with your partner. Put the biggest school nono's at the top. Change partners often and share your rankings:

purple hair, facial tattoo, smoking, sleeping in class, nose ring, truancy, bullying, cheating.

3. Answer the following questions:

- 1) Are standards of behaviour in schools getting worse?
- 2) Do uniforms prepare students for life at work?
- 3) Are uniforms important for giving the school a good image?
- 4) Do uniforms take away a student's individuality?
- 5) Would it be OK for students to have tattoos and face piercing?
- 6) Is there a difference between skintight and tailored trousers?
- 7) Brits say "trousers" and Americans say "pants". Which is best?
- 8) What questions would you like to ask the school head?

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