

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Пермский государственный гуманитарно-педагогический университет»

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие

для организации самостоятельной работы

студентов заочного отделения

Пермь
ПГПУ
2015

УДК 811.111(075.8)
ББК Ш 143.21-923

А 647

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А 647 Английский язык: учеб. пособие для организации самостоятельной
работы студентов-бакалавров I курса заочного отделения всех
направлений и профилей подготовки / авт.-сост. И.М. Некрасова,
Н.П. Зонина; Перм. гос. гуманитар.-пед. ун-т. – Пермь, 2015. – 56 с.

Учебное пособие «Английский язык» составлено в соответствии с требованиями ФГОС высшего профессионального образования по направлениям подготовки «Педагогическое образование» и других направлений и профилей неязыковых факультетов. Является частью учебно-методического комплекта по английскому языку, наряду с «Кратким курсом грамматики английского языка» и контрольно-измерительными материалами. Издание содержит интерактивные задания по грамматике, тексты по специальности для самостоятельного чтения и материалы устных разговорных тем по английскому языку. К каждой теме приводится словарь и вопросы; тексты снабжены проверочными заданиями. Учебное пособие призвано помочь студентам в подготовке к экзамену по английскому языку в завершении курса обучения.

Предназначено для аудиторной и внеаудиторной самостоятельной работы студентов-бакалавров I курса.

УДК 811.111(075.8)
ББК Ш 143.21-923

Печатается по решению учебно-методического совета
Пермского государственного гуманитарно-педагогического университета

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Предисловие

Целью учебного пособия является развитие у студентов-заочников навыков устной и письменной речи в соответствии с требованиями ФГОС ВПО и рабочей программой дисциплины «Иностранный язык».

Учебное пособие выстроено в логике экзаменационных сессий на заочном отделении: установочная, зимняя, летняя. Установочная сессия (Session One) направлена на корректировку знаний и языковых навыков, полученных обучаемыми в школе: этот раздел содержит упражнения по фонетике и элементарной грамматике английского языка, а также коммуникативную практику по темам «Представление», «Мое резюме». Следующий за ним раздел самостоятельной работы (Home Task) включает 3 аспекта: 1) задания по грамматике (изучение теоретического материала и выполнение упражнений), 2) устной речи (подготовка монологических высказываний по заданным темам) и 3) чтению (не менее трех текстов с предлагаемыми заданиями). Тематика текстов первого семестра: «Мой рабочий день», «Университет», «Образование в Великобритании». *Каждое грамматическое задание сопровождается ссылкой на теоретический материал, содержащийся в «Кратком курсе грамматики английского языка»; перед текстами дается ссылка на прослушивание аудиозаписи.*

Раздел 2 (Session Two) содержит материалы по грамматике продвинутого уровня; самостоятельная работа второго семестра также включает 3 аспекта: задания по грамматике, устной речи и чтению. На этой ступени студент изучает основные сведения по географии и политическому устройству Великобритании (текст “Great Britain”) и материалы, раскрывающие специфику педагогической деятельности (текст “Advice to a Young Teacher”; тексты по специальности в соответствии с профилем факультета).

В ходе зимней /летней экзаменационной сессии преподаватель обсуждает со студентами материалы домашнего задания и может предложить им написать тест (форма текущего контроля). Итоговой аттестацией является экзамен в форме собеседования.

Требования к организации самостоятельной работы по дисциплине «Иностранный язык»

1. Учебные материалы

Сайт ПГГПУ → университет → факультеты → факультет иностранных языков → кафедра романо-германских языков и межкультурной коммуникации → раздел «Студентам, сотрудникам...» → материалы по английскому языку:

- *Английский язык для студентов 30;*

- *Краткий курс грамматики английского языка.*

Методические материалы для студентов → Аудирование (выбирать тексты по их названию в учебном пособии или проходить по ссылке).

2. Методические рекомендации

- Все письменные задания должны выполняться в тетради; в зимнюю и летнюю сессию студент должен присутствовать на занятии и иметь при себе тетрадь с выполненными заданиями по грамматике и чтению;
- Параграфы для изучения теоретического материала, указанные в грамматических заданиях, ссылаются на *«Краткий курс грамматики английского языка»*;
- Используя ресурс «Аудирование», необходимо слушать аудиозаписи базовых текстов пособия (“My Working Day”, “Our University”, “Great Britain”), повторять за диктором, отрабатывая чтение;
- Студент должен подготовить устные монологические высказывания до начала сессии, не забывая, что форма контроля на экзамене – собеседование.

3. Требования к экзамену по английскому языку

1) Прочитать текст по специальности (600–700 печатных знаков за 45 минут) и выполнить задания, предложенные в соответствии со стратегией чтения: изучающее чтение (перевод) или поисковое чтение (задания типа «верно / неверно», ответы на вопросы и т.п.).

2) Высказаться по предложенной разговорной теме (15–20 предложений) и ответить на вопросы преподавателя.

4. Список экзаменационных тем

1. Рассказ о себе и своем рабочем дне.
2. Наш университет, студенческая жизнь.
3. Великобритания.

ОГЛАВЛЕНИЕ

SESSION ONE.....	6
Phonetics	6
Elementary Grammar	7
Communication	11
HOME TASK.....	12
I. Grammar	12
II. Communication	17
III. Reading	18
SESSION TWO	25
Advanced Grammar	25
HOME TASK.....	27
I. Grammar	27
II. Communication	31
III. Reading	31
3.1. Математический факультет	38
3.2. Филологический факультет.....	39
3.3. Факультет физической культуры.....	40
3.4. Факультет педагогики и методики начального образования	43
3.5. Факультет педагогики и психологии детства	44
3.6. Биологический факультет	46
3.9. Исторический факультет	48
3.10. Факультет музыки	49
3.11. Факультет психологии	50
3.12. Факультет информатики и экономики	51
3.13. Факультет социально-педагогического образования	54
Материалы для самостоятельной работы	Ошибка! Закладка не определена.

SESSION ONE

Phonetics

Основные правила чтения гласных

Изучите таблицу и ответьте на следующие вопросы:

- 1) В каком типе слога гласные читаются кратко?
- 2) Какой тип слога дает долгое и напряженное чтение?
- 3) В каком типе слога гласные читаются как в алфавите?
- 4) В каком типе слога читаются сложные звуки – дифтонги и трифтонги?

Прочитайте слова вслух.

Тип слога	a	e	i / y	o	u
I	[ei] name	[i:] Pete	[ai] nine, my	[əu] nose	[ju:] use
II	[æ] cat	[e] pet	[i] six, gym	[ɔ] hot	[ʌ] bus
III	[a:] car	[ə:] her	[ə:] girl	[ɔ:] port	[ə:] turn
IV	[eə] care	[iə] here	[aiə] fire	[ɔ:] more	[juə] cure

Прочитайте следующие слова, учитывая тип слога:

take, see, fine, eve, cap, close, fork, tube, god, age, fire, pure, burn, chess, July, party, cake, stamp, tie, lace, lack, clay, shirt, nurse, endure, hire, hare, mere.

Чтение некоторых согласных

Выявите из примеров, представленных в таблице, почему указанные согласные могут читаться двояко. Анализируйте позицию согласного звука и /или тип слова. Прочитайте слова вслух.

c		g		th		w	
[s]	[k]	[dʒ]	[g]	[θ]	[ð]	[w]	[-]
face	cut	fridge	game	thick	this	window	write
city	cool	origin	got	think	they	white	wrong
bicycle	class	gym	glad	Thursday	father	warm	who

Прочитайте следующие слова, объясняя правила чтения.

Отметьте слова с непроизносимыми согласными (silent letters).

main, cell, kind, soon, year, watch, wrong, knit, thick, then, singer, fair, quarter, exact, new, hall, night, yeast, mind, warm, who, glove, noise, grass, row, mean, dear, give, find, brown, fog, took, food, floor, cheese, which, wrist, knee, quit, world, want, few, sight, expect, exist, grow, down, boil, mild, sugar, social, official, hour, future, nature, action, translation.

Elementary Grammar

1. Прочитайте следующие предложения и выполните несколько заданий.

1) I am an external student .	а) Объясните, какие базовые структуры лежат в основе предложений. Переведите их.
2) He has (got) / I have a brother, two sisters and other relatives.	б) Поставьте предложения в отрицательную форму.
3) This (That) is a textbook. These (Those) are textbooks.	в) Задайте общий вопрос.
4) Give me the dictionary, please. Let's (Let us) begin our lesson.	г) Составьте предложения по образцу.
5) There is a bookcase at the wall. There are some books in it.	

2. Проверьте свое знание временных форм Simple глагола **be**.

	лицо	Present	Past	Future
ед. число	I he, she, it	am is	was	will be
мн. ч.	we you they	are	were	

2.1. Определите, в каком предложении глагол **be** употребляется как а) вспомогательный; б) полнозначный; в) связочный.

- 1) He was in the library yesterday. 2) They are British.
3) We are reading and translating now.

Составьте предложения с глаголом **be**, используя следующие слова:

Russian, a teacher, a student, eighteen, from Perm, clever, school-leavers, twenty-two, an office worker, hard-working, Italian, from the UK.

2.2. Дайте краткие ответы, используя глагол **be** в Present Simple.

Model: Are you from Perm? → Yes, I am. / No, I am not.

1. Are you a student of Technical University? 2. Is your friend seventeen? 3. Is teaching a well-paid job? 4. Are your parents from Perm? 5. Is this book a dictionary? 6. Are cats clever? 7. Is the weather fine today? 8. Are you good at English? 9. Is English difficult for you? 10. Am I a teacher?

2.3. *Используйте глагол **be** в соответствующей временной форме, обращая внимание на обстоятельства времени.*

1. I ... at home yesterday.
2. Where ... they from?
3. We ... in the south of Perm region last year.
4. My friends ... in the north of Russia now.
5. Ann ... a good teacher in the future.
6. It ... the way to my house.
7. They ... real friends in the past.
8. There ... a traffic jam two hours ago.
9. It ... warm next week.
10. ... your sister a student too?
11. Kate ... here in two days.

3. *Сопоставьте формы местоимений в таблице.*

Личные местоимения	Объектная форма	Притяжательные местоимения	Притяжательные (абсолютная форма)	Возвратная форма
I	me	my	mine	myself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

3.1. *Проанализируйте, каким членом предложения являются выделенные местоимения. Впишите функцию каждого класса местоимений в нижнюю строку таблицы.*

1. **We** are students. This is **our** classroom.
2. Is it **your** cell phone? – Yes, it's **mine**.
3. **They** are our guests. Show **them** around the house.
4. Can **you** explain **him** the problem?
5. If you need a dictionary, take **it**!
6. The task is very easy, do it **yourselves**!
7. Don't take these seats, they are **ours**.

3.2. *Выберите соответствующее местоимение.*

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. ... house is in Spain.
a) their b) them c) us 2. Tell ... about this country.
a) our b) us c) she 3. Can I take a glass? – Yes, help...
a) you b) them c) yourself 4. They are ... children.
a) hers b) its c) her | <ol style="list-style-type: none"> 5. Take the book. Give ... to Jane.
a) her b) them c) it 6. I want to tell ... the story.
a) them b) its c) me 7. She enjoyed ... very much.
a) hers b) myself c) herself 8. John is a friend of ...
a) us b) mine c) my |
|--|---|

3.3. Соотнесите вопросительные местоимения и члены предложения, которые они замещают.

Член предложения	Вопросительное слово	Перевод
Подлежащее	Who? What?	Кто? Что?
Дополнение	What? Whom?	Что? Кого /Кому?
Обстоятельство (времени, места, образа действия и т.д.)	Where (to / from)? When? How? Why?	Где? (Куда? Откуда?) Когда? Как? Почему?
Определение	What (kind of) + сущ. Whose + сущ. How many /much + сущ.	Какой? Чей? Сколько?

3.4. Выберите соответствующее местоимение для постановки вопроса к предложению: **My sister is going to the cinema tonight.** Определите, в каких вопросах задействован прямой / обратный порядок слов; свяжите этот факт с членом предложения.

- 1) _____ is going to the cinema tonight?
- 2) _____ is my sister going tonight?
- 3) _____ is my sister going to the cinema?
- 4) _____ sister is going to the cinema tonight?

4. Проанализируйте порядок слов в предложении:

1 2 3a 3b 4
Peter is writing a letter to Mary now.

4.1. Переведите предложение на русский язык. Можно ли поменять порядок слов в русском предложении, сохранив смысл? Можно ли сделать то же самое в английском предложении? Почему?

4.2. В предложении **Yesterday he was reading an interesting book** определите следующее:

- а) член предложения, который не имеет собственной позиции;
- б) член предложения, который занимает «нулевую» позицию.

4.3. Определите, какие синтаксические отношения выражают предлоги в следующих словосочетаниях:

a letter **to** Mary, to go **to** the concert, the center **of** the city, a cup **of** tea, to play **with** a child, to write **with** a pen, the letter written **by** Peter, to travel **by** car, to be ready **for** classes, a present **for** you, the exam **in** English.

5. Соотнесите правила образования **Present Simple** с примерами предложений.

(+) V ₁ / V _s	I (you, we, they) play tennis. He (she, it) speaks Chinese.
(?) do / does + V ₁	Do you play tennis? Does he speak_ Chinese?
(-) do / does + not + V ₁	I don't play tennis. He doesn't speak_ Chinese.

5.1. Используйте соответствующую форму глагола в *Present Simple*.
Подчеркните обстоятельства времени.

1. I often (work) on the computer.
2. My friend (play) football twice a week.
3. You (prefer) reading detective or love stories?
4. Sue can (drive), but she never (use) her car.
5. The Browns (not to travel) abroad in summer, they (stay) at home.
6. (Attend) Max always lectures?
7. He usually (go) to the University by bus.
8. Ann (not to play) any musical instrument, but she (sing) well.

6. Изучите способы образования основных форм глагола, представленные в таблице, и ответьте на вопросы.

Тип глагола	Infinitive (неличная форма)	Past Simple	Participle II (неличная форма)
Правильные	to like to live to start	liked [t] (после глухих согласных) lived [d] (после звонких согласных) started [ɪd] (после букв "t" и "d")	
Неправильные	to begin to go to build	began went built	begun gone built

- 1) Что означает понятие «неличная форма глагола»? Как неличные формы глаголов могут использоваться в предложении?
- 2) Сколько существует фонетических вариантов чтения суффикса "**-ed**" у правильных глаголов?
- 3) Как неправильные глаголы образуют свои основные формы? Можно ли вывести универсальный принцип их образования?

6.1. Прочитайте, обращая внимание на глухое/звонкое чтение окончания.

[t]	[d]	[ɪd]
passed	changed	graduated
forced	entered	started
liked	loved	studied
worked	lived	lasted
watched	controlled	attended

6.2. *Образуйте 2-ю и 3-ю формы неправильных глаголов по звуковой аналогии.*

- 1) let - let - let (cost, cut, put, set, shut);
- 2) meet - met - met (read, leave, keep, lead, sleep, feel, mean, make, say);
- 3) bring - brought - brought [o:] (buy, catch, fight, think, teach);
- 4) build - built - built (lend, spend, send);
- 5) begin - began - begun (drink, ring, sing, swim).

6.3. *Образуйте отрицательную форму Past Simple по образцу.*

Model: A year ago I **enjoyed** tennis but I **didn't enjoy** swimming.

1. We learnt English at school but we ... German. 2. They went to the USA last year but they ... to England. 3. We saw Jack yesterday but we ... his brother. 4. At the party she ate an orange but she ... an apple. 5. He taught physics at the University but he ... mathematics. 6. We met Boris two days ago but we ... Ann. 7. Last week we took a credit-test but we ... an exam. 8. He read many novels, but he ... any poem. 9. She found a pencil in the drawer, but she ... a pen.

Communication

1. *Изучите содержание резюме и заполните пропуски в предложениях под таблицей.*

Sample Curriculum Vitae (CV)

Name	John Edward Harvey
Address and telephone number	27 South St., Stoke Ripton, Birnshire, XY195LM T-(49675) 223926
Date and place of birth	7 th August 1995, Bath
Nationality	British
Age	17
Education	2001–2009 Ripton County school. 2009–2010 Grant College of Further Education
Languages	French, German
Previous experience	Summer job working at a local supermarket
Interests	Swimming, tennis, art, computer

His name is ...; lives ...; was born on the ...; he is ..., studied at ..., can speak ..., had a job at ..., is interested in

2. *Ответьте на следующие вопросы о себе:*

1. What's your first /family/ name? 2. How do you spell your surname? 3. How old are you? 4. Where are you from? 5. When did you leave school? 6. What do you do (for a living)? 7. What is your future profession? 8. What do you do in your spare time? 9. Do you go in for sports? 10. Are you single or married?

HOME TASK

Подготовка к сессии 2 включает три аспекта:

I. Задания по грамматике; II. Устная речь; III. Чтение.

I. Grammar

Используя «Краткий курс грамматики английского языка», изучите следующие темы (после названия грамматической темы указан соответствующий параграф), ответьте на вопросы и выполните упражнения. Выполняйте задания в тетради.

1. Множественное число имен существительных. § 1.1.

1.1. Как образуется множественное число большинства имен существительных в английском языке?

1.2. Составьте таблицу особых случаев образования множественного числа существительных.

Exercise 1. Запишите существительные в форме множественного числа.

A farmer, a country, a city, a day, a leaf, an address, a lemon, an apple, a child, a man, a house, a mouse, a tooth, a photo, hair, a potato, a box, a hobby, an exercise-book, a piano, a son-in-law, a wife, a gallery, a woman, a toy, a roof, a foot, money.

Exercise 2. Запишите предложения в форме множественного числа.

- | | |
|---------------------|-----------------------------|
| 1) I am a student. | 5) This woman has a large |
| 2) He is a hero. | family. |
| 3) This is a book. | 6) That person has an idea. |
| 4) That is my life. | |

2. Употребление артикля. § 1.5.

2.1. Что такое артикль и перед какой частью речи он употребляется?

2.2. Какие артикли используются в английском языке?

2.3. Составьте таблицу на основные случаи их употребления (по 5 примеров на каждый вид артикля и его отсутствие).

Exercise 3. Вставьте артикль (a, an, the) там, где необходимо.

1. This is ... camera. 2. This is ... David. 3. I'd like to change ... money. 4. ... Martin is from ... Italy. 5. This is ... cinema. ... cinema is new. 6. I'd like to buy ... orange. 7. I am ... student. My brothers are ... farmers. 8. I want to buy this ... stamp. 9. This is my ... Smartphone. 10. ... Smiths live in ... London. 11. These are ... students of our ... group. 12. ...man entered the room. 13. She has ... aunt and two ... uncles. 14. Would you like ...cup of tea? – Yes, I usually drink ... tea in the morning.

3. Имя числительное. § 4.

3.1. По каким суффиксам можно определить вид числительного в английском языке?

3.2. *Выпишите числительные, образование которых не подчиняется общему правилу.*

Exercise 4. *Запишите числительные словами и прочитайте вслух.*

1) 5, 18, 12, 19, 10, 20, 38, 43, 157, 586, 908, 1600, 4765, 22 215.

2) 1-й, 2-й, 3-й, 4-й, 5-й, 21-й, 33-й, 13-й, 18-й, 50-й.

Exercise 5. *Ответьте на вопросы.*

1) When do the British celebrate Christmas Day and Halloween?

2) When do people in Russia celebrate Christmas and Victory Day?

3) When is the International Students' Day held?

4) When do you celebrate your birthday?

4. Количественные местоимения. § 5.9.

4.1. В чем различие в употреблении количественных местоимений «many и few» – «much и little»? Как они переводятся?

4.2. *Запишите в 2 столбика 10 исчисляемых и 10 неисчисляемых существительных.*

4.3. В чем различие в употреблении количественных местоимений «few – a few», «little – a little»? Как они переводятся? *Напишите по одному словосочетанию на каждое местоимение.*

Exercise 6. *Заполните пропуски местоимениями “much / many”.*

Переведите предложения.

1. I don't eat ... oranges. 2. He eats ... fish. 3. Mary mustn't eat too ... salt because she has problems with her blood pressure. 4. There is not ... space in my flat. 5. There are ... students in the gym. 6. Please don't put ... pepper on the meat. 7. There were ... plates on the table. 8. She doesn't eat ... bread, she is on a slimming diet. 9. ... people learn English. 10. There is ... light in the room, it has ... windows. 11. ... of their conversation was about the university.

Exercise 7. *Заполните пропуски местоимениями “little, a little, few, a few”.*

Переведите предложения.

1. I am busy now, I have ... time. 2. Would you like ... salad? – Yes, thank you. 3. Mother gave us ... apples, and we were glad. 4. He didn't like it in the camp: he had very ... friends there. 5. I have ... money, so we can go to the cinema. 6. I have ... money, so we cannot go to the cinema. 7. She left and returned in ... minutes.

5. Неопределенные местоимения. § 5.6, 5.8

5.1. Заполните следующую таблицу:

Some	something			
Any				anyhow
No			nowhere	
Every		everybody		—

5.2. Каким образом употребление неопределенных местоимений зависит от типа предложения?

5.3. Может ли местоимение *any* употребляться в утверждении?

5.4. Что вы знаете о неопределенном местоимении «*one*»?

5.5. Сколько отрицаний может быть в английском предложении?

Exercise 8. Выберите соответствующее местоимение для заполнения пропуска.

1. I have ... friends in Moscow. (something, somebody, some, any, anybody)
2. Have you got ... problems with the foreign language? (no, any, some, something, anything)
3. He will do ... for you! (every, any, everything, somewhere)
4. She doesn't want to see ... tonight. (nobody, nothing, somebody, anybody)
5. Please, do ... to help her. (nobody, no, anything, something)
6. Does ... help this girl with mathematics? (any, nobody, somebody, anybody)
7. ... may smoke here. (nobody, something, nothing, any)
8. If you have ... against me, speak out! (anything, some, any, something)
9. Could I have ... to eat? (anything, something, anywhere, everywhere)

6. Местоимение “it”. § 5.2.

6.1. Какие функции выполняет местоимение *it*?

6.2. Какие существительные замещает местоимение *it*?

6.3. В какой функции местоимение *it* не переводится?

Exercise 9. Переведите предложения на русский язык, обращая внимание на функцию местоимения *it*.

1. It's cold and I'm tired.
2. It doesn't matter.
3. I looked at the window. It was closed.
4. Here is your pen. Take it.
5. Don't you see? It's me.
6. It's no use crying.
7. It was dark to read.
8. It's wonderful outside.
9. Can you explain it to me once again, please?
10. It is reported that the plane has landed.

7. Простые времена в активном залоге. § 8.2.

7.1. Какие действия выражают Present / Past / Future Simple?

7.2. Какие наречия часто уточняют эти времена? Выучите их.

7.3. Как образуется глагол в Present / Past / Future Simple? *Запишите «формулу» образования, обозначив основную форму глагола буквой V.*

7.4. Какие вспомогательные глаголы используются в вопросительной и отрицательной форме в Present / Past / Future Simple? *Выпишите их.*

Exercise 10. *Образуйте 2-ю и 3-ю формы наиболее частотных неправильных глаголов, пользуясь таблицей.*

Be, come, do, eat, fall, find, get, give, go, have, hold, know, learn, meet, pay, read, see, sit, speak, stand, take, teach, tell, win, write.

Exercise 11. *Употребите глагол в соответствующем времени Simple.*

1. I (to go) to the university by bus yesterday. 2. It (to take) me 15 minutes to get there. 3. ... you (to play) tennis tomorrow? 4. ... you (to cook) well? 5. We (to have) English twice a week next term. 6. They ... not (to eat) meat, they are vegetarians. 7. Ann ... not (to use) the dictionary while translating. 8. They (not to study) five days a week last year.

Exercise 12. *Задайте специальный вопрос в Present Simple. § 8.2.1, 12.2.*

- 1) When...? → The dean comes at half past nine.
- 2) What...? → The girl asks us a lot of questions.
- 3) How often...? → We always air our classroom twice a day.
- 4) Who...? → They tell us about their studies.
- 5) What book...? → I read an English book every day.
- 6) What kind of...? → My father drives a new car.
- 7) How...? → He speaks English very well.
- 8) Where...? → My sister goes to her office on week-days.
- 9) How many...? → We have three classes on Monday.

8. Настоящее длительное время в активном залоге. § 8.3.1.

8.1. По какой «общей формуле» образуется глагол в длительном времени? *Выпишите эту формулу в тетрадь.*

8.2. Какие действия выражает Present Continuous?

Exercise 13. *Образуйте и сравните формы Present Simple and Present Continuous. § 8.2.1, 8.3.1.*

Present Continuous	Present Simple
I (read) now.	I (read) every day.
He (sleep) now.	He (sleep) well every night.
My mother (not work) now.	My mother (not work) at an office.
They (not eat) now.	They (eat) at school every morning.
... your brother (drive) now?	... he (drive) to his office?
... you (watch) TV now?	... you (watch) TV in the evening?

1. I usually ... (go) to the University by bus, but now I ... (walk).
2. My friend always ... (attend) lectures and seminars. Some students ... (miss) classes sometimes. Today Alex and Peter ... (stay) away.
3. – What ... you ... (read) now? – I ... (read) a book by V. Pelevin. In fact, I ... (read) a lot.
4. It ... (snow) quite often in the Urals. Look outside! It ... (snow) again!
5. I never ... (lose) the keys. But you ... always ... (lose) them!

9. Предлог. § 6.

- 10.1. Какими предлогами обозначается место предмета в пространстве?
- 10.2. Какие предлоги направления вы знаете?
- 10.3. Приведите примеры многозначности некоторых предлогов.

Exercise 14. Вставьте, где необходимо, предлоги "at", "on", "in".

1. Kate doesn't normally work ____ weekends, but she had to work ____ last Saturday.
2. We're leaving ____ the morning, but we'll be back ____ three weeks.
3. Did she send you a card ____ your birthday?
4. ____ what time does the meeting start ____ Monday?
5. They went ____ holiday to Spain ____ Easter and then again ____ the summer.
6. The bridge was built ____ the 16th century.
7. I'm taking my driving test ____ 4.30 ____ July 3rd.
8. He was born ____ 1900 and died ____ 1972.
9. I'm going to a conference in Egypt ____ a week.
10. Can you meet me ____ 2 o'clock ____ next Saturday afternoon?

10. Конструкции с существительными. §1.2, 1.3, 1.4.

- 11.1. Как выражается значение родительного падежа у одушевленных и неодушевленных существительных?
- 11.2. Как оформляются в притяжательном падеже существительные в единственном и множественном числе?
- 11.3. Какова последовательность перевода словосочетания с притяжательным падежом?

Exercise 15. Соедините существительные, используя одну из моделей.

- Models:
- a) job / Sally – Sally's job;
 - b) door / car – the door of the car;
 - c) TV / set – a TV set

- | | |
|---|-------------------------------|
| 1) motorbike / Andrew; | 9) rising cost / petrol; |
| 2) shoe / shop; | 10) traffic / London; |
| 3) milk / cat; | 11) alarm / clock; |
| 4) the price, the computer; | 12) clothes / ladies; |
| 5) bedroom / children; | 13) son / Mary and Ken; |
| 6) problem / nobody; | 14) end / film; |
| 7) sports / car; | 15) vacation / two weeks; |
| 8) name / the girl who came to dinner last; | 16) house / my mother-in-law. |

II. Communication

*Прослушайте аудиозапись слов и текста “My Working Day”,
отчитайте за диктором, делая паузы. Выполните задания к тексту.*

(Ссылка: <https://pshpu->

[my.sharepoint.com/:u:/g/personal/subbotina_yv_pspu_ru/ETm_Of9BBfVKsXVyI9yGew8B_VwSk-ErvEGP7UKCEafr3g?e=SYOL6y](https://pshpu-my.sharepoint.com/:u:/g/personal/subbotina_yv_pspu_ru/ETm_Of9BBfVKsXVyI9yGew8B_VwSk-ErvEGP7UKCEafr3g?e=SYOL6y))

Активный словарь

I come from – я родом из...	necessary ['nesəs(ə)rɪ] –
correspondence department – заочное отделение	необходимый
twice a year – дважды в год	to write a report – писать доклад
day-off – выходной	a course [kɔ:s] paper – курсовая работа
to arrive at – приезжать, приходить	a library ['laɪbr(ə)rɪ] –
duty – обязанность, долг	библиотека
have to – должен	do one's best – стараться
to mark – проверять	to combine [kəm'baɪn] –
to prepare for – готовиться к	сочетать
though [ðəʊ] – хотя	still – все равно
on my way home – по дороге домой	to look forward ['fɔ:wəd] to – с
to do some shopping – делать покупки	нетерпением ждать
to wait for – ждать	a job – работа
just talk – просто разговариваем	useful – полезный
to fail exams – завалить экзамены	to get experience – получать
to work hard at – упорно трудиться	опыт
to search for – искать	

My Working Day

Let me introduce myself. My name is Ann and I am 25 years old. I come from Berezniki but now I live and work in Perm. I work at school as a teacher. I am also a student of a correspondence department. I study at Perm Pedagogical University. I have examination sessions twice a year.

I always go to my work on Monday, Tuesday, Wednesday, Thursday and Friday. I don't go to school on Saturday and Sunday. These are my days-off. I usually arrive at work at eight o'clock though my working day begins at 8.30. I usually have four classes a day and many other duties. You know, teachers have to work not only with children but with their parents, write plans and other documents, discuss educational problems with their colleagues. I also spend a lot of time marking exercise books and preparing for the next lesson.

I leave school at about 4 o'clock in the afternoon. On my way home I do some shopping and walk a little. At home I cook dinner and wait for my

parents. When they come from work, we have dinner together. Then we sit in the living room, drink tea, watch TV or just talk.

As I'm a student and don't want to fail my exams I work hard at my lessons. I do them in the evening. I read a lot, search for the necessary information in the Internet, write reports or a course paper. Sometimes at the weekends I go to the library. I really do my best.

I must say that it isn't easy to combine work and learning. But still I always look forward to my next working day because I like my job and my study. I think I'm getting a lot of useful experience.

*Составьте предложения с помощью следующих слов и выражений. Используйте выражения **in the morning/ afternoon/ evening, then, also, after that, occasionally.***

Get up at 7 o'clock; do morning exercises, wash, dress and do (one's) hair; have (for) breakfast; leave the house at ... o'clock; go by bus /on foot; (it) takes (me) ... minutes; come on time / be late; begin at 9.30 (half past 9) a.m.; have dinner at the canteen; be over /finish at 5 p.m.; come home at 6 p.m.; watch the news, work on the computer; prepare for classes; listen to music a little; take a shower / a bath; go to bed at ... o'clock.

Ответьте на следующие вопросы о вашем рабочем дне:

1. What is your job? Where do you work?
2. How do you get to your work? How much time does it take to get there?
3. What days of the week do you work? What are your days-off?
4. What time do you usually get up? What do you do in the morning?
5. When does your working day begin?
6. What do you do at work? What are your usual duties?
7. Are you a full-time or an external student?
8. What is your future profession?
9. Is it difficult for you to combine work and study?
10. What do you do to be successful?

Расскажите о себе и о своем рабочем дне. В качестве источника информации используйте вопросы задания 2 раздела Communication (с. 8), текст "My Working Day" и задания после текста.

III. Reading

1. Прослушайте аудиозапись слов и текста "Our University", отчитайте за диктором, делая паузы. Выполните задания к тексту.

Ссылка: <https://pshpu->

my.sharepoint.com/:u:/g/personal/subbotina_yv_pspu_ru/Ean7Q9beYBdDncWnHU-6ZY8BXr6g6Z0yqp0ItWsF_OW_GQ?e=77yHxC

Активный словарь

to attend lectures [ə'tend 'lektʃəz] – посещать лекции
seminar – семинар
'credit-test – зачёт
course [kɔ:s] of studies – курс обучения
curriculum [kə'rikjuləm] – программа
to 'enter the University – поступить в университет
facilities [fə'silitiz] (мн. ч.) – оборудование, аппаратура, удобства
to be engaged [in'geɪdʒd] in – заниматься чем-л.
ex'ternal student – студент-заочник
first-year student – студент первого курса
full-time student – студент дневного отделения
field [fi:ld] of knowledge – область знаний
Foreign language ['forin 'læŋgwɪdʒ] – иностранный язык
to graduate ['grædjueɪt] from the University – закончить университет
to last – длиться, продолжаться
to miss classes – пропускать занятия
to pro'vide (with) – предоставлять, обеспечивать чем-л.
postgraduate ['pəʊst'grædjuit] (student) – аспирант
senior ['si:njə] student – студент старших курсов
scientific ['saɪən'tɪfɪk] work – научная работа
state grant – стипендия
subject – учебный предмет
to sub'mit a graduation paper – представить выпускную работу
to take / to pass an examination (in) – сдавать / сдать экзамен (по)
teaching practice ['præktɪs] – педагогическая практика
term – семестр

1.1. Прочитайте и переведите текст.

Our University

Perm State Humanitarian Pedagogical University is the oldest higher school of this type in the Urals. It was founded in 1921 and the number of students was small. During the next years our University grew greatly. Nowadays a great number of students enter every year its thirteen faculties: the Faculty of Mathematics, of Philology, of Physical Culture, of Primary Schooling, of Psychology and Pedagogy of Childhood, of Natural Sciences, of History, of Information Technology and Economics and others.

In four buildings of the University there are a lot of facilities: lecture halls, computer classrooms, research laboratories, a rich library, some reading-rooms, a big conference hall. The staff of professors and lecturers includes outstanding scientists who make a contribution to their fields of knowledge.

Pedagogical University provides higher education for future teachers. There are full-time students, part-time students and external students at our University. Part-time and external students combine work and learning. Many full-time students and postgraduates are provided with hostel accommodations and receive state grants. The course of studies for future Bachelors lasts 4 or 5 years; some students can study another 2 years to earn a Master's degree.

The academic year begins in September and ends in July. Each academic year has two terms and at the end of each term students take credit-tests and terminal examinations in different subjects. There are many subjects on the curriculum: Pedagogy, Psychology, Philosophy, Foreign language, History of Russia, etc. Students attend lectures and seminars. They are also engaged in scientific work and write their research papers. All students have teaching practice at a number of schools and kindergartens in Perm. At the end of the course of study students take final examinations and submit a graduation paper.

1.2. Определите, являются ли следующие утверждения:

а) истинными; б) ложными; в) не содержатся в тексте.

Используйте фразы "It's true", "It's false", "There is no information".

- a) Perm State Humanitarian Pedagogical University is the oldest higher school in the Urals.
- b) In four buildings of the University there are 13 faculties.
- c) The Faculties of Physics, of Natural Sciences, of Information Technology and Economics are housed in the main building.
- d) Our University provides higher education for future engineers.
- e) Full-time students usually combine work and learning.
- f) The course of studies for future Bachelors lasts six years.
- g) Students take credit-tests and terminal examinations twice a year.

1.3. Запишите понятие, которое объясняется в дефиниции.

- a) the method of teaching when students listen to a professor and write down;
- b) students who combine work and learning;
- c) the place where books and other literary materials are kept;
- d) a sum of money to finance educational study;
- e) the testing of knowledge of students without giving any definite mark;
- f) a period in which a break is taken from studies for rest, travel, or recreation;
- g) the method of teaching when students in small groups discuss with a professor theories and exchange information;
- h) any of the divisions of the academic year at the University.

1.4. Ответьте на вопросы о своей учебе.

- 1. Are you a full-time student or an external student?

2. What faculty do you study at?
3. You are a first-year student, aren't you?
4. Do you combine work and learning?
5. How long does your course of studies last?
6. What subjects do you study this term?
7. How many exams and credit-tests will you take in the winter session?
8. Do you attend all the lectures and seminars or do you miss them sometimes?
9. Is the foreign language difficult for you?
10. Are you engaged in scientific work? What subject is your research work devoted to?
11. What are your future plans after graduating from the University?

2. Прочитайте текст "The Bell Schools in the UK", переведите подчеркнутые слова и выполните задания к тексту.

The Bell Schools in the UK

1. In 1955 Frank Bell started a school of English for overseas students in Cambridge. This was so successful that in 1969 he opened another school in Bath and later others in Norwich and Saffron Walden. All the schools of the Bell group aim to combine good teaching in attractive and friendly surroundings. In 1973 the school in Bath became the Bell Educational Trust, a non-profit-making educational foundation.

2. The school accepts about one hundred students from many different countries. They all aim to improve their English. Students are accepted at all levels from the complete beginners to the very advanced. We ask that beginners should be able to read and write the English Alphabet. The minimum age for enrolment is 17 and the average age of the students is about 22. There are three terms of about eleven weeks each; these are October to December, January to March and April to June. There are three shorter courses in summer in July, August and September.

3. At the start of the course all students are given a test and an interview so that we can form the right group for learning. When the school decides on the groups they consider levels of English, nationality and the number of men and women so that each group forms a positive coherent learning unit. Each group has a group tutor. This is the teacher who is responsible for the group and who plans the course work. The teaching may be different at different levels. For example, advanced students often need more practice with written work and elementary students need more oral practice. However, the school tries to maintain a balance of four skills of listening, speaking, reading and writing and students are encouraged to use English as much as possible.

4. One of the features of the school approach to teaching English is the use of questionnaires, interviews and projects. The students are taken out of the classroom to use their English and they may find themselves interviewing people in the city centre or making a video film about life in Bath.

5. Here are some of the subjects the school offers: English Literature, Making a Magazine, Business English, the Media, Making a TV Programme, Music, Typing, Ecology, History, Photography, and Technical English. The subjects may change each term but the school tries to offer as wide a range as possible. The aim of these lessons is to give students the chance to study something of interest to them in English and this encourages them to use English more.

At the end of the course each student receives a report which comments on progress, attendance and attitude.

2.1. *Определите, являются ли следующие утверждения:*

а) истинными; б) ложными; в) не содержатся в тексте. В первом и во втором случае выпишите предложения, подтверждающие или опровергающие информацию.

a) The school in Bath occupies a pleasant nineteenth century house with an attractive garden and a car park.

b) The academic year in Bell schools is divided into two terms.

c) The groups at this school are formed according to the students' level of English knowledge, nationality and gender.

d) Only advanced students may be accepted to Bell schools: they should be able to speak English fluently, write correctly and read.

2.2. *Укажите абзац, который содержит следующую информацию.*

a) A peculiar method of teaching in this school is spoken communication when students leave their classrooms to have a conversation with townspeople.

b) There are a lot of subjects on the curriculum whose range changes each term.

c) There are differences in teaching the advanced students and the beginners.

2.3. *Ответьте на вопрос: “What are the duties of a group tutor?”*

2.4. *Определите основную идею текста.*

a) The school in Bath accepts about one hundred students from different countries who are classified into groups from complete beginners to very advanced.

b) The main methods of teaching at such schools are questioning, interviews and projects; they give students more oral practice.

c) The aim of the Bell group schools is to teach good English at different levels and according to the individual interests of the students.

d) It is very important to form the groups of students according to the results of entrance test.

3. Прочитайте текст “Oxbridge”, переведите подчеркнутые слова и выполните задания к тексту.

Oxbridge

Oxford and Cambridge are the oldest and the most prestigious universities in Great Britain. They are often called collectively Oxbridge. Only the education elite can go to Oxford or Cambridge. Both universities date from the twelfth and thirteenth centuries.



They are federations of semi-independent colleges, each college having its own staff, known as “Fellows”. Most colleges have their own dining hall, library and chapel (часовня) and contain enough accommodation for at least half of their students. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. The Fellows teach the college students either one-to-one – or in small groups, known as “tutorials” in Oxford and “supervisions” in Cambridge. Oxbridge has the lowest student/staff ratio (соотношение) in Britain. Lectures and laboratory work are organized at university level. Before 1970 Oxbridge colleges were single-sex (mostly for men). Now they admit both men and women.

Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies or the way of student life. The university has a number of societies and clubs, enough for every interest one could imagine. Sport is a common leisure activity at Oxbridge. The most popular sports are rowing and punting. Significant focus is given to the Boat Race, which is annually held between Cambridge and Oxford teams and watched by millions of viewers.

3.1. *Выпишите из текста синонимичное предложение.*

- a) Oxford and Cambridge universities consist of a number of colleges.
- b) Most students are provided with hostel accommodations.
- c) Both universities were founded in the medieval period.
- d) Students of Cambridge and Oxford take part in the famous Boat Race which is played every year.

3.2. *Определите, являются ли следующие утверждения:*

a) истинными; б) ложными; в) не содержатся в тексте. В первом и во втором случае выпишите предложения, подтверждающие или опровергающие информацию.

- a) Oxbridge is a collective name for the oldest and most prestigious universities in Britain.
- b) Fellows are students at these universities.
- c) Lectures are called tutorials and supervisions at Oxbridge.
- d) The number of teachers at Oxbridge is smaller than at other universities.
- e) Both men and women can be admitted to Oxford and Cambridge.
- f) Some of students clubs are called “Greek letter societies”.

3.3. *Выберите предложение, которое отражает основную идею текста.*

- a) The term “Oxbridge” is a morphological blend of the University of Oxford and the University of Cambridge in the United Kingdom, which is used to refer to them collectively in contrast to other British universities.
- b) Oxford and Cambridge universities are two intellectual eyes of Britain which have much in common in date of foundation, traditions, general organization, methods of instruction and way of student life.
- c) Oxford and Cambridge universities are called collectively “Oxbridge” to describe them as the top-scoring educational institutions in the UK, often with implications of superior social or intellectual status.

SESSION TWO

Advanced Grammar

1. Сравните формы прилагательных в следующей таблице.

Положительная	This river is <u>as</u> long <u>as</u> that one.	This task is <u>as</u> difficult <u>as</u> that one.
Сравнительная	This river is longer <u>than</u> that one.	This task is more difficult <u>than</u> that one.
Превосходная	This river is <u>the</u> longest .	This task is <u>the</u> most difficult.

1.1. Ответьте на вопросы:

- 1) Какие прилагательные образуют степени сравнения с помощью суффиксов? Каким прилагательным требуются вспомогательные слова?
- 2) Что означают союзы **as...as** и **than**? Какая из этих конструкций выражает различие при сравнении двух объектов, а какая – сходство?
- 3) Что выражает превосходная степень прилагательного?

1.2. Ответьте, используя степени сравнения прилагательных.

1. What is easier: to read or to translate?
2. Who is the eldest in your family?
3. Which city is larger: Washington or New York?
4. Which subject is the most interesting for you?
5. Which month is the shortest?
6. What is worse: to be late or to be early?
7. What is better: to love or to be loved?
8. What is less: nineteen or ninety?
9. What is the highest mountain in the world?

2. Проанализируйте значения времен совершенного вида и выполните задания.

Present Perfect	a) Is Sally here? – No, she has just gone out. b) They have been friends since childhood.
Past Perfect	c) She went for a holiday after she had passed the exam.
Future Perfect	d) By the end of this year I will have learnt English very well.

2.1. Соотнесите временные формы Perfect и их значения:

- а) действие произошло в прошлом, но имеет результат в настоящем;
- б) действие произошло ранее другого действия в прошлом («предпрошедшее» время);
- в) действие произойдет к определенному моменту в будущем («предбудущее» время);
- г) действие началось в прошлом и длится до момента речи.

2.2. Найдите в предложениях выше обстоятельства времени, которые маркируют указанные значения.

2.3. *Образуйте форму Present Perfect. Уточните функцию Present Perfect: действие завершилось /не завершилось к моменту речи.*

1. What time is he leaving? – He (to leave) already. 2. ... you (to have) your lunch yet? 3. Here is your watch. I ... just (to find) it. 4. She (to travel) a lot this year. 5. ... you (to see) John lately? 6. Where is your key? – I (to lose) it. 7. The police (to arrest) two men in connection with the robbery. 8. Peter failed in the exam. – He (not to work) hard this term. 9. Who is absent? – Ann. She (to be) ill for a week.

3. *Сравните предложения в действительном и страдательном залоге и ответьте на вопросы.*

Active	Passive
1. She often invites friends to the party.	1. She is often invited to the party.
2. The children took a dog for a walk.	2. The children were taken for a walk.
3. The teacher will ask the students about the grammar rule.	3. The teacher will be asked (by the students) about the grammar rule.

- 1) Какова роль подлежащего в активе и пассиве?
- 2) Как может быть выражен деятель в пассиве?
- 3) В каких временных формах представлены предложения в таблице?
- 4) Запишите «формулу» образования пассива в английском языке.

3.1. *Переведите предложения на русский язык и проанализируйте способы перевода. Обратите внимание на различные видовременные формы пассива.*

1. Canada is washed by the Atlantic Ocean and the Pacific, its motto is “From Sea to Sea”. 2. The term “United Kingdom” has been used in the official government yearbooks since 1922. 3. This film was much spoken *about*. 4. Ann was being told an interesting story, when I came. 5. He will be offered this job by the company, I think. 6. Have you been explained the rules of the game? 7. You are wanted on the phone. 8. Babies are looked *after* with great care. 9. Listen, what music is being played? 10. The tourists were shown around the Tower of London.

3.2. *Переведите на английский язык, используя времена группы Simple в страдательном залоге.*

Мне рассказали	Мне рассказывают	Мне расскажут
Ее привели	Ее приводят	Ее приведут
Нам ответили	Нам отвечают	Нам ответят
Ему помогли	Ему помогают	Ему помогут
Нас пригласили	Нас приглашают	Нас пригласят

4. Прочитайте сложные предложения и определите, какое из них является: а) сочинительным; б) подчинительным; в) бессоюзным.

1) Australia is a member of the Commonwealth while the USA is not.

2) I can't speak French but my grandfather does.

3) The book he read yesterday was about the history of London.

4.1. Найдите границы придаточного бессоюзного предложения, переведите на русский.

Model: The people [I talked to during my trip] were very friendly. – Люди, с которыми я разговаривал во время поездки, были очень дружелюбными.

1. I gave her all the money I had. 2. The museum we wanted to visit was shut when we got there. 3. Are these the keys you were looking for? 4. The man I was sitting next to on the plane talked all the time. 5. Everything they said was true. 6. The woman I wanted to see was away. 7. What's the name of the film you are going to see? 8. It was the most boring concert I've ever seen.

HOME TASK

Подготовка к сессии 3 включает три аспекта:

I. Задания по грамматике; II. Устная речь; III. Чтение.

I. Grammar

Используя «Краткий курс грамматики английского языка», изучите следующие темы (после названия грамматической темы указан соответствующий параграф), ответьте на вопросы и выполните упражнения. Выполняйте задания в тетради.

1. Степени сравнения прилагательных и наречий. § 2.

1.1. Какие есть способы образования степеней сравнения прилагательных?

Выпишите соответствующие суффиксы и вспомогательные слова.

1.2. Какие исключения из общего правила необходимо запомнить?

Выпишите их в тетрадь.

1.3. Какие сравнительные обороты вы знаете?

Exercise 1. Образуйте от следующих прилагательных сравнительную и превосходную степени. Запишите их в 3 колонки в зависимости от способа: а) с помощью суффиксов; б) со вспомогательными словами; в) исключения.

Short, big, cold, far, warm, beautiful, good, famous, happy, popular, active, bad, high, easy, expensive, hot, little, correct.

Exercise 2. Найдите предложения, содержащие ошибки, и исправьте их.

1. I'm busier than my little sister.
2. London is more old than New York.
3. Do you know the shortest way to the station?
4. Be activer at your lesson, please.
5. She is the most pretty girl I've ever known.
6. The boy is as taller as his father.
7. Baseball is the popularest summer sport in America.
8. Yesterday he started to feel more bad.
9. Mary's answer is correcter than yours.
10. Can you come more early next time?

Exercise 3. Переведите на русский язык. § 2.2

1. The smaller a car is, the easier it is to park.
2. She is much more serious than her brother.
3. The play was so boring that I fell asleep.
4. He wasn't as friendly as he usually is.
5. The more complicated the problem, the harder it is to find a solution.
6. My English is getting better and better.
7. She is the most beautiful girl in our group.
8. The worse the weather, the more dangerous it is to drive.

2. Времена совершенного вида (Perfect Tenses) § 8.4.

2.1. Запишите, какое действие выражает каждое из времен группы Perfect: Present Perfect, Past Perfect, Future Perfect.

2.2. Как образуется глагол в совершенном времени? Выпишите «общую формулу» образования сказуемого.

2.3. Сделайте список наречий и предлогов, уточняющих эти времена.

Exercise 4. Употребите глагол в Past Perfect. § 8.4.2. Переведите предложения.

1. She hoped that I already (to pay) for the tickets.
2. When we came the performance (to begin).
3. He went to bed as soon as he (to switch off) the TV-set.
4. By the end of the year she (to play) in two films.
5. When they came home the football match (to finish).
6. She went for a holiday after she (to pass) the exam.

Exercise 5. Употребите глагол во Future Perfect. § 8.4.3.

Переведите предложения, обращая внимание на использование

Present Simple в придаточных предложениях времени и условия. § 8.2.1.

1. When the uncle returns from Australia his son (to grow up).
2. By the end of this term I (to learn) English very well.
3. I'll need this magazine. ... you (to look it through) by the morning?
4. If you come at nine the concert (to finish).
5. We mustn't be late. They (to eat) everything by the time we come.
6. Before they choose a suitable house they (to see) hundreds of them.
7. When you go out it (to stop raining).
8. By the end of May she (to pass) all the exams.

3. Страдательный залог (*the Passive Voice*) § 8.7.

3.1. Что выражает предложение в действительном залоге (Active Voice) и в страдательном залоге (Passive Voice)?

3.2. Как образуется страдательный залог? *Выпишите «общую формулу» образования сказуемого.*

3.3. Формой какого падежа переводится дополнение с предлогом *by*?

3.4. Законспектируйте способы перевода пассива на русский язык; приведите по одному примеру на каждый способ.

Exercise 6. *Образуйте Present, Past или Future Simple Passive.*

1. The members of the House of Commons (to elect) by people. 2. Queen Elizabeth II (to crown) in 1952. 3. English (to speak) as a second language by many people in India, Pakistan and numerous countries in Africa. 4. ... Australia often (to visit) by tourists from other countries? 5. This program (not to show) on TV tomorrow. 6. In 1066 England (to conquer) by the Normans. 7. Why ... the newspapers (not to bring) yesterday? 8. Scotland (to join) to the UK in 1707, after a long struggle for its independence.

Exercise 7. *Переведите предложения, принимая во внимание разные способы перевода.*

1. What is being done in the house for the guests? 2. The second course was followed by fruit salad. 3. His name is often referred to in the articles. 4. He is such a bore. He is never listened to. 5. The policeman has been sent for. 6. This film was much spoken about. 7. We were treated to ice-cream. 8. If you wear this hat you'll be laughed at. 9. We were shown around the building. 10. Don't worry. Your luggage will be looked after.

4. Сложное предложение. Типы союзов § 8.7.

4.1. *Прочитайте примеры сочинительных предложений и подчеркните парные союзы.*

a) Australia as well as the UK is situated on the island.	Австралия, так же как Британия, является островным государством.
b) Both Britain and Australia are washed by seas from all sides.	И Британия, и Австралия со всех сторон омываются морями.
c) Ann speaks English fluently; she studied either in Oxford or in Eton.	Анна бегло говорит по-английски; она училась или в Оксфорде, или в Итоне.
d) Neither my parents nor my friends have been to the UK.	Ни я, ни мои родители не бывали в Соединенном Королевстве.
e) Tom might be a sportsman; he is not only tall but also strong.	Том, должно быть, спортсмен; он не только высокий, но и сильный.

Exercise 8. Используйте парный сочинительный союз.

1. ... my sister ... I are fond of arts. We often visit exhibitions. 2. Where are you going to spend your holiday? – I don't know yet. I might go ... to Turkey ... to Egypt. 3. Peter is a very active student; he takes part ... in cultural life at the University ... in sports competitions. 4. ... Sue ... Kate can play tennis. They don't go in for sports at all.

4.2. Переведите примеры подчинительных предложений.

Вид	Союз	Пример
1. Дополнит.	that (что), whether, if (ли)	I know that you will soon forget about it. We don't know whether the exhibition opens tomorrow.
2. Определяет.	which, who, that (который, -ая, -ое), whose (чей), whom (которого, которому)	A <u>bus</u> , which goes to the airport, runs every half hour. The official head of the UK is the <u>Queen</u> , who reigns but doesn't rule. I met a man whose sister knows you.
3. Условия	if (если)	If the weather is lovely, we'll spend the weekend in the country.
4. Времени	when (когда), while (в то время как, тогда как), till=until (пока не), after (после того как), before (до, прежде чем), since (с тех пор как), as soon as (как только)	When you cross the street in London look right and then left. While mother was watching TV, I did my homework. I'll wait for you till your lessons are over. I take a shower in the morning after I get up. Call me before you come. As soon as you get off you will see the bank in front of you.
5. Причины	because (потому что), as, for (так как)	As we were in a hurry we took a taxi.
6. Следствия	that's why (поэтому)	You didn't phone, that's why I was worried.
7. Уступит.	though, although (хотя)	Though it was raining they went for a walk.

4.3. Проанализируйте примеры придаточных определительных предложений, представленных в таблице 4.2. и объясните: а) от чего зависит выбор местоимений **who** и **which**; б) позицию какого члена предложения занимают местоимения **who, which, whom, whose, where**.

Exercise 9. Используйте соответствующее местоимение.

1. London was founded about 2000 years ago by the Romans ... gave their settlement the name Londinium. 2. "Londinium" is derived from the Celtic word Llyn-din ... means literally "river place". 3. A mountaineer is a person ... ambition is to climb Everest. 4. I see ... you mean. 5. Many people think that Big Ben was named after Sir Benjamin Hall, a British engineer, ... was responsible for the Clock Tower. 6. Do you know a restaurant ... we can have a really good meal? 7. I don't know the name of the woman to ... I spoke on the phone. 8. The Thames ... has always been the part of London history is often called Father of London.

II. Communication

1. Speak on the topic "Our University and My Studies". Use the text and the tasks on p. 19-21.

2. Speak on the topic "Great Britain". Use the text and the tasks on p. 31-35.

III. Reading

1. Прослушайте аудиозаписи слов и текста "Great Britain", отчитайте за диктором, делая паузы. Выполните задания к тексту.

Ссылки: <https://drive.google.com/file/d/1qqhJYP81qI58zow4VVxeCzjUN598X5Lb/view?usp=sharing>;
<https://drive.google.com/file/d/1xcl1mUdaZWzRvuvmotMeEICmu2s6nnit/view?usp=sharing>

Vocabulary

actually – фактически
 area ['ʔəriə] – площадь, регион
 coast – побережье
 to consist of – состоять из
 government – правительство
 to influence – влиять
 island ['ailənd] – остров
 isle [ail] – остров (обычно с именем собственным)
 to be known for – быть известным
 lake – озеро

river ['rivə] – река
 mountain [mauntin] – гора
 plain – равнина
 population – население
 relief – рельеф, ландшафт
 to separate – разделять
 to be situated – быть расположенным
 temperate ['temprit] – умеренный
 to unite – объединять

to vary ['vʒəri] – отличаться,
изменяться
to rule – править
to appoint – назначать
chamber – палата
power – власть
disadvantage – недостаток
equipment – оборудование
general election – всеобщие выборы
hereditary – наследственный
highly developed – высокоразвитый

to hold (held, held) – проводить
legislative power –
законодательная власть
manufacture – производство
majority – большинство
nevertheless – однако
raw ['rɔː] material – сырье
to receive [ri'si:v] – получать
vehicle ['vi:kl] – транспортное
средство

Pay attention to the proper names:

the United Kingdom (the UK) – Соединенное Королевство
Wales (Welsh) – Уэльс (уэльский, валлийский)
Scotland (Scottish) – Шотландия (шотландский язык)
Northern Ireland (Irish) – Северная Ирландия (ирландский)
the British Isles – Британские острова
the Continent = Europe
the Atlantic Ocean ['ætləntɪk(ə)n] – Атлантический океан
the Irish ['aɪ(ə)rɪʃ] Sea – Ирландское море
the North Sea – Северное море
the English Channel – пролив Ла-Манш
the Strait of Dover – Дуврский пролив (Па-де-Кале)
the House of Commons – палата общин
the Labour party – лейбористская партия

1.1. *Translate the following text.*

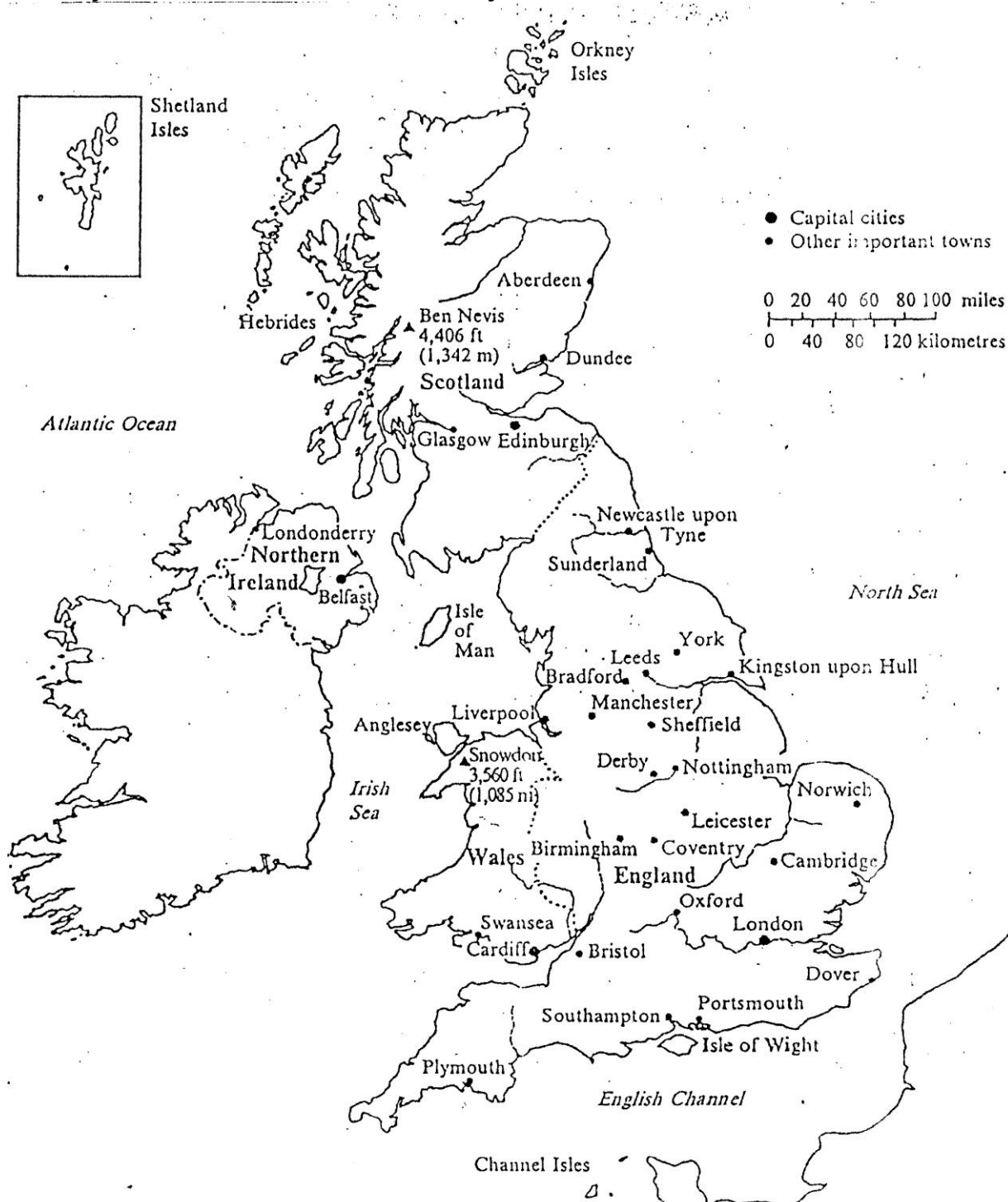
Great Britain

When we speak about the United Kingdom of Great Britain and Northern Ireland we actually speak about four countries united into one state: England, Scotland, Wales and Northern Ireland. Each of these countries has its language, its capital, and its government. Their capitals are London ['lʌndən], Edinburgh ['edɪnbərə], Cardiff ['kɑ:dɪf] and Belfast [bel'fa:st]. At the same time London is the capital of the United Kingdom. English is the official language, but some people also speak Scottish, Welsh and Irish.

The population of the country is over 57 million people. There are many beautiful cities in Great Britain: Liverpool and Manchester ['mæntʃəstə], Glasgow and Edinburgh, Belfast and Birmingham ['bɜ:mɪŋəm].

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles to the north-west of Europe. The British Isles consist of two large and more than 2000 small islands.

Their total area is over 244,000 square kilometers, the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais) separate them from the Continent. The Atlantic Ocean and the Irish Sea wash the West Coast of the country. The East Coast is washed by the North Sea.



The relief [ri'li:f] of the British Isles varies very much. The north and the west of England are mountainous, but all the rest – east, centre and south – is a vast plain. Ben Nevis in Scotland is the highest mountain in the UK (it is only 1,343 m. high). There are a lot of rivers in Great Britain but they are not very long. The Severn is the longest river, running from east to west. The Thames is the deepest and the most important river, where London is situated. The Lake District in Northern England with its lakes and valleys is a favourite holiday area. Scotland is also known for the beauty of the lakes, called lochs.

The mountains and the warm waters of Gulf Stream influence the climate ['klaimit] of the British Isles. It can be described as mild [maild] and temperate. Winters are warm but summers are cool and wet. Rain falls all the year round. Thick fogs in autumn are typical of the climate of Great Britain.

The UK is a parliamentary monarchy [pa:lə'mentəri 'mɪnəki]. The Queen is the official head of the state. But it is more a tradition than a real fact. In practice the country is ruled by an elected parliament. The legislative power in the country belongs to the British Parliament, which consists of two chambers: the House of Lords and the House of Commons. The seats are partly hereditary [hi'redit(ə)ri] in the House of Lords, but the members of the House of Commons are elected every 5 years.

In Great Britain there are three main political parties: the Labour ['leibə], the Conservative [kən'sə:vətɪv] and the Liberal. Every five years a general election is held. The party which receives the majority in the House of Commons becomes the party in power; its leader is appointed Prime Minister by the Monarch.

The great disadvantage of Britain's industry ['ɪndəstri] is that it has very few raw materials. Nevertheless the United Kingdom is a highly developed industrial [ɪn'dʌstriəl] country. Major manufactures include motor vehicles ['vi:ɪklz], aerospace equipment, electronic data-processing and telecommunication equipment, petrochemicals. Shipbuilding, fishing and publishing also are important economic industries.

1.2. Show the following on the map of Britain:

- 1) large and small islands which belong to the British area;
- 2) seas and oceans Great Britain is washed by;
- 3) the English Channel which separates the UK from the Continent;
- 4) the highest mountains – Ben Nevis and Snowdon;
- 5) the capital cities of England, Scotland, Wales and Northern Ireland;
- 6) the most important industrial cities;
- 7) the native town of “The Beatles”.

1.3. Say if it is true, false or there is no information in the text. If false correct the statement using the text.

1. The UK is made up of three countries: England, Scotland and Wales.
2. The British Isles are washed in the west by the North Sea.
3. The climate of the British Isles is mild and warm because of the English Channel.
4. The official head of the state is the Queen who reigns but doesn't rule the country.
5. Members of both chambers of Parliament are elected every 5 years.
6. The Conservative party is the present-day party in power.

1.4. *Answer the following questions.*

1. What is the official name of Great Britain?
2. What languages are spoken in the UK?
3. How large is the population and the total area of the country?
4. Where is the country situated?
5. What seas and ocean is Great Britain washed by?
6. The surface of Great Britain varies much, doesn't it?
7. Why is the British climate mild?
8. What kind of state is the UK?
9. Who rules Britain officially? Who rules Britain in practice?
10. What party won the last general election? Who is the PM now?
11. Great Britain isn't rich in mineral resources, is it?
12. What are the most important Britain's industries?

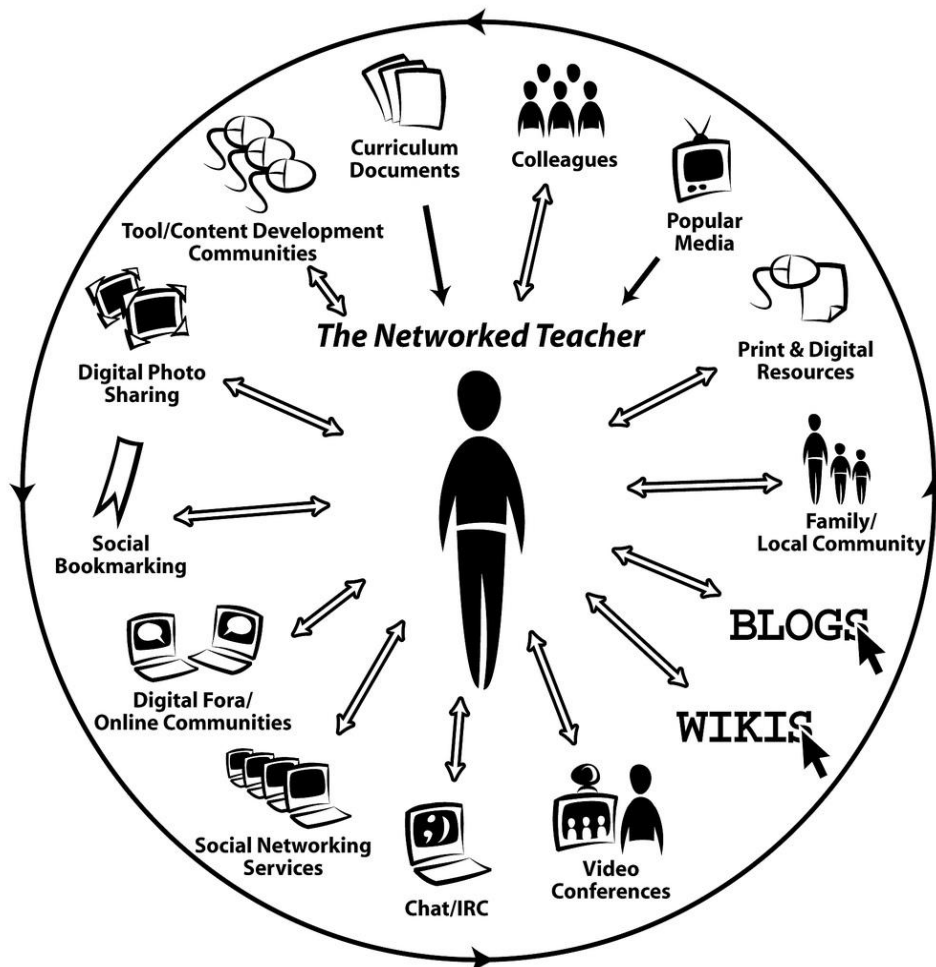
2. *Read the text "Advice to a Young Teacher" and do the tasks given below.*

Advice to a Young Teacher

1. A higher educational teaching qualification does not make you a professional, in the true sense of the word. Having graduated from the University or possessing a Bachelor degree does not automatically guarantee that the service you provide, is a professional one. Read this article to find out how you can stand out as a true professional in your field: the classroom and school community.

2. Always be on time for work. A professional teacher understands the need to start the day well, every day. Truly professional teachers will make sure that they arrive at least ten minutes before the first bell rings, so as to prepare themselves mentally for the day ahead. Be prepared. Check your diary the night before and plan for your classes. Professional teachers plan thoroughly too for every lesson and class. They stick to their work program and assessment schedule, to ensure that not only syllabus content is covered, but also the necessary skills for their students' longer-term success in their specific subject or learning area. Make sure your notes and handouts are professionally presented.

3. Take an interest in every child. The better you get to know your students, the more influence you will have on their attitude towards your subject, and on their lives in general. Remember the adage: "Teachers touch eternity, they never know where their influence may end." Treat your students with respect. Never publicly humiliate or belittle your students. Leave their family, background, religion, behaviour, and personal circumstances out of public disciplinary processes and discussions.



4. Consult parents. Try to include parents in the educational process and encourage their support of the school's disciplinary processes and procedures. Be polite and calm when dealing with parents. Keep reminding them that every discussion about the child needs to be undertaken with the child's best interests at heart. As a teacher and a professional, you are likely to be judged by your words and actions. Be passionate, positive, and enthusiastic about your work. At all times, in your interactions with children, parents and members of the public, practice self-restraint, self-control, and assertiveness in declaring that all you do, after all, is in the best interests of the children in your care.

2.1. Say if it is true, false or there is no information in the text.

- a) After getting a Bachelor Degree you will become a real professional.
- b) A teacher should not discuss his children's personal information with others.
- c) A teacher should always dress tastefully and like a professional.
- d) A professional teacher should plan his/her work not only for every day, but for longer periods.

2.2. *Choose the paragraph dealing with the following information.*

- a) A teacher should be respectful for his pupils or students.
- b) A good teacher should try to make parents his supporters in maintaining school procedures.

2.3. *Choose the correct answer to the question:*

“How far does the influence of a teacher extend?”

- a) The teacher influences the attitude of his pupils to all the topics covered by his subject.
- b) The influence of the teacher often extends beyond the classroom.
- c) The teacher influences not only children in his care but also their parents and the community on the whole.

2.4. *Choose the adequate summary of the text:*

- a) A Bachelor Degree does not automatically make a young teacher a professional; he/she must take pains to become one.
- b) A teacher should be a model for his pupils in all respects.
- c) A good teacher works not only with children but also their parents.
- d) A teacher should be passionate, positive and enthusiastic about his work.

**3. Выберите текст 3 в соответствии с вашей специальностью.
Прочитайте текст и выполните задания к нему.**

3.1. Математический факультет

Four Basic Operations of Arithmetic

There are four basic operations of arithmetic. They are addition, subtraction, multiplication and division. An equation like $3 + 5 = 8$ represents an operation of addition. Here you add three and five and get eight as a result. 3 and 5 are addends (or summands) and 8 is the sum. There is also a plus (+) sign and a sign of equality (=). They are mathematical symbols.

An equation like $7 - 2 = 5$ represents an operation of subtraction. Here seven is the minuend and two is the subtrahend. As a result of the operation you get five. It is the difference. We may say that subtraction is the inverse operation of addition since $7 - 2 = 5$ and $5 + 2 = 7$.

In multiplication there is a number that must be multiplied. It is the multiplicand. There is also a multiplier. It is the number by which we multiply. We get the product as a result. When two or more numbers are multiplied, each of them is called a factor.

In the operation of division, there is a number that is divided and it is called the dividend; the number by which we divide is called the divisor. We get the quotient as a result. However, suppose you are dividing 10 by 3. In this case you will get a part of the dividend left over. This part is called the remainder. In our case, the remainder will be one. Since multiplication and division are inverse operations, you may check division by using multiplication.

1. Correct the statement if it is false.

- a) Plus, minus, equality sign and remainder are mathematical symbols.
- b) You may check subtraction by using addition.
- c) If you divide the dividend by the divisor you'll get the product.

2. Match the definitions with their explanations.

- | | |
|--|-------------------|
| 1) The process of taking a number or amount from larger number or amount. | a) Addition |
| 2) The process of finding out how many times one number is contained in another. | b) Subtraction |
| 3) A method of calculating in which you add a number to itself a particular number of times. | c) Multiplication |
| 4) The process of calculating the total of numbers or amounts. | d) Division |

3.2. Филологический факультет

Indo-European Languages

By Indo-European languages is meant the family of languages with the greatest number of speakers, spoken in most of Europe and areas of European settlement and in southwestern and southern Asia.

They are descended (произошли) from a single unrecorded language believed to have been spoken more than 5000 years ago in the steppe regions north of the Black Sea and to have split into a number of dialects by 3000 BC. Carried by migrating tribes (племена) to Europe and Asia, these developed over time into separate languages. The main branches are Anatolian, Indo-Iranian, Greek, Italic, Romanic, Germanic, Baltic, Slavic, Armenian, Celtic, Albanian, and the extinct Tocharian languages.

The study of Indo-European began in 1786 with Sir William Jones's proposal that Greek, Latin, Sanskrit, Germanic, and Celtic were all derived from a "common source." In the 19th century linguists added other languages to the Indo-European family, and scholars such as Franz Bopp, Jacob Grimm, Rasmus Rask established a system of sound correspondences and founded the science of comparative linguistics. Since then Proto-Indo-European language has been partially reconstructed via identification of roots common to its descendants and analysis of shared grammatical patterns.

1. True, false or no information? Prove your choice using the text.

- a) Indo-European language family has more than 10 branches of languages and the greatest number of speakers.
- b) There are only living languages belonging to Indo-European family.
- c) They are descended from Proto-Indo-European language that was spoken by 3000 BC in the steppe regions north of the Black Sea.
- d) Scholars such as Franz Bopp, Jacob Grimm, Rasmus Rask were first linguists who began to study Indo-European languages.
- e) The objects of analysis in comparative linguistics are corresponding sounds, common roots of words and shared grammatical patterns.
- f) Indo-European languages are spoken only in Europe and Asia.

2. Find the terms in the text that mean:

- a) a system of communication by written or spoken words, which is used by the people of a particular country or area.
- b) a form of a language which is spoken in a particular part of a country and contains some different words, grammar and pronunciation.
- c) a branch of historical linguistics that is concerned with comparing languages to establish their historical relatedness.

3.3. Факультет физической культуры

3.3.1. American Sports

In the U.S. of today, football is the most popular spectator sport. What makes football in the U.S. so different from its European cousins, rugby and soccer, is not just the size, speed, and strength of its players. Rather, it is the most “scientific” of all outdoor team sports. Specific rules state what each player in each position may and may not do, and when. There are hundreds of possible “plays” for teams on offence and defence. Because of this, football has been called “an open-air chess game disguised as warfare”. Those who don’t understand the countless rules and the many possibilities for plays miss most of the game. They are like people who, watching a chess game for the first time, conclude that the purpose is to knock out as many pieces as possible.

Baseball is now in second place among the sports people most like to watch. Baseball and football have the reputation of being “typically American” team sports. This is ironic because the two most popular participant sports in the world today which are indeed American in origin – basketball and volleyball.

The first basketball game was played in Springfield, Massachusetts, in 1891. It was invented as a game that would fill the empty period between the football season (autumn) and the baseball season (spring and summer). Volleyball was also first played in Massachusetts, in Holyoke, in 1895.

1. Guess what kind of sport is meant.

- a) It may be compared with the game of chess.
- b) It is the most popular kind of sports after football.
- c) They began to play it to fill the gap in a sport year.
- d) It (as well as basketball) was invented in America.

2. Choose the headings to the paragraphs (1–3).

- a) American team sports.
- b) The US sport number one.
- c) Originally American sports.

3. Find the words in the text that mean:

- a) a person who watches a show, game, or other event (paragraph 1)
- b) the rate at which someone or something is able to move or operate (par. 1)
- c) a group of players forming one side in a competitive game or sport (par. 1)
- d) resistance (or protection) against danger, attack, or harm (par. 1)
- e) a person who takes part in something (par. 2)

3.3.2. Disabled Sport

Disabled sports (also adaptive sports or Para sports) are sports played by people with a disability. Many of them are based on existing sports but are modified to meet the needs of people with a disability. Disabled people compete in athletics, swimming, shooting, power lifting, skiing, biathlon and cross-country skiing. However, not all disabled sports are adapted; several sports that have been specifically created for persons with a disability have no equivalent in able-bodied sports, for example ice sledge hockey and wheelchair dance sport.

Disability exists in four categories: physical, mental, permanent and temporary. Organized sport for athletes with a disability is generally divided into three broad disability groups: the deaf, people with physical disabilities, and people with intellectual disabilities. Each group has a distinct history, organization, competition program, and approach to sport.

Organized sport for people with physical disabilities developed out of rehabilitation programs. Following the Second World War, in response to the needs of large numbers of injured ex-service members and civilians, sport was introduced as a key part of rehabilitation. Sport for rehabilitation grew into recreational sport and then into competitive sport. The pioneer of this approach was Sir Ludwig Guttmann of the Stoke Mandeville Hospital in England. In 1948, while the Olympic Games were being held in London, he organized a sports competition for wheelchair athletes at Stoke Mandeville. This was the origin of modern Paralympics Games. Currently Paralympics sport is governed by the International Paralympics Committee.

1. Answer the following questions.

- a) What are disabled or adaptive sports?
- b) Are sports for people with a disability and able-bodied sports the same?
- c) What are three main groups of disabled people?
- d) What did sport for people with physical disabilities originate from?
- e) Who was the founder of organized sport for people with a disability?

2. True, false or no information? Prove your choice using the text.

- a) Disability exists in three categories.
- b) The first international competition in deaf sport started in Paris in 1924.
- c) Rehabilitation programs after the Second World War first turned into recreational sport and then into Paralympics Games.

3. Choose the terms related to sports:

athletics, competition, history, swimming, service, shooting, key, body, power lifting, skiing, biathlon, pioneer, cross-country skiing, sledge hockey, origin, wheelchair dance sport, rehabilitation, example.

3.3.3. Travel Tips

Cities like London, Paris, and Venice are very popular places for sightseeing. The pyramids in Egypt and the Great Wall of China are important tourist attractions. They receive thousands of visitors each year. However, tourists today are always looking for new destinations. It is now possible to visit Antarctica, to take holidays under the sea, and even to go on holiday in space.

Lots of companies offer organized tours with tour leaders. These are often to places famous for their art and history, like Italy and Egypt. Or what about an adventure holiday – trekking or scuba-diving? Wildlife holidays, with activities from bird-watching to whale-watching, are popular but can be expensive. Or you could choose independent travel. A lot of young people go backpacking around the world after they finish their education.

You need to decide which part of the travel industry you want to work in. If you like people, you could work for an airline, looking after passengers in the air or on the ground. Or you could work in a hotel, where you would meet and talk to guests every day. If you like the business side more, think about working for a tour operator (the people who organize holidays) or a travel agent (the people who sell them to customers). If you want to travel, you can become a tour leader.

1. Choose the paragraph (1, 2, 3) dealing with the following information.

- a) You may apply for different travel jobs if you are in travel industry.
- b) There are many places of interest in the world you may visit.
- c) Travel agencies provide people with various kinds of tours.

2. Complete the sentences using the underlined words in the text.

- a) _____ buy products or services.
- b) _____ stay in hotels.
- c) _____ travel in planes, trains, buses, or boats.
- d) _____ take groups of people on organized holidays.
- e) _____ visit particular places or buildings.
- f) _____ travel to places on holiday.

3. True, false or no information? Prove your choice using the text.

- a) Modern tourists are bored with usual places of interest.
- b) Backpacking is a kind of tour mostly for elder people.
- c) If you want to go on a space travel you should climb the Great Wall of China first.
- d) Receptionists are the people who deal with the guests – check them in and out, take reservations, make sure that everyone is getting the service they need.
- e) Nowadays Egypt and China are the countries visited most often.

3.4. Факультет педагогики и методики начального образования

Schools in Britain

About 9 million children between the ages of 5 and 16 attend Britain's 30,500 state schools. Education is free in all of them. Some 600,000 pupils go to 2,500 private schools, often called "independent sector" where the parents have to pay for their children.

Boys and girls are taught together in most primary schools. More than 80 per cent of pupils in state secondary schools in England and Wales and over 60 per cent in Northern Ireland attend mixed schools. In Scotland nearly all schools are mixed. Most independent schools for younger children are also mixed while the majority of private secondary schools are single-sex.

State schools are almost all day schools holding classes from Mondays to Fridays. The school year in England and Wales normally begins in early September and continues into the following July. In Scotland it runs generally from mid-August to the end of June. The year is divided into three terms of around 13 weeks each.

Regulations in England and Wales require all state schools to send to parents a written annual report on their child's progress. The report must contain: details about the child's progress in subjects studied; details of the results of National Curriculum assessments and of public examinations taken by the child; comparative information about the results of other pupils of the same age in school.

1. Choose the paragraph (1, 2, 3, 4) dealing with the following information.

- a) Parents have to pay money for their children's studies at independent schools.
- b) Parents can compare their child's results with other children's progress.

2. Choose the answer to the question: What types of schools are the most numerous in the United Kingdom?

- a) Mixed schools both state and independent ones.
- b) Independent schools taking fees for educating children.
- c) Primary Schools teaching children from 5 to 11.
- d) Secondary schools taking children after 11.

3. Choose the adequate summary of the text.

- a) The text is devoted to the academic year in mixed schools in the UK.
- b) The text deals with school regulations in the UK, types of schools and the academic year.
- c) The text throws light upon parents' rights and their participating in school activities.
- d) The text describes mixed, private and independent schools.

3.5. Факультет педагогики и психологии детства

3.5.1. Intelligence

What makes one person more intelligent than another? What makes one person a genius, like the brilliant Albert Einstein, and another person a fool? Are people born intelligent or stupid, or is intelligence the result of where and how you live? These are very old questions and the answers to them are still not clear.

We know, however, that just being born with a good mind is not enough. In some ways, the mind is like a leg or an arm muscle. It needs exercise. Mental exercise is particularly important for young children. Many child psychologists think that parents should play with their children more often and give them problems to think about. The children are then more likely to grow up bright and intelligent. If, on the other hand, children are left alone a great deal with nothing to do, they are more likely to become dull and unintelligent.

Parents should also be careful what they say to young children. According to some psychologists, if parents are always telling a child that he or she is a fool or an idiot, then child is more likely to keep doing silly and foolish things. So it is probably better for parents to say very positive things to their children, such as "That was a very clever thing you did" or "You are such a smart child".

1. Answer the following questions.

- Are people born intelligent or stupid?
- Why does mind need exercise?
- How can parents and teachers help children to become intelligent?
- Why, from the point of view of some psychologists, should parents praise their children?

2. Change the underlined words to make the sentences true.

- Einstein was an unintelligent person.
- The more you rest your mind, the more intelligent you should become.
- Parents should never play with their children.
- Children who are often left alone are more likely to become bright
- It is bad for parents to tell children that they are clever.
- Parents should say very negative things to their children.

3. Match the right and the left columns.

- | | |
|--------------------------------------|-------------------------------------|
| 1) Mental exercise is important... | a) not enough. |
| 2) Parents should give children... | b) for young children. |
| 3) To be born with a good mind is... | c) what they say to their children. |
| 4) Parents should be cautious... | d) problems to think about. |

3.5.2. Speech-Language Therapy

A speech disorder refers to a problem with the actual production of sounds, whereas a language disorder refers to a difficulty in understanding or putting words together to communicate ideas. Speech disorders include articulation disorders, fluency disorders, voice disorders and infant feeding disorders. Language disorders can be either receptive or expressive.

Speech-language pathologists (SLPs), often informally known as speech therapists, are professionals educated in the study of human communication, its development, and its disorders. They hold at least a master's degree and state certification/licensure in the field. SLPs assess the problems and find the best way to treat them.

An SLP will work with a child one-on-one, in a small group, or directly in a classroom to overcome difficulties involved with a specific disorder. Therapists use a variety of strategies, including language intervention activities, articulation therapy, oral-motor /feeding and swallowing therapy.

Speech-language experts agree that parental involvement is crucial to the success of a child's progress in speech or language therapy. Kids who complete the program quickest and with the longest-lasting results are those whose parents have been involved. The process of overcoming a speech or language disorder can take some time and effort, so it's important that all family members be patient and understanding with the child.

1. Match the titles with the paragraphs (1–4).

- a) Remediation (Correction)
- b) Speech Disorders and Language Disorders
- c) Helping Your Child
- d) Specialists in Speech-Language Therapy

2. Find the words in the text that mean:

- a) a functional abnormality or disturbance (paragraph 1)
- b) difficulties in putting words together (par. 1)
- c) to allow food or drink to pass down the throat (par.3)
- d) clinicians who specialize in the evaluation and treatment of communication disorders and swallowing disorders (par. 2)

3. True, false or no information? Prove your choice using the text.

- a) Language disorders occur when a person is unable to produce speech sounds correctly or fluently, or has problems with their voice or resonance.
- b) SLPs can be awarded both a bachelor's and a master's degree.
- c) Speech-Language Pathologists collaborate with other health care professionals often working as part of a multidisciplinary team.
- d) Parents are an extremely important part of their child's therapy program and help determine whether it is a success.

3.6. Биологический факультет

3.6.1. Botany

Botany is a branch of biology that involves the scientific study of plant life. Botany covers a wide range of scientific disciplines concerned with the study of plants, algae and fungi, including structure, growth, reproduction, metabolism, development, diseases, chemical properties and evolutionary relationships between taxonomic groups. Today botanists study over 550,000 species of living organisms.

The study of plants is vital as they are a fundamental part of life on the Earth, which generates oxygen that allows humans and other life forms to exist. Through photosynthesis, plants absorb carbon dioxide, a greenhouse gas that in large amounts can affect global climate. Additionally, plants allow us to produce food to feed an expanding population, manufacture nonfood products – medicine, fibers, fuel, dyes, materials and etc., understand environmental changes more clearly.

Virtually all foods eaten come from plants, either directly from grain crops, herbs, fruit and vegetables, or indirectly through livestock or other animals, which rely on plants for their nutrition. The science of agriculture deals with the planting, raising, nutrition, and harvest of food crops, and has played a key role in the history of world civilizations. Plants are the fundamental base of nearly all food chains because they use the energy from the sun and nutrients from the soil and atmosphere, converting them into a form that can be consumed and utilized by animals.

1. Finish the sentences:

- a) Botany is a branch of biology whose subject of study are...
- b) Plants allow all the life forms on the Earth to exist since they serve as the main source of ... and can absorb ...
- c) Plants are used for production of ... as well as ... consumed by people.
- d) Foodstuffs coming from plants include...
- e) Natural sources of energy used by plants are ...

2. Find the words in the text that mean:

- a) plants which produce energy through photosynthesis that usually include the green, brown, and red species (paragraph 1)
- b) any of various processes by which an animal or plant produces one or more individuals similar to itself (par. 1)
- c) the complex of physical, chemical, and biotic factors that act upon an organism or an ecological community (par. 2)
- d) the process of obtaining the food necessary for health and growth (par. 3)
- e) cattle, horses, poultry, and similar animals kept for domestic use but not as pets, especially on a farm or ranch (par. 3)

3.6.2. A Country across the Channel

The British Isles, which include Great Britain, Ireland and a lot of smaller islands, are situated off the north western coast of Europe and once formed part of that continent. They became islands when they were separated from it. The separation took place thousands of years ago, after the last Ice Age. All in all there are over 5,000 islands in the system of the British Isles which lie on the continental shelf, the zone of shallow water surrounding at present the continent and resembling a shelf above the deep water of the oceans.

The Atlantic Ocean and the Irish Sea wash the West Coast of the country. The East Coast is washed by the North Sea. The British Isles are separated from the European continent by the English Channel and the North Sea. The English Channel, in its widest part in the west is 220 km wide, and in the narrowest, what is called the Strait of Dover, only 32 km. So, the islands have had an easy and mainly profitable contact with mainland Europe.

The British Isles in general, but especially England, form one of the most densely populated areas in the world. Archaeologists and historians have demonstrated that the present-day inhabitants of Britain and Ireland are largely the descendants of settlers and traders from Western Europe. The growth of population in Britain reflects, to a large extent, the economic changes. The basic population distribution of the 20th century had been established by the Industrial Revolution of the 19th century.

1. True, false or no information? Prove your choice using the text.

- a) A long time ago the British Isles formed a part of the European continent.
- b) The Atlantic Ocean, the Irish Sea and the North Sea wash the coasts of the British Isles.
- c) The native population of Britain were the Iberians who inhabited it about three thousand years B.C.
- d) After the Industrial Revolution the British Isles became one of the most underpopulated areas in the world.

2. Complete the sentences:

- a) The British Isles separated from the European continent ...
- b) Nowadays the system of the British Isles includes..., ..., and about 5,000 smaller islands which lie...
- c) The Strait of Dover with its width of ... allows ...
- d) The ancestors of the present-day inhabitants of Britain were...

3. Find the words in the text that mean:

- a) of little depth (paragraph 1)
- b) a geographic region (par. 3)
- c) thickly crowded or closely set (par. 3)

3.9. Исторический факультет

The Early British History

About three thousand years B.C. many parts of Europe, including Britain, were inhabited by the Iberians. The descendants of these people are still found in the North of Spain (the Iberian Peninsula). We don't know much about these people because they lived in Britain long before a word of history was written. We can learn something from their skeletons, their weapons and tools, and their dwellings.

From the 6th to the 3rd centuries B.C. people called Celts spread across Europe from east to west. Several tribes invaded the British Isles. The Iberians were unable to fight back the attacks of the Celts, who were armed with metal spears, swords, daggers and axes. In the war most of the Iberians were killed, others were driven into the western mountains (now Wales) or probably mixed with the invaders.

Then powerful Britons conquered most of Britain, the Picts and the Scots settled in the North of Britain and in Ireland. Their tribes were developing into kingdoms when Julius Caesar visited Britain in 55 BC. The Roman invasion began in AD 43. The Romans withdrew in 407; forty two years later the Germanic tribes of Jutes, Angles and Saxons crossed the Channel and overran all England except Cornwall and Wales. The British natives fought fiercely against the invaders and it took more than a hundred and fifty years for the invaders to conquer the country.

1. *Make up a chronology consisting of 2 columns: (a) Date and (b) Peoples who inhabited and invaded the British Isles.*

2. *True, false or no information? Prove your choice using the text.*

- a) The Iberians lived in the prehistoric times.
- b) We can't find any traces of the Iberians in the modern world.
- c) The Britons, Picts and Scots were Celtic tribes.
- d) The Iberians fought against the Celts and conquered them.
- e) The Roman invasion lasted about five hundred years.
- f) Ireland was never invaded by either the Romans or the Anglo-Saxons.

3. *Find the words in the text that mean:*

- a) a person who comes from a particular ancestor (paragraph 1)
- b) to live or occupy a territory (par. 1)
- c) to enter a country by force with an army to occupy it (par. 2)
- d) to overcome and take control of a place by use of military force (par. 3)

4. *Выпишите из текста слова, относящиеся к группе "weapons".*

3.10. Факультет музыки

Music as a Form of Art

Music is an art form whose medium is sound. Its common elements are pitch (which governs melody and harmony), rhythm, dynamics, and timbre, also known as tone color. The word derives from Greek *mousike* that means “art of the Muses”. Within the arts, music may be classified as a performing art that can be performed with a vast range of instruments and with vocal techniques ranging from singing to rapping.

The creation, performance, significance, and even the definition of music vary according to culture and social context. Music ranges from strictly organized compositions (and their recreation in performance), through improvisational music to aleatoric forms. Music can be divided into genres and subgenres, although the dividing lines and relationships between music genres are often very slight, sometimes open to personal interpretation, and occasionally controversial.

To many people in many cultures, music is an important part of their way of life. Ancient Greek and Indian philosophers defined music as tones ordered horizontally as melodies and vertically as harmonies. Common sayings such as “the harmony of the spheres” and “it is music to my ears” point to the idea that music is pleasant to listen to. However, 20th-century composer John Cage thought that any sound can be music: “There is no noise, only sound.”

1. Match the definitions with their explanations.

- | | |
|--|------------|
| 1) the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone | a) harmony |
| 2) the tone quality that makes a musical sound different from another | b) rhythm |
| 3) a strong, regular repeated pattern of movement or sound | c) sound |
| 4) the combination of simultaneously sounded musical notes to produce a pleasing effect | d) timbre |
| 5) vibrations that travel through the air and can be heard when they reach a person's or animal's ear | e) pitch |

2. Match the titles with the paragraphs (1-3); write down the key words to prove your choice.

- a) Role of music in people's life
- b) Definition of music
- c) Varieties of music

3.11. Факультет психологии

A Brief History of Psychology

The history of psychology goes back to ancient times when people began to ask questions about human nature and tried to explain human behavior. The early Greek and Roman philosophers wondered what the mind was and where it was located. Aristotle (384-322 B.C.) introduced the concept of the mind as a *tabula rasa* (blank slate) that was empty until it was “written upon” by experience.

Nineteen centuries later the British philosopher John Locke (1632-1704) adopted this term to express his agreement with this view of the human mind. An opposing view was held by the French philosopher Rene Descartes (1596-1650), who believed that we are born with certain ideas and abilities. Descartes also maintained that the mind and the body are separated but have a great deal of influence over each other. These theories expressed opinions rather than the results of scientific investigations.

Psychology as a science is little more than 100 years old. Psychological issues are controversial mostly because of basic differences in the way different psychologists see the nature of human beings. That’s why there is a number of different schools – groups of psychologists who share different theoretical outlooks. As these schools successfully develop and then often decline, the history of psychology is being written.

1. Answer the following questions.

- a) Was it possible for psychology to form as a science 200 years ago?
- b) Who contributed to the development of psychology?
- c) Why do psychologists come into conflict?

2. Choose the problems psychologists think of.

- a) they ask questions about human nature and try to explain human behavior;
- b) they wonder what the mind is and where it is located;
- c) they are interested why we are born with certain ideas and abilities;
- d) they investigate the human language;
- e) they study why psychological schools develop and then decline.

3. Find the words in the text that mean:

- a) a person’s ability to think and reason; the intellect (paragraph 1, 2)
- b) the way in which one acts or conducts oneself, especially toward others (1)
- c) possession of the qualities required to do something; necessary skill, competence, or power (par. 2)
- d) an important topic or problem for debate or discussion (par. 3)
- e) the scientific point of view (par 3).

3.12. Факультет информатики и экономики

3.12.1. E-Commerce

1. We sell mobile phones and accessories, and we only operate online. We're a B2C business. That means "business to customer", so we don't sell to other businesses – that's B2B. We're obviously not C2C either, which is individual people selling to each other online.

2. B2C is becoming very successful. It's world-wide shopping, 24 hours a day, 365 days a year. It's so convenient – people can browse through online catalogues, compare prices easily, and there's less paperwork, so it's cheaper for the retailer. We can pass these savings onto the consumer.

3. Well, the best sites, or e-tail stores, have an electronic storefront giving categories that are easy to understand. You can read reviews about the products, go to chat rooms to talk about them, and when you've made your choice, simply click your mouse and add it to your electronic shopping cart.

4. The retailer needs to build consumer confidence. You need a website that is easy to navigate and it must download quickly. You need customer support services, things like FAQs (frequently asked questions), information about the order, and guarantees about delivery. A secure server for transactions using credit cards and a privacy policy are also very important.

5. I think everyone will shop online soon. All e-tail stores will use virtual reality to sell their goods – it's going to generate billions of euros.

1. Match the questions (a–e) with the parts of the text (1–5).

- a) How does e-commerce work?
- b) What's the future for e-commerce?
- c) Do customers like shopping online?
- d) What kind of business do you run?
- e) What do e-tail stores need to succeed?

2. Choose the features of the best e-tail stores, using the information of the text to prove your choice.

- a) have slow downloads
- b) have an electronic shop window
- c) have somewhere to put to your goods
- d) inform the customer about the order
- e) need a lot of paperwork
- f) have a place for people to talk
- g) give product reviews
- h) use a safe Web server for payment
- i) cannot say when goods will arrive
- j) let people ask questions

3.12.2. From the History of Management

The word *management* comes from the French word which means “the art of conducting, directing”. Management is the process of leading and directing all or part of an organization, often a business, through the placement of resources (human, financial, material or intellectual).

Some writers trace the development of management thought back to Shumerian traders and ancient Egyptian pyramid builders. Slave-owners through the centuries faced the problems of exploiting and motivating dependent but sometimes resistant workforce. However, many pre-industrial enterprises, taking into account their small size, did not have to think about management systematically. But innovations such as the spread of Arabic numerals and the codification of double-entry book-keeping (1494) provided tools for management accountancy, planning and control.

Modern management as a discipline began as an offshoot of economics in the 19th century. Classical economists, such as Adam Smith and John Stuart Mill, provided a theoretical background. At the same time, such innovators as James Watt and Matthew Boulton developed technical production elements such as standardization, quality control procedures, cost accounting, interchangeability of parts, and work planning. Modern management consists of a number of separate branches, including human resource management, operations or production management, strategic management, marketing, financial management, and information technology management.

1. Complete the sentences:

- a) The history of management dates back to ancient times, when slave-owners faced the problem to impel ...
- b) ... and ... can be regarded as first innovations that influenced the development of management.
- c) Management became a branch of economics in the 19th century due to... who... and ... who...
- d) Management in businesses and organizations is a complex function that includes ...

2. Find the words in the text that mean:

- a) a person's regular occupation, profession, or trade (paragraph 1)
- b) something newly introduced, such as a new method or device (par. 2)
- c) the recording of financial transactions based on two accounts: “cash” and “income” (par. 2)
- the standard of something as measured against other things of a similar kind; the degree of excellence of something (par. 3)
- d) the action or business of promoting and selling products or services, including market research and advertising (par. 3)

3.12.3. Tim Berners-Lee

Tim Berners-Lee, born in June 8, 1955, London, is a British physicist. The son of computer scientists, he graduated from Oxford University and in 1980 accepted a fellowship at CERN in Geneva. In 1989 he suggested a global hypertext project. He and his CERN colleagues created a communications protocol called Hyper Text Transfer Protocol (HTTP) that standardized communication between computer servers and clients. Their text-based Web browser was released to the public in 1991, marking the beginnings of the World Wide Web and general public use of the Internet. The Web gives users access to a vast array of documents that are connected to each other by means of hypertext or hyperlinks. A hypertext document with its corresponding text and hyperlinks is written in HTML and is assigned an on-line address, or URL. Tim Berners-Lee declined all opportunities to profit from his immensely valuable innovation. In 1994 he joined the Laboratory for Computer Science at Massachusetts Institute of Technology as director of the World Wide Web Consortium.

Berners-Lee has received many awards and honours. He was elected a Fellow of the Royal Society (FRS) in 2001. In 2004 he was promoted to Knight Commander of the Order of the British Empire "for services to the global development of the Internet". On 13 June 2007, he received the Order of Merit, becoming one of only 24 living members entitled to hold the honour, and to use the post-nominals 'O.M.' after their name.

1. True, false or no information? Prove your choice using the text.

- a) Tim Berners-Lee is an English computer scientist, best known as the inventor of the World Wide Web.
- b) HTTP is a communications protocol which marked the beginnings of the World Wide Web and general public use of the Internet.
- c) Tim Berners-Lee profited from his valuable innovation and was included in the Forbes list of the world's wealthiest people.
- d) Berners-Lee was knighted by Queen Elizabeth II for his pioneering work.
- e) The Order of Merit is within the personal bestowal of the Queen, and does not require recommendation by ministers or the Prime Minister.

2. Find the terms in the text that mean:

- a) a text displayed on any electronic device with references to other text which the reader can immediately access (paragraph 1)
- b) a reference to a web resource that specifies its location on a computer network informally called as a web address (par. 1)
- c) the standard markup language used to create web pages (par. 1)

3.13. Факультет социально-педагогического образования

3.13.1. City Kids Organization of the Activity

One example of a successful youth organization is “City Kids Organization of the Activity” (CityKids) founded in 1985. It is an organization with branches across the United States. Their mission is to engage and develop young people to impact the world positively, to empower urban young people, ages 13 to 19, through arts and educational programs to develop the knowledge, skills, and confidence to succeed in school, the workplace, and in life. Their goals are:

- Setting a safe space for youth
- Promoting open youth-to-youth communication
- Multicultural bridge building

The group does many different things to try and attain these goals. For example, they hold a weekly meeting where they bring together different groups of young people to explore cultural, racial, and sexual issues. The group is involved in many aspects of youth’s lives, and offers opportunities for leadership development and guidance for both education and careers.

Today, CityKids engages more than 800 young people annually through free after-school, in-school, weekend, and summer programs and reaches tens thousands each year through performances, multi-media productions, and workshops that are created, designed, and produced by young people. City Kids is a successful example of young people choosing issues they find important and helping one another strengthen their community.

1. True, false or no information?

- a) CityKids is intended for US children living both in urban and rural areas.
- b) The organization has now its branches in all English-speaking countries.
- c) Its mission is to help teenagers to develop their skills and abilities in order to become successful and more confident.
- d) Once a month members of different groups meet together to discuss cultural, racial, and sexual problems.
- e) The number of children engaged in annual activities varies from eight hundred to tens thousands.

2. Translate the goals of “City Kids Organization of the Activity”.

3. Using the information of the text, prove the following:

- a) Every year CityKids arranges various programs for young people.
- b) Teenagers are not passive members but active participants.

3.13.2. *Children's Rights*

The term "child" means "minor", i.e. any human being below the age of eighteen years. As minors by law children do not have the right to make decisions on their own for themselves in any known jurisdiction of the world. Instead their adult caregivers, including parents, social workers, teachers and others, are vested with that authority, depending on the circumstances. Researchers have identified children as needing to be recognized as participants in society whose rights and responsibilities need to be recognized at all ages.

Children's rights are the human rights of children with particular attention to special protection and care afforded to minors. This includes their right to association with both parents, human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age of the child, freedom from discrimination on the basis of the child's race, gender, religion, disability etc.

Sir William Blackstone (1723-1780) recognized three parental duties to the child: maintenance, protection, and education. The League of Nations adopted the *Geneva Declaration of the Rights of the Child* (1924), which enunciated the right of the hungry child to be fed, the right of the sick child to receive health care, the right of the backward child to be reclaimed, the right of orphans to shelter, and the right to protection from exploitation. The United Nations' 1989 *Convention on the Rights of the Child*, or CRC, is the first legally binding international instrument to incorporate the full range of human rights. The CRC is the most widely ratified human rights treaty with 195 ratifications, excepting South Sudan and the United States. The CRC is based on four core principles: the principle of non discrimination, the best interests of the child, the right to life and development, and considering the views of the child in decisions which affect them (according to their age and maturity).

1. *True, false or no information? Prove your choice using the text.*

- a) Children's rights include the right to make decisions on their own.
- b) The children's rights movement is considered distinct from the youth rights movement.
- c) The child has a right to receive protection and education from the parent.
- d) The CRC is considered the first legally binding international human rights treaty, which was ratified by all countries.

2. *Find the terms in the text that mean:*

- a) the fundamental normative rules about what is allowed of people or owed to people, according to some legal system or social convention (paragraph 1-3);
- b) a contract in writing between two or more political authorities (as states or sovereigns) formally signed by representatives and ratified by the lawmaking authority of the state (par. 3).

Материалы для самостоятельной работы

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