

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ
ДИСЦИПЛИНЫ (МОДУЛЯ)**

1.	Кафедра	Филологии и медиакоммуникаций
2.	Направление подготовки	44.03.05 Педагогическое образование (с двумя профилями подготовки).
3.	Направленность (профили)	Физическая культура. Безопасность жизнедеятельности.
4.	Дисциплина (модуль)	Иностранный язык
5.	Форма обучения	очная
6.	Год набора	2020

1. Методические рекомендации по аудиторной и самостоятельной работе

1.1. Методические рекомендации по подготовке к практическим занятиям (устному высказыванию по теме).

Участие студента в работе на практическом занятии оценивается следующим образом:

а) в процессе интерактивных форм работы; учащийся получает за каждое выступление определенное количество баллов в соответствии с технологической картой дисциплины в зависимости от полноты и качества ответа. Также студент может заработать балл в процессе обсуждения, если он дополняет ответы других учащихся. Учащиеся имеют право узнать оценку результатов работы в баллах после каждого занятия и в таблице общего рейтинга группы по предмету. К практическому занятию могут предлагаться письменные работы (так называемый практикум), выполнение которых также входит в оценку работы на занятиях.

б) к планам практических занятий предлагаются темы творческих работ, докладов и рефератов. Их выполнение оценивается в соответствии с критериями, представленными в приложении 2 количеством баллов, описанным в технологической карте.

1.2. Методические рекомендации по подготовке к докладу.

Доклад/выступление - это публичное развернутое изложение по заданной теме.

Целями подготовки доклада являются:

- систематизация материала по теме;
- развитие навыков самостоятельной работы с литературой;
- пробуждение познавательного интереса к научному познанию.

Основными задачами подготовки доклада являются:

- выработка умений излагать содержание материала в короткое время;
- выработка умений ориентироваться в материале и отвечать на вопросы;
- выработка умений самостоятельно обобщать и представлять материал, делать выводы.

Доклад должен состоять из трех частей: **вступление, основная часть и заключение.**

Вступление должно содержать: название доклада, сообщение основной идеи, современную оценку предмета изложения, краткое перечисление рассматриваемых вопросов, форму изложения.

Основная часть должна раскрывать суть затронутой темы. Задача основной части - представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока должна содержать наглядные пособия, аудио-визуальные или визуальные материалы (представление рисунков, таблиц графиков в формате ppt или pdf). По основной части доклада могут быть содокладчики.

Заключение должно содержать ясное четкое обобщение и краткие выводы.

Время доклада – 5-7 мин. Чтение доклада при выступлении – запрещено.

1.3. Методические рекомендации по подготовке презентаций

Подготовку презентационного материала следует начинать с изучения нормативной и специальной литературы, статистических данных, систематизации собранного материала. Презентационный материал должен быть достаточным для раскрытия выбранной темы.

Подготовка презентационного материала включает в себя не только подготовку слайдов, но и отработку навыков ораторства и умения организовать и проводить диспут.

Создание презентационного материала дает возможность получить навыки и умения самостоятельного обобщения материала, выделения главного.

При подготовке мультимедийного презентационного материала важно строго соблюдать заданный регламент времени.

Необходимо помнить, что выступление состоит из трех частей: вступления, основной части и заключения. Прежде всего, следует назвать тему своей презентации, кратко перечислить рассматриваемые вопросы, избрав для этого живую интересную форму изложения.

Большая часть слайдов должна быть посвящена раскрытию темы. Задача выступающего состоит не только в том, что продемонстрировать собственные знания, навыки и умения по рассматриваемой проблематике, но и заинтересовать слушателей, способствовать формированию у других студентов стремления познакомиться с нормативными и специальными источниками по рассматриваемой проблематике.

Алгоритм создания презентации

1 этап – определение цели презентации

2 этап – подробное раскрытие информации,

3 этап - основные тезисы, выводы.

Следует использовать 10-15 слайдов. При этом:

- первый слайд – титульный. Предназначен для размещения названия презентации, имени докладчика и его контактной информации;

- на втором слайде необходимо разместить содержание презентации, а также краткое описание основных вопросов;

- все оставшиеся слайды имеют информативный характер.

Обычно подача информации осуществляется по плану: тезис – аргументация – вывод.

Рекомендации по созданию презентации:

1. Читабельность (видимость из самых дальних уголков помещения и с различных устройств), текст должен быть набран 24-30-ым шрифтом.

2. Тщательно структурированная информация.

3. Наличие коротких и лаконичных заголовков, маркированных и нумерованных списков.
4. Каждому положению (идее) надо отвести отдельный абзац.
5. Главную идею надо выложить в первой строке абзаца.
6. Использовать табличные формы представления информации (диаграммы, схемы) для иллюстрации важнейших фактов, что даст возможность подать материал компактно и наглядно.
7. Графика должна органично дополнять текст.
8. Выступление с презентацией длится не более 10 минут.

1.4. Методические рекомендации по подготовке к тесту.

Также используется система контроля на основе разработанных тестов. Примерные варианты тестов приводятся в одном из разделов данной программы, которые рекомендуется использовать в ходе проведения практических занятий. Итоговое тестирование предполагает повторение всего изученного материала. Обучающиеся могут воспользоваться лекционными материалами, а также основной и дополнительной литературой для подготовки к тесту.

1.5. Методические рекомендации по подготовке к сдаче зачета/экзамена

Зачет по дисциплине сдается на основе билетов, включающих теоретические вопросы. Подготовку по теоретическим вопросам предлагается проводить по конспектам лекций, указанной основной и дополнительной литературе.

Экзамен является формой итогового контроля по дисциплине.

Успешная сдача студентом зачета/экзамена предполагает посещение и активную работу на практических занятиях, выполнение в полном объеме письменных и устных домашних заданий, успешное выполнение письменного теста/контрольной работы на изученный лексико-грамматический материал (не менее 60% заданий без ошибок).

На зачете/экзамене студенты должны продемонстрировать следующие умения и навыки:

- дать развернутое грамотное с точки зрения лексики и грамматики монологическое высказывание по изученной теме (объем высказывания зависит от уровня обученности группы);
- правильно ответить на вопросы преподавателя по содержанию прочитанного текста или по темам, предусмотренным программой;
- показать знание изученного лексического материала общего и профессионально направленного характера.

Зачет считается *сданным* при соблюдении следующих условий:

- студент предоставил развернутый и грамотно оформленный в грамматическом, лексическом и фонетическом смысле ответ на теоретический вопрос, проиллюстрировав его собственными примерами;
- 60 % всего письменного теста сделано без ошибок.

Зачет считается *несданным* если:

- ответ на теоретический вопрос был недостаточно полным и развернутым, что свидетельствует о поверхностном знании грамматического материала;
- ответ не был проиллюстрирован примерами;
- менее 60 % всего письменного теста сделано без ошибок.

Знания студентов на экзамене оцениваются в соответствии со следующими требованиями:

- оценка “отлично” ставится, в том случае если студент полно и четко отвечает на экзаменационные вопросы, дополнительные вопросы преподавателя по всему изученному курсу, демонстрирует умение логически систематизировать и анализировать языковой

материал, аргументировано обосновывать и доказывать свою точку зрения, грамотно излагает материал билета на английском языке.

- оценка “хорошо” ставится за ответ, предполагающий достаточно полное и логичное изложение материала экзаменационного билета, с небольшими недостатками в репрезентации материала. При этом студент не высказывает своего собственного суждения, или не достаточно полно отвечает на дополнительные вопросы преподавателя, допускает не больше 3-4 ошибок в изложении материала на английском языке.

- оценка “удовлетворительно” ставится, когда студент демонстрирует поверхностное, неуглубленное владение материалом предмета, допускает нарушение в логике изложения и до 10 языковых ошибок.

- оценка “неудовлетворительно” ставится, когда студент не усвоил содержание предмета.

1.6. Методические рекомендации по написанию реферата.

Методические рекомендации по написанию реферата можно найти на сайте

http://www.masu.edu.ru/structure/kafs/kaf_inyaz/materials/

2. Планы практических занятий

Занятие 1. GREETINGS

1. Making friends.

2. Naming objects

3. Дифтонги и долгие гласные в I (открытом) типе ударного слога. Краткие гласные во II (закрытом) типе ударного слога.

4. Чтение буквосочетаний ck, ch, tch, sh, ph, th и буквы c. Гласная “y” в начале слов.

Литература: [1, с. 17-30]

Вопросы для самоконтроля

1. Личные, указательные и притяжательные местоимения.

2. Глагол to be. Простое предложение. Общий вопрос.

3. Исчисляемые и неисчисляемые существительные. Понятие об артикле.

4. Место прилагательного в предложении.

5. Предлоги from, in для выражения падежных отношений.

Задание для самостоятельной работы

Текст. My Office.

Занятие 2. PERSONAL INFORMATION

1. Talk about jobs.

2. Exchange phone numbers and addresses

3. At the conference

4. Долгие гласные в III типе ударного слога. Гласные в безударном положении перед r. Сочетание kn в начале слов и чтение s в конце слов. Чтение x в зависимости от положения в слове.

Литература: [1, с. 30-44]

Вопросы для самоконтроля

1. Вопросы к именной части сказуемого типа: What are these?/those? What's your job/address?

2. Множественное число существительных.

3. Предлоги места on, near, at, under, below, above и предлоги of, for для выражения падежных отношений.

Задание для самостоятельной работы

Текст. At the Conference.

Занятие 3. INVITE YOUR FRIENDS

1. Asking for information about nationalities.

2. At an English class.

3. The student's charter.

4. What was your first impression of someone new? What did he/she look like?

5. Чтение "o" в различных сочетаниях. Согласные "g" и "j". Буквосочетания ng, nk.

Литература: [1, с. 44-58]

Вопросы для самоконтроля

1. Разделительный вопрос.
2. Утвердительная форма повелительного наклонения.
3. Предлоги about, with для выражения падежных отношений.

Задание для самостоятельной работы

Текст. A Letter from London.

Занятие 4. FAMILY CIRCLE

1. Talking about family relations.
2. Family tree.
3. How people look.
4. Фонетика. Чтение согласной "r" на стыке слов перед гласной. Гласная "o" перед m, n, v, th. Чтение гласной "a" перед th / f / n / s + согласная.

Литература: [1, с. 59-72]

Вопросы для самоконтроля

1. Глагол have (got). Неопределённые местоимения all, some, any, no.
2. Альтернативный вопрос. Притяжательный падеж имён существительных.

Задание для самостоятельной работы

Текст. A Big Problem.

Занятие 5. WHY I LOVE THIS CITY

1. Places to live and work.
2. English homes.
3. Дифтонги в IV типе ударного слога. Чтение буквосочетания ch [k].

Литература: [1, с. 73-91]

Вопросы для самоконтроля

1. Конструкция there is/are. Наречия a lot of, many, few, a few.
2. Количественные числительные от 20.
3. Предлоги места next to, between, opposite, behind, in front of.
4. Специальные вопросы типа: How many...?

Задание для самостоятельной работы

Text A: English Homes. Text B: Four Blocks from the White House.

Занятие 6. A LETTER FROM GOLDEN BEACH

1. Describing on-going actions.
2. Dates and arrangements.
3. Describing the weather.
4. Writing A Letter Home.
5. Чтение "w" в различных условиях. Сочетания au / aw / al + согласная.

Литература: [1, с. 92- 112]

Вопросы для самоконтроля

1. The Present Continuous Tense (Настоящее продолженное время).
2. Специальные вопросы типа: What is/are like...?
3. Порядковые числительные. Предлоги времени at, on, in.

Задание для самостоятельной работы

Text A: A Letter Home. Text B: Scotland.

Занятие 7. A TYPICAL DAY

1. My working day.
2. Describing clothes.
3. Talking about possession.
4. Talking about habits and daily routines.
5. Daily routines around the world.
6. Гласный [e]. Повторение и обобщение. Чтение qu в сочетании с a, ag.

Литература: [1, с. 112 - 136]

Вопросы для самоконтроля :

1. Абсолютная форма притяжательных местоимений. ‘The Present Simple Tense (Настоящее простое время).

2. Специальные вопросы типа: How often...? What colour / make / size...?

3. Именные придаточные предложения.

Задание для самостоятельной работы

Text A: My Working Day. Text B: A Day in the Life of the Queen.

Занятие 8. WHERE WOULD YOU LIKE TO EAT?

1. Talking about preferences.

2. Food. Drink and Money.

3. A shopping list. Menu.

4. How healthy are you?

5. Дифтонг [qV]. Повторение и обобщение

Литература: [1, с.137-157]

Вопросы для самоконтроля

1. Оборот “would like (to do)” для выражения предпочтений.

2. Наречия much, little, a little. Специальные вопросы типа: How much..?

3. Отрицательная форма повелительного наклонения

Задание для самостоятельной работы

Text A: Have a Break! Text B: Harrods.

Занятие 9. WORK AND LEISURE.

1. Talking about likes and dislikes.

2. Expressing ability and inability.

3. Polite request.

Литература: [1, с.159 -179]

Вопросы для самоконтроля

1. Редукция гласных в предударном и послеударном слогах. Дифтонг [el].

2. Специальные вопросы к подлежащему и дополнению.

3. Модальные глаголы can, may. Относительные местоимения who, that, which.

Задание для самостоятельной работы

Тексты. Text A: What Are They Interested In? Text B: Time off.

2 семестр

Занятие 1. A BUSINESS TRIP

1. Expressing necessity and lack of necessity.

2. Getting around.

3. You are at the airport.

Литература: [1, с.180 - 198]

Вопросы для самоконтроля

1. Модальное выражение “have to”.

2. Специальные вопросы типа: How long does it take...?

Задание для самостоятельной работы

Text A: The Age of the Train. Text B: London’s Heathrow..

Занятие 2. LET ME REMEMBER

1. Talking about the past.

2. Showing surprise and interest.

3. The Global Newspaper.

Литература: [1, с. 199- 216]

Вопросы для самоконтроля

1. Смещение ударного слога. Дифтонг [al].

2. Глагол “to be” в простом прошедшем времени.

3. Сокращённые утвердительные и отрицательные предложения типа: So was I. / Neither was I.

Задание для самостоятельной работы

Text A: Hill Street. Text B: The Global Newspaper.

Занятие 3. INTERVIEWS, INTERVIEWS

- 1.Plans for the future.
- 2.Tawley Arts Festival
3. Consolidation.

Литература: [1,с. 217- 236]

Вопросы для самоконтроля

- 1.Ударение в многосложных словах.
- 2.The Present Continuous Tense для обозначения будущего времени. Конструкция going to. Обстоятельственные придаточные предложения.

Задание для самостоятельной работы

Text A: Tawley Arts Festival ~ Another Canne? Text B: Why Classical Music Still Rocks Our World.

Занятие 4. ENTER THE WORLD OF ARTS

1. At the Tretyakov Gallery.
2. That is all past history.
3. When did it happen?
4. What you could do and had to do.
5. Artist's theme.

Литература: [1,с.326 -361]

Вопросы для самоконтроля

1. Past Simple, past modals. Reflexive pronouns.
2. Infinitive of purpose. Reported speech.

Задание для самостоятельной работы

Text A: Success Story. Text B: Exhibitions.

Занятие 5 TOO MUCH TRAFFIC

1. Mind how you go.
2. On the motorway. On the train.
3. Did you see it happening?
4. Make sure you don't get lost.
5. Asking for and giving direction.

Литература: [1,с. 362 - 395]

Вопросы для самоконтроля

1. Past Continuous. Present participle after verbs of sensation.
2. Modal verbs "must, "need". Sequence of tenses.

Задание для самостоятельной работы

Text A: Road Traffic Reduction. Text B: Safety to Pedestrians

Занятие 6. FIRST IMPRESSIONS

- 1.At the reception.
- 2.Give me some advice.
- 3.Know before you go.
4. Similarities and differences.
5. The most sensational superlatives.

Литература: [1,с.396 - 435]

Вопросы для самоконтроля

1. Modal verb "should". Degrees of comparison of adjectives / adverbs.
2. The use of articles with place nouns.

Задание для самостоятельной работы

Text A: Charlie Chaplin, Movie Star. Text B: Ahead of Its Time.

Занятие 7 BRUSH UP YOUR ENGLISH

1. At Sheremetyevo airport.
2. What have you taken up as a career?
3. Preparing for the interview.
4. Education. It's necessary to succeed in life.
5. Let's arrange a meeting. A business letter: Making an appointment.

Литература: [1, с. 436 - 481]

Вопросы для самоконтроля

1. Articles: general rules and exceptions. Contact Clauses.
2. Past Participle. Present Perfect. Present Perfect Continuous.

Задание для самостоятельной работы

Text A: The Other Side of the Moon. Text B: Trinity

Занятие 8. ALL WE NEED IS REASON AND TOLERANCE

1. At the conference.
2. We'll have to wait and see. Predict the future.
3. What will you be able to do?
4. Share your future expectations.
5. Do you think it'll get warmer? A business letter.

Литература: [1, с. 482 - 523]

Вопросы для самоконтроля

1. Future Simple. Future modals. "If-and when-clauses".
2. Future in the Past. Articles with countable/uncountable nouns.

Задание для самостоятельной работы

Text A: 'The World Conservation Movement. Text B: Walking in the Wood.

Занятие 9. THINK GLOBAL, ACT LOCAL

1. What seems to be the trouble?
2. Sales talk.
3. How do you get people to do things?
4. A conflict of interests.
5. A dialogue of cultures. A business letter: consolidation
6. Success. It's a mind game.

Литература: [1, с. 524 - 563]

Вопросы для самоконтроля

1. Compounds of "some", "any", "no", "every".
2. Complex object with the infinitive. Have something done.

Задание для самостоятельной работы

Text A: Universal Declaration of Human Rights. Text B: Britain's National Figures

3 семестр

Занятие 1. The English Language

1. The English Language.
2. English Courses.

Литература: [2, с. 6-17].

Вопросы для самоконтроля:

Speak out your own attitude to English using the Topical Vocabulary:

- 1) Discuss the problem of English words borrowed into Russian. Is it good or bad?
- 2) How are you going to use English in future work?
- 3) Discuss the problem of teaching English at schools. What school age is appropriate for starting English?

Задание для самостоятельной работы

Read and summarize the text:

In America, all children from six to sixteen go to school. They spend six years in «elementary» school, and four or six years in «secondary» or «high» school. School education is free. At the end of every school year, the children take a test. If a child does well, he goes into next class («grade»). If he doesn't do well, he has to repeat the grade. Some schools have modern teaching equipment like computers and closed circuit television, but there are small country schools, with just one classroom. At the end of their time at school, most students get a high school diploma. If they want to go on to college, they take college admission tests. In Britain all children from five to sixteen go to school. They spend six years in «primary» school, and then go on to «secondary» school. In Britain there are «state» schools, which are free, and private schools for which parents p

ay, Many British private schools are «boarding» schools. The children stay at school all the time, and only come home in the holidays. They usually wear uniforms. Teaching in both countries is usually quite informal. Students often work together in groups? and go to the teacher only when they need help. At school pupils spend the most important of their lives. It is here that their characters and views are formed. The word «school» always reminds us of our childhood and youth, of close and dear people in our life.

Занятие 2. The Education System of Great Britain

1. The Educational System of England.
2. The stages of education in Great Britain
3. Types of higher educational establishment in England.

Литература: [2, с.17-27].

Вопросы для самоконтроля

Answer the questions using the Topical Vocabulary

- 1) What stage of education in Great Britain do you know?
- 2) Is schooling compulsory in that country?
- 3) Can you name types of higher educational establishment in England?
- 4) How do they call head teacher?

Задание для самостоятельной работы

Read and summarize the text:

Education in Our Life

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

During all the periods of human history education ranked high among people. Human progress mostly depended upon well-educated people. We get our knowledge of this world and life through education. Many famous discoveries would have been impossible if people were not interested in learning something. Self-education is very important for the development of human's talents. Only through self-education a person can become a harmonically developed personality.

A person becomes a highly qualified specialist after getting some special education. And professionalism can be reached only through it. Even highly qualified specialists from time to time attend refresher courses to refresh their knowledge.

Education develops all sides of human personality, reveals his abilities. Besides, it helps a person to understand himself, to choose the right way in this world. The civilized state differs from others in the fact that it pays much attention to the educational policy. John Kennedy said: "Our progress as a nation can be no swifter than our progress in education". But it doesn't concern only one particular nation. We know that science and art belong to the whole world. Before them the barriers of nationality disappear. So education brings people closer to each other, helps them to understand each other better.

Занятие 3. English Schools

1. Primary Education.
2. Secondary Education

Литература: [2, с. 27-39]

Вопросы для самоконтроля.

Discuss the topics

- 1) Preschool education.
- 2) English primary school.
- 3) Secondary education in England.
- 4) An ideal pupil; an ideal school teacher.
- 5) Most people have only one or two good teachers through their lives.

Задание для самостоятельной работы

Read and summarize the text:

A Brief History of Oxford city

Oxford was founded in the 9th century when Alfred the Great created a network of fortified towns called burhs across his kingdom. One of them was at Oxford. Oxford is first mentioned in 911 in the Anglo-Saxon Chronicle. According to legend, Oxford University was founded in 872 when Alfred the Great happened to meet some monks there and had a scholarly debate that lasted several days. In reality, it grew up in the 12th century when famous teachers began to lecture there and groups of students came to live and study in the town. But Oxford was a fortress as well as a town. In the event of war with the Danes all the men from the area were to gather inside the burgh. However this strategy was not entirely successful. In 1009 the Danes burned Oxford. However Oxford was soon rebuilt. In 1013 the Danish king claimed the throne of England. He invaded England and went to Oxford. In 1018 a conference was held in Oxford to decide who would be the king of England. By the time of the Norman Conquest, there were said to be about 1,000 houses in Oxford, which meant it probably had a population of around 5,000. By the standards of the time, it was a large and important town (even London only had about 18,000 inhabitants). Oxford was the 6th largest town in England. Oxford probably reached its zenith at that time. About 1072 the Normans built a castle at Oxford. In the 12th and 13th centuries Oxford was a manufacturing town. It was noted for cloth and leather. But in the 14th and 15th centuries manufacturing declined. Oxford came to depend on the students. It became a town of brewers, butchers, bakers, tailors, shoemakers, coopers, carpenters and blacksmiths. In the later Middle Ages Oxford declined in importance. In the 16th century Oxford declined further in terms of national importance, though it remained a fairly large town by the standards of the time. Oxford was economically dependent on the university. The students provided a large market for beer, food, clothes and other goods.

From 1819 Oxford had gas street lighting. In the late 19th century a marmalade making industry began in Oxford. There was also a publishing industry and an iron foundry. Oxford gained its first cinema in 1910.

The fate of Oxford was changed in 1913 when a man named Morris began making cars in the city. In 1919 a radiator making company was formed. By the 1930s Oxford was an important manufacturing centre. It was also a prosperous city., Furthermore it escaped serious damage during World War II.

Today the main industries are still car manufacturing and making vehicle parts and publishing. Today the population of Oxford is 121,000.

Занятие 4. Teaching young Children

1. The National Curriculum.
2. Out-of-class activities.
3. Optional classes.

Литература: [2, с.39-49].

Вопросы для самоконтроля

Speak on topics

- 1) Education in England and Russia.
- 2) Optional classes.
- 3) Out-of-class activities.
- 4) You/ your friend's favorite subjects.

Задание для самостоятельной работы

Read and summarize the text:

Some people say that online education is an excellent alternative to traditional education. But other people believe that virtual education cannot substitute traditional one. Online education is rapidly increasing thanks to the development of computer technology. It is intended for those who can't attend classes and communicate with the teacher face to face. Education is delivered via the Internet, multimedia resources or videoconferencing. Teachers and students communicate by exchanging electronic media or in real time.

Personally, I think that online education is especially convenient for disabled people and for those who want to work and receive higher education simultaneously. You don't have to attend classes and you can plan your day as you want. In my opinion, receiving education online

may be rather interesting. Some universities offer online student support services, such as online advising and registration, e-counseling, online textbook purchase, student governments and even student newspapers.

However, a lot of people think that online learning is not as effective as traditional education. Firstly, students don't have an opportunity to communicate with their teachers and group-mates face to face. If they want to ask a question or to receive some additional information, they have to send an e-mail and wait for the teacher's answer. Secondly, it is rather difficult for teachers to control students' knowledge, to evaluate their progress, to appreciate their abilities and to find an individual approach to everybody.

Занятие 5. English Universities and Colleges

1. Universities in Britain.

2. Oxbridge

Литература: [2, с. 49-59].

Вопросы для самоконтроля

Speak on topics

1) Universities and colleges of Great Britain.

2) Oxbridge.

3) Student's life.

Задание для самостоятельной работы

Read and summarize the text:

Some people think that self-education is not very effective, while others say that it is the only productive way of learning.

Is it possible for people to educate themselves without help or support from others? Can self-taught people become famous and successful?

In my opinion, people can learn without schools and tutors. You can read books, speak to educated people or spend a lot of time in libraries or on educational websites. Self-education has a lot of advantages. Firstly, self-taught people are not dependent on others for knowledge.

Secondly, self-education can help you to be anything you want to be or to do anything you want to do. Finally, it usually costs nothing and it does not require fixed life style. Many famous and influential writers, artists, architects, actors, musicians and even scientists were self-educated. They thought that working was also learning and self-education was associated with creativity. For example, Leonardo da Vinci, an Italian painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor and writer was self-taught.

However, some people depend on teachers and tutors for guidance. They want someone to help them and to show them the way. Others admit that they are too lazy to choose self-education. Indeed, most people need somebody who will constantly make them study and encourage their efforts to learn. So I think that self-education is only for hard-working, persistent, diligent and curious people.

In conclusion, I would like to say that if we learn the art of self-education, we will have an opportunity to improve our knowledge and acquire new skills whenever and wherever we like. I believe that the options of self-education are very flexible and the opportunities are unlimited.

Занятие 6. Education in Russia

1. Education in Russia.

2. The Day of Knowledge.

Литература: [2, с. 59-69].

Вопросы для самоконтроля

Speak on the topics

1) The system of education in Russia.

2) The Day of Knowledge in my school.

3) Advanced teachers and their methods of work.

4) Why I want to be a teacher.

Задание для самостоятельной работы

Read and summarize the text:

Some people think that when they don't go to school, college or university, they don't learn. Others say that we learn as long as we live.

Today a lot of people realize the importance of lifelong learning. In the course of our lives we acquire attitudes, skills and knowledge from daily experience, from family and neighbours, from work and play and from other sources. Lifelong learning means building, development and improvement of skills and knowledge throughout people's lives and it comprises both formal and informal learning opportunities.

To my mind, when people leave school or graduate from university, their learning continues. It takes place at all times and in all places. Lifelong learning is a continuous process, going on from birth to the end of our lives. It begins with learning from families, educational institutions, workplaces and so on. Social organizations, religious institutions, the mass media, information technologies, environment and nature can also play a role in our learning. I strongly feel that both children and adults need continuous development of intellect and capability. Even elderly people never cease to learn. They can learn a great deal from such activities as art, music, handicrafts or social work. Lifelong learning helps people adapt to the modern life which is constantly changing.

However, there are many unintelligent and ignorant people in the world. Most of them lack willingness and motivation to learn. Some people are not ready to invest time, money and effort in their education or training. Lifelong learning must be self-motivated because people usually take responsibility for their own learning.

To conclude, I think that lifelong learning is extremely beneficial because it helps adapt to changes, develop natural abilities and open the mind. It increases our wisdom and makes our lives more interesting and meaningful.

Занятие 7. American Schools

1. American Schools.

2. Charter School.

Литература: [2, с. 69-83].

Вопросы для самоконтроля

Speak on the topics

1) Public and private schools in the USA.

2) American primary education.

3) Secondary education in the USA.

4) The difference between primary and secondary education in America and Russia.

Задание для самостоятельной работы

Read and summarize the text:

Some people believe that exams are the best way to check the student's knowledge. Others are convinced that exams don't always accurately measure the level of knowledge. Most people have to get through exams at certain points of their lives. But what is the real purpose of taking exams? How important are they and do students benefit from them? I strongly feel that examinations are extremely useful because they make all students face an intellectual challenge and test their knowledge, skills and abilities. Exams encourage young people to improve their knowledge of the subject and to revise information which has been learnt over a period of time. Students always know that they are to take exams at the end of the term and learn the new material little by little so that they won't have to cram later. On the other hand, young people who often miss classes sometimes receive passing grades as easily as those who have attended classes regularly. When such students perform well on exams, it is obvious that they have crammed or figured out a way to cheat. Besides, while for some people taking exams is no big deal, most of us feel stressed. If a student looks confused and worried and can't answer the teacher's question, it may be the result of his or her nervousness. Unfortunately, exams cannot determine stress factors and tell honest students from cheaters. But of course it does not mean that exams must be abolished. Though exams are not always the best method of evaluating the student's knowledge, they have a lot of advantages and help teachers

understand whether students are ready to be promoted to the next level.

Занятие 8. American Colleges and Universities

1. American Colleges and Universities.

2. Harvard University.

Литература: [2, с.83-94].

Вопросы для самоконтроля

Speak on the topics

- 1) American colleges and universities
- 2) Harvard University
- 3) Problems of higher education in USA and Russia
- 4) The role of universities in modern society
- 5) An ideal university student; an ideal university teacher

Задание для самостоятельной работы

Read and summarize the text:

Many people think that homework is essential for every pupil. Others believe that it is of little educational value and it may have a negative effect on learning. Some people think that homework is rote work which takes up children's time, without offering any benefit. But others say that though boring, homework is going to benefit pupils later in life. Personally, I think that homework plays an important role in the pupil's education. Firstly, it teaches children to be responsible and hard-working because it fosters independent learning. Secondly, homework helps reinforce what pupils have already learnt, prepare them for upcoming lessons and extend what they know. So homework assignments make children learn more and revise the material that they have learnt at school. Thirdly, homework provides an opportunity for parents to participate in their children's education.

However, too much homework is not good as children also need some time to relax, exercise and play. Homework takes a lot of time and effort. Some pupils sit up and do their homework all night. It is a well-known fact that lack of physical exercises and good sleep leads to stress, heart attacks and obesity. What is more, some pupils do not have good dictionaries, encyclopedias, computers with a good internet connection and parents who can help them. As a result, children have great difficulty in doing their homework and begin to hate it. But I believe that if pupils were not given homework, they would spend their free time having fun or even doing something illegal.

To sum up, teachers need to know what their pupils understand and can do independently. Therefore, they give pupils homework assignments. I am convinced that homework gives you an opportunity to increase your knowledge, to improve your abilities and skills and to grasp new concepts.

Занятие 9. Teacher Training in England

1. British System of Teacher Training.

2. Teaching is rewarding profession.

Литература: [2, с. 94-103].

Вопросы для самоконтроля

Answer the questions

- 1) Do you agree with the statement that teaching is rewarding profession?
- 2) What does teaching offer?
- 3) How does the British Government encourage teachers?
- 4) What course do all the teachers in England and Wales complete?
- 5) Who provides initial teacher training course?

Задание для самостоятельной работы

Read and summarize the text:

Most people think that it is very important to be literate. However, some of them say that literacy is not essential.

The 21st century is the age of information and technological advances. However, millions of people all over the world remain illiterate. Even in developed countries a lot of people have low literacy levels.

We live in a society where most people are literate. That is why a person will feel ashamed and ill at ease if he or she can't read or write as well as others do. As a rule such a person is considered unintelligent and ill-bred. To my mind, people who make a lot of spelling and grammar mistakes and who can't pronounce words correctly find it difficult to find jobs, even when reading and writing are not necessary for the work. What is more, statistics show that illiterate people are poorer and have worse health.

But in some families children don't have an opportunity to go to school for different reasons. Such situation is wide-spread in Third World countries. In some families parents don't read books and never write letters or postcards. Reading and writing don't play a big part in their lives. Such people make a lot of mistakes when they speak, but it does not necessarily mean that they are stupid or ignorant. They can be good workers and they can have much experience and worldly wisdom.

To conclude, I think that literacy is very important for everybody. It helps us communicate with other people and find a good job. However, the ability to read and write doesn't make people happy.

Занятие 10. Teacher training in the USA

1. Teacher training in the USA.
2. Training of Primary and Secondary School Teachers in the USA.

Литература: [2, с. 103-117].

Вопросы для самоконтроля

Speak on the topics

- 1) Training of elementary school teachers in the USA.
- 2) Training of secondary school teachers in the USA.
- 3) Educational opportunities for school-leavers in America.

Задание для самостоятельной работы

Read and summarize the text:

Some people are convinced that holidays, traditions and rituals play a very important role in education. Others don't find it necessary to observe traditions at school.

Traditions, holidays and rituals link the present with the past, help pass the knowledge, experience, wisdom, skills, habits and practices of the older generations to the new ones. So it seems necessary to make them part and parcel of the process of studies.

I strongly feel that children, teenagers and young people should know and observe the traditions of their country. Holidays, traditions and rituals help pupils learn more about the history and culture of their country. Celebrating national and local holidays makes young people united and has a great impact on their character-shaping. To my mind, children should also know the origins of some holidays and the way they are celebrated in other countries.

However, some people are convinced that while at school pupils should concentrate on such subjects as mathematics, physics, chemistry or foreign languages. Most parents don't find it necessary to overburden children with additional information when they have so much homework to do. Besides, they don't understand how schools can integrate traditions, holidays and rituals into the curriculum. But I think there are many interesting ways to do it. For example, teachers can prepare lessons devoted to some public holidays or local occasions such as celebrations of birthday anniversaries.

To conclude, our future depends on the younger generation and adults must teach them to preserve the holidays, customs, ceremonies, traditions and rituals that have become part and parcel of our existence. We should adopt other people's experience and wisdom. And it is well-known that holidays, traditions and rituals hold them in full measure.

Занятие 11. Teacher as a Person

1. Some Traits of Character Which a Perfect Teacher Must Obtain.
2. Some Advise to the Students Who Have Chosen Teaching as Their Future Job.

Литература: [2, с. 117- 130].

Вопросы для самоконтроля

Discuss the topics

- 1) Teaching as a professional activity requiring special training.
- 2) An impact of a teacher on people's lives.
- 3) Every person has the potential to be a teacher.
- 4) It's not an easy way to become a good teacher. What qualities make a good teacher?
- 5) The relations with the head and colleagues making teachers work easier.

Задание для самостоятельной работы

Read and summarize the text:

Some people think that creativity is an essential ability which must be taught at school. Others say that creativity is not very important.

Teaching creativity is becoming a topical issue nowadays. But many people still doubt if this ability is essential for modern life.

To my mind, teaching creativity is extremely important because school leavers and university graduates face a lot of challenges in real life. Nowadays employers demand not only perfect knowledge and work experience, but different qualities including creativity. If you want to become a good specialist, you should be able to produce new and original ideas and to use your imagination and inventiveness. Creative people do their work faster and without much difficulty, while a person who lacks creativity does it under pressure, forcing his or her brain. So creative individuals are more likely to succeed, that is why teachers should focus on creativity rather than conventional skills.

On the other hand, creativity is not always encouraged at school. When pupils are given different tasks, they are often supposed to do them following examples and the teacher's directions. There is too much control at school and too little freedom. Besides, many tasks are not interesting and they don't teach students to solve problems and to make decisions. If teachers want to develop pupils' creativity, they should let them make mistakes, experiment, express their ideas and look for unusual ways of problem-solving. Children should be taught to be original. They should also be taught to think, to make suggestions and to rely on personal judgment rather than actual facts.

Занятие 12. Children and Parents

1. Parents and Growing-up Children.

2. The Worst Birthday.

Литература: [2, с. 130-142].

Вопросы для самоконтроля

Discuss the topics

- 1) The best way to make children good is to make them happy (O.Wilde)
- 2) A child without parents is like a sunflower without sunlight
- 3) A happy family is an early paradise on the Earth

Задание для самостоятельной работы

Read and summarize the text:

A Brief History of Cambridge

Cambridge was founded in 875 when the Danes conquered Eastern England. They created a fortified town called a burgh, from which the word borough derives. Cambridge was surrounded by a ditch and an earth rampart with a wooden palisade on top. However in 1010 Cambridge was burned by the Danes. That was an easy task when all the buildings were of wood.

By the 10th century Cambridge was also the administrative centre for the area and so it was a town of some importance, although it would seem tiny to us. By 1086 Cambridge probably had a population of about 2,000. By the standards of the time it was a medium sized town.

Later in the Middle Ages the population of Cambridge probably rose to about 3,000. In 1068 William the Conqueror visited Cambridge and ordered that a castle be built there. At first it was of wood but in the 12th century, it was rebuilt in stone.

The town of Cambridge was severely damaged by a fire in 1174. Fire was a constant hazard when most buildings were of wood with thatched roofs. Another fire raged in Cambridge in 1385.

In the Middle Ages Cambridge had a weekly market and by the early 13th century it also had a fair. In those days fairs were like markets but they were held only once a year for a period of a few days- People came from all over Eastern England at a Cambridge fair. Cambridge prospered because it was located on the river Cam.

In Cambridge there was a leather industry. By the 15th century there was also a wool industry.

In 1728 it was estimated that the population of Cambridge was more than 6,000,1,600 of whom were inhabitants of the university. By the standards of that time Cambridge was a big town. The first newspaper in Cambridge appeared in 1744. The first bank in Cambridge was opened in 1780.

The railway reached Cambridge in 1845. It stimulated the growth of industry in Cambridge by connecting the town to a huge market in London. From the late 19th century a new industry of making scientific instruments grew up in Cambridge. Cambridge gained gas light in 1823.

From 1880 horse drawn trams ran in the streets of Cambridge. The first electricity was generated in Cambridge in 1893.

In the 20th century the university, while still important, did not dominate Cambridge. New industries of electronics grew up. Making surgical and scientific instruments was also important.

Cambridge was made a city in 1951. The first cinema in Cambridge opened in 1910. Today Cambridge has a population of 109,000 people.

Занятие 13. Games in Children's Life

1. Teaching is an amusing job.
2. One of the secrets of the experienced teacher is to keep children's intellectual curiosity through play.
3. The best way to get along with children is to give them good cheer and amusement.

Литература: [2, с. 142-151].

Вопросы для самоконтроля

Discuss the statement

- 1) Children are always ready to learn, but they like to be taught.
- 2) One of the secrets of the experienced teacher is to keep children's intellectual curiosity through play.
- 3) The best way to get along with children is to give them good cheer and amusement.

Задание для самостоятельной работы

Read and summarize the text: The best way to get along with children

Занятие 14. Holidays, Customs and Traditions in the UK

1. Holidays and Traditions in the United Kingdom.
2. Public Holidays in Great Britain.

Литература: [2, с. 151-161].

Вопросы для самоконтроля

Discuss the topics

- 1) Public holidays in Great Britain.
- 2) Holidays and traditions in the United Kingdom.
- 3) Holidays and traditions in Russia.

Задание для самостоятельной работы

Read and summarize the text:

Education in India

India is the country which gives a lot of importance to education. In India majority of people belong to poor or middle class sector, where only education becomes the ultimate settlement. Education in India is controlled both government as well as private organization.

Apart from these they are aided organization. Aided organization means organization which is controlled by government and private authorities. In India most of the school and colleges are under the control of private organization. Unlike western countries, education is cheap in India. In spite education being so very cheap it cannot be afforded by many people. According to Indian constitution there is a right, Right to education. Children up to fourteen years should go to school. They are three pattern of primary and secondary education in India namely SSC, CBSE, and ICSC. SSC is considered as average standard and opted by most of them. CBSE and ICSC are considered as high standard. Nowadays CBSE and ICSE are having a great demand. Nowadays in India E-learning techniques' has been introduced. Which increases the understanding capability of the students?

Primary education includes class from first to fifth and it deals with basic concepts. Children are not at all pressured at this age. At this age schools will take care for the all round development of the ward. They will be examination conducted frequently to know the progress of children. Teachers will take extra care for the student with low progress. At times with the extra care provided the average student can compete with extraordinary student. Secondary education includes sixth to tenth classes. This is stage where the importance of education slowly increases day by day. At this age children not only go to school but also go to other extra coaching. Such student has thirst for knowledge. This extra coaching will be useful in the further, to make the further brighter. The next stage is intermediate, this is the most crucial stage of a student life, and at this stage the student should concentrate and also work hard because if the ward is not so there is a keen change of spoiling their career. Intermediate is a course of two years with number of groups namely MPC, BiPC, CEC, MEC, HEC and many more. The student can't change their group once after opting it, so hence they must be careful and confident while opting there group. Parent should guide their kids in a beneficial manner. The parents responsibility is to provide the education of their children choice. Based on the performance of this two year the students are given preference in the colleges for their graduation. And the education in India is mostly bookish knowledge. Students are provided with a curriculum and they are tested on basic of curriculum, anything beyond the curriculum or text book will be allotted marks provided the question must be attempted by student.

Занятие 15. American Holidays

1. Holidays in USA.
2. Thanksgiving Day.

Литература: [2, с. 161-171].

Вопросы для самоконтроля

Discuss the topics

- 1) Holidays which are celebrated in the USA.
- 2) The most widely celebrated American national holidays.
- 3) The American flag.

Задание для самостоятельной работы

Read and summarize the text «Holidays in USA».

Занятие 16. Cinema and Theatre

1. Cinema in Britain.
2. Theatre in London.

Литература: [2, с. 171-183].

Вопросы для самоконтроля

Speak on the topics

- 1) Cinema and theatre in Great Britain.
- 2) Cinema in your life.
- 3) Your last visit to the theatre.
- 4) Your favorite actor/actress.

Задание для самостоятельной работы

Read and summarize the text «Theatre in London».

Занятие 17. English and American Literature

1. English and American literature
2. Literature in our life
3. Our university library
4. The importance of a good school library for the education of pupils

Литература: [2, с. 183-194].

Вопросы для самоконтроля.

Speak on the topics

1. William Shakespeare.
2. Mark Twain.

Задание для самостоятельной работы

Read and summarize the text: English and American literature

Занятие 18. Places of Interest in England and America

1. London Sights.
2. Visit to Washington

Литература: [2, с. 194-207].

Вопросы для самоконтроля

Speak on the topics

- 1) Historical monument of London.
- 2) The Tower of London.
- 3) Westminster.
- 4) London's museums.
- 5) American sights.

Задание для самостоятельной работы

Read and summarize the text: London Sights.