

**Владимирский государственный университет**

**Н. Ю. ДАТЧУК    Л. В. ЛЕВИЦКАЯ**

**АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ  
СПЕЦИАЛЬНОСТЕЙ  
(ПРОФИЛЬ «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ  
С ОРГАНИЗАЦИЕЙ ЛОГОПЕДИЧЕСКОЙ РАБОТЫ»)**

**Учебно-практическое пособие**

**Владимир 2023**

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых»

Н. Ю. ДАТЧУК    Л. В. ЛЕВИЦКАЯ

АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ  
(ПРОФИЛЬ «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ  
С ОРГАНИЗАЦИЕЙ ЛОГОПЕДИЧЕСКОЙ РАБОТЫ»)

Учебно-практическое пособие



Владимир 2023

УДК 811.111  
ББК 81.2Англ  
Д20

Рецензенты:

Кандидат педагогических наук, доцент  
доцент кафедры социально-гуманитарных дисциплин  
Российской академии народного хозяйства  
и государственной службы при Президенте Российской Федерации  
(Владимирский филиал)  
*Н. Д. Якушева*

Кандидат педагогических наук, доцент  
доцент кафедры второго иностранного языка и методики обучения  
иностранному языку Владимирского государственного университета  
имени Александра Григорьевича и Николая Григорьевича Столетовых  
*О. А. Максимова*

**Датчук, Н. Ю.** Английский язык для студентов неязыковых  
Д20 специальностей (профиль «Начальное образование с организацией  
логопедической работы») : учеб.-практ. пособие / Н. Ю. Датчук,  
Л. В. Левицкая ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. –  
Владимир : Изд-во ВлГУ, 2023. – 144 с.  
ISBN 978-5-9984-1733-7

Цель учебно-практического пособия – формирование навыков работы с  
текстами на английском языке и их последующая интерпретация в устной и  
письменной формах. Содержит задания по обучению чтению, пересказу и моно-  
логическому высказыванию по темам коммуникативного подключения, переводу  
профессионально ориентированных аутентичных текстов.

Предназначено для студентов бакалавриата первого и второго курсов,  
обучающихся по направлению подготовки 44.03.05 – Педагогическое  
образование (профиль «Начальное образование с организацией логопедической  
работы»).

Рекомендовано для формирования профессиональных компетенций в соот-  
ветствии с ФГОС ВО.

Библиогр.: 12 назв.

УДК 811.111  
ББК 81.2Англ

ISBN 978-5-9984-1733-7

© ВлГУ, 2023

© Датчук Н. Ю., Левицкая Л. В., 2023

## ПРЕДИСЛОВИЕ

В издании представлены тексты и задания, цель которых – обучение изучающему и ознакомительному видам чтения, краткому пересказу и монологическому высказыванию по темам, соответствующим требованиям учебного плана, переводу аутентичных текстов профессиональной направленности.

Пособие состоит из 15 разделов, в которых представлены тексты и задания по бытовой, социально-культурной и учебно-профессиональной сферам общения. Цель оригинальных текстов по специальности (профиль «Начальное образование с организацией логопедической работы») – познакомить студентов со специальной терминологией, научить будущих специалистов работать с профессионально ориентированной литературой.

Пособие также содержит краткий грамматический справочник, упражнения и тесты для самопроверки. Грамматика в данном случае не является целью обучения и предполагает избирательное обращение к материалу в случае возникновения затруднений.

Форма и содержание пособия предполагают как аудиторную, так и самостоятельную работу над учебным материалом и способствуют формированию готовности к использованию английского языка в профессиональной деятельности, мотивируют студентов к использованию иноязычных печатных источников в совершенствовании профессиональной компетенции.

В процессе достижения цели обучения также решаются воспитательные и общеобразовательные задачи, способствующие расширению кругозора и повышению культурного и профессионального уровня студентов – будущих учителей начальной школы, организаторов логопедической работы.

## Unit 1. ABOUT MYSELF AND MY FAMILY

### About myself and my family

Let me introduce myself. My name is Nastya. I'm 19 years old. I'm from Russia. I was born in Kosterevo, a small town in the Vladimir region.

What can I tell about myself? I am a kind and cheerful person. If someone needs help, I'm always ready to help. My friends consider me modest, quiet and calm. I have dark long and thick hair, brown eyes. I am quite tall and slim.

And now some words about my family. It consists of four members and a pet. I have a younger sister who studies in primary school. My mother is an economist and my father is an officer. And we also have a pet – a cat.

Let me tell you a little about my interests and hobbies. Since childhood I love to draw. I can draw whatever comes to my mind. Drawing for me is peace and relaxation from hard training or work. I can also play the guitar a little. I like to spend my spare time with my family or friends, relax in nature or travel to other cities. I also love children very much. Perhaps that is why I have chosen a children related profession of a teacher.

In 2021 I graduated from high school with honors and went to the city of Vladimir to enter the VISU. Now I am a second-year student at Vladimir State University. I study to be a primary school teacher and a speech therapist. I really like my future profession and I want to become a fair, kind, qualified teacher.

(Nastya Kozhevnikova, NOL-121)

*Задание 1. Вместо точек вставьте артикль там, где он требуется.*

Meet ... my family: my wife, my son, my daughter and I. My name is ... John Brown. I'm 45. My wife's name is Rose ... Brown. She is ... 36. We have ... two children, ... boy and ... girl. ... boy's name is Tom. He is ten years old. He is ... schoolboy. My ... daughter's name is Helen. She is ... very young. She is only ... four. I'm ... PE teacher. I work in ... secondary school. My wife is ... housewife.

We have ... many relatives: ... cousins, ... uncles and ... aunts. My parents are seventy years old. They are ... farmers. Rose's father is ... fifty

eight and her mother is ... fifty-two. Rose's sister Ann is her ... best friend. Ann is ... college teacher. She is twenty-nine. She is not ... married.

My hobby is ... sports. My wife's hobby is ... cooking. My son's hobby is playing ... computer games. We are ... happy family.

*Задание 2. Замените притяжательный падеж имен существительных на словосочетания с предлогом of.*

1. *His wife's name* -> *The name of his wife*
2. The boy's name ->
3. Rose's father ->
4. Rose's sister ->
5. My wife's hobby ->
6. My son's hobby ->
7. That teacher's group ->
8. Those kids' toys ->
9. My friend's family ->
10. His pet's name ->
11. These students' tests ->

*Задание 3. Закончите предложения, используя информацию о себе.*

1. This is my family: ...
2. My name is ...,
3. I'm ...
4. I'm a/an ...
5. I study in/at ...
6. I have got many/not many relatives: ...
7. My parents are ...
8. My hobby is ...

*Задание 4. Расскажите о себе и своей семье.*

*Задание 5. Вместо точек вставьте глаголы to be, to have в нужной форме настоящего времени.*

Friends ... very important in our life. I ... many friends but my best friend ... Nick. The most important thing for being good friends, to my mind, ... to be ready to help and to support one another in any situation, to solve all the problems together. They say that a friend in need ... a friend indeed. I think it ... really so.

My friend ... a very good, kind and clever boy. We often spend our free time together. It ... not very easy now, because both of us ... very busy with our studies at the university and ... a lot of work to do.

My friend ... going to become an engineer. Our future professions ... different and the subjects we study ... different too, but we like to work together and to help one another in our studies. When we ... some free time, we go for walks, read and discuss books, watch films, go to discos or play computer games. Playing computer games ... our hobby.

Both of us ... fond of sport. We go in for swimming and often go to the swimming pool together. Also we ... football fans and we like to watch and discuss football matches on TV or to go to the stadium.

I love my friend very much. I think, he ... a true friend. Our friendship ... very dear to me and I try to do my best ... a good friend too.

*Задание 6. Расскажите о своем друге/подруге.*

*Задание 7. Прочитайте и переведите текст на русский язык.*

In the context of human society, a family (from Latin: *familia*) is a group of people affiliated either by consanguinity (by recognized birth), affinity (by marriage or other relationship), or co-residence (as implied by the etymology of the English word "family") or some combination of these.

Members of the immediate family may include spouses, parents, brothers, sisters, sons, and daughters. Members of the extended family may include grandparents, aunts, uncles, cousins, nephews, nieces, and siblings-in-law. Sometimes these are also considered members of the immediate family, depending on an individual's specific relationship with them.

In most societies, the family is the principal institution for the socialization of children. As the basic unit for raising children, anthropologists generally classify most family organizations as matrifocal (a mother and her children); conjugal (a wife, her husband, and children, also called the nuclear family); avuncular (for example, a grandparent, a brother, his sister, and her children); or extended (parents and children co-reside with other members of one parent's family).

*Задание 8. Озаглавьте и составьте план текста. Выделите предложения, несущие основную информацию каждой смысловой части (информативные центры фрагментов). Поставьте вопрос к каждой части текста.*

*Задание 9. Составьте и запишите сжатый вариант текста, опустив предложения и части предложений, не несущие в себе основной информации, и внося в полученный вариант текста необходимые изменения.*

*Пример:*

In the context of human society, a family (from Latin: *familia*) is a group of people affiliated either by consanguinity (by recognized birth), affinity (by marriage or other relationship), or co-residence (as implied by the etymology of the English word "family") or some combination of these. -> *A family is a group of people affiliated either by consanguinity, affinity, or co-residence or some combination of these.*

## **Unit 2. ABOUT MY HOME**

### **A house of my dream**

"There is no place like home" as the sayings goes. Everyone dreams of his/her sweet home. And I am not an exception. So what is the house of my dream?



To begin with I want to say that it's very difficult for many people to create the house of dream. It took a lot of time to think everything over and understand what you want.

First, I have to decide what is better for me, to live in a flat or in a cottage. I think that it's better for me to live in a flat. I dislike cleaning, gardening, any kind of repairing that every house needs. Besides, living on the upper floor of a high-rise building you can enjoy picturesque sights from your window. So, I am for an apartment to live in.

The next point is where to live. On the one hand, living in countryside is more eco-friendly and better for your health. On the other hand, I can get good education, take different courses, and earn more money living in the city.

How many rooms do I need? I think there should not be many rooms, because it would be difficult to clean them. However, I want more than two rooms in my apartment. Actually, I want to have a large bedroom with panoramic window and lightweight tulle and giant bed in the middle of this room. Of course, I want a large kitchen with a bar counter and a big dining table where I will cook tasty dishes and meet my guests there. To tell the truth, a living room should be large, too. There will be a massive sofa, a home cinema and an artificial fireplace. Also, I want to have two rooms on the second floor for my kids in the future.

What are the other important things to keep in mind? Of course, I want my home to be in light colors. I can't help but mention plants. They make our homes lively in the full sense of the word and are an essential part of any apartment. Of course, I'll have several violets or other flowers, but I will definitely have a palm tree. And finally I think that the majority of people have pets. I really want to have a kitten. It is so cute!

Well, that's probably all I wanted to say about my dream house. "Home is where the heart is".

*Задание 1. Вместо точек вставьте артикль там, где он требуется.*

I live in ... Vladimir in ... new 12-storeyed block of flats. Our ... flat is on ... fifth floor. It is ... very comfortable and well-planned. We have ... all modern conveniences, such as ... central heating, ... electricity, ... gas,

... cold and hot running water. There are ... three rooms, ... kitchen, ... bathroom and ... hall in our flat.

... living room is ... largest room in our flat. We use it as ... dining room and as ... sitting room. In ... middle of ... room there is ... big table and ... six chairs round ... it. Opposite ... window there is ... wall unit, ... TV-set and ... video cassette recorder. There are ... two comfortable armchairs and ... small coffee table in ... right-hand corner. There is also ... sofa and ... electric fire in ... our living room. In ... evenings we gather there to have ... tea, watch ... TV, talk and rest.

My ... room is ... very cozy and light. There is ... bed, ... wardrobe, ... desk, ... armchair and ... several bookshelves in my room. There is ... thick carpet on ... floor. ... walls in my room are ... light-brown and there are ... some big posters on them. From ... time to ... time I change it round, move ... furniture and change ... posters on ... wall.

Our kitchen is ... large and ... well-equipped. We have ... refrigerator, ... freezer, ... washing machine, ... microwave oven, ... coffeemaker and ... toaster. We haven't got ... dishwasher yet, because it is ... very expensive. But I'm sure we shall buy it in ... nearest future.

*Задание 2. Распределите слова по тематическим группам.*

<i>Modern conveniences</i>	<i>Furniture</i>	<i>Kitchen appliances</i>	<i>Rooms</i>
----------------------------	------------------	---------------------------	--------------

a sofa, an electric fire, a bathroom, an armchair, a refrigerator, central heating, a carpet, a sitting room, a desk, a microwave oven, electricity, a dining room, a bed, a wall unit, a dishwasher, a kitchen, a chair, a hall, a wardrobe, a coffeemaker, a table, a freezer, a coffee table, living room, gas, a bookshelf, a telephone, a toaster, a TV-set, a video cassette recorder.

*Задание 3. Составьте словосочетания, подбирая слова из левой и правой колонок.*

- |                 |   |             |
|-----------------|---|-------------|
| lovely          | ➤ | fire        |
| new 12-storeyed | ➤ | carpet      |
| sitting         | ➤ | supermarket |
| ground          | ➤ | room        |

right-hand	➤	floor
big	➤	block of flats
nearest	➤	place
modern	➤	armchairs
living	➤	corner
comfortable	➤	kitchen
dining	➤	walls
electric	➤	future
cozy and light	➤	sitting room
thick	➤	poster
light-brown	➤	bus stop
well-equipped	➤	conveniences

*Задание 4. Переведите предложения на английский язык, используя оборот **there is/there are** в нужной форме настоящего времени.*

1. На первом этаже моего дома есть большой супермаркет. 2. В нашей квартире 3 комнаты, кухня, ванная и коридор. 3. В центре комнаты – большой стол и 6 стульев вокруг него. 4. Напротив окна – стенка с большим количеством книг и телевизор. 5. В правом углу – кофейный столик и два удобных кресла. 6. В гостиной также есть софа и камин. 7. В моей комнате есть несколько больших постеров на стене.

*Задание 5. Закончите предложения, используя информацию о себе.*

1. I live ...
2. It is situated ...
3. My flat/house is ...
4. It is very ...
5. I have all modern conveniences, such as ...
6. There are ... (rooms), a ... , a ... , and a ... in my flat.
7. There are ... and ... corner.
8. There is also ... .
9. My kitchen is ... .
10. We have got a ... , a ... , a ... , ... .
11. I like my flat/house, because ... .

*Задание 6. Расскажите о своей квартире/своем доме.*

*Задание 7. Вместо точек вставьте предлоги.*

There are several types ... apartment buildings ... Moscow.

The least prestigious are 5 store buildings, built ... the 50s-70s. Apartments there are super small – the goal of the government ... that time was to get rid ... “communal housing” (several families, sharing one apartment). So they were never meant to be permanent and still greatly improved the quality ... life ... young families.

These apartment buildings are named “khrushevki” ... Nikita Khrushchev, who ruled the country ... that time or “pyatietazhki” – five-storey buildings. Now, most ... these buildings have been demolished and their former residents got apartments ... the new modern buildings.

One level up ... “pyatietazhka” is “devyatietazhka” – a nine-storey building, also made ... large building blocks. A typical 9-story building ... the 60s-80s will have ... 300 1-3 room apartments and these apartments will be bigger than ... the earlier version. However, they are still very small – a 3-room apartment could be ... 60 square meters, which means that the biggest room is ... 18 sq.m, the smallest 12 sq.m and the kitchen could be as small as 5-6 sq.m.

More modern residential housing may have up ... 21 floors, but they are also built ... panels (the house is assembled quickly, as ... Lego blocks). Apartments ... such houses are bigger and may have a better plan, but ... general they are not that much different ... the earlier versions. People strongly prefer to live ... brick houses or houses built ... the more modern technology, called “monolith” (when the skeleton of the house is filled ... concrete).

Most people prefer either monolith houses or “Stalin buildings”. Solid, thick walls, big rooms, high ceilings – all these are the pluses ... “Stalin buildings”, but there are also minuses. These buildings are quite old and a lot ... them need serious renovation. New modern buildings are out ... the reach ... most people, but some ... them are nice, have non-standard apartment plans, gyms ... the building and indoor garages.

*Задание 8. Вместо точек вставьте глаголы to be, to do, to have.*

1. Most Russians (74%) live in the cities. What ... the urban homes like? ... these apartments or private houses? ... people prefer to live in the center or in the suburbs?
2. Foreigners ... not realize that the tourist photos they see of Moscow ... not show what the majority of Muscovites see out of their windows every morning. Moscow's historical center ... cozy and beautiful, Moscow "sleeping districts" ... rather dull. The city always needed more residential housing, so the approach to construction outside the city center ... mostly functional.
3. The way one describes apartments in Russia differs from the US way of describing apartments. The Americans ... not count bedrooms, they count rooms. So, they ... one, two or three room apartments. In the rare case – 4 room apartments. The notion of a studio ... not exist – there will typically ... a separate kitchen and one room in a 1-room apartment. Usually one room will ... the living/dining room, and one or two rooms will ... bedrooms. Most standard apartments will ... one bathroom. ... a master bathroom and a guest bathroom ... considered ... chic. Apartments ... not ... storage spaces, so the balcony usually serves as a storage for everything – from winter tires to skis, strollers and other items.

*Задание 9. Прочитайте и переведите текст на русский язык.*

Early childhood education (ECE; also nursery education) is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Traditionally, this is up to the equivalent of third grade.

ECE emerged as a field of study during the Enlightenment, particularly in European countries with high literacy rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. In recent years early childhood education has become a prevalent public policy issue. It is described as an important period in a child's development. It refers to the development of a child's personality.

While the first two years of a child's life are spent in the creation of a child's first "sense of self", most children are able to differentiate between

themselves and others by their second year. This differentiation is crucial to the child's ability to determine how they should function in relation to other people. Parents can be seen as a child's first teacher and therefore an integral part of the early learning process.

Early childhood attachment processes that occur during early childhood years 0–2 years of age can be influential to future education. With proper guidance and exploration children begin to become more comfortable with their environment, if they have that steady relationship to guide them. If this attachment is not made, there can be detrimental effects on the child in their future relationships and independence. There are proper techniques that parents and caregivers can use to establish these relationships, which will in turn allow children to be more comfortable exploring their environment.

Education for young students can help them excel academically and socially. With exposure and organized lesson plans children can learn anything they want to. The tools they learn to use during these beginning years will provide lifelong benefits to their success. Developmentally, having structure and freedom, children are able to reach their full potential.

*Задание 10. Озаглавьте и составьте план текста. Выделите предложения, несущие основную информацию каждой смысловой части (информативные центры фрагментов). Поставьте вопрос к каждой части текста. Составьте и запишите сжатый вариант текста, опустив предложения и части предложений, не несущие в себе основной информации, и внося в полученный вариант текста необходимые изменения.*

### **Unit 3. ABOUT MY DAILY ROUTINE**

#### **My day**

Hi, my name is Sasha. I am 19 years old and I am a student of the pedagogical Institute. Today I will tell you about my day.

I wake up at 7:10 in the morning. The first thing I do is a little warm-up to wake up. After that I take a shower, clean my teeth and wash my face.

Then I get dressed and have my breakfast. I also feed my dog and walk my dog after breakfast.

I leave home for studies at 8 a.m. The institute is not far from my home and it doesn't take much time to get there. I usually stay at the institute until 3 o'clock in the afternoon. After classes I go home to do household chores. After lunch I have some spare time. I can I read something for pleasure or just take a nap.

In the evening, I start cooking dinner for my family. I really like to cook, especially to bake cupcakes. After dinner, I start working. You know, I am a manicurist. Being a student usually means little or no money, but when you're working part time, you no longer have to worry about being able to afford the basic essentials – or relying on your parents or student funding to get by.

Sometimes, when there is no work, I go to the gym to work out a little. After work or the gym, I go home to walk my dog and finish my chores. Most often in the evening I clean the apartment a little.

I also set aside time for studying, because I have a lot to do to be ready for the next day classes at the institute. Usually my day ends at 11 p.m. But often I stay late if I'm doing my studies or decide to watch a movie. I also like to do yoga in the evening, it calms and relaxes me. That's how my day goes.

(Sasha Batmanova, NOL-121)

*Задание 1. Вместо точек вставьте предлоги и наречия.*

I wake ... .. 7.00 ... weekdays and my working day begins. I switch ... my player and do my morning exercises. ... I take a warm shower, clean my teeth and shave. ... that I get dressed.

My mother usually makes breakfast ... me but when she is away ... business I do it myself. While having breakfast I listen ... the latest news ... the Internet.

I leave ... the house ... 8.30 and go ... the nearest bus stop. It takes me half an hour or so to get ... work. I usually arrive ... work ... ten minutes ... nine.

I work ... a big joint company. My job is to translate fax messages ... English ... Russian. ... my boss wants me to write a letter ... our business partners abroad.

We ... have lunch ... 1 o'clock ... the afternoon ... a small cafe just ... the corner. ... 2 o'clock we come ... to work. And we work hard ... 5 o'clock. ... the working day we ... have several short coffee breaks. But ... we have no time ... them.

I come home ... work at ... 6 o'clock ... the evening. My parents ... wait ... me ... home. We have dinner ... . . . we sit ... the living room, drink tea, watch TV or ... talk.

When we have a lot ... things to do I stay ... work ... 7 or ... 8 o'clock ... the evening. So ... the end ... the week I get ... tired. ... Sundays I sleep ... eleven o'clock, watch television, listen ... music and read ... . . . English. And still I always look ... . . . my next working day because I like my job. I think I get a lot ... useful experience.

*Задание 2. Составьте словосочетания, подбирая слова из левой и правой колонок.*

	➤	my player
To clean	➤	my morning exercises
To switch on	➤	to the bathroom,
To leave	➤	a warm shower
To make	➤	my teeth
To be away	➤	breakfast
To get	➤	on business
To take	➤	the latest news
To listen to	➤	the house
To arrive	➤	to the nearest bus stop
To translate	➤	to work
To do	➤	at work
To write	➤	fax messages
To have	➤	a letter
To come back	➤	lunch
To read	➤	to work
To come	➤	several short coffee breaks



To like	➤	home
To get	➤	in the living room
To drink	➤	tea
To go	➤	TV
To sit	➤	at work
To listen	➤	to music
To watch	➤	something in English
To stay	➤	my job
	➤	a lot of useful experience

*Задание 3. Составьте предложения со следующими глаголами.*

<b>to go</b>	to the bathroom	<b>to have</b>	lunch	<b>to get</b>	very tired
	to work		(no) time		dressed
	to the bus stop		dinner		experience
	to the gym		breakfast		
			coffee		
			breaks		

*Задание 4. Расскажите о своем рабочем дне.*

*Задание 5. Раскройте скобки и вместо точек вставьте глаголы в нужной форме.*

- Vladimir State University ... (to be) a higher educational institution in Vladimir. Currently it ... (to be recognized) as the largest university in the Vladimir region and one of the largest in the Central Federal District. In April 2017, it ... (to become) one of the flagship universities of the region.
- The Pedagogical Institute of the VLSU ... (to have been) a structural subdivision of the University since October 10, 2011. Pedagogical Institute ... (to be) an educational institution of higher professional education. It ... (to specialize) in teacher training. The Institute ... (to have been working) in this direction for more than 80 years.
- The number of students in various forms of education ... (to be) 2,700 people. 1,500 students ... (to be studying) at the full-time department. 1200 students ... (to study) in correspondence and part-time departments.
- The faculty of primary and nursery-school education ... (to be organized) thirty-five years ago. Nowadays it ... (to have) two chairs: "Nursery-school

education" and "Primary education". The faculty ... (to number) 190 full-time and 704 part-time students. In the nearest future the faculty ... (to be planning) to open some new programs for graduate and professional study with various profiles, primary education with the organization of speech therapy work being one of them.

5. Now the undergraduates of the faculty ... (to be) in demand everywhere. Our region ... (to need) 90-100 specialists every year. In 2010-2011 85% of them ... (to begin) working at school.

*Задание 6. Прочитайте эссе. Обратите внимание на логику изложения материала. Выпишите вводные конструкции, слова и словосочетания, используемые автором для выражения/подтверждения своей точки зрения.*

### **Should teenagers work while they are students?**

There is much disagreement over whether it is a good idea for teenagers to have jobs when they are still students. Some people hold the opinion that doing part-time job is a waste of time for teenagers. Others are convinced that having work experiences as teenagers can be beneficial in various ways. I deem the second one as my premier choice. Among countless factors, there are three conspicuous aspects as follows.

The main reason for my propensity is that a great deal of new experiences can be obtained by teenagers who have jobs when they are still students. Under working circumstances, teenagers have a lot of opportunities to cooperate with others, thus their teamwork spirits and leadership skills can be enhanced at a great speed. They can also learn how to get along with other colleagues by doing part-time jobs. All of these skills learned at work are required in order to be successful in the modern society.

The second reason for my view is that teenagers can earn money to support their families by doing part-time jobs. Nowadays, although most of the families are able to afford for their daily activities, such as Internet and television, some of the families are still living in poverty or below the average level. If the teenagers in the families can make some extra money by doing part-time jobs, it may be really helpful to the families.

Last but not least, having part-time jobs when you are still a student is a great opportunity to help you learn how to best organize your time. If the teenagers decided to have some work experiences, they had to contribute some time to their jobs. This could be really long, like 4 hours a day; or this could be considerably short, like half an hour per day. No matter how long it takes for teenagers to do part-time jobs, they certainly have to organize their time really well in order to finish their school work on time. Having part-time jobs when they are still students can help them cultivate a good time-organizing habit, which is highly beneficial to their future development.

Frankly speaking, I agree that there may be some disadvantages for teenagers to have jobs when they are still students. But it is apparent that the advantages far outweigh the disadvantages. Therefore, I strongly recommend that teenagers should have some work experiences when they are still students.

*Задание 7. Прочитайте и переведите тексты на русский язык.*

### **A preschool teacher**

A preschool teacher is a type of early childhood educator who instructs children from 2 to age 4, which stands as the youngest stretch of early childhood education. Early childhood education teachers need to span the continuum of children from birth to age 8. The term "pre-kindergarten" refers to those lead teachers who offer instruction in a program for four-year-olds funded as part of the state public school system. Preschool teachers must be able to work well and interact with young children, sometimes as young as 2 years 9 months. Preschool children have a short attention span and their worries are usually fairly simple. Most preschoolers are loving, affectionate, and playful, and like to play games, be read to, or play with toys. Teachers seeking to be early childhood educators must obtain certification, among other requirements. "An early childhood education certification denotes that a teacher has met a set of standards that shows they understand the best ways to educate young students aged 3 to 8."

Early childhood educators must have knowledge in the developmental changes during early childhood and the subjects being taught in an early childhood classroom. These subjects include language, arts and reading, mathematics, and some social studies and science. Early childhood educators must also be able to manage classroom behavior. Positive reinforcement is one popular method for managing behavior in young children.

### **10 Signs of a Great Preschool**

If your child is between the ages of 3 and 6 and attends a child care center, preschool, or kindergarten program, the National Association for the Education of Young Children (NAEYC) suggests you look for these 10 signs to make sure your child is in a good classroom.

1. Children spend most of their playing and working with materials or other children. They do not wander aimlessly, and they are not expected to sit quietly for long periods of time.
2. Children have access to various activities throughout the day. Look for assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles. Children should not all be doing the same thing at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend all their time with the whole group.
4. The classroom is decorated with children's original artwork, their own writing with invented spelling, and stories dictated by children to teachers.
5. Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance, or serving snack provide the basis for learning activities.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Worksheets are used little if at all.
7. Children have an opportunity to play outside every day. Outdoor play is never sacrificed for more instructional time.

8. Teachers read books to children individually or in small groups throughout the day, not just at group story time.

9. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different background and experiences mean that they do not learn the same things at the same time in the same way.

10. Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend; they do not cry regularly or complain of feeling sick.

Copyright © 1996

by National Association for the Education of Young Children.

*Задание 8. Используя выписанные слова и словосочетания, дайте развернутые ответы на следующие вопросы.*

1. Should preschool teachers get special education?
2. Is it necessary for a child to go to preschool?
3. Do you think going to preschool is necessary or not? Why?
4. At what age do kids start preschool?
5. Why do parents send their children to preschool?
6. How many years of preschool does a child really need?
7. What is the best age for kids to go to preschool?
8. What are the benefits of preschool vs daycare? Is preschool required?

## **Unit 4. ABOUT MY HOBBY**

### **My hobbies**

Let me introduce myself first. My name is Valeriya Kazanskaya. I am 18 years old. I study at the Vladimir Pedagogical Institute. My majors are a primary school teacher and a speech therapist. I believe that I have had an interest in the profession of a teacher since childhood. But no matter how busy I was with my school affairs I have always been engaged in some kind of an extra activity – a hobby.

My first hobby was dancing. I was fond of dancing from the age of five to eleven. I performed at various concerts and I really liked it.

Unfortunately my family had to move to another place and that forced me to end up dancing. I was very upset because I really liked my team, my teacher, the outfits that I wore for the performances.

I couldn't sit on my hands for a long time, so I found myself another hobby – track and field athletics. I liked running, participating in competitions, winning prizes. But we moved again and I stopped doing this sport. I was doing it from the age of 11 to 13.

My next hobby was Thai boxing and I was in this sport from the age of 16 to 17. This sport has always interested me. Everything worked out for me. I have been successful at Thai boxing. I wanted to compete, but ... . But I came to an understanding that this is a very dangerous sport and I should stop.

Now I go to the gym, I strive for an ideal body. It is very calming and energizing to me. In the gym I rest mentally.

Besides mentioned above I was engaged in basketball, volleyball, swimming, etc.

Summing up I want to conclude that any hobby plays an important role in a person's life, it contributes to his/her self-development both physically and mentally.

(Valeria Kazanskaya, NOL-1211)

*Задание 1. Вместо точек вставьте артикли, местоимения, союзы, предлоги, наречия, глаголы to be, to have, частицы и пр.*

A hobby ... any activity ... a person ... brings ... pleasure and satisfaction. This occupation has nothing ... do ... earning ... acquiring status. Hobbies help ... cope ... many character flaws, develop creativity ... self-confidence.

... word "hobby" came ... us ... the English language. ... means ... occupation that ... person ... fond ... and is ready ... devote all ... free time to it.

... hobby begins ... an interest ... a particular occupation, art form, topic.

Each person has free time ... study ... work, which ... can dispose of ... will. Many ... not know what ... do, and thoughtlessly sit ... the computer

... talk ... hours ... friends on ... phone. But ... can always find some interesting business, get carried ... with something. After ... , there ... so many interesting things ... ! The main thing is ... to be lazy, ... do something ... your liking, then life ... become ... interesting, and there will ... no questions ... how ... spend ... free time.

*Задание 2. Раскройте скобки и употребите глаголы в простом прошедшем (1 абзац) и настоящем (2,3 абзацы) времени.*

A few years ago my friend Nick ... (to be) fond of collecting stamps. When he ... (to be) five years old his mother ... (to have) six albums of stamps. She ... (to give) him the albums as a birthday present at the age of 12 and he ... (to continue) collecting stamps himself. He ... (to learn) a lot about other countries and other peoples' traditions, the world of flora and fauna. Maybe that's why he ... (to have) a good command of geography and biology at school. He ... (to use) to bring the albums to school and we ... (to examine) his stamps with great interest and envy. Sometimes he ... (to exchange) stamps with his schoolmates.

But three months ago Nick's parents ... (to buy) him a compact disk player and Nick ... (to decide) to collect discs. Now he ... (to be) fond of listening to music. Besides jazz, Nick also ... (to like) rock music, pop music, classical music. He ... (not to like) techno, metal and rap. He himself ... (to say) that he ... (to like) any good music. Nick ... (to collect) compact discs of his favourite groups and singers, he ... (to study) the information printed on discs' booklets. He also ... (to try) to find out everything about the singers and their creative activity. That's why he ... (to read) a lot of specialized magazines and never ... (to miss) MTV shows. He ... (to think) he must keep up with the news in the world of music. He even ... (to write) letters to some fan-clubs in other countries, so he has to brush up his English. He never ... (to miss) a concert of his favourite group if they ... (to come) to our city. He ... (to bring) his compact discs to the concert and ... (to ask) the singers for their autographs.

But in spite of his new hobby, Nick sometimes ... (to sit) in his room and ... (to look) through his albums of stamps (with his earphones on, of course).

*Задание 3. Задайте специальные вопросы к предложениям.*

1. My friend Nick is very busy and he doesn't have much time to spare.

*Who ... ? Why ... ?*

2. He is free only at the weekends.

*When ... ?*

3. A few years ago Nick was fond of collecting stamps.

*What ... ?*

4. Sometimes he ... (to exchange) stamps with his schoolmates.

*Who ... ? What ... ? Who ... with? What ... he ... ?*

5. Three months ago Nick's parents bought him a compact disk player.

*When ... ? Who ... ? What ... ? What player ... ?*

6. Now Nick collects compact discs of his favourite groups and singers.

*What ... ? What discs ... ?*

7. He writes letters to some fan-clubs in other countries, so he has to brush up his English.

*What ... he ... ? Why ... ?*

*Задание 4. Расскажите о своем хобби.*

*Задание 5. Прочитайте статью. Обратите внимание на логику изложения материала: вступление, основная часть, заключение.*

### **“Is that a Sport or a Hobby?”**

#### **Debating the Purpose of Popular Pastimes**

by Martin Banks

Everyone's got at least one hobby. It is the competitive nature of certain pastimes that raises the question as to whether they are sports or hobbies. A sport could be defined as a competitive activity that can be performed by an individual or team that is played against others for entertainment purposes. The activity typically involves both physical exertion and skill.

Meanwhile hobbies are understood to be activities done alone or with others in one's spare time for personal enjoyment. While certain hobbies can be done competitively, practically all sports function on a timetable laid



down by an organization responsible for governing all related competitions. Compare that to competitive hobbies that are done in one's selected free time.

Some pastimes can be performed either as hobbies or sports, which leads to some general confusion. Are the following activities hobbies or sports? Let's find out!

**Golf.** For some, golf is very much a hobby. This is because it is strictly done during free time. But this game's long history suggests that it is *indeed* a sport.

The sport of golf meets all three major requirements to be considered such. It requires physical exertion (swinging the golf club at JUST the right angle with a certain amount of force), skill (getting the ball in the hole within a certain number of shots) and it is played against others for entertainment purposes.

While golf's early history suggests a leisure time activity, within the past couple of centuries a series of guidelines and guiding bodies have been formed. This allows for the sport to be played around the world in official competitions.

**Video Gaming.** Anyone familiar with the Smash Bros. tournaments knows about the groups of gamers who gather to compete for money and bragging rights. But is it a sport or a hobby?

Video gaming can be thought of as a hobby, even though tournaments exist. The reason is that it is an activity that is typically performed in one's leisure or spare time for one's own enjoyment.

Button-mashing can be called physical exertion and there are crowds that show up to watch the tournaments. But the majority of the time video games are played in one's own home in one's spare time.

**Competitive Scrapbooking.** Before you declare this one to be obvious, it's important to know what competitive scrapbooking entails.

According to a 2008 Los Angeles Times article, scrapbooking, combined with stamp collecting, is a multi-billion dollar a year industry. It also highlighted a major scandal involving someone cheating during a competition.

Despite the hubbub, it must be said that scrapbooking cannot be considered a sport. Though it requires time and energy, it requires no great level of skill or physical exertion, even if people stay up 24 for hours to compete.

Even though some choose to compete, scrapbooking has been traditionally treated as a hobby.

**Bowling.** Bowling is a sport, though some feel it barely makes it into the category. It is a highly subjective sentiment, however bowling meets the standard definition of a sport.

It requires physical exertion. The average bowling ball weighs anywhere from 12 to 14 lbs. You require a certain amount of strength to hold the ball comfortably and then get a good backward swing before walking forward and rolling it down the lane.

Hitting the bowling pins requires skill. You may miss the pins entirely and watch helplessly as your ball rolls down the side and into the gutter.

Bowling can be played in individual or team competitions, where prizes are offered and crowds turn up to watch as entertainment.

Like it or not, bowling as an activity more than qualifies as a sport. However as with golf, individuals have the option of performing it at their leisure as a hobby.

Sports require skills and exertion when competing against others. Do not think that a competition makes a pastime a sport. This alone is not enough to put an activity in one category or another.

Are activities like cheerleading, poker and paintball a sport or hobby?

*Задание 6. Дайте письменный развернутый ответ на вопрос, поставленный автором в статье: «**Are activities like cheerleading, poker and paintball a sport or a hobby?**» Используйте фразы из задания 6 урока 3.*

- There is much disagreement over whether ...
- Some people hold the opinion that ...
- Others are convinced that ...
- I deem the first (second) one as my premier choice.
- The main reason for my propensity is that ...

- The second reason for my view is that ...
- Last but not least, ...
- Frankly speaking, I agree that ...
- But it is apparent that ...
- Therefore, I strongly recommend that ...

*Задание 7. Прочитайте и переведите текст на русский язык.*

### **Primary education**

Primary education is typically the first stage of formal education, coming after preschool and before secondary school. Primary education takes place in primary school, the elementary school or first and middle school depending on the location. The International Standard Classification of Education considers primary education as a single-phase where programmes are typically designed to provide fundamental skills in reading, writing and mathematics and to establish a solid foundation for learning. This is ISCED Level 1: Primary education or first stage of basic education.

The ISCED definition in 1997 posited that primary education normally started between the ages of 5 – 8, and was designed to give a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects. By 2011 the philosophy had changed, the elementary understanding of other subjects had been dropped in favour of "to establish a solid foundation for learning".

The ages cited cover a rapidly developing phase of child development. This is studied in the discipline of developmental psychology, which among other things attempts to describe how children learn. The Philosophy of education of teaching and learning has occupied many great minds. It attempts to say what children should be taught.

*Задание 8. Закончите предложения, используя информацию текста.*

1. Primary education is ...
2. Primary education takes place ...
3. Programmes are designed to provide fundamental skills in reading, writing and mathematics and to establish a solid foundation for learning.

4. Primary education normally starts ...
5. The discipline of developmental psychology describes ...
6. The Philosophy of education of teaching and learning attempts ...

*Задание 9. Кратко перескажите текст.*

## **Unit 5. ABOUT MY MEALS**

### **My everyday meals**

Hello. My name is Aliona. I want to tell you about what I eat throughout the day.

It goes without saying that food is an integral part of our life. They say “We are what we eat”. We eat to replenish our energy reserves, to have good metabolism. There is healthy and unhealthy nutrition. I prefer healthy food because it helps to achieve physical and psychological perfection. I also go in for sports so along with eating healthy I should try to keep fit.

In the morning I make myself delicious tea which my mother and I picked ourselves. Usually I drink tea with some cookies, gingerbread or waffles.

As I spend a lot of time at the university it’s necessary to have a snack at midday just to keep me going. That’s why I have to go to the university canteen to have lunch. For lunch I usually have some salad – tomato and cucumber or mixed salad and a glass of cocoa or stewed fruit.

In the afternoon after the university I come home and eat soup. I think that soup is very healthy. It can be noodle, mushroom or cabbage soup, or maybe some fish for a change. Pickle soup is my favorite!

My mother is a wonderful cook and her dinners are always delicious. So I enjoy my evening meal at home.

My evening meal is the most substantial. It can be meat, chicken or fish dishes, for example, steak or fried fish with spaghetti or potato (boiled or fried), pasta, stew, buckwheat, rice. Yes, anything. For dessert we have some fruit, fruit juice or just a cup of tea with a slice of cake or some goodies.

Before going to bed I can eat some yogurt or pudding.

I'm not only a great eater. I also love to cook. Almost all my friends and acquaintances know that I love bananas very much. Now I want to share a recipe for cooking delicious banana pan cakes with you.

Ingredients:

- 4 bananas
- 4 eggs
- 4 tablespoons flour
- 1 tablespoon sugar
- 2 tablespoon oil

1. Prepare all the necessary ingredients.
2. Whisk the eggs together with flour and sugar.
3. Add bananas and mix everything thoroughly.
4. Beat the batter. It should be smooth.
5. Add more flour if the batter turned out to be too thin. If it is too thick add more eggs.
6. Put the pan on the hob and heat some oil. Fry the batter on both sides until golden.
7. Enjoy!

(Aliona Savchenko, NOL-121)

*Задание 1. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, модальные глаголы, частицы, местоимения) там, где они требуется.*

### **English traditional meals**

... typical English breakfast ... usually quite big ... substantial. ... includes pork sausages, bacon ... eggs, tomatoes, baked beans, mushrooms and ... toast. ... people enjoy porridge, fruit ... yogurt ... the morning, followed ... a toast and jam, ... orange marmalade. ... traditional breakfast

drink ... tea, ... British people prefer having ... cold milk. ... popular morning drink ... orange juice.

... many Englishmen lunch ... a fast meal. ... big cities ... are a lot ... sandwich bars where office clerks ... choose all sorts ... sandwiches ... meat, fish, chicken, ham, prawns, eggs, cheese, vegetables ... lettuce. English pubs ... serve good food for lunch, hot and cold. Quite ... lot of workers go ... famous “fish and chips shops” and buy ... favorite deep fried cod or haddock ... French fries.

... lot of Englishmen drink ... 5 o'clock tea. It ... a traditional light meal ... work. People enjoy their favorite teas ... cookies, cakes, freshly baked sweet buns, scones and ... pastries.

British people eat their evening meal ... about 7 o'clock, when ... members of ... family ... at home ... . As ... rule, a typical dinner ... meat and vegetables. It can ... roast chicken ... lamb ... potatoes, or steamed vegetables ... meat gravy. ... dessert, English wives cook various puddings and serve ... with ice-cream ... jam.

... Sundays British families like ... sit together ... the table enjoying roast beef, lamb or chicken, served ... Yorkshire pudding and dressed ... English mustard, apple sauce, cranberry sauce ... mint sauce.

English food ... simple ... very delicious. Today ... continues to merge ... national cuisines from all ... the world.

*Задание 2. Вместо точек употребите подходящие по смыслу словосочетания.*

### **My meals**

*with mashed potatoes ... , to have a snack at midday... , For the first course ... , with a slice of cake, they say it's not very healthy ... , can't afford to... , a lot of vegetables... , It goes without saying... , like to get up late... , short of time in the morning, ... are always delicious, To begin with, ... , everything there ... , For the main course ... , the university canteen ...*

(1) ... that I prefer to have meals at home. At the weekend I (2) ... and have a good breakfast of scrambled eggs or pancakes, or something like that. But on weekdays I'm always (3) ... . So I just have a cup of strong tea or coffee and a couple of sandwiches.

As I spend a lot of time at the university it's necessary (4) ... just to keep me going. That's why I have to go to (5) ... to have lunch. For lunch I usually have a chop (6) ... and a glass of cocoa or stewed fruit.

But I enjoy my evening meal at home. My mother is a wonderful cook and her dinners (7) ... .

(8) ... , we usually have some salad – tomato and cucumber salad or mixed salad (I like it very much). (9) ... we have some soup – noodle, mushroom or cabbage soup, or maybe some fish for a change. (10) ... we have meat, chicken or fish dishes, for example, steak or fried fish with spaghetti or potatoes (boiled or fried). We also have (11) ... – green peas, carrots, tomatoes, cucumbers.

For dessert we have some fruit, fruit juice or just a cup of tea (12) ... .

On Sundays we sometimes go to McDonald's. I like (13) ... : cheeseburgers, hamburgers and Big Macs, apple pies and fruit cocktails. But unfortunately we (14) ... go there very often, because it's rather expensive for a family and besides, (15) ... to eat at McDonald's.

*Задание 3. Распределите слова по тематическим группам.*

<i>Приемы пищи</i>	<i>Закуски</i>	<i>Горячие блюда</i>	<i>Выпечка</i>	<i>Напитки</i>
--------------------	----------------	----------------------	----------------	----------------

Dinner, mixed salad, scrambled eggs, chicken dish, apple pies, cocoa, stewed fruit, hamburgers, tomato/cucumber salad, meat dish, fruit cocktails mushroom soup, pancakes, strong tea, sandwich, coffee, a snack, a chop, lunch, cheeseburger, mashed potatoes, fried fish with spaghetti, cabbage soup, fruit juice, fish dish, noodle soup, steak, boiled potatoes, breakfast, Big Macs, green peas or fried potatoes, vegetables, cake

*Задание 4. Составьте словосочетания, подбирая слова из левой и правой колонок.*

scrambled		
strong		
mashed		
stewed		
wonderful	➤	cocktail
tomato	➤	juice
cucumber	➤	course
mixed	➤	fish
first	➤	eggs
noodle	➤	meat
mushroom	➤	chicken
fish	➤	tea
cabbage	➤	peas
main	➤	Mac
meat	➤	soup
chicken	➤	pies
fish	➤	dish
fried	➤	potatoes
boiled	➤	salad
fried	➤	fruit
green,	➤	cook
fruit		
Big		
apple		
fruit		

*Задание 5. Напишите меню из ваших любимых блюд.*

***For breakfast:***

***For lunch:***

***For a snack:***

***For dinner:***

***For the first course:***

***For the main course:***

***For dessert:***



*Задание 6. Расскажите о вашем питании в течение дня.*

*Задание 7. Просмотрите текст **Types of meals served throughout the day** и найдите ответы на вопросы.*

1. What is the most significant and important meal of the day, which can replace either lunch, high tea, or supper?
2. What meal is eaten before 10:00 A.M.?
3. What is the name of any of several different meals or mealtimes, depending on a country's customs and its history of drinking tea?
4. What is the combination of breakfast and lunch eaten usually during the late morning but it can extend to as late as 3 pm?
5. What is the name of a light snack and drink taken in the late morning after breakfast and before lunch?
6. What is the name of a British meal usually eaten in the early evening?
7. What is the second small or mid-sized meal of the day eaten after breakfast?
8. What small meal is eaten after breakfast, but before lunch?
9. What is a mid-afternoon meal, typically taken at 4 pm?
10. What is the name of the second breakfast or light lunch, most commonly in India?
11. What is a light meal eaten in the late evening; as early as 7pm or as late as midnight?

### **Types of meals served throughout the day**

A **meal** is an eating occasion that takes place at a certain time and includes prepared food, or the food eaten on that occasion. Meals occur primarily at homes, restaurants, and cafeterias, but may occur anywhere. A meal is different from a snack in that meals are generally larger, more varied, and more filling than snacks.

The names used for specific meals in English vary greatly, depending on the speaker's culture, the time of day, or the size of the meal.

**Breakfast** – meal eaten before 10:00 A.M. Any meal after 10:00 A.M. is not breakfast, but is usually referred to as eating breakfast food for that given meal.

**Second breakfast** – small meal eaten after breakfast, but before lunch. It is traditional in Bavaria, in Poland, and in Hungary. In Bavaria or Poland, special dishes are made exclusively to be eaten during second breakfast. In Vienna and most other parts of Austria the second breakfast is referred to as **Jause**.

**Tiffin** – second breakfast or light lunch, most commonly in India. "Tiffin" can also refer to boxed or packaged lunches that are delivered by dabbawalas in Mumbai to workers in the city.

**Brunch** – combination of breakfast and lunch eaten usually during the late morning but it can extend to as late as 3 pm. The word is a portmanteau of breakfast and lunch. It is usually larger than a breakfast and usually replacing both breakfast and lunch; it is most common on Sundays. Brunch originated in England in the late 1800s, and in the 1930s became popular in the United States.

**Elevenes** (also called "**morning tea**") – light snack and drink taken in the late morning after breakfast and before lunch.

**Lunch** – midday meal of varying size depending on the culture. The origin of the words lunch and luncheon relate to a small meal originally eaten at any time of the day or night, but during the 20th century gradually focused toward a small or mid-sized meal eaten at midday. Lunch is the second meal of the day after breakfast.

**Tea** – any of several different meals or mealtimes, depending on a country's customs and its history of drinking tea. However, in those countries where the term's use is common, the influences are generally those of the former British Empire (now the Commonwealth of Nations). Tea as a meal can be small or large.

**Afternoon tea** – mid-afternoon meal, typically taken at 4 pm, consisting of light fare such as small sandwiches, individual cakes and scones with tea.

**High tea** – British meal usually eaten in the early evening.

**Supper** – a light meal eaten in the late evening; as early as 7pm or as late as midnight. Usually eaten when the main meal of the day is taken at lunchtime or high tea.

**Dinner** – most significant and important meal of the day, which can replace either lunch, high tea, or supper. However, the term "dinner" can have many different meanings depending on the culture; it may mean a meal of any size eaten at any time of day. Historically, in British culture, dinner was taken at midday for children and manual workers; in the early evening for office workers; and in the late evening by the wealthier elements of society. During the latter half of the 20th century there has been a cultural shift towards everyone having the main meal in the late evening. The meaning as the evening meal, now generally the largest of the day, is becoming standard in most parts of the English-speaking world.

The names of meals are often interchangeable by custom. Some serve dinner as the main meal at midday, with supper as the late afternoon/early evening meal; while others may call their midday meal lunch and their early evening meal supper. Except for "breakfast", these names can vary from region to region or even from family to family.

*Задание 8. Прочитайте и переведите текст на русский язык. Ответьте на вопросы после каждого абзаца.*

### **Disorders treated by speech and language pathologists**

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.

*What do speech-language pathologists do?*

Speech disorders occur when a person has difficulty producing speech sounds correctly or fluently (e. g., stuttering is a form of disfluency) or has problems with his or her voice or resonance. Classifying speech into normal and disordered is more problematic than it first seems. By a strict classification, only 5% to 10% of the population have a completely normal manner of speaking (with respect to all parameters) and healthy voice; all others suffer from one disorder or another.

*When do speech disorders occur?*

Language disorders or language impairments are disorders that involve the processing of linguistic information. They occur when a person

has trouble understanding others (receptive language), or sharing thoughts, ideas, and feelings (expressive language). Language disorders may be spoken or written and may involve the form (phonology, morphology, syntax), content (semantics), and/or use (pragmatics) of language in functional and socially appropriate ways.

*When do language disorders occur?*

Social communication disorders occur when a person has trouble with the social use of verbal and nonverbal communication. These disorders may include problems (a) communicating for social purposes (e. g., greeting, commenting, asking questions), (b) talking in different ways to suit the listener and setting, and (c) following rules for conversation and story-telling. All individuals with autism spectrum disorder have social communication problems. Social communication disorders are also found in individuals with other conditions, such as traumatic brain injury.

*When do social communication disorders occur?*

Cognitive-communication disorders include problems organizing thoughts, paying attention, remembering, planning, and/or problem-solving.

These disorders usually happen as a result of a stroke, traumatic brain injury, or dementia, although they can be congenital.

*When do cognitive-communication disorders occur?*

*Задание 9. Кратко перескажите текст.*

## **Unit 6. TRAVELLING**

### **My travel experiences**

My name is Ann and I am passionate about travelling.

Travelling is an important part of our life. This is not only my opinion; many people are fans of travelling as they say. Of course I completely agree with them. I have visited a lot of countries and I hope that in the future I will have even more such opportunities. Thanks to travelling we can get to know cultures of other countries, see how people live, what they think, their values and priorities.

Since childhood I have been dancing in a choreographic group and I traveled a lot thanks to it. We often participated in various international competitions and visited many European countries.

I have been to Germany several times. First of all this country struck me with its order and cleanliness. Germans are very decent, honest and law-abiding citizens. Secondly, the sights of the country make a lasting impression on the guests of this place. The Cologne Cathedral with its towers that go into the clouds is a great masterpiece of Gothic architecture. The Dresden Art Gallery is beautiful from the courtyard to the artworks that have been created by famous artists. And the most valuable copy of the gallery is the magnificent "Sistine Madonna" In Berlin, we visited one of the main sites of the city – the Berlin Cathedral. We listened to the concert of organ music, and it was amazing. In addition, we visited the Holstein Gate in Lubeck, the Goethe House in Frankfurt am Main, Speicherstadt in Hamburg and we managed to spend the whole day in the Heide Park in Soltau.

My next trip was to Prague (Czech Republic). The whole city is full of mysticism. The Old Town in Prague with its ancient streets, gabled buildings and medieval temples is worth visiting. It was there that I first tried the national dessert – trdelnik. We visited the Charles Bridge, the church of St. Nicholas, St. Vitus Cathedral – one of the most beautiful Gothic churches in Europe. The cathedral can be seen from any part of Prague. We took a walk in Prague's small town, which is built up with traditional houses with red roofs. This is a very cozy, quiet and picturesque piece of the real Czech Middle Ages.

A year later we went on a tour, visiting Belarus, Lithuania, Latvia, Estonia, Finland, Sweden, Norway. From Estonia to Sweden, we sailed on a liner, it was huge, it had shops, restaurants, cinemas and much more.

In Belarus we visited the Brest Fortress-Hero – a pride and a monument of courage. It is located on a vast territory. Everything there reminds of the heroes of the Great Patriotic War. I remember military weapons, letters from conscripts from Brest home, personal belongings, "watches", where the hands are forever frozen at 03.55 in the morning...

In Stockholm, the capital of Sweden, we walked around the old town of Gamla Stan. There is a royal palace, and beautiful embankments. It is

there that the "Boy Looking at the Moon" is located. This is the smallest monument in Stockholm. Its size is 15 centimeters. We were also shown the ship-museum Vasa of incredible size, its length is 69 meters.

In Estonia we walked around the streets and squares of Tallinn. Standing on the observation deck we enjoyed the view of the upper city, then walked around the lower city.

On our tour we also visited the capital of Latvia, Riga, and I remember most of all the old part of the city. It is there, in the depths of the streets, that you can still feel the indescribable atmosphere of the Middle Ages. This tour made an indelible impression on me /

My family are also big fans of travelling. Every year we go on vacation to warm countries, where we almost never go on excursions, but only relax. Usually it is Turkey, Thailand, Egypt, Dominican Republic or United Arab Emirates. We choose Turkey for the best service and prices, Egypt for the amazing sea with an impressive underwater world. Thailand and the Dominican Republic are famous for their unusual cuisine and exotic fruits, as well as beautiful nature and white sand.

I will never forget my first trip to Dubai, it was not so long ago. We lived in the hotel "Sail" which is a hallmark of Dubai. They call it that because of its resemblance to a sail. We climbed the tallest building in the world, Burj Khalifa, where the ground is barely visible behind the clouds. In the evening, a light show goes on, and nearly thousands of people watch the singing fountains. They surprisingly move under the musical compositions famous for all eternity. Nearby is the huge Dubai Mall, which is impossible to get around in a day.

After each trip I return home a little different because my horizons expand and this is great. As English people say – A picture is worth a thousand words. And I totally agree with them.

(Anna Kulikova, NOL-121)

*Задание 1. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, модальные глаголы, частицы, местоимения) там, где они требуется.*

## Travelling

Millions ... people love ... spend ... holidays traveling. ... travel ... see other continents, modern cities ... the ruins ... ancient towns, they travel ... enjoy picturesque places, or just for ... change ... scene. While travelling ... discover new things, different ways ... life, meet different people, try different food, listen ... different musical rhythms.

... like to go ... a big city and spend ... time visiting museums ... art galleries, looking ... shop windows and dining ... exotic restaurants. Others like ... quiet holiday ... the sea or ... the mountains, with nothing ... do but walk and bathe ... laze in ... sun.

... travelers and holiday-makers take pictures ... everything ... interests them: the sights of ... city, old churches and castles, views ... mountains, lakes, valleys, plains, waterfalls, forests; different kinds ... trees, flowers ... plants, animals ... birds. Later they ... be reminded ... the photos of the happy time they ... had.

There ... different means of travel at ... disposal. People travel ... train, ... plane, ... boat, ... car, ... bike and ... foot. If people have business trips ... choose ... fastest transport. ... often travel by plane ... by train. It ... very expensive but it ... very fast. And ... people want ... have a rest ... choose traveling by boat, by car, on horseback and etc. When you travel by car or by bike you can stop where you want. ... means of travel have ... advantages and disadvantages. And people choose ... according ... their plans ... destinations.

If we ... fond of traveling, we see ... learn ... lot ... things that ... can never see ... learn ... home. ... best way ... get to know ... understand people ... to meet them in ... own homes.

*Задание 2. Закончите предложения, используя информацию из текста.*

1. Millions of people all over the world ...
2. They travel to see ...
3. It's always interesting to discover ... , to meet ... , to try ... , to listen to ...
4. Those who live in the country like to go to ...
5. City dwellers usually like ...
6. Most travelers and holiday-makers take ...

7. People travel by ...
8. If people have business trips they choose ...
9. And if people want to have a rest they ...
10. All means of travel have ...
11. The best way to get to know and understand people is ...

*Задание 3. Ответьте на вопросы.*

1. Why do people travel?
2. Where do people travel?
3. How do people travel?
4. What is the best way to study the world? Are there any other alternatives? What do you prefer?
5. Do you like to travel? What countries, cities or other places did you visit?
6. Where would you travel to if you had an opportunity? Why?

*Задание 4. Расскажите о Вашем путешествии/путешествиях*

*Задание 5. Раскройте скобки и употребите глаголы в нужной форме.*

People can't ... (to live) without travel now. Tourism has ... (to become) a highly developed business. There ... (to be) express trains, cars and jet-air liners that ... (to provide) you with comfort and security.

What choice to make? It's up to you to decide. If you ... (to travel) for pleasure you would ... (to like) to enjoy picturesque places you are ... (to pass) through. You will ... (to have) a good opportunity to enjoy wonderful monuments of cultural and historical places, to learn a lot about the world around us, to meet people of different nationalities, to learn about their traditions, customs, culture. In other words you will ... (to broaden) your mind.

Nowadays people ... (to travel) not only for pleasure but also on business. They ... (to go) to other countries and ... (to take) part in different negotiations, ... (to sign) contacts, ... (to participate) in different exhibitions in order to exhibit the goods of their firms or companies. Travelling on business ... (to help) you to get more information about achievements of



other companies, which will ... (to make) your own business more successful.

<https://www.bibliofond.ru/view.aspx?id=63525>

*Задание 6. Прочитайте и переведите текст на русский язык.*

### **Speech and language impairment**

Speech and language impairment are basic categories that involve hearing, speech, language, and fluency.

A speech impairment is characterized by difficulty in articulation of words. Examples include stuttering or problems producing particular sounds. Articulation refers to the sounds, syllables, and phonology produced by the individual. Voice, however, may refer to the characteristics of the sounds produced—specifically, the pitch, quality, and intensity of the sound. Often, fluency encompasses the characteristics of rhythm, rate, and emphasis of the sound produced.

A language impairment is a specific impairment in understanding and sharing thoughts and ideas, i.e. a disorder that involves the processing of linguistic information. Problems that may be experienced can involve the form of language, including grammar, morphology, syntax; and the functional aspects of language, including semantics and pragmatics.

An individual can have one or both types of impairment. These impairments/disorders are identified by a speech and language pathologist.

Specific Language Impairment (SLI) is extremely common in children, and affects about 7% of the childhood population.

While more common in childhood, speech impairments can result in a child being bullied. Bullying is a harmful activity that often takes place at school, though may be present in adult life. Bullying involves the consistent and intentional harassment of another individual, and may be physical or verbal in nature.

Speech impairments (e.g., stuttering) and language impairments (e.g., dyslexia, auditory processing disorder) may also result in discrimination in the workplace. For example, an employer would be discriminatory if he/she chose to not make reasonable accommodations for the affected individual, such as allowing the individual to miss work for

medical appointments or not making onsite-accommodations needed because of the speech impairment. In addition to making such appropriate accommodations, the Americans with Disabilities Act (1990), for example, protects against discrimination in "job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment".

*Задание 7. Закончите предложения, используя информацию текста.*

1. Speech and language impairment involve ...
2. A speech impairment is characterized by ...
3. Articulation refers to ...
4. Voice may refer to ...
5. Fluency encompasses ...
6. A language impairment is a specific impairment ...
7. Language problems can involve ...
8. These impairments/disorders are identified by ...
9. Specific Language Impairment (SLI) affects ...
10. Speech impairments can result in ...
11. Bullying involves ...
12. Speech and language impairments may also result in ...
13. The Americans with Disabilities Act (1990), for example, protects against ...

*Задание 8. Кратко перескажите текст.*

## **Unit 7. RUSSIA**

### **Russia is my Homeland**

Russia is one of the largest countries in the world. Its total area is 17 075 square kilometers. It is situated both in Europe and in Asia and is washed by the Arctic and the Pacific oceans. There are about 2 million rivers in Russia. The Volga is the longest one in Europe (3694 km long).

Most of the country has a continental climate with severe winters. The Arctic coast is icebound for the most part of the year. But summers are

usually warm and sunny. The vegetation zones comprise tundra, taiga, steppes, semi-deserts, deserts and the subtropical vegetation zone.

The population of Russia is 147 million people. The population is unevenly distributed and most of the people live on the European plain. Russia is a multinational country. The Russians make up nearly 83% of population. Among other peoples living in Russia are the Tatars, the Chuvash, the Bashkir and the Ukrainians, to name just a few most numerous. Altogether there are about 170 ethnic groups in the country. More than 100 languages are spoken in the country and Russian is the official one. The most widespread religion is Orthodoxy (20 million people) and there is also a considerable number of Muslims.

One of the national emblems of our state is the national flag with 3 wide stripes on it. Another symbol of Russia is the hymn, composed by A. A. Alexandrov. Yet another state emblem is the anthem which is a two-headed golden eagle.

According to the Constitution of 1993 Russia is a parliamentary republic. It means that the legislative power is exercised by Federal Assembly which consists of two chambers: the Council of Federation and the State Duma. The Duma has 450 members while in the Council there are 178 members. The President is the Head of State. He is elected every 4 years. The president appoints the Prime Minister and supervises the work of the government which together with the Prime Minister form the executive branch of power. The government decide on the economy issues and suggest bills which are either passed or rejected by the Duma. The President is responsible for the national security and he determines the foreign policy of the country. The Constitutional Court and the Supreme Court are the main bodies of the judiciary.

Russia is self-sufficient in most mineral and energy resources including coal, oil, natural gas, iron ore and copper. Though not so much land can be used for farming agriculture is still an important branch of economy in the country. Farmers harvest wheat, oats, rye and other cereals. The key industries include manufacturing, metal industry, chemicals, construction and power engineering. Gross National Product (GNP) is 240 milliard dollars.

*Задание 1. Закончите предложения, используя информацию текста.*

1. Russia is one of the ...
2. Its total area ...
3. Russia is situated both ...
4. Most of the country has ...
5. The population of Russia is ...
6. The Russians make up ...
7. More than 100 languages ...
8. According to the Constitution of 1993 Russia is ...
9. The President is ...
10. Russia is self-sufficient in ...
11. The key industries include ...

*Задание 2. Ответьте на вопросы по тексту.*

1. What is the total area of Russia?
2. What determines a big variety of surface and climate of the country?
3. What countries does Russia border on?
4. What resources is Russia rich in?
5. Who appoints the Prime Minister?
6. What are the duties of the government?
7. What are the state emblems of Russia?
8. What is the procedure of making laws in our country?
9. Who appoints the Prime Minister?
10. How many languages are spoken in Russia?

*Задание 3. Прочитайте предложения. Укажите:*

- (1) *какие утверждения соответствуют содержанию текста;*
- (2) *какие утверждения не соответствуют содержанию текста;*
- (3) *информация отсутствует в тексте.*

1. Russia is one of the largest countries in the world covering almost a third part of dry land. (\_\_\_\_)
2. It occupies the territory of 17 million square kilometers both in Europe and Asia. (\_\_\_\_)
3. The Volga is the longest river in the world. (\_\_\_\_)

4. Baikal and Ladoga are the deepest Russian lakes. (\_\_\_\_)
5. The population of Russia is nearly 1 billion people. (\_\_\_\_)
6. Russians constitute 100% of the total population. (\_\_\_\_)
7. According to the Constitution of Russia, the country is a federation and semi-presidential republic. (\_\_\_\_)
8. The President is the head of government and the Prime Minister is the head of state. (\_\_\_\_)
9. Leading political party in Russia is the Liberal Democratic Party. (\_\_\_\_)
10. The state symbol of Russia is a three coloured banner. (\_\_\_\_)
11. Russia is self-sufficient in most mineral and energy resources. (\_\_\_\_)
12. The most widespread religion is Orthodoxy (20 million people) and there is also a considerable number of Muslims. (\_\_\_\_)

*Задание 4. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text? 2. What is the text about? 3. What points does the text cover? 4. What should be underlined? 5. What can you say in conclusion? 6. What is your opinion on the text?

*Задание 5. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.*

*Задание 6. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*

### **Vladimir**

The city ... Vladimir ... noted ... its famous architectural monuments ... white stone. ... of them ... created in ... 12<sup>th</sup> century. Now ... monuments ... carefully preserved. Vladimir ... a popular tourist center ... is included ... the Golden Ring Tourist route.

The city ... founded more ... 1000 years ... . . . . the rule of Andrey Bogolubsky ... was turned ... a major political center. ... was in ... years that the country residence ... the Prince in Bogolubovo ... built with the church ... the Intersession on ... Nerl (1165).

... examples of the Vladimir architectural style ... be seen in ... center of the city. ... masterpieces of ancient Russian architecture ... the Golden Gate, the Assumption Cathedral and the Cathedral of St. Demetrius are situated ... .

... Assumption Cathedral was built ... 1157-1160. It ... was reconstructed in 1185-1199 ... a fire and surrounded ... a new wall. ... frescoes done ... 1408 ... Andrey Rublev ... Daniel Cherny have ... presented in the cathedral.

The Cathedral ... St. Demetrius is covered ... wonderful stone carvings. In ... places the XII century carvings ... been replaced ... later ones and this can ... noticed right away on comparing ... with others in the friez arches.

... Golden Gate is ... good example ... military architecture. ... was built in 1157-1164 and ... used ... ceremonial entrance into ... city.

Nowadays much attention ... given ... the development ... tourism ... Vladimir. The central part ... restored. ... ancient houses ... rebuilt. Much ... been done in the provision ... cultural and educational facilities too.

*Задание 7. Расскажите о Вашем родном городе.*

*Задание 8. Раскройте скобки и употребите глаголы в нужной форме (актив и пассив).*

### **Tourism in Russia**

Most of tourism in Russia ... (to center) on the cities of Moscow and St. Petersburg, as these cities ... (to be) the most famous attractions of Russia.

Tourists ... (to attract) by a very rich cultural heritage and rather tumultuous history of Russia. Popular tourist destinations in the major cities ... (to include) the Tretyakov Gallery, the Bolshoi Theatre, the Red Square and the Kremlin in Moscow; St. Issac's Cathedral, the Summer Palace of Peter the Great, the Russian Museum, the canals and waterways on the river Neva in St. Petersburg.

The Russian countryside ... (to tend) to be quite rural and undeveloped. Big pieces of tundra, taiga, woodlands, and steppe ... (to stretch) across vast expanses of the Eurasian continent.

In the countryside, there ... (to be) many little towns with old castles. Some notable cities and towns, which ... (to have) their own rich cultures and traditions, ... (to include) Kaliningrad on the Baltic Sea coast, Novgorod, Tver, Vladimir, Nizhni Novgorod, Ekaterinburg, Rostov and Kazan.

Tourists also ... (to draw) to the cruises on the big rivers like Volga, Lena or Yenisei as well as journeys on the famous Trans-Siberian railway, the third-longest continuous service that ... (to stretch) from Moscow to its eastern terminal of Vladivostok at the coastline of the Pacific Ocean. Other destinations ... (to include) the golden Ring region towns of Yaroslavl, Vladimir, Rostov, Suzdal.

Russian cuisine ... (to be) rich and varied. Some of the most famous dishes ... (to include) borshch, schi, sirniki, okroshka, pirozhki, blini, pelmeni and shashlyk. Russia ... (to be) also famous for its caviar, though severe overfishing ... (to threaten) the fisheries that ... (to provide) the source of this delicacy.

Despite these attractions, travelling in Russia ... (to present) many challenges for foreigners, such as weather and the language barrier.

*Задание 9. Прочитайте и переведите текст на русский язык.*

### **Speech therapy**

1.

As the name suggests, speech therapy deals with speech problems that an individual may encounter. However, the field of Speech Pathology doesn't only tackle speech, but also language and other communication problems that people may already have due to birth, or people acquired due to accidents or other misfortunes. Speech therapy is basically a treatment that people of all ages can undergo through, to fix their speech. Although speech therapy alone would focus on fixing speech related problems like treating one's vocal pitch, volume, tone, rhythm and articulation.

2.

Speech Therapy aims for an individual to develop or get back effective communication skills at its optimal level. Recovery mainly depends on the case and severity of your problem, especially if your speech problem is acquired, meaning you had normal speech skills before then you had an accident or abrupt incident that caused your current speech problem; thus, you may or may not get back your old level of speech function.

3.

Speech problems are mainly categorized into three namely: Articulation Disorders, Resonance or Voice Disorders and Fluency Disorders. Each disorder deals with a different pathology and uses different techniques for therapy.

4.

Articulation Disorders are basically problems with physical features used for articulation. These features include lips, tongue, teeth, hard and soft palate, jaws and inner cheeks. If you have an Articulation Disorder, then you may have a problem producing words or syllables correctly to the point that people you communicate to can't understand what you are saying.

5.

Resonance, more popularly known as, Voice Disorders mainly deal with problems regarding phonation or the production of the raw sound itself. Most probably, you have a Voice Disorder when the sound that your larynx or voice box produces comes out to be muffled, nasal, intermittent, weak, too loud or any other characteristic not pertaining to normal.

6.

Fluency Disorders are speech problems with regard to the fluency of your speech. There are some cases that you talk too fast, in which people can't understand you, thus, you have a Fluency Disorder of Cluttering. The most common Fluency Disorder however, is Stuttering, which is a disorder of fluency where your speech is constantly interrupted by blocks, fillers, stoppages, repetitions or sound prolongations.

7.

A highly trained professional, called a SLP or a Speech and Language Pathologist, gives Speech Therapy. Speech and Language Pathologists are informally more popularly known as Speech Therapists. They are professionals who have education and training with human communication



development and disorders. Speech and Language pathologists assess diagnose and treat people with speech, communication and language disorders. However, they are not doctors, but are considered to be specialists on the field of medical rehabilitation.

<https://studfile.net/preview/9787191/>

*Задание 10. В каком абзаце говорится о:*

- (A) Resonance or Voice Disorders
- (B) Goals Of Speech Therapy
- (C) Speech Problems
- (D) Fluency Disorders
- (E) What Is Speech Therapy?
- (F) Articulation Disorders
- (G) Who Gives Speech Therapy?

*Задание 11. Ответьте на вопросы.*

1. What is speech therapy?
2. What problems does the field of Speech Pathology tackle with?
3. What are the goals of speech therapy?
4. What are three main speech problems?
5. What are the articulation disorders?
6. What speech problems do the voice disorders deal with?
7. What are fluency disorders?
8. What is stuttering?
9. What are speech therapists?
10. What do speech therapists do?

## **Unit 8. LEARNING FOREIGN LANGUAGES**

### **English in the modern world**

Nowadays English has become the world's most important and most universal language. Wherever you are on the globe, you will surely hear English speech everywhere. English is currently the language of international communication. In addition, it is generally recognized as the international language of business, technology, financial and economic development. In 90 countries English is either a second language or is widely studied.

English is the language of the English residents of the USA, one of the two official languages of Ireland, Canada and Malta, the official language of Australia, New Zealand. It is used as an official language in some Asian and African countries. The number of native speakers is about 410 million, speakers are about 1 billion people.

English belongs to the Germanic languages of the Indo-European family. The word order in a sentence is mostly strict. In the vocabulary, about 70% of words are borrowed. The writing system is based on the Latin alphabet.

English is the most taught language. It is studied at schools, colleges and universities. Learning a foreign language is not an easy thing. It is a long process and takes a lot of time and patience. But still many people in the world study English, knowing perfectly well that knowledge of this language is necessary.

<http://www.english-source.ru/other-articles/348-learning-a-new-language>

*Задание 1. Ответьте на вопросы.*

1. What language is currently the language of international communication?
2. Why do we call English the language of international communication?
3. How many people in the world speak English?
4. What family does English belong to?
5. Why is English the most taught language in the world?
6. Is it easy to study a foreign language?

*Задание 2. Прочитайте предложения. Укажите: добавить*

- (1) какие утверждения соответствуют содержанию текста;*
- (2) какие утверждения не соответствуют содержанию текста;*
- (3) информация отсутствует в тексте.*

1. English is currently the language of international communication. (\_\_\_\_)
2. English is spoken by more than 1 million people. (\_\_\_\_)
3. It is used as an official language in Europe and the USA only. (\_\_\_\_)
4. Learning English is an easy thing. (\_\_\_\_)
5. English is the most taught language. (\_\_\_\_)

6. A great number of books, magazines and newspapers are printed in English, most of the world's mail and telephone calls are made in English, half of the world's scientific literature is written in English. (\_\_\_\_)
7. English belongs to the Germanic languages of the Indo-European family. (\_\_\_\_)

*Задание 3. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text? 2. What is the text about? 3. What points does the text cover? 4. What should be underlined? 5. What can you say in conclusion? 6. What is your opinion on the text?

*Задание 4. Закончите предложения, выбрав из предложенных ниже вариантов.*

- ... by more than 350 million people; ... is in English;*
- ... is necessary for every educated person; ... needs time and patience;*
- ... business, technology, financial and economic development;*
- ... the language of international communication;*
- ... you must study foreign languages*

1. To know English today...
2. If you want to be a qualified specialist ...
3. English is ...
4. English is the language of ... .
5. Most of the world's scientific literature ...
6. English is spoken ...
7. Learning English ... .

*Задание 5. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*

### **Why do people study foreign languages?**

... people learn foreign languages because they need ... in their work, ... travel abroad, for ... third studying languages is ... hobby.

Thousands ... people ... Russia go ... different countries ... tourists or ... work. They can't go ... knowing ... language of the country they ... going to. ... modern engineer ... even ... worker can't work ... an imported instrument ... a machine if he is ... able ... read ... instruction how to do it. Ordinary people need language ... translate the instruction ... the manual ... a washing-machine ... a vacuum-cleaner, medicine ... even food-products.

People study ... use English as ... foreign language. ... schools, colleges ... universities and by themselves.

... know English today ... absolutely necessary ... every educated person. I want ... know English ... it's interesting for ... to know foreign countries, ... cultures and traditions. English will ... of great use in ... job.

*Задание 6. Раскройте скобки и употребите глаголы в нужной форме.*

Today, when English ... (to be) one of the major languages in the world, it ... (to require) an effort of the imagination to realize that this ... (to be) a relatively recent thing. In Shakespeare's time, for example, only a few million people ... (to speak) English, and the language ... (not to think) to be very important by the other nations of Europe. It ... (to be) unknown to the rest of the world.

English ... (to become) a world language because of its establishment as a mother tongue outside England. This exporting of English ... (to begin) in the seventeenth century with the first settlements in North America. Above all, it ... (to be) the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries that ... (to give) the English language its present standing in the world.

People who ... (to speak) English ... (to fall) into one of three groups: those who ... (to learn) it as their native language; those who ... (to learn) it as a second language in a society that ... (to be) mainly bilingual; and those who ... (to force) to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's entire population ... (to belong) to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls ... (to be) in English.

Задание 7. Напишите эссе (200-250 слов) на тему «*Learning English... What for?*» Используйте следующий план:

- сделайте вступительное заявление по теме эссе
- выберите и сообщите 2-3 факта
- сделайте 1-2 сравнения, где это уместно
- обрисуйте проблему, которая может возникнуть при изучении иностранного языка, и предложите способ ее решения
- в заключение выскажите свое мнение о важности владения иностранным языком.

Задание 8. Прочитайте и переведите фрагмент статьи на русский язык.

### **Early learning English as a correction of ppus (phonetic-phonemic underdevelopment of speech)**

Petrushenkova A.V.

Scientific Supervisor: Burlakova L.G., Senior Lecturer Department of Foreign Languages Saint-Petersburg State Pediatric Medicine University  
*Research relevance:* there is an increasing interest in early learning English for preschool children in Russia. Traditionally in speech therapy it is believed that speech disorders are a limitation for early learning English. However, learning a foreign language can have an effect of intervention.

*Objective:* to find out the effectiveness of early learning English as a remediation of PPUS.

*Materials and Methods:* review and analysis of modern scientific literature on the theme, study of research articles.

*Results:* it is necessary to study early English learning for children with speech disorders. Phonetic-phonemic underdevelopment of the speech is not so severe. For more serious disorders the role of early learning English should be studied in further investigation. Speech and language pathologists conducted the intervention of Russian articulation by means of learning of English sounds. The larger amount of sounds results in improvement of speech therapy. Early English learning leads to improvement of

pronunciation of sounds, because every English word has a set of articulation movements, which enriching the articulations fund.

The experiment leads to greater results: learning English may be used in wider remediation purposes: it helps children with improving of the pronunciation of sounds and syllabic structure of words, enriching with articulatory motor skills and developing of phonemic hearing. In addition, intelligence and memory functions are also improving.

*Conclusion:* early learning English has a positive impact on the remediation of PPUS in preschool children. For this reason, the English language should be included in the curriculum in both general and special preschool institutions. An increasing interest in early learning English for preschool children in Russia is maintained by great therapeutic result which Russian speech therapists have revealed in recent time. Remediation for PPUS improves pronunciation of sounds, articulation movements, and pronunciation of syllabic structure of words, motor skills and even intelligence and memory.

*References:*

1. Sudilovskaya N.N., Bobkova S.S. The use of English as a means of remediation of phoneticphonemic disorders in preschool children // International journal of experimental education. – 2016. № 3–1. P. 73–75.
2. Bobkova S.S. The influence of English language learning on improving the psychological health of children in the senior group of kindergarten with speech disorders // International journal of experimental education. 2014. № 6–1. P. 10–12.

Материалы всероссийского научного форума студентов с международным участием «Студенческая наука – 2019» 519 forсiре том 2 Спецвыпуск 2019 eISSN 2658-4182

*Задание 9. Прочитайте текст. Выпишите термины, выделенные жирным шрифтом. Найдите и запишите русские эквиваленты терминов.*

## **Sounds of Speech. Production of speech. Organs of speech**

Language can perform its function as the most important means of human intercourse only as a language of sounds, because spoken words in any language consist of speech-sounds, and speech without words is impossible. Akhmanova in her dictionary of linguistics terms defines a **sound** as the articulated and illegible element of a spoken chain produced by organs of speech.

**Speech sounds** – are the minimal units of a spoken speech chain, which are the result of a complex articulatory activity of a person and can be characterized by certain acoustic and perceptive (connected with the perception/recognition of speech) properties.

The main source of a sound is the **airstream** which is pushed out of the **lungs**, up the **wind pipe** and into the **larynx** and in this point the stream should pass through **vocal cords (vocal folds)**.

If we close them so that they touch each other slightly, the air passing between them make them vibrate we will hear **the voiced sound**. By moving the vocal cords wide open we can stop the vibration and make the sound **voiceless**. By re-adjusting the vocal cords we may change the **pitch** of our voice, make it go up or down.

To understand how speech-sounds are produced we should have at least some knowledge of the **organs of speech** and their function. The organs of speech are as follows: the **mouth cavity**, the **nasal cavity**, the **pharynx**, the **lips**, the **teeth**, the **tongue**, including the **tip with the blade**, the **front of the tongue** and the **back** of it (**of the tongue**), the roof of the mouth including the **alveolar ridge**, the **hard palate**, and the **soft palate** with the **uvula**; **larynx** containing the **vocal cords**.

The organs of speech are divided into *movable and fixed*. The **movable organs of speech** take an active part in the articulation of speech-sounds and are called **active organs of speech**. The **fixed organs** of speech with which the active organs form obstruction are called **passive organs of speech**. They serve as points of articulation.

Articulation process or process of production can be described through 4 main stages: **initiation process** (lungs), **phonation process** (larynx),

**articulation process** (in the oral cavity) and **oral-nasal process** (the velum and the nasal process)

The air released by the **lungs** comes through the **wind-pipe** and arrives first at the **larynx**. The **larynx** is a boxlike part in the **throat** which contains two small bands of elastic tissue that lie opposite each other across the air passage. These are the **vocal cords**. They can be pulled together or drawn apart. The opening between the cords is called **glottis**. As air passes through the glottis, different glottis states are produced, depending on the positioning of the vocal cords.

In the larynx the vocal cords set up vibrations of the airflow. The vibrating air passes through the filters (cavities with passive and active articulators) which modify it into sounds.

**Articulation** is all the positions and movements of the speech organs necessary to produce a speech sound. Different **vowels** are produced by varying the shape of the mouth, using the tongue and lips. When in the pharynx, the mouth, and the nasal cavity there is an obstruction to the air-flow, a **consonant** is produced.

The **pharynx** is a tube which begins just above the larynx. At its top end it is divided into two, one part being the **back of the mouth** (you can see it if you look in your mirror with your mouth open), and the other being the beginning of the way through the nasal cavity.

The **soft palate** or **velum** is one of the **articulators** that can be touched by the tongue. For example, when we make the sounds *k* and *g* the tongue is in contact with the lower side of the velum, and we call these **velar** consonants.

The **hard palate** is often called the "**roof of the mouth**". You can feel its smooth curved surface with your tongue.

The **alveolar ridge** is between the **top front teeth** and the palate. You can feel its shape with your tongue. Its surface is really much rougher than it feels, and is covered with little ridges. They can only be seen with the help of a mirror small enough to go inside the mouth (such as those used by dentists). Sounds made with the tongue touching here (such as *t* and *d*) are called **alveolar**.



The **tongue** is, of course, a very important **articulator** and it can be moved into many different places and different shapes. It is usual to divide the tongue into different parts, though there are no clear dividing lines within the tongue.

The tongue is in contact with the **teeth** for many speech sounds. Sounds made with the tongue touching the front teeth are called *dental*.

The **lips** are important in speech. They can be pressed together (when we produce the sounds *p, b*), brought into contact with the teeth (as in *f, v*), or rounded to produce the lip-shape for vowels like *u*:. Sounds in which the lips are in contact with each other are called *bilabial*, while those with lip-to-teeth contact are called *labiodental*.

The articulators described above are the main ones used in speech, but there are three other things to remember. For example, the **jaws** are sometimes called articulators; certainly we move the **lower jaw** a lot in speaking. But the jaws are not articulators in the same way as the others, because they cannot themselves make contact with other articulators. Finally, although there is practically nothing that we can do with the **nose** and the **nasal cavity**, they are a very important part of our equipment for making sounds (what is sometimes called our **vocal apparatus**), particularly **nasal consonants** such as *m, n*.

<https://studfile.net/preview/7475854/page:4/>

## Unit 9. ENGLISH SPEAKING COUNTRIES

### English language on the world map

English is an official language in 67 different countries, and 27 non-sovereign entities. It is also the official language of a number of the world's most important institutions, including the United Nations, NATO and the European Union.

There are several countries in the world where English is a native language for the majority of their population. These are the United Kingdom of Great Britain and Northern Ireland, the United States of America, Australia and New Zealand. In Canada, the Irish Republic and the Republic of South Africa it is one of the official languages. The countries are situated

in different parts of the world and differ in many ways having it's own history, customs, traditions and national holidays but they all share the same language.

Great Britain is the homeland of the English language. The official name of the country is the United Kingdom of Great Britain and Northern Ireland. It is situated to the north-west of Europe and occupies 2 big islands and a great many of smaller ones.

The United Kingdom consists of four parts: England, Wales, Scotland and Northern Ireland. The population of the UK is nearly 63 million people. The UK is a constitutional monarchy with a parliamentary system. London is the capital of the country. Although everyone in the UK speaks English, the accents and dialects slightly differ.

Another important English-speaking country is the USA. It is situated in the central part of North American continent.

Four hundred years ago some English people sailed to North America to live there, and they brought the English language to this new country. Since then millions of people driven by poverty has immigrated to the United States from different countries of Europe bringing their own languages and cultures. So America is often called a “melting pot” because it has become a complex of many Old-World cultures and languages.

Now the population of the USA is more than 316 million people. There is no official language in the country but most Americans speak English. American English differs from British English. American people say and write some English words differently from how people do in England. The USA is a multinational country and people from certain communities speak Chinese, Italian, Dutch, Spanish, Korean and many other languages.

The USA consists of 50 states and a federal district of Columbia. The capital of the country is Washington D.C. The head of the country is President.

Canada is situated to the north of the United States. It is a very large country – the second largest country in the world. Only Russia has a greater land area.

About 38 million people live in Canada. Many people speak English because they also came from England many years ago. About 57% of all

Canadians have some English ancestry. But in some parts of Canada they speak French. The people who live in these parts came to Canada from France. So both English and French are official languages of the country. Other large ethnic groups are German, Irish and Scottish people.

Though Canada is an independent state but according to the Constitution Act of 1982 British Monarch, King of the United Kingdom is recognized as King of Canada. **The capital of Canada is Ottawa.**

Australia and New Zealand are other English-speaking countries. They are former colonies of Great Britain. The population of Australia is more than 23 million people and of New Zealand – more than 4 million people. The official language in these countries is English. However, people there speak with a distinctive Australian accent and use lots of native words.

Australia is a country comprising the Australian continent, the island of Tasmania, and numerous smaller islands. It is the largest country in Oceania and **the world's sixth-largest country** by total area. Australia's capital is **Canberra**, and its largest city is **Sydney**. Today the country is among the most developed countries in the world, with 73% population speaking Australian English.

The country's official name is Commonwealth of Australia. The Commonwealth of Australia is a federation of states. Australia has six states and two territories.

Australia is a constitutional monarchy like Great Britain. The British monarch is also King of Australia and country's head of state. But the King has little power in the Australian government.

New Zealand is an island country in the Southwest Pacific Ocean. It belongs to a large island group called Polynesia. The country is situated on two main islands – the North Island and the South Island.

New Zealand is one of the most beautiful countries in the world with unique flora and fauna. English is the predominant language and ***a de facto* official language** of New Zealand. Almost the entire population speaks it either as native speakers or proficiently as a second language.

New Zealand is a constitutional monarchy. The British Monarch, is the monarch of New Zealand. Wellington is the capital of New Zealand.

New Zealand has one of the highest standards of living in the world. New Zealand's economy depends on trade with many countries – Australia, Britain and the USA.

As we see the English language originated in Britain and the ever-expanding British Empire spread Modern English around the world during the 18th and 19th centuries. This is why many of the countries where English is an official language were former British colonies, including Canada, Australia, South Africa and the United States. English is also widely spoken in India and in some parts of Africa. Although Hindi is the most widely-spoken language in India today, English remains an official language in the country and is often used in university education, and within the field of politics. Officially, just 12% of Indian people speak English, with many only speaking it as a second language. Nevertheless, the country has an extremely dense population, meaning that this 12% cross-section of society exceeds 100 million people. As a result, India has one of the largest English-speaking populations on the planet.

English remains the only official language of the Commonwealth of Nations and is also the recognized as the official language of several non-sovereign entities, including Gibraltar, the Falkland Islands and Bermuda.

*Задание 1. Закончите предложения, используя информацию текста.*

1. English is an official language in ...
2. Great Britain is the homeland ...
3. America is often called a ...
4. American English differs ...
5. About 57% of all Canadians ...
6. Australia and New Zealand are former ...
7. New Zealand has one of the highest ....
8. India has one of the largest English-speaking ...
9. English remains the only official language of ...

*Задание 2. Ответьте на вопросы, используя информацию текста.*

1. In what countries is English a native language for the majority of their population?

2. In what countries is English one of the official languages?
3. In what world's most important institutions is English the official language?
4. What is the official name of the UK? Why?
5. How is the USA often called? Why?
6. What is the official language in the USA?
7. What are the official languages in Canada? Why?
8. Why is English the official language in Australia and New Zealand?
9. The King of what countries is the British King? Why?
10. What country has one of the largest English-speaking populations on the planet? Why?

*Задание 3. Укажите, какие утверждения соответствуют/не соответствуют содержанию текста. Дайте правильный вариант, используя фразы **It' absolutely true / It's true / It's not true / It's far from being true / It's false.***

1. English is an official language in all countries in the world.
2. English-speaking countries are similar in many ways having the same history, customs, traditions and national holidays.
3. Great Britain is the homeland of the English language.
4. The UK is a monarchy.
5. Four thousand years ago some English people sailed to North America to live there, and they brought the English language to this new country.
6. There is no official language in the country but most Americans speak English.
7. Canada is the largest country in the world.
8. Both English and French are official languages of Canada.
9. Australia and New Zealand are colonies of Great Britain.
10. Today the Australia is among the most developed countries in the world.
11. The British King has great power in the Australian government.
12. New Zealand is one of the most beautiful countries in the world with unique flora and fauna.
13. New Zealand has one of the lowest standards of living in the world.
14. The English language originated in Britain and spread around the world during the 10th and 11th centuries.

15. English is also widely spoken in India and in some parts of Africa.

*Задание 4. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text? 2. What is the text about? 3. What points does the text cover? 4. What should be underlined? 5. What can you say in conclusion? 6. What is your opinion on the text?

*Задание 5. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*

### **Canada**

Canada is ... of ... largest countries ... the world. ... is situated ... North America. The name of ... country comes ... an Iroquois word ... means "village". Canada ... washed ... three oceans and borders ... the US. The total area ... the state is 9, 776 square kilometers. The country ... divided ... 10 provinces, the Yukon and North West Territories The population is ... 25 million people. They ... mainly of British ... French origin and ... English and French are the official languages ... the country. About 70% ... the population ... concentrated in ... southern part of the country within 300 kilometers of the US border. ... largest urban areas ... Toronto, Montreal, Vancouver and Ottawa.

It ... a commonwealth country and the British Crown ... represented ... a governor general. ... is an independent constitutional monarchy and has ... parliamentary system ... government. The executive power is exercised ... the Prime Minister and Cabinet. The legislature comprises a Senate (104 appointed members) ... a House of Commons (282 elected members).

Vegetation varies ... tundra ... forests and grasslands.

Canada ... an urban industrial country. The leading products ... automobiles, metals, chemicals and plastics. Agriculture remains important too and Canada produces wheat, fruit, grains ... tobacco. Beef and dairy cattle ... reared. Forestry and fishing ... major industries ... well.

Canada ... a very high standard ... living. ... is particularly advanced ... health, social service and human rights.

*Задание 6. Раскройте скобки и употребите глаголы в нужной форме (актив и пассив).*

### **The UK**

The United Kingdom of Great Britain and Northern Ireland (the UK) ... (to situate) off the north-western coast of Europe between the Atlantic Ocean and the North Sea. It ... (to occupy) a territory of the British Isles (5,500 islands) with the total area of 244,100 sq. km.

The UK ... (to consist) of four parts and every part ... (to have) its national emblem: England – the red rose, Scotland – the thistle, Wales – the daffodil and the leek, Northern Ireland – the shamrock. The capitals of the four parts ... (to be) London, Edinburgh, Cardiff, and Belfast respectively.

The island of Great Britain can ... (to divide) into two main regions: Lowland Britain and Highland Britain. Lowlands ... (to comprise) southern and eastern England. Highlands ... (to include) Scotland, Wales, the Pennines, the Lake District, and the southern peninsula of Britain. Many rivers ... (to flow) through Great Britain, such as the longest Severn with its tributaries, the swiftest Spay, the busiest Thames, etc.

The population of the UK ... (to be) over 57 million people. The official language ... (to be) English, but some people ... (to continue) speaking their mother tongue: Scottish in Western Scotland, Welsh in northern and central Wales, and Irish in Northern Ireland.

The flag of the UK ... (to make) up of three crosses of the patron saints: the upright red against a white background – St George of England, the white diagonal against a blue background – St. Andrew of Scotland, the red diagonal against a white background – St Patrick of Northern Ireland. The English people ... (to have) the habit of naming their national flag "the Union Jack".

The UK ... (to be) a constitutional monarchy. The head of the state ... (to be) the King who ... (to reign) with the support of Parliament. For a long time the UK ... (to succeed) in remaining one of the important

commercial centers of the world. Nowadays the UK ... (not to depend) upon economics and industrial manufacturing of other countries.

*Задание 7. Вместо точек употребите подходящие по смыслу словосочетания.*

*of the USA include; is rich in; between them in the west; a piece of land; is the third largest country in; an official language, but English; country in the world in area; 13 stripes representing; can be divided; Emigrants from the British; a large territory of about; dated 1776; for peace and the ability; far out in the Pacific Ocean; of the people were; an eagle holding an olive; the region of the five Great Lakes; with the President; symbolizing 50*

### **The USA**

The United States of America covers (1) ... 9,400,000 square kilometers in the central and southern part of North America, extending from the Atlantic Ocean in the east to the Pacific Ocean in the west. It is the fourth largest (2) ... . The territory also includes Alaska in the northwestern part of North America and Hawaii (3) ... . The United States of America borders Canada in the north, and Mexico in the south. The United States is often called the US, the USA, or America.

The surface of the USA (4) ... into three main regions: the Appalachians in the east, the plain in the central part, the Cordilleras including the Rocky Mountains, Sierra Nevada, and the dry Californian Valley (5) ... . Many rivers are flowing through the country, such as the swiftest Columbia and Colorado, the longest Mississippi with its main tributaries, the Missouri and the Ohio. The northeastern part of the USA comprises (6) ... (Superior, Huron, Michigan, Erie, and Ontario) connected by natural channels which are cut by rapids (the greatest one – the Niagara Falls).

The USA (7) ... natural resources. It has vast areas of fertile soil, an abundant water supply, and large areas of forests. There are also large deposits of minerals, such as coal, iron ore, natural gas, etc.



The United States (8) ... the world in population (about 250 million people). About 94 per cent (9) ... born in the United States. The largest foreign-born groups are Mexicans, Germans, Canadians, Italians, British, and Cubans.

The US has never had (10) ... has always been the main language spoken in the country. (11) ... Isles, including the nation's founders, spoke English. Spanish is the second most common language in the USA.

The US consists of 50 states and the District of Columbia. The District of Columbia is (12) ... set aside by the federal government for the nation's capital, Washington, D.C. The United States has a federal system of government (13) ... at the head.

The national symbols (14) ... the American flag and the Great Seal. There are 50 stars on the American flag (15) ... states of the USA, and (16) ... 13 original states. On the one side of the Great Seal, there is (17) ... branch and arrows, which are symbolizing a desire (18) ... to wage a war. On the reverse side, there is the Eye of Providence, representing God, and a pyramid (19) ... .

*Задание 8. Расскажите об одной из стран, где английский язык является государственным/одним из государственных.*

*Задание 9. Прочитайте фрагмент статьи. Ответьте на вопросы по-русски.*

- 1. Как называется статья?*
- 2. Кто автор статьи?*
- 3. Какова цель проведенного автором исследования?*
- 4. Почему автор статьи выбрал данную тему исследования?*

**Fighting the Bullying Epidemic:  
A Practitioner Inquiry into the Effects of an Intervention Strategy  
on Reaction to Bullying in School-Aged Children with Speech  
Disabilities**

**Author(s)**

Sohel Bagai<sup>1</sup>, Carolyn Erratt<sup>2</sup>

**Affiliation(s)**

<sup>1</sup>Junior at El Modena High School, Orange, CA, USA.

<sup>2</sup>McPherson Magnet School, Orange, CA, USA.

**ABSTRACT**

Students with speech disabilities frequently experience bullying and associated stress and anxiety in school. There is a need for these students to improve coping skills and reduce stress and anxiety when interacting with other students and adults. The purpose of this experiment was to create a program based on the technique of self-empowerment and role-modeling that would reduce these symptoms. We explored whether exposing these children to role models would increase their coping ability. This program was designed by a student with a speech disability in coordination with a clinical speech pathologist.

**KEYWORDS**

Fighting, Bullying Epidemic

**Cite this paper**

Bagai, S. and Erratt, C. (2019) Fighting the Bullying Epidemic: A Practitioner Inquiry into the Effects of an Intervention Strategy on Reaction to Bullying in School-Aged Children with Speech Disabilities. *Creative Education*, **10**, 26-35. doi: 10.4236/ce.2019.101002.

**1. Introduction**

Our desire is to engage in this collaborative inquiry originated in the 2017-2018 academic year when a high school student with a speech disability, who is also first author of this research experienced bullying from

peers without disabilities. This student noted that other students with speech disabilities, like himself, did not have the coping skills to deal with bullying. This observation prompted the student to collaborate with his speech pathologist to develop a program of coping skills for elementary and middle school students with speech disabilities.

Bullying is defined as a repeated exposure to unsolicited negative actions by one or more students over time (Olweus, 1994) . Studies report that 30% of all children and 84% of children with disabilities will experience some form of bullying (Batsche & Knoff, 1994) . Children who are victims tend to be rejected by peers, have fewer friends, and are less accepted by their peers than children who are not bullied (Card & Hodges, 2008) . Additionally, students who have been bullied frequently show signs of anxiety and depression, poor grades, low self-esteem, or even suicide (Berthold & Hoover, 2000). Speech-disabled children are especially vulnerable to bullying because of their inability to voice their opinion. However, teachers and administrators have few tools to combat physical and verbal aggression and social rejection that students with disabilities face while still adhering to the common core standards. Budget and time constraints further prevent educators from open dialogues with non-disabled students on how to interact with students with disabilities. Thus, there is a critical need for an intervention that can be easily implemented in classrooms and would reduce victimization of speech-disabled students.

An interactive and open discussion about bullying behaviors between teachers and victims in a safe environment can foster self-confidence and self-empowerment (Cummings et al., 2006) . The purpose of our project was to provide speech therapists, teachers, and speech-disabled students with a tool that would facilitate communication about bullying. To fulfill this objective, we asked an overarching question: Can students with disabilities better cope with bullying if they can identify strengths within themselves? Could this increase their self-confidence and help them feel less intimidated?

We describe a self-assessment questionnaire-based project which throws light on the deep-rooted fears of bullying victims. The goal of this project is to provide an insight into our district wide effort to create a safer

environment for the speech-disabled children and to give them a “voice” to help themselves.

*Задание 10. Задайте вопросы к следующим предложениям из текста.*

1. Bullying is defined as a repeated exposure to unsolicited negative actions by one or more students over time. *What .... ?*
2. Studies report that 30% of all children and 84% of children with disabilities will experience some form of bullying. *How many ... ?*
3. Children who are victims tend to be rejected by peers, have fewer friends, and are less accepted by their peers than children who are not bullied. *How are ... treated by their peers?*
4. Additionally, students who have been bullied frequently show signs of anxiety and depression, poor grades, low self-esteem, or even suicide. *What signs ... ?*
5. Speech-disabled children are especially vulnerable to bullying because of their inability to voice their opinion. *Why ... ?*
6. However, teachers and administrators have few tools to combat physical and verbal aggression and social rejection that students with disabilities face while still adhering to the common core standards. *How many ... ?*
7. Budget and time constraints further prevent educators from open dialogues with non-disabled students on how to interact with students with disabilities. *What ... ?*
8. Thus, there is a critical need for an intervention that can be easily implemented in classrooms and would reduce victimization of speech-disabled students. *What intervention ... a critical need for?*
9. An interactive and open discussion about bullying behaviors between teachers and victims in a safe environment can foster self-confidence and self-empowerment. *What ... ?*
10. The purpose of our project was to provide speech therapists, teachers, and speech-disabled students with a tool that would facilitate communication about bullying. *What ... ?*
11. To fulfill this objective, we asked an overarching question: Can students with disabilities better cope with bullying if they can identify strengths

within themselves? Could this increase their self-confidence and help them feel less intimidated? *What questions ... ?*

12. We describe a self-assessment questionnaire-based project which throws light on the deep-rooted fears of bullying victims. *What project ... ?*

13. The goal of this project is to provide an insight into our district wide effort to create a safer environment for the speech-disabled children and to give them a “voice” to help themselves. *What ... ?*

*Задание 11. Найдите в интернете статьи на английском языке, соответствующие вашим профессиональным интересам. Поделитесь информацией со студентами в группе.*

## **Unit 10. HOLIDAYS, CUSTOMS AND TRADITIONS**

### **Holidays and traditions in Russia and English speaking countries**

The international holidays which are celebrated almost in all countries are: Christmas, New Year, Easter and St. Valentine's day.

Christmas comes but once a year. Christmas is a traditional family day. On this day, many people attend a church service, open their presents and eat a Christmas dinner.

In Britain, Christmas is the most important public holiday of the year. It combines the custom of giving gifts with the tradition of spending this day with the family. Every year a huge Christmas tree, the gift of the Norwegian people, graces Trafalgar square.

In Russia Christmas is celebrated on the 7th of January. On this day people celebrate the birthday of Jesus Christ.

New Year is a public holiday but it is not marked with any particular custom in Britain and America, yet it has a joyful celebration in Russia. People stay awake until after midnight on December 31st to watch the Old Year out and the New Year in. Many parties are given on this night. Theatres, night clubs and streets are crowded.

Easter is one of the most important Christian holiday. It is traditionally associated with Easter eggs and with the coming of spring, and most churches are specially decorated with flowers for the service held on Easter

Day. There is a popular belief that wearing three new things on Easter will bring good luck.

St. Valentine's day is not the official holiday in most countries. February 14 is the day of lovers. Boys and girls, sweethearts and lovers, husbands and wives, friends and neighbours, and even the office staff exchange greetings of affection. Valentine's day is a whirl of hearts, candy and good wishes in the form of bright, lacy, colorful cards, with loving emblems and amorous doggerel, saying: "Be my Valentine".

There are also some special holidays which are usually celebrated in a particular country.

The traditional British holiday is Pancake day. But people don't only eat pancakes on this day, they run with them. In many towns in England pancake races are held every year.

The most popular American holiday is Thanksgiving day. It was first celebrated in early colonial times by Pilgrim Fathers after their first good harvest. Thanksgiving is a day when the family eats a large traditional dinner, usually with turkey and pumpkin pie.

In Russia we celebrate Women's day on the 8th of March. On this day men are supposed to do everything about the house and cook all the meals.

*Задание 1. Закончите предложения, используя информацию текста.*

1. Every nation and every country has its own ...
2. Christmas is ....
3. In Britain Christmas combines ...
4. New Year is ...
5. Easter is ...
6. St. Valentine's day is not ...
7. The traditional British holiday is ...
8. The most American holiday is ...
9. Thanksgiving is ...
10. In Russia we celebrate Women's day ...

*Задание 2. Составьте предложения, используя информацию текста.*

1. International holidays ...	exchange	... in all countries.
2. In Russia Christmas ...	are held	... on the 7th of January.
3. Many parties ...	are given	... on this night.
4. Easter ...	is associated	... with Easter eggs and
5. Boys and girls, friends and neighbours, sweethearts and lovers, husbands and wives, and even the office staff ...	is celebrated	with the coming of spring.
6. In many towns in England pancake races ...	are supposed	... greetings of affection.
7. Thanksgiving Day men ...	are celebrated	... every year.
8. On the 8 <sup>th</sup> of May ...		... in early colonial times by Pilgrim Fathers after their first good harvest.
		... to do everything about the house and cook all the meals.

*Задание 3. Ответьте на вопросы по тексту.*

1. What holidays are celebrated in all countries?
2. Why is Christmas the most important public holiday in Britain?
3. Is New Year marked with any particular custom in Britain and America?
4. What does Easter mean?
5. What holiday is considered to be the day of lovers?
6. What is the traditional British holiday?
7. What is the traditional American holiday?
8. What holiday is celebrated on the 8th of March and where?

*Задание 4. Укажите, какие утверждения соответствуют/не соответствуют содержанию текста. Дайте правильный вариант, используя фразы **It's absolutely true / It's true / It's not true / It's far from being true / It's false.***

1. Every nation and every country has its own customs and traditions.
2. There are international holidays which are celebrated in all countries. They are: Christmas, New Year, Easter and St. Valentine's day.
3. On Christmas day people don't only eat pancakes, they run with them

4. In Russia Christmas is celebrated on the 25th of December.
5. New Year is a public holiday but it is not marked with any particular custom in Britain and America, yet it has a joyful celebration in Russia.
6. Easter is traditionally associated with a whirl of hearts, candy and good wishes in the form of bright, lacy, colorful cards, with loving emblems and amorous doggerel, saying: "Be my Valentine".
7. St. Valentine's day is the official holiday in most countries. On this day people celebrate the birthday of Jesus Christ.
8. The traditional British holiday – Pancake day – was first celebrated in early colonial times by Pilgrim Fathers after their first good harvest.
9. On this Thanksgiving day American men are supposed to do everything about the house and cook all the meals.
10. On Women's day in Russia people stay awake until after midnight to watch the Old Year out and the New Year in.

*Задание 5. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text?
2. What is the text about?
3. What points does the text cover?
4. What should be underlined?
5. What can you say in conclusion?
6. What is your opinion on the text?

*Задание 6. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.*

*Задание 7. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*

### **English customs and traditions**

... English ... reputed to be cold, reserved, rather haughty people. ... are steady, easy-going and fond ... sports. There are certain kinds of behavior, manners and customs ... are peculiar ... England.

The English ... naturally polite and ... never tired ... saying "Thank you" ... "I am sorry". They ... generally disciplined, you never hear loud talk ... the street. They ... rush for seats ... buses and trains, ... they take



their seats ... queues ... bus stops. English people do ... shake hands ... meeting ... another, they ... not show ... emotions even ... tragic situations. They seem ... remain good-tempered and cheerful ... difficulties.

... English are ... nation ... stay-at-homes. ... is no place like home. The Englishman says "... house is ... castle" ... he doesn't wish his doings to be overlooked ... his neighbors. ... is true that English people prefer small houses, built ... one family. The fire ... the focus ... the English Home. They like ... sit ... the fire ... watch the dancing flames, exchanging the day's experience.

Britain ... a nation ... animal lovers. ... have about five million dogs, almost as many cats, 3 million parrots and other cage birds, aquarium fish and 1 million exotic pets such ... reptiles. ... Britain they have special dog shops selling food, clothes and ... things ... dogs. ... are dog hair-dressing saloons and dog cemeteries. In Britain pets ... send Christmas cards ... their friends, birthday cards.

There are ... traditions concerning food. English cooking ... heavy, substantial and plain. The Englishman likes ... good breakfast. ... him a good breakfast means porridge, fish, bacon and eggs, toast and marmalade, tea ... coffee.

Tea ... part ... the prose of British life, ... necessary as potatoes and bread. Seven cups of ... wake you ... in the morning, 9 cups ... put you to sleep ... night.

... 4 pm ... 6 pm there is ... very light meal called 5 o'clock tea. It ... a snack ... thin bread and butter and cups of tea ... small cakes. ... became a kind ritual. ... this time everything stops ... tea.

*Задание 8. Составьте презентацию о праздниках, традициях и обычаях в разных странах.*

*Задание 9. Прочитайте и переведите текст на русский язык. Найдите в тексте ответ на вопрос "What are the steps in mastering correct production of a sound?"*

### **How to help children speak more clearly**

As children learn new words and their vocabulary expands articulation errors are common in their speech. But when articulation errors persist

beyond the age at which most children have mastered their speech sounds or if the frequency of errors affects their intelligibility then they may have a speech sound disorder. Assistance may be required to help them learn to produce the sounds correctly. If you are concerned that your child may have a speech delay it is recommended that you contact a speech language pathologist for an evaluation.

To teach a child how to walk they first have to stand, and then of course it's a process they learn one step at a time. To teach a child how to say sounds correctly there is also a step by step process. In speech children first need to learn how to say each sound correctly all by itself. Then they learn to say the sound in syllables, words, phrases, sentences, stories and then finally in conversation.

Practising a sound in isolation means saying the sound all by itself without adding a vowel. For example, if you are practising the /n/ sound you would practise saying /n/, /n/, /n/ multiple times in a row. The more accurate repetitions you are able to get your child to produce the better. When your child can say 10 accurate repetitions in a row they are ready to move on to syllables.

Practising a sound in syllables simply means adding a vowel after the target sound, before the target sound, or before and after the target sound allowing you to practise the target sound in all positions of syllables in which the sound occurs.

Just like syllables you have to practise the sound in all positions of the word in which the sound occurs in order to achieve mastery at the word level. The most common place to start practising a target sound is in the beginning of words (initial position) unless the child is more successful with the sound in the middle (medial position) or at the end (final position) of words. You always want to start where the child will be the most successful and then you can build on their success as you practise the sound in other word positions.

*Задание 10. Прочитайте статью Stacie Bennett, Speech-Language Pathologist «7 Steps of Articulation Therapy». Какую дополнительную информацию вы получили, прочитав эту статью?*

## 7 Steps of Articulation Therapy

Stacie Bennett

Speech-Language Pathologist , Trenton , New Jersey

Jan 17, 2022

Articulation, in short, is the ability of a child to correctly formulate and produce different phonemes (sounds). Sounds easy, right? Well, it's actually not!

If your child has a speech problem, you probably don't wonder about the specific mechanics of their speech sounds. There's a lot that goes into making the simple 't' sound. Your tongue has to move to the roof of your mouth, you don't activate your vocal fold, and you have to simultaneously blow air out of your mouth to create the actual sound. It's a process which has breakdowns for a variety of reasons, which is why there is articulation therapy. Therapy focuses on correcting the sounds that your child cannot produce correctly or clearly, or the 'articulation disorder.'

If your child has difficulties with certain sounds, (s)he may have an articulation disorder.

The first thing that needs to happen is for the Speech-Language Pathologist (SLP) to determine which sounds your child cannot produce correctly, or in other words, which articulation disorder they have.

SLPs perform a language screening on your child to determine not only which sounds need to be focused on, but also in which word position the errors occur (beginning, middle, or end). An SLP will also tell you how your child is doing compared to other children his/her age, and which sounds are developing typically. The 7 steps of articulation therapy are used for each of the targeted sounds.

## 7 Steps of Articulation Therapy

### Step 1: Isolate

Step one in dealing with an articulation disorder is the **process of isolation**, which is exactly what it sounds like; isolating the sound that is causing difficulty for the child. For example, if the child is having issues with producing the 'th' sound, the SLP will start with activities that isolate that single sound. The child repeats the /th/, /th/, /th/ sound over and over

again until they meet a certain accuracy level. Once reached, they will move on to the next level of therapy.

### **Step 2: Syllable**

**Practicing a sound in syllable** form is done by adding a vowel in front or behind the main sound. For example, if we were focusing on the ‘s’ sound, adding the vowel would make the sounds ‘sa,’ ‘so,’ ‘si,’ ‘se.’ If the target sound was ‘p,’ then putting the vowel in front of the target would look like, ‘up,’ ‘ap,’ ‘op.’

### **Step 3: Words**

After the child masters the syllable level, **you can move the child up to the words level.** This is just putting the sound in any word, in the correct position. For example, if we were targeting the /t/ sound in the initial position, we would give the child words to repeat such as ‘top,’ ‘tongue,’ ‘two,’ or ‘toe.’ If we were targeting the final position, we could include words such as, ‘cat,’ ‘bat,’ ‘coat,’ ‘sit.’

### **Step 4: Sentences**

**Once your child places a word into a sentence,** your child is halfway through the goals of articulation therapy! Yay!

You can place any word with the targeted phoneme into the sentence. Use as many of the targeted sounds as you can. For example, “The pretty pink elephant has purple carrots.”

### **Step 5: Stories**

This is not a typical step in articulation therapy; however, I am including it because **it is a good step to use with older children** (middle and high school). You can have older children write their stories and add as many of the specific sounds as possible. Have them read the stories aloud and ask them to repeat any words that they didn’t say clearly or accurately.

### **Step 6: Conversation**

**The conversation step** in therapy is much easier to tackle outside of the therapy room. You may see your child’s therapist rotating specific topics or showing cards, and having a conversation about them. At home, you just have normal discussions with your child and can monitor consistency and carryover of articulation. If you are consistently hearing errors, you should

tell the speech pathologist in case scaling back to the sentence level is necessary.

### **Step 7: Generalization**

**Generalization is the last step in articulation therapy!** Once your child has mastered the sound(s) at the word, sentence, and conversation levels, they are ready to move over to generalization. This step is where you ensure your child is speaking clearly and articulately across all areas (e.g. at the playground, at the movies, in the car). If not, the therapist may choose to scale back to the conversation or sentence level!

**Download Speech Blubs App** for more articulation therapy ideas and concepts that will give you more information. If you have any concerns, please see a Speech-Language Pathologist as soon as possible to determine if services are warranted!

<https://speechblubs.com/blog/7-steps-of-articulation-therapy/>

## **Unit 11. GLOBAL PROBLEMS OF THE WORLD**

Nowadays the humanity faces a great number of various problems. To begin with the scientific and technological progress has changed the life on our planet and as a result our natural resources are exhausted, the ecological balance of the planet is disturbed, many species of flora and fauna disappeared, pollution threatens everything alive.

But the environmental problems are not the only ones. Every year thousands of people die because of wars of annihilation, terrorism, different diseases, natural disasters, social problems and in different terrible accidents.

In recent years terrorism has become a serious issue. People always panic about the possibility of terrorists getting hold of nuclear weapons or they may blow up a nuclear power station instead. Another worry is about the possibility of our water supplies being poisoned. Lately other forms of terrorism such as “suicide terrorism” and bombing have become a real threat. Unfortunately, there is little we can do about it, except, place our faith in the government, and hope that measures taken to prevent terrorism are successful.

There are also diseases that still can't be cured. One of them is AIDS. This devastating disease strikes the body's immune system. Millions of people have already died of AIDS. To overcome this problem we need further progress of science and personal responsibility. Other examples of incurable diseases are different forms of cancer and heart disorders.

They say that recent extreme weather is due to global warming. Bad weather threatens our homes and even our life. One of the worst weather hazards is the storm known as a hurricane or cyclone. Another terrible thing is a tornado. It's extremely difficult to forecast where they are likely to strike. People also suffer from earthquakes, floods, drought and avalanches.

Our environment is vitally connected with the problem of peace on our planet. The scientists consider that nuclear war could destroy mankind completely. It's true to say that nowadays great masses of chemical and bacteriological weapons have been stocked in the world. If any of these weapons is used, the casualties will run into tens of millions, because mankind has no immunity against bacteriological weapons, and the use of chemical weapons will result in mass contamination of the area.

To sum up, I think that the most dangerous problem is natural disasters because we can't predict and avoid them in time.

As for the ecological situation in the world, we can say that it's getting worse. People cut down forests and rainforests, pollute air, water and soil. We have the time, the money and even the technology to repair the damage. We can prevent tragedies if only the government hires responsible specialists who don't overlook human or computer errors, look after the buildings, roads and transport, keep nature under a strong control and develop an ability to resist any terrorist activity.

*Задание 1. Закончите предложения, используя информацию текста.*

1. Nowadays the humanity faces ...
2. The environmental problems are ...
3. Every year thousands of people die because of ....
4. The scientists consider that nuclear war ...
5. In recent years terrorism has become ...

6. Another worry is about the possibility ...
7. There are also diseases that ...
8. To overcome this problem we need ...
9. Bad weather threatens ...
10. People also suffer from ...
11. As for the ecological situation in the world ...
12. We have the time, the money and even the technology to ...
13. All we need to do is ...

*Задание 2. Составьте предложения, используя информацию текста.*

1. The scientific and technological progress ...		... the life on our planet.
2. Our environment ...	pollute	
3. Nowadays great masses of chemical and bacteriological weapons ...	have already died	... with the problem of peace on our planet.
4. Lately other forms of terrorism such as “suicide terrorism” and bombing ...	have become	... in the world.
5. Millions of people ...	is due	... a real threat.
6. Recent extreme weather ...	cut down	... of AIDS.
7. People ...	has changed	... to global warming.
	is vitally connected	... forests and rainforests.
	have been stocked	... air, water and soil.

*Задание 3. Ответьте на вопросы по тексту.*

1. What has changes the life on our planet?
2. What is the result of these changes?
3. What are the main problems that our planet faces?
4. What do we need to overcome these problems?
5. How can we prevent the tragedies?

*Задание 4. Прокомментируйте следующие утверждения из текста. Согласны Вы или нет с точкой зрения автора? Используйте фразы **In my opinion/To my mind it' absolutely true / it's true / it's not true / it's far from being true / it's false. I think that ...***

1. Nowadays the humanity faces a great number of various problems.
2. The scientific and technological progress has changed the life on our planet
3. To overcome these problems we need to stop further progress of science
4. They say that recent extreme weather is due to global warming.
5. The most dangerous problem is natural disasters because we can't predict and avoid them in time.
6. As for the ecological situation in the world, we can say that it's getting worth.
7. We have the time, the money and even the technology to repair the damage.
8. All we need to do is to open our eyes and act immediately.
9. We can prevent tragedies if only the government hires responsible specialists who don't overlook human or computer errors, look after the buildings, roads and transport, keep nature under a strong control and develop an ability to resist any terrorist activity.

*Задание 5. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text?
2. What is the text about?
3. What points does the text cover?
4. What should be underlined?
5. What can you say in conclusion?
6. What is your opinion on the text?

*Задание 6. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.*

*Задание 7. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*



## Youth problems

... people nowadays have problems and young people are ... an exception. Perhaps ... have even more. First ... all teenagers want ... show they ... different ... they react not only against ... parents, ... against their older brothers ... sisters too. This kind ... situation ... unfortunately quite common.

Young people ... in some way lost. We live ... difficult times and sometimes ... have a rather negative view ... life. They keep trying ... find ways ... enjoy themselves. Although everybody know drugs ... dangerous there ... many teenagers who ... become addicted ... them. ... young people take drugs ... they help them feel good, some because they lonely ... they want ... escape ... their problems. ... my opinion, the government should take effective action ... solve ... problems.

Another important problem is ... get ... good education. ... is not easy ... make the right choice. Education ... a tool of making ... life more successful ... perhaps happier. Everything we know comes through a process ... education.

*Задание 8. Восстановите текст, переводя фрагменты предложений с русского языка на английский и наоборот.*

*Глобальные проблемы of our time are problems которые касаются the жизненных интересов всех людей on the planet and cover many areas. They могут быть решены only by совместными усилиями, if all countries объединятся for this.*

*Ученые started talking about global problems в 70-80 годах прошлого столетия, when more resources were needed для населения. And waste began to increase significantly.*

*Таким образом, what global problems вызывают беспокойство today?*

*Глобальное потепление leads to изменения температуры in the upper and lower layers земли. In this regard, there are strong changes в атмосфере, which leads to аномалиям и катаклизмам.*

*Есть страны on the planet now где people голодают. The Всемирная Health Organization has announced ужасные цифры – 1.2*

миллиард people are starving. In most cases, дети suffer, they often болеют и умирают because the иммунная system не может справиться with diseases without еды.

The world's population is постепенно растёт. Because of this, the руководители стран where the число of inhabitants is очень высокое should think radically. The единственно right way out is a хорошо продуманная demographic политика, where the интересы нации will be taken into account, traditions будут сохранены and certain условия жизни will be обеспечены.

The неэкономичное use of природных ресурсов and the gradual загрязнение окружающей среды are the steps of human activity leading к большим проблемам. Скоро наша планета может превратиться into a single dump. Ничего не останется of the natural beauty.

Человечество has a lot of global problems которые могут привести to its demise. Эти проблемы могут быть решены только если efforts are combined, иначе the efforts of one or more countries будут сведены к нулю. Таким образом, развитие цивилизации and the решение of problems on a universal scale станут возможны only if the выживание of man as a species станет higher than экономические and государственные interests.

(Liza Aristova, NOL-121)

*Задание 9. Прочитайте и переведите текст на русский язык.*

### **Men in early childhood education**

From Wikipedia, the free encyclopedia

Early childhood education is among the most female-dominated industries in terms of employment. The care and education of young children is commonly seen as an extension of women's roles as mothers. Society tends to see women as the adults who stay home and care for the children. Thus, society generally considers the ECE field to be a “women’s profession”, perceiving it as one where women understand it and perform much better than men. Men in early childhood education comprise a very

low minority in the profession. Based on studies, estimates on the percentage of workers in the sector who are men include less than 3%.

There is a variety of negative factors related to men in early childhood education that are reasons for the low percentage and/or present challenges and disadvantages to men already working in the field:

- 1) Many men who might otherwise consider entering the field, choose not to for fears of being labeled as gay, or not a “real man”.
- 2) Some people perceive all women to be safe with working directly with young children, whereas any man would be considered suspect for being in the profession, having ulterior motives such as pedophilia or child abuse.
- 3) Societally, men are typically the breadwinner of the family. But early childhood education is a low-paying field. This makes the breadwinner model much more difficult for men to follow compared to other professions.

Men in early childhood education offer distinct benefits that are either rare, difficult, or impossible to attain in an all-female teacher setting:

- 1) Whereas women tend to foster a nurturing, calm, and positive environment, men promote a more active and physical environment. This can be particularly meaningful for boys, as their styles of play, learning, and thinking are more likely to be valued, accepted, and expanded. For girls, it can expose them to new ways of playing, learning, and thinking that they may not have experienced before.
- 2) Children of single mothers greatly benefit from having a father figure when there is none present in the home. Such children have the opportunity experience a positive male role model.
- 3) When there are men in their early education settings, children are able to observe and experience positive professional relationships between men and women. At a young age, children absorb much of what is modeled in front of them, so those relationships have a huge lasting impact on them.
- 4) Male and female brains process information differently. Thus, male educators offer a new perspective when dealing with situations involving the children.
- 5) Early childhood settings that previously had an all-female teaching staff may have had gender issues that no one recognized before. Having a male can challenge those stereotypes in relation to toys and activities.

Due to the rarity of men in early childhood education, men who do choose to enter the profession can find it easy to obtain employment, and may have more employment options, because of the preference for hiring men. Men in the field may also find rapid promotions to more prestigious and/or lucrative positions compared to their female peers.

*Задание 10. Прочитайте тексты, где авторы отвечают на вопрос: **What is your opinion on men working in early childhood education?** А как бы вы ответили на этот вопрос?*

**Christer ML Bendixen,**  
Pedagogue and nerd

There's a lot of gendering in childhood. Children's clothes are usually gendered, lunch boxes are gendered, backpacks are gendered, and children certainly notice. I don't personally think it's such a great thing, but after they're about 3, my experience is that children increasingly identify by gender.

Meanwhile, nearly all the real, three dimensional, flawed, nuanced, flesh-and-blood adult role models that are available are women. So a boy, who knows very well that he is a boy, who believes that that is something very different from being a girl, and who knows he'll grow to become a man – might not get a lot of experience to flesh out the concept of manhood. Maybe his experience will only be the caricatured and shallow masculinities of characters in movies, TV-series and comics. I'm not sure that's so healthy. And the same goes for the girls and their relationship to masculinity.

Other than that, my experience is that most of the men I meet in these professions are highly skilled and motivated. While I've experienced very little sexism, going against society's expectations isn't something you just drift in to – it's a conscious and deliberate choice. I'm very happy to have made it, and I hope more men do.

**Henry Friend,**

Teacher living in Queensland. Author, novelist, poet.

I worked in Early Childhood for 16yrs in Melbourne as a Qualified Early Childhood educator and in that time I experienced prejudice and sexism, mostly from parents and occasionally from other staff. But mostly the reaction has been positive. Lys is right – the children don't care what your particular arrangement of chromosomes is. They want some-one to tell them stories, push them on the swing, help them with their shoelaces, to build and climb and play dress-ups with. They're looking to us, as educators, to guide behaviour, to lead by example, to teach language and science and music and the social and emotional skills that will prepare them for school. The other thing they learn is prejudice and they learn it from their parents, guardians and siblings. I'm proud to have been a part of an industry that is changing and there are many more men working in early childhood now than when I started. I gave up trying to prove myself to other staff. The only people who's opinions I cared about were the children in my care. It comes down to one thing – the primary rule of education – duty of care. My duty of care was to the children, everything else was just politics. Remember those three words – duty of care.

**Hollyann Williams,**

a few years teaching preschool

As a female preschool teacher ... I love seeing male teachers in early education settings! I work at a small preschool; we have about fifteen staff members and all are female. Sometimes the teachers will invite a dad of a student or a husband of a staff member to come read a book to the class during story time and the kids respond so positively. It's not a popular opinion but I think men have so much to teach young kids and it's a shame there aren't more men in early education.

**Lynn Wright,**

Masters Degree in ECE, Montessori Director

I own a Montessori preschool. I have a male teacher working for me, and I think that he's absolutely fantastic. He is one of the best teachers at the school. He understands children, observation, and lesson planning.

However, every single year, I've dealt with new parents in some way that are showing concern over the fact that I have a male teacher. He needs protected from the stereotypes of a male teacher automatically being a predator, and we've had to have conversations about it. Men in this field have to be more cautious and careful. They have to have the support of their director to make sure that they aren't in situations where they can be unfairly accused.

This year we have 2/3 boys. He's a role model to the kids of how to behave in a way that isn't crashing into the fence.

## **Unit 12. ENVIRONMENTAL POLLUTION**

The word "environment" means everything around us. It is the air, the water, and the land where people, animals and plants live. Today the humanity faces quite a number of ecological problems and people are becoming more and more aware of green issues.

Pollution is damage to the environment caused by gases, wastes and chemicals, including pesticides, fertilizers and nuclear wastes. There is some evidence that the holes in the ozone layer are the result of air pollution. The ozone layer itself, which is a layer of gases, is most important because it protects the earth from ultraviolet light. Ultraviolet radiation is harmful to animals and can cause skin cancer in people. It is supposed that the layer is damaged by chemicals, specifically by CFC that are found in some aerosols and refrigerators. You may have seen the words "environmentally friendly" on some of the products. This sign means the product contains few or no poisonous substances.

The biggest polluter today is the car. The number of cars in all countries is constantly growing and therefore there are more and more traffic jams and congestion on the roads the result of which is poor air quality.

Traffic is one of the causes of global warming and some types of cancer. 25,000 deaths a year are caused by air pollution and cars produce up to 90% of all carbon monoxide in the atmosphere. The problem of cars is hard to solve as it requires much cooperation from the people. People are recommended to share cars, to use public transport which is more environmentally friendly as it carries more passengers than cars, and to walk short distances.

Another major problem is the destruction of animals' natural habitats. About half the species of animals and birds of the world live in rainforests which are being cut down at the speed of about 100 acres a minute. This is the reason why 50 species of plants and animals become extinct every day and many more are seriously endangered. The climate of our planet also depends on rainforests which absorb carbon dioxide and produce oxygen. With the forests being destroyed there is more carbon dioxide in the air and the world's temperature is going up.

This has to do with the problem of global warming – the fact that the earth is getting warmer. When fuels, especially coal, are burnt in order to make electricity harmful gases are produced. These gases which are called greenhouse gases go up into the earth's atmosphere and prevent the heat from leaving the earth. Global warming may lead to ice melting and sea levels rising which will cause serious flooding. Other parts of the world will have less rain and could be turned into deserts.

So what alternatives do we have? One thing is to start using renewable energy resources such as wind, wave and solar power which are much cleaner than oil and coal. Another way to help environment is recycling. Glass, paper, plastic and cans can be recycled and used for the second time.

As consumers we could choose to buy green products such as organic food stuffs, recycled paper and wood from sustainable sources. Still another step is to join environmental groups which inform people about ecology situation and organize protests in the attempt to make governments change their policy in relation to green issues.

*Задание 1. Закончите предложения, используя информацию текста.*

1. The word "environment" means ...
2. Today the humanity faces ...
3. Pollution is damage ...
4. There is some evidence that ...
5. This sign "environmentally friendly" means ...
6. The biggest polluter today is ...
7. The problem of cars is ...
8. People are recommended ...
9. Another major problem is ...
10. The climate of our planet also depends ...
11. When fuels, especially coal, are burnt ...
12. Greenhouse gases ... .
13. Global warming may lead ...
14. One thing is to start ...
15. Another way to help environment is ...
16. Still another step is ...

*Задание 2. Ответьте на вопросы по тексту.*

1. What does the word "environment" mean?
2. What does the humanity face today?
3. What is pollution?
4. What are the holes in the ozone layer the result of?
5. What does the sign "environmentally friendly" on some of the products mean?
6. What is the biggest polluter today?
7. Why are cars the biggest polluter?
8. Why is the problem of cars hard to solve?
9. What are people recommended to do to solve this problem?
10. What is another major problem?
11. What does the climate of our planet depend on? Why?
12. What is global warming?
13. What gasses are called greenhouse gases and how do they act?
14. What may global warming lead to?
15. What alternatives do we have?



*Задание 3. Прочитайте предложения. Укажите:*

(1) какие утверждения соответствуют содержанию текста;

(2) какие утверждения не соответствуют содержанию текста;

(3) информация отсутствует в тексте.

1. The word "environment" means everything around us. (\_\_\_\_)

2. Our natural resources are exhausted, the ecological balance of the planet is disturbed, many species of flora and fauna disappeared. (\_\_\_\_)

3. There is no evidence that the holes in the ozone layer are the result of air pollution. (\_\_\_\_)

4. Pesticides are found in aerosols and refrigerators. (\_\_\_\_)

4. Traffic is one of the causes of global warming and some types of cancer. (\_\_\_\_)

5. The problem of cars is easy to solve as it doesn't require much cooperation from the people. (\_\_\_\_)

6. Air, water, and soil – all harmed by pollution – are necessary to the survival of all living things. (\_\_\_\_)

7. We are losing about 100 species of animals every day. (\_\_\_\_)

8. When fuels, especially coal, are burnt in order to make electricity harmful gases are produced. (\_\_\_\_)

9. Some parts of the world may turn into deserts because of the global warming. (\_\_\_\_)

10. The problem of environmental pollution is complicated because much pollution is caused by things that benefit people. (\_\_\_\_)

11. One thing to protect environment is to stop using renewable energy resources such as wind, wave and solar power which are harmful for health. (\_\_\_\_)

12. Another way to help environment is recycling. (\_\_\_\_)

13. To end or greatly reduce pollution immediately, people would have to stop using many things that benefit them. (\_\_\_\_)

14. Another step is to join environmental groups which inform people about ecology situation and organize protests in the attempt to make governments change their policy in relation to green issues. (\_\_\_\_)

15. Governments should enforce laws that require enterprises or individuals to stop or to reduce certain polluting activities. (\_\_\_\_)

*Задание 4. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text? 2. What is the text about? 3. What points does the text cover? 4. What should be underlined? 5. What can you say in conclusion? 6. What is your opinion on the text?

*Задание 5. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.*

*Задание 6. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*

### **Environmental pollution**

Environmental pollution ... a term ... refers ... all the ways ... which people pollute ... surroundings. People dirty ... air ... gases ... smoke, poison ... water ... chemicals and ... substances, and damage ... soil ... too many fertilizers ... pesticides. People ... pollute ... surroundings in various ... ways. ... ruin natural beauty ... scattering rubbish and litter ... the land and ... the water. ... operate motor vehicles ... fill the air ... the noise.

Environmental pollution ... one of ... most serious problems facing humanity today. ... causes global warming, destruction ... the ozone layer, and ... disastrous processes. Air, water, ... soil – all harmed ... pollution – ... necessary ... the survival ... all living things. Badly polluted air ... cause illness, ... even death. Polluted water kills fish and ... marine life. Pollution ... soil reduces ... amount ... land available ... growing crops. Environmental pollution ... brings ugliness ... our naturally beautiful world.

... pollution problem ... as complicated ... it ... serious. ... is complicated ... much pollution ... caused ... things that benefit people. Exhaust ... cars causes ... large percentage ... all air pollution, ... the car provides transportation ... millions ... people. Factories discharge much ... the material ... pollutes air and water, ... factories provide jobs ... people and produce goods ... people want. Too ... fertilizers or pesticides ... ruin soil, ... they ... important aids ... the growing ... crops.

Thus, ... end ... greatly reduce pollution immediately, people ... have ... stop using many things ... benefit them. But pollution can ... gradually reduced. Scientists ... engineers ... work hard ... find the ways to lessen the amount ... pollution that ... things as cars and factories cause. Governments ... enforce laws that require enterprises ... individuals ... stop or ... reduce certain polluting activities.

*Задание 7. Заполните пропуски в тексте, выбрав из словосочетаний, предложенных ниже.*

***in more than one way, forms of packaging, make our life better, are expensive, in order to produce plastics, are economic and social, to throw away containers, new cars produce, our desire for convenience***

### **Causes of pollution**

Technological advances ... , but many of them also bring harm to the environment. Besides, there ... causes of pollution. Through the years, cars have been made more and more powerful. The ... much more polluting exhaust than the older ones did. So, the motorcar engine is an example of a very useful technological development that harms the environment.

Some products of advanced technology contribute to environmental pollution ... . For example, plastics. First, they are a troublesome solid waste because they will not break down and cannot be absorbed by the soil. Second, plastics indirectly cause pollution when are being produced. Large amounts of electricity are required ... . Third, electric power plants that burn fuel, such as coal, are a major source of air pollution.

Methods of preventing pollution ... . Many pollution problems have developed because of this. Many waste products could be reused some way but costs involved in reprocessing waste products are high.

... is another cause of pollution. Many synthetic materials that pollute the environment were developed to save people time, work, or money. The use of throwaway packaging materials is an example of how demands for convenience cause environmental pollution. Such ... as aluminum and steel cans and glass bottles could be saved and reused, but many people prefer ... and, therefore, they litter streets and countryside.

*Задание 8. Прочитайте и переведите текст на русский язык.*

### **Management in speech-language pathology**

Speech-language pathologists (SLPs) offer many services to children with speech or language disabilities.

Speech-language pathologists (SLPs) may provide individual therapy for the child to assist with speech production problems such as stuttering. They may consult with the child's teacher about ways in which the child might be accommodated in the classroom, or modifications that might be made in instruction or environment. The SLP can also make crucial connections with the family, and help them to establish goals and techniques to be used in the home. Other service providers, such as counselors or vocational instructors may also be included in the development of goals as the child transitions into adulthood.

The individual services that the child receives will depend upon the needs of that child. Simpler problems of speech, such as hoarseness or vocal fatigue (voicing problems) may be solved with basic instruction on how to modulate one's voice. Articulation problems could be remediated by simple practice in sound pronunciation. Fluency problems may be remediated with coaching and practice under the guidance of trained professionals, and may disappear with age.

However, more complicated problems, such as those accompanying autism or strokes, may require many years of one-on-one therapy with a variety of service providers. In most cases, it is imperative that the families be included in the treatment plans since they can help to implement the treatment plans. The educators are also a critical link in the implementation of the child's treatment plan. For children with language disorders, professionals often relate the treatment plans to classroom content, such as classroom textbooks or presentation assignments. The professional teaches various strategies to the child, and the child works to apply them effectively in the classroom. For success in the educational environment, it is imperative that the SLP or other speech-language professional have a strong, positive rapport with the teacher(s).

Thus, speech-language services may be found in schools, hospitals, outpatient clinics, and nursing homes, among other settings. The setting in which therapy is provided to the individual depends upon the age, type, and

severity of the individual's impairment. An infant/toddler may engage in an early intervention program, in which services are delivered in a naturalistic environment in which the child is most comfortable—probably his/her home. If the child is school-aged, he/she may receive speech-language services at an outpatient clinic, or even at his/her home school as part of a weekly program. The type of setting in which therapy is offered depends largely upon characteristics of the individual and his/her disability.

*Задание 9. Расскажите о выбранной вами профессии по-английски (200-250 слов), используя информацию текста и дополнительных источников.*

### **Unit 13. HIGHER EDUCATION IN RUSSIA**

Higher education plays an important part in the life of any country as it provides the country with highly qualified specialists for future development and progress. It trains young people to become teachers, engineers, doctors and other specialist workers.

Young people in our country have every opportunity to study and to get a higher education. They have a wide choice of state-controlled and private education. The state education in Russia is free of charge.

Students are able to study in the evening and day-time departments or by correspondence. A student who does not work and attends a day-time department is called a full-time student. A student who combines work and studies and attends an evening department is called a part-time student.

The training of specialists at our institutes combines theoretical studies with practical work and industrial or educational training. At the end of each term students are to submit their course (term) papers or designs.

Students working for their first degree at university are called undergraduates. When they take their degree we say that they graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called post-graduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study.

The academic year usually lasts 9 months and is divided into two terms (semesters). The first- and second-year students obtain thorough instructions in the fundamental sciences of mathematics, physics, chemistry and biology as well as computer engineering and a number of others. The curricula are enriched and broadened by instructions in such subjects as foreign languages, history, economics and physical education.

At the third year students get more advanced knowledge and begin to concentrate on their special interests, so to say, their «major» subject and take many courses in this subject. Specialized study and courses will help students to become specialists and prepare them for their future work.

After four years students get a bachelor's degree. Then students may go on with their studies and in a year or two of further study and research get a master's degree. After graduating from the university they may go on with their study and research and may get a still higher degree.

At present a new system of education is introduced in the country – a distance education system. Computer system of learning helps working professionals to continue their education while remaining at their jobs. This system enables people to get knowledge and a good foundation in the sciences basic to his or her field of study. Distance learning has developed over years from satellite video courses to modern videoconferencing through personal computers.

Education is a process through which culture is preserved, knowledge and skills are developed, values are formed and information is exchanged. Education is the way to success.

*Задание 1. Закончите предложения, используя информацию текста.*

1. Higher education provides ...
2. It trains ...
3. Young people in our country have ...
4. Students are able ...
5. A student who does not work and attends a day-time department is called ...
6. A student who combines work and studies and attends an evening department is called ...

7. The training of specialists at our institutes combines ...
8. At the end of each term students are ...
9. Students working for their first degree at university are called ...
10. When they take their degree they are called ...
11. If they continue studying at university after they have graduated, they are called ... .
12. The first degree of Bachelor is given to students ...
13. The academic year usually lasts ...
14. The first- and second-year students obtain ...
15. At the third year students get ...
16. After four years students get ...
17. Then students may go on with their studies and in a year or two of further study and research get ...
18. After graduating from the university they may go on ... and may get ...

*Задание 2. Составьте предложения, используя информацию текста.*

1. Higher education ...		... an important part in the life of any country.
2. Young people ...		... every opportunity to study and to get a higher education.
3. The state education in Russia ...	are able	... free of charge.
4. Students ...	is introduced	... to study in the evening and day-time departments or by correspondence.
5. The training of specialists ...	helps	... theoretical studies with practical work and industrial or educational training.
6. A distance education system ...	combines	... in the country.
7. Computer system of learning ...	plays	... working professionals to continue their education while remaining at their jobs.
	is	
	have	

*Задание 3. Ответьте на вопросы по тексту.*

1. Why does higher education play an important part in the life of any country?
2. What education is free of charge?
3. What is the difference between full-time and part-time education?
4. What activities does the training of specialists combine?
5. What students are called undergraduates, graduates and postgraduates?
6. Who is given the first grade of Bachelor?
7. What do first- and second-year students obtain?
8. What year students concentrate on their special interests or major?
9. When do they get a Master degree?
10. What kind of education is introduced in our country at present?

*Задание 4. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text?
2. What is the text about?
3. What points does the text cover?
4. What should be underlined?
5. What can you say in conclusion?
6. What is your opinion on the text?

*Задание 5. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.*

*Задание 6. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*

### **Higher education in Russia.**

... person learns ... his life. When time ... school comes ... an end, a teenager ... faced with ... choice: ... go to college or ... finish 10-11 grades and ... go to ... higher institution.

Higher education ... an important step ... human education. There ... certain professions that cannot ... mastered ... higher education. Higher education, ... secondary vocational education, trains highly qualified personnel. The program ... designed so that students receive fundamental knowledge ... order ... understand ... professional field ... the inside.



... are various forms ... education ... Russia. ... student ... study full-time, that is, attend classes daily. There ... a correspondence form ... study, when ... student comes only ... a session, which ... very convenient for ... , who work. Each student ... go through term papers, session, practice ... diploma.

Higher education ... Russia has several levels: bachelor's, master's, and postgraduate studies. The academic year lasts 9 months and ... divided ... two semesters. ... the end ... each semester students take exams. And at the end of ... studies, students defend ... diploma.

The duration ... undergraduate studies depends ... the faculty, mainly 3-4 years. ... there are exceptions. ... who receive medical education study ... 6 years. And the term of study at the faculty of "Primary education. Speech therapy training in elementary school" lasts 5 years.

The teaching profession ... one of ... most important professions. ... the University, students in ... area ... trained ... various methods of teaching subjects. ... study the psychology of children, pedagogy. An important point for the student ... the practice ... school, where ... learns ... use the acquired knowledge ... practice and interact ... children. ...-year students start ... introductory subjects, then ... master ... profession in ... depth.

When ... comes to getting higher education, you need ... keep ... mind not ... the end result – obtaining a diploma, but ... the learning process itself. These ... unforgettable years ... student life.

(Nastya Benko, NOL-121)

*Задание 7. Прочитайте текст. Согласны ли вы с точкой зрения автора. Выразите свое мнение, используя вводные конструкции, выделенные в тексте.*

***Education plays an important role in our life. However, some people consider it only a necessary step in getting a job so they do not want to go to university after leaving school.***

"Knowledge is power" **as a famous proverb says**. It is transferred from generation to generation and comprises different facts, skills and information. Through learning people get knowledge and experience accumulated by their ancestors.

**Of course**, higher education is not compulsory, but **I strongly feel** that going to university is very important to everybody. **In my opinion**, higher education gives great opportunities and opens all doors. Only an educated person can get a good job and be promoted. Nowadays employers demand perfect knowledge. Education helps cultivate skills and provides mental, moral and aesthetic development. **Personally, I prefer** communicating with an intelligent person who knows a lot of interesting facts and who can share his or her ideas with me.

**However, some** of my friends **say** that they do not want to go to university and they would better get a well-paid job soon after leaving school. It will give them an opportunity to get work experience and some useful skills. But **I doubt** that they will be offered a really good job and that they will be able to succeed without higher education.

**In general**, owing to education highly industrialized cities are built, new information technologies are developed, important discoveries are made. Without education society would become primitive as it used to be long time ago. **To my mind**, everybody must realize the importance of education as it is the guarantee of the development and well-being of our society.

*Задание 8. Прочитайте статью аудиолога Эллен Косло, доцента медицинского центра Колумбийского университета (США). Статья представлена на английском и русском языках. Рекомендуется сначала ознакомиться с содержанием статьи сначала на русском языке, затем читать каждый абзац по-английски, сверяя понимание, грамматическую структуру предложения и лексику с переводом.*



**What's the  
Difference Between Speech  
Disorders and Language-  
Based Learning Disabilities?**

By Ellen Koslo, AuD

**В чем разница между  
расстройством или нарушением  
речи и языковой  
неспособностью к обучению  
(неспособность к обучению  
на основе языка/трудности  
в обучении на основе языка)?**

Автор: Эллен Косло, АuD

**A speech disorder or impairment** usually means a child has difficulty producing certain sounds. This makes it difficult for people to understand what he says. Talking involves precise movements of the tongue, lips, jaw and vocal tract. There are a few different kinds of speech impairments:

**Articulation disorder** is difficulty producing sounds correctly. A child with this type of speech impairment may substitute one speech sound for another, such as saying wabbit instead of rabbit.

**Voice disorder** is difficulty controlling the volume, pitch and quality of the voice. A child with this type of speech impairment may sound hoarse or breathy or lose his voice.

**Fluency disorder** is disruption in the flow of speech, often by repeating, prolonging or avoiding certain sounds or words. A child with this type of speech impairment may hesitate or stutter or have blocks of silence when speaking.

**Расстройство или нарушение речи** обычно означает, что ребенку трудно произносить определенные звуки. Это затрудняет понимание людьми того, что он говорит. Разговор включает в себя точные движения языка, губ, челюсти и голосового тракта. Существует несколько различных видов нарушений речи:

- **Нарушение артикуляции** это трудности с правильным произнесением звуков. Ребенок с таким типом нарушение речи может заменять один звук речи другим, например, говоря wabbit вместо rabbit.

- **Нарушение голоса** (расстройство голоса) это трудности с контролем громкости, высоты тона и качества голоса. Ребенок с этим типом нарушения речи может звучать хрипло или с придыханием или потерять голос.

- **Нарушение беглости речи** это нарушение потока речи, часто из-за повторения, удлинения или избегания определенных звуков или слов. Ребенок с этим типом нарушения речи может запинаясь, заикаться или замолкать при разговоре.

**Language-based learning disabilities (LBD)** are very different from speech impairments. LBD refers to a whole spectrum of difficulties associated with young children's understanding and use of spoken and written language.

**LBD** can affect a wide variety of communication and academic skills. These include listening, speaking, reading, writing and doing math calculations. Some children with LBD can't learn the alphabet in the correct order or can't "sound out" a spelling word. They may be able to read through a story but can't tell you what it was about. Children with LBD find it hard to express ideas well even though most kids with this diagnosis have average to superior intelligence.

**Unlike speech impairments, LBD** are caused by a difference in brain structure. This difference is present at birth and is often hereditary. LBD can affect some children more severely than others. For example, one student may have difficulty sounding out

- **Нарушения в обучении языку (LBD)** сильно отличаются от нарушений речи. LBD относится к целому спектру трудностей, связанных с пониманием и использованием устной и письменной речи маленькими детьми.

**LBD** может повлиять на широкий спектр коммуникативных и академических навыков. К ним относятся аудирование, говорение, чтение, письмо и выполнение математических вычислений. Некоторые дети с LBD не могут выучить алфавит в правильном порядке или не могут "озвучить" слово по буквам. Они могут быть в состоянии прочитать историю, но не могут рассказать вам, о чем она была. Детям с LBD трудно хорошо выражать мысли, хотя у большинства детей с этим диагнозом интеллект от среднего до высшего.

**В отличие от нарушений речи, LBD** вызваны различиями в структуре мозга. Эти различия врожденные и часто передаются по наследству. LBD может повлиять на одних детей более серьезно, чем на других. Например, у одного учащегося могут возникнуть трудности с произношением

words for reading or spelling, but no difficulty with oral expression or listening comprehension. Another child may struggle in all of those areas.

**LBLD isn't usually identified** until a child reaches school age. Typically it takes a team of professionals—a speech-language pathologist (SLP), psychologist, and a special educator—to find the proper diagnosis for children with LBLD. The team evaluates speaking, listening, reading and written language.

**Learning problems** should be addressed as early as possible. If left untreated, they can lead to a decrease in confidence, lack of motivation and sometimes even depression. Most kids with LBLD can succeed with the right services and supports.

слов для чтения или написания, но нет трудностей с устным выражением или понимание на слух. Другой ребенок может испытывать трудности во всех этих областях.

**LBLD обычно не выявляется** до тех пор, пока ребенок не достигнет школьного возраста. Обычно требуется команда профессионалов – логопед-патологоанатом (SLP), психолог и специальный педагог – чтобы установить правильный диагноз для детей с LBLD. Команда оценивает разговорную речь, аудирование, чтение и письменную речь.

**Проблемы с обучением** следует решать как можно раньше. Если их не лечить, они могут привести к снижению уверенности в себе, отсутствию мотивации, а иногда даже к депрессии. Большинство детей с НБЛД могут добиться успеха при правильном обслуживании и поддержке.

<https://www.understood.org/en/articles/difference-between-speech-disorders-and-language-based-learning-disabilities>

## Unit 14. PEDAGOGY

Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

The role of a teacher is generally a very varied one. It does not only require a good knowledge of the subjects you teach. Teachers must also have the ability to communicate, inspire trust and confidence, and motivate students. An understanding of the students' emotional and educational needs in respect to their individual background and cultural heritage is also very important. A teacher will also benefit from being organized, dependable, patient and creative.

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

*Задание 1. Закончите предложения, используя информацию из текста.*

1. The term generally refers to ...
2. The first major milestone in the history of education occurred ...
3. Through apprenticeship a young man learned...
4. Through imitation, young people acquired ...
5. Through the performance of rituals, they learned ...
6. Today, in all societies, young people still learn ...
7. Teaching does not only require ...
8. Teachers must also ...
9. A teacher will also benefit ...
10. Teaching brings ...
11. It is hard to do well ...
12. When students achieve success ....

*Задание 2. Составьте предложения, используя информацию текста.*

1. Pedagogy ...		... the art or science of being a teacher
2. Young people in prehistoric societies ...	take on	... through apprenticeship, imitation and rituals.
3. As a society grows complicated, teachers and schools ...	is	... more and more responsibility for educating the young.
4. The role of a teacher ...	were educated	... generally a very varied one
5. Teaching ...	brings	... many rewards and satisfactions

*Задание 3. Ответьте на вопросы.*

1. What is pedagogy?
2. When did the first major milestone in the history of education occur? Why?
3. How were young people educated in prehistoric societies?
4. Who takes on more and more responsibility for educating the young today?
5. What must a teacher require except a good knowledge of the subjects s/he teaches?
6. What kind of job is teaching?

*Задание 4. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text?
2. What is the text about?
3. What points does the text cover?
4. What should be underlined?
5. What can you say in conclusion?
6. What is your opinion on the text?

*Задание 5. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.*

*Задание 6. Прочитайте текст. Согласны ли вы с точкой зрения автора. Выразите свое мнение, используя вводные конструкции, выделенные в тексте.*

***Some people say that online education is an excellent alternative to traditional education. But other people believe that virtual education cannot substitute traditional one.***

**It goes without saying that** 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.

**To conclude,** I think that online learning is a wonderful opportunity to receive higher education for some people, although computer-based activities will hardly be able to replace practical or classroom-based situations.

*Задание 7. Прочитайте и переведите тексты на русский язык.*

### **Learning through play**

Early childhood education often focuses on learning through play, based on the research and philosophy of *Jean Piaget*, which posits that play meets the physical, intellectual, language, emotional, and social needs (PILES) of children. Children's curiosity and imagination naturally evoke learning when unfettered. Learning through play will allow a child to develop cognitively. This is the earliest form of collaboration among children. In this, children learn through their interactions with others. Thus, children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games.

*Tassoni* suggests that "some play opportunities will develop specific individual areas of development, but many will develop several

areas." Thus, it is important that practitioners promote children's development through play by using various types of play on a daily basis. Allowing children to help get snacks ready helps develop math skills (one-to-one ratio, patterns, etc.), leadership, and communication. Key guidelines for creating a play-based learning environment include providing a safe space, correct supervision, and culturally aware, trained teachers who are knowledgeable about the Early Years Foundation.

Learning through play has been seen regularly in practice as the most versatile way a child can learn. *Margaret McMillan* (1860-1931) suggested that children should be given free school meals, fruit and milk, and plenty of exercise to keep them physically and emotionally healthy. *Rudolf Steiner* (1861-1925) believed that play time allows children to talk, socially interact, use their imagination and intellectual skills. *Maria Montessori* (1870-1952) believed that children learn through movement and their senses and after doing an activity using their senses. The benefits of being active for young children include physical benefits (healthy weight, bone strength, cardiovascular fitness), stress relief, improved social skills and improved sleep. When young students have group play time it also helps them to be more empathetic towards each other.

In a more contemporary approach, organizations such as the National Association of the Education of Young Children (NAEYC) promote child-guided learning experiences, individualized learning, and developmentally appropriate learning as tenets of early childhood education. A study by the Ohio State University also analyzed the effects of implementing board games in elementary classrooms. This study found that implementing board games in the classroom "helped students develop social skills that transferred to other areas." Specific outcomes included students being more helpful, cooperative and thoughtful with other students. Negative outcomes included children feeling excluded and showing frustration with game rules.

*Piaget* provides an explanation for why learning through play is such a crucial aspect of learning as a child. However, due to the advancement of technology, the art of play has started to dissolve and has transformed into "playing" through technology. *Greenfield*, quoted by the author, *Stuart Wolpert*, in the article "*Is Technology Producing a Decline in Critical*

*Thinking and Analysis?*", states, "No media is good for everything. If we want to develop a variety of skills, we need a balanced media diet. Each medium has costs and benefits in terms of what skills each develops." Technology is beginning to invade the art of play and a balance needs to be found.

Many oppose the theory of learning through play because they think children are not gaining new knowledge. In reality, play is the first way children learn to make sense of the world at a young age. Research suggests that the way children play and interact with concepts at a young age could help explain the differences in social and cognitive interactions later. When learning what behavior to associate with a set action can help lead children on to a more capable future. As children watch adults interact around them, they pick up on their slight nuances, from facial expressions to their tone of voice. They are exploring different roles, learning how things work, and learning to communicate and work with others. These things cannot be taught by a standard curriculum, but have to be developed through the method of play. Many preschools understand the importance of play and have designed their curriculum around that to allow children to have more freedom. Once these basics are learned at a young age, it sets children up for success throughout their schooling and their life.

Many say that those who succeed in kindergarten know when and how to control their impulses. They can follow through when a task is difficult and listen to directions for a few minutes. These skills are linked to self-control, which is within the social and emotional development that is learned over time through play among other things.

*Задание 8. Найдите в интернете информацию на английском языке об известных ученых (педагогах, психологах, лингвистах), работавших в области дошкольного, начального школьного образования, логопедии. Поделитесь информацией со студентами в группе.*

## **Unit 15. MY FUTURE JOB**

### **Teaching job**

Profession of a teacher is one of the most ancient professions but even today it still remains one of the most important.

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group.

The first teachers were fathers and mothers, but very early in the human history children began to be taught by people other than their fathers and mothers. It is thought that schools first started in Egypt 5,000 to 6,000 years ago, and that it was the invention of writing which made them necessary. Writing made it possible to store up knowledge which grew with each generation. Specially trained people were therefore needed to teach it.

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

The role of a teacher is generally a very varied one. It does not require only a good knowledge of the subjects s/he teaches. Along with educating their students they bring them up and help them become part of the society. Teachers must have the ability to communicate, inspire trust and confidence and motivate students. An understanding of the students' emotional and educational needs in respect to their individual background and cultural heritage is also very important. A good teacher must possess many qualities: to be creative, hard-working, self-restrained, able to solve problems and make the right decisions, etc.

Not everyone can be a teacher as being a teacher means being a good example. Teacher must have an immaculate reputation, be someone who his or her students can be proud of, trust and seek advice.

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

*Задание 1. Закончите предложения, используя информацию из текста.*

1. Profession of a teacher still remains....
2. The first teachers were ...
3. Schools first started ...
4. Writing made it possible ....
5. Specially trained people were ...
6. The role of a teacher is ...
7. Along with educating their students teachers ...
8. Teachers must have the ability ...
9. A good teacher must possess ...
10. Being a teacher means ...
11. Teacher must have ...
12. Teaching is a ...
13. It is hard to do well unless ...
14. Teachers who do enjoy their work ...
15. When students achieve success, ...

*Задание 2. Составьте предложения, используя информацию текста.*

1. Young people in prehistoric societies ...

2. Early in the human history children ...

3. Teachers and schools ...

4. Teaching ...

5. Teachers ...

does not

require

began to be

taught

must have the

ability brings

were educated

take on

... through apprenticeship, imitation and rituals.

... by people other than their fathers and mothers.

... more responsibility for educating the young.

... only a good knowledge of the subjects s/he teaches.

... to communicate, inspire trust and confidence and motivate students.

... many rewards and satisfactions.

*Задание 3. Ответьте на вопросы по тексту.*

1. What profession is one of the most ancient?

2. How were young people educated in prehistoric societies?

3. Who were the first teachers in the human history?

4. When and where did schools first start?

5. What invention contributed to the appearance of schools and teachers? Why?

6. Who takes on more and more responsibility for educating the young nowadays?

7. Why is the role of a teacher a very varied one?

8. What qualities must a good teacher possess?

9. Can everyone be a teacher? Why not?

10. What kind of job is teaching?

*Задание 4. Кратко перескажите текст, ответив на следующие вопросы.*

1. What is the title of the text? 2. What is the text about? 3. What points does the text cover? 4. What should be underlined? 5. What can you say in conclusion? 6. What is your opinion on the text?

*Задание 5. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.*

*Задание 6. Вместо точек вставьте служебные слова (артикли, предлоги, союзы, вспомогательные глаголы, частицы, местоимения) там, где они требуется.*

Hello. ... name ... Ksenia and I have ... big family. My godmother's name ... Olga and ... works ... a speech therapist ... the kindergarten. She really likes this profession ... she loves children. Olga knows how ... find an approach ... each child. She ... been working as ... speech therapist ... many years and knows ... this isn't just a profession – this ... her vocation.

... child speech therapist is a specialist ... deals ... the diagnoses and correction ... speech disorders ... children, helps ... become more attentive. My godmother often told me ... her work, about ... children with whom she ... engaged ... the kindergarten. ... day the children sit ... Olga in front ... the mirror ... learn how ... speak correctly. She rejoices ... the children in ... success. This profession is ... easy, but ... interesting.

... few years ago I tried myself for ... first time ... a child speech therapist. How ... it happen? ... younger sister's name is Marina. She ... 7 years ... She has ... visiting a speech therapist ... two months. I ... doing special assignments ... my younger sister ... home. My godmother helped ... with this. I liked doing different exercises ... my sister so that she ... learn ... pronounce several sounds correctly. I love children very ... and deal ... them easily. I wanted ... become a child speech therapist like ... godmother. So I decided ... follow in her footsteps.

Now I ... studying ... the Pedagogical Institute ... become ... speech therapist. I hope that I ... succeed ... my profession. I am very grateful ... my godmother ... her help in choosing my profession. ... future I want my children ... become speech therapists in kindergarten ... school and help children ... speech disorders.

(Kseniya Malinina, NOL-121)

*Задание 7. Прочитайте текст. Согласны ли вы с точкой зрения автора. Выразите свое мнение, используя вводные конструкции, выделенные в тексте.*

***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.



Задание 8. Прочитайте и переведите текст на русский язык.

### **Speech-language pathologists in education and health care**

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.

SLPs work in many different research, education, and health care settings with varying roles, levels of responsibility, and client populations.

Because of the high demand for speech-language pathology services, part-time, full-time, and PRN (literally, *pro re nata* – in medicine, on an "as needed" basis) opportunities may be available depending on location, desired facility, employment flexibility, and other factors.

In many settings, SLPs often work as part of a collaborative, interdisciplinary team, which may include teachers, physicians, audiologists, psychologists, social workers, physical and occupational therapists, and rehabilitation counselors.

More than half of SLPs (56 %) are employed in educational settings, including 53 % in schools and 3 % in colleges and universities.

SLPs employed in early childhood and educational settings provide numerous services:

- Conduct screenings and diagnostic evaluations.
- Work with children with a wide range of disabilities, from mild or moderate to severe and/or multiple disorders.
- Provide services on an individual, small-group, or classroom basis to infants, toddlers, preschoolers, school-age children, and adolescents.
- Work on listening, speaking, reading, writing, and learning strategies in general education and special education classrooms.
- Collaborate with and train other professionals and parents to facilitate students' academic, communication, and social skills in an educational environment.
- Serve on program planning and teacher assistance teams.
- Write reports and participate in annual review conferences.
- Develop Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).

- Complete documentation as required by federal, state, and local agencies.
- Provide counseling and education to families.
- Serve as consultants to other educators and related professionals.
- Supervise support personnel in public schools.
- Supervise clinical practicums and clinical fellowships.

Some 39 % of SLPs are employed in health care settings, including 16 % in nonresidential health care facilities, 13 % in hospitals, and 10 % in residential health care facilities.

Acute care, rehabilitation, and psychiatric hospitals may offer speech and language services on an in/outpatient basis. Hospitals may provide services for patients of all ages, while some (such as children's hospitals and military hospitals) may treat specific populations.

SLPs in a hospital setting may:

- Diagnose and treat cognitive-communication and language disorders and/or swallowing problems.
- Function as members of multidisciplinary or interprofessional treatment teams.
- Provide counseling to patients and their families.
- Educate other health care staff about cognitive-communication, language, and swallowing disorders.

SLPs perform screenings and assessments and deliver treatment in skilled nursing facilities and other types of residential facilities, such as assisted living facilities. They treat the same disorders that are seen in hospitals, but typically stay longer to work on functional skills to become more independent. SLPs treat clients/patients of all ages in their homes or in free-standing outpatient settings, such as speech and hearing clinics or doctors' offices. SLPs who provide home care services may be employed by home health agencies, work in early intervention programs, or be in private practice. They may specialize in certain disorders or populations or treat a wide range of clients/patients.

*Задание 9. Расскажите, как вы представляете себе вашу будущую работу.*

*Задание 10. Ответьте на вопросы по темам курса «Английский язык»*

1. What language are you learning and why?
2. Where do you live? What is it like there?
3. Do your family members speak any foreign language?
4. What other language(s) do you speak, or want to speak?
5. Where have you traveled or want to travel?
6. Describe your favorite hobby (other than language learning).
7. What music do you listen to in your target language (TL)?
8. Are you a good cook? What's your favorite dish?
9. How do you improve your speaking in your TL?
10. What's your favorite pastime?
11. What level do you want to reach in your TL?
12. What is your job or dream job?
13. What is your most embarrassing language moment?
14. Do you learn languages in class or self-teach?
15. If you could be any animal, what would you be?
16. How do you improve your listening in your TL?
17. What is your biggest life goal?
18. What is the weather today?
19. What is the most crucial problem the world faces today, in your opinion?
20. What books have you read in your TL?
21. What keeps you motivated to learn your TL?
22. What is your biggest struggle in language learning?
23. Do you prefer the city or the country?
24. How do you improve your reading in your TL?
25. What is something that bothers you?
26. What was your favorite subject at school?
27. Have you been to the country where they speak your TL?
28. How do you learn new vocabulary?
29. How do you improve your writing in your TL?
30. What resources do you use for language learning?

## КРАТКИЙ ГРАММАТИЧЕСКИЙ СПРАВОЧНИК. УПРАЖНЕНИЯ И ТЕСТЫ

**Части речи:** имя существительное, имя прилагательное, имя числительное, местоимение, наречие, глагол, союз, предлог

**Члены предложения:** подлежащее (S), сказуемое (P), дополнение (O), определение (A), обстоятельство (M)

### 1. Порядок слов в английском предложении

Главное правило английского языка – прямой порядок слов:

S	–	P	–	O
Подлежащее	–	Сказуемое	–	Дополнение

**В каждом английском предложении обязательно должно быть  
ПОДЛЕЖАЩЕЕ и СКАЗУЕМОЕ**

*Упражнение 1. Разберите предложения по членам.*

1. I live in Vladimir. 2. My friend studies at the University. 3. She has a big family. 4. Their son likes sport. 5. I need you.

*Упражнение 2. Составьте предложения из данных слов:*

1. abroad, in, they, go, summer, always
2. he, listen, music, classical, to, likes, to.
3. in, she, many, original, the, English, read, books.
4. we, last, write, to, Monday, didn't, a, Mary, letter.
5. at, will, come, you, us, five, to, o'clock.

### 2. Множественное число имен существительных

Имя существительное + окончание **–s (-es)**

Если существительное в единственном числе оканчивается на:  
–у с предшествующей согласной, то во множественном числе –у  
меняется на **-i** и добавляется **-es**: a city – cities  
–f или –fe, то во множественном числе –f меняется на –v и добавляется  
окончание –es или –s: a shelf(полка) – shelves

Исключения:

**a** man – men

**a** foot – feet

**a** woman – women

**a** child – children

**a** tooth – teeth

*Упражнение 3. Образуйте множественное число существительных. Будьте внимательны! Есть исключения.*

Office, bank, nationality, man, certificate, passport, hotel, restaurant, factory, concert-hall, profession, auditorium, sportsman, coffee, lady, text.

*Упражнение 4. Переведите на английский язык:*

Два президента, три премьер-министра, пять студентов, шесть мужчин, семь женщин, восемь менеджеров, девять банкиров, десять посетителей, двадцать бизнесменов, пятнадцать директоров, тринадцать секретарей.

### 3. Притяжательный падеж имен существительных

The child's toys – The children's toys

The boy's books – The boys' books

**Притяжательный падеж** обозначает принадлежность предмета или лица и отвечает на вопрос **whose?** *Чей?* и употребляется с одушевленными существительными.

Существительное в притяжательном падеже имеет окончание:

1) **-'s** в единственном числе: our **teacher's** lectures – лекции нашего преподавателя

2) **'** (только апостроф) во множественном числе: the **students'** books – книги студентов

Существительное в притяжательном падеже переводится на русский язык либо соответствующим прилагательным, либо существительным в родительном падеже.

Упражнение 5. Переведите на русский язык.

- 1) Ann's table; 2) this man's book; 3) the boy's bag; 4) the women's pens;
- 5) my brother's books; 6) their dog's name; 7) Nick's car

Упражнение 6. Измените словосочетания упр. 5, используя предлог *of*.  
Ann's table – a table of Ann

Упражнение 7. В предложения замените словосочетания с предлогом *of* на словосочетания с существительные в притяжательном падеже.

1. The surname of my family is Ivanov.
2. The children of my cousins are at home.
3. The diploma projects of these students are interesting.
4. The telephone of my friend is of a new brand.
5. The cat of my aunt is fat.
6. The assignment of our teacher is difficult.

4. Артикли (неопределенный и определенный).

Артикли употребляются с именами существительными. Если есть местоимение или числительное перед существительным, то артикль не ставится. Если существительное употребляется с именем прилагательным, то артикль ставится перед именем прилагательным. Порядковые числительные употребляются с артиклем *the*.

	<i>Единственное число</i>	<i>Множественное число</i>
<i>Любой, всё равно какой</i>	<b>A(n)</b> (только исчисляемые)	-
<i>Именно этот</i>	<b>The</b>	<b>The</b>

Упражнение 8. Образуйте множественное число от следующих существительных.

an eye, a box, the woman, , a goose, the watch, a mouse, a king, the waiter, a star, a mountain, a woman, a dress, a tree, a shilling, the city, the sheep, a tooth., a boy, the queen, a man, the man, a toy

Упражнение 9. Вставьте артикль там, где необходимо.

1. "Is this your ... friend?" – "No, it isn't my ... friend, it is my sister". 2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot. 3. I have no ... car. 4. She has got ... terrible ... headache. 5. They have ... dog and two ... cats. 6. My ... cousin says he is going to be ... manager one ... day. 7. Would you like ... apple? 8. This is ... tree. ... tree is green. 9. I can see three ... children. ... children are playing in ... yard. 10. I have ... car. ... car is white. 11. My ... friend has no ... car.

### 5. Предлоги: основные значения

Место:	<b>On</b> – на; <b>In</b> – в; <b>At</b> – в/на
Запомните:	<i>at home, at work, at rest, at school</i>
Направление:	<b>To</b> – в, на, к; <b>From</b> – из, с, от
Время:	<b>At</b> – час; <b>On</b> – день; <b>In</b> – месяц\год <b>By</b> – к; <b>From – till</b> – с ... до; <b>Since</b> – с <b>For</b> – в течение
Наличие:	<b>With</b> – с
Отсутствие:	<b>Without</b> – без
Объект речи, мысли:	<b>About</b> – о
Принадлежность, родит. падеж:	<b>Of</b>
Цель:	<b>For</b> – за, для

Упражнение 10. Вставьте вместо точек подходящий предлог. В таблице указаны основные значения предлогов. При выполнении упражнения используйте словарь.

1. Translate these words ... English ... Russian.
2. My brother gave the money ... me.
3. I go to school ... foot, but yesterday I went to school ... bus.
4. "War and Peace" is written ... Leo Tolstoy.
5. My friend lives ... the ground floor ... a fourteen-storey block ... flats.
6. What is this bag made ... .

7. He has fallen ... love ... my sister.
8. The shop close ... 7 o'clock ... evening.
9. The classes begin ... half past eight.
10. He arrived ... Moscow ... the 13<sup>th</sup> ... April and left ... Vladimir only ... June.
11. I entered the university ... 2020.
12. Bye, see you ... Monday.
13. Nick plays tennis ... every Tuesday.
14. Nom is going to play tennis ... next Saturday.
15. ... last summer we spent our holidays ... Egypt.
16. We lived in that house ... 2000 ... 2020.
17. Mrs. Brown has been living ... the USA ... 3 years.
18. Jane will return ... an hour.
19. He got married ... the age ... 19.
20. They live ... Chicago.
21. Where is my English exercise-book? – I don't know. Try to find it ... your books ... your shelf.
22. Let's go ... the cafe.
23. My sister isn't ... home, she is ... school.
24. Carlson lived ... a small house ... the roof.
25. Pour some water ... the kettle, please.
26. I'm not interested ... football at all, but I'm keen ... tennis.
27. Mike is fond ... figure skating.
28. British cuisine is famous ... its traditional "fish and chips".
29. Do you like to listen ... classical music?
30. Look ... this photo. Isn't it nice?
31. Don't laugh ... my sister!
32. Who has paid ... meal?
33. What size are these boots? May I try them ...?



6. Местоимения: указательные, личные, притяжательные, возвратные.

Указательные местоимения

This – These

That – Those

*Упражнение 11. Напишите словосочетания во множественном числе.*  
 this sportsman, that team, that training, this foot, that athlete, this coach, this PE teacher, that fan, this auditorium, this document, that meeting

*Упражнение 12. Поставьте подлежащие во множественное число. Сделайте все необходимые изменения в предложениях.*

1. This young man is our PE teacher.
2. This kind of sport is very useful for health.
3. That sportsman is the winner of the competition.
4. This kind of sport is popular in the USA.
5. That athlete participated in the last Olympic Games.
6. That institute trains PE teachers.
7. This exam will be in summer.
8. This girl is our group mate.

Личные местоимения

<i>Именительный падеж =подлежаще</i>		<i>Объектный падеж = дополнение</i>	
<i>Кто? Что?</i>	<i>Who?/What?</i>	<i>Кого/чего? Кому/чему? Кого/что? Кем/чем? О ком/о чём?</i>	<i>Whom?</i>
Я	<i>I</i>	Меня	<i>Me</i>
Ты /Вы	<i>You</i>	Тебя/Вас	<i>You</i>
Он	<i>He</i>	Его	<i>Him</i>
Она	<i>She</i>	Её	<i>Her</i>
Оно	<i>It</i>	Его	<i>It</i>
Мы	<i>We</i>	Нас	<i>Us</i>
Они	<i>They</i>	Их	<i>Them</i>

*Упражнение 13. Употребите нужную форму личных местоимений.*

1. I often see (they, them) in the bus. 2. She lives near (we, us). 3. (We, us) always walk to school together. 4. He teaches (we, us) English. 5. She sits near (I, me) during the lesson. 6. I always speak to (he, him) in English. 7. He explains the lesson to (we, us) each morning. 9. There are some letters here for you and (I, me) 10. I know (she, her).

*Упражнение 14. Вместо подчеркнутых словосочетаний употребите нужные формы личных местоимений.*

Nick and Mary are at home. 2. I wrote grammar exercises in my notebook. 3. She put flowers in the vase. 4. Brother loses his keys too often. 5. Hellen cleaned the kitchen and the bathroom. 6. Alice and I saw this film on the Internet. 7. Julia teaches foreign languages. 8. Jane found a kitten. 9. Tom and Jarry learn Russian. 10. I heard the news last week. 11. We like these films very much. 12. I saw you with Jane this morning.

### Притяжательные местоимения

<i>Чей?</i>	<i>Whose?</i>
Мой,..	<i>My</i>
Твой,.. / Ваш,..	<i>Your</i>
Его	<i>His</i>
Её	<i>Her</i>
Его	<i>Its</i>
Наш	<i>Our</i>
Их	<i>Their</i>

*Упражнение 15. Заполните пропуски притяжательными местоимениями*

1. (He) ... composition is very interesting. 2. (we) ... son goes to school. 3. (You) ... sister is young. 4. (they) ... knowledge of the subject is very poor. 5. (he) ... name is John. 6. (I) ... family lives in Kovrov. 7. (She) ... friend often visits her.

*Упражнение 16. Заполните пропуски подходящей формой притяжательного местоимения в функции определения.*

1. Jane put \_\_\_ bag on the chair. 2. Peter writes letters to \_\_\_ girl friend every week. 3. We like \_\_\_ English classes very much. 4. Students write new words in \_\_\_ notebooks. 5. Mrs. Jones put on \_\_\_ glasses. 6. John often loses \_\_\_ things. 7. Mark gave me \_\_\_ book. 8. She'll put on \_\_\_ best dress. 9. Ann went to the concert with \_\_\_ brother. 10. Father took \_\_\_ pipe out of \_\_\_ mouth. 11. Sarah put \_\_\_ left hand in \_\_\_ pocket. 12. The men took \_\_\_ hats off.

### Возвратные местоимения

Себя	<i>Myself, Yourself / Yourselves, Himself, Herself, Itself, Ourselves, Themselves</i>
------	---

*Упражнение 17. Выберите правильную форму возвратного местоимения.*

1. He does his homework all by (himself, herself, myself).
2. I plan my vacation (ourselves, myself, themselves).
3. They are going to the sea (themselves, himself, ourselves).
4. My father built this house (himself, herself, ourselves).
5. This cat found (herself, himself, itself) a place under the sofa.
6. She bought (herself, itself, ourselves) earrings as a birthday present.

## 7. Прилагательные и наречия: степени сравнения

	положительная	сравнительная	превосходная
Односложные и двусложные прилагательные и односложные наречия (кроме early)	short easy soon  early	shorter easier sooner  earlier	the shortest the easiest the soonest  the earliest
Многосложные (больше двух слогов) прилагательные и (больше одного слога) наречия	interesting nicely	more interesting more nicely	the most interesting the most nicely
Исключения	good/well bad many/much little	better worse more less	the best the worst the most the least

*Упражнение 18. Напишите степени сравнения следующих прилагательных.*

Model: wet – wetter – the wettest;

expensive – more expensive – the most expensive

1. big (большой)
2. clever (умный)
3. good (хороший)
4. pleasant (приятный)
5. poor (бедный)
6. bad (плохой)
7. funny (смешной)
8. important (важный)
9. sunny (солнечный)
10. far (далекий)
11. comfortable (удобный)

## 8. Глагол

<b>Смысловые = полнозначные</b> (имеют лексические значения, переводятся на русский язык)	<b>Вспомогательные</b> (не имеют лексического значения, не переводятся на русский язык, выполняют грамматическую функцию в предложении)	<b>Модальные</b> (выражают отношение говорящего к ситуации)
<i>To go</i> <i>To read</i> ... <i>To do</i> <i>To be</i> <i>To have...</i>	<i>To do</i> <i>To be</i> <i>To have</i> <i>Will</i>	<i>Can</i> <i>May</i> <i>Must</i> <i>Should / Ought to</i> <i>Need</i> <i>To be to</i> <i>To have to ...</i>

### 3 формы полнозначных глаголов

<i>Как назы- вается</i>	<b>1-ая форма</b> <i>Инфинитив=</i> <i>неопределенная</i> <i>форма глагола</i>	<b>2-ая форма</b> <i>простое</i> <i>прошедшее время</i>	<b>3-ья форма</b> <i>причастие 2 =</i> <i>причастие</i> <i>прошедшего</i> <i>времени</i>
<i>Как обра- зуется</i>	Перед глаголом в форме инфинитива стоит частица <b>to</b>	Глагол+ <b>ed</b> (если глагол неправильный, 2 форма запоминается)	Глагол+ <b>ed</b> (если глагол неправильный, 2 форма запоминается)
<i>Примеры</i>	<i>To study, to</i> <i>write</i>	<i>Studied, wrote</i>	<i>Studied, written</i>
<i>Когда употреб- ляется</i>	Образует: 1. простое настоящее время (без «to») 2. простое будущее время: <b>will + 1 форма</b> (без «to» )	Образует: простое прошедшее время	Образует: 1. перфектные времена <b>to have + 3 форма</b> 2. страдательный залог <b>to be + 3 форма</b>

Кроме того, добавив к глаголу окончание –ing, мы получим *причастие I (participle I)*:

*Studying, writing*

*Упражнение 19. Восполните недостающие формы неправильных глаголов.*

I форма глагола	II форма глагола	III форма глагола
be	was/were	been
become		become
	began	
break		
	brought	brought
buy		
choose		chosen
drink	drank	cut
	drove	
eat		
		fallen
feel		
	forgot	
have		
go		gone
		known
leave		
put		met
	read	
run	ran	
see		
		sold
	sang	
speak		
	spent	spent
	swam	
	taught	taught
think		
	understood	
win	won	
		written

## 9. Построение вопросительных и отрицательных предложений

➤ Чтобы сделать предложение **отрицательным**, нужно добавить частицу **NOT** к **вспомогательному глаголу**.

*I **do not** speak French. I speak English.*

➤ Чтобы сделать предложение **вопросительным**, нужно **изменить порядок** слов и **использовать вспомогательный глагол**.

- Повествовательное предложение – **прямой порядок слов**:

**Подлежащее – сказуемое – дополнение**

*I read newspapers every day*

- Общий вопрос:

**Вспомогат. гл. + подлежащее + смысловый глагол+ ...**

*Do you read newspapers every day?*

- Специальный вопрос

**Вопросит. слово+вспомогат. гл.+подлежащее+смысловый гл.+ ...**

*What do you read every day?*

- Вопрос к подлежащему или группе подлежащего – **порядок слов не изменяется**.

**Подлежащее + сказуемое + ...**

*Who reads newspapers every day?*

➤ Глагол **TO BE** **не использует** вспомогательные глаголы для построения вопросительных и отрицательных предложений.

## 10. Глагол to be

Настоящее время

**am, is, are**

Прошедшее время

**was, were**

Будущее время

**will be**

*Упражнение 20. Сделайте предложения отрицательными и вопросительными.*

1. You are students.
2. They will be engineers in five years.
3. My father is a very busy man.
4. I was at the University yesterday.

5. She will be free tomorrow.
6. The students are in the classroom now.
7. My sister is 15 today.
8. I was in Moscow yesterday.
9. Her work is very interesting.
10. He is from New York.
11. She is 16.
12. They are married.
13. Jane was ill last week.
14. I am a student.
15. It was cold last winter.

*Упражнение 21. Вставьте глагол to be в нужной форме в настоящем времени.*

My name \_\_ Mark Ferry. I \_\_ a manager. I \_\_ forty-five. My wife \_\_ forty. Her name \_\_ Linda. Our home \_\_ in London. We \_\_ very happy here. Bill Douglas \_\_ my friend. He \_\_ a manager too. His brother Tom \_\_ a student. Bill and Tom \_\_ in Oxford now.

*Упражнение 22. Вставьте глагол to be в прошедшем времени.*

My sister ... very depressed last Monday. The weather ... terrible. It ... cold and rainy. Her husband ... not at home. He ... at hospital because he ... sick. Her children ... not at school. They ... not in the yard, they ... in the living room. The TV ... broken. The children ... not only upset, they ... very angry. The neighbors... not happy because her children ... too noisy. The house ... not clean. The sink ... broken. There ... dirty dishes on the kitchen table and in the sink. There ... nothing in the fridge. There ... no vegetables for dinner, there ... no juice for her children. There ... not even bread in the house! She ... tired and hungry. She ... just exhausted.

*Упражнение 23. Вставьте глагол to be в нужной форме.*

John Baiden ... the President of the USA. He ... always on a business trips in the country and around the world. Yesterday he ... in Paris. Tomorrow he ... in London. Last week he ... in Washington. Next week he ... in Athens. At



the moment he ... in the Hague.. In two hours he ... in Amsterdam. Three days ago he ... in Glasgow. At the end of his trip he ... usually very tired but happy. He ... with his family now. His family members ... so much excited. They have got presents from John. Everybody in the family ... very glad to see him at home again.

## 11.оборот There is/are

**There is ... / There are ...**

**There was... / There were ...**

**There will be ...**

(Где? есть \ находится \ существует Что?Кто?)

*Упражнение 24. Заполните пропуски правильной формой конструкции **there is/there are***

1. \_\_\_\_ 7 days in the week. 2. \_\_\_\_some sugar in this cup. 3. \_\_\_\_many children in the garden. 4. \_\_\_\_no mice in my house. 5. \_\_\_\_ not much snow in England. 6. \_\_\_\_ many historical buildings in Vladimir. 7. \_\_\_\_ no students in the classroom. 8. \_\_\_\_ several good sportsmen in my group. 9. \_\_\_\_no news. 10. \_\_\_\_a lot of people at the bus stop. 11.\_\_\_\_not much money left. 12. \_\_\_\_several supermarkets in the town.

*Упражнение 25. Переведите предложения на английский язык.*

1. Во Владимире много архитектурных памятников. 2. На вечеринке было много друзей. 3. В моём холодильнике нет мороженого. 4. На улице Пушкина есть музей. 5. Музей находится на улице Пушкина. 6. В твоём саду есть цветы? 7. Будет ли зачет в пятницу? 8. Что там на столе? 9. Кто там за дверью? 10. Музей находится в центре города. 11. В центре города есть музей. 12. Сколько компьютеров в этой аудитории? 13. Сколько денег на твоей карточке? 14. В моей контрольной работе нет ошибок.

## 12. Простые времена (Актив)

- Простое настоящее время образуется при помощи 1-ой формы глагола без частицы **to**. В третьем лице единственного числа к глаголу добавляется окончание **-s**.
- Простое прошедшее время образуется при помощи 2-ой формы глагола.
- Простое будущее время **will** + 1-ая форма глагола без частицы **to**.

*Упражнение 26. Раскройте скобки. Все предложения в простом настоящем времени.*

1. My brother (to get) up at 7 o'clock. 2. He (to go) to the university in the morning. 3. Tom is fond of sports. He (to do) his morning exercises every day. 4. She (to have) two eggs, a sandwich and a cup of tea for breakfast. 5. After breakfast she (to go) to the university. 6. It (to take) me two hours to do my homework. 7. My friend (to speak) German well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother is a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

*Упражнение 27. Раскройте скобки. Употребите глаголы в простом настоящем, прошедшем или будущем времени.*

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get)

up at nine o'clock. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

### 13. Простые времена (Пассив)

#### **To be + 3 форма смыслового глагола**

*Упражнение 28. Используйте глаголы в нужной форме настоящего, прошедшего и будущего простого времени.*

(USUALLY)

1. Breakfast (to cook) by my mother. 2. Homework (to do) after classes. 3. Students (to ask) during the lesson. 4. Meals (to buy) in the shop. 5. Friends (to visit) in the evening.

(YESTERDAY) 1. Breakfast (to cook) by my mother. 2. Homework (to do) after classes. 3. Students (to ask) during the lesson. 4. Meals (to buy) in the shop. 5. Friends (to visit) in the evening.

(TOMORROW) 1. Breakfast (to cook) by my mother. 2. Homework (to do) after classes. 3. Students (to ask) during the lesson. 4. Meals (to buy) in the shop. 5. Friends (to visit) in the evening.

*Упражнение 29. Используйте глаголы в нужной форме настоящего, прошедшего и будущего простого времени.*

1. My question (to answer) tomorrow. 2. Football (to play) in summer. 3. Mushrooms (to gather) in autumn. 4. His new film (to finish) next year. 5. Food (to sell) in shops. 6. Moscow (to found) in 1147. 7. Porridge (to eat) every day. 8. The exams (to pass) yesterday. 9. Marry (to send) to London next week. 10. He (to ask) at the lesson yesterday. 11. Many houses (to build) in our town every year. 12. This project (to do) tomorrow. 13. The text (to translate) at the last lesson. 14. These trees (to plant) last autumn. 15. Many interesting games always (to play) during our PT lessons. 16. We (to invite) to the concert last Saturday.

14. В придаточных предложениях условия и времени после союзов *if, when, till, until, as soon as, before, etc* вместо будущего времени употребляется настоящее время.

*Упражнение 30. Раскройте скобки, употребляя глаголы в простом настоящем или будущем времени. (Все предложения относятся к будущему времени).*

1. If you (to stay) some more days in the town, I (to call) on you and we (to have) a good talk. 2. As soon as I (to return) from Moscow, I (to ring) you up. 3. You (to pass) many towns and villages on your way before you (to arrive) in Vladimir. 4. After she (to finish) school, she (to enter) the University. 5. When they (to return) home, they (to call) on us. 6. If I (to see) him, I (to tell) him about the accident. 7. You certainly (to join) us when we (to gather) in our country house the next time. 8. When you (to cross) the road, you (to see) the theatre. 9. Before we (to get) to the theatre, we (to go) past the shopping centre. 10. What she (to do) if she (to see) him again?

#### 15. Система времен английского языка

Большинство времён в английском языке – сложные, т.е. состоят из: вспомогательного глагола (вспомогательных глаголов) и смыслового глагола: ***will work, is working, have worked, has been working, will have been working***

*Упражнение 31. Подчеркните сказуемые в предложениях. Используйте данные ниже таблицы.*

1. We were walking in the park this time yesterday.
2. They will be invited to the party.
3. I have never been to London.
4. They will be playing football all day long tomorrow.
5. He has been learning English for 10 years already.
6. The test was passed yesterday by the group.
7. They are listened to very attentively.
8. We travelled a lot last summer.
9. The job has already been done.

Система времен английского языка (актив)

Группа времен Время	Indefinite= Simple – Неопределенн ые= простые	Continuous = Progressive – Длительные = продолженные	Perfect – перфектные	Perfect continuous – перфектно- длительные
КАК?	<i>Регулярность</i>	<i>Процесс</i>	<i>Завершённост ь</i>	<i>Процесс + завершённос ть</i>
КОГДА?		<i>To be + “ing” форма</i>	<i>To have + 3 форма</i>	<i>To have been+ing форма</i>
маркеры	always, usually, ago, often, as a rule, sometimes, in 1975, every day, tomorrow, yesterday, ...	now, all day long, from ... till, ... when I came, Look! at that moment, Where is N? at 5 o'clock, ...	never, ever, just, already, yet, since This week, lately, recently; by, before, after,	for
Present Настоящ	1 форма <i>use(s)</i>	<i>am/is/are using</i>	<i>have/has used</i>	<i>have/has been using</i>
Past Прошед.	2 форма <i>used</i>	<i>was/were using</i>	<i>had used</i>	<i>had been using</i>
Future Будущее	Will + 1 форма <i>will use</i>	<i>will be using</i>	<i>will have used</i>	<i>will have been using</i>
Future in the past Будущ. в прошед.	Would + 1 форма <i>would use</i>	<i>would be using</i>	<i>would have used</i>	<i>would have been using</i>

Система времен английского языка (пассив)

Группа времен  Время	Indefinite = Simple – Неопределенные = простые To be + 3 форма	Continuous = Progressive – Длительные = продолженные To be being + 3 форма	Perfect – перфектные  To have been + 3 форма
Present Настоящее	<i>am/is/are used</i>	<i>am/is/are being used</i>	<i>have/has been used</i>
Past Прошедшее	<i>was/were used</i>	<i>was/were being used</i>	<i>had been used</i>
Future Будущее	<i>will be used</i>		<i>will have been used</i>
Future in the past Буд. в прош.	<i>would be used</i>		<i>would have been used</i>

*Упражнение 32. Поставьте предложения в отрицательную и вопросительную формы:*

1. My friends go in for sports. 2. He visits grandparents every Sunday. 3. I liked PE lessons very much. 4. They went to Italy last summer. 5. Her friend will meet her on Tuesday.

*Упражнение 33. Поставьте вопросы ко всем членам предложения.*

1. Jack studies at Cambridge University. 2. The Blacks live in Glasgow. 3. Ann took many interesting magazines at the library yesterday. 4. The child will stay in bed the whole week.

*Упражнение 34. Поставьте глагол, заключенный в скобки, в нужном времени Continuous.*

1. The teacher (to explain) a new grammar rule to the students now. 2. She (to watch) the film when we entered the room. 3. I (to drive) the car. Don't talk to me! 4. I (to travel) in the Caucasus this time next July. 6. They (to

wait) for me at 9 o'clock next Tuesday. 7. When you come, we (to do) our homework.

*Упражнение 35. Поставьте вопросы к данным предложениям, используя слова, данные в скобках.*

1. She has been to London (Where?) 2. He had done many exercises before his exam (What?) 3. He will have finished his book by next year (Who?) 4. They will have come to your house before you go to your office. (Where? When?) 5. They have started their work this Monday (What? Who? When?)

*Упражнение 36. Поставьте стоящие в скобках глаголы в соответствующие времена Perfect Continuous*

1. He (to look) at her for half an hour before she noticed me. 2. We (to translate) the text for several hours already, but we can't do it properly. 3. She (to study) for three years before she gets her diploma at this college. 4. Bill (to have) rest since early morning. 5. They (to learn) irregular verbs all the night on the eve of their last exam.

*Упражнение 37. Употребите глаголы в нужной форме настоящего, прошедшего и будущего простого, длительного и перфектного времен.*

1. Mary ... (listen) to the radio while I ... (cook) dinner. 2. You ... (write) this test yesterday? 3. Last Monday Kate ... (go) home early because she ... (want) to see a film. 4. When your sister usually ... (get) home after work? 5. Mother always ... (bring) us a nice presents. 6. What these children ... (do) in the yard? 7. You ... (read) already this book? 8. While John ... (sleep), Ann ... (watch) TV. 10. Linda ... (walk) home when she ... (see) her husband's car outside the cinema. 11. Look! Van and Tim ... (run) to school. 12. Jack's father ... (not work) in Paris – he ... (not speak) French. 13. John ... (buy) a car a week ago. 14. My father often ... (go) fishing. 15. While you ... (sleep), cousins ... (arrive). 17. Two new teachers just ... (to introduce) to the head of the institute. 19. She is sure she... (to ask) at the lesson tomorrow. 20. This new textbook ... (to sell) everywhere now.

## Тесты для самопроверки усвоения грамматического материала

### 1. Тест для самопроверки усвоения базового уровня английской грамматики

1. Образуйте множественное число от следующих имен существительных:

- a name
- a boy
- a bus
- a leaf
- a mouse

2. Выразите значение принадлежности, используя притяжательный падеж имен существительных

- name of his dog
- house of my friend
- exams of the students
- family of our friend
- job of this manager

3. Выберите подходящую форму местоимения (личные и притяжательные)

- ... like to travel. (I, me, my)
- Give me the book. ... is on the table. (It, it, its)
- ... job is to manage people. (He, him, his)
- They visited ... at weekends. (We, us, our)
- Tell ... to come tomorrow. (They, them, their)

4. Вставьте глагол TO BE в нужной форме

- ... you busy now?
- He ... a student last year.
- I ... at home at this time tomorrow.
- They ... not in Russia in 2000.
- It ... late. Let's go home.

5. Вставьте глагол TO HAVE в нужной форме

- We ... no problems now.
- She ... a great party last Sunday.



- They ... exams next week.
- He ... no family.
- ... you got any questions to me?

**6. Вставьте вспомогательный глагол TO DO или WILL в нужной форме**

- ... you visit our town last year?
- I ... not speak German.
- We ... call you tomorrow.
- He ... not study now.
- ... they live in the USA now?

**7. Вставьте подходящие по смыслу предлоги**

- Go ... the shop and buy some bread.
- My younger brother studies ... school.
- I was born ... 1990.
- Our classes start ... 9.00.
- She is a student ... the Academy.

**2. Тест для самопроверки усвоения системы времен английского языка**

**I. Вставьте глагола *be* или *have* в нужной форме:**

1. Their sons \_\_\_\_\_ businessmen.
2. He \_\_\_\_\_ a computer.
3. This boy \_\_\_\_\_ a student.
4. Much time \_\_\_\_\_ often spent by my relatives together last year.
5. A new PE teacher \_\_\_\_\_ introduced to the teaching staff by the school director yesterday.
6. The picture gallery \_\_\_\_\_ visited by them next Sunday.
7. The exams \_\_\_\_\_ passed by him well yesterday.
8. The library \_\_\_\_\_ often visited by the students.
9. The cake \_\_\_\_\_ cooked by my mother tomorrow.
10. We \_\_\_\_\_ waiting for her at the moment.
11. They \_\_\_\_\_ finished their work when we came in.
12. She \_\_\_\_\_ never been to the USA.
13. We \_\_\_\_\_ already read this book.

14. The letter \_\_\_\_\_ already been written by her.
15. By 9 o'clock tomorrow I \_\_\_\_\_ already sent all the letters.
16. I \_\_\_\_\_ just met her husband
17. He \_\_\_\_\_ not translated this text yet.
18. The texts were \_\_\_\_\_ translated by them all day long yesterday.
19. He \_\_\_\_\_ a student of the university.
20. There \_\_\_\_\_ no salt on the table.

II. ВСТАВЬТЕ ГЛАГОЛ *to cook* В НУЖНОЙ ФОРМЕ:

1. I often \_\_\_\_\_ dinner myself.
2. Yesterday they \_\_\_\_\_ porridge for breakfast.
3. What \_\_\_\_\_ you \_\_\_\_\_ now?
4. What \_\_\_\_\_ you \_\_\_\_\_ for dinner yesterday?
5. What \_\_\_\_\_ you \_\_\_\_\_ for breakfast tomorrow?
6. He \_\_\_\_\_ not \_\_\_\_\_ now, he \_\_\_\_\_ in some minutes.
7. \_\_\_\_\_ you already \_\_\_\_\_ omelets?
8. She always \_\_\_\_\_ porridge with milk for breakfast.
9. I \_\_\_\_\_ just \_\_\_\_\_ an apple pie.
10. What \_\_\_\_\_ she \_\_\_\_\_ in the evening tomorrow?
11. As a rule, we \_\_\_\_\_ some sandwiches in the morning.
12. At the moment, she \_\_\_\_\_ some salad.
13. We \_\_\_\_\_ meals every day.
14. He seldom \_\_\_\_\_ meat.
15. My sister usually \_\_\_\_\_ fish when she had time.
16. They \_\_\_\_\_ never \_\_\_\_\_ anything.
17. \_\_\_\_\_ he ever \_\_\_\_\_ anything for lunch?
18. They \_\_\_\_\_ lunch by the time we came.
19. We \_\_\_\_\_ chicken in an hour.
20. When \_\_\_\_\_ she \_\_\_\_\_ breakfast yesterday?

## Ключи к тестам

### 1. Тест для самопроверки усвоения базового уровня английской грамматики

1. Образуйте множественное число от следующих имен существительных:

- names
- boys
- busses
- leaves
- mice

2. Выразите значение принадлежности, используя притяжательный падеж имен существительных

- dog's name
- my friend's house
- the students' exams
- our friend's family
- this manager's job

3. Выберите подходящую форму местоимения (личные и притяжательные)

- I like to travel.
- Give me the book. It is on the table.
- His job is to manage people.
- They visited us at weekends.
- Tell them to come tomorrow.

4. Вставьте глагол TO BE в нужной форме

- Are you busy now?
- He was a student last year.
- I will be at home at this time tomorrow.
- They were not in Russia in 2000.
- It is late. Let's go home.

5. Вставьте глагол TO HAVE в нужной форме

- We have no problems now.
- She had a great party last Sunday.
- They will have exams next week.

- He has no family.
- Have you got any questions to me?

**6. Вставьте вспомогательный глагол TO DO или WILL в нужной форме**

- Did you visit our town last year?
- I do not speak German.
- We will call you tomorrow.
- He does not study now.
- Do they live in the USA now?

**7. Вставьте подходящие по смыслу предлоги**

- Go to the shop and buy some bread.
- My younger brother studies at school.
- I was born in 1990.
- Our classes start at 9.00.
- She is a student of the Academy.

**2. Тест для самопроверки усвоения системы времен английского языка**

I. Вставьте глагола *be* или *have* в нужной форме:

1. Their sons are businessmen.
2. He has a computer.
3. This boy is a student.
4. Much time was often spent by my relatives together last year.
5. A new PE teacher was introduced to the teaching staff by the school director yesterday.
6. The picture gallery will be visited by them next Sunday.
7. The exams were passed by him well yesterday.
8. The library is often visited by the students.
9. The cake will be cooked by my mother tomorrow.
10. We are waiting for her at the moment.
11. They had finished their work when we came in.
12. She has never been to the USA.
13. We have already read this book.
14. The letter has already been written by her.
15. By 9 o'clock tomorrow I will have already sent all the letters.

16. I have just met her husband
17. He has not translated this text yet.
18. The texts were being translated by them all day long yesterday.
19. He is a student of the university.
20. There is no salt on the table.

II. Вставьте глагол *to cook* в нужной форме:

1. I often cook dinner myself.
2. Yesterday they cooked porridge for breakfast.
3. What are you cooking now?
4. What did you cook for dinner yesterday?
5. What will you cook for breakfast tomorrow?
6. He is not cooking now, he will cook in some minutes.
7. Have you already cooked omelets?
8. She always cooks porridge with milk for breakfast.
9. I have just cooked an apple pie.
10. What will she cook in the evening tomorrow?
11. As a rule, we cook some sandwiches in the morning.
12. At the moment, she was cooking some salad.
13. We cook meals every day.
14. He seldom cooks meat.
15. My sister usually cooked fish when she had time.
16. They have never cooked anything.
17. Has he ever cooked anything for lunch?
18. They had cooked lunch by the time we came.
19. We will cook chicken in an hour.
20. When did she cook breakfast yesterday?

## ЗАКЛЮЧЕНИЕ

Практическое владение иностранным языком – неотъемлемая часть современной подготовки специалистов в высших учебных заведениях страны. Умение работать с иноязычными текстами представляется основным возможным практическим применением полученных в процессе обучения навыков в будущей профессиональной деятельности.

Учебно-практическое пособие рассчитано как на аудиторную, так и самостоятельную работу студентов бакалавриата. Предлагаемые задания позволяют развить навыки и умения чтения, перевода и изложения полученной информации в устной и письменной формах. Упражнения, имеющие тематическую направленность, способствуют расширению словарного запаса и практическому применению лексико-грамматических навыков.

Грамматика представлена в пособии в качестве справочного материала, который может быть использован индивидуально, в зависимости от конкретных потребностей обучаемых.

Доступность изложения материала, разнообразные упражнения для речевой практики, соответствие тематики текстов возрастным и профессиональным интересам – залог достижения студентами более высокого уровня в овладении английским языком.

Авторы выражают благодарность студентам группы НОЛ-121 Аристовой Елизавете, Бенько Анастасии, Батманову Александру, Казанской Валерии, Кожевниковой Анастасии, Куликовой Анне, Малининой Ксении, Савченко Алене за активное участие в работе над пособием.

## БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Агабекян, И. П. Английский язык для бакалавров = A-Course of English for Bachelor's Degree Students. Intermediate level / И. П. Агабекян. – Ростов н/Д. : Феникс, 2013. – 379 с.

2. Баранова, К. М. Английский язык : учеб. для начинающих / К. М. Баранова, Д. Дули, В. В. Копылова. – М. : Пров., 2013. – 160 с.

3. Дюканова, Н. М. Английский язык : учеб. пособие / Н. М. Дюканова. – М. : ИНФРА-М, 2013. – 319 с.

4. Карпова, Т. А. Английский язык : учеб. пособие / Т. А. Карпова, А. С. Восковская. – М. : КноРус, 2013. – 368 с.

5. Кузьменкова, Ю.Б. Английский язык : учеб. для бакалавров / Ю. Б. Кузьменкова. – М. : Юрайт, 2013. – 441 с.

6. Маньковская, З. В. Английский язык в ситуациях повседневного делового общения : учеб. пособие / З. В. Маньковская. – М. : ИНФРА-М, 2013. – 223 с.

7. Матвеев, С. А. Английский язык. Все необходимые разговорные темы: Для начинающих, которые не владеют английским языком / С. А. Матвеев. – М. : АСТ, Астрель, ВКТ, 2012. – 127 с.

8. Оксентюк, О. Р. Английский язык для совершенствующихся. Актуальные проблемы сегодняшнего дня. Topical Issues of Today / О. Р. Оксентюк. – М. : МГИМО, 2006. – 106 с.

9. Первухина, С. В. Английский язык в таблицах и схемах / С. В. Первухина. – Ростов н/Д. : Феникс, 2013. – 188 с.

10. Романова, В. А. Английский язык. Тесты, диалоги, разговорные темы, задания и упражнения : учеб. пособие. + CD / В. А. Романова. – М.: Владос, 2014. – 399 с.

11. Степанова, С. Н. Английский язык для педагогических специальностей : учеб. пособие для студ. высш. пед. учеб. заведений / С. Н. Степанова, С. И. Хафизова, Т. А. Гревцева. – М. : Академия, 2008. – 224 с.

12. Хафизова, С. И. Английский язык для направления «Педагогическое образование» : учебник для студ. учреждений высш. проф. образования / С. И. Хафизова, С. Н. Степанова, Т. А. Гревцева ; под ред. С. Н. Степанова. – М. : Академия, 2012. – 224 с.

## ОГЛАВЛЕНИЕ

ПРЕДИСЛОВИЕ .....	3
Unit 1. ABOUT MYSELF AND MY FAMILY .....	4
Unit 2. ABOUT MY HOME.....	7
Unit 3. ABOUT MY DAILY ROUTINE .....	13
Unit 4. ABOUT MY HOBBY .....	20
Unit 5. ABOUT MY MEALS .....	27
Unit 6. TRAVELLING .....	35
Unit 7. RUSSIA.....	41
Unit 8. LEARNING FOREIGN LANGUAGES .....	48
Unit 9. ENGLISH SPEAKING COUNTRIES .....	56
Unit 10. HOLIDAYS, CUSTOMS AND TRADITIONS .....	68
Unit 11. GLOBAL PROBLEMS OF THE WORLD.....	76
Unit 12. ENVIRONMENTAL POLLUTION.....	85
Unit 13. HIGHER EDUCATION IN RUSSIA.....	92
Unit 14. PEDAGOGY.....	101
Unit 15. MY FUTURE JOB.....	107
КРАТКИЙ ГРАММАТИЧЕСКИЙ СПРАВОЧНИК. УПРАЖНЕНИЯ И ТЕСТЫ .....	115
ЗАКЛЮЧЕНИЕ.....	141
БИБЛИОГРАФИЧЕСКИЙ СПИСОК.....	142



*Учебное издание*

ДАТЧУК Наталья Юрьевна  
ЛЕВИЦКАЯ Линда Викторовна

АНГЛИЙСКИЙ ЯЗЫК  
ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ  
(ПРОФИЛЬ «НАЧАЛЬНОЕ ОБРАЗОВАНИЕ  
С ОРГАНИЗАЦИЕЙ ЛОГОПЕДИЧЕСКОЙ РАБОТЫ»)

Учебно-практическое пособие

*Издается в авторской редакции*

Подписано в печать 11.05.23.

Формат 60×84/16. Усл. печ. л. 8,37. Тираж 40 экз.

Заказ

Издательство

Владимирского государственного университета  
имени Александра Григорьевича и Николая Григорьевича Столетовых.  
600000, Владимир, ул. Горького, 87.