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English for the first year bachelors of distant education

Учебное пособие для бакалавров
первого курса заочного отделения

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В пособии представлен основной материал, соответствующий модульной рабочей программе по дисциплине «Иностранный (английский) язык» для бакалавров первого курса заочной формы обучения. Издание содержит теоретический и практический грамматический материал по английскому языку, контрольные задания и тексты по направлениям профессиональной подготовки для самостоятельного изучения, образцы устных тем для формирования речевых умений студентов.

Для бакалавров первого года обучения заочной формы всех направлений подготовки, преподавателей английского языка высших учебных заведений, а также всех заинтересованных лиц.

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ВВЕДЕНИЕ

Данное издание предназначено для аудиторной и самостоятельной работы студентов 1 курса заочного отделения по всем направлениям подготовки. Оно соответствует модульной учебной программе по английскому языку и содержит материал, изучаемый в 1 и 2 семестрах.

Цель курса иностранного языка в вузе – приобретение студентами коммуникативной компетенции, уровень которой на отдельных этапах языковой подготовки позволяет практически использовать иностранный язык как в профессиональной (производственной и научной) деятельности, так и для целей самообразования.

В результате изучения курса студенты должны освоить базовые правила грамматики (на уровне морфологии и синтаксиса), базовые нормы употребления лексики и фонетики, требования к речевому и языковому оформлению устных и письменных высказываний с учетом специфики иноязычной культуры. Студенты заочного отделения должны уметь воспринимать на слух и понимать основное содержание несложных аутентичных текстов, понимать основное содержание научно-популярных и научных текстов, вести диалог на иностранном языке, соблюдая нормы речевого этикета, делать сообщения и выстраивать монолог на заданную тему, выполнять письменные задания, и владеть приёмами самостоятельной работы с языковым материалом (лексикой, грамматикой, фонетикой) с использованием справочной и учебной литературы.

Представленное издание включает краткое разъяснение всего материала 1 и 2 семестра: правила грамматики английского языка и соответствующие им упражнения, тесты для самопроверки, образцы устных тем, контрольные работы №1 и №2, специальные тексты для перевода по направлениям подготовки, а также методические рекомендации для студентов по работе с разными аспектами языка и видами речевой деятельности.

МОДУЛЬ I

Первый модуль включает материал установочной сессии и первого семестра, заканчивается зачетом и защитой контрольной работы.

Содержание 1 модуля:

Аспекты языка:

1. Фонетика. Вводно-фонетический курс по темам:

1.1 Транскрипционные знаки, ударение.
1.2 Правила чтения гласных в разных типах ударных слогов.
1.3 Правила чтения сочетаний гласных.
1.4 Правила чтения согласных и их сочетаний.
1.5 Интонация, фонетические упражнения.

2. Лексика

2.1. Учебная и деловая лексика (30 ед.)

3. Грамматика

3.1. NOUNS (Имя существительное: множественное число, артикль, притяжательный падеж).
3.2. PRONOUNS (Местоимения: личные, неопределенные, количественные, вопросительные).
3.3. ADJECTIVES (Имя прилагательное: степени сравнения).
3.4. NUMERALS (Числительные: порядковые, количественные).
3.5. VERBS (Глаголы: to be, to have. Действительный залог. Времена группы SIMPLE).

Виды речевой деятельности:

1. Говорение

устная тема «My Family»

2. Чтение

понимание основного содержания текста и запрашиваемой информации: несложные публицистические и общественно-политические тексты по обозначенной тематике; детальное понимание текста: письма личного характера

3. Аудирование

понимание основного содержания текста и запрашиваемой информации

4. Письмо

письма личного характера

ФОНЕТИЧЕСКИЙ ПРАКТИКУМ

Английский язык в фонетическом отношении существенно отличается от русского, поэтому необходимо не только представлять особенности английской фонетики, но и постоянно тренироваться в произношении.

К числу наиболее существенных черт звуковой системы английского языка относятся следующие.

Согласные звуки

1. Звонкие согласные не оглушаются и сохраняют свою звонкость в любой позиции слова или предложения. Оглушение конечной звонкой согласной ведёт к изменению или разрушению смысла слова. Например, оглушение конечной согласной в слове bad ведёт к изменению смысла и, соответственно, к путанице:

[bæd] – плохой; [bæt] – летучая мышь

2. Согласные в английском языке произносятся твёрдо в любой позиции, например:

pet [p]; bill [b]; look [l]; bird [b]

В английском языке смягчение или палатализация – ошибка. Она не ведёт к искажению смысла, но приводит к сильному акценту и затрудняет понимание.

Гласные звуки

1. Гласные звуки английского языка различаются по долготе и краткости. Несоблюдение данного правила приводит к искажению или разрушению смысла. Например, произнося, казалось бы, одно и то же слово с долгим и с кратким гласным, мы получим в результате два совершенно разных слова:

[hit] – удар; [hi:t] – жара

[pul] – тащить; [pu:l] – лужа

2. В каждом двусложном и многосложном слове имеется строго фиксированное ударение. Произвольный сдвиг словесного ударения приводит или к акценту, или к изменению смысла слова, например:

'impact – удар; im'pact – ударять

'subject – предмет; sub'ject – подчинять

Изучите правила чтения английских гласных и согласных и выполните предложенные упражнения.

Правила чтения гласных в 4 типах слогов

Таблица 1

	Открытый	Закрытый	Гласная + r	Гласная + re
	[eɪ]	[æ]	[a:]	[ɛ́ə]
A a	name late game plane fate	tram map stand plan factory	hard dark start party farm	share rare care compare prepare
	[i:]	[e]	[ə:]	[ɪə]
E e	she we be week repeat	get egg fell let ten	her term verb serve person	here mere sphere period material
	[aɪ]	[ɪ]	[ə:]	[aɪə]
I i / Y y	time type my fly	ill milk system syntax	sir bird girl byrn	fire lyre hire tired
	[ju:]	[ʌ]	[ə:]	[juə]
U u	use student union human pupil	under fun uncle butter supper	burn burst turkey return furniture	pure cure during curious secure
	[əu]	[o]	[o:]	[o:]
O o	home hope note nose smoke	not clock fond dog shop	nor north sport lord short	more shore explore before store

1. Прочтите слова, обращая внимание на тип слога:

blame, melt, be, had, five, my, run, bite, best, spoke, stock, hill, meet, cut, send, bed, style, side, plan, miss, bitter, typist, nut, use, us, plane, lake, lye, fat, biter, better, mist, six, style, tube, dust, lunch, space, bottle, rise, raze, symbol, mutton, vote, office, luck, bad, long, no, note, just, club, shelf, summer, subject, pencil.

2. Прочтите слова, обращая внимание на чтение гласных в ударных открытых и закрытых слогах перед r:

star, pure, birch, hire, turn, short, severe, born, birth, lyre, care, prepare, torn, spare, parent, far, person, mere, merge, bar, cure, wire, admire, bare, shore, lord, north, bird, hurt, verse, tired, term, forty, hard, hare, rare, core, care, large, share, harm, spur, girl, dirty, satire, fork, charm, scare, morning, first, turtle, more, skirt.

Правила чтения сочетаний гласных

Таблица 2

Буква	Буквосочетания	Звук	Примеры
A a	a + ir	[ɛə]	a**ir**, ha**ir**, cha**ir**, pa**ir**, fa**ir**
	ay, ai	[ei]	pl**ay**, p**ay**, s**ay**, d**ay**, tod**ay**, **ai**m, r**ai**n, p**ai**nt, m**ai**n, n**ai**l
	a + n a + f a+ s+согласная a + th	[α:]	pl**an**t, br**an**ch, c**an**'t **af**ter, cr**af**t gr**ass**, cl**ass**, f**ast**, t**ask** p**ath**, r**ath**er, f**ath**er
	a + l a + ll a + lk	[o:]	**all**, b**all**, t**all**, c**all**, sm**all** ch**alk**, t**alk**, w**alk**
	w + ar	[wo]	**war**, **war**m, a**war**d, **war**n
	w(h) + a	[o:]	**wa**s, w**ha**t, **wa**nt, **wa**sh, **wa**tch
	aw	[o:]	l**aw**, s**aw**, dr**aw**, str**aw**berry
	au(gh)	[o:]	**au**thor, **au**tumn, d**augh**ter
	a + nge	[ei]	ch**ange**, str**ange**, exch**ange**
E e	ee, ea	[i:]	s**ee**, m**ee**t, tr**ee**, gr**ee**n, str**ee**t, f**ee**l, s**ea**, m**ea**t, t**ea**, t**ea**m, p**ea**ce
	ea + d, th, lth **но**	[e]	h**ead**, d**ead**, br**ead**, d**eath**, h**ealth**
		[i:]	r**ead**, l**ead**, r**ead**er, l**ead**er
	ea + r + согл.	[ə:]	**earn**, **earth**, **earl**y, l**earn**
	ear, eer	[iə]	h**ear**, n**ear**, **ear**, cl**ear**, d**ear**
	ew	[ju:]	n**ew**, kn**ew**, n**ew**spaper, f**ew**
	ei	[i:]	c**ei**ling, rec**ei**ve, dec**ei**ve, s**ei**ze
	er (в суффиксе)	[ə]	work**er**, driv**er**, paint**er**
	ey (под ударением)	[e]	th**ey**, gr**ey**, ob**ey** **но** k**ey** [ki:]

Буква	Буквосочетания	Звук	Примеры
	ey (в неударном слоге)	[i:]	mon**ey**, hock**ey**, troll**ey**
Ii	ie (перед согласной)	[i:]	f**ie**ld, p**ie**ce, n**ie**ce, br**ie**f, ch**ie**f
	ie (в конце слова)	[ai]	l**ie**, t**ie**, d**ie**
	igh	[ai]	n**igh**t, f**igh**t, h**igh**, s**igh**, s**igh**t, fl**igh**t
	i+nd	[ai]	k**ind**, f**ind**, m**ind**, bl**ind**
	но	[i]	w**ind**, w**ind**ow
	i+ld	[ai]	m**ild**, ch**ild** **но** ch**ild**ren
Oo	oo+n, l	[u:]	m**oon**, s**oon**, t**oo**, c**ool**, f**ool**
	oo+k	[u]	l**ook**, b**ook**, t**ook**, c**ook**
	ou	[au]	h**ou**se, r**ou**nd, **ou**t, ab**ou**t
	но	[u]	sh**ou**ld, c**ou**ld
	ough+t	[o:]	b**ought**, th**ought**, f**ought**, br**ought**
	oa	[ou]	c**oa**t, b**oa**t, s**oa**p, r**oa**d, t**oa**st
	ow (в середине слова)	[au]	t**ow**n, br**ow**n, d**ow**n, p**ow**er
	ow (в конце слова)	[ou]	wind**ow**, sl**ow**, r**ow**, sn**ow**, gr**ow**
	но	[au]	n**ow**, h**ow**
	oy oi	[oi]	b**oy**, t**oy**, n**oi**se, v**oi**ce, s**oi**l ch**oi**ce, c**oi**n, b**oi**l
	o+ld	[ou]	**old**, c**old**, s**old**, h**old**, t**old**, b**old**
	our, ower	[auə]	**our**, h**our**, sh**ower**, fl**ower**, t**ower**, p**ower**
	our (исключения)	[o:]	f**our**, c**our**t, c**our**se, y**our**
	o+m, m+o o+n o+v o+th	[ʌ]	s**om**e, c**om**e, a**mo**ng, **mo**ney s**on**, w**on**, w**on**derful, fr**on**t gl**ov**e, l**ov**e, l**ov**ely m**oth**er, br**oth**er, **oth**er
		[u]	pr**ov**e, m**ov**e, m**ov**ement, impr**ov**ement
	ous	[ə]	fam**ous**, danger**ous**, vari**ous**
	or	[ə]	doct**or**, tract**or**, conduct**or**
Uu	ue	[ju:]	d**ue**, s**ue**, h**ue**
	после r, l	[u:]	t**rue**, b**lue**
	ure (в открытом слоге после s)	[uə]	**sure**, **sure**ly **но** s**u**gar

Буква	Буквосочетания	Звук	Примеры
	u (в закрытом слоге после f, p, b)	[u]	**fu**ll, **pu**sh, **bu**sh, **bu**ll
	(в открытом слоге после r, j)	[u:]	**ru**le, **ju**ne, **ju**bilee, **ru**mour
Yy	перед гласной в начале слова	[j]	**ye**s, **ye**t, **ye**ar, **ye**sterday
	в безударном положении на конце слова	[i]	cit**y**, mon**ey**, holid**ay**, lad**y**, laz**y**, fift**y**, seventy

3. Прочтите слова, обращая внимание на правила чтения сочетаний гласных:

wait, air, fall, autumn, class, cast, basketball, father, cheap, feed, ready, eight, few, they, peer, trial, tooth, child, mind, high, boat, toil, annoy, took, spoon, hold, found, town, come, mother, sour, hour, pull, another, allow, yes, yard, yeast, year, chair, auk, talk, maw, pass, auto, saw, pay, after, dean, head, freight, dew, blew, obey, pioneer, via, lion, wild, sight, coal, crook, folk, sound, cows, son, company, done, power, yoke, push, cask, walk, dawn, fair, mean, meadow, bread, neigh, bind, soap, coy, shook, sold, down, month, tower, among.

Правила чтения согласных

Таблица 3

Буква	Алф. чтение	Звук	Правило чтения	Примеры
Bb	[bi:]	[b]		Big, battle, bath, birch
Cc	[si:]	[s]	Перед e, i, y	Ice, decide, cycle
		[k]	В остальных случаях	Carry, coal, cut, act, music
ck		[k]		Back, lack, sick
ch		1.[tʃ]	Английские слова	Champion, change, teach
		2.[k]	Греческие слова	School, character
		3. [ʃ]	Французские слова	Machine
Dd	[di:]	[d]		Dialogue, difficult
Ff	[ef]	[f]		Flower, floor, fly, fool
Gg	[dgi:]	[dg]	Перед e, i, y	Gin, page, age, gentle
		[g]	В остальных случаях	Big, god, gossip, go, glad
gh			Не читается	Ri**gh**t, tau**gh**t, brou**gh**t
Hh	[eitʃ]	[h]		Hand, hook, happy, handle
Jj	[dgei]	[dg]		Jump, judge, Jack, jam
Kk	[kei]	[k]		Kill, kind, king
kn		[n]		Knife, knee, know

Буква	**Алф. чтение**	**Звук**	**Правило чтения**	**Примеры**
Ll	[el]	[l]		Late, law, learn, leg, light
Mm	[em]	[m]		Moment, mummy, modern
Nn ***ng*** ***nk***	[en]	[n] [ŋ] [ŋk]		Nest, number, nut, nurse Long, taking, wing Bank, blank, ink, pink
Pp ***ph***	[pi:]	[p] [f]		Pole, practice, public Photo, phone, physics
Qq	[kju:]	[kw]		Quite, quick, question
Rr	[a:]	[r]		Broke, run, red, tree read
Ss ***sh*** ***-ssion***	[es]	1. [s] 2. [z] 3. [ʒ] [ʃ] [ʃn]	1. После глухих согласных, в начале слова 2. между гласными, после звонких согласных 3. перед –ual, ure, ion	Sad, send, meets, gas Stones, styles, music Usual, pleasure, division She, shake, ship, dish Discussion, session
Tt ***th*** ***-ture*** ***-tion***	[ti:]	[t] [θ] [ð] [tʃe] [ʃn]	 Смысловые слова Служебные слова	Ten, test, tell, twenty Thick, three, thin, teeth These, they, with, then Nature, structure, future Nation, station, translation
Vv	[vi:]	[v]		Five, voice, vote
Ww ***wh*** ***wh*** ***wr***	[dʌbl ju:]	[w] [w] [h] [r]	По общему правилу Перед **o**	Water, we, well, wish White, why, when, which Who, whose, whom Write
Xx	[eks]	[gz] [ks]	Перед ударной гласной В остальных случаях	Exam, example, exist Text, six, excellent
Zz	[zed]	[z]		Zoo, zero

4. Прочтите слова, обращая внимание на правила чтения согласных:

cite, cyst, scene, science, screw, coil, cure, decree, chap, fetch, stock, game, gun, page, noise, these, wash, shoot, gather, hungry, further, whether, clothes, conquer, conqueror, why, whip, white, whose, whom, wreck, wrench, wreak, thank, think, pleasure, treasure, inclusion, provision, station, national, tension, explosion, was, swan, wander, lecture, working, word, worse, bridge, charge, puck, couch, certain, cycle, usher, being, angry, thus, whole, wrap, worth**,** feature, swamp, future, mention, action, conclusion, measure.

5. Прочтите слова, обращая внимание на правила чтения глаголов с окончанием –ed:

-ed = [t]: worked, asked, looked, liked, walked, stopped, washed, finished, dressed, smoked, brushed, danced, missed, kissed, helped, discussed, talked, placed, developed, replaced, introduced, noticed, earthed;

-ed = [d]: answered, covered, entered, prepared, suffered, surrendered, plundered, considered, cared, shared;

-ed = [id]: wanted, needed, lasted, decided, visited, attended, graduated, translated, skated, celebrated, accepted, expected.

6. Прочтите слова, обращая внимание на правила чтения многосложных слов: в трехсложных и четырехсложных словах ударение падает на третий от конца слог и гласная в нем читается кратко. Слова, состоящие из пяти слогов и более, имеют два ударения: второстепенное и главное. Главное ударение падает на третий слог от конца, а второстепенное - на пятый слог. И в том и другом слоге гласная читается по правилу закрытого слога (кратко).

navigate, liberate, penetrate, celebrate, educate, operate, indicated, economy, democracy, geography, political, monopoly, biography, ability, history, family, enemy, animal, capital, radical, factory, general, origin, industry, regiment, monument, regular, popular, faculty, company

7. Определив слоги с главным и второстепенным ударениями, прочтите следующие слова:

celebration, demonstration, consolidation, administration, navigation, liberation, pronunciation, obligation, revolution, resolution, constitution, opposition, expedition, competition, delegation.

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

Изучая любую грамматическую конструкцию, обязательно обращайте внимание на следующие моменты:

- внешние опознавательные (формальные) признаки изучаемой формы или конструкции, т.е. **как изучать ее в тексте;**

- ее дифференцировочные признаки, т.е. **как отличать ее** от внешне похожих на нее форм, если такие имеются;

- эквивалентные формы русского языка, т.е. **как ее перевести.**

Грамматика – это то, что превращает бессмысленный набор слов в сообщение. Если изъят из предложения все грамматические компоненты (для русского языка это – окончания, союзы и предлоги), предложение потеряет смысл.

Помните, что грамматический строй английского языка, почти полностью потерявший окончания падежей, рода и числа, существенно отличается от грамматического строя славянских языков.

Рекомендации по организации работы с грамматическим материалом:

1. Проработайте теоретический материал по теме в учебном пособии.
2. Выделите главные признаки изучаемого грамматического явления. Запишите их в тетрадь. Запомните!
3. Выполните тренировочные упражнения на закрепление изученной темы.
4. Проверьте усвоение грамматического материала по тесту.
5. Выполните задания контрольной работы.

Тема 1. ИМЯ СУЩЕСТВИТЕЛЬНОЕ

1.1. Множественное число существительных

1. Имена существительные образуют множественное число путем прибавления к форме единственного числа окончания -s, которое произносится как [z] после звонких согласных и после гласных и как [s] после глухих согласных:

hand (рука)	hands	[hændz]
machine (машина)	machines	[mə'ʃi:nz]
shoe (ботинок)	shoes	[ʃu:z]
year (год)	years	[jə:z]
map (карта)	maps	[mæps]
safe (сейф)	safes	[seifs]

2. Имена существительные, оканчивающиеся в единственном числе на буквы **s, ss, x, sh, ch,** т. е. оканчивающиеся на свистящий или шипящий звук, образуют множественное число путем прибавления окончания **-es** к форме единственного числа. Окончание **-es** произносится как [iz]:

class (класс)	classes	['kla:siz]
box (коробка)	boxes	['boksiz]
dish (блюдо)	dishes	['diʃiz]

3. Имена существительные, оканчивающиеся в единственном числе на **-y** с предшествующей согласной, образуют множественное число путем прибавления окончания **-es**, причем **-y** меняется на **i:**

ci**ty** (город)	cit**ies**
ar**my** (армия)	arm**ies**
facto**ry** (фабрика)	factor**ies**

Если же перед **y** стоит гласная, то множественное число образуется по общему правилу путем прибавления **-s**. В этом случае **y** не меняется на **i:**

d**ay** (день)	da**ys**
b**oy (**мальчик)	bo**ys**
t**oy** (игрушка)	to**ys**
k**ey** (ключ)	ke**ys**

4. Имена существительные, оканчивающиеся в единственном числе на **-o,** образуют множественное число путем прибавления **-es**:

cargo (груз)	cargo**es**
hero (герой)	hero**es**

tomato (помидор) tomato**es**

Существительные **piano** *пианино* и **photo** *фотография* образуют множественное число по общему правилу, принимая окончание **-s:** piano**s**, photo**s**

5. Имена существительные, оканчивающиеся в единственном числе на **-f**, образуют множественное число путем изменения **f** на **v** и прибавления окончания **-es:**

lea**f** (лист) lea**ves**
wol**f** (волк) wol**ves**

Имена существительные, оканчивающиеся на **-fe**, образуют множественное число путем изменения **f** на **v** и прибавления окончания **-s:**

knife (нож) kni**ves**
wife (жена) wi**ves**

Однако некоторые существительные, оканчивающиеся на **-f** и **-fe**, образуют множественное число только путем прибавления окончания **-s:**

chie**f** (начальник) chie**fs**
handkerchie**f (**платок) handkerchie**fs**
roo**f** (крыша) roo**fs**
sa**fe** (сейф) sa**fes**

1.2. Исключения

1. Некоторые имена существительные образуют множественное число не путем прибавления окончания **-s**, а путем изменения корневых гласных:

Единственное число			*Множественное число*	
m**a**n	[mæn]	мужчина	m**e**n	[men]
wom**a**n	['wumən]	женщина	wom**e**n	['wimin]
f**oo**t	[fut]	нога	f**ee**t	[fi:t]
t**oo**th	[tu:θ]	зуб	t**ee**th	[ti:θ]
g**oo**se	[gu:s]	гусь	g**ee**se	[gi:s]
m**ou**se	[maus]	мышь	m**i**ce	[mais]
ox	[oks]	бык	ox**en**	[oksn]
child	[tʃaild]	ребенок	child**ren**	[tʃildrən]

2. Некоторые имена существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков:

Единственное число			*Множественное число*
Datum	['deitəm]	данная величина	data ['deitə]

erratum	[i'reitəm]	ошибка (опечатка)	errata [i'reitə]
basis	['beisis]	базис	bases ['beisi:z]
crisis	['kraisis]	кризис	crises ['kraisi:z]

1.3. Существительные, употребляющиеся только в единственном числе

1. Существительные **advice** *совет, советы.* **information** *информация, сообщения, сведения,* **progress** *успех, успехи,* **knowledge** *знание, знания* употребляются только в единственном числе, между тем как в русском языке соответствующие существительные могут употребляться как в единственном, так и во множественном числе:

*He gave me some good **advice.***	*Он дал мне несколько хороших советов.*
*We have very little **information** on this subject.*	*У нас очень мало сведений по этому вопросу.*
*I am satisfied with your **progress.***	*Я удовлетворен вашими успехами.*

2. Существительное **news** *новость, новости* употребляется со значением единственного числа, хотя и имеет форму множественного числа:

*What **is the news?***	*Какие новости?*

3. Названия наук, оканчивающиеся на **-ics** (mathematics, physics, phonetics и т. п.), употребляются со значением единственного числа, хотя и имеют форму множественного числа:

***Phonetics is** a branch of linguistics.*	*Фонетика - отдел лингвистики.*
***Mathematics forms** the basis of many other Sciences.*	*Математика составляет основу многих других наук.*

4. Существительные **money** *деньги* **и hair** *волосы* употребляются только в единственном числе, между тем как в русском языке соответствующие существительные употребляются только во множественном числе:

*Her **hair is** dark.*	*У нее темные волосы.*
***This money belongs** to him.*	*Эти деньги принадлежат ему.*

5. Существительное **fruit** *фрукты* употребляется в единственном числе:

***Fruit is** cheap in summer.*	*Фрукты дешевы летом.*
*We eat a great deal of **fruit.***	*Мы едим много фруктов.*

Однако для обозначения различных видов фруктов употребляется множественное число fruits:

On the table there are apples, plums and ***other fruits****.*	*На столе имеются яблоки, сливы и другие фрукты (виды фруктов)*

1.4. Притяжательный падеж существительных

1. Притяжательный падеж существительных в единственном числе образуется путем прибавления к существительному окончания **-'s** (т. е. знака апострофа и буквы s), которое произносится [z], [s] или [iz] согласно тем же правилам, которым подчиняется произношение окончания **-s** множественного числа имен существительных:

the ***girl's*** *hat*	*шляпа девушки*
Jack's *friend*	*друг Джека*
the ***horse's*** *leg*	*нога лошади*

2. Притяжательный падеж существительных во множественном числе образуется прибавлением одного только апострофа:

the ***boys'*** *books*	*книги мальчиков*
the ***workers'*** *tools*	*инструменты рабочих*

Если существительное во множественном числе не имеет окончания **-s**, то притяжательный падеж образуется, как и в единственном числе, путем прибавления окончания **-'s:**

the ***children's*** *toys*	*игрушки детей*
the ***workmen's*** *tools*	*инструменты рабочих*

3. Когда два лица или более являются обладателями одного и того же предмета, окончание притяжательного падежа прибавляется к последнему существительному:

Peter and ***Helen's flat*** *is large.*	*Квартира Петра и Елены большая.*

4. Существительное в притяжательном падеже стоит перед существительным, к которому оно служит определением. Оно соответствует в русском языке существительному в родительном падеже или притяжательному прилагательному:

the student's *dictionary*	*словарь* ***студента***
the children's *mother*	*мать* ***детей***
Kate's *friends*	***Катины*** *друзья*

5. Наряду с существительным в притяжательном падеже для выражения принадлежности часто употребляется существительное с предлогом **of,** также соответствующее в русском языке родительному падежу:

my friend's *father = the father* ***of my friend***	*отец моего друга*
the teacher's *question = the question* ***of the teacher***	*вопрос преподавателя*

С неодушевленными существительными (кроме существительных, обозначающих время и расстояние (a month's holiday – месячный отпуск), обозначающих страны, города (Moscow's theatres – московские театры) и некоторых др.) для обозначения принадлежности используется предлог *of*:

a leg of *the table*	*ножка стола*
a roof of *the house*	*крыша дома*

1.5. Артикли существительных

Неопределенный артикль *a/an*

1. Неопределенный артикль ставится перед **исчисляемыми** существительными и имеет то же значение, что и числительное *один [one]*.

a table = one table
a chair = one chair

2. Неопределенный артикль используется, когда говорят о чем-то, о ком-то в **первый раз**.

A man arrived in a city. *В город приехал мужчина.*

3. Неопределенный артикль можно перевести на русский язык как «всякий, всякая, каждый, каждая», т.е. **любая** вещь, объект, предмет, животное из однородного класса вещей, предметов, животных…

a horse	*всякая (каждая) лошадь.*
A horse is an animal.	*Всякая лошадь – животное.*

Определенный артикль *the*

1. Определенный артикль *the* используется с **исчисляемыми и неисчисляемыми** существительными **во множественном и единственном числе**, когда разговаривающие знают или, по крайней мере, догадываются, о каком предмете, событии, лице (предметах, событиях, лицах) идет речь. *The* можно перевести местоимениями *это, то, эти, те*.

I was in the bedroom reading a book.	*В (этой, своей) спальной комнате я читал (какую-то) книгу.*
I was in a bedroom reading the book.	*В (какой-то) спальной комнате я читал (эту) книгу.*

2. *The* используется, когда существительное **определяется** словом, фразой или предложением.

The teacher who taught us geography.	*Учитель, который учил нас географии.*

3. *The* используется, если мы говорим о **единственном** в своем роде предмете, лице.

the Sun
the Earth

4. *The* употребляется перед прилагательными в высшей степени сравнения.

the worst – худший

5. *The* употребляется с порядковыми числительными.

the first, the tenth

Отсутствие артикля

1. Артикль не употребляется с **исчисляемыми** существительными во **множественном** числе и **неисчисляемыми** существительными, если говорится о чем-либо в общем смысле.

Apples are my favorite fruit.	*Яблоки – мои любимые фрукты (я люблю яблоки, а не апельсины, не груши).*
I love football.	*Я люблю футбол (я люблю футбол как игру, в независимости от того, кто играет и где).*

2. Когда мы говорим о еде (завтрак, ужин…), то обходимся без артиклей.

Dinner is usually at 9 p.m.	*Обед обычно в 9 вечера.*

3. Артикль не употребляется с названиями дней недели, месяцев.

Monday is the first day of the week.	*Понедельник – первый день недели.*

Употребление артиклей с географическими названиями и некоторыми именами собственными

Таблица 4

Названия	***the***	**-**
1. Части света, континенты, страны, регионы, города, деревни	*Если в названии государства есть нарицательное существительное:* the Russian Federation, the United Kingdom of Great Britain and Northern Ireland, the United States of America, the Irish Republic; *А также названия стран во мн.ч.:* the Netherlands, the Philippines, the United Arab Emirates; *названия регионов, областей:* the Crimea, the Caucasus, the Far East, the Riviera, the Midlands, the Lake District, the Middle East	Europe, Asia, Australia, North (South) America, Africa, Russia, Italy, England, Latin America, South-East Asia, Northern Africa, Southern France, Moscow, Rome, London, Dubrovo, Peredelkino
2. Океаны, моря, проливы, каналы, реки, озера, водопады, полуострова	the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the White Sea, the Black Sea, the Mediterranean Sea, the English Channel, the Gulf Stream, the Panama Canal, the Volga, the Mississippi, the Thames (the River Thames), the Baikal, the Seliger, the Swallow Falls, (the) Niagara Falls	***Но:*** Lake Baikal, Lake Seliger ***Но:*** *названия заливов и полуостровов употребляются без артикля:* Hudson Bay, Kamchatka, Taimyr, Scandinavia ***Сравните:*** Kola - the Kola Peninsula
3. Горные цепи, группы островов	the Urals, the Alps, the Rocky Mountains (the Rockies), the Himalayas, the Andes, the Canaries, the British Isles, the Kurilas, the West Indies	***Но:*** *названия горных вершин и отдельных островов:* Elbrus, Everest, Vesuvius, Poklonnaya Gora, Cuba, Cyprus, Haiti, Easter Island ***Запомните:*** Bermuda or the Bermuda Triangle
4. Пустыни	the Gobi, the Sahara Desert, the Kara-Kum, the Kalahari	
5. Улицы, площади, переулки, парки	(the) High Street, the Mall, the Strand (улицы в Лондоне)	Tverskaya Street, Regent Street, Fifth Avenue, Charing Cross Road, Park Lane, Manezh Square, Tra-

Названия	***the***	**-**
		falgar Square, Gorky Park, Hyde Park, Jurassic Park
6. Театры, концертные залы, музеи, галереи, кинотеатры, отели, дворцы, рестораны, кафе, бары	the Bolshoi Theatre, the Art Theatre, the Opera House, the Hermitage, the National Gallery, the Russian Museum, the Louvre, the Pushkintsky, the Kodak, the Odeon, the Ritz, the Continental, (the) President Hotel, the Winter Palace, the Taj Mahal, the Savoy, the Three Oaks, the Big Bite, the Talk of the Town	Covent Garden, Grand Opera ***Но:*** Buckingham Palace Maxim's, Vadim's
7. Аэропорты, станции, мосты	the Brooklyn Bridge, the Golden Gate Bridge, the Bridge of Sighs	Heathrow (Airport), Vnukovo (Airport) Victoria Station, Taganskaya Station, Tower Bridge, Waterloo Bridge, Krymsky Bridge
8. Известные произведения искусства, уникальные книги	the Great Pyramid, the Mona Liza, the Sistine Chapel, the Moonlight Sonata, the Bible, the Koran	
9. Церкви, соборы, приходы		Trinity Church, St. Paul's Cathedral, St. Basil's Cathedral, Westminster Abbey
10. Политические и государственные учреждения, организации, партии, исторические события	the Senate, the State Duma, the Cabinet, the Supreme Court, the Government, the British Council, the Pentagon, the Democratic Party, the Second World War, the Gulf War	***Но:*** Parliament, Congress

Тема 2. МЕСТОИМЕНИЯ

2.1. Личные местоимения

Личные (кто?)	Притяжательные (чей)?	Объектные (кого? кому? о ком? кем?)	Возвратные
I -я	My - мой	Me - меня, мне, мной	Myself - я сам
You [ju:] -ты	Your [jo:] - твой	You - тебя, тебе, тобой	Yourself - ты сам
He - он	His - его	Him - его, ему, им	Himself - он сам
She - она	Her [hə:] - ее	Her - ее, ей, ней, нею	Herself - она сама
It - он, она, оно	Its - его, ее	It - его, ему, ей, ее	Itself - он (-а, -о) сам
We - мы	Our [auə] - наш	Us [Λs] - нам, нас, нами	Ourselves - мы сами
You - вы	Your [jo:] -ваш	You - вам, вас, вами	Yourselves - вы сами
They [ðei] они	Their [ðeə] -их	Them - им, их, ими	Themselves - они сами

2.2. Неопределенные местоимения

1. Some и **any** употребляются со значением *несколько, какие-то, какие-нибудь:*

В утвердительных предложениях- **some,**

в отрицательных и вопросительных- **any**

*He asked me **some** questions.*	*Он задал мне несколько вопросов.*
*Have you got **any** interesting books?*	*Есть ли у вас (какие-нибудь) интересные книги?*
*He did not make **any** mistakes is his dictation.*	*Он не сделал (никаких) ошибок в диктанте.*

2. **Some** и **any** употребляются со значением *некоторое количество, немного, сколько-нибудь:*

В этом случае **some** и **any** на русский язык обычно не переводятся отдельными словами:

*Give me **some** water, please.*	*Дайте мне воды, пожалуйста.*
*Have you bought **any** sugar?*	*Купили ли вы сахару?*

3. **Some** употребляется также со значением *некоторые.*

***Some** people like strong tea, and **some** don't.*	*Некоторые люди любят крепкий чай, а некоторые не любят (а другие не любят).*

4. **Some** употребляется также со значением *приблизительно, около, какой-то:*

*There were **some** fifty people there.* *Там было около 50 человек.*
*I've read it in **some** book (= in a book).* *Я это читал в какой-то книге.*

5. **Any** употребляется в утвердительных и вопросительных предложениях со значением *всякий, любой*:
*You may come at **any** time that is convenient to you.* *Вы можете прийти в любое время, которое вам удобно.*

Производные от some, any, no

Someone, somebody	*кто-то, кто-нибудь,*
anyone, anybody	*кто-то, кто-нибудь,*
something	*что-то, что-нибудь,*
anything	*что-то, что-нибудь,*
nobody, no one	*никто,*
nothing	*ничто, ничего.*

Подобно some и any, местоимения someone, somebody и something употребляются в утвердительных предложениях, а anyone, anybody и anything - в отрицательных предложениях, общих вопросах и условных предложениях:
***Somebody** (someone) is knocking at the door.* *Кто-то стучит в дверь.*
*Give me **something** to read.* *Дайте мне что-нибудь почитать.*
*There isn't **anybody** (anyone) there.* *Там никого нет.*

2.3. Количественные местоимения MUCH, MANY, LITTLE, FEW

1. Much и **many** употребляются со значением *много,* **little, few** употребляются со значением *мало*

С исчисляемыми существительными		**С неисчисляемыми существительными**
many	много	much
few	мало	little
a few	немного	a little

*Do you know **many** people? - Do you drink **much** coffee?*
*I've got **few** friends. - They have **little** money.*
*I've got **a few** friends, so I'm not lonely. - They have **a little** money so they're not poor.*

2. В других случаях в утвердительных предложениях вместо **much** употребляются **a lot (of), lots (of), plenty (of), a good deal (of), a great deal (of).** Вместо **many** употребляются **a lot (of), lots (of), plenty (of), a great many, a good many:**

Russia exports a great deal of timber. *Россия экспортирует много леса.*
We have plenty of time. *У нас много времени.*
We saw a lot of people there. *Мы видели там много народу.*

Much, little могут также употребляться в роли наречия:
He reads very much (little). *Он читает очень много (мало).*

2.4. Указательные местоимения

Ед.ч.	***Мн.ч.***	
this этот, эта, это	**these** эти	Указывают на предметы, находящиеся в непосредственной близости от собеседника
that тот, та, то	**those** те	Указывают на более отдаленные предметы

2.5. Вопросительные местоимения

Что - **what?** [wot]
Какой, который – **which?**[witʃ] **what?**
Сколько времени - **what time is it?**
Кто -**who?** [hu:]
Чей - **whose?** [hu:z]
Кому - **whom?** [hum]

Почему, зачем – **why?** [wai] **what for?**

Где - **where?** [wɛə]
Откуда - **where … from?**
Когда - **when?** [wen]

Как - **how?** [hau]
Как долго - **how long?**
Сколько лет – **how old?**

Сколько (с исчисляемыми существительными) - **how many?**
Сколько (с неисчисляемыми существительными) - **how much?**

Тема 3. ЧИСЛИТЕЛЬНЫЕ

3.1. Количественные числительные

Таблица 5

1-12	*13-19*	*20-90*	*100 и далее*
1 one			**100** a (one) hundred
2 two		**20** twenty	**101** a (one) hundred and one
3 three	**13** thirteen	**30** thirty	**102** a (one) hundred and two
4 four	**14** fourteen	**40** forty	**200** two hundred
5 five	**15** fifteen	**50** fifty	**700** seven hundred
6 six	**16** sixteen	**60** sixty	**1,000** a (one) thousand
7 seven	**17** seventeen	**70** seventy	**1,001** a (one) thousand and one
8 eight	**18** eighteen	**80** eighty	**1,250** a (one) thousand two hundred and fifty
9 nine	**19** nineteen	**90** ninety	**4,235** four thousand two hundred and thirty-five
10 ten			**100,000** a (one) hundred thousand
11 eleven			**1,000,000** a (one) million
12 twelve			**1,000,000,000** a (one) milliard (в Англии); a (one) billion (в США)

21 - twenty-one, **32 -** thirty-two, **43 -** forty-three, **54 -** fifty-four, **65 -** sixty-five, **76 -** seventy-six, **87 -** eighty-seven, **98 -** ninety-eight

3.2. Порядковые числительные

Таблица 6

1-й – 12-й	*13-й – 19-й*	*20-й – 90-й*	*100-й и далее*
1st first			**100th** hundredth
2nd second		**20th** twentieth	**101st** hundred and first
3rd third	**13th** thirteenth	**30th** thirtieth	**200th** two hundredth
4th fourth	**14th** fourteenth	**40th** fortieth	**1,000th** thousandth
5th fifth	**15th** fifteenth	**50th** fiftieth	**1,002nd** thousand and second
6th sixth	**16th** sixteenth	**60th** sixtieth	
7th seventh	**17th** seventeenth	**70th** seventieth	**1,250th** thousand two hundred and fiftieth
8th eighth	**18th** eighteenth	**80th** eightieth	
9th ninth	**19th** nineteenth	**90th** ninetieth	**1,000,000th** millionth
10th tenth			
11th eleventh			
12th twelfth			

21 - twenty-first, **32** - thirty-second, **43** - forty-third, **54** - fifty-fourth, **65 -** six-ty-fifth, **76 -** seventy-sixth, **87** - eighty-seventh, **98 -** ninety-eighth

3.3. Даты

Таблица 7

1900	nineteen hundred	15th May, 1997	The fifteenth of May, nineteen ninety-seven
1904	nineteen (and) four	May 15th, 1997	или
1949	nineteen (and) forty-nine	May 15, 1948	May the fifteenth, nineteen ninety-seven
2000	twenty hundred		
2008	twenty (and) eight		

Тема 4. ПРИЛАГАТЕЛЬНЫЕ

4.1. Степени сравнения

1. Прилагательные образуют, как и в русском языке, две степени сравнения: *сравнительную* (the Comparative Degree) и *превосходную* (the Superlative Degree). Основная форма прилагательного не выражает сравнения и называется *положительной* степенью (the Positive Degree).

2. Прилагательные односложные образуют сравнительную степень путем прибавления к форме прилагательного в положительной степени суффикса **–er.** Превосходная степень образуется путем прибавления суффикса **–est.** По этому же способу образуются степени сравнения двусложных прилагательных, оканчивающихся на **-y, -er, -ow, -ble:**

Таблица 8

Положительная степень	**Сравнительная степень**	**Превосходная степень**
sharp (острый)	sharp**er** (острее)	(the) sharp**est** (самый острый)
busy (занятый)	busi**er** (более занятый)	(the) busi**est** (самый занятый)
large (большой)	larg**er** (больше)	(the) larg**est** (самый большой)
big (большой)	bigg**er** (больше)	(the) bigg**est** (самый большой)
clever (умный)	clever**er** (умнее)	(the) clever**est** (самый умный)

3. Большинство прилагательных двусложных, а также прилагательные, состоящие из трех или более слогов, образуют сравнительную степень при помощи слова **more,** а превосходную - **most.** Эти слова ставятся перед прилагательным в форме положительной степени:

Таблица 9

Положительная степень	Сравнительная степень	Превосходная степень
difficult (трудный)	**more** difficult (более трудный, труднее)	the **most** difficult (самый трудный, труднейший)

4.2. Исключения

Таблица 10

Положительная степень	Сравнительная степень	Превосходная степень
good (хороший)	better (лучше)	the best (самый лучший)
bad (плохой)	worse (хуже)	the worst (самый плохой)
little (маленький)	less (меньше)	the least (меньше всего)
much, many (много)	more (больше)	the most (больше всего)
far (далекий)	**по расстоянию** farther (более дальний)	the farthest (самый далекий)
	по порядку further (дальнейший, дальше)	the furthest (самый дальний)

4. После сравнительной степени употребляется союз **than,** соответствующий русскому союзу *чем:*

*Moscow is larger **than** St. Petersburg.* — *Москва больше, чем Санкт-Петербург (Москва больше Санкт-Петербурга).*

*This book is more interesting **than** that one.* — *Эта книга интереснее, чем та (эта книга интереснее той).*

5. Сравнительная степень может быть усилена употреблением перед нею **much** или **far** со значением *гораздо, значительно:*

*The Dnieper is **much longer** than the Thames.* — *Днепр гораздо (значительно) длиннее Темзы.*

*This book is **far better** than that one.* — *Эта книга значительно (гораздо) лучше той.*

6. Для сравнения двух предметов одинакового качества прилагательное в положительной степени ставится между **as ... as** со значением *такой же ... как, так же ... как:*

*He is **as** young **as** my brother.* — *Он такой же молодой (так же молод), как мой брат.*

В отрицательных предложениях первое **as** обычно заменяется **so:**

*He is **not so** young **as** my brother.* *Он не так молод, как мой брат.*

*My dictionary is **not so** good **as** yours.* *Мой словарь не такой хороший, как ваш.*

7. Выражения типа **as soon** (**simple**, **interesting** и т. д.) **as possible** переводятся на русский язык *как можно быстрее (проще, интереснее* и т. д.):

*The letter must be **as** short **as possible.*** *Письмо должно быть как можно короче.*

Тема 5. ГЛАГОЛ *TO BE* В НАСТОЯЩЕМ ВРЕМЕНИ

Глагол *to be* (быть) является основным глаголом-связкой в английском языке и служит для образования составного именного сказуемого. В настоящем времени он обычно не переводится на русский язык:

He is an engineer. *Он инженер.*

В настоящем времени глагол *to be* имеет следующие формы:

Таблица 11

+		-		?	
I	am	I	am not (I'm not)	Am	I?
We You They	are	We You They	are not (aren't)	Are	we you? they
He She It	is	He She It	is not (isn't)	Is	he she? it

Тема 6. ОБОРОТ *THERE IS / THERE ARE*

1. Для выражения наличия или существования в определенном месте или отрезке времени лица или предмета, чаще всего неизвестного собеседнику или читателю, употребляется оборот *there is (are)* со значением *имеется, находится, есть, существует*.

There is a telephone in that room. *В той комнате есть телефон.*

There are many apple trees in the garden. *В саду (имеется) много яблонь.*

2. Оборот *there is (are)* стоит в начале предложения. Соответствующие русские предложения начинаются с обстоятельства места или време-

ни, т.е. на русский язык предложения с оборотом *there is (are)* чаще всего переводятся с конца.

3. Глагол *to be* может употребляться в единственном (*is*) или множественном числе (*are*).

Таблица 12

	+	-	?
ед. ч.	There is …(there's)	There is not … (there isn't)	Is there …?
мн. ч.	There are (there're)	There are not (there aren't)	Are there …?

How many trees are there in the garden? - Сколько деревьев в саду?
There aren't any big trees in the garden. - В саду нет больших деревьев.
There are many flowers in the garden. - В саду много цветов.

Тема 7. ВРЕМЕНА ГРУППЫ SIMPLE (INDEFINITE)

Таблица 13

	Утвердительная форма (Affirmative Form)	**Вопросительная форма (Interrogative Form)**	**Отрицательная форма (Negative Form)**
Present	I We You work They He She work**s** It	I we **Do** you work? they he **Does** she work? it	I We You **do not** work They He She **does not** work It
Past	I We You They work**ed** He She It	I we you **Did** they work? he she it	I We You They **did not** work He She It
Future	I We **shall/will** work You They He **will** work She It	I **Shall/will** we work? you they **Will** he work? she it	I We **shall/will not** work You They He **will not** work She It

7.1. The Present Simple (Indefinite) Tense
Настоящее простое (неопределенное время)
V/Vs

Таблица 14

Случаи употребления	1. Общеизвестные факты, являющиеся неопровержимой истиной.	2. Действие обычное, регулярно повторяющееся в настоящем.
Наличие указателей времени		*every day, year, month* (каждый день, год, месяц); *usually* (обычно); *often* (часто); *always* (всегда); *sometimes* (иногда) и т.д.
Примеры	*Water freezes at zero.* Вода замерзает при 0^0 С. *The world is round.* Земля – круглая.	*I often write letters to my sister.* Я часто пишу письма моей сестре.

1. Формы Present Simple образуются от инфинитива глагола без частицы **to.** В третьем лице единственного числа прибавляется окончание – s.

2. Вопросительная и отрицательная формы образуются при помощи вспомогательного глагола do и does (для формы 3 л. ед.ч.) и инфинитива смыслового глагола без to.

I study English. – He studies Chinese.
Do I study Chinese? – Does he study English?
I don't study Chinese. – He doesn't study English.

7.2. The Past Simple (Indefinite) Tense
Прошедшее простое (неопределенное) время

Ved / V2

Таблица 15

Случаи употребления	1. Фиксированные действия в прошлом.	2. Регулярно повторяющиеся или последовательные действия в прошлом.
Наличие указателей времени	*yesterday* (вчера) *two days, months, weeks, years ago* (два дня, месяца, недели, года назад)	*every day* (каждый день) *usually* (обычно) *often* (часто) *at first, then* (сначала, затем) *after* (после) и т.д.

	last year, month, week (в прошлом году, месяце, на прошлой неделе) *in 1995* (в 1995 году) в вопросах, начинающихся с *when* (когда)	
Примеры	*Yesterday I wrote a letter to my sister.* Вчера я написал письмо своей сестре. *When did you write the letter?* Когда ты написал (писал) письмо?	*I often wrote letters to my sister.* Я часто писал письма своей сестре. *Yesterday I came home, wrote a letter to my sister and went to bed.* Вчера я пришел домой, написал письмо сестре и лег спать.

The Past Simple Tense образуется путем прибавления окончания ***–ed*** или ***–d*** (если глагол оканчивается на гласный *e*) к основе правильных глаголов или путем различных изменений глагольной основы (для неправильных глаголов):

Правила чтения окончания –ed

Таблица 16

[t]	*[d]*	*[id]*
Если основа глагола заканчивается на глухую согласную	*Если основа глагола заканчивается на гласную или звонкую согласную*	*Если основа глагола заканчивается на t или d*
work – worked stop – stopped	live – lived play – played	lift – lifted

Примеры неправильной формы глаголов:

be – was, were (быть – был, были)

know – knew (знать – знал) и т.д.

Вопросительная и отрицательная формы образуются при помощи вспомогательного глагола *did* и инфинитива смыслового глагола без частицы *to*.

I studied English last year. – I spoke Chinese four years ago.

Did you study English? – Did you speak Chinese?

He didn't study English. – He didn't speak Chinese.

7.3. The Future Simple (Indefinite) Tense
Будущее простое (неопределенное) время

Shall V
Will

Таблица 17

Случаи употребления	1. Действия, относящиеся к будущему.	2. Повторяющиеся или последовательные действия в будущем.
Наличие указателей времени	*tomorrow* (завтра) *next year, month, week* (в следующем году, месяце, на следующей неделе) *in a few days* (через несколько дней)	*every day* (каждый день) *often* (часто) *at first, then* (сначала, затем) *after* (после) и т.д.
Примеры	*Tomorrow I shall/will write a letter to my sister.* Завтра я напишу письмо своей сестре.	*I shall/ will often write letters to my sister.* Я буду часто писать письма своей сестре. *I shall/will come home and then I shall/will write a letter to my sister.* Я приду домой и затем напишу письмо сестре.

1. *The Future Simple Tense* образуется при помощи вспомогательного глагола shall (для 1 лица ед. и мн. числа) и will (для всех остальных лиц) и смыслового глагола без частицы to.

В разговорной речи характерно употребление вспомогательного глагола will со всеми лицами и сокращенных форм I'll, she'll, they'll и т.д.

We shall return to Moscow in a few days. – He will return home tomorrow.
We shall not return to Moscow tomorrow. – He will not return home tomorrow.
Shall we return to Moscow in a few days? – Will he return home tomorrow?

2. Будущее время не употребляется в придаточных предложениях времени и условия, оно заменяется настоящим:

*If the weather **is** nice this afternoon we **will have** a picnic.* — *Если погода будет хорошей днем, мы устроим пикник.*

ГРАММАТИЧЕСКИЕ УПРАЖНЕНИЯ

1. Напишите существительные во множественном числе.

Frog, flower, tree, box, mouse, baby, man, country, rabbit, boy, address, city, tooth, leaf, child, life, name, goose, knife, energy, university, boat, language, party, dress, shelf, foot, lady, parrot, camera, potato, subject, woman, wolf, bus.

2. Исправьте ошибки в предложениях.

1. I have got two knifs and a fork.
2. There are mouses in the house.
3. The policemens are in the car.
4. He's got some moneys in his pocket.
5. These scissor aren't very sharp.
6. Nancy has two brother's.
7. I have a bad teeth.
8. Hans is a businessmen.
9. The policemen arrested the thiefs.
10. We saw zebras, tigers and foxs in the Zoo.

3. Поставьте предложения во множественном числе.

1. A horse is an animal.
2. A ball is a toy.
3. That novel is brilliant.
4. A girl wears a dress.
5. A hungry boy eats a large dinner.
6. A noun is a word.
7. This man has a wife.
8. A child is a boy or a girl.
9. This classroom has a blackboard.
10. A dentist pulls out a tooth.

4. Переведите предложения с английского языка на русский.

1. I like Ann's camera.
2. What is the name of this town?
3. When is your sister's birthday?
4. Do you like the colour of this coat?
5. White your name on the top of the page.
6. What is Jill's address?
7. What was the cause of the accident?
8. My parents' house is near the city centre.

9. Maria’s spoken English is very good.
10. For me the morning is the best part of the day.

5. Образуйте притяжательный падеж существительных, используя – *‘s, -‘* или предлог *of*.

Например: the door / the room – the door of the room
the mother / Ann – Ann’s mother

1. the camera / Tom
2. the eyes / the cat
3. the top / the page
4. the daughter / Helen
5. the name / your wife
6. the name / the man I saw you with yesterday
7. the result / the football match
8. the car / Mike’s parents
9. the birthday / my father
10. the garden / our neighbours
11. the children / Don and Mary
12. the husband / the woman talking to Tom
13. the house / my aunt and uncle
14. the room / my sisters
15. the house / the Carters

6. Переведите словосочетания на английский язык.

Письмо моего друга, адрес Иванова, рассказы этого писателя, библиотека института, карта Европы, сестра жены моего брата, дочь моей младшей сестры, стены этого старого дома, старые стены этого дома, мнение врача.

7. Закончите предложения, используя соответствующие личные или объектные местоимения.

Например: **I** want to see **her** but **she** doesn’t want to see **me**.

1. **I** want to see **him** but … doesn’t want to see …
2. **They** want to see **me** but … don’t want to see …
3. **We** want to see **them** but … don’t want to see …
4. **She** wants to see **him** but … doesn’t want to see …
5. **They** want to see **her** but … doesn’t want to see …

8. Вставьте соответствующие личные местоимения.

1. I can’t open the door. Can you open … for me, please?
2. These shoes are nice. I shall buy ….
3. I can’t do this job. Can you help …?
4. We are not ready. Give … some more time.
5. She speaks quickly. I can’t understand …

6. Jane is a nice girl. Do you know ….
7. Where's my book? I can't find ….
8. My mother writes to me every week, but I don't write to ….
9. We want to help you. Tell … about your problems.
10. I asked …a question, but you didn't answer ….

9. Вставьте соответствующие притяжательные местоимения.

1. I like … job.
2. Do you like … job?
3. Does your father like … job?
4. Sally is married. … husband works in a bank.
5. I know Mr. Watson but I don't know … wife.
6. Put on … coat when you go out. It's very cold.
7. We're staying at a very nice hotel. … room is very comfortable.
8. Mr. and Mrs. Baker live in London but … son lives in Australia.
9. The company has offices in many places but … head office is in New York.
10. Thank you for … letter. It was good to hear from you again.

10. Заполните пропуски нужными возвратными местоимениями.

1. I cut … with a knife.
2. Be careful! That plate is very hot. Don't burn ….
3. I'm not angry with you. I'm angry with ….
4. They never think about other people. They only think about ….
5. I got out of the bath and dried … with a towel.
6. When people are alone, they often talk to ….
7. The police say that the woman shot … with a gun.
8. Don't pay for me. I want to pay for ….
9. He fell off the ladder but he didn't hurt ….
10. I'd like to know more about you. Tell me about ….

11. Выберите нужное местоимение.

1. Can you speak (some, any) foreign languages?
2. When we were on holiday, we visited (some, any) interesting places.
3. Yesterday evening I went to a restaurant with (some, any) friends of mine.
4. If (some, any) letters arrive for me, can you send them to this address?
5. Don't buy (some, any) rice. We don't need (some, any).
6. She said (something, anything) but I didn't understand it.
7. "What's wrong?" "There is (something, anything) in my eye."
8. I'm looking for my keys. Has (somebody, anybody) seen them?

9. There is (somebody, anybody) at the door. Can you go and see who it is?
10. Do you know (some, any) good hotels in London?

12. Заполните пропуски местоимениями *much, many, little, few*.

1. There isn't … milk in the fridge.
2. Please, be quick! I haven't got … time.
3. Her English is very good. She makes very … mistakes.
4. He is very lazy. He does … work.
5. "Did you enjoy the party?" "No, not …"
6. How … foreign languages can you speak?
7. There was … food at the party but I didn't eat …
8. The TV service is not very good. There are … good programmes.
9. … was said but … done.
10. In summer the weather is very dry. There is very … rain.

13. Переведите на английский язык следующие словосочетания.

Много тетрадей, много молока, мало воды, много дней, мало газет, немного мела, немного снега, много лет, много картин, много музыки, мало сахара, немного чая, немного лимонов, много мяса, много комнат, мало учителей, мало работы, немного воздуха, немного птиц, много машин.

14. Напишите словами и прочитайте следующие числительные.

3	13	30	4	14	40	5	15
50	8	18	80	12	100	226	705
1,000	4,568	6,008	75,137	425,712	1,306,527	2,032,678	67,700,888

15. Переведите на английский язык.

1. Пятьдесят килограммов.
2. Триста автомобилей.
3. Шестьдесят один человек.
4. Тысячи книг.
5. Двести восемьдесят один доллар.
6. Три тысячи шестьсот одиннадцать рублей.
7. Сотни людей.
8. Три сотни домов.
9. Пятьсот грамм.
10. Шестьдесят восемь лет.

16. Напишите по-английски следующие даты и прочитайте их.

1. 12 января 1946 г.
2. 31 марта 1950 г.
3. 22 сентября 1999 г.
4. 21 декабря 1900 г.
5. 23 мая 1010 г.
6. 11 октября 2008 г.
7. 1 сентября 1769 г.
8. 15 ноября 2000 г.
9. 6 июля 1570 г.
10. 3 августа 1100 г.

17. Образуйте от следующих прилагательных сравнительную и превосходную степень сравнения.

Big, heavy, short, dirty, clean, near, bad, famous, little, much, clever, good, expensive, cheap, important, pale, hot, beautiful, large, practical, fat, early, pretty, happy, bright, dark, dry, flat, fresh, full, quick, late, nice, rich, sad, thin, thick, wet, weak, funny, easy, lazy, ugly, comfortable, quiet, far.

18. Поставьте прилагательные в скобках в нужной степени сравнения.

A.

There are many … (big) cities in the world. One of … (large) cities in the world is Cairo in Egypt. However, Shanghai and Tokyo are … (large). But Mexico City is … (populated) city in the world. Old cities and towns are … (interesting) places to visit than modern ones. But most modern cities are … (comfortable) to live in; though they are usually … (dirty) than small towns and villages. But still my home city is … (good) place for me.

B.

1. Elephant is … (big) land animal.
2. Greyhound is … (fast) dog.
3. Giraffe is … (tall) animal.
4. One of the … (big) and … (powerful) birds is eagle.
5. Hippopotamus is one of … (heavy) animals.
6. Ostrich is one of … (big) but … (bad) at flying birds.
7. Mosquito is one of … (dangerous) insects.
8. Whale is … (big) creature of all.
9. Parrots are … (talkative) birds, they are … (talkative) than people.
10. Tortoise is one of … (slow) animals.

19. Найдите и исправьте грамматические ошибки в предложениях.

1. Mary is pleasanter than Jane.
2. Jannet is more politer than Chris.
3. My sister is carefuller than my brother.
4. I am more clever than my brother.
5. My friend Mike is as lazier as me.
6. Jane is taller then me.
7. It is not so cold than yesterday.
8. Spain is dryer than Britain.
9. Your work is best!
10. June is the wetest month of the year.

20. Поставьте в предложениях глагол *to be* в форме настоящего времени.

1. The book … on the table.
2. My dog … in the bedroom.
3. I … a pupil.
4. Jack and Jill … my friends.
5. … a policeman in the car?
6. We … old friends.
7. … the mice in the cage?
8. Three sheep … in the field.
9. Today …my day off.
10. Scissors …very sharp. Don't take them.
11. Children … on the playground.

21. Напишите утвердительные или отрицательные предложения, используя формы *am/am not, is/isn't, are/aren't.*

Например: Paris / the capital of France. – Paris is the capital of France.

I / interested in football. – I'm not interested in football.

1. I / hungry.
2. It / warm today.
3. Rome / in Spain.
4. I / afraid of dogs.
5. My hands / cold.
6. Canada / a very big country.
7. The Amazon / in Africa.
8. Diamonds / cheap.
9. Motor-racing / a dangerous sport.
10. Cats / big animals.

22. Заполните пропуски, используя правильную форму данных ниже глаголов в Present Simple.

boil work get cost be have love meet smoke teach say

Например: She is very clever. She speaks four languages.

1. Steve … ten cigarettes a day.
2. The Bible … love of money is the root of all evil.
3. We usually … dinner at 7 o'clock.
4. She never … up very early.
5. Water … at 100 degrees Centigrade.
6. Food is expensive. It … a lot of money.
7. Your job is very interesting. You … a lot of people.
8. My dad … in Saudi Arabia.
9. Tina is a teacher. She … mathematics to young children.
10. She … a very good sister. We … her.

23. Прочитайте и переведите предложения, исправьте неверную информацию.

Например: Mice catch cats.
Mice don't catch cats. Cats catch mice.

1. The Sun rises in the West.
2. The Earth goes round the Moon.
3. The river Volga flows into the Black Sea.
4. Water boils at 50 degrees Centigrade.
5. Indians live in Scotland.
6. Our city stands on the river Thames.
7. It often rains in Africa.
8. Tigers eat grass.
9. Elephants kill poachers.
10. The river Amazon flows into the Pacific Ocean.

24. Поставьте вопросы к предложениям, начиная с данных вопросительных слов.

1. Michael works on a farm. Where …?
2. Kevin goes out with his friends in the evening. Where …?
3. You have five lessons on Monday. How many …?
4. It takes me ten minutes to get to school. How long …?

5. My sister plays tennis quite well. How well …?
6. Mr. Johnson lives in London. Where …?
7. We visit our grandparents every summer. When …?
8. Mother goes shopping on Saturdays. When …?
9. They go to school every day. How often …?
10. Nina teaches children at school. Whom …?

25. Напишите следующие глаголы в форме *Past Simple*, переведите их и выучите формы неправильных глаголов.

Take, see, walk, sleep, give, open, lift, bring, finish, say, speak, tell, go, start, play, watch, write, come, like, put, kiss, hate, swim, understand, build, promise, stand, work, jump, teach, study, find, sell, buy, do, wash, want, have, be, explain, sing, know, meet, help, look, sit, make, leave.

26. Переведите текст на русский язык, выпишите все глаголы в прошедшем времени, найдите их начальные формы.

Kate was a shy girl. She studied very well at school. She got only good marks. However, life wasn't easy for her because it took her a lot of time to prepare for the lessons.

Most of her classmates often laughed at her. She didn't notice that. Kate was strong enough to continue studying as hard as she could. After school she got into a very good university. She became very knowledgeable. Lack of experience was the only problem. While studying she started working for KPMG. She moved up the career ladder very fast. Her salary also increased. At the age of 25 she set up her own consulting agency. She is a very successful businesswoman now.

27. Переведите предложения на английский язык.

1. Они купили новый дом в прошлом году.
2. Когда он сказал вам об этом?
3. Он начал писать стихи, когда ему было 14 лет.
4. Мы решили послать эту телеграмму вчера.
5. Кто встречал вас на вокзале?

28. Поставьте глагол в скобках в форме *Future Simple* и переведите на русский.

1. They (come) in a few days.
2. Helen (find) the book which you need tomorrow.
3. I (give) you a call in the evening.
4. We (stay) at our friends'.
5. The shops (close) at noon today.

6. The plant (die) because of lack of sunshine.
7. The meeting (begin) at eight o'clock.
8. He (graduate) from the University next year.
9. It (get) dark in an hour.
10. We (dine) out tonight.

29. Образуйте отрицательные и вопросительные предложения.

A.

1. I go to work by bus.
2. I meet her on Tuesdays.
3. He always wears black.
4. I make cakes every week.
5. She gets up at 6.30.
6. He understands me.
7. He shuts the shop at 6.00.
8. She speaks slowly.
9. He leaves the house at 9.00.
10. I read a chapter every night.
11. You eat too much.
12. I see him every day.
13. Tom sings in the choir.
14. He takes the dog out twice a day.
15. We buy them here.

B.

1. She saw your brother.
2. We heard a terrible noise.
3. He slept till 10.00.
4. He looked at the picture.
5. They drank all the wine.
6. She thought about it.
7. The police caught the thief.
8. She found her watch.
9. My mother chose this hotel.
10. Keiko taught Japanese.
11. He broke his arm.
12. His wife came at 8.00.
13. His son wrote a novel.
14. They flew to New York.
15. Tom laid the table.

C.

1. I shall know the result in a week.
2. You will be in Rome tonight.
3. You will have time to help me tomorrow.
4. You will be able to drive after another five lessons.
5. He will believe whatever you tell him.
6. I will remember this day all my life.
7. Perhaps he will arrive in time for lunch.
8. I shall pay him $10.
9. You will need a visa if you are going to Spain.
10. If you learn another language you will get a better job.
11. I will go to the factory every day.
12. I will read newspapers every morning.
13. My sisters will give me books to read.
14. They will go there on Monday.
15. They will often come here if you invite them.

GRAMMAR TESTS
Test 1 (Plural/Singular/Possessive case)
V – 1

Choose the right variant

1. a baby – two …
a) babys
b) babies

2. a man – five …
a) man
b) men
c) mans

3. a toy – many …
a) toys
b) toies
c) toyes

4. money - …
a) moneys
b) –
c) moneies

5. a knife – three …
a) knifes
b) knifs
c) knives

6. a fish – many …
a) fish
b) fishes
c) fishs

7. a potato - …
a) potatoes
b) potatos
c) potates

8. a toothbrush - …
a) teethbrush
b) toothbrushes
c) teethbrushes

9. My hair …clean.
a) is
b) are

10. What time … the news on television?
a) is
b) are

11. Everybody … ready.
a) is
b) are

12. I need my trousers. Where … the trousers?
a) is
b) are

13. There … a lot of sheep in the field.
a) is
b) are

14. Дети моей сестры Анны
a) my children’s Ann sister
b) my sisters Ann children
c) my sister Ann’s children
d) my sister Ann’s children’s

15. Машина Ивановых
a) the Ivanovs’ car
b) the Ivanovs’s car
c) the car of the Ivanovs
d) the Ivanov’s car

Test 1 (Plural/Singular/Possessive case)

V – 2

Choose the right variant

1. a city – three …
a) citys
b) cities
c) cityes

2. a woman – four …
a) wuman
b) womans
c) women

3. a mouse – seven …
a) mousse
b) mice
c) mouss

4. a sheep – ten …
a) sheep
b) sheeps
c) sheepes

5. a boy-friend – many …
a) boys-friend
b) boy-friends
c) boys-friends

6. a roof - …
a) roofs
b) rooves
c) roofes

7. an address -
a) -
b) addresses
c) address

8. a postman - …
a) postmans
b) postsman
c) postmen

9. I need my glasses. Where … the glasses?
a) is
b) are

10. Knowledge … power.
a) is
b) are

11. Last Saturday we went fishing but we didn't catch many …
a) fish
b) fishs
c) fishes

12. Mathematics … an exact science.
a) is
b) are

13. It costs four … dollars.
a) hundred
b) hundreds

14. Лучший оперный театр нашей страны
a) our countries' best opera house
b) our country's best opera house
c) our best country's opera house
d) opera house of our the countries

15. Книги детей
a) child's books
b) children' books
c) children's books

Test 2 (Pronouns)

V – 1

Choose the right variant

1. Is this … book?
   a) you
   b) your
   c) yours

2. It's … problem, not …

a) them	a) our
b) their	b) ours
c) theirs	c) us

3. Are these … shoes?
   a) you
   b) your
   c) yours

4. … room is bigger than …, but … is nicer.

a) my	a) her	a) her
b) mine	b) hers	b) hers
c) me	c) she	c) she

5. She washed … hands and face.
   a) her
   b) hers
   c) she

6. We invited Liz to stay with us in … house.
   a) our
   b) ours
   c) theirs

7. They live in the country. … house isn't big, but it's comfortable.
   a) they
   b) their
   c) theirs

8. She is mad about … car. She spends hours washing it.
   a) her
   b) hers
   c) she

9. These books are … but this newspaper is …

a) my	a) you
b) mine	b) your
c) me	c) yours

10. It's a nice camera. Is it …?
    a) he
    b) him
    c) his

Use pronouns instead of the words in brackets.

11. At Christmas (friends) often give Mary presents.
12. We feel so lonely, stay with (Tomas and me).
13. (My sister and I) don't like to walk our dog.
14. (Your brother and you) spend too much time playing football.
15. Is Jane at home? Can I speak to (Jane).

Translate the underlined words.

16. Помоги мне, пожалуйста.
17. Ему 15 лет.
18. Посмотри на этого ежа. Он очень колючий.
19. Джулия решила остаться с ними.
20. Я прочитала твое сочинение, Сергей. Я поставила тебе пять.

Test 2 (Pronouns)

V – 2

Choose the right variant

1. Is this camera …?
a) you
b) your
c) yours

2. That's not … umbrella. … is yellow.

a) my
b) mine
c) me

a) my
b) mine
c) me

3. They know … address but we don't know …

a) us
b) our
c) ours

a) them
b) their
c) theirs

4. They've got two children but I don't know … names.
a) they
b) their
c) theirs

5. Peter likes to eat. … breakfast is always big.
a) its
b) his
c) him

6. That butterfly looks like a flower. Aren't … wings wonderful?
a) her
b) his
c) its

7. What is … phone number? May I phone you?
a) you
b) your
c) yours

8. Give me … photo and I'll give you …

a) you
b) your
c) yours

a) my
b) mine
c) me

9. I didn't have an umbrella, so Ann gave me …
a) her
b) hers
c) its

10. It's … problem, not … problem.

a) they
b) their
c) theirs

a) us
b) our
c) ours

Use pronouns instead of the words in brackets.

11. Mary likes (her friends).
12. (The bird) is singing lovely.
13. Who is speaking? – It's (I), Ann.
14. (Dad and Mom) went to see their friends.
15. Where are my glasses? Has anybody seen (my glasses)?

Translate the underlined words.

16. Расскажите мне о Лондоне.
17. Вы долго ждали нас?
18. Подойди к ней.
19. Мы пригласили их пожить у нас.
20. Отдай ему его ручку.

Test 3 (Articles)

V – 1

Choose the right variant

1. The wife of the President of the USA is known as … First Lady.
a) a
b) the
c) no article

2. …friend of mine, who lives in Crete, has never left the island.
a) a
b) the
c) no article

3. What do you usually have for … breakfast?
a) a
b) the
c) no article

4. There is … picture on page 32.
a) a
b) the
c) no article

5. I know … Browns have two children.
a) a
b) the
c) no article

6. I have been to Greece and Belgium this month.
a) right b) wrong

7. Our apartment is on third floor.
a) right b) wrong

8. Prime Minister is most important person in British government.
a) right b) wrong

9. After dinner we watched television.
a) right b) wrong

10. Please buy a bottle of chocolate milk for me.
a) right b) wrong

Test 3 (Articles)

V – 2

Choose the right variant

1. … largest ocean in the world is the Pacific Ocean.
a) a
b) the
c) no article

2. In two days we reached … Arctic Ocean.
a) a
b) the
c) no article

3. She buys … meat at the supermarket.
a) a
b) the
c) no article

4. You can also visit … Bolshoi Theatre.
a) a
b) the
c) no article

5. Canada and Mexico are in … North America.
a) a
b) the
c) no article

6. Sky is blue and sun is shining.
a) right b) wrong

7. Which city is capital of your country?
a) right b) wrong

8. What is the largest city in the world?
a) right b) wrong

9. The Spanish claimed that the money had not been paid.
a) right b) wrong

10. US economy is analyzed in the article.
a) right b) wrong

Test 4 (Degrees of comparison)

V – 1

Choose the right variant

1. Ben is my (good) friend.
a) goodest
b) better
c) best

2. Dorothy is (young) in her family.
a) the youngest
b) the younger
c) young

3. Henry is not (strong) his brother Bob.
a) so strong as
b) strong as
c) stronger

4. - It isn't warm today, is it?
- No, it was (warm) yesterday.
a) more warm
b) warmer
c) the warmest

5. Your friend looked upset yesterday. I'm glad he looks (happy) today.
a) more happy
b) happier
c) happy as

6. This subject is **more important** for you now.
a) right b) wrong

7. She is **elder than** my sister.
a) right b) wrong

8. My room is **as larger as** yours.
a) right b) wrong

9. That is **the most highest** building in the city.
a) right b) wrong

10. I have **less** time than he.
a) right b) wrong

Test 4 (Degrees of comparison)

V – 2

Choose the right variant

1. My wife is … than your wife.
a) the most beautiful
b) beautifuler
c) more beautiful

2. Their flat is … than ours.
a) large
b) as large as
c) larger

3. You are … person that I know.
a) luckyer
b) the luckiest
c) as lucky as

4. The situation is … than I thought.
a) more bad
b) worse
c) badder

5. What sea is … the Black or the Red?
a) less salty
b) little saltier
c) less saltier

6. It is **the bigest** dog I have ever seen.
a) right b) wrong

7. It is **better** to go for a walk, than to watch TV at home.
a) right b) wrong

8. This room is not **so comfortable than** that one on the first floor
a) right b) wrong

9. Today the weather is **nicest than** yesterday.
a) right b) wrong

10. For me mathematics is **easier than** physics.
a) right b) wrong

Test 5 (To be)

V – 1

Insert the right form of the verb "to be"

1. The weather … very nice today.
2. I … not tired.
3. The best seats … 10 $.
4. This case … very heavy.
5. The dog … asleep.
6. Ann … at home, but her children … at school.
7. Your cigarettes … in your bag.
8. This restaurant … very expensive.
9. My bed … very comfortable.
10. It … warm today.

Choose the right variant

11. He … have much money.
    a) isn't
    b) doesn't
    c) don't

12. He … rich.
    a) isn't
    b) doesn't
    c) don't

13. I … at home on Sundays.
    a) am not
    b) doesn't
    c) don't

14. Mag and her sister … live in Rome.
    a) aren't
    b) doesn't
    c) don't

15. Mag and her sister … in Rome.
    a) aren't
    b) doesn't
    c) don't

Test 5 (To be)

V – 2

Insert the right form of the verb "to be"

1. These cases … very heavy.
2. Look! There … Carol.
3. I … hot. Can you open the window, please?
4. This castle … one thousand years old.
5. My brother and I … good tennis players.
6. I. … a student. My sister … an architect.
7. The shops … not open today.
8. The examination … not difficult.
9. My hands … cold.
10. I … not interested in football.

Choose the right variant

11. How much … this sweater cost?
    a) is
    b) does
    c) do

12. How much … this sweater?
    a) is
    b) does
    c) do

13. It … rainy in summer.
    a) don't
    b) doesn't
    c) isn't

14. It … often rain in summer.
    a) don't
    b) doesn't
    c) isn't

15. I … stay at home on Sundays.
    a) am not
    b) doesn't
    c) don't

Test 6 (Simple Tenses)

V – 1

I. Put the verbs in brackets into Present, Past or Future Indefinite.

1. She (see) your friend Ted two hours ago.
2. They usually (come) very late.
3. He (graduate) from the University next year.
4. Does your boy-friend (like) football?
5. He (be) 25 last year.
6. If you run fast, you (win) the race.
7. Will you (buy) any souvenirs for your family and friends?
8. Tom usually (have) a sandwich for lunch.
9. This politician often (appear) on TV.
10. Paris (be) the capital of France.

II. Put the verbs in the following sentences into (a) the negative (b) the interrogative.

1. Sandra likes to play tennis.
2. I met him on the way to the University.
3. I shall remember this day all my life.

III. Translate the sentences from Russian into English.

1. Она очень хорошая сестра.
2. Он пришел домой очень поздно.
3. Когда я увижу тебя в следующий раз?

Test 6 (Simple Tenses)

V – 2

I. Put the verbs in brackets into Present, Past or Future Indefinite.

1. If you (go) to the party, I shall come with you.
2. Does your grandmother still (work)?
3. He did an exam. (Be) it difficult?
4. His son (write) an article last month.
5. The Neva (flow) into the Baltic Sea.
6. They (be) not at the party last week.
7. Helen (find) the book which you need tomorrow.
8. She usually (study) very well.
9. The banks (be) open yesterday.
10. Their parents often (go) to the theater.

II. Put the verbs in the following sentences into (a) the negative (b) the interrogative.

1. He visits his friends every summer.
2. We rented a nice room in a private house.
3. He will arrive in time for lunch.

III. Translate the sentences from Russian into English.

1. Наша группа изучает английский язык.
2. Я встретил ее в воскресенье.
3. Игра начнется в 9 часов.

КОНТРОЛЬНАЯ РАБОТА №1

I. Give the plural of the nouns. Make necessary changes in the sentences.

1. A woman, a man, a boy and a girl are the room.
2. A child is in the park.
3. He is an old man.
4. My cousin has a white mouse.
5. Is that girl your sister?

II. Insert the appropriate article where necessary.

1. Paris is … capital of France.
2. Chinese eat … rice every day.
3. We visited … Canada and … United States.
4. Have you ever been to … British Museum?
5. It was … beautiful spring weather.

III. Use pronouns instead of the words in brackets.

1. At Christmas (friends) often give Mary presents.
2. We feel so lonely, stay with (Tomas and me).
3. (My sister and I) don't like to walk our dog.
4. (Your brother and you) spend too much time playing football.
5. Is Jane at home? Can I speak to (Jane).

IV. Find and correct mistakes in the forms of the adjectives.

1. London is **more old than** New York.
2. This exercise is **more difficult than** that one.
3. The boy is **as taller as** his father.
4. Baseball is **the popularest** summer sport in America.
5. It's **the most sharp** pencil I have.

V. Make the following sentences (a) negative; (b) interrogative.

1. This newspaper is two days old.
2. Carol lives in a cottage with her family.
3. She was hungry and tired after that long walk.
4. They left for London two weeks ago.
5. It will rain tomorrow.

ГОВОРЕНИЕ

Обучение монологической речи осуществляется в процессе работы с печатным текстом, на ситуативной основе и с использованием аутентичного образца устного монологического сообщения. Студентам заочного отделения предлагается письменный образец монологической речи по определенной теме. Алгоритм работы с этим текстом следующий:

1. Прочитайте образец монологической речи вслух.
2. Отработайте технику чтения вслух.
3. Прочитайте текст для ответа на заданные вопросы.
4. Выберите из предложенного списка наиболее часто употребляемые слова для заучивания.
5. Перескажите содержание текста в косвенной речи.
6. Составьте план содержания монологического высказывания.
7. Дополните и трансформируйте исходный вариант.
8. Составьте монологическое высказывание от своего имени, опираясь на предложенный образец.

Устная тема «Me and My Family»

Let me introduce myself. My name is Elena Kosova. I'm Russian. I was born on July 1987 in a small Siberian town of Biysk, Altai Territory. In May I finished school №5. I always did well at school and learned with great interest. I also took an active part in social life, attended sport sections and subject circles. My favourite subject was mathematics. Now I'm a first year student of the Altay State Academy of Education. I study at the Department of Science and Geography.

I live with my parents (in a hostel). Our family is not large. I've got a father, a mother and a brother. We live in a block of flats in one of the industrial districts of Biysk.

My father's full name is Alexander Sergeyevich. He is a skilled manual worker. He likes his work and spends a lot of time there. My father is a tall and well-built man with black hair and grey eyes. My father used to smoke but gave it up because of worries about his health.

My mother's name is Anna. She is a pleasant-looking woman of about forty. She is a teacher of music. My mother is energetic and talkative. She has a lot of work to do about the house and I think she is a keen housewife. She takes fitness seriously and worries a lot about her weight and what she is eating. She watches TV programs on health.

My brother Peter is two years my senior. He is a student of the Philological faculty. He is clever and hard-working person. He has got a girl-friend but he does not want to get married until he graduates from the University. My brother tries to earn some money and spends his spare time working in the local printing shop.

All of us like to spend our week-ends out of town. We often go to the village where our grandparents live. They are old-age pensioners now but prefer to live in the country. We also have got close and distant relatives. We all live in a friendly way.

Vocabulary

a first year student	первокурсник
to take an active part	принимать активное участие
social life	общественная жизнь
sport sections	спортивные секции
subject circles	предметные кружки
department (faculty)	факультет
a block of flats	многоэтажный дом
an industrial district	промышленный район
skilled manual worker	квалифицированный рабочий
to spend	тратить, проводить
a well-built man	хорошо сложенный мужчина
used to smoke	когда-то курил
because of worries about his health	т.к. беспокоился о своем здоровье
a pleasant looking woman	приятная женщина
energetic and talkative	энергичная и разговорчивая
to have a lot of work to do about the house	иметь много работы по дому
a keen housewife	прекрасная домохозяйка
to take fitness seriously	относиться серьезно к своей спортивной форме
to worry a lot about weight and eating	думать о своем весе и диете
to watch TV programs on health	смотреть телевизионные программы о здоровье
two years senior to me	на два года меня старше
a hard-working person	трудолюбивый человек
to get married	жениться
to graduate from the university	закончить университет
to earn money	зарабатывать деньги
spare time	свободное время
a local printing shop	местный печатный цех

out of town	за городом
old-age pensioners	пенсионеры по возрасту
relatives	родственники
parents	родители
grandparents	бабушки\дедушки
children	дети
son	сын
daughter	дочь
husband	муж
wife	жена
uncle	дядя
aunt	тетя
cousin	двоюродный брат\сестра
nephew	племянник
niece	племянница

ТЕКСТЫ ДЛЯ ЧТЕНИЯ И ПЕРЕВОДА ПО НАПРАВЛЕНИЯМ

Следует помнить, что какими бы ни были задания по тексту, основой для работы с ним является полное понимание его содержания.

Рекомендуем работу над текстом вести в несколько этапов. Начать её следует так: прочитайте весь текст полностью, не отвлекаясь и не заглядывая в словарь. В тексте наверняка встретятся незнакомые слова и выражения. Несмотря на это, постарайтесь понять общее содержание текста.

Исходя из уже понятого общего содержания приступайте к повторному чтению. Вы заметите, что слова и выражения, которые были (или казались) совершенно непонятными, начинают обретать смысл – ещё неясный и не совсем точный в деталях, но – смысл. Это – пример того, как «работает» контекст, т.е. окружение тех слов и выражений, которые Вам пока ещё непонятны.

Прочитав текст второй раз, Вы увидите, что неясности касаются уже только узко-специальных значений тех или иных слов и выражений. Дело – за словарём.

Как работать со словарём?

Не торопитесь захлопывать словарь, прочитав первое приведённое в словарной статье значение слова. Как известно, английские слова многозначны, и одно и то же слово может иметь несколько, а иногда десятки совершенно различных значений.

Поэтому лучше внимательно просмотреть хотя бы несколько первых значений слова, выбрать правильный вариант и выписать его в

свой словарь. Наличие словаря по каждому тексту является обязательным условием сдачи контрольной работы.

Как НЕ нужно делать:

Нельзя выписывать незнакомые слова в той форме, в которой они встречались в тексте, и после этого искать в словаре их значение, не учитывая контекста.

Нельзя не учитывать функцию слова в предложении. Не установив, на какой вопрос отвечает слово и контекст, часто можно получить совершенно абсурдный перевод.

Read and translate 3 texts.

Text 1. Geography of Great Britain

Great Britain (official name - the United Kingdom of Great Britain and Northern Ireland) occupies the territory of the British Isles. They are separated by the Irish Sea. The larger island, called Great Britain, includes 3 countries: England, Scotland and Wales. Their capitals are London, Edinburgh and Cardiff, respectively. The smaller island, called Ireland, includes Northern Ireland as a part of the UK and the independent Irish Republic. The capitals are Belfast and Dublin. In addition to these two islands, the British Isles include over five hundred small islands.

The UK is one of the world's smallest countries (France and Spain are twice as large) with an area of 244,100 square kilometers. The is situated off the northwest coast of Europe between the Atlantic ocean in the north and northwest, and the North Sea in the East and is separated from the European continent by the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais). Northern Ireland is separated from Great Britain by the North Channel. The St. George's Channel separates Great Britain from Ireland.

Geographically, the island of Great Britain is subdivided into two main regions - Lowland Britain (in the south and east) and Highland Britain (in the north and west. Lowland Britain occupies southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. England is separated from Scotland by the Cheviot Hills, running from east to west. The Pennine Chain extends southward from the Cheviot Hills into the Midlands, a plain region with low hills and valleys. England is mostly a lowland country. There are upland regions in the north and the south west, but the rest of England is almost flat. Northern England, Midlands and South England are different from each other. There are many lakes in Great Britain. Lake District in Northern England with its lakes, mountains and valleys is a favorite holiday resort. It lies on the northwest side of the Pennine system. The Lake District is a beautiful part of Britain. Lake Win-

dermere is England's largest lake. On either side of the Pennines the plains of Yorkshire and Lancashire stretch to the sea. In South England between Highlands lie Lowlands.

The mountains in Great Britain are not very high; the highest is Ben Nevis, 1,343 m, in Scotland.

There are no very long rivers in Great Britain. The longest river in Great Britain is the Severn, flowing along the border between England and Wales. Its tributaries include the Avon, made famous by Shakespeare; the Thames, the deepest one, which flows eastward to the port of London through rich agricultural districts into the North Sea. It's the busiest and the most important river in England. The swiftest river is the Spey. Other rivers are the Tay, the Clyde, the Tyne, the Tweed, the Trent, and the Wye. The rivers seldom freeze in winter.

Text 2. Family Life

A 'typical' British family used to consist of mother, father and two children, but in recent years there have been many changes in family life. Some of these have been caused by new laws and others are the result of changes in society.

Members of a family - grandparents, aunts, uncles, cousins - keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together.

In general, each generation is keen to become independent of parents in establishing its own family unit, and this fact can lead to social as well as geographical differences within the larger family group.

Relationships within the family are different now. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved with bringing up children, often because the mother goes out to work. Increased leisure facilities and more money mean that there are greater opportunities for the individual to take part in activities outside the home. Although the family holiday is still an important part of family life (usually taken in August, and often abroad) many children have holidays away from their parents, often with a school party or other organized group.

Text 3

Направление **Педагогическое образование**
профиль **Русский язык и Литература**

The Most Widespread Language on Earth

Have you ever wondered how many people there are who speak English? It's quite a number! The exact figure is impossible to tell, but it is around 400 million people.

Geographically, English is the most widespread language on earth, and it is second only to Chinese in the number of people who speak it. It is spoken in the British Isles, the USA, Australia, New Zealand and much of Canada and South Africa.

English is also a second language of another 300 million people living in more than 60 countries.

If you add to this the enormous number of people who learn to understand and speak English, you will realize that English is indeed a world language.

In Shakespeare s time only a few million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as a result of various historical events English spread throughout the world. Five hundred years ago English was not spoken in North America: the American Indians had their own languages.

Today English is represented in every continent and in the three main oceans - the Atlantic, the Indian and the Pacific.

English is mixing with other languages around the world. It is probably the most insatiable borrower. There are words from 120 languages in its vocabulary, including Arabic, French, German, Greek, Italian, Russian and Spanish.

Other languages absorb English words too, often giving them new forms and new meanings. So many Japanese, French and Germans mix English words with their mother tongues so that the resulting hybrids are called Japlish, Franglais and Denglish. In Japanese, for example, there is a verb Makudonaru, to eat at McDonald's.

A century ago, some linguists predicted that one day England, America, Australia and Canada would be speaking different languages. Nevertheless Britons and Americans probably speak more alike today than they did 50 or 60 years ago. Canadian English, Australian English, South African English, and the many other Englishes scattered around the world are coming increasingly to resemble one another.

People have long been interested in having one language that could be spoken throughout the world. Such a language would help to increase cultural and economic ties and simplify communication between people. Through the years, at least 600 universal languages have been proposed, including Esperanto. About 10 million people have learned Esperanto since its creation in 1887, but English, according to specialists, has better chances to become a global language.

Направление **Педагогическое образование**
профиль **Изобразительное искусство**
Направление **Дизайн**

Hidden Treasure

At the turn of the 19th century Russia woke from its lingering slumber to an explosion of new ideas. Industrialization surged, along with attendant upheavals in social relationships. As the country's vast spaces were transformed by the train and the telegraph, the works of Freud and Einstein were about to alter the country's inner landscape.

Monet, Cezanne, Van Gogh and Matisse were well known to Russian artists, whose works reflected the revolutions of those foreigners. But, as Dmitri Sarabianov, a leading Russian art historian, has argued, "The artistic ‘superpowers’ long ago agreed upon a hierarchy of excellence in which 19th century Russian art appears to have no place".

That hierarchy was to be overturned by the men — and many notable women, as well — who engaged in their own artistic revolution. United in rejecting the past, the artists were rarely in agreement on what the future would be, but they did manage to coalesce around the Museum of Artistic Culture. The Barbican show, which runs until June 27, mirrors the original collection by thematically displaying 84 key paintings and assorted posters, drawings, icons and artifacts. In the earliest paintings, those of Larionov and Goncharova, for example, the debt to the artists of Western Europe is clear. The seven paintings by Goncharova demonstrate her journey from old to new. An early still life, redolent of Cezanne in the tonality of its greens, is followed in 1911 by Peasants, in which the painter's work is enriched by an infusion of Russian folk styles. Two massive figures, constructed within bold, sweeping outlines that enclose blocks of rich Fauvist colors, bring to vivid life the pungent individuality within Russia's vast reservoir of people. Two years later, in Cyclist, Goncharova embraced Futurism by imbuing her painting with that movement's passion for machinery and speed. The momentum of the rider across the somber palette mimics Goncharova's own ar-

tistic journey from the conventions of the past to the stark abstraction of Malevich's Supremacist movement.

Направление **Педагогическое образование**
профиль **Биология и География**
Направление **Биология**
профиль **Биоэкология**

Animal and Human Health

Avian influenza - "bird flu" - is still spreading, despite frantic countermeasures. And as it spreads, so do fears that a human epidemic will emerge from it. Prior to the latest outbreaks, bird flu was thought to be rare in poultry, and unlikely to spread between countries. Today, however, it has affected many countries.

Governments are finding it almost impossible to monitor, let alone isolate, so many sources of infection. Moreover, the virus is becoming harder to detect. At first, almost all poultry that caught bird flu quickly sickened and died within a day or two. Only wild birds could carry the disease without getting sick, and so disseminate it far. But now some domesticated ducks have developed resistance to the disease. Only laboratory tests can show whether they are a threat to other birds, or to those who keep them. Worse, these animals may also be excreting the lethal virus in their faeces, which could explain how some humans have contracted the disease without any apparent contact with poultry.

The best way to prevent the human epidemic is to end the avian one. Given the difficulties of isolating outbreaks, some countries have resorted to vaccinating poultry. But the existing vaccine does not prevent birds from getting the disease; it only makes their symptoms milder. A number of countries are now working on a vaccine for bird flu. But vaccine development takes time, and there is a lack of production capacity. During a pandemic the health-care systems of all countries are expected to be overwhelmed. This will place limits on the efficacy of emergency international humanitarian assistance. As the tsunami in Asia tragically demonstrated, it is always hard to put a priority on spending for unpredictable events - even possibly catastrophic ones.

Направление **Педагогическое образование**
профиль **География**

Tornadoes

According to the Glossary of Meteorology, a tornado is «a violently rotating column of air, pendant from a cumuliform cloud or underneath a cumuliform cloud, and often (but not always) visible as a funnel cloud». Literally, in order for a vortex to be classified as a tornado, it must be in contact with the ground and the cloud base. Weather scientists haven't found it so simple in practice, however, to classify and define tornadoes.

How do tornadoes form? The classic answer — «warm moist Gulf air meets cold Canadian air and dry air from the Rockies» — is an oversimplification. Many thunderstorms form under those conditions (near warm fronts, cold fronts and dry lines respectively), which never even come close to producing tornadoes. Even when the large-scale environment is extremely favorable for tornado thunderstorms, not every thunderstorm spawns a tornado.

Tornadoes can appear from any direction. Most move from southwest to northeast, or west to east. Some tornadoes have changed direction, or even backtracked. [A tornado can double back suddenly, for example, when its bottom is hit by outflow winds from a thunderstorm's core. Does hail always come before the tornado? Rain? Lightning? Rain, wind, lightning, and hail characteristics vary from storm to storm, from one hour to the next, and even with the direction the storm is moving with respect to the observer. While large hail can indicate the presence of an unusually dangerous thunderstorm, and can happen before a tornado, don't depend on it. Hail, or any particular pattern of rain, lightning or calmness, is not a reliable predictor of tornado threat.

Tornadoes can last from several seconds to more than an hour. The longest-lived tornado in history is really unknown, because so many of the long-lived tornadoes reported from the early 1900s and before are believed to be tornado series instead. Most tornadoes last less than 10 minutes.

Направление **Педагогическое образование**
профиль **Безопасность жизнедеятельности**

SAFETY ENGINEER

Safety engineers serve vital roles in a wide range of workplace settings, including manufacturing and the service sector. Safety engineers’ jobs revolve around implementing and maintaining safety policies, procedures and equipment. Workers' lives can depend on safety engineers' thoroughness and

effectiveness. Because of this, safety engineer positions include strict applicant requirements.

Safety Audits

Safety engineers regularly perform audits of the facilities, systematically checking various mechanical components and work processes to ensure they are compliant with safety standards. Engineers will check things like emergency switches for factory equipment, hardhats and hazard warning systems on construction sites, and roller coaster machinery in theme parks. Safety audits often include checking required safety documentation, such as maintenance logs for equipment, to ensure that employees are following procedures.

Monitoring

Technology facilitates the gathering of large amounts of data. Part of a safety engineer's job is to review a range of statistical reports on vital safety issues. On any given day, a safety engineer may review reports showing the percentage increase or decrease in reported accidents for the month, or the number of times machinery has been shut down for maintenance, for example. Engineers monitor these reports to spot potential safety hazards and address issues early.

Safety Programs

It is the job of safety engineers to develop the formal safety compliance programs of their companies or job sites. Engineers put policies in place to implement a comprehensive safety program, so that all employees know their duties and emergency procedures. Engineers continually assess current safety standards, making changes as operations change.

Training

In addition to companywide safety policies, safety engineers may be required to create and lead training programs for new hires and existing employees. Employees must be trained in a range of safety procedures, such as automatic external defibrillator (AED) operation, emergency evacuation procedures and hazard reporting systems. Safety engineers may conduct advanced training courses for employees with especially dangerous job roles. Construction workers who work on high beams, for example, require special training on the use of safety harnesses and safety-related communication.

Направление **Туризм**
профиль **Технология и организация туроператорских и турагентских услуг**

Travelling

Travelling is necessary to us all. It keeps us from growing stale and old by giving us that movement and change, which are necessary to our life. Every child spends a large proportion of time in a dream about trees, or the sea, or central Africa or some other place.

One of the objects of travel is to go in search of beauty. The beauty-spots of the world are magnets drawing travellers year after year. More valuable to the traveller is the knowledge, which he gets from other people. It is a stay-at-home who is always ready to call someone else "queer" because his ways are different. The more a person has sympathy with all sorts of things the easier it is for him to understand another point of view. The other motivation factors for travelling are leisure, business, health, congresses and other meetings, study and religion.

Many people plan to go on a two-day trip for the weekend. If young people are away from home they may go home to stay with some relatives or friends. Some people prefer to go to the seaside by car, as it is comfortable and rather cheap. Some people like to travel by plane, by train or by ship.

Today, travel agents offer all kinds of holidays to all kinds of people, as nearly everybody can afford some sort of holiday. Travel agents' windows are full of advertisements (ads), especially during summer months. Active pursuits are water sports, rock climbing and excursions by bike, horse riding or simply walking to faraway places. Travel agents think that their customers consist of certain types of people. For each type, they try to offer the "right" price in the "right" country. All this must be planned very carefully. So, while most people are still busy buying Christmas presents the travel agents have already decided where their customers will be going next summer, what kind of things they will be doing and how much money they will be spending on their holidays.

A package holiday is a holiday which is arranged by a company at a fixed price, which includes travel, hotels, and meals. It is very popular. In many countries if you go to a travel agent you can buy a "last minute" package or package holidays that someone has cancelled for up to 50% less than the original cost.

In spite of many advantages which travel agents can offer, there are still quite a few people who "go it alone", choosing their own destination and booking their tickets and accommodation themselves.

Travel agencies started long ago. Thomas Cook was one of the first travel agents. He started to organize excursions by train in the middle of the 19th century. Later on, he also organized excursions from England to European continent. The first tour in the modern sense was put together by Thomas Cook in England in 1841, and the firm of "Thomas Cook and Sons" has remained one of the famous names in the tourist industry.

Sometimes the agents are right (people will be doing exactly what the travel agents have planned for them) but sometimes they are wrong. All this makes their business rather risky, because if they make mistakes, they can lose a lot of money.

Направление **Землеустройство и кадастры**
профили **Землеустройство**, **Управление недвижимостью**

Main Directions in Land Use Planning

The complex of land use planning work in modern conditions provides the actions connected with redistribution of land and formation of new land uses, fixing in nature the borders of the sites, with complex research and estimation of land, creation of land fund for compelled immigrants and granting the sites to them, etc. The main attention now is paid to performance of the following work:

− preparation of materials for the official registration of papers, certifying the right on land (including the proprietors of land shares);

− rendering assistance to the agricultural enterprises in their reorganization (reforming), including development of the land use planning projects providing economically and ecologically proved formation of new land uses;

− maintenance of all agricultural enterprises with cadastral maps in which quantitative and qualitative indicators of each site of farmland are reflected;

− the analysis of land fund use with the purpose of opportunity definition of granting land sites to citizens for conducting personal part-time farming, gardening, housing construction and other purposes;

− preparation of the materials connected with an establishment of restrictions in using land and giving the rights for them to other persons.

The main directions of land use planning activity are:

− scientific maintenance and forecasting consequences of planned land transformations;

− substantiation and realization of general state policy in planning and organization of rational land use and protection of all categories of land irrespective of ownership forms and a departmental accessory of the land sites;

− maintenance of target land use, preservation of valuable land sites in agricultural production;

− formation and accommodation of ecologically and economically justified, compact and rational landed properties and land uses;

− creation of territorial conditions for effective functioning the industrial organizations and enterprises;

− a complex of measures development on improvement of agricultural areas, on increasing soil fertility, maintenance of steady landscapes and protection of land;

− survey the grounds with an establishment (restoration) in nature (on land) administrative-territorial and production borders in a state system;

− manufacturing the documents certifying the right on land.

Направление **Педагогическое образование**
профиль **История и Право**

Prehistoric Communities
by V. G. Childe
(Extract)

During 99% of his existence on the earth, man had lived by hunting and collecting what nature provided. About 7,000 years ago one or two societies began to increase their food-supplies by cultivating edible plants and breeding animals in order to get meat or milk. About the same time they began creating materials that do not occur in nature.

All the available data show that the Neolithic revolution started somewhere in that East Mediterranean zone which stretches from Egypt to Iran. On the edge of the Nile, in Syria and in Iran, archaeology discovered communities of farmers (before 4500 B.C.) whose economy was transitional: farming was on a par with hunting and fishing.

The Neolithic revolution had to spread. Farming involved migration. New lands as well as fresh pastures were needed for new families as long as human population flocks and herds were constantly growing. But the communities cultivating the plains of the Nile, the Tigris-Euphrates and the Indus valleys had no need to move to new lands because the silt, brought down by annual floods, sufficiently enriched the soil. Here farmers could produce more food-stuffs than were needed for domestic purposes, and with the surplus they could support labourers to dig bigger canals, artisans to manufacture better tools, merchants to import raw materials.

The attack upon external nature led to the harnessing of the winds, to the invention of the sail, the wheel and the plough, to the discovery of metallurgy. By 3000 B. C. wealthy cities had grown up in Egypt, Mesopotamia and

India. However, the economic change that followed was largely due to the trade of the Oriental cities.

Направление **Педагогическое образование**
профиль **Дошкольное образование**

Kindergarten

Kindergarten (German, literally means "children's garden"), is a form of education for young children that serves as a transition from home to the commencement of more formal schooling. Another definition, which overlaps with early childhood education and preschool, is education for pre- and emergent-literate children before the age of six or seven. Children are taught to develop basic skills and knowledge through creative play and social interaction, as well as sometimes formal lessons.

In most countries kindergarten is part of the preschool system of early childhood education. Children usually attend kindergarten any time between the ages of two and seven years, depending on the local custom.

In the United States and anglophone Canada, as well as in parts of Australia (New South Wales, Tasmania and the Australian Capital Territory) kindergarten is the word often restricted in use to describe the first year of education, or primary school. In some of these countries it is compulsory, that is parents must send children to their kindergarten year (generally, at age five by September 1 of the present school year).

In the United States, many states widely offer a free kindergarten year to children of five to six years of age, but do not make it compulsory, while other states require all five-year-olds to enroll. The terms preschool or less often, "Pre-K," (formerly, nursery school) are used to refer to earlier age-group education in the U.S. Other districts provide half day or full day kindergarten at the parents' election.

In British English, nursery or playgroup is the usual term for preschool education, and kindergarten is rarely used, except in the context of special approaches to education, such as Steiner-Waldorf education (the educational philosophy of which was founded by Rudolf Steiner).

Направление **Педагогическое образование**
профиль **Начальное образование**

Primary education

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary edu-

cation. In North America, this stage of education is usually known as elementary education and is generally followed by middle school.

In most countries, it is compulsory for children to receive primary education, though in many jurisdictions it is permissible for parents to provide it. The transition to secondary school or high school is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some educational systems have separate middle schools with the transition to the final stage of education taking place at around the age of fourteen.

The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. The relative priority of various areas, and the methods used to teach them, are an area of considerable political debate.

Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject area often music or physical education. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system.

Traditionally, various forms of corporal punishment have been an integral part of early education. Recently this practice has come under attack, and in many cases been outlawed, especially in Western countries.

Направление **Педагогическое образование**
профиль **Физическая культура**

Physical education trends

Physical education trends have developed recently to incorporate a greater variety of activities. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga and deep-breathing. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse (in, say, Arizona, USA), students can also learn a little bit about the Native American cultures of the Northeast and Eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well

(social studies from the example above), which may now be required of many P.E. teachers. There are four aspects of P.E. which is physical, mental, social, and emotional.

Another trend is the incorporation of Health and Nutrition to the physical education curriculum. The Child Nutrition and WIC Re-authorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. We also need gym strips to get more marks at P.E. subject. Change your clothes , too. Today many states require Physical Education teachers to be certified to teach Health also. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards Health education is beginning in the intermediate level, including lessons on bullying, self-esteem and stress and anger management.

In America, the physical education curriculum is designed to allow school pupils a full range of modern opportunities, dozens of sports and hundreds of carefully reviewed drills and exercises, including exposure to the education with the use of pedometer, GPS, and heart rate monitors, as well as state-of-the-art exercise machines in the upper grades. Some martial arts classes, like wrestling in the United States, and Pencak Silat in France, Indonesia and Malaysia, are taught to teach children self-defense and to feel good about themselves. The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, rhythms, and dance. Students are encouraged to continue to explore those activities in which they have a primary interest by effectively managing their community resources.

In these areas, a planned sequence of learning experiences is designed to support a progression of student development. This allows kids through 6th grade to be introduced to sports, fitness, and teamwork in order to be better prepared for the middle and high school age. In 1975, the United States House of Representatives voted to require school physical education classes include both genders. Some high school and some middle school PE classes are single-sex. Requiring individuals to participate in physical education activities, such as dodge ball, flag football, and other competitive sports re-

mains a controversial subject because of the social impact these have on young children. It is, however, important to note that many school budgets have seen cutbacks and in some cases physical education programs have been cut - leaving educators and students to address these needs in other ways.

Направление **Педагогическое образование**
профиль **Технология**

Mechanical Properties of Materials

Materials Science and Technology is the study of materials and how they can be fabricated to meet the needs of modern technology. Using the laboratory techniques and knowledge of physics, chemistry, and metallurgy, scientists are finding new ways of using metals, plastics and other materials.

Engineers must know how materials respond to external forces, such as tension, compression, torsion, bending, and shear. All materials respond to these forces by elastic deformation. That is, the materials return their original size and form when the external force disappears. The materials may also have permanent deformation or they may fracture. The results of external forces are creep and fatigue.

Compression is a pressure causing a decrease in volume. When a material is subjected to a bending, shearing, or torsion (twisting) force, both tensile and compressive forces are simultaneously at work. When a metal bar is bent, one side of it is stretched and subjected to a tensional force, and the other side is compressed.

Tension is a pulling force; for example, the force in a cable holding a weight. Under tension, a material usually stretches, returning to its original length if the force does not exceed the material's elastic limit. Under larger tensions, the material does not return completely to its original condition, and under greater forces the material ruptures.

Fatigue is the growth of cracks under stress. It occurs when a mechanical part is subjected to a repeated or cyclic stress, such as vibration. Even when the maximum stress never exceeds the elastic limit, failure of the material can occur even after a short time. No deformation is seen during fatigue, but small localized cracks develop and propagate through the material until the remaining cross-sectional area cannot support the maximum stress of the cyclic force. Knowledge of tensile stress, elastic limits, and the resistance of materials to creep and fatigue are of basic importance in engineering.

Creep is a slow, permanent deformation that results from steady force acting on a material. Materials at high temperatures usually suffer from this deformation. The gradual loosening of bolts and the deformation of compo-

nents of machines and engines are all the examples of creep. In many cases the slow deformation stops because deformation eliminates the force causing the creep. Creep extended over a long time finally leads to the rupture of the material.

The Early Development of Clothes

Since the first people put on the first pieces of clothing, what people wear has been in a constant change. Today, changes in clothes are mostly related to style of fashion.

For thousands of years in the past, however, changes in clothes were made out of necessity. People were discovering how to make clothes and what kind of clothes to wear. Social scientists believe that people began to wear clothes when they lived in "hunting" and "gathering" societies. People lived in groups because this made the task of getting food easier. In groups such as these, the first clothes developed. They were probably made from animal skins.

Many years ago, ice age spread extremely cold weather over large parts of Europe. Some people died from cold some moved to warmer areas, and some tried to adapt. Historians think those were the people who started wearing fur clothes. They discovered that the bear meat could provide food. But most important, though, they discovered that the bear skin could be made into clothes. The people needed something to use to tie on the bear skin. They may have tried a vine at first. Finally, they used sinew, a tough, stringlike tendon from the leg of an animal.

Sometimes, they accidentally pushed holes into the skin when they were preparing it. This led to the idea of deliberately punching holes into it to string sinew through the holes. Lacing skills got better and better. The awl was the tool used to punch holes in skins. Because it was used so much, people gradually changed the awl to make it even more useful. Gradually, a notch was carved in the blunt end of the awl to hold the sinew in place. The other end had been already sharpened to make punching holes easier. Now the sinew could be threaded through the hole. After many years, the eyed needle had been invented. The invention of the eyed needle led to the development of sewing. Now people could sew skins rather than lacing them.

A second important sewing tool the sewing plate appeared about this time. Made of bone, it was used to push the needle through the hide. This sewing plate was probably, used much as a thimble is used today.

Eventually, people began to settle down and live in one place. Living in one place made the next developments in clothes easier.

The next development was yarn, a continuous strand, or string of fibers. It is made by twisting and tightening the fibers. The process of making yarn

is called spinning. People began to use the stems and reeds of plants and some kind of tree bark. They found that horse hair worked. Perhaps people even got idea of spinning by observing how matted animal hair twisted into strong, ropelike strings. Gradually, they made the tools to spin fibers.

After people learned to spin, they mastered the art of weaving. Weaving is a process of interlacing yarns to create cloth of fabric.

The first weaving was done by hand. Later, weaving was done on looms. A loom is a frame or machine used to interlace yarn to make cloth. Early looms were small enough to carry around, and hunting and gathering societies undoubtedly used them. However, in agrarian societies, people were settled enough to build large looms in order to weave large pieces of fabric, at this time, advances in fabric making became possible.

As people learned more and more about spinning and weaving, they looked around for fibers they could use. A fiber is a slender, elongated strand that can be twisted to form a strong, tight length of yarn.

Since the first weaving began, only five natural fibers have been widely used. They are wool, linen, cotton, silk, and ramie. Other fibers, such as alpaca, from Llamas, camel's hair from camels, are sometimes used. For most part, these other fibers are too scarce or too expensive to be used often.

All five natural fibers are still used today. Each fiber was developed in a different part of the world and comes from different sources. Every natural fiber can be used to make almost every item of clothing that is worn today.

Направление **Менеджмент**
профили **Информационный менеджмент, Производственный менеджмент**
Направление **Профессиональное обучение**
профиль **Экономика и управление**

1. What is Economics?

One of the things that people discover every day is that ***you can't have everything.*** You are reminded of it every time you shop. Although you may see twenty or thirty items that you would really like to buy, you know that you will have to limit your selection to one or two. Everyone goes through life having to make choices.

Every business, even sports teams, must pick and choose from among the things they would like to have because they cannot have everything. Governments, too, cannot have everything. Every year the most important political debates concern questions about spending taxpayers' money.

Neither individuals nor societies can have all the things they would like to have. There simply is not enough of everything. Economists note that

there is no limit to the amount or kinds of things that people want. There is, however, a limit to the ***resources,*** things used to produce goods and services, available to satisfy those wants. Once that limit is reached, nothing else can be produced. In other words, when nation's resources (all its workers, factories, farms, etc.) are fully employed, the only way it will be able to increase the production of one thing will be by reducing the production of something else.

To summarize: human wants are ***unlimited,*** but the resources necessary to satisfy those wants are ***limited.*** Thus, every society is faced with the identical problem, the problem of ***scarcity.***

2. Economics: The Study of Scarcity and Choice

Since there is not enough of everything, everyone - individuals, business firms, and government - needs to make choices from among the things they want. In the process they will try to economize, to get the most from what they have. With this in mind, we can define economics as the social science that describes and analyzes how society chooses from among scarce resources to satisfy its wants.

The need to choose is imposed on us all by our income, wealth and ability to borrow. Individuals and families are limited by the size of their personal income, savings and ability to borrow. Similarly, business firms are limited by their profits, savings and borrowing power, and governments by their ability to tax and borrow.

Income, savings, profits and taxes enable people, institutions and government to purchase goods, products you can see or touch, and services, work performed for pay that benefits others. The problem that each must face, however, is that once the decision has been made to choose one set of alternatives, one loses the opportunity to choose the other. Economists describe these kinds of trade-offs as opportunity costs. The opportunity cost of something is its cost measured in terms of what you have to give up getting it.

Business is also faced with the problem of choices and opportunity costs.

Направление **Профессиональное обучение**
профиль **Транспорт**

Transport System of the USA

The development of transport facilities was very important in the growth of the United States. The first travel routes were natural waterways. No surfaced roads existed until the 1790s, when the first turnpikes were built. Besides the overland roads, many canals were constructed between the late 18th

century and 1850 to link navigable rivers and lakes in the eastern United States and in the Great Lakes region. Steam railways began to appear in the East in the 1820s. The first transcontinental railway was constructed between 1862 and 1869 by the Union Pacific and Central Pacific companies, both of which received large subsidies from the federal government. Transcontinental railways were the chief means of transport used by European settlers who populated the West in the latter part of the 19th century. The railways continued to expand until 1917, when their length reached a peak of about 407,000 km. Since then motor transport became a serious competitor to the railway both for passengers and freight.

Air transport began to compete with other modes of transport after World War I. Passenger service began to gain importance in 1920s, but not until the beginning of commercial jet craft after World War II did air transport become a leading mode of travel.

During the early 1990s railways annually handled about 37.5 per cent of the total freight traffic; trucks carried 26 per cent of the freight, and oil pipelines conveyed 20 per cent. Approximately 16 per cent was shipped on inland waterways. Although the freight handled by airlines amounted to only 0.4 per cent of the total, much of the cargo consisted of high-priority or high-value items.

Private cars carry about 81 per cent of passengers. Airlines are the second leading mover of people, carrying more than 17 per cent of passengers. Buses are responsible for 1.1 per cent, and railways carry 0.6 per cent of passengers.

Roads and Railways

The transport network spreads into all sections of the country, but the web of railways and highways is much denser in the eastern half of the United States.

In the early 1990s the United States had about 6.24 million km of streets, roads, and highways. The National Interstate Highway System, 68,449 km in length in the early 1990s, connected the nation's principal cities and carried about one-fifth of all the road and street traffic.

More than 188 million motor vehicles were registered in the early 1990s. More than three-quarters were cars – one for every two persons in the country. About one-fifth of the vehicles were lorries. Amtrak (the National Railroad Passenger Corporation), a federally subsidized concern, operates almost all the inter-city passenger trains in the United States; it carried more than 22 million passengers annually in the early 1990s.

Prehistory

Tools are any objects other than the parts of our own bodies that we use to help us do our work. Technology is nothing more than the use of tools. When you use a screwdriver, a hammer, or an axe, you are using technology just as much as when you use an automobile, a television set, or a computer.

We tend to think of technology as a human invention. But the reverse is closer to the truth. Stone tools found along with fossils show that our ape-like ancestors were already putting technology to use. Anthropologists speculate that using tools may have helped these creatures evolve into human beings; in a tool-using society, manual dexterity and intelligence count for more than brute strength. The clever rather than the strong inherited the earth.

Most of the tools we have invented have aided our bodies rather than our minds. These tools help us lift and move and cut and shape. Only quite recently, for the most part, have we developed tools to aid our minds as well.

The tools of communication, from pencil and paper to television, are designed to serve our minds. These devices transmit information or preserve it, but they do no modify it in any way (If the information is modified, this is considered a defect rather than a virtue, as when a defective radio distorts the music we're trying to hear.)

Our interest lies with machines that classify and modify information rather than merely transmitting it or preserving it. The machines that do this are the computers and the calculators, the so-called mind tools. The widespread use of machines for information processing is a modern development. But simple examples of information-processing machines can be traced back to ancient times. The following are some of the more important forerunners of the computer.

The Abacus. The abacus is the counting frame that was the most widely used device for doing arithmetic in ancient times and whose use persisted into modern times in the Orient. Early versions of the abacus consisted of a board with grooves I which pebbles could slide. The Latin word for pebbles is calculus, from which we get the words abacus and calculate.

Mechanical Calculators. In the seventeenth century, calculators more sophisticated than the abacus began to appear. Although a number of people contributed to their development, Blaise Pascal (French mathematician and philosopher) and Wilhelm von Leibniz (German mathematician, philosopher, and diplomat) usually are singled out as pioneers. The calculators Pascal and Leibniz built were unreliable, since the mechanical technology of the time

was not capable of manufacturing the parts with sufficient precision. As manufacturing techniques improved, mechanical calculators eventually were perfected; they were used widely until they were replaced by electronic calculators in recent times.

The Jacquard Loom. Until modern times, most information-processing machines were designed to do arithmetic. An outstanding exception, however, was Jacquard's automated loom, a machine designed not for hard figures but beautiful patterns. A Jacquard loom weaves cloth containing a decorative patterns; the woven pattern is controlled by punched cards. Changing the punched cards changes the pattern the loom weaves. Jacquard loom came into widespread use in the early nineteenth century, and their descendants are still used today. The Jacquard loom is the ancestor not only of modern automated machine tools but of the player piano as well.

Направление **Психолого-педагогическое образование**
профиль **Психология и социальная педагогика**

Historic developments of Social Pedagogy

Although pedagogy varies across European countries, there are similar roots that have developed into differing strands of contemporary thinking in pedagogy. Hämäläinen explains that “historically, social pedagogy is based on the belief that you can decisively influence social circumstances through education” – and importantly, education is seen as a life-long learning process that does not only refer to children but includes educating adults, for instance in order to change their idea of children.

While philosophers of Classical antiquity like Plato and Aristotle discussed how education could contribute to social development, social pedagogy in theory and practice only emerged through the influence of modern thinking in the Renaissance, the Reformation and later during the Enlightenment, when children started to come into the picture of social philosophy.

Jean-Jacques Rousseau

A major impetus for the current understanding of pedagogy was the educational philosophy of the Swiss social thinker Jean-Jacques Rousseau (1712-1778). Concerned with the decay of society, he developed his theories based on his belief that human beings were inherently good as they were closest to nature when born, but society and its institutions corrupted them and denaturalized them. Consequently, bringing up children in harmony with nature and its laws so as to preserve the good was central for Rousseau’s pedagogic theory. Rousseau innovatively “argued that the momentum for learning was provided by the growth of the person (nature) – and that what

the educator needed to do was to facilitate opportunities for learning," as Doyle and Smith note.

Johann Heinrich Pestalozzi

Rousseau's educational philosophy inspired ensuing pedagogues, notably Johann Heinrich Pestalozzi (1746-1827), who refined Rousseau's thoughts by developing a method of holistic education, which addressed head, heart, and hands. These three elements are inseparable from each other in Pestalozzi's method and need to be kept in harmony. "Nature forms the child as an indivisible whole, as a vital organic unity with many sided moral, mental, and physical capacities. Each of these capacities is developed through and by means of the others," Pestalozzi stated.

New Education Movement

Pestalozzi's ideas sparked interest across continental Europe, and particularly the New Education Movement transferred his pedagogic concept into various settings, such as kindergarten (Fröbel), school (Montessori, Steiner, Hahn), residential care (Korczak), and informal work with children and young people (Montessori). Thus the New Education Movement contributed to a continental pedagogic discourse, which saw children being conceptualised as equal human beings ("Children do not become humans, they already are", Korczak), and as competent, active agents ("A child has a hundred languages", Malaguzzi). Furthermore, there was increasing recognition for child participation and children's rights, for instance in the pedagogic concepts of Montessori and Korczak.

The New Education Movement led to a spread of pedagogic concepts and ideas across many European countries and made two fundamental points which demonstrate its ambition to use pedagogy for social change: "First, in all education the personality of the child is an essential concern; second, education must make for human betterment, that is for a New Era".

Направление **Психолого-педагогическое образование,**
профили **Психология образования, Специальная педагогика и психология**
Направление **Психология**

The Art of Thinking

What is thinking? The word "thinking", like other words, has several meanings. The word is used popularly in the sense of "to have an opinion". This opinion may be our own or it may be merely an echo of somebody else's opinion. One of the definitions of the verb "to think" as given in the dictionary is "to express the mind otherwise than by passive reception of another's ideas". And indeed the word is best used to mean real thinking: Put-

ting two and two together, and trying to find out the truth... To accept as true certain thoughts because they happen to *be* popular, or modern, or because some person with a great name has told us that they are true, is not real thinking at all. It is precisely against this bad habit of looking to authority that Roger Bacon warned us over 500 years ago, and Aristotle long before that.

The most active form of thinking is found when we are discussing or arguing with others. A discussion consists in comparing our views or thoughts with those of others in order to see in what degree or measure our thoughts agree or disagree. By discussion we may modify our views or the views held by others. An argument is more in the nature of a battle, with thoughts used as weapons. Therefore when we argue, we sometimes are less interested in finding the truth than winning our case and defeating our opponent.

Thinking may also be called "the machinery of association", for it is to a large extent connected with memory: When we think we are putting facts into combination with facts, we are "putting two and two together", as the saying is.

We may now ask ourselves the question, "May we, by striving, become good thinkers?" This depends largely upon the nature of our interest. There are false or doubtful kinds of interest, as well as good ones. A man may be interested simply in making money, and the machinery of association in his mind will work with astonishing skill and rapidity; or a boy may be interested only in passing an examination, and so his machinery of association works hard for a time at something or other, and after the examination, he seldom or never thinks of it again.

Worst of all, perhaps in its results, is the kind of interest which sets men studying things only in order to defeat someone else, or to prove that they are right, or to make success for the party or the class to which they belong... This kind of interest is extremely powerful and very general. Unfortunately, interest of this kind and interest in money are the driving powers of most of the thinking that is done in the Western world.

Let us rather resolve to found our thoughts on the sort of interest which leads toward the discovery of truth, for there can be no higher ideal. The English translation of a certain Latin proverb runs, "Great is truth, and it shall prevail" or to put it more briefly, "Truth will conquer". And for truth to prevail, we require thinkers, real thinkers unprejudiced thinkers, who are able to find and remember facts, and draw valid conclusions from them.

Направление **Социальная работа**
профиль **Психосоциальная работа с населением**

Nature of the Work of a Social Worker

Social work is a profession for those with a strong desire to help improve people's lives. Social workers assist people by helping them cope with and solve issues in their everyday lives, such as family and personal problems and dealing with relationships. Some social workers help clients who face a disability, life-threatening disease, social problem, such as inadequate housing, unemployment, or substance abuse. Social workers also assist families that have serious domestic conflicts, sometimes involving child or spousal abuse. Additionally, they may conduct research, advocate for improved services, or become involved in planning or policy development. Many social workers specialize in serving a particular population or working in a specific setting. In all settings, these workers may also be called licensed clinical social workers, if they hold the appropriate State mandated license.

Child, family, and school social workers provide social services and assistance to improve the social and psychological functioning of children and their families. They may assist single parents in finding day care, arrange adoptions, or help find foster homes for neglected, abandoned, or abused children. These workers may specialize in working with a particular problem, population or setting, such as child protective services, adoption, homelessness, domestic violence, or foster care.

In schools, social workers often serve as the link between students' families and the school, working with parents, guardians, teachers, and other school officials to ensure that students reach their academic and personal potential. They also assist students in dealing with stress or emotional problems. Many school social workers work directly with children with disabilities and their families. In addition, they address problems such as misbehavior, truancy, teenage pregnancy, and drug and alcohol problems and advise teachers on how to cope with difficult students. School social workers may teach workshops to entire classes on topics like conflict resolution.

Child, family, and school social workers may be known as child welfare social workers, family services social workers, or child protective services social workers. These workers often work for individual and family services agencies, schools, or State or local governments.

Medical and public health social workers provide psychosocial support to individuals, families, or vulnerable populations so they can cope with chronic, acute, or terminal illnesses, such as Alzheimer's disease, cancer, or AIDS. They also advise family caregivers, counsel patients, and help plan for

patients' needs after discharge from hospitals. They may arrange for at-home services, such as meals-on-wheels or home care. Some work on interdisciplinary teams that evaluate certain kinds of patients, such as geriatric or organ transplant patients.

Some specialize in services for senior citizens and their families. These social workers may run support groups for the adult children of aging parents. Also, they may assess, coordinate, and monitor services such as housing, transportation, and long-term care. These workers may be known as gerontological social workers.

Mental health and substance abuse social workers assess and treat individuals with mental illness or substance abuse problems. Such services include individual and group therapy, outreach, crisis intervention, social rehabilitation, and teaching skills needed for everyday living. They also may help plan for supportive services to ease clients' return to the community when leaving in-patient facilities. They may provide services to assist family members of those who suffer from addiction or other mental health issues. These workers may work in outpatient facilities, where clients come in for treatment and then leave, or in inpatient programs, where patients reside at the facility. Some mental health and substance social workers may work in employee-assistance programs. In this setting, they may help people cope with job-related pressures or with personal problems that affect the quality of their work. Other social workers work in private practice, where they are employed directly by the client. These social workers may be known as clinical social workers, occupational social workers, or substance abuse social workers. (Counselors and psychologists, who may provide similar services, are discussed elsewhere in the Handbook.)

Other types of social workers include social work administrators, researchers, planners and policymakers, who develop and implement programs to address issues such as child abuse, homelessness, substance abuse, poverty, and violence. These workers research and analyze policies, programs, and regulations. They identify social problems and suggest legislative and other solutions. They may help raise funds or write grants to support these programs.

МОДУЛЬ II

Второй модуль включает материал второго семестра, заканчивается зачетом и защитой контрольной работы.

Содержание 2 модуля:

Аспекты языка:

1. Лексика

1.1. Учебная и деловая лексика (30 ед.)

2. Грамматика

2.1. VERBS (Времена глагола в действительном залоге. Времена группы PROGRESSIVE, PERFECT, PERFECT PROGRESSIVE).
2.2. SEQUENCE OF TENSES (Согласование времен)

Виды речевой деятельности:

2. Говорение

устная тема «My Studies»

2. Чтение

понимание основного содержания текста: общественно-политические, публицистические (медийные) тексты по направлению; понимание запрашиваемой информации: прагматические тексты справочно-информационного и рекламного характера по направлению

3. Аудирование

понимание запрашиваемой информации

4. Письмо

запись основных мыслей и фактов из текстов по изучаемой проблематике

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

Тема 1. ВРЕМЕНА ГРУППЫ PROGRESSIVE (CONTINUOUS)

Таблица 18

	Утвердительная форма (Affirmative Form)	**Вопросительная форма (Interrogative Form)**	**Отрицательная форма (Negative Form)**
Present	I **am** work**ing** We You **are** work**ing** They He She **is** work**ing** It	**Am** I work**ing**? we **Are** you work**ing**? they he **Is** she work**ing**? it	I **am** not work**ing** We You **are** not work**ing** They He She **is** not work**ing** It
Past	I He She **was** work**ing** It We You **were** work**ing** They	I he **Was** she work**ing**? it we **Were** you work**ing**? they	I He She **was** not work**ing** It We You **were** not work**ing** They
Future	I / **shall/** We **will be** work**ing** You They He **will be** working She It	I **Shall/will** we **be** work**ing**? you they **Will** he **be** work**ing**? she it	I We **shall/will** not be working You They He **will** not **be** work**ing** She It

1.1. The Present Progressive (Continuous) Tense
Настоящее длительное время

am
is ***Ving***
are

Таблица 19

1. Длительное действие, совершающееся в момент речи	He **is reading** a newspaper in the library.	Он читает газету в библиотеке (сейчас).
2. Длительное действие, совершающееся в настоящий период времени.	He **is writing** a new play.	Он пишет новую пьесу.

1. Данное время образуется при помощи вспомогательного глагола to be в настоящем времени (am, is, are) и формы причастия настоящего времени смыслового глагола: I am (I'm) working, he is (he's) working, we are (we're) working.

Запомните: Причастие настоящего времени (Present Participle) образуется прибавлением суффикса –ing к основе глагола. При этом следует помнить, что:

1) если глагол оканчивается на немое –e, то оно опускается перед суффиксом –ing: give-giving, close-closing;

2) если глагол оканчивается на согласный, которому предшествует краткий ударный гласный, то конечный гласный удваивается перед суффиксом –ing: run-running, forget-forgetting;

3) если глагол оканчивается на букву l, то он удваивается, если ей предшествует краткий гласный, как ударный, так и безударный: expel-expelling; travel-travelling;

4) глаголы die, lie, tie образуют причастие настоящего времени следующим образом: dying, lying, tying.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Am I working? Is he working? Are you working?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I am not (I'm not) working, he is not (he isn't) working, we are not (we aren't) working.

4. Примечание. Следует иметь в виду, что глаголы, выражающие чувства (восприятие) и умственные состояния, а также некоторые другие глаголы не употребляются во временах группы Progressive. Эти глаголы, в отличие от глаголов, которые употребляются во временах группы Progressive, не могут выражать действие или состояние как процесс, совершаются в определенный момент. to love – любить, to like - нравиться, to hate - ненавидеть, to want - хотеть, to wish, to desire - желать, to see - видеть, to hear - слышать, to feel – чувствовать, to notice - замечать, to know - знать, to understand - понимать, to remember - помнить, to forget - забывать, to believe - верить, и др.

Present Simple & Present Progressive

Таблица 20

	Present Simple	**Present Progressive**
Как?	Обычное, регулярное, повторяющееся действие, констатация факта.	Длительное действие, процесс, протекающий в определенный момент или период времени.
Когда?	• usually, generally, always, never, often, seldom, every day, sometimes. • будущее действие, связанное с графиком, расписанием.	• Now, at present, at the moment; Listen…; Look…; I see…; I hear… • будущее запланированное действие.
Примеры	• The Earth moves round the Sun. • She lives in London. • I work in my garden every day. • The next train leaves in an hour.	• Look, it is moving. • She is living in that flat now. • She is working in the garden at present.

1.2. The Past Progressive (Continuous) Tense
Прошедшее длительное время

was ***Ving***
were

Таблица 21

1. Длительное действие, совершавшееся в определенный момент в прошлом.	It **was raining** at five o'clock. It **was raining** when I left the house.	В пять часов шел дождь. Шел дождь, когда я вышел из дому.
2. Длительное действие, совершавшееся в определенном отрезке времени, но не происходившее непрерывно.	In June that firm **was carrying** on negotiations for the purchase of wheat.	В июне эта фирма вела переговоры о покупке пшеницы.

1. Past Progressive образуется при помощи вспомогательного глагола to be в прошедшем времени (was, were) и формы причастия настоящего времени (Present Participle) смыслового глагола: I was working, he was working, we were working.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Was I working? Was he working? Were you working?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I was not (I wasn't) working, he was not (he wasn't) working, we were not (we weren't) working.

Past Simple & Past Progressive

Таблица 22

	Past Simple	**Past Progressive**
Как?	Повторяющееся действие, факт в прошлом.	Действие протекало в определенный момент или период в прошлом.
Когда?	yesterday last week in 1990 3 years ago	at 5 o'clock yesterday, from 3 to 6 yesterday, for 3 hours yesterday, the whole evening, on Monday last week when I came in
Примеры	• We **went** to the theatre yesterday. • He **visited** his friends each weekend last year. • They **arrived** here 5 years ago.	• I **was watching** TV at 5 o'clock yesterday. • He **was reading** a book when I came in.

1.3. The Future Progressive (Continuous) Tense
Будущее длительное время

Shall be

Ving

Will be

Таблица 23

1. Длительное действие, которое будет совершаться в определенный момент в будущем.	I **shall be working** at five o'clock. I **shall be working** when he returns.	Я еще буду работать в пять часов. Я буду работать, когда он вернется.
2. Длительное действие, которое будет совершаться в определенном отрезке времени, но не будет происходить непрерывно.	I **shall be preparing** for my examination in May.	Я буду готовиться к экзамену в мае.

1. Future Progressive образуется при помощи вспомогательного глагола to be в будущем времени (shall be, will be) и формы причастия настоящего времени (Present Participle) смыслового глагола: I shall (I'll) be working, he will (he'll) be working, we will be working.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Shall I be working? Will he be working? Will you be working?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I shall not (I shan't) be working, he will not (he won't) be working, we shall not (we shan't) be working.

Тема 2. ВРЕМЕНА ГРУППЫ PERFECT

Таблица 24

	Утвердительная форма (Affirmative Form)	**Вопросительная форма (Interrogative Form)**	**Отрицательная форма (Negative Form)**
Present	I We You **have** work**ed** They He She **has** work**ed** It	I we **Have** you work**ed**? they he **Has** she work**ed**? it	I We You **have** not work**ed** They He She **ha**s not work**ed** It
Past	I We You They **had** work**ed** He She It	I we you **Had** they work**ed**? he she it	I We You They **had** not work**ed** He She It
Future	I We **shall/will have** worked You They He **will have** work**ed** She It	I **Shall/will** we **have** work**ed**? you they **Will** he **have** work**ed**? she it	I/We **shall/will** not **have** work**ed** You They He **will** not **have** work**ed** She It

2.1. The Present Perfect Tense
Настоящее совершенное время

Have ***Ved***
Has ***V3***

Таблица 25

1. Действие, результат которого имеется налицо в настоящем времени (в русском языке соответствует прошедшему времени)	I **have written** my exercise; here they are.	Я написал свои упражнения. Вот они.
2. Вместо Present Perfect Continuous (в русском языке соответствует настоящему времени)	I **have known** him for three years.	Я знаю его три года.
3. Будущее совершенное действие в придаточных предложениях времени и условия (в русском языке соответствует будущему времени)	After I **have read** the book, I'll give it to you.	После того как я прочту эту книгу, я дам ее вам.

1. Present Perfect образуется при помощи вспомогательного глагола to have в форме настоящего времени (have, has) в форме причастия прошедшего времени (Past Participle) смыслового глагола: I have (I've) worked, he has (he's) worked, we have (we've) worked.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Have I worked? Has he worked? Have we worked?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I have not (haven't) worked, he has not (hasn't) worked, we have not (haven't) worked.

Present Perfect & Past Simple

Изучающие английский язык часто допускают ошибки, употребляя Present Perfect вместо Past Simple и наоборот, поскольку оба времени выражают прошедшее действие, закончившееся до настоящего момента, и соответствуют в русском языке прошедшему времени глагола совершенного и несовершенного вида. Однако Past Simple и Present Perfect коренным образом отличаются друг от друга. Past Simple выражает действие, совершившееся в истекшем отрезке времени, констатирует факт совершения действия в прошлом. Поэтому Past Simple употребляется в повествовании, т.е. при изложении событий, имевших место в прошлом, или в разговоре о прошедших событиях. Present Perfect вы-

ражает действие, хотя и совершившееся в прошлом, но связанное с настоящим благодаря наличию его результата в настоящем времени, поэтому Present Perfect употребляется не в повествовании, а в разговоре или сообщении, касающемся положения вещей в настоящее время:

Таблица 26

Present Perfect	**Past Simple**
I have finished my work and I am going home now. Я окончил работу и теперь иду домой.	I finished my work and went home. Я окончил свою работу и ушел домой.
The manager has signed the letter. Can you post it at once? Заведующий подписал письмо. Не можете ли вы отправить его немедленно?	The manager signed the letter, and I posted it at once. Заведующий подписал письмо, и я отправил его немедленно.

2.2. The Past Perfect Tense
Прошедшее совершенное время

Had ***Ved / V3***

Таблица 27

1.Действие, совершившееся до определенного момента в прошлом.	I **had translated** the article by five o'clock.	Я (уже) перевел статью к пяти часам.
2. Действие, которое произошло раньше другого действия в прошлом, выраженного формой Past Simple.	They **had shipped** the goods when your telegram arrived.	Они (уже) отгрузили товары, когда прибыла ваша телеграмма.

1. Past Perfect образуется при помощи вспомогательного глагола to have в форме прошедшего времени (had) в форме причастия прошедшего времени (Past Participle) смыслового глагола: I had (I'd) worked, he had (he'd) worked, we had (we'd) worked.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Had I worked? Had he worked? Had we worked?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I had not (hadn't) worked, he had not (hadn't) worked, we had not (hadn't) worked.

Past Perfect & Past Simple

Таблица 28

	Past Simple	Past Perfect
Как?	Описание событий (факт) в прошлом	Действие закончилось к определенному моменту в прошлом
Когда?	yesterday last month many years ago	by the end of the last week by last Monday when we came before she left
Примеры	• We went to the seaside last summer. • I left school many years ago. • Did you see him last week?	• He had been very ill before he died. • I looked at the present after he had left. • He had built the theatre by the end of the last year.

2.3. The Future Perfect Tense
Будущее совершенное время

Will / shall have Ved
V3

Таблица 29

1.Будущее действие, которое совершится до определенного момента в будущем.	They **will have shipped** the goods when your telegram arrives.	Они уже отгрузят товар, когда прибудет ваша телеграмма.

1. Future Perfect образуется при помощи вспомогательного глагола to have в форме будущего времени (shall have, will have) в форме причастия прошедшего времени (Past Participle) смыслового глагола: I shall have (I'll have) worked, he will (he'll) have worked, we will (we'll) have worked.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Shall I have worked? Will he have worked? Will we have worked?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I shall not (shan't) have worked, he will not (won't) have worked, we shall not (shan't) have worked.

Тема 3. ВРЕМЕНА ГРУППЫ PERFECT PROGRESSIVE (CONTINUOUS)

Таблица 30

	Утвердительная форма (Affirmative Form)	**Вопросительная форма (Interrogative Form)**	**Отрицательная форма (Negative Form)**
Present	I **have been** work**ing** We You They He She **has been** work**ing** It	I we **Have** you been work**ing**? they he **Has** she been work**ing**? it	I We You **have** not **been** work**ing** They He She **has** not **been** work**ing** It
Past	I We You They He **had been** working She It	I we you **Had** they been work**ing**? he she it	I We You They **had** not **been** work**ing** He She It
Future	I We **shall have been** work**ing** You They He **will have been** work**ing** She It	I **Shall** we **have been** work**ing**? you they **Will** he **have been** work**ing**? she it	I We **shall** not **have been** work**ing** You They He **will** not **have been** work**ing** She It

3.1. The Present Perfect Progressive (Continuous) Tense
Настоящее совершенное длительное время

Have / Has **been Ving**

Таблица 31

1. Длительное действие, которое началось в прошлом и еще совершается в настоящее время (в русском языке соответствует настоящему времени)	I **have been reading** the newspaper since five o'clock.	Я читаю газету с пяти часов.
2. Длительное действие, которое началось в прошлом и закончилось непосредственно перед моментом речи (в русском языке соответствует прошедшему времени)	Although the sun is shining, it is still cold as it **has been raining** hard.	Хотя светит солнце, все еще холодно, так как шел сильный дождь.

1. Present Perfect Progressive образуется при помощи вспомогательного глагола to be в форме Present Perfect (have been, has been) в форме причастия настоящего времени (Present Participle) смыслового глагола: I have (I've) been working, he has (he's) been working, we have (we've) been working.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Have I been working? Has he been working? Have we been working?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I have not (haven't) been working, he has not (hasn't) been working, we have not (haven't) been working.

3.2. The Past Perfect Progressive (Continuous) Tense
Прошедшее совершенное длительное время

Had **been Ving**

Таблица 32

1. Длительное прошедшее действие, совершавшееся в момент наступления другого прошедшего действия, с указанием как долго оно совершалось.	I **had been working** for two hours when my brother came.	Я уже работал два часа, когда пришел мой брат.

2. Длительное прошедшее действие, которое началось в прошлом и закончилось непосредственно перед моментом речи (в русском языке соответствует прошедшему времени).	He felt tired as he **had been playing** football for several hours.	Он чувствовал себя усталым, так как играл в футбол в течение нескольких часов.

1. Past Perfect Progressive образуется при помощи вспомогательного глагола to be в форме Past Perfect (had been) в форме причастия настоящего времени (Present Participle) смыслового глагола: I had (I'd) been working, he had (he'd) been working, we had (we'd) been working.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Had I been working? Had he been working? Had we been working?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I had not (hadn't) been working, he had not (hadn't) been working,

3.3. The Future Perfect Progressive (Continuous) Tense
Будущее совершенное длительное время

Shall/will have been
Ving

Таблица 33

1. Действие, которое начнется до определенного момента в будущем и будет продолжаться до этого момента и в этот момент в будущем.	In 15 minutes we **shall/ will have been writing** the test for two hours.	Через 15 минут будет два часа, как мы пишем контрольную.

1. Future Perfect Progressive образуется при помощи вспомогательного глагола to be в форме Future Perfect (shall have been, will have been) в форме причастия настоящего времени (Present Participle) смыслового глагола: I shall (I'll) have been working, he will (he'll) been working, we will (we'll) been working.

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Shall I have been working? Will he been working? Shall we been working?

3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I shall not (shan't) have been working, he will not (won't) have been working, we shall not (shan't) have been working.

Тема 4. СОГЛАСОВАНИЕ ВРЕМЕН

Правило согласования времен в английском языке представляет определенную зависимость времени глагола в придаточном предложении (главным образом дополнительном) от времени глагола в главном предложении. В русском языке такой зависимости не существует.

Основные положения согласования времен сводятся к следующему:

1. Если сказуемое главного предложения выражено глаголом в настоящем или будущем времени, то сказуемое придаточного предложения может стоять в любом времени, которое требуется по смыслу. Например:

	he studies English.		что изучает английский язык
He says	he will study English.	Он говорит,	что будет изучать английский язык
	he has studied English.		что изучал английский язык

2. Если сказуемое главного предложения стоит в прошедшем времени, то сказуемое придаточного предложения должно стоять в одном из прошедших времен. Выбор конкретной видо-временной формы определяется тем, происходит ли действие в придаточном предложении одновременно с главным, предшествует ему, либо будет происходить в будущем. Например:

	he worked (was working)		работает
He said (that)	he had worked (had been working)	Он сказал, что	работал
	he would work (would be working)		будет работать

Тема 5. ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ

1. Содержание ранее высказанного сообщения можно передать прямой речью (от лица говорящего) или косвенной речью (от лица передающего).

She said: "I can speak two foreign languages" (прямая речь).

She said that she could speak two foreign languages (косвенная речь).

2. В косвенной речи также соблюдается правило согласования времен. При обращении утвердительных предложений из прямой речи в косвенную производятся следующие изменения:

1) косвенная речь вводится союзом that, который часто опускается;

2) глагол to say, после которого следует дополнение, заменяется глаголом to tell;

3) личные и притяжательные местоимения заменяются по смыслу;

4) времена глаголов в придаточном предложении изменяются согласно правилам согласования времен;

5) указательные местоимения и наречия времени и места заменяются другими словами:

this	that
these	those
now	then
today	that day
tomorrow	the next day
the day after tomorrow	two days later
yesterday	the day before
the day before yesterday	two days before
ago	before
next year	the next year, the following year
here	there

3. Общие вопросы вводятся союзами if, whether, имеющими значение частицы «ли». В придаточных предложениях соблюдается порядок слов утвердительного предложения.

He asked me: "Do you play the piano?"	*Он спросил меня: «Вы играете на пианино?»*
He asked me if I played the piano.	*Он спросил меня, играю ли я на пианино.*

4. Специальные вопросы вводятся тем же вопросительным словом, с которого начинается прямая речь. Соблюдается порядок слов утвердительного предложения.

He asked me: "When did you send the telegram?"	*Он спросил меня: «Когда ты отправил телеграмму?»*
He asked me when I had sent the telegram.	*Он спросил меня, когда я отправил телеграмму.*

5. Для передачи побуждений в косвенной речи употребляются простые предложения с инфинитивом с частицей to. Если прямая речь выражает приказание, то глагол to say заменяется глаголом to tell (велеть) или to order (приказывать). Если прямая речь выражает просьбу, глагол to say заменяется глаголом to ask (просить).

She said to him: "Come here at nine".	*Она сказала ему: «Приходи сюда в 9 часов».*
She told him to come there at nine.	*Она велела ему приходить в 9 часов.*
I said to her: "Please, give me that book".	*Я сказал ей: «Дай мне, пожалуйста, эту книгу».*
I asked her to give me that book.	*Я попросил ее дать мне эту книгу.*

ГРАММАТИЧЕСКИЕ УПРАЖНЕНИЯ

1. Раскройте скобки, употребляя глаголы в Present Progressive.

(NOW) 1. The boys (to run) about in the garden.
2. I (to do) my homework.
3. John and his friends (to go) to the library.
4. Ann (to sit) at her desk. She (to study) geography.
5. A young man (to stand) at the window. He (to smoke) a cigarette.
6. The old man (to walk) about the room.
7. The dog (to lie) on the floor.
8. You (to have) a break?
9. What language you (to study)?
10. Who (to lie) on the sofa?

2. Переведите на английский язык, употребляя глаголы в Present Progressive.

(СЕЙЧАС) 1. Я читаю.
2. Он не пишет.
3. Мы не работаем.
4. Вы читаете?
5. Он спит?
6. Коля и Миша играют в футбол.
7. Катя играет на рояле.
8. Она не поет.
9. Моя сестра спит.
10. Папа пьет чай?
11. Твои родители пьют чай?
12. Я не сплю.
13. Она сидит за столом.
14. Мы делаем упражнение.
15. Мы не купаемся.
16. Они играют во дворе?
17. Нина и Аня моют пол.
18. Коля помогает маме.
19. Ты помогаешь папе?
20. Моя сестра читает интересную книгу.

3. Раскройте скобки, употребляя глаголы в Present Progressive или в Present Simple.

1. I (to write) a composition now.
2. I (not to drink) milk now.
3. I (to go) for a walk after dinner.
4. I (not to go) to the theatre every Sunday.
5. He (not to read) now.
6. He (to play) now.
7 He (to play) now?
8. My mother (to work) at a factory.

9. My aunt (not to work) at a shop.
10. You (to work) at an office?
11. My friend (to live) in St. Petersburg.
12. My cousin (not to live) in Moscow.
13. The children (not to sleep) now.
14. The children (to play) in the yard every day.
15. They (not to go) to the stadium on Monday.

4. Переведите на русский язык.

1. Detective: I'm afraid I must ask you both what you were doing yesterday at 10.20p.m. – I was playing chess with my wife. – I was listening to a play on the radio. 2. The children were frightened because it was getting dark. 3. It was a fine day and the roads were crowded because a lot of people were rushing to the seaside. 4. The airplane in which the football team was traveling crashed soon after taking off. 5. He usually wears sandals but when I last saw him he was wearing boots. 6. The house was in great disorder because he was redecorating it. 7. The director didn't allow the actors to travel by air while they were working on the film. 8. The car had nobody in it but the engine was running. 9. Two children were playing on the sand and two fishermen were leaning against an upturned boat. 10. I was alone in the house at that time because Mr. Jones was working in the garage.

5. Раскройте скобки, употребляя глаголы в Present Progressive или Past Progressive.

1. I (to write) an English exercise now.
2. I (to write) an English exercise at this time yesterday.
3. My little sister (to sleep) now.
4 My little sister (to sleep) at this time yesterday.
5. My friends (not to do) their homework now. They (to play) volley-ball.
6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball.
7. You (to eat) ice-cream now?
8. You (to eat) ice-cream when I rang you up yesterday?
9. What your father (to do) now?
10. What your father (to do) from eight till nine yesterday?

6. Раскройте скобки, употребляя глаголы в Past Simple или Past Progressive.

1. I (to go) to the cinema yesterday.
2. I (to go) to the cinema at four o'clock yesterday.
3. I (to go) to the cinema when you met me.
4. I (to do) my homework the whole evening yesterday.
5. I (to do) my homework when mother came home.
6. I (to do) my homework yesterday.
7. I (to do) my homework from five till eight yesterday.
8. I (to do) my homework at six o'clock yesterday.
9. I (not to play) the piano yesterday. I (to write) a letter to my friend.
10. I (not to play) the piano at four o'clock yesterday. I (to read) a book.
11. He (not to sleep) when father came home. He (to do) his homework.
12. They (to drink) tea when I (to come) home.

7. Употребите глагол в скобках в Future Progressive и переведите на русский.

1. This time next month I (sit) on a beach.
2. When you arrive I probably (pick) fruit.
3. When we reach England it very likely (rain).
4. In a few days' time we (fly) over the Pyrenees.
5. I'll call for her at eight. - No, don't; she still (have) breakfast then.
6. I (wait) for you when you come out.
7. When you next see me I (wear) my new dress.
8. My son will be in the sixth form next year. - That means that old Dr Adder (teach) him mathematics.
9. I'll give Jack your message. I can do it easily because I (see) him tomorrow. We go to work on the same train.
10. You (do) geometry next term.

8. Раскройте скобки и употребите глагол в форме Present Perfect.

1. Where you (be)? - I (be) to the dentist.
2. You (have) breakfast? - Yes, I ...
3. The post (come)? -Yes, it...
4. You (see) my watch anywhere? - No, I'm afraid I ...
5. Someone (wind) the clock? -Yes, Tom . . .
6. I (not finish) my letter yet.
7. He just (go) out.
8. Someone (take) my bicycle.

9. The phone (stop) ringing.
10. You (hear) from her lately? - No, I ...
11. I just (wash) that floor.
12. The cat (steal) the fish.

9. Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple.

1. I already (to do) my homework. Now I can go for a walk.
2. I (to do) my homework yesterday.
3. He just (to come) home.
4. He (to come) home a minute ago.
5. Nick (to play) football yesterday.
6. She already (to come) from school. Now she is doing her homework.
7. I (to read) this book last year.
8. I (to read) this book this year.
9. I never (to be) to Washington.
10. You ever (to be) to New York?
11. You ever (to see) the eruption of a volcano?
12. I (not yet to eat) today.
13. He (not to eat) yesterday.
14. You (to play) the piano yesterday?
15. You (to play) the piano today?

10. Употребите глагол в скобках в форме Past Perfect, переведите на русский.

1. I only wanted to know why he (lose) his job.
2. When he reached home, Danny (go) to bed.
3. After she (cry) she felt better.
4. When the expedition started the sun (rise) already.
5. She (know) him long before he left for India.
6. At last she made him tell her that he (get) into debt.
7. There was a loud knock on the door after the clock (strike) midnight.
8. She (finish) cooking by 6 o'clock.
9. She (fall) out of love with him before the war was over.
10. The students (pass) their last exam by the 1st of July.

11. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. When I (to come) home, mother already (to cook) dinner.
2. When father (to return) from work, we already (to do) our homework.

3. When the teacher (to enter) the classroom, the pupils already (to open) their books.

4. Kate (to give) me the book which she (to buy) the day before.

5. Nick (to show) the teacher the picture which he (to draw).

6. Mother (to see) that Nick (not to wash) his hands.

7. The teacher (to understand) that Lena (not to do) her homework.

8. I (to know) that my friend (not yet to come).

9. Yesterday I (to find) the book which I (to lose) in summer.

10. When we (to come) to the station, the train already (to leave)

12. Раскройте скобки и употребите глагол в форме Future Perfect, переведите предложения на русский язык.

1. I (finish) this book by tomorrow evening.

2. By this time tomorrow we (have) our injections.

3. By the end of next year I (be) here twenty-five years.

4. I'll still be here next summer but Tom (leave).

5. I (finish) this job in twenty minutes.

6. By next winter they (build) four houses in that field.

7. When we reach Moscow we (travel) all round the world.

8. At the rate he is going he (spend) all his money by the time he is twenty-one.

9. By this time next year I (save) $250.

10. By the time we get to the party everything (be) eaten.

13. Раскройте скобки и употребите глагол в Present Perfect Progressive, переведите предложения на русский язык.

1. I (make) cakes. That is why my hands are all covered with flour.

2. Her phone (ring) for ten minutes. I wonder why she doesn't answer it.

3. He (overwork). That is why he looks so tired.

4. There is sawdust in your hair. - I'm not surprised. I (cut) down a tree.

5. Have you seen my bag anywhere? I (look) for it for ages.

6. What you (do)? - I (work) in the laboratory.

7. He (study) Russian for two years and doesn't even know the alphabet yet.

8. How long you (wait) for me? - I (wait) about half an hour.

9. It (rain) for two days now. There'll be a flood soon.

10. We (argue) about this for two hours now. Perhaps we should stop!

14. Раскройте скобки и употребите глагол в форме Past Perfect Progressive.

1. I was tired. I (work) all day long.
2. The room was empty but there was a smell of cigarettes. Somebody (smoke) in the room.
3. He turned to the girl who (listen) to the conversation with breathless interest.
4. It was very hot in the house and she (lie) awake for hours.
5. It (snow) heavily and the telephone was cut down.
6. It (rain) for weeks and the only bridge across the river was destroyed.
7. It became very dark and the children (speak) in low voices for the last ten minutes.
8. He (study) the problem for a few years before he could solve it.

15. Раскройте скобки и употребите глагол в Future Perfect Progressive.

1. In 15 minutes father (work) in the garden for 3 hours.
2. Next year Jim (study) history for 5 years.
3. In a month they (travel) abroad for a year.
4. The workers (restore) the building for a year in autumn.
5. Next summer I (teach) for 10 years in this school.
6. The children (sleep) for 2 hours by the time the parents come home.
7. Next year we (study) English for 3 years.
8. In summer my brother (travel) in Siberia for a year.
9. In 2 years my friend’s father (work) at the factory for 30 years.
10. It (snow) for a week tomorrow.

16. Переведите на русский язык.

1. He said that he was busy.
2. I thought he had left Minsk and lived in Moscow.'
3. I didn't know that you could draw.
4. I said that you needn't go there.
5. I knew that she had to stay at the University after classes.
6. I was sure that your friend was writing a new play.
7. I was sure that you would be here.
8. I thought that the article had been translated.
9. I was sure that they would be given this work.
10. She said that she didn't understand the text.

GRAMMAR TESTS

TEST 1 (Simple/Progressive)

1. “Excuse me, you ____ English?
a) do you speak b) are you speaking

2. “Where's Andrew?” - “I ____.”
a) do not know b) am not knowing

3. What you ____?
a) do you laugh at b) are you laughing at

4. "Where ____?" - "Russia".
a) do you come from b) are you coming from

5. Anna is a good golf player but she ____ very often.
a) doesn't play b) isn't playing

6. When I arrived, Tom ____ on the sofa and ____ over the phone.
a) lied, spoke b) was lying, was speaking

7. - What you ____ between one and two? I phoned you several times. - I ____ the piano and heard nothing.
a) did you do, played b) were you doing, was playing

8. When I got up that morning, the sun ____ brightly and the birds ____.
a) shone, sang b) was shining, were singing

9. When you rang me yesterday, I ____ a bath.
a) had b) was having

10. We ____ about him when he suddenly ____ in.
a) talked, was coming b) were talking, came

11. This time tomorrow they ____ in the train on their way to Chicago.
a) will sit b) will be sitting

12. Don’t phone Jim from 5 to 6 – he ____ English.
a) will have b) will be having

13. - Let’s meet at the station at 5 o’clock. - OK. I ____ for you there.
a) will wait b) will be waiting

14. She ____ every day until the end of the month.
a) will perform b) will be performing

15. We ____ you in half an hour.
a) will join b) will be joining

TEST 2

1. Alice said that her parents _____ back in a week.
a) would come b) have come
c) comes d) will come

2. After I _____ the letter, I started to cry.
a) had read b) am reading
c) has read d) were reading

3. The plane _____ in thirty-five minutes.
a) have left b) are leaving
c) had left d) is leaving

4. I went by train and _____ at the station by my aunt.
a) meets b) meet
c) was met d) is met

5. It _____ to us how the accident had happened.
a) is explaining b) shall be explained
c) was explained d) has explained

6. He didn’t see me as he _____ when I came into the room.
a) has read b) is reading
c) read d) was reading

7. Mother will cook dinner when she _____ home from work.
a) come b) comes
c) will come d) has come

8. Oh, here you are. I _____ for you for half an hour.
a) have been waiting b) am waiting
c) waited d) has been waiting

9. I _____ my work by the end of June.
a) shall finish b) have finished
c) finish d) shall have finished

10. His smile was something she _____ before.
a) did never see b) has never seen
c) had never seen d) never saw

11. You _____ a lovely song when I entered the room. What was it?
a) was singing b) had sung
c) sang d) were singing

12. Unemployment among young people _____ constantly.
a) increased b) is increasing
c) had increased d) has increased

13. The workers _____ the road by the end of the year.
a) will have built b) will build
c) will have been built d) will be building

14. Have you ever been to England? Yes, I _____ there last year.
a) was b) had been
c) have been d) was being

15. When my friend rang me up, I _____ TV.
a) had been watching b) was watching
c) had watched d) watched

КОНТРОЛЬНАЯ РАБОТА № 2

I. Translate the sentences from English into Russian. State the tense of the verb.

1. When I come they will be waiting at the airport.
2. When she left, she remembered that she hadn't locked the kitchen window.
3. By the time we get to the party everything will have been eaten.
4. She has been playing chess since she was nine.
5. They will have been trying to solve this problem for two years by 2012.

II. Make the following sentences (a) negative; (b) interrogative.

1. Liz is trying to fix her washing machine.
2. We were having lunch when our uncle came.
3. She has already started her new job.
4. By the end of the year he had learnt to speak French.
5. My secretary has been typing the report for five hours.

III. Ask all types of questions to the following sentences.

1. Aunt Betty is talking to the butcher in the kitchen.
2. It was raining heavily yesterday morning.
3. They hadn't completed the test when the teacher came.
4. By the end of the autumn, they will have built a new skating-rink in this district.
5. They had been watching TV for half an hour when their parents came.

IV. Use the correct form of the verb instead of the infinitives in brackets.

1. *Past Simple or Past Progressive*: My hat (to fly off) when I (to cross) the bridge.
2. *Past Simple or Present Perfect:* I (to buy) a new car last summer, but I (not sell) my old car yet, so now I've got two cars.
3. *Present Simple or Future Perfect*: The party (to begin) by the time we (to come).
4. *Present Perfect or Present Perfect Progressive*: She (to read) this book for three days and (to read) 300 pages already.
5. *Past Simple or Past Perfect Progressive*: How long they (to wait) for a taxi before it (to come)?

V. Convert into indirect speech.

1. "He is a clever man," says Elisabeth.
2. She says: "I shall come to see you tomorrow."
3. Nick said: "I have never been to London."
4. He said: "I saw them at my parents' house last year."
5. I said to Boris: "Does your friend live in London?"

ГОВОРЕНИЕ
Устная тема «My Studies»

I study at the Altay State Academy of Education. It is one of the oldest educational establishments in Altai. There are 10 faculties here which train teachers for primary and secondary schools in different subjects: physics, mathematics, history, Russian, English, German, Literature, biology, drawing, economics, handicraft, music and so on.

I am a first year student of the Technology and Economics Department. We study mathematics, physics, drawing, chemistry, economics, English, social subjects, psychology, history of education, pedagogics, physical training.

The academic year begins in September and ends in June. It consists of two terms, each ending in an examination session. Some students do not pay for their tuition, but others do. All the students are provided with a hostel.

The lectures begin at 8 o'clock. We usually have three or four periods. My days are not like each other for we have a different timetable every day. The timetable is not always convenient, by the way. Sometimes there is a gap of two hours that comes in between the lectures and cannot be used effectively. But generally the lectures are over at 2 p. m. or at 5.

Everybody is attentive at the lectures on chemistry because we have a fine lecturer. Some of his lectures are really brilliant. Everybody listens with profound interest and works hard taking notes of the lecture.

I attend all the lectures and do my best to take notes in a proper way. Nobody wants to miss a single lecture for missing lectures is a sure way to fail in your examinations. But everybody dreams to pass them with good and excellent marks.

After classes I have dinner and go to the reading hall where I read the books that are recommended by the lecturer and make some additional notes. It takes me rather a long time to do it. However, it is worth while writing down everything in full, because then you do not have to read so much when you go in for your exams and that saves you a lot of time.

Vocabulary

faculty/department	факультет
subject	предмет
a first year student	студент первого курса
academic year	учебный год
examination session	экзаменационная сессия
tuition	обучение
hostel	общежитие
lecture	лекция
lecturer	лектор, преподаватель
period	урок, академический час
timetable	расписание
to attend lectures	посещать лекции
to miss lectures	пропускать лекции
to fail in one’s examinations	провалить экзамены
to pass (take) exams	сдать экзамены
to be worth one's while	стоит затраченных усилий
primary school	начальная школа
secondary school	средняя школа
term	семестр
course of studies	курс обучения
full-time	дневной
part-time	вечерний
correspondence (extra-mural)	заочный
dean	декан
teaching staff	штат преподавателей
senior student	старшекурсник
course	курс
to be good at smth	хорошо разбираться в чем-либо
state exam	государственный экзамен
a credit test	зачет
(student's) record book	зачетная книжка
research	исследование
laboratories	лабораторные занятия
practicals	практические занятия
drawing	рисование, черчение
handicraft	труд
chemistry	химия

social subjects	общественные науки
psychology	психология
history of education	история образования
physical training	физическая культура
reading hall	читальный зал
to enter	поступать (в вуз)
to graduate	оканчивать (вуз)

Answer the questions.

1. Where do you study?
2. Is the Shukshin Altai State Academy of Education one of the oldest educational establishments in Altai?
3. What specialists does the Academy train?
4. Are you a first-year student of the Technology and Economics Department (Physics and Mathematics Department)?
5. What subjects do you study?
6. Which is your favourite subject?
7. When do you take your exams?
8. What subjects do you have examinations in?
9. Do any students pay for their tuition?
10. Are all students provided with a hostel?

ТЕКСТЫ ДЛЯ ЧТЕНИЯ И ПЕРЕВОДА ПО НАПРАВЛЕНИЯМ

Read and translate 3 texts.

Text 1. The Founding of the United States

About 500 years ago North America was a vast territory inhabited by Indians who perhaps 20 000 years earlier travelled across a land bridge from Asia to America where the Bering Strait is today. Icelandic Viking Leif Ericson sailed to America around the year 1000. Then in 1492 Christopher Columbus, an Italian, sailing under the Spanish flag, set out for Asia and discovered a 'New World'. For the next 100 years English, Spanish, Portuguese, Dutch and French explorers sailed forth looking for the New World, for gold and riches, for honour and glory.

But North America brought them little glory and less gold, so most explorers did not stay there. The people who did settle the New World arrived later, and they came in search of different goals – economic opportunity, religious and political freedom.

In 1607 the English settlers built the first village which they called Jamestown in commemoration of King James I of England. Bleak, hard and lonely immigrants soon founded colonies all along the Atlantic Coast. Over time settlers from many other nations joined the English in 'America. German farmers settled in Pennsylvania, French settled in Canada and Spanish explorers established missions and settlements in Florida and American South West. Africans were first brought in Virginia as slaves in 1619. The settlers cleaned the land for farms, built villages and established local governing bodies. By 1733 European settlers occupied 13 colonies along the Atlantic Coast.

A series of conflicts between the British and the French culminated in French and Indian War (1754-63) in which the Britain with its American colonial allies won the victory. France ceded Canada and the Ohio territories east of Mississippi River to Britain in the Peace of Paris of 1763.

In the following years the British started imposing new taxes on sugar, coffee, textiles and other imported goods. The British required the colonists to house and feed British soldiers. These measures seemed quite fair to the British politicians who had spent large sums of money to defend their American colonies during the French and Indian War. But the Americans feared that the new taxes would make trading difficult and that British troops stationed in the colonies might be used to crush civil liberty which the colonists had enjoyed, that’s why they insisted that they could be taxed only by their own colonial assemblies. But the British' Parliament heeded their protest and

sent customs officers to Boston to collect the tariffs. When the colonists refused to obey, the British sent soldiers to Boston.

Text 2. Studying in the UK

Studying in the UK can be exciting and challenging. It is an opportunity to get to know a different culture, make friends from many countries, gain new insights, stretch yourself academically and develop skills that will be beneficial to your society as well as to yourself. The experience can enrich your life and enhance your career in many ways.

The academic facilities available to students are of the best modern standards and include laboratories, libraries, computing facilities and study areas. To get the best out of your study period, however, it is important to plan and prepare carefully. Once you have decided to study in the United Kingdom and have been offered a place at a college, ensure that you:

- have enough money for the course and your living expenses;
- have somewhere to live and know how to get there;
- have obtained entry clearance for the UK, if necessary, and can meet the requirements of UK immigration control;
- know when you have to register at your college;
- know when you have to pay your fees;
- have made all the necessary arrangements for your family, including accommodations, if they are coming with you.

Once you are in the UK, it will be extremely difficult, if not impossible, to obtain extra funds, and you will not be able to pay for your study by working in the UK.

The climate in Britain might be quite different from your own and can be very unpredictable. The temperatures are not generally extreme, averaging between 5 C in the winter and 19 C in the summer. You will need warm clothing and an umbrella! From October to March the weather is often cold and wet, with the possibility of freezing temperatures, frost and snow. Rain is common throughout the year. UK universities and colleges use a range of teaching methods. You might find a combination of:

LECTURES - given to large groups of students, sometimes up to 200.

SEMINARS - discussions between one member of staff and a small group of students on a previously arranged topic, which everyone has prepared. Often, one student reads out an essay or seminar paper, then everyone joins in the discussion.

TUTORIALS - discussions between a member of staff and two or three students, sometimes only one.

Text 3

Направление **Педагогическое образование**
профиль **Русский язык и Литература**

General Linguistics and the Study of Language

General linguistics may be defined as the science of language. It is desirable to consider the difference between general linguistics as the science or scientific study of language and the study of individual languages. The latter study is more familiar to the majority of people, while the study of linguistics, at least, in its present form is less familiar. In studying linguistics the scholars attempt to answer many questions about the nature of language. The following are basic:

- how are speech sounds made, and how are they transmitted to, and interpreted by hearers (phonetics)?
- how are words and sentences put together and arranged in a language (grammar and lexis)?
- how is meaning conveyed in language (semantics)?
- how does language vary in society (sociolinguistics)?

But there are many other important questions that linguistics attempts to answer, for example:

- how do children learn language: is language learning an innate capacity in human beings?
- what is the relation of language to the brain? – how and why does language vary regionally and in different social contexts
- how and why do languages change in the course of time and how are they related to one another?
- how is a conversation structured?
- what are the differences between spoken and written language?
- how is language used in different forms of literature (poetry, drama, prose)?

General linguistics is based on the study of individual languages. There is no general linguistics apart from the numerous languages (estimated at around 3000 spoken in the world). It is impossible to know all languages, and in practice most linguists concentrate on a limited number of languages including their own native language. Different languages in all their forms and manifestations constitute the field of the linguist. Any language, no matter how many speakers make use of it or what area of the world they occupy is a valuable and worthy object of study able to teach him something more about language in general.

Направление **Педагогическое образование**
профиль **Изобразительное искусство**
Направление **Дизайн**

Italian Renaissance Portraits

The beginning of the 16th century brought about a decisive change in the evolution of Italian portrait art. The great masters of the Cinquecento placed the portrait in the focus of their artistic activities; opportunities became numerous, and the style of expression became enriched. Although the secondary application of portraits did not cease, the portrayal of donors on altar-pieces and frescoes lost its importance as the genre evolved.

The number of commissions for independent portraits grew considerably, and in accordance with the more varied demands of a wider clientele, the appearance of the portraits also became more varied and richer. In the place of the shoulder-length representations of the Quattrocento, the half-length portrait and later the knee-length portrait became fashionable, and from the second quarter of the century, the full-length portrait. The hands, so important for characterization, were also carefully drawn into the picture and the environment and background were presented in a more varied and telling way. The decisive change, the most important new element as against earlier portrayal, was a more profound psychology, the rendering of the personality and emotions of the model beyond his outward features, as first practised by Leonardo. The posture became bolder, less rigid; the strict, motionless conception was replaced by a freer construction, and in a resting position the figure suggested dynamism, the body, head and hands looked natural and informal. The painters no longer concentrated on the analysis of details, on suggesting the textures of various materials; they concentrated on the essential and neglected secondary elements. The accessories, the dress, the presentation of the environment all served to portray the person depicted more fully and richly, suggesting his entire personality, his station in the world, his way of thinking and acting. In 16th century portraits, man figured, as a sensitive spiritual and social being in his full complexity.

Направление **Биология**
профиль **Биоэкология**

Ecology, Environment, Ecosystem

Ecology certainly isn't a new word. In Greek ("oikos"), it means the home, the place where we live. And *ecology* means the science of how all

living creatures interact within the same environment on the Earth. Yet, "environment" and "ecology" are extended to encompass the inseparable universe. Environmental unity exists everywhere, and the survival of all species on Earth depends on its continuance. It isn't surprising that today, more and more people pay attention to a company's environmental reputation before they buy its products and services, to the problems of recycling the waste from our homes, schools, or offices; and are willing to pay higher taxes to make our air and water cleaner.

The ecosystem is the complex web linking animals, plants, air, water and every other life form in the biosphere. It all hangs together. The system is in a "steady state" of dynamic balance, which means that by altering any one part you affect all the others. The definition suggests that the individual parts of the ecosystem depend on each other. Humans are only one factor in the ecosystem. But we set ourselves apart and call all the other factors simply *nature.* Humans' attitude to nature can be called chauvinistic, as it is characterized by the highest level of consumerism.

"The frog does not drink up the pond in which he lives", says an Indian proverb, but people pollute, deteriorate and destroy their home: the air they breathe, the water they drink or bathe in, they contaminate the soil, mismanage resources, test weapons, kill and exterminate wildlife, destroy the natural beauty that surrounds them by the unaesthetic and random erection of buildings, produce aggressive noises that impose an enormous stress on the nervous system, etc. Pollution knows no boundaries, whether it is airborne or waterborne, it is the cause of health hazards for entire population of the world, for all inhabitants of our planet.

Направление **Педагогическое образование**
профили **География; Биология и География**

International Agreements to Protect Tropical Rainforests

The countries of Central Africa have pledged to protect the future of the region's rainforests.

The World Wide Fund for Nature (WWF) said the region-wide conservation agreement was a historic milestone for the future of the world's second largest rainforest.

The vast forests are often termed as the second of the planet's lungs along with the Amazon rainforest of South America. The new agreement is intended to revive a previous conservation treaty protecting the forests from

illegal logging, poachers and ecological destruction. An additional trilateral agreement between Cameroon, Gabon and Congo

Brazzaville will safeguard some 14.6 million hectares of forest, equivalent to 7.5% of the entire Congo Basin. The tropical rainforest of the Congo region covers a vast area of some 890,000 sq. miles (2.3 million sq. km). But at current depletion rates, it is shrinking by more than 8,000 sq. km a year due to excessive deforestation as a result of widespread illegal logging practices. The forests are home to more than half of the continents' animal species and the entire population of lowland gorillas, as well as providing shelter, food and materials to over 20 million people.

However, in spite of the good intentions of the treaty, the environmental activist group Greenpeace, said actions must follow. According to a statement released by the organization, corruption and a lack of political will are increasingly being cited as the principal obstacles to protecting the Congo Basin's forest resources. Illegal logging in the region is widespread and often takes place with complete impunity, resulting in the loss of precious flora and fauna, creates widespread social conflict and causes significant costs to state treasuries. But fighting illegal logging can only be a first step. Alternatives to industrial logging must be actively explored as it is contributing to the removal of resources on which millions of people depend.

Направление **Педагогическое образование**
профиль **Безопасность жизнедеятельности**

From the History of Industrial Hygiene

There has been an awareness of industrial hygiene since antiquity. The environment and its relation to worker health were recognized as early as the fourth century BC when Hippocrates noted lead toxicity in the mining industry. In the first century AD, Pliny the Elder, a Roman scholar, perceived health risks to those working with zinc and sulfur. He devised a face mask made from an animal bladder to protect workers from exposure to dangerous gases. In the second century AD, the Greek physician, Galen, accurately described the pathology of lead poisoning and also recognized the hazardous exposures of copper miners to acid fumes.

In 1556, the German scholar, Agricola, advanced the science of industrial hygiene even further when, in his book De Re Metallica, he described the diseases of miners and prescribed preventive measures. The book included suggestions for mine ventilation and worker protection, discussed mining accidents, and described diseases associated with mining occupations such as

silicosis. Industrial hygiene gained further respectability in 1700 when Bernardo Ramazzini, known as the father of industrial medicine, published in Italy the first comprehensive book on industrial medicine, De Morbis Artificum Diatriba (The Diseases of Workmen). The book contained accurate descriptions of the occupational diseases of most of the workers of his time. Ramazzini greatly affected the future of industrial hygiene because he asserted that occupational diseases should be studied in the work environment rather than in hospital wards.

In England in the 18th century, Percival Pott and his findings on the insidious effects of soot on chimney sweepers forced the British Parliament to pass the Chimney-Sweepers Act of 1788. The passage of the English Factory Acts beginning in 1833 marked the first effective legislative acts in the field of industrial safety. The Acts, however, were intended to provide compensation for accidents rather than to control their causes. Later, various other European nations developed workers' compensation acts, which stimulated the adoption of increased factory safety precautions and the establishment of medical services within industrial plants.

In the early 20th century in the U.S., Dr. Alice Hamilton led efforts to improve industrial hygiene. She observed industrial conditions first hand and startled mine owners, factory managers, and state officials with evidence that there was a correlation between worker illness and exposure to toxins. She also presented definitive proposals for eliminating unhealthful working conditions. And in 1913, the New York Department of Labor and the Ohio Department of Health established the first state industrial hygiene programs.

Today, nearly every employer is required to implement the elements of an industrial hygiene and safety, occupational health, or hazard communication program and to be responsive to the Occupational Safety and Health Administration (OSHA) and its regulations.

Направление **Туризм**
профиль **Технология и организация туроператорских и турагентских услуг**

Tourism Development in the Russian Federation

Now tourist industry is one of the most dynamically developing branches of the world economy. According to the World Tourist Organization (WTO), since 1998 tourism occupies the first place in the world goods and services export, which surpasses automobile industry, chemical products manufacturing, food products manufacturing and fuel manufacturing. Medi-

um tourism growth rate came to 7 % a year during the period from 1950 to 1999, which is much higher than annual growth rate of the world economy on the whole. According to WTO predictions the growth rate of tourism will remain the same in the nearest decades.

However despite of high tourist potential, the Russian Federation holds an insignificant place on the world tourist market. It accounts about 1 % of the world tourist flow. According to WTO estimates, Russia could potentially accept up to 40 million of foreign tourists a year. Today, however, the number of foreign guests visiting Russia for business, tourist and personal purposes comes to only 7.4 million people. Analysis of the present state of domestic tourism and the level of its development is insufficient by both qualitative and quantitative characteristics.

Presently the main factors delaying development of tourism in Russian are: the image of Russia as an unfavorable country for tourism which is created by certain foreign as well as domestic mass media; undeveloped tourist infrastructure, small quality of hotel facilities; lack of conditions favorable for investments in tourist infrastructure; lack of state non-commercial advertisement of the country's tourist resources abroad; low services quality in all sectors of tourist industry due to low level of personnel training and lack of working experience in market economy conditions; discrepancy of price and quality of hotel allocations.

The main task of tourism development in the Russian Federation is formation of modern marketing strategy promoting tourist product on both domestic and international markets. Development and promotion of tourism in Russia require the followings: information and advertisement programs on entry and domestic tourism, which includes creation of television and radio programs for Russia and foreign countries; issuing of catalogues, booklets, posters, maps and other advertisement and information printing products; information centers network for foreign and Russian tourists in places of the biggest tourist flow concentration; introductory trips around Russia's tourist centers for foreign journalists; presentation of Russia's traveling resources in the main countries directing tourists to Russia.

Effective tourism development will allow increasing dramatically the flow of foreign tourists coming to Russia and foreign currency inflow into the country's economy. Priority support of tourism industry development will provide more effective usage of human, informational, material and other resources; it will increase the rate of employment among population and influence to the social and economic development of the country.

Rural and Agricultural Land Use Planning

Land use planning can be defined as the systematic assessment of land and water potential, alternative systems of land use and other physical, social and economic conditions. The purpose is to select and adopt land use options which are the most beneficial to land users without degrading the resources or the environment, together with the selection of measures most likely to encourage such land uses.

In the broadest meaning of the term, land use planning deals with planning for all types of land use (rural, urban, industrial, recreational, etc.). Land use planning involves many aspects of planning such as designing planning options, evaluation of feasibility (economic, environmental, social impact assessment), providing assistance to decision maker, implementation and monitoring of plans.

Rural land use planning is concerned with all (economic) activities in rural areas, such as agriculture, pastoralism, forestry, wildlife conservation and tourism. Besides evaluation of the potential of different activities, rural land use planning assists in resolving conflicts of interests between groups of land users.

Some of the key aspects of agricultural land use planning are physical and socio-economic ones. Physical aspects involve land evaluation (mapping, analysis, suitability matching), identification of opportunities for change (improve existing land use system, suggest new land use systems), natural resources management (sustainable land use systems).

The objectives of socio-economic aspects include identification of target groups, weighting options and connection with other administration/planning. Such land legislation as access to land, ownership of resources, land reforms are also included in socio-economic aspects as well as training technical staff, farmers and financial framework like credit schemes and products marketing.

Land is a limited resource and the misuse of land can lead to such problem as non-sustainable land use: processes of overexploitation (overgrazing, deforestation, erosion hazard).

We need to conserve land resources for future use through sustainable land uses. For successful land use planning it is important to determine the best use of the land. It is necessary to take into consideration efficiency, eq-

uity, acceptability and sustainability of the land. At the same time conflicts of interests between land users should be resolved.

Направление **Педагогическое образование**
профиль **История и Право**

Outline of English History

by S. R. Gardiner

(Extracts)

In the reign of Edward III began what is usually known as the Hundred Years' War with France. The beginning of the war was caused by two things. In the first place, the king of England still possessed lands in France (Gascony), and the king of France coveted a country where the people talked French though it had never been subject to any of his family before. In the second place, the French king wished to obtain power in Flanders. At that time it was very important to England that Flanders should not be in the power of the French king. It was full of great manufacturing towns, where wool was made into cloth. Many Englishmen lived and grew rich by shearing sheep and sending the wool to be made into cloth in Flanders. It was not surprising, therefore, that they were afraid lest the French king should conquer these towns and stop their trade with England.

Edward's first victory was in a sea-fight where 30,000 Frenchmen were killed or drowned. After a little time he won a still greater victory at Crecy. Just as the English at Senlac continued fighting on foot with axes, so the French at Crecy continued fighting on horseback. True, the French had a number of archers, but the latter could not use their weapons because of the heavy rain. The English bowmen discharged a shower of arrows at the enemy. Down went those gay and gallant French horsemen before the shower, the English knights completing the victory.

To fight bravely was the duty of a knight. But the English knights used their bravery and strength to plunder and destroy. Poor French peasants had their cottages burnt, vine-trees cut down, their corn destroyed. Time and again old men and innocent citizens were brutally killed. In France a bitter hatred arose against the name of Englishmen, which has only died out in our time, after 500 years have passed away.

For a long time the land had been cultivated not by labourers who work for a certain sum of money, but by serfs or villains. These villains were men who had cottages and lands of their own to cultivate. Many of them had paid rent not with money, but with work. They had done a certain number of day's

work for their landlord instead of giving him a certain number of pounds or shillings. It was now found that the landlords who had come back from France forced the villains to work very hard for very little pay if any.

Направление **Педагогическое образование**
профиль **Дошкольное образование**

Pre-school and kindergarten: birth to age 6 or 7

Waldorf schools approach learning in early childhood through imitation and example. Extensive time is given for guided free play in a classroom environment that is homelike, includes natural materials and provides examples of productive work in which children can take part; such an environment is considered by Waldorf pedagogues to be supportive of the physical, emotional and intellectual growth of the child through assimilative learning. Outdoor play periods are also generally incorporated into the school day, with the intention of providing children with experiences of nature, weather and the seasons of the year. Oral language development is addressed through songs, poems and movement games. These include daily story time when a teacher usually tells a fairytale, often by heart.

Aids to development via play generally consist of simple materials drawn from natural sources that can be transformed imaginatively to fit a wide variety of purposes. Waldorf dolls are intentionally made simple in order to allow playing children to employ and strengthen their imagination and creativity. Waldorf schools generally discourage kindergarten and lower grade pupils being exposed to media influences such as television, computers and recorded music, as they believe these to be harmful to children's development in the early years.

The education emphasizes early experiences of daily, weekly and annual rhythms, including seasonal festivals drawn from a variety of traditions. Though Waldorf schools in the Western Hemisphere have traditionally celebrated Michaelmas and Martinmas in the autumn, Christmas in winter, Easter and May Day in the spring, and St. John's Day in summer, such schools are now incorporating an increasingly wide range of cultural and religious traditions, and schools located where Jewish, Buddhist, or Islamic traditions are dominant celebrate festivals drawn from these cultures.

Направление **Педагогическое образование**
профиль **Начальное образование**

Elementary education in the USA

In the United States, authority to regulate education resides constitutionally with the individual states. The direct authority of the U.S. Congress and the federal Department of Education is essentially limited to regulation and enforcement of federal constitutional rights. Great indirect authority is exercised through federal funding of national programs and block grants; but there is no obligation upon any state to accept these funds, and the US government otherwise may propose but not enforce national goals, objectives and standards, which generally lie beyond its jurisdiction.

Nevertheless, education has had a relatively consistent evolution throughout the United States. All states have historically made a distinction between two genres of K-12 education and three genres of K-12 school. The genres of education are primary and secondary; and the genres of school are elementary school, middle or junior high school, and high school (historically, "senior" high school to distinguish it from the junior school).

Primary education (or "primary school" meaning "primary education") still tends to focus on basic academic learning and socialization skills, introducing children to the broad range of knowledge, skill and behavioral adjustment they need to succeed in life - and, particularly, in secondary school. Secondary education or secondary school has always focused on preparing adolescents for higher education or/and for careers in industries, trades or professions that do not require an academic degree.

The elementary school has always been the main point of delivery for primary education; and the (senior) high school has always been the focal point of secondary education. Originally, elementary school was synonymous with primary education, taking children from Kindergarten through grade 8; and secondary school was entirely coextensive with the high school grades 9-12. This system was the norm in America until the years following World War I, because most children in most parts of what was then the mostly rural United States could go no further than Grade 8. Even when the high schools were available, they were often not accessible.

As the population grew and became increasingly urban and suburban instead of rural, the one-room schoolhouse gave way to the multi-room schoolhouse, which became multiple schools. This produced the third genre of school - the junior high school - which was designed to provide transitional preparation from primary school to secondary school, thus serving as a bridge between the elementary school and the high school. Elementary

schools typically operated grades Kindergarten through 6; the junior high school, often housed in the same building as the senior high school, then covered grades 7 through 9; and the senior high school operated grades 10 through 12. At the same time, grade 9 marked the beginning of high school for the purpose GPA calculation.

It was typical during this period for state departments of education to certify (in California, "credential") teachers to work in either primary or secondary education. A Primary School Certificate qualified the holder to teach any subject in grades K through 8, and his/her major and minor subjects in grade 9. A Secondary School Certificate qualified the holder to teach any subject in grades 7 and 8, and his/her major and minor subjects in grades 9 through 12. Certain subjects, such as music, art, physical, and special education were or could be conferred as K through 12 Teaching Certificates.

By the late 1960s, the lines of transition between primary and secondary education began to blur, and the junior high school started to get replaced by the middle school. This change typically saw reassignment of grade 9 to the (senior) high school, with grade 6 reassigned to the middle school with grades 7 and 8. Subsequent decades in many states have also seen the realignment of teacher certification, with grade 6 frequently now included on the secondary teaching certificate. Thus, whereas 20th century American education began with the elementary school finishing at grade 8, the 21st century begins with the American elementary school finishing at grade 5 in many jurisdictions.

Nevertheless, the older systems do persist in many jurisdictions. While they are in the minority today, there are still school districts which, instead of adopting the "middle school", still distinguish between junior and senior high schools. Thus, high schools can be either 9-12, which is most common, or 10-12.

Направление **Педагогическое образование**
профиль **Физическая культура**

P.E. Worldwide

In Korea, it is mandatory for pupils to take 3hours of PE through primary and secondary schools. Students really want to get good grades in PE because universities look to how good he/she did in PE.

In Portugal, pupils from primary school could optionally join PE as extra-curricular activities. Since middle school to secondary school the pupils has to participate in PE classes 2 hours a week.

In Singapore, pupils from primary school through junior colleges are required to have 2 hours of PE every school week, except during examination seasons. Pupils are able to play games like football, badminton, ‘captain's ball’ and basketball during most sessions. Unorthodox sports such as touchball, fencing and skateboarding are occasionally played. In more prestigious secondary schools and in junior colleges, sports such as golf, tennis, shooting, and squash are played. A compulsory fitness exam, NAPFA, is conducted in every school once every year to assess the physical fitness of the pupils. Pupils are given a series of fitness tests (Pull-ups/ Inclined pull-ups for girls, standing broad jump, sit-ups, sit-and-reach and 1.6 km for primary [10-12 year-olds]/2.4 km for secondary and junior college levels [13-18 year-olds]). Students are graded by gold, silver, bronze and fail. NAPFA for pre-enlistees serves as an indicator for an additional 2 months in the country's compulsory national service if they attain bronze or fail.

In Malaysia, pupils from primary schools to secondary schools are expected to do 2 periods or 1 hour of PE throughout the year except a week before examination. In most secondary schools, games like badminton, sepak takraw, football, basketball and tennis are available. Pupils are allowed to bring their own sports equipment to the school with the authorization of the teacher. In most secondary schools, physical exams are rarely done, schools record pupils' heights, weights and how many push-ups they can do.

In Scotland, pupils are expected to do at least two periods of PE in first, second, third and fourth year. In fifth and sixth year, PE is voluntary. Some countries include Martial Arts training in school as part of Physical Education class. These Filipino children are doing karate. In the Philippines, some schools have integrated martial arts training into their Physical Education curriculum. In England, pupils are expected to do two hours of P.E. a week in Year 7, 8 and 9 and at least 1 in year 10 and 11. In Wales, pupils are expected to do only one hour of PE per fortnight. In Poland, pupils are expected to do at least three hours of PE a week during primary and secondary education. Universities must also organize at least 60 hours of physical education classes at undergraduate courses.

Направление **Педагогическое образование**
профиль **Технология**

Composite Materials

The combinations of two or more different materials are called composite materials. They usually have unique mechanical and physical properties

because they combine the best properties of different materials. For example, a **fibre-glass reinforced** plastic combines the high strength of thin glass **fibres** with the ductility and chemical resistance of plastic. Nowadays composites are being used for structures such as bridges, boat-building etc.

Composite materials usually consist of synthetic fibres within a matrix, a material that surrounds and is tightly bound to the fibres. The most widely used type of composite material is **polymer matrix composites** (PMCs). PMCs consist of fibres made of a ceramic material such as carbon or glass embedded in a plastic matrix. Usually the fibres make up about 60 per cent by volume. Composites with metal matrices or ceramic matrices are called **metal matrix composites** (MMCs) and **ceramic matrix composites** (CMCs), respectively.

Continuous-fibre composites are generally required for structural applications. The **specific strength** (strength-to-density ratio) and **specific stiffness** (elastic modulus-to-density ratio) of continuous carbon fibre PMCs, for example, can be better than metal alloys have. Composites can also have other attractive properties, such as high thermal or electrical conductivity and a low coefficient of thermal **expansion.**

Although composite materials have certain advantages over conventional materials, composites also have some disadvantages. For example, PMCs and other composite materials tend to be highly **anisotropic** – that is, their strength, stiffness, and other engineering properties are different depending on the orientation of the composite material. For example, if a PMC is fabricated so that all the fibres are lined up parallel to one another, then the PMC will be very stiff in the direction parallel to the fibres, but not stiff in the perpendicular direction. The designer who uses composite materials in structures subjected to multidirectional forces, must take these anisotropic properties into account. Also, forming strong connections between separate composite material components is difficult.

The advanced composites have high manufacturing costs. Fabricating composite materials is a complex process. However, new manufacturing techniques are developed. It will become possible to produce composite materials at higher volumes and at a lower cost than is now possible, accelerating the wider exploitation of these materials.

The Sewing Machine

The sewing machine is the centre for many creative hours of sewing activity. There are some principle parts common to all modern sewing machines. The parts may look different on different models and they may have slightly different locations.

There are many types of home sewing machines. Different models allow you to sew in one, two or three directions – forward, backward and side-to-side. The stitches formed may be straight, zigzag or automatic. An automatic stitch combines forward, backward and side-to-side stitches into a specific design. The design is repeated and forms a pattern. Automatic or reverse-cycle stitches are useful for hemming and decorating.

Basically a sewing machine is used to join together some pieces of material or to stitch a decoration onto a fabric. It sews a stitch, moves the fabric and sews the next stitch. There are sewing machines that will sew together items like shoes, tents and sails. Can you imagine things like that being sewn together by hand? Using machines for sewing has made the process much easier and faster. At top speed the home sewing machine can sew about 700 to 1.100 stitches per minute.

Sewing machine needles come in a variety of styles and sizes. The correct needle choice depends mostly on the fabric you have selected. Sharp points, used for woven fabrics, are designed to slip between the loops of knit fabric rather than pierce and possibly damage the fabric. Universal points are designed to work on both woven and knitted fabrics. The size of the needle is designated by a number. A larger number means the needle is thicker and that it is appropriate for use with heavier fabrics and heavier threads.

Stitches are made by locking the upper thread with a lower thread, carried on a bobbin. Bobbin thread tension is controlled by a spring on the bobbin case, which may be built in or removable.

A general-purpose foot, probably the one you will use most often, has a wide opening to accommodate the side-to-side movements of the needle in all types of stitches. It is also suitable for most straight stitching. A zipper foot is used to insert zippers or to stitch any seam that has more bulk on one side than the other. For some sewing machines, the zipper foot is stationary, requiring you to move the needle position to the right or left.

For other styles, the position of the zipper foot itself is adjustable. A special purpose or embroidery foot has a grooved bottom that allows the foot to ride smoothly over decorative stitches or raised cords.

A walking foot feeds top and bottom layers at equal rates, allowing you to more lazily match patterns or stitch bulky layers, as in quilted projects.

Inserting the needle you should loosen the needle clamp. After selecting the appropriate needle, insert it into the machine as high as it will go. The grooved side of the needle faces forward, if your bobbin gets inserted from the front or top. It faces to the left, if your bobbin gets inserted on the left.

The machine forms stitches by interlocking the bobbin thread with the needle thread. Every time the needle goes down into the fabric, a sharp hook catches the needle thread and wraps the bobbin thread around it. Imagine this little tug-of-war. If the needle thread tension is “stronger” than the bobbin thread tension, the needle thread pulls the bobbin thread through the top. If the bobbin thread tension is “stronger”, it pulls the needle thread through to the bottom. When the tensions are evenly balanced, the stitch will lock exactly half way between the top and bottom of the layers being sewn, which is right where you want it.

Направление **Менеджмент**
профили **Информационный менеджмент, Производственный менеджмент**
Направление **Профессиональное обучение**
профиль **Экономика и управление**

Macroeconomics

The word macroeconomics means economics in the large. The macroeconomist’s concerns are with such global questions as total production, total employment, the rate of change of overall prices, the rate of economic growth, and so on. The questions asked by the macroeconomist are in terms of broad aggregates — what determines the spending of all consumers as opposed to the microeconomic question of how the spending decisions of individual households are made; what determines the capital spending of all firms combined as opposed to the decision to build a new factory by a single firm; what determines total unemployment in the economy as opposed to why there have been layoffs in a specific industry.

Macroeconomists measure overall economic activity; analyze the determinants of such activity by the use of macroeconomic theory: forecast future economic activity; and attempt to formulate policy responses designed to reconcile forecasts with target values of production, employment, and prices.

An important task of macroeconomics is to develop ways of aggregating the values of the economic activities of individuals and firms into meaningful totals. To this end such concepts as gross domestic product (GDP), national income, personal income, and personal disposable income have been developed.

Macroeconomic analysis attempts to explain how the magnitudes of the principal macroeconomic variables are determined and how they interact.

And through the development of theories of the business cycle and economic growth, macroeconomics helps to explain the dynamics of how these aggregates move over time.

Macroeconomics is concerned with such major policy issues as the attainment and maintenance of full employment and price stability. Considerable effort must first be expended to determine what goals could be achieved. Experience teaches that it would not be possible to eliminate inflation entirely without inducing a major recession combined with high unemployment. Similarly, an overambitious employment target would produce labor shortages and wage inflation.

During the 1960s it was believed that unemployment could be reduced to 4 percent of the labor force without causing inflation. More recent experience suggests that reduction of unemployment to 5.5 percent of the labour force is about ss well as we can do.

Направление **Профессиональное обучение**
профиль **Транспорт**

Construction of an Automobile

The primary components of a **car** are the power plant, the power transmission, the running gear, and the control system. These constitute the chassis, on which the body is mounted.

The power plant includes the engine and its fuel, the carburetor, ignition, lubrication, and cooling systems, and the starter motor.

The Engine

The greatest number of cars uses piston engines. The four-cycle piston engine requires four strokes of the piston per cycle. The first downstroke draws in the petrol mixture. The first upstroke compresses it. The second downstroke – the power stroke – following the combustion of the fuel, supplies the power, and the second upstroke evacuates the burned gases. Intake and exhaust valves in the cylinder control the intake of fuel and the release of burned gases. At the end of the power stroke the pressure of the burned gases in the cylinder is 2.8 to 3.5 kg/sq. cm. These gases escape with the sudden opening of the exhaust valve. They rush to a silencer (muffler), an enlarged section of piping containing expanding ducts and perforated plates through which the gases expand and are released into the atmosphere.

Greater smoothness of operation of the four-cycle engine were provided by the development of the four-cylinder engine, which supplies power from one or another of the cylinders on each stroke of the cycle. A further increase

in power and smoothness is obtained in engines of 6,8,12, and 16 cylinders, which are arranged in either a straight line or two banks assembled in the form of a V.

Carburation

Air is mixed with the vapour of the petrol in the carburetor. To prevent the air and the carburetor from becoming too cold for successful evaporation of the fuel, the air for the carburetor is usually taken from a point close to a heated part of the engine. Modern carburetors are fitted with a so-called float-feed chamber and a mixing or spraying chamber. The first is a small chamber in which a small supply of petrol is maintained at a constant level. The petrol is pumped from the main tank to this chamber, the float rising as the petrol flows in until the desired level is reached, when the inlet closes. The carburetor is equipped with such devices as accelerating pumps and economizer valves, which automatically control the mixture ratio for efficient operation under varying conditions. Level-road driving at constant speed requires a lower ratio of petrol to air than that needed for climbing hills, for acceleration, or for starting the engine in cold weather. When a mixture extremely rich in petrol is necessary, a valve known as the choke cuts down the air intake, permitting large quantities of unvaporized fuel to enter the cylinder.

Направление **Педагогическое образование**
профили **Информатика, Математика и Информатика**

Net Origin

In the 1960s, researchers began experimenting with linking computers. They wanted to see if computers in different locations could be linked using a new known as packet switching. This technology, in which data meant for another location is broken up into little pieces, each with its own “forwarding address” had the promise of letting several users share just one communications line. Their goal was not the creation of today’s international computer-using community, but the development of a data network that could survive a nuclear attack.

Previous computer networking efforts had required a line between each computer on the network, sort of like a one-track train route. The packet system allowed creating data highway. Each packet was given the computer equivalent of a map and a time stamp, so that it could be sent to the right destination, where it would then be reassembles into a message the computer or a human could use.

This system allowed computers to share data and researchers to exchange electronic mail, or e-mail. In itself, e-mail was something of a revolution, offering the ability to send detailed letters at the speed of a phone call.

As this system grew, some college students developed a way to use it to conduct online conferences. These started as science-oriented discussions, but they branched out into virtually every other field, as people recognized the power of being able to “talk” to hundreds, or even thousands, of people around the country.

In the 1980s, this network of networks, which became known as the Internet, expanded at a phenomenal rate. Hundreds, then thousands of colleges, research companies and government agencies began to connect their computers to this worldwide Net. Some companies unwilling to pay the high costs of the Internet access (or unable to meet strict government regulations for access) learned how link their own system to Internet, even if “only” for e-mail and conferences. Some of these systems began offering access to the public. Now anybody with a computer and modem, persistence and a small amount of money could tap into the world.

Направление **Психолого-педагогическое образование**
профиль **Психология и социальная педагогика**

Alleviating Poverty – From the Pedagogy of the Individual to the Collective

Based on the educational ideas of Rousseau, Pestalozzi and Fröbel, the German head teacher Friedrich Diesterweg (1790 – 1866) emphasized the social relevance of pedagogy in fighting social inequalities. For him social pedagogy was "educational action by which one aims to help the poor in society". Through the contribution of Diesterweg and other thinkers, such as Friedrich Schleiermacher, pedagogy took on a more social role, one of community education that also occurs in later writers like Paulo Freire and John Dewey.

Although pedagogy was early on concerned with changing social conditions through education – Rousseau is most famous for his Social Contract (1762) – its primary focus had been on the individual and his or her upbringing, which Rousseau had aimed to protect from the negative influences of society. Pedagogic thinkers like Pestalozzi and later on Montessori followed in his tradition of developing a child-centred pedagogy, which was increasingly criticised by an emerging school of thought that promoted a pedagogy focused on the collective, on the community and how to use pedagogic ideas

for social betterment – or a social pedagogy, as the German educationalist Karl Mager had written in 1844 for the first time.

Social Pedagogy

One of the first key thinkers, Paul Natorp, "claimed that all pedagogy should be social, that is, that in the philosophy of education the interaction of educational processes and society must be taken into consideration". His social pedagogic theories were influenced by Plato's doctrine of ideas, together with Immanuel Kant's categorical imperative of treating people as subjects in their own rights instead of treating them as means to an end, and Pestalozzi's method.

In the 1920s, with influential educationalists such as Herman Nohl, German social pedagogy was interpreted from a hermeneutical perspective, which acknowledged that an individual's life and their problems can only be understood through their eyes and in their social context, by understanding how the individual interacts with their social environment.

Following World War II and the experiences within National Socialism that exposed the dangers of collective education in the hands of a totalitarian state, social pedagogy "became more critical, revealing a critical attitude towards society and taking the structural factors of society that produce social suffering into consideration". Consequently, contemporary social pedagogy in Germany is as a discipline linked more closely to social work and sociology than to psychology.

Due to different historical developments and cultural notions, social pedagogy has very different traditions in other countries, although these are connected through the overarching core principles of social pedagogy. And even within one country, there is not the pedagogic approach - within the general discipline pedagogy we can distinguish various approaches. Some of these are named after key thinkers like Fröbel or Montessori who have created a very specific pedagogic concept for the context of their work, while others are termed according to the medium they are utilising, such as adventure, play, circus, music, or theatre pedagogy.

Направление **Психолого-педагогическое образование**
профили **Психология образования, Специальная педагогика и психология**
Направление **Психология**

The History of Cognitive Psychology

In Western civilization, interest in human cognition can be traced to the ancient Greeks. Plato and Aristotle, in their discussions of the nature and origin of knowledge, speculated on memory and thought. These early discussions, which were essentially philosophical in nature, eventually developed into a centuries-long debate. The two positions were empiricism, which held that all knowledge comes from experience, and nativism, which held that children come into the world with a great deal of innate knowledge. This debate intensified in the seventeenth, eighteenth, and nineteenth centuries. Though the arguments were at their core philosophical, they frequently slipped into psychological speculations about human cognition.

During this long period of philosophical debate, such sciences as astronomy, physics, chemistry, and biology developed markedly. Curiously, no attempt was made to apply the scientific method to the understanding of human cognition; this understanding did not take place until the end of the nineteenth century. Certainly, no technical or conceptual barriers existed to prevent the study of cognitive psychology earlier. But cognitive psychology, like many other sciences, suffered because of our egocentric, mystical, and confused attitude about ourselves and our own nature. It had seemed inconceivable before the nineteenth century that the workings of the human mind could be susceptible to scientific analysis. As a consequence, cognitive psychology as a science is only a little more than 100 years old and lags far behind many other sciences.

Psychology in America

Introspection was getting into trouble on the continent. Different laboratories were reporting different types of introspections-each type matching the theory of the particular laboratory from which it emanated. It was becoming clear that introspection did not give a clear window into the workings of the mind. Much that was important in cognitive functioning was not open to conscious experience.

The drawbacks of the introspective method set the groundwork for the great behaviorist revolution in American psychology, which occurred around 1920. Behaviorism held that psychology was to be entirely concerned with

external behavior and was not to try to analyze the workings of the mind that underlay this behavior.

Behaviorism never produced detailed or adequate accounts of complex cognitive functioning. It was possible (although probably erroneous) to explain many phenomena in terms of associations between stimuli and responses, but it made little or no sense to attempt to account for our knowledge of a complex system such as language in stimulus-response terms. Precisely the same was true of attempts by Behaviorists to account for cognitive activities such as creativity and problem solving.

Nevertheless, in both the introspectionist and the behaviorist programs, we see the human mind struggling with the effort to understand itself.

Направление **Социальная работа**
профиль **Психосоциальная работа с населением**

Training, Other Qualifications and Advancement in the USA

A bachelor's degree is the minimum requirement for entry into the occupation, but some positions require an advanced degree. All states and the District of Columbia have some licensure, certification, or registration requirement; but these regulations vary.

Education and training. A bachelor's degree in social work (BSW) is the most common minimum requirement to qualify for a job as a social worker; however, majors in psychology, sociology, and related fields may qualify for some entry-level jobs, especially in small community agencies. Although a bachelor's degree is sufficient for entry into the field, an advanced degree is required for some positions. A master's degree in social work (MSW) is typically required for positions in health and school settings and for clinical work, as well. Some jobs in public and private agencies may require an advanced degree, such as an MSW with a concentration in social services policy or administration. Supervisory, administrative, and staff training positions usually require an advanced degree. College and university teaching positions and most research appointments normally require a doctorate in social work (DSW or Ph.D.).

As of June 2009, the Council on Social Work Education accredited 468 bachelor's programs and 196 master's programs. The Group for the Advancement of Doctoral Education listed 74 doctoral programs in social work (DSW or Ph.D.) in the United States. Bachelor degree programs prepare graduates for direct service positions, such as caseworker, mental health assistant, group home worker and residential counselor. These programs in-

clude courses in social work values and ethics, dealing with a culturally diverse clientele and at-risk populations, promotion of social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, social research methods, and field education. Accredited programs require a minimum of 400 hours of supervised field experience.

Master's degree programs prepare graduates for work in their chosen field of concentration and continue to develop the skills required to perform clinical assessments, manage large caseloads, take on supervisory roles, and explore new ways of drawing upon social services to meet the needs of clients. Master's programs usually last 2 years and include a minimum of 900 hours of supervised field instruction or internship. A part-time program may take 4 years. Entry into a master's program does not require a bachelor's degree in social work, but courses in psychology, biology, sociology, economics, political science, and social work are recommended. In addition, a second language can be very helpful.

Licensure. All states and the District of Columbia have licensing, certification, or registration requirements regarding social work practice and the use of professional titles. Most States require 2 years or 3,000 hours of supervised clinical experience for licensure of clinical social workers. Due to some limitations on what settings unlicensed social workers may work and some variation in the requirements to obtain a license, those interested in becoming a social worker should research requirements in their State.

Other qualifications. Social workers should be emotionally mature, objective, and sensitive to people and their problems. They must be able to handle responsibility, work independently, and maintain good working relationships with clients and coworkers.

Certification and advancement. Advancement to supervisor, program manager, assistant director, or executive director of a social service agency or department usually requires an advanced degree and related work experience. Other career options for social workers include teaching, research, and consulting. Some of these workers help formulate government policies, by analyzing and advocating policy positions in government agencies, in research institutions, and on legislators' staffs.

Some social workers go into private practice. Most private practitioners are clinical social workers who provide psychotherapy, usually paid for through health insurance or by the client themselves. Private practitioners must have at least a master's degree and a period of supervised work experience. A network of contacts for referrals also is essential.

ПРИЛОЖЕНИЯ

Таблица неправильных глаголов

Infinitive	Past simple	Participle II	Перевод
be	was, were	been	быть
become	became	become	становиться
begin	began	begun	начинать(ся)
break	broke	broken	ломать
bring	brought [bro:t]	brought	приносить
build	built [bilt]	built	строить
buy	bought [bo:t]	bought	купить
catch	caught [ko:t]	caught	поймать, ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut [kΛt]	cut	cut	резать
do	did	done [dΛn]	делать
drink	drank	drunk	пить
drive	drove	driven [drivn]	вести машину, рулить
eat	ate	eaten	есть
fall	fell	fallen	падать
feel	felt	felt	чувствовать
find	found [faund]	found	находить
fly	flew [flu:]	flown	летать
forget	forgot	forgotten	забывать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти, уходить
have	had	had	иметь
hear	heard [hə:d]	heard [hə:d]	слышать
hold	held	held	держать
keep	kept	kept	держать, хранить
know	knew [nju:]	known	знать
learn	learnt	learnt	учить (ся)
leave	left	left	оставлять, покидать
let	let	let	позволять, разрешать
light	lit	lit	зажигать
lose	lost	lost	терять, проигрывать
make	made	made	делать
mean	meant [ment]	meant [ment]	иметь в виду, значить

meet	met	met	встречать(ся)
put	put	put	положить, класть
read [ri:d]	read [red]	read [red]	читать
run	ran	run	бежать, бегать
say	said [sed]	said	сказать
see	saw [so:]	seen	видеть
sell	sold	sold	продавать
send	sent	sent	посылать, отправлять
show	showed	shown	показывать
shut	shut	shut	закрывать
sing	sang	sung	петь
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	разговаривать
spend	spent	spent	тратить, проводить
stand	stood	stood	стоять
swim	swam	swum	плавать
take	took	taken	брать
teach	taught [to:t]	taught [to:t]	учить, преподавать
tell	told	told	рассказывать, сказать
think	thought [θo:t]	thought [θo:t]	думать
understand	understood	understood	понимать
win	won [wΛn]	won [wΛn]	побеждать, выигрывать
write	wrote [rout]	written [ritn]	писать

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