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**в г. Великие Луки Псковской области**

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**Методические рекомендации по выполнению**

**контрольных работ по иностранному языку**

**для студентов 1 курса очно-заочной формы обучения  
по направлению подготовки**

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## Введение

Методические рекомендации составлены в соответствии с рабочими программами для технических вузов.

Целью рекомендаций является подготовка студентов к практическому владению английским языком, повторение грамматического материала и знакомство с новой лексикой.

Целью обучения иностранному языку в системе заочного высшего образования является:

- развитие у студентов умений и навыков читать и понимать литературу по специальности широкого профиля;
- отбирать все необходимое для своей профессиональной работы;
- уметь переводить фрагменты текста на русский язык, пользуясь словарем.

Начинать работу рекомендуется с тщательного изучения грамматического материала с последующим выполнением заданий.

Для выполнения контрольной работы студентам рекомендуется пользоваться двуязычным (англо-русским) словарем общеупотребительной лексики и англо-русским политехническим словарем.

### 1. Рекомендации по выполнению контрольных работ

Заочная система обучения предусматривает, главным образом, самостоятельную работу студентов с учебной литературой. Основной целью заочной формы обучения студентов английскому языку в неязыковом вузе является формирование умения читать и извлекать информацию из иностранной литературы по специальности.

Обучение иностранному языку на заочном отделении неязыкового вуза предполагает следующие формы занятий:

- самостоятельная работа студентов с учебно-методической литературой (см. список рекомендуемой литературы);
- выполнение контрольных работ;
- аудиторские занятия, проводимые с преподавателем;
- итоговый контроль в форме экзамена по окончании курса обучения иностранному языку.

Курс включает выполнение двух контрольных работ и завершается экзаменом. Начинать работу надо с изучения краткого фонетического курса и правил чтения в английском языке. Грамматический материал студент должен проработать самостоятельно и закрепить выполнением контрольных заданий. Для самостоятельной работы по изучению иностранного языка студент – заочник может пользоваться учебниками для вузов заочного или очного обучения.

При подготовке к выполнению контрольной работы необходимо усвоить основные грамматические темы:

глаголы «быть» и «иметь»;

местоимения (личные, притяжательные, возвратные, указательные, неопределенные);

существительное (единственное и множественное число, артикль, притяжательный падеж);

степени сравнения имен прилагательных;

оборот «there is / there are»;

времена группы Simple (Present, Past, Future);

времена группы Continuous (Present, Past, Future);

времена группы Perfect (Present, Past, Future);

времена группы Perfect Continuous (Present, Past, Future);  
 согласование времен;  
 модальные глаголы и их эквиваленты;  
 активный и страдательный залог;  
 предлоги;  
 неличные формы глагола (Infinitive, Participles I and II), Gerund  
 инфинитивные конструкции (Complex Object, Complex Subject, Absolute Participle Construction);  
 сослагательное наклонение, условные предложения.

Оценка работы: «Зачтено» или «Не зачтено». Работа является зачтенной если она выполнена качественно, без ошибок, и оформлена в соответствии с требованиями. В случае, когда работа не зачтена, преподаватель дает обоснование в виде небольшой рецензии с указанием ошибок и работа отправляется на доработку. Студенты, не выполнившие контрольную работу не допускаются к промежуточной аттестации по предмету.

## **2. Порядок выполнения и оформления контрольных работ**

Контрольная работа №1 выполняется студентами на первом курсе к зимней сессии. Данная контрольная работа не имеет вариантов. Задание контрольной работы едины для всех студентов.

Контрольная работа №2 выполняется студентами к летней сессии. Контрольная работа №2 состоит из трёх частей.

Контрольные работы следует выполнять в отдельной тетради или на листах формата А4. На обложке тетради необходимо указать фамилию, имя и отчество; курс; специальность; ускоренное обучение; номер контрольной работы; вариант и шифр студента. Контрольная работа должна выполняться аккуратным, четким почерком, ответы на задания следует давать в развернутом виде. При выполнении контрольной работы необходимо переписать условия заданий и английский текст, оставлять поля для замечаний преподавателя. Задания должны быть представлены в той же последовательности, в которой они даны в контрольной работе. Допускается наличие только общепринятых сокращений. Выполненная контрольная работа приносится студентом на практические занятия по иностранному языку во время сессии. Если студент допустил в работе ошибки, он должен их исправить в той же тетради, учитывая рекомендации преподавателя, проверившего его работу. На зачете студент должен ответить на вопросы преподавателя по материалу контрольных работ.

Контрольная работа, выполненная не полностью или не отвечающая предъявляемым к ней вышеперечисленным требованиям, не засчитывается.

Контрольную работу необходимо зарегистрировать в деканате (на кафедре) и оставить для проверки преподавателем.

При выполнении контрольной работы рекомендуется использовать следующие учебники, учебные пособия и словари:

1. Английский язык. Вводно-фонетический курс: учебное пособие / — К.: Южный институт менеджмента, 2012. 54— с. — Режим доступа: <http://www.iprbookshop.ru/10405> — ЭБС «IPRbooks», по паролю
2. Шуваева В.А. Английский язык: учебное пособие / Шуваева В.А.— С.: РЕАВИЗ, 2010. 48— с. — Режим доступа: <http://www.iprbookshop.ru/10182> — ЭБС «IPRbooks», по паролю
3. Шуваева В.А. Английский язык. Часть II: учебное пособие / Шуваева В.А.— С.: РЕАВИЗ, 2010. 36— с. — Режим доступа: <http://www.iprbookshop.ru/10183> — ЭБС «IPRbooks», по паролю

4. Шуваева В.А. Английский язык: учебное пособие / Шуваева В.А.— С.: РЕАВИЗ, 2010. 34— с. — Режим доступа: <http://www.iprbookshop.ru/10184> — ЭБС «IPRbooks», по паролю
5. Беликова Е. Английский язык: учебное пособие / Беликова Е.— С.: Научная книга, 2012. 191— с. — Режим доступа: <http://www.iprbookshop.ru/8177> — ЭБС «IPRbooks», по паролю
6. Ромашкина С.В. Английский язык: учебное пособие / Ромашкина С.В.— С.: РЕАВИЗ, 2010. 70— с.— Режим доступа: <http://www.iprbookshop.ru/10172> — ЭБС «IPRbooks», по паролю
7. Турук И.Ф. A Course of Business English Learning. Деловой английский язык: учебное пособие / Турук И.Ф., Морозенко В.В.— М.: Евразийский открытый институт, 2010. 152— с. — Режим доступа: <http://www.iprbookshop.ru/10581> — ЭБС «IPRbooks», по паролю
8. Агабекян И.П, Коваленко П.И. Английский для тех вузов – Ростов н/Д, Феникс, 2013.
9. Турук И.Ф. Английский язык. Лексические основы чтения текстов по экономике: учебное пособие / Турук И.Ф., Гитович Р.А.— М.: Евразийский открытый институт, 2011. 167— с.— Режим доступа: <http://www.iprbookshop.ru/10605> — ЭБС «IPRbooks», по паролю
10. Людвигова Е.В. Учебник английского языка для вузов заочного обучения / Е.В. Людвигова [и др.]. - М.: Высшая школа, 1985. - 320с.
11. Новицкая Т.М. Практическая грамматика английского языка / Т.М. Новицкая, Н.Д. Кучин. - М.: Высшая школа, 1993 г.-190с.
12. Англо-русский политехнический словарь / Под редакцией А.Е. Чернухина. – М: Русский язык, 1998. – 1098 с.

### **3. ОБЩИЕ УКАЗАНИЯ И РЕКОМЕНДАЦИИ ПО УСВОЕНИЮ УЧЕБНОГО МАТЕРИАЛА**

#### **3.1 Методические рекомендации по работе над лексикой и коммуникативными темами**

Работу по расширению и закреплению лексического запаса рекомендуем проводить следующим образом.

При работе со словарем выучите английский алфавит, а также ознакомьтесь по предисловию с построением словаря и системой условных обозначений, принятых в данном словаре.

Слова выписывайте в тетрадь или на карточки в исходной форме, т.е. существительные - в единственном числе, глаголы - в неопределенной форме (инфинитиве), указывая для неправильных глаголов основные формы. Учите слова и постоянно повторяйте выученные слова.

При переводе с английского языка на русский необходимо помнить, что трудности вызывает следующее:

1. Многозначность слов. Например, слово convention имеет значения: 1) собрание, съезд; 2) договор, соглашение, конвенция; 3) обычай; 4) условность. Подобрать нужное значение слова можно только исходя из контекста: The convention was successful. – Собрание прошло успешно. That is not in accord with convention. – Это не принято.

2. Омонимы - разные по значению, но одинаково звучащие слова. Их следует отличать от многозначных слов:

some - какой-нибудь и sum - сумма; break - ломать и brake - тормоз; left - левый и left – Past Indefinite от глагола to leave - оставлять, покидать.

3. Конверсия - образование новых слов из существующих без изменения их написания. Наиболее распространенным является образование глаголов от существительных:

water - вода – to water - поливать; control – контроль – to control - контролировать; cause – причина – to cause - являться причиной, вызывать.

4. Словообразование. Эффективным средством расширения запаса английских слов является знание способов словообразования. Умея расчленить производное слово на корень, суффикс и префикс, легче определить значение неизвестного слова. Кроме того, зная значения наиболее употребительных префиксов и суффиксов, вы сможете без труда понять значение гнезда слов, образованных от одного корня, который вам известен.

5. В английском языке есть ряд глаголов, которые употребляются с послелогом и образуют новые понятия. Благодаря послелогам сравнительно немногочисленная группа слов отличается большой многозначностью. К этой группе относятся глаголы to put, to get, to be, to make, to go и ряд других: to go - идти

to go about - циркулировать

to go back - возвращаться

to go in for – заниматься

6. В английском языке очень часто существительное употребляется в функции определения. Структура «существительное + существительное» (и т.д.) вызывает трудность при переводе, так как существительные стоят подряд. Необходимо помнить, что главным в такой группе является последнее слово. Все предшествующие существительные являются определениями к нему: the world championship - мировой чемпионат, sports society – спортивное общество.

7. Научная литература характеризуется наличием терминов. Рекомендуем выписывать их в специальный терминологический словарь-минимум и заучивать.

### 3.2. Методические рекомендации по работе над грамматическим материалом

Грамматические правила усваивайте постепенно, по каждому разделу в отдельности, анализируя примеры-образцы. Знакомясь с грамматическим явлением английского языка, сопоставляйте его с соответствующим явлением в родном языке. Убедившись в полном понимании грамматической формы, приступайте к выполнению упражнений. Не оставляйте неусвоенным или не полностью понятым правило, т.к. это может создать большие затруднения при изучении следующей темы и повлиять на успех изучения английского языка в целом.

Помните об основных особенностях грамматического строя английского языка:

1. Наличие минимального числа окончаний, являющихся признаком конкретных грамматических форм определенных частей речи.

2. Твердый порядок слов в английском предложении.

3. Наличие строевых слов-признаков, являющихся показателем грамматических функций слов. Строевыми словами-признаками имени существительного являются:

1) артикль: a record - рекорд

an aim - цель

the object - предмет

2) предлог: without result - без результата

3) местоимение: - притяжательное my work - моя работа

- вопросительное, относительное whose plans - чьи планы

- неопределенное some factors - некоторые факторы

- отрицательное no athlete – ни один спортсмен

Строевыми словами - признаками глагола являются: 1) частица "to": to aim – нацеливаться, 2) модальный или вспомогательный глагол: must work - должен работать, will work - будет работать, 3) местоимение: - личное I work - я работаю; - вопросительное, относительное who plans - кто планирует

### **3.3. Методические рекомендации по работе над текстом**

- Характер работы с текстом и её итоговый результат зависят от поставленной цели.
- Изучающее чтение – точное и полное понимание текста - предполагает осуществление адекватного перевода текста на основе лексико-грамматического анализа и подбора наиболее подходящих форм родного языка.
- Ознакомительное чтение – понимание общего содержания, поисковое и просмотровое чтение – извлечение нужной информации - предполагают беспереводное понимание текста без словаря, итогом которого может быть составление аннотации, реферата, ответы на вопросы.
- При всех видах чтения необходимо использовать и развивать следующие умения и навыки:
  - догадываться о значении слов на основе словообразовательных признаков и контекста;
  - узнавать интернациональные слова и определять их значение;
  - узнавать знакомые грамматические формы и конструкции и устанавливать их эквиваленты в родном языке;
  - применять знания по специальным и другим предметам в качестве основы смысловой и языковой догадки;
  - уметь разбивать текст на смысловые отрезки и составлять план прочитанного.

## **4. Методические рекомендации по освоению различных видов чтения**

### **4.1. Методические рекомендации для грамматического анализа непонятных предложений текста на иностранном языке**

1. Бегло просмотрите текст и постарайтесь понять, о чем идет речь.
2. При вторичном чтении определите тип непонятого предложения и функции всех его составляющих по внешним признакам.
3. При наличии сложносочиненного или сложноподчиненного предложения разделяйте его по формальным признакам на самостоятельные и придаточные, выделяйте инфинитивные, причастные, герундиальные обороты.
4. Если в предложении есть служебные слова, используйте их для членения предложения на смысловые группы.
5. В каждом отдельном предложении находите сказуемое или группу сказуемого, затем подлежащее или группу подлежащего. Если значение этих слов неизвестно, обращайтесь к словарю.
6. Глагол - сказуемое обычно стоит справа от группы подлежащего. Сказуемое можно найти: а) по личным местоимениям; б) по вспомогательным и модальным глаголам в личной форме; в) по неправильным глаголам; г) по суффиксам.
7. Подлежащее стоит слева от сказуемого. Помните, что существительное употребляется в функции подлежащего без предлогов.
8. Найдя подлежащее и сказуемое, проверьте, согласуются ли они в лице и числе. Поняв значение главных членов, выявляйте последовательно второстепенные, сначала в группе сказуемого, а затем в группе подлежащего.
9. Если предложение длинное, определите слова и группы слов, которые можно временно опустить для выявления основного содержания предложения. Не ищите сразу в словаре

все незнакомые слова, а заменяйте их вначале неопределенными местоимениями и наречиями (кто-то, какой-то, как-то, где-то и др.).

10. Внимательно присмотритесь к словам, имеющим знакомые корни, суффиксы, приставки. Попытайтесь установить значение этих слов. При этом обратите внимание на то, какой частью речи являются такие слова, а затем подбирайте соответствующее русское слово.

11. Слова, оставшиеся непонятными, ищите в словаре, соотнося их значение с контекстом.

#### **4.2. Методические рекомендации по освоению алгоритма просмотрового чтения**

1. Внимательно прочитайте заголовок текста, постарайтесь вникнуть в его смысл, определите главную мысль текста.
2. Прочтите первое предложение текста. Сопоставьте его содержание с заголовком.
3. Прочитайте первый абзац. Сопоставьте его содержание со своим представлением о главной мысли текста.
4. Просмотрите все остальные абзацы, сопоставьте их содержание с представлением о главной мысли текста, обращая внимание на содержание первых предложений абзацев.
5. Сформулируйте ответ на вопрос: «О чем повествуется в тексте?»

#### **4.3. Методические рекомендации по освоению алгоритма ознакомительного чтения**

1. Прочтите заголовок текста и постарайтесь определить его основную тему.
2. Читайте абзац за абзацем, отмечая в каждом предложении, несущие главную информацию и предложения, в которых содержится дополняющая второстепенная информация.
3. Определите степень важности абзацев, отметьте абзацы, которые содержат более важную информацию, и абзацы, которые содержат второстепенную по значению информацию.
4. Обобщите информацию, выраженную в абзацах, в смысловое единое целое.

#### **4.4. Методические рекомендации по освоению примерного алгоритма работы с заглавием перед чтением любого текста**

1. Внимательно прочитайте заглавие и выделите в нем ключевое слово (чаще всего оно выражено существительным).
2. Просмотрите текст и обратите внимание на то, как часто встречается выделенное вами доминирующее слово заглавия в тексте.
3. Найдите слова - заместители для доминирующего слова и всего заглавия в тексте.
4. Перефразируйте заглавие, используя синонимичные слова из текста.
5. Найдите в тексте предложения с вариантами доминирующего слова заголовка.
6. Скажите, являются ли выделенные вами ключевые слова и их заместители самыми информативными элементами в тексте.
7. Повторно прочтите заглавие и скажите, о чем будет идти речь в данном тексте.

#### **4.5. Методические рекомендации для овладения контекстуальной догадкой в процессе чтения текста на иностранном языке**

1. Прочитайте заголовок текста.
2. Выпишите незнакомые слова.



3. Определите по формальным признакам синтаксическую функцию как известных, так и неизвестных вам слов.
4. Сделайте предварительный перевод заглавия, заменяя незнакомые слова.
5. Прочтите текст, определите его тему двумя-тремя словами.
6. Прочтите еще раз первый абзац.
7. Подумайте, встречаются ли в первом абзаце слова заглавия. Помните, что известные вам слова могут быть представлены синонимами или описательно.
8. Посмотрите, есть ли в абзаце слова, близкие по форме неизвестному слову.
9. Определите, одинаковы ли подлежащее абзаца и подлежащее заголовка.
10. Определите, одинаковы ли сказуемые (дополнения) в абзаце и заголовке.
11. Читайте следующие абзацы, выписывая из них законченные в смысловом плане отрезки, содержащие известные слова заглавия.
12. Преобразуйте, если необходимо, полученные отрезки в двух – или трехсоставные предложения так, чтобы известные слова выполняли одну и ту же синтаксическую функцию.
13. Сравните главные члены и дополнения в полученных предложениях.
14. Убедитесь в том, что в заголовке сказуемое было выражено незнакомым вам словом, а в полученных предложениях (в некоторых из них, по крайней мере) в роли сказуемого появились слова, известные вам. То же относится к подлежащему и дополнению.

#### **4.6. Методические рекомендации по работе с кейс-заданиями**

1. Для начала бегло ознакомьтесь с содержанием текста, чтобы понять его основное содержание и общую структуру/выбрать главные факты, опирайтесь на уже известные Вам лексические единицы.
2. Выделите ключевые слова, опорные фразы. Затем ознакомьтесь с вопросами к данному тексту и вариантами ответа к ним, сопоставьте содержание вариантов ответа с выделенными ранее ключевыми словами.
3. Вернитесь к содержанию текста и ознакомьтесь с его структурой, прочитайте заголовки и подзаголовки, отдельные абзацы, чтобы определить правильный вариант ответа на предлагаемые вопросы. Определите основную мысль текста.
4. Для того, чтобы оценить правильность выбранных ответов и понимания незнакомых слов, вчитайтесь в текст более внимательно, осмысливая и запоминая все приведенные в нем основные и второстепенные факты.

#### **4.7. Методические рекомендации к работе над переводом и реферированием научных текстов**

Читая иностранную научную литературу, вы ставите обычно перед собой несколько целей:

- 1) главная цель - получить из читаемой литературы определенные сведения (извлечение информации), нужные вам для своей работы. Сведения должны быть вполне достоверны, поэтому желательно понять читаемое совершенно точно;
- 2) применить полученные сведения в своей практической работе;
- 3) не только понять, но и критически осмыслить прочитанное;
- 4) усовершенствоваться в иностранном языке.

Что вы должны делать, взяв в руки новую иностранную научную статью?

Прежде всего ознакомьтесь с ней, составьте о ней общее впечатление и решите вопрос, нужна ли вам эта статья вообще, стоит ли ее читать. Убедившись в том, что статья заслуживает внимания, вам предстоит проделать два этапа работы над ней.

Первый этап:

- 1) прежде всего прочитайте и тщательно переведите заглавие и краткую аннотацию, которая дается (не всегда) под заглавием;
- 2) внимательно рассмотрите все имеющиеся в тексте рисунки и таблицы;
- 3) быстро «пробегите» весь материал в целом или хотя бы его некоторые разделы.

Быстрое ознакомительное чтение - необходимая часть работы. Хорошо усвойте его технику. Читайте быстро, иначе это чтение теряет смысл. Не пользуйтесь словарем. Пробежав глазами текст, попытайтесь пересказать себе на родном языке все, что вам удалось «выловить» из его содержания. На первых порах рекомендуем вам записывать все, что удалось понять, т. к. сам факт записи дисциплинирует и заставляет задуматься над читаемым. Старайтесь найти элементарную логику повествования.

#### Второй этап.

Его задачей является полное и точное понимание иностранного текста во всех подробностях. Оставшиеся непонятными при первом прочтении слова и грамматические формы выясняются на втором этапе с помощью догадки, припоминания, грамматического и лексического анализа, словаря.

Придерживайтесь во всех случаях следующих правил:

- 1) начинайте с синтаксического анализа предложения, если структура его неясна с первого взгляда;
- 2) старайтесь по возможности установить еще до перевода главные члены предложения, определить сказуемое;
- 3) сочетайте грамматический анализ с выяснением значений незнакомых слов;
- 4) сначала рассмотрите грамматическую форму слова, затем анализ его лексического состава, только после этого обращайтесь к словарю;
- 5) при подборе значения слова руководствуйтесь общим смыслом всего текста, который был установлен при первом чтении;
- 6) добивайтесь четкого и ясного «звучания» перевода на русском языке;
- 7) если предложение сложное и длинное, делайте его письменный перевод.

Итак, в результате второго этапа работы над текстом добейтесь точного и полного его понимания при достаточно ясном его переводе на русский язык.

#### **4.8. Методические рекомендации по освоению алгоритма составления аннотации**

1. Запишите заголовок аннотационной работы с указанием фамилии ее автора, названия издательства, места и года издания, количества страниц, таблиц и т. д.
2. Пронумеруйте абзацы текста.
3. Просмотрите текст и определите его ведущую тему.
4. Читая текст абзац за абзацем, определите тему и подтемы каждого абзаца и выпишите их вместе с номером каждого абзаца. Таким образом составьте логический план текста.
5. Дайте описание выделенных пунктов плана,<sup>27</sup> используя ключевые фрагменты и языковые клише.
6. Прочтите составленный текст аннотации и отредактируйте его.
7. В заключение укажите свою фамилию и инициалы, номер группы и дату.



penny \_\_\_\_\_ news \_\_\_\_\_ hero \_\_\_\_\_  
 body \_\_\_\_\_ athletics \_\_\_\_\_ deer \_\_\_\_\_

### III. Переведите предложения с русского языка на английский:

1. - Завтра будет зачет по английскому? – Нет, он 27 числа.

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2. Я студент направления «Сервис», моя будущая квалификация – «Бакалавр сервиса».

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3. В нашей академии есть такие виды спорта как единоборства, лыжный спорт и гимнастика.

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4. Профессии сферы сервиса и туризма очень востребованы в нашем городе.

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### IV. Заполните пропуски подходящими вариантами ответа:

1. My house is (big) \_\_\_\_\_ than yours.
2. This flower is (beautiful) \_\_\_\_\_ than that one.
3. This is the (interesting) \_\_\_\_\_ book I have ever read.
4. Non-smokers usually live (long) \_\_\_\_\_ than smokers.
5. Which is the (dangerous) \_\_\_\_\_ animal in the world?
6. A holiday by the sea is (good) \_\_\_\_\_ than a holiday in the mountains.
7. It is strange but often a coke is (expensive) \_\_\_\_\_ than a beer.
8. Who is the (rich) \_\_\_\_\_ woman on earth?

### V. Выберите правильный вариант ответа:

1. If you want to become a teacher, you ..... go to teachers training college for four years.  
 a) may    b) should    c) have to    d) must
2. I ..... rather stay at home than go out.  
 a) could    b) would    c) must    d) shall
3. Jack ..... go to hospital yesterday.  
 a) must    b) should    c) had to    d) has to
4. Where is Nick? He ..... be in his office.  
 a) should    b) would    c) might    d) ought to
5. Are you going to read the report? No, I .... I already know what it says.  
 a) mustn't    b) shouldn't    c) needn't    d) can't
6. I was surprised that she ..... say such rude words.  
 a) must    b) would    c) will    d) should
7. I didn't ..... to get up early, so I didn't.  
 a) must    b) should    c) need    d) ought
8. I recommend you to apologize. You ..... apologize.  
 a) would    b) should    c) must    d) shall

### VI. Переведите предложения с русского на английский:



**1а) Определите, какое утверждение соответствует содержанию текста.**

Варианты ответов:

- 1) Cottage palace was one of the most luxurious buildings in the Russia of the XIX century.
- 2) In the past Peterhof used to be an exquisite residence of Russian tsars.
- 3) In the reign of Empress Elizabeth the territory of the Peterhof ensemble got smaller.
- 4) Only talented architects took part in the restoration of the Peterhof ensemble.

**2а) Завершите утверждение согласно содержанию текста.***Peterhof wasn't the imperial residence in the reign of ...*

Варианты ответов:

- 1) Peter the Great
- 2) Catherine the Great
- 3) Empress Elizabeth
- 4) Nicolas I

**3а) Ответьте на вопрос:***Where did Peter the Great want to build his imperial residence first?*

Варианты ответов:

- 1) In Pushkin
- 2) In Strelna
- 3) In Peterhof
- 4) In Versailles

**4а) Определите основную идею текста.**

Варианты ответов:

- 1) Peterhof was founded as early as 1714 by Peter the Great after visiting Versailles.
- 2) The Peterhof building continued about two centuries in the reign of several emperors.
- 3) The main attraction in Peterhof is its beautiful Lower Park with 150 fountains.
- 4) During the Second World War thousands of masterpieces in Peterhof were destroyed.

**IX. Письменно переведите текст****CAMBRIDGE AND ITS UNIVERSITY**

Cambridge is situated at a distance of 70 miles from London. It is built on a river called the Cam. The determining factor in Cambridge is its well-known University, a centre of education and learning. Cambridge University, founded in 1209, is still one of the two best places to study in England; Oxford is the other.

Today, Cambridge is famous not only for its university but also because it is a very picturesque and ancient city. Many of its buildings are very old: some were built about 700 years ago. Some of the oldest are covered with beautiful plants such as ivy.

In 1440 King Henry VI founded King's College, hoping that this would make people remember him. It is still the most famous college in Cambridge because its chapel is one of the finest churches in Western Europe. There are also many beautiful bridges across the Cam including the Mathematical Bridge and the Bridge of Sighs.

Since there are so many colleges, a large number of the city's inhabitants are young students. In the day-time the students work in the many libraries or attend lectures, while in evening they go back to their college rooms or university lodgings.

Sport plays a large part in university life. As Cambridge is on the river Cam rowing seems to be the most popular sport. Early in the morning you'll see many students rowing, whatever the weather. The best of them are preparing for the famous annual boat race against their rivals from Oxford.

When visiting Cambridge, one should certainly take the time to have a look around the shops. There are many bookshops for students and tailors' shops where long traditional gowns are sold.

Students wear scarves of various colors in the winter when the weather is cold. They often complain of the wind and rain, as most of them travel around by bicycle.

Foreign students from different countries enjoy their stay in Cambridge because they have a chance to meet many English people of their own age.

## КОНТРОЛЬНАЯ РАБОТА № 2

### Часть 1

Тексты, представленные в этой части предназначены для чтения и перевода с точным пониманием. Необходимо выбрать 3(три) любых текста, письменно их перевести и ответить на вопросы письменно.

#### Текст 1

##### A Visit to Stratford

Stratford is a very interesting town, in the centre of England. Everybody knows it as Shakespeare's birthplace. There are no mountains or deep valleys near Stratford but there are beautiful woods, green fields, a quiet gentle river the Avon and lovely black and white houses, with thatched roofs.

The first place which everybody goes to see there is Shakespeare's house. It is a small house with small rooms in the centre of Stratford. In one of these rooms Shakespeare was born. On the walls of this room you can see many names of famous people who visited this place: Walter Scott, Dickens, Thackeray and others. In one room there stands a little wooden desk, the desk that Shakespeare sat at when he went to the grammar school in Stratford.

There is a garden behind the house with many flowers, trees and plants which Shakespeare mentioned in his plays. You can see a church there, where Shakespeare was buried. There is a bust of Shakespeare that was made by a Dutch sculptor who lived near Shakespeare's Globe Theatre and saw Shakespeare many times. Not far from Shakespeare's house there is a very old hotel that was probably there in Shakespeare's time. The rooms haven't got numbers on the doors as most hotels have. Instead every room has the name of a Shakespeare play on it – the "Hamlet" room, the "Romeo and Juliet" room and so on

gentle – тихий

to be born – родиться

Globe Theatre – театр "Глобус"

to bury – хоронить

thatch – соломенная

the grammar school – гимназия

Dutch – голландский

Перепишите вопросы к тексту и письменно ответьте на них.

1. What is Stratford famous for?
2. What river can you see near Stratford?
3. Where is Shakespeare's house?

4. What famous people visited Shakespeare's house?
5. Where was Shakespeare buried?

### Текст № 2.

#### America in the Past and Today

Many hundred years ago on the territory of the present day America the red-skin Indians lived. They hunted animals and fished, grew corn and tobacco.

In the middle of the 15<sup>th</sup> century Christopher Columbus from Spain sailed with his crew on 33 small ships. They thought it was India. But Columbus was mistaken. It was an island near North America. This discovery took place on the 12<sup>th</sup> of October 1492. But this new land got its name "America" a little later when an Italian explorer Amerigo Vespucci described it in his writings in 1499.

In 1620 more than one hundred Englishmen left their country forever and went to America on board the ship "Mayflower" to live and work there.

Later on, more and more people from many countries came to live in America. England considered these new territories as its colonies and soon the newcomers began to fight for their independence. The biggest war lasted from 1775 up to 1783. Commander-in-Chief of the North American Army was George Washington. His troops won this War for Independence and on July 4, 1776 the famous Declaration of Independence was signed by 13 United States of America. George Washington was elected to be the first American President.

At present the USA is a highly developed industrial and agricultural country. The population of the USA is about 250 million people of many nationalities. Some of the biggest cities are New York, Chicago, Philadelphia, San Francisco and others.

The capital of the country is Washington. The American parliament (called Congress) has two chambers: the House of Representatives and the Senate.

The flag of the USA has 13 red and white stripes representing the original 13 states and 50 stars – for each of the 50 states of the country. Each state has its national motto, bird and flower as its symbol.

Newcomers – вновь прибывшие

Commander-in-Chief – главнокомандующий

the House of Representatives – палата представителей

a motto – девиз

Перепишите вопросы к тексту и письменно ответьте на них.

1. Who lived on the territory of America many years ago?
2. Was America discovered by Columbus or Vespucci?
3. People from many countries came to live in America, didn't they?
4. How long did the biggest war last?
5. What chambers has Congress?

### Текст № 3.

#### The Houses of Parliament

Near Westminster Abbey on the riverside the Palace of Westminster, known as the Houses of Parliament stands. These buildings were first built in the twelfth century and rebuilt in 1840 –



1867 and partly again after the Second World War. Parliament consists of the House of Lords, where the lords sit, and the House of Commons, where the elected members of Parliament sit. The House of Lords is larger in membership – more than eight hundred, but the House of Commons has nearly all the power.

The six hundred and thirty elected members of the House of Commons meet in session in Parliament. The members sit on two sides of the hall, one side for the governing party and the other for the opposition. The Speaker is the chairman at all the debates in the House of Commons. Lord Chancellor presides over the Lords. His seat is called Woolsack to show that wool made England rich and powerful.

People who visit the Houses of Parliament may sit in the Public Gallery, looking down into the House of Commons, and listen to the debates. The central entrance hall is usually busy with people coming and going to see the buildings, and others wanting to see their Members of Parliament (M.P.'s).

Sessions of Parliament begin in November and last for about one hundred and sixty days. The sittings usually begin at 10 a.m. and end in the late afternoon, but if Parliament is discussing an important question, sittings may go on until late at night. All the time Parliament is in session, a flag flies at the top of the Clock Tower, and when the House is still sitting after dark, there is a light over the face of Big Ben.

A riverside – берег реки

in session – на сессии (о парламенте)

Chancellor – канцлер

woolsack – мешок с шерстью

sitting – заседание

Westminster Abbey – Вестминстерское аббатство

Palace of Westminster – Вестминстерский дворец

Перепишите вопросы к тексту и письменно ответьте на них.

1. When were the buildings of the Houses of Parliament first built?
2. What Houses does the British Parliament consist of?
3. Is the Speaker or Lord Chancellor the chairman at all the debates in the House of Commons?
4. Why is the Lord Chancellor's seat called Woolsack?
5. What shows that the Parliament is in session?

#### **Текст № 4**

#### **The Statue of Liberty**

The magnificent Statue of Liberty stands in New York Harbour and welcomes millions of foreign visitors and citizens returning to the United States from abroad. The idea for such a statue originated in France on the occasion of the 100<sup>th</sup> anniversary of the USA.

The French people gave August Bartholdi's statue "Liberty Enlightening the World" to the American people in 1886. The 12 acre Liberty Island was selected as the permanent site for the statue. It was placed upon a concrete and granite pedestal. The statue with its pedestal is 305 feet high.

Approximately 800.000 people visit Liberty Island each year. You can walk up 354 stairs to get to the top of the statue. An elevator takes sightseers to the top of the pedestal, but from there those who wish to venture higher, must walk up to the statue's head, where there is an observation platform. On a clear day, this platform affords a wonderful view of the harbour and New York. The right arm and the torch are not open to the public.

There is a museum on Liberty Island, at the foot of the statue.

A harbour – гавань, порт  
 to welcome – приветствовать  
 site – местоположение  
 Liberty Island – остров Свободы  
 on the occasion of – по случаю  
 concrete – бетон

Перепишите вопросы к тексту и письменно ответьте на них.

1. Where does the Statue of Liberty stand?
2. Where and when did the idea for the statue originate?
3. Who is the sculptor of the statue?
4. How many people visit Liberty Island each year?
5. How can sightseers get to an observation platform?

### **Текст № 5** **The First Universities**

Before the 12<sup>th</sup> century most people were illiterate. Reading and writing skills were not considered important or necessary. Monasteries were centres of education, and priests were the most educated people.

But with the development of such sciences as medicine and law, first universities appeared in Italy and France. A university had four faculties: Theology (the study of religion), Canon Law (church laws), Medicine and Art, which included Latin grammar, rhetoric (the art of making speeches), logic, arithmetic, geometry, astronomy and music.

In the middle of the 12<sup>th</sup> century a group of professors from France came to Britain and founded schools in the town of Oxford in 1168. It was the beginning of the first English university. A second university was formed in 1209 in Cambridge. Towards the end of the 13<sup>th</sup> century colleges appeared around the universities, where other subjects were studied.

Getting an education in those times was very difficult. Printing had not yet been invented, and all the books were hand-written. That's why books were rare and very expensive. Only the richest people could afford buying books. If a man had twenty or thirty books, people said that he had a great library. Special rules existed for handling books. You were not to touch books with dirty hands or put them on the table at meal times.

Theology – теология (богословие)

Canon Law – церковное право

Rhetoric – риторика

Перепишите вопросы к тексту и письменно ответьте на них.

1. Who were the most educated people in England before the 12<sup>th</sup> century?
2. Where did universities first appear in Europe?
3. Which four faculties did a medieval university have?
4. When and how was Oxford University founded?
5. Why were books rare and very expensive in those times?

### **Текст № 6**

Cambridge

Cambridge is situated at a distance of 70 miles from London. It is one of the most beautiful towns in England. The dominating factor in Cambridge is its well-known University, a centre of education and learning.

Newton, Byron, Darwin and many other scientists and writers were educated at Cambridge. It has 27 colleges. Every college is headed by a dean.

Cambridge is built on a river called the Cam. The University was founded in 1209.

Today, Cambridge is famous not only for its University but also because it is a very picturesque and ancient city. Many of its buildings are very old: some of them were built about 700 years ago. Some of the older buildings are covered with beautiful plants such as ivy. Many are surrounded by green lawns and multicoloured flower-beds. Although all the colleges belong to the same University, each has its own character and style. There are also many beautiful bridges across the Cam including the Mathematical Bridge and the Bridge of Signs.

Cambridge is a very pleasant city to live and study in. Since there are so many colleges, a large number of the city's inhabitants are young students.

Sport plays a large part in university life. As Cambridge is on the river Cam, rowing seems to be the most popular sport. There are "boathouses" all along the river bank and early in the mornings you'll see many students rowing, whatever the weather.

Foreign students from different countries enjoy their stay in Cambridge not only because of its beautiful sights, but because they have a chance to meet many English people of their own age.

To head – возглавлять

a dean – декан

ivy – плющ

a lawn – лужайка

a flower-bed – клумба

Bridge of Signs – мост Вздохов

boathouse – лодочный домик

Перепишите вопросы к тексту и письменно ответьте на них.

1. Where is Cambridge situated?
2. It was founded in 1209, wasn't it?
3. Why is Cambridge a picturesque city?
4. What plays a large part in University life?
5. Do foreign students enjoy their stay in Cambridge and why?

## Текст № 7

### The English Character

Englishmen are naturally polite and are never tired of saying "Thank you" and "I'm sorry". They are generally disciplined; you never hear loud talk in the street. They do not rush for seats in buses and trains, but they take their seats in queues at bus stops. They will never shut the door in your face but will hold it open for you.

English people do not shake hands when meeting one another; they just smile and say "Hello!"

Englishmen do not show their emotions even in tragic situations. They seem to remain good-tempered and cheerful under difficulties.

Most English love gardens and this is probably one reason why so many people wish to live in houses more than flats. They love flowers very much. The Englishman says "My house is my

castle”, because he does not wish his doings to be overlooked by his neighbours.

It’s a tradition with English people to have a fireplace in their house. It is usually made of stone in a wall of a room and with a chimney in the wall. A chimney, therefore, is the main feature of almost every roof. The fireplace is the natural centre of interest in the room. In the evening when the members of the family come home, they like to gather round the fireplace and exchange the day’s experience. In recent years, however, many fireplaces have been modernized; they are gas or electric fireplaces.

The English people like animals very much. Pet dogs, cats, horses, ducks, chickens, canaries and other friends of man have a much better life in Britain than anywhere else. The English do all they can to make animals feel well in their homes and outside their homes too.

In queues – согласно очереди

a fireplace – камин

a chimney – дымоход

experience – впечатления

Перепишите вопросы к тексту и письменно ответьте на них.

1. What people are Englishmen by nature?
2. They do not shake hands when meeting one another, do they?
3. When don’t they show their emotions?
4. Why do so many English people wish to live in houses more than flats?
5. Where do friends of man have a much better life than anywhere else?

### Текст № 8

#### Wales – a Land of Songs

In the west of Britain lies one of the most beautiful parts of the British Isles – Wales. The mountains and valleys in Wales are very beautiful. There are many sheep and cattle-farms in the green valleys. Central and North Wales are farming regions, while the valleys of South Wales are the industrial part of the country. They are rich in coal, and the mining villages have grown into busy towns around iron, chemical and oil works. Cardiff, the capital of Wales, is also a big port. It exports a lot of coal.

Wales is a very popular place for spending holidays. Every year, thousands of people take their holidays at the seaside on the North Wales coast or, if they prefer, enjoy peace in villages far from town life. Some people choose Snowdonia. This is a national park around Snowdon, the highest peak in the Welsh mountains and it is ideal for walking or hiking holidays.

Wales has been called a Land of Song. The Welsh people are famous for their good voices and it is difficult to find a village where there is not at least one choir. Singers, dancers, musicians and poets come from all over the world to compete for the awards at music festivals in Wales. They often wear their colourful national costumes. At the festival Welsh girls wear their national dress – a tall black hat, a red skirt and a white apron. In summer, the streets of this small country are full of visitors speaking many languages. One of the foreign languages heard will be English, because in North Wales many of the people speak Welsh as their native language. Today only about a quarter of the Welsh population speaks this old language as their first language, but many more who use English can understand Welsh as well. Welsh people are proud of national language. In many of their schools they now use and teach their national language.

A valley – долина

the mining villages – шахтерские поселки

works – заводы

walking or hiking holidays – занятия пешим туризмом во время отдыха

a choir - хор

Перепишите вопросы к тексту и письменно ответьте на них.

1. Where does Wales lie?
2. Is Cardiff a big port?
3. Wales is a very popular place for spending holidays, isn't it?
4. Why has Wales been called a Land of Song?
5. What language do many people speak in North Wales?

### Текст № 9

#### Invention

Invention (device or process) is creation of new devices, objects, ideas, or procedures useful in accomplishing human objectives. The process of invention is invariably preceded by one or more discoveries that help the inventor solve the problem at hand. A discovery may be accidental, such as the discovery of X- rays by Wilhelm Conrad Roentgen while he was experimenting with cathode rays, or induced, such as the invention of the lightning rod by Benjamin Franklin after he proved that lightning is an electrical phenomenon.

Early inventors were usually isolated and unable to support themselves through their inventions. In some cases, although two individuals working independently achieved the same innovation simultaneously, only one was recognized for the discovery. For example, the American inventors Elisha Gray and Alexander Graham Bell applied for a patent on the telephone on the same day. Credit for the discovery of the calculus was fought for bitterly by the English scientist and mathematician Sir Isaac Newton and the German philosopher and mathematician Gottfried Wilhelm Leibniz.

Today most modern inventions and discoveries take place in large research organizations supported by universities, government agencies, private industries, or privately endowed foundations. Because of this, ascribing any single invention to a specific person has become difficult.

An invention – изобретение

creation – создание

a discovery – открытие

to support – поддерживать

research – исследование

Перепишите вопросы к тексту и письменно ответьте на них.

1. What is invention?
2. Can the discovery be accidental?
3. Early inventors were not usually isolated and unable to support themselves through their inventions, were they?
4. Where do most modern inventions and discoveries take place?
5. Why has ascribing any single invention to a specific person become difficult?

## Текст № 10

### Ecological Problems

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crisis.

Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken.

Some progress has been already made in this direction. As many as 159 countries – members of the UNO – have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems facing ecologically poor regions. An international environmental research centre has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment.

But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Ancient – древний  
 harmony – гармония  
 environment – окружающая среда  
 to interfere – вмешиваться  
 to increase – увеличиваться, возрасть  
 smoky – дымный  
 by-product – побочный продукт

Перепишите вопросы к тексту и письменно ответьте на них.

1. How did people live for thousands of years?
2. What cities appear all over the world today?
3. What pollutes the air we breathe?
4. What is the result of the pollution the atmosphere?
5. Why is environmental protection of a universal concern?

**ЧАСТЬ 2.** Тексты, представленные в данной части, предназначены для ознакомительного и/или просмотрового чтения. Необходимо выбрать 4(четыре) любых из них и приготовить реферат 2 (двух) текстов и аннотацию тоже 2 (двух) текстов.

## Текст 1

### Child Psychology

1. Generally speaking, psychology is the study of the mind and how it works. The main issues studied by psychologists include learning, cognition, intelligence, motivation, emotion, personality, and the extent to which individual differences are shaped by genetics or environment. The methods used in psychological research include observation, interviews, psychological testing, laboratory experimentation, and statistical analysis.

2. One of the fields of psychology closely connected with education is child psychology. Child psychology is the study of psychological processes of children, specifically, how these processes differ from those of adults, how they develop from birth to the end of adolescence, and how and why they differ from one child to the next.

3. The data of child psychology are gathered from a variety of sources. Observations by relatives, teachers, and other adults, as well as the psychologist's direct observation of and interviews with a child, provide a significant amount of material. In some cases a one-way window or mirror is used so that children are free to interact with their environment or others without awareness that they are being watched. Personality tests and intelligence tests have also proved useful in understanding child development. The principle topics of child psychology include language acquisition and development, personality development, and social, emotional, and intellectual growth.

## **Текст 2**

### **Grouping Students for Instruction**

1. Some educational theorists believe that students should be grouped together with similar students for instruction. Other educational theorists believe that instructional groups should be made deliberately diverse. The criteria, employed for differentiating students, include chronological age, mental age, IQ, skin colour, sex, social class, geographical location, and parental income.

2. A mental age is a measure of someone's ability to think, obtained by comparing someone's ability with the average ability of children at various ages, for example, a 25-year-old man with a mental age of seven. An IQ is someone's level of intelligence, measured by a special test, with 100 being the average result, for example, an IQ of 130.

An individual's intelligence quotient is his mental age, as shown by intelligence tests, multiplied by 100 and divided by his chronological age. Such criteria as mental age and IQ often have the effect of separating rich from poor or elites from cultural minorities because of the cultural content of the tests used.

3. Arguments in favour of homogeneous grouping tend to emphasize speed and efficiency in instruction and learning. Heterogeneous grouping is characterized by lack of racial discrimination, sex discrimination, and discrimination against students with low IQ or with low income. Arguments for heterogeneous grouping tend to emphasize tolerance towards each other and the importance of mutual understanding.

## **Текст 3**

### **Psychological Trauma**

1. Psychological trauma is a type of damage to the psyche that occurs as a result of a traumatic event. When that trauma leads to Post Traumatic Stress Disorder, damage can be measured in physical changes inside the brain and to brain chemistry, which affect the person's ability to cope with stress.

2. Psychological trauma may accompany physical trauma or exist independently of it. Typical causes of psychological trauma are sexual abuse, violence, the threat of either, or the witnessing of either, particularly in childhood. Catastrophic events such as earthquakes and volcanic eruptions, war or other mass violence can also cause psychological trauma. Long-term exposure to situations such as extreme poverty or milder forms of abuse, such as verbal abuse, can be

traumatic. In some cases, even a person's own actions can be traumatic if the offender feels helpless to control the urge to commit such crimes.

3. However, different people will react differently to similar events. One person may perceive an event to be traumatic that another may not, and not all people who experience a traumatic event will become psychologically traumatized.

#### **Текст 4** **Public Spirit.**

1. Each nation has its own peculiar character which distinguishes it from others. But the people of the world have more points in which they are all like each other than points in which they are different. One type of person that is common in every country is the one who always tries to do as little as he possibly can and to get as much in return as he can. His opposite, the man who is in the habit of doing more than is strictly necessary and who is ready to accept what is offered in return, is rare everywhere.

2. Both these types are usually unconscious of their character. The man who avoids effort is always talking about his «rights»: he appears to think that society owes him a pleasant, easy life. The man who is always doing more than his share talks of «duties»; he feels that the individual is in debt to society, and not society to the individual. As a result of their views, neither of these men thinks that he behaves at all strangely.

3. The man who tries to do as little as he can is always full of excuses; if he has neglected to do something, it was because he had a headache, or the weather was too hot – or too cold – or because he was prevented by bad luck. At first, other people generously accept his stories; but soon they realize what kind of person he is. When his friends become cool towards him and he fails to make progress in his job, he is hurt. He blames everyone and everything except himself. He feels that society is failing in its duties towards him, and that he is being unjustly treated.

4. His public-spirited opposite is never too busy to take on an extra piece of work: that is the strangest thing about the whole business. If you want something done in a hurry, don't go to the man who has clearly not much to do. He will probably have a dozen excellent excuses for not being able to help you, although he claims he would like to. Go to the busiest man you know, particularly if you are sure that he has not a spare minute in the week. If your work is really important, he will make time for it.

#### **Текст 5** **The Purpose of Education**

1. Some educational theorists believe that education should serve the needs of the individual. The second opinion on the purpose of education is that education should serve the needs of the society. In industrialized nations it is common for both of these goals to be held but for different classes of the population.

2. For the elite, the needs of the individual tend to prevail, and thus upper-class schooling often tolerates diversity and encourages idiosyncrasy. For the masses, the needs of society tend to dominate, and schooling usually serves to prepare children to become obedient, well-drilled, uncomplaining workers in industry and agriculture.

3. In France and Germany, the primary purpose of education is intellectual development. In England, the primary purpose of education is character building. In Roman Catholic and Communist countries, moral or religious training is usually the primary purpose of education. Hence, every subject is imbued with religious or ideological content, and there is a constant attempt to draw moral lesson from educational material. In the United States, where large-scale immigration once brought the fear of social disintegration, preparation for citizenship and development of national consciousness have tended to be emphasized. Even today, some rituals, such as displaying American flags here there and everywhere and pledging allegiance to the flag of the United States of America at the beginning of the school day, distinguish American schools from those in most other countries.



## Текст № 6

### Sleep your way to the top

Do you bound out of bed without an alarm clock, bright and ready to face the challenges of the day? Or are you more of a snooze addict who crawls lifelessly into the shower, craving an intravenous caffeine drip? If the eight to 10 hours of sleep you need has been whittled down to five to seven hours, sleep deprivation is definitely taking its toll on your body and mind.

Improving your sleep quality can improve your health, enhance your judgement, balance your mood, and even increase sensory perception (read: better sex!)

When you first fall asleep, you enter the **quiet sleep** phase. This is when your body 'let's go', your brain is at its most inactive and your heart and circulation are under less stress than when you're awake. The first part of quiet sleep should only last a few minutes if you are healthy. The second part follows in uninterrupted blocks of about 30 minutes. This is your deepest sleep of the night. **Delta sleep**, also known as **body sleep**, comes in block of 1 S – 2 hours, during which you swing from deep to light sleep (when you are most easily woken up.)

It is the delta sleep phase that is crucial for physical activity. During deep delta sleep, an increased blood supply to the muscles repairs any damage you've done to your body during the day.

It's during the delta sleep phase that your body fights infections you might have been exposed to during the day. Studies prove that even one night of too little sleep damage your body's immune response, as sleep deprivation definitely leaves you more susceptible to colds, flu and other infections. But the good news is, with one subsequent night of good sleep, your immune system can get right back in action.

**REM**(rapid eye-movement) is the period when you dream most vividly. This recurring period lasts about 30 minutes, and gets longer and closer together towards the end of the night. REM is known as **brain sleep**.

It is during REM sleep that your brain really gets a workout. This is when your mind sorts through what you learned during the day and imprints it on your memory.

In the first three hours of sleep, large amounts of growth hormone are released into the body. These are responsible for repair, fine tuning, balancing and protecting our bodies. Our sex hormones are released during this phase, and if we deprive ourselves of sleep, their release is suppressed.

"How you feel and behave tomorrow depends on how you sleep tonight", says Nigel Ball, author of *The Sleep Solution*.

"You can control your sleep to improve your life". Here is how to do it:

- Go to bed at least eight hours before you need to get up. Try to maintain that same bedtime for at least one week for maximum benefit.
- If you need an alarm clock to wake you up, you haven't slept enough. But don't lie in.
- Go to bed an additional 30 minutes earlier for the next week.
- Gradually add 15 to 30 minutes of sleep each week until you can wake easily without needing an alarm clock and still feel alert all day.
- *Stick to a sleep schedule*

Once you've found your ideal bedtime stick to it every night. And wake up at the same time every day, even at weekends.

- *Sleep without stopping*

The best sleep is continuous sleep – in fact, six straight hours are better than eight broken hours.

- *Play sleep catch-up*

If you have lost several hours of sleep, you'll need extra sleep (on top of your normal amount).

- Go to bed early for three nights rather than changing your normal waking time.

## Текст № 7

### You've got to take control to be in control

For every stress there's positive side and negative side.

Stress can come from good things and bad things, big pressures and small, but most often it comes from feeling overwhelmed. As someone who runs a business and travels every week, I know that the management is stress management. If your life is organised, you'll sleep better, feel in control and accomplish more.

Keep note pads everywhere – by each phone, in your handbag, in your car. Visualize your day each morning, focusing on what you must achieve, might achieve and don't have to achieve. Listing your priorities is key to reducing stress.

#### **Stress Management**

Studies indicate that people who internalize high levels of stress are at greater risk of developing heart disease, ulcers, some forms of cancer. We all have lots of stress, but it's how we react to it that counts.

*The best advice would be: Focus on the solution, not the problem.*

If stress is something within your control, then cope with it to overcome and – possibly solve it. With practice, stress management is a discipline anyone can master by turning negative reactions toward stress into positive ones.

*Some typical negative responses and their solutions:*

**Frantic** You have so much to do you don't know where to start. *Positive reaction:* Go somewhere quiet and make a list of priorities, putting what's dispensable aside.

**Money Problems** Put your abstract worry ("We're spending too much") on paper. Make a budget and be firm with yourself and your family about doing what's necessary to live within your means.

**Paralyzed with Fear** Too scared to seek a new job, face a deadline – ask someone to listen.

**Bad moods** Exercise hard to "pump" them away, then stretch out to relax.

**Overeating** Don't dwell on it. Exercise, then resume your diet.

#### **Setting Priorities**

**Fact:** There is never enough time for everything. And some things – that extra cocktail party, etc. – will have to go. Concentrate on your priorities for optimum health, minimum stress, maximum efficiency. My priorities are:

**Health** I keep up with health news. I see that my family and I eat and live right. Health comes first, because it determines everything else.

**Sleep** Prolonged lack of sleep can weaken the immune system, even prevent the body from warding off colds and flu. If you can't get enough, learn to catnap – catching 15 minutes here, half an hour there: just before dinner, during a train ride, anytime.

**Exercise** For every half hour you exercise, you have about two extra hours energy. It organizes the mind, orders the thought processes and makes you strong.

**Work** Every person should keep his work on a schedule. If you love your work be grateful for it. If not, do it diligently while looking for something better. And learn that work isn't everything.

**Fun** A giggle with a friend dissolves worries like nothing else. If fun is what's missing in your life, then life is what you're missing.

#### **Living for the Health**

Health is never a "*side dish*" to the meal of life, it is the meal. Everything starts with health, and everything comes back to it. And you are in charge.

## Текст № 8

### A brisk walk every day is a big step to good health

HALF an hour's walking a day can almost eradicate the risk of developing diabetes, a condition that is increasing in the British population, fuelled by obesity, a poor diet and lack of exercise.

While moderate daily activity is not enough to reduce weight, it has a dramatic effect on the health.

The annual congress of the European Society of Cardiology has taken diabetes as a main theme because the condition is a strong risk factor for developing heart disease.

Dr. Jakko Tuomilehto, professor of public health at Helsinki University, said his 10-year study showed that four hours' exercise a week achieved an 80 per cent reduction in the risk of developing diabetes. Volunteers who took other measures like eating a healthier diet and losing weight did not develop diabetes over the 10 years, he said.

Prof Tuomilehto stressed that doctors were not demanding too much of their patients. A man of average height weighing 15½ st would be about 3st overweight. A reduction of about 11lb would have a beneficial effect in reducing diabetes risk.

He said that five per cent loss in body weight achieved a 40 per cent loss in internal body fat, another important risk for heart disease. "It is important to remember that small things matter. If you eat a 50 calorie biscuit a day you will gain 5½lb in a year. But if you walk for a kilometre a day you will lose 5½lb a year. It takes 20 seconds to eat a biscuit and 20 minutes to walk it off. Half an hour's walking a day, in little bursts, 10 minutes at a time, is most effective for health".

Prof Tuomilehto said that diabetes was now common with high lifetime risk. "By the time people have reached the age of 80, 40 per cent have developed Type II diabetes", he said.

We can prevent diabetes and that means we can prevent heart disease by lifestyle measures alone.

"We had simple targets, a five per cent reduction in body weight, a reduction in dietary fats and an increase in activity of half an hour a day. Weight went down, glucose-blood sugar-levels went down and blood fats went down".

Prof Sir Charles George, the medical director of the British Heart Foundation, said: "We have moved from the advice of 20 minutes of vigorous exercise, three times a week, to 30 minutes moderate exercise, five days a week. You can do this for 10 minutes at a time. This won't help you to lose weight, you would have to do more, but there will be definite benefits".

## Текст № 9

### Stress does increase risk of heart attack

STRESS is a cause of heart attacks after all and is nearly as important as smoking, according to a study.

The Interheart study among 29.000 people in 52 countries, half of whom had experienced a heart attack, found that "psychosocial factors" increased the risk of a heart attack two and half times while smoking increased the risk nearly three times.

Doctors have argued for years about the importance of stress in heart disease and have tended to take the view that if it does have an effect it is something that can trigger a heart event in someone already diagnosed.

The study suggests that stress may be a cause in its own right. It looked at nine easily measured risk factors for heart disease including smoking, high blood pressure, diabetes, internal fat, lack of exercise, consumption of fruit and vegetables, stress and high blood fats.

Persistent severe stress makes it two and a half times more likely that an individual will have a heart attack compared with someone who is not stressed.

Stress and depression together increased the risk threefold. The Interheart study shows definitively that stress is one of the important factors in heart attack in all ethnic groups and in all countries.

It would be most unusual to have no stress at all. It's how you respond to it. Patients wanted to know what had caused their heart attack if they were to blame for not handling stress better.

### Текст № 10 Threshold

In order to establish laws about how people sense the external world, psychologists first try to determine how much of a stimulus is necessary for a person to sense it at all. How much energy is required for someone to hear a sound or to see a light? How much of a scent must be in the room before one can smell it? How much pressure must be applied to the skin before a person feels it?

To answer such questions, a psychologist might set up the following experiment.

First, a person (the subject) is placed in a dark room and is instructed to look at the wall. He is asked to say 'I see it' when he is able to detect a light. The psychologist then uses an extremely precise machine that can project a low-intensity beam of light against the wall. The experimenter turns on the machine to its lowest light projection. The subject says nothing. The experimenter increases the light until finally the subject responds, 'I see it'. Then the experimenter begins another test in the opposite direction.

He starts with a clearly visible light and decreases its intensity until the light seems to disappear. Many trials are completed and averaged. The **absolute threshold** — the smallest amount of energy that will produce a sensation — is defined as the amount of energy that a subject can see about half the time.

Interestingly enough, thresholds determined in this way are not as absolute as psychologists first believed. The point at which the person says "I see it" may vary with the instructions he is given ("Say you see it only if you are absolutely certain" versus "If there is any doubt, say you - see it") or even the order in which the stimuli are presented.

**Часть 3 В этой части контрольной работы представлены кейс-задания. Необходимо прочитать тексты и выполнить задания к ним, обведя (поставив галочку) правильный ответ.**

### Текст 1

#### American Penny Press

1. The penny press, which emerged in the United States during the 1830's, was a powerful agent of mass communication. These newspapers were little dailies, generally four pages in length, written for the mass taste. They differed from the staid, formal presentation of the conservative press, with its emphasis on political and literary topics. The new papers were brief and cheap, emphasizing sensational reports of police courts and juicy scandals as well as human interest stories. Twentieth-century journalism was already foreshadowed in the penny press of the 1830's.
2. The New York Sun, founded in 1833, was the first successful penny paper, and it was followed two years later by the New York Herald, published by James Gordon Bennett. Not long after, Horace Greeley issued the New York Tribune, which was destined to become the most influential paper in America. Greeley gave space to the issues that deeply touched the American people before the Civil War – abolitionism, temperance, free homesteads, Utopian cooperative settlements, and the problems of labor. The weekly edition of the Tribune, with 100,000 subscribers, had a remarkable influence in rural areas, especially in Western communities.
3. Americans were reputed to be the most avid readers of periodicals in the world. An English observer enviously calculated that, in 1829, the number of newspapers circulated in Great Britain was enough to reach only one out of every thirty-six inhabitants weekly. Pennsylvania in that same year had a newspaper circulation which reached one out of every four inhabitants weekly. Statistics seemed to justify the common belief that Americans were devoted to periodicals. Newspapers in the United States increased from 1,200 in 1833 to 3,000 by the

early 1860's, on the eve of the Civil War. This far exceeded the number and circulation of newspapers in England and France.

**1. Определите, какое утверждение соответствует содержанию текста:**

- Statistics showed that Americans were enthusiastic readers of periodicals.
- The New York Herald published by Gordon Bennett was the first successful penny paper.
- The penny press in the 19<sup>th</sup> century focused mainly on analysis of politics.
- The press in the 19<sup>th</sup> century reached only a small proportion of the population.

**2. Завершите утверждение согласно содержанию текста.**

Horace Greeley was ...

- the most successful writer for penny press papers
- the man who took Gordon Bennett's paper and made it work
- the founder of a penny-press paper that at most influenced the public minds
- the publisher of the first penny-press paper that made profit

**3. Ответьте на вопрос:**

What information cannot be found in penny press?

- It is a story about treasury found by the group of people in the West.
- It is an article about a little girl returning a large sum of money she found in the street.
- It is a scholar analysis of a political issue of national importance.
- It is a report of theft of union funds by company officials.

**4. Определите основную идею текста:**

- It can be said that penny-press papers in the 19<sup>th</sup> century foreshadowed the work of modern journalists.
- Such penny-press papers as The New York Sun, the New York Herald, the New York Tribune became influential all over the country.
- In the 19<sup>th</sup> century the circulation of the newspapers in America exceeded the circulation of the newspapers in Great Britain and in France.
- Cheap penny press became very influential reaching the public minds all around the US as it touched upon vital issues of the country.

**Текст 2**

**A microwave oven**

1. A microwave oven works by passing non-ionizing microwave radiation, usually at a frequency of 2.45 gigahertz (a wavelength of 12.24 centimeters), through the food. Microwave radiation is between common radio and infrared frequencies. Water, fat, and other substances in the food absorb energy from the microwaves in a process called dielectric heating.
2. Many molecules (such as those of water) are electric dipoles, meaning that they have a positive charge at one end and a negative charge at the other, and therefore rotate as they try to align themselves with the alternating electromagnetic field of the microwaves. This molecular movement represents heat which is then dispersed as the rotating molecules hit other molecules and put them into motion.
3. Microwave heating is more efficient on liquid water than on fats and sugars (which have a smaller molecular dipole moment), and also more efficient than on frozen water (where the molecules are not free to rotate). Microwave heating is sometimes explained as a resonance of water molecules, but this is incorrect: such resonance only occurs in water vapor at much higher frequencies, at about 20 GHz.
4. A common misconception is that microwave ovens cook food from the «inside out». In reality, microwaves are absorbed in the outer layers of food in a manner somewhat similar to heat from other methods. The misconception arises because microwaves penetrate dry non-conductive substances at the surfaces of many common foods, and thus often induce initial

heat more deeply than other methods. Depending on water content, the depth of initial heat deposition may be several centimeters or more with microwave ovens, in contrast to infrared or convection heating, which deposit heat thinly at the food surface. Penetration depth of microwaves is dependent on food composition and the frequency, with lower microwave frequencies (longer wavelengths) penetrating better.

(Encyclopedia Wikipedia)

**1. Определите, какое утверждение соответствует содержанию текста.**

- 1) Microwave heating can be explained as a resonance of water molecules.
- 2) Microwave heating is more efficient on liquids with higher density.
- 3) It is stated that food composition and the frequency influence microwave penetration depth.
- 4) Dielectric heating is the process of giving off microwave energy from food substances.

**2. Определите, какое утверждение не соответствует содержанию текста.**

- 1) The work of microwave ovens is usually carried out at a certain frequency.
- 2) The longer the microwaves are the better the penetration depth.
- 3) Heat is the result of molecular movement.
- 4) Microwave heating methods differ from other heating methods.

**3. Ответьте на вопрос**

What is the peculiarity of heat penetration with microwaves?

- 1) Microwaves penetrate dry non-conductive substances at the surfaces of food more deeply.
- 2) Microwave heating is more efficient on liquid water than on fats, sugars and ice.
- 3) Penetration depth of microwaves is dependent on food composition and the frequency.
- 4) Food substances absorb energy from the microwaves.

**4. Укажите, в какой части текста (1,2,3,4) содержится ответ на вопрос:**

What principle is microwave ovens heating based upon?

**5. Укажите, в какой части текста (1,2,3,4) соответствует следующая идея:**

Water affects the depth of microwave heating penetration

**6. Определите основную идею текста.**

- 1) Penetration depth of microwaves depends on food staff and the frequency.
- 2) The work of microwave ovens is usually carried out at a certain frequency.
- 3) Food substances absorb energy from the microwaves in a process called dielectric heating.
- 4) Microwave is a modern, high quality device developed on contemporary achievements of science used for food preparation.

**Текст 3**

**Family**

1. The family, a basic social group united through bonds of kinship or marriage, has been present in all societies. Ideally, the family provides its members with protection, companionship, security, and socialization. The structure of the family and the needs that family fulfils vary from society to society. The nuclear family – two adults and their children – is the main unit in some societies. In others, it is a subordinate part of an extended family, which also consists of grandparents and other relatives. A third family unit is the single-parent family, in which children live an unmarried, divorced, or widowed mother or father.
2. Historical studies have shown that family structure has been less changed by urbanization and industrialization than was once supposed. The nuclear family was the most prevalent pre-industrial unit and is still the basic unit of social organization. The modern family differs from earlier traditional forms, however, in its functions, composition, and life cycle and in the roles of husbands and wives.
3. The only function of the family that continues to survive all change is the provision of affection and emotional support by and to all its members, particularly infants and young children. Specialized institutions now perform many of the other functions that were once performed by the agrarian family: economic production, education, religion, and recreation.

Jobs are usually separate from the family group; family members often work in different occupations and in locations away from the home. Education is provided by the state or by private groups. The family is still responsible for the socialization of children.

**Определите, какое утверждение соответствует содержанию текста:**

- As to the structure of the family, there are three different family units in the society.
- The modern family has the same functions as earlier traditional forms.
- The nuclear family consists of two adults, their children, and other relatives.
- One of the main functions of the modern family is to provide children with education.

**Завершите утверждение согласно содержанию текста.**

The main unit of social organization is associated with the ...

- nuclear family
- single-parent family
- family consisting of many relatives
- agrarian family

**Ответьте на вопрос:**

What function of the family is the most important?

- The most important function of the family is to provide its members with affection and emotional support.
- The most important function of the family is to provide its members with education, work, recreation and socialization.
- The most important function of the family is to perform economic production, education, religion, and recreation.
- The most important function of the family, as historical studies have shown, is to be the basic unit of social organization.

**Определите основную идею текста.**

- All societies have regarded the family as a basic unit of social organization to provide its member with protection, companionship, security, and socialization.
- In all societies the family as a basic social group must pay particular attention to the emotional support of infants and young children and their socialization.
- The functions of the family, its composition, structure, life cycle and the roles of husbands and wives have been thoroughly studied in all societies.
- Earlier traditional families usually performed many of the functions which are now performed by specialized institutions, such as education, religion, recreation, etc.

## **ПРИЛОЖЕНИЯ**

### **ПРИЛОЖЕНИЕ 1**

#### **Oral Topics Образцы устных лексических тем**

##### **RUSSIA**

Russia lies in the eastern part of Europe and the northern part of Asia. The vast territory of Russia is washed by the Arctic, the Atlantic and the Pacific oceans. Russia borders on Mongolia, China, Finland and other countries. Russia is rich in deposits of minerals. Mineral resources of Russia include oil, gas, coal, iron, gold and many others.

The form of Russian government is a presidential republic. Russia, the largest country in the world, has total area of about 17 million square kilometers and stretches from the Baltic Sea to the Pacific Ocean, and from the Arctic Ocean to the Black Sea. It is bordered by Norway, Finland, Mongolia, China the former republics of the USSR. The Volga, the country's most important river, flows into the Caspian Sea. Among the longest mountain chains of Russia are the Urals, separating Europe from Asia.

Russia is a highly industrialized agrarian country with vast mineral resources. Three-quarters of the republic's mineral wealth is concentrated in Siberia and includes oil, natural gas, coal, gold and other non-ferrous metals. The population is engaged in agriculture, production of grain, meat and dairy products. The judicial power in the country belongs to the Federal Assembly

## **2. Russia**

Russia is the largest country in the world. It occupies about one-seventh part of dry land. It is situated in Europe and in Asia. Its total area is over 17 million square kilometers, with population of 200 million people. There are 1,030 towns and cities in our country. Moscow, with 9,5 million people, is its capital. The country is washed by the Arctic Ocean in the north and the Pacific Ocean in the east. There are many rivers in Russia. The largest rivers are the Volga in Europe and the Yenisei and the Ob' in Asia. The deepest lakes are Baikal and Ladoga. The relief of Russia is mostly flat. Russia is located on two plains: the Great Russian Plain and the Western Siberian Plain. There are three main mountain chains in Russia. The Caucasus is a range of mountains which extends from the Black Sea to the Caspian Sea. The highest mountain in Caucasus in Russian Federation and in the whole Europe is Mount Elbrus. The Urals extend from the Arctic Ocean to the steppes. This mountain chain divides the European and Asian parts of Russia. The Urals are famous for their valuable minerals. There are 150 volcanoes in



Kamchatka, 30 of which are active. The Russian Federation is very rich in mineral resources, such as oil, natural gas, coal, iron, gold and others. Russia borders with fourteen countries including the former republics of the USSR, which are now independent states. Russia borders with Estonia, Latvia, Finland, Poland, China, Mongolia, Korea, Japan, Kazakhstan and so on. Today Russia is one of the world's largest grain producers and exporters. So, today Russia is a great industrial country. The main cities of Russia are: Moscow, St. Petersburg, Krasnoyarsk, Ufa, Perm, Rostov-on-Don, Vladivostok. Many villages in Russia are famous for their specific crafts: painted boxes in Palkn, wooden tableware in Khokhloma, and toys in Dymkovo. Moscow is the capital of Russia. It is one of the biggest and most beautiful cities in the world. Moscow is a modern city. It's Russian political center, here the government of our country is working. Moscow is called the port of five seas, as the Volga Canal links Moscow with the Baltic, White, Caspian, Black sea and the Sea of Azov. Moscow is also Russian cultural center. There are a lot of theatres, museums, institutes, libraries and cinemas. Young people like to visit The Central Military Museum. There are many tanks, guns and war documents there. Many people choose to see The Kremlin and the Red Square. There are many fine buildings, wide streets, green parks, large squares, churches and monuments in Moscow. There are a lot of famous monuments to Pushkin, Fedorov, and many, many others. Moscow is a very big city and its transport must be very comfortable and fast. There are a lot of buses, trolley-buses, trams, a lot of metro stations (about 190 stations). There are 9 main railway stations in Moscow and several airports around the city. The main stadium in Moscow is The Central station in Luzhniki. Many competitions and football matches are held there. The Olympic village was build for the 22 Olympic Games in Moscow in 1980. It's a big complex for sport games. I'm a patriot of my country and I love it very much.

#### **GREAT BRITAIN**

The United Kingdom of G.B. and Northern Irelands is situated on the British Isles/ The British Isles consists of two large islands, G.B. and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometers.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. GB consists of England, Scotland and Wales and doesn't include Northern Ireland. The capital of the UK is London.

The British Isles are separated from European continent by the North Sea and the English Channel. The western coast of GB is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands.

There are a lot of rivers in GB, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters if Gulf Stream influence the climate of the British Isles. The weather in GB is very changeable. A fine morning can change into a wet afternoon and evening and the wrong side out. The English people say: "Other countries have a climate; in England we have weather." The English also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long.

The weather is the favorite conversational topic in GB. After they greet each other they start talking the weather.

The best time of the year in GB is spring (of course, it rains in spring too). The two worst months in Britain are January and February. They are cold, damp and unpleasant. The best place in the world then is at home by the big fire. Summer months are rather cold and there can be a lot of rainy days. So most people who look forward to summer holidays, plan to go abroad for the summer.

The most unpleasant aspect of English weather is fog and smog. This is extremely bad in big cities especially in London. The fog spreads everywhere so cars move along slowly and people can't see each other. They try not to be run over by a car but still accidents are frequent in the fog.

### **THE USA**

The USA is the 4th largest country in the world (after Russia, Canada and China). Including the states of Alaska and Hawaii, the US covers an area of 9 million square km. It borders Canada on the North. Besides, it is such a big country that it covers 4 time zones. Almost every kind of climate may be found there but the country lies mostly in the temperate zone.

The US is a varied land of forests and mountains. If we look at the map of the USA, we can see lowlands and mountains. The center of the country is drained by the Mississippi and Missouri rivers. These rivers form a 19000 km system of water ways that are connected to the Great Lakes in the North by a canal. The Mississippi is one of the world's great rivers; it was known to American Indians as the "father of waters". To the north – on clear days, passengers may see the five Great Lakes located between the US and Canada.

The USA is one of the greatest industrial nations in the world. With only about 5% of the world's population and about 6% of its land area, The US produces around 25% of the world's industrial products, agricultural goods, and services. There are many reasons, which can be explain why the USA has been able to become the leading industrial and agricultural nation. One is its size and natural resources.

The rapid progress of American industry and agriculture is also the result of the constant willingness to experiment and to find new solutions to old problems. The USA has often been called "a nation of immigrants" because the country was built and developed by generations of immigrants. Even today America continues to take in more immigrants than any other country in the world. But in spite of all the different cultural traditions, nation origins, racial groups, and religions, this vast land is one country, whose people speak the same language, are part of the same culture and follow the same national laws and regulations.

The American people are always on the move – from one part of the country to another, from farm to city, from the city to the suburbs. 17% of all Americans move to new homes every year, searching for job opportunities, a better climate, or for other reasons. Today 3 out of 4 Americans live in towns, cities or suburbs. The largest cities of the USA are New York, Los Angeles, Chicago, Boston, Philadelphia, Detroit, Houston, Baltimore, San Francisco. New York city is America's largest city. Its population in 1990 was 7.3 million. It is a city of great beauty and it is also a leading cultural center. The USA is a federal republic, a union of 50 states. The flag of the USA is called "Stars and Stripes". In the USA the American flag is a very important Symbol of the country and is supposed to be treated with respect.

### **CANADA**

Canada is a vast country, bigger than the United States, bigger than the continent of Australia. It is in fact one of the world's largest countries. Its area is about 10 mln sq km. As Canada extends for thousands of miles from the Arctic Ocean to the United States and from the Atlantic Ocean to the Pacific Ocean, all kinds of weather conditions and scenery are to be found there. The population of Canada is 29 mln people.

The capital is Ottawa; the main cities are Toronto, Montreal and Vancouver. The word Canada comes from one of the Red Indian languages – "Kannata", meaning "a number of huts". Canada is often called the "Land of the Maple Leaf". The maple leaf is the national emblem of Canada.

The story of Canada goes back over 400 years. The French were the first settlers to this country. In 1759 Canada became a part of the British Empire. In 1931 became independent from Britain. Today Canada is an independent federative state, consisting of 10 provinces and 2 territories. It is a member of the Commonwealth, headed by the Queen of Great Britain.

The two official languages are English and French. But many other languages are spoken: Italian, Chinese, German, Polish and Greek. Canada is a country with very high standards of living. This country is particularly advanced in the areas of health, education, social protection and human rights.

## **SPORT**

Sport is an integral part of our life. We live in a polluted world, that is why more and more people are concerned about their health and that is why more of them try to keep fit and start going in for sport.

Everybody, in my opinion, should do sports, especially, students. As students spend a lot of time at school, sitting, it influences health badly. Sport not only helps them to become strong and develop physically but also makes them more organized and better disciplined in their daily activities.

Sport plays an important role in people's life. It is popular among the young and the old. Many people do morning exercises, go jogging or go to the gym. Others prefer watching sports games on TV and listening to sports news rather than going in for sport.

I prefer doing sports rather than watching it. For me watching it is very boring. I do sports to keep myself fit. So, to keep fit I like swimming, riding a bicycle, skating and skiing. All these things I usually do with my family. Also, I really like playing football, volleyball and basketball with my friends.

In conclusion, I would like to say that it is important for us to go in for sport, try to keep fit as we live in environmentally dangerous world.

## **THE ENGLISH LANGUAGE**

The term "English" is derived from Anglisc, the speech of the Angles—one of the three Germanic tribes that invaded England during the fifth century. The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines.

It's an official language in several African countries as well, such as Liberia, Nigeria, and South Africa, but is spoken worldwide in more than 100. It's learned around the world by children in school as a foreign language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts.

According to Christine Kenneally in her book "The First Word," "Today there are about 6,000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10. British colonialism initiated the spread of English across the globe; it has been spoken nearly everywhere and has become even more prevalent since World War II, with the global reach of American power."

The influence of the English language has also spread globally through American pop culture, music, movies, advertising, and TV shows.

About 20 percent of the world's population speaks English as a first or secondary language, about 1.5 billion people. If you include people who use it, that brings the estimate up to more than one-fourth of the world, or more than 2 billion of the world's 7.7 billion people, as of 2019. Only about 360 million people speak it as their first language, though.

## **EDUCATION IN RUSSIA**

Education in Russia is a set of study programs which are compiled in accordance with the regulations on the state standard of education. However, the system of education in Russia has its special features which we are going to look closer at in this article.

Education in Russia includes several stages:

Pre-school education

General secondary education

Vocational education

Higher education

Pre-school Education

Pre-school education is a first stage in the system of education which is represented by crèches and kindergartens, less frequently by other educational institutions which look after children and provide education according to pre-school education program. Every parent is ensured with a possibility to send their child to one of these institutions.

Children can start going to crèches when they are 1-year old, and they can stay there until when they are 3 years old. After that, they go to kindergartens. Children complete their education at kindergartens at the age of 6 or 7. In Russia pre-school education is not compulsory, so parents decide if their children will attend a crèche or a kindergarten or they won't.

Recently there also appeared pre-schools where children can go at the age of 5. There children learn basic reading and writing skills.

General Secondary Education

According to the law of the Russian Federation, general secondary education includes:

Primary general secondary education (from 6 to 10 years of age, 1-4 grades)

Basic general secondary education (from 10 to 15 years of age, 5-9 grades)

Complete general secondary education (from 15 to 17 years of age, 10-11 grades)

When a child turns 6 years old, he/she starts obtaining primary general education. Children can go to a school, gymnasium, or lyceum. Gymnasiums and lyceums are different from schools as they provide advanced training, or they introduce additional study subjects which will be useful for the students who are planning to enter higher educational institutions.

After completing primary secondary education, children at the age of 10 undergo basic general education. It lasts for 5 years. After grade 9 students receive certificate of general education which allows them to continue their education at grade 10 at school, gymnasium, or lyceum.

Complete general secondary education is the last stage of general education which lasts for 2 years. Then, at grade 11 students take examinations and receive certificates of complete general secondary education.

Vocational Education

After school children in Russia have a wide choice of educational institutions where they can obtain vocational education, whose aim is to train qualified workers.

After graduating grade 9 or 11, children can enter a technical school or college. There is one feature: if children enter a college or technical school after grade 11, their training will take shorter time, as they have already completed a program of general secondary education at grades 10 and 11.

In what way a college is different from a technical school?

The level of education at college is considered to be higher than at technical school, as the system of education there is similar to higher education. Technical schools are more specific, and the level of education there is considered to be basic.

Higher Education

In Russia, there is a 3-level higher education:

Baccalaureate (4 years)

This is a complete higher education. Students who have graduated general secondary school, or those who obtained vocational education can get admitted to bachelor's course. After completing a bachelor's program, graduates receive a diploma with their qualification.

Specialist (5 years)

Unlike bachelor's program, after graduating the specialist program, a graduate obtains a specialist diploma.

Magistr (6 years)

Master's program is a second level of higher education. Only students who already hold bachelor's or specialist's degrees can do master's program. Doing a master's program, you can expand your knowledge and improve your qualification in the profession you have already chosen.

Higher education is a final stage of education in Russia. According to the law of the Russian Federation institutes, universities, and academies are recognized as institutions of higher education. Institute trains specialists in one sphere, for example, economics, psychology, or medicine. It is its peculiar feature. University offers a wide range of specialties. At university, you can undergo training in various areas. Academy, in turn, differs with its narrower set of specialties for one particular industry, for example, agricultural academy, mining academy, economic academy, etc. There is also an incomplete higher education. Students study at least for two years, although they were not able to complete the full course.

In conclusion, we would like to mention that the system of education in Russia is organized in the way so any citizen of Russia who has a desire to study is provided with this opportunity. After all, if a person has certain knowledge, they can choose a school and a sphere that are really interested in.

## **EDUCATION IN THE UK**

Education in Britain is compulsory and free for all children.

Primary education begins at the age of 5 in England, Wales and Scotland, and 4 in Northern Ireland. It includes three age ranges: nursery for children under 5 years, infants from 5 to 7, and juniors from 7 to 11 years old. In nursery schools babies don't have real classes, they learn some elementary things such as numbers, colours and letters. Besides, they play, have lunch and sleep there. Children usually start their school education in an infant school and move to a junior school at the age of 7.

Compulsory secondary education begins when children are 11 or 12 and lasts for 5 years: one form to each year. Secondary schools are generally much larger than primary ones. Pupils in England and Wales begin studying a range of subjects stipulated under the National Curriculum. Religious education is available in all schools, although parents have the right to withdraw their children from such classes.

About 5 per cent of schoolchildren attend fee-paying private or public schools. Most of these schools are boarding ones, where children live as well as study. The most famous British public schools are Eton, Harrow and Winchester.

The large majority of British schools teach both boys and girls together. But grammar schools, which give state secondary education of a very high standard, teach boys and girls separately.

The school year in England and Wales starts in September and ends in July. In Scotland it runs from August to June and in Northern Ireland from September to June and has three terms. At 7 and 11 years old, and then at 14 and 16 at secondary school, pupils take examinations in the core subjects (English, Mathematics and Science).

The main school examination, the General Certificate of secondary education (GCSE) examination is taken at the age of 16. If pupils are successful, they can make their choice: they may either go to a Further Education College or a Polytechnic or they may continue their education in the sixth form. Those who stay at school after GCSE, study for 2 more years for 'A' (Advanced) Level Exams in two or three subjects which is necessary to enter one of British universities. Universities usually select students basing on their A-level results and an interview. After three years of study a university graduate gets the Degree of a Bachelor of Arts, Science or Engineering. Many students then continue their studies for a Master's Degree and then a Doctor's Degree (PhD).

## **EDUCATION IN THE US**

The system of education in the USA varies greatly from state to state. School education in so called state public schools is free. Parents are free to choose any public school for their children. Although there are a lot of private schools, mainly religious, and parents have to pay for them. A school year starts in September and ends in June. It is divided into three terms or four quarters.

American children start attending elementary schools at the age of 6. They continue their studies for eight years there (8 grades). Their basic subjects in the curriculum at this stage are English, Arithmetic, Natural Science, History, Geography, Foreign Language and some others. After that pupils may enter a Senior high school or if they go to a 5- or 6-year elementary school, they then attend a 3- or 4-year Junior high school, and then enter a Senior high school. Pupils graduate from high schools at the age of 18. The high schools (also known as secondary schools) are generally larger and accommodate teenagers from four or five elementary schools. During the school year the students study four or five selective subjects according to their professional interests. They must complete a certain number of courses to receive a high school diploma or a certificate of school graduation.

In order to develop social skills and encourage students' participation in extracurricular activities every high school has an orchestra, a music band, a choir, drama groups, football, basketball and baseball teams. School becomes the centre of social life for students.

At American colleges and universities young people get higher education. They study for 4 years and get a Bachelor's degree in arts or science. If a student wants to get a Master's degree he must study for two more years and do a research work. Students who want to advance their education even further in a specific field can pursue a Doctor degree. The most famous American universities are Harvard, Princeton, Stanford, Yale, Columbia Universities.

### **About myself**

My name is Alexander. My full name is Alexander Sergeevich Slusarenko. I was born into a family of a sailor on a submarine. My family is not small. There are four of us. When I was 7, I went to school. I did well at school. I was especially good at math and geometry, but I also coped with the rest of the subjects. Thus from the point of view of my progress at school I didn't cause much trouble to my parents. But I did make them worry because I used to come home rather late. The thing is, I went swimming and our training finished at about 7 p.m. I lived far from the swimming pool, so it took me quite a lot of time to get home. When I was at school I got into the habit of reading a lot. At first I read everything I got hold of but the older I grew the more definite my tastes in books became. I took to reading historic books, books about adventures. I read a lot of technical books about computers and everything connected to them, such as mathematics, physics, programming and so on. Now when I think about this, I come to the conclusion that I should be grateful to my parents for this habit: they themselves read a lot and encouraged my reading. I am sure books will be my friends all my life. In my last year of schooling I often wondered what I would do in the future, what sphere of life I should choose. After a number of heated discussions with my parents and friends I decided to choose applied mathematics. I think I shall make a good mathematician.

### **About myself**

My name is Natalia. My surname is Govorova. I am 15. I was born in 1982 in Chelyabinsk. I live in a small town of Usinsk in the Komi Republic. My address is Flat 116, 19, Pionerskaya Street. My phone number is 41-5-81. I am a pupil. I go to school Number 1. I am a good pupil. I do well in all subjects. They say that I am a hard-working person. To tell the truth, all school subjects come easy to me but sometimes I have to work long hours, for example, to do lessons in Physics or Chemistry, to write a composition or to learn a poem by heart. But my favourite subject is English. I spend a lot of time on it reading books, doing tests etc. Maybe English and learning it will be a part of my future career. I like reading. I think comics and detective stories are much easier to read but I prefer to read novels - historical or modern. I like music. My musical tastes

are different, it depends on my mood. But I think every apple is good in its season. I play the piano and the guitar, not seriously but for my soul. Sometimes I like to listen to Russian classical music. My favourite composers are Chaikovsky and Mozart. I also like Russian folk songs but I don't like rock music. I don't have much time to watch TV but sometimes I spend an hour or two watching an interesting film or a news programme. In the evening I often read newspapers (our local ones) or magazines. I like fresh air and exercise. I wish I had more time for doing sports. But some aerobics in the morning, a swimming pool twice a week, a ski-walk on a frosty day are of great help. Sport is fun. I have a wide circle of interests. I'm very sociable, so I get on very well with people. I have many friends, most of them are my classmates. We spend a lot of time together going out to the cinema or to a disco party, speaking about lessons and music, discussing our problems. But most of all I like my family. We all are great friends and deeply attached to each other. That's all about me - a person with her good and not very good traits of character, liking this and hating that. But it's interesting for me to live and to open new things.

## *Приложение 2*

### **Образец оформления титульного листа контрольной работы**

Филиал «Псковский государственный университет»  
в г. Великие Луки Псковской области

Инженерно-экономический факультет

Кафедра Экономики и гуманитарных наук

## **КОНТРОЛЬНАЯ РАБОТА**

**по дисциплине «Английский язык»**

Вариант\_\_\_\_\_

**Выполнил: студент**  
\_\_\_\_ курса, \_\_\_\_ группы  
заоч. формы обучения,  
шифр \_\_\_\_\_

\_\_\_\_\_  
(ф.и.о. студента)

**Проверил:** \_\_\_\_\_  
(ф.и.о. преподавателя, должность)

г. Великие Луки, 202\_ год