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ПРАКТИКУМ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Методические рекомендации для высших учебных заведений

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Методические рекомендации предназначены для самостоятельной работы бакалавров, обучающихся по направлению подготовки 44.03.05 — «Педагогическое образование» (с двумя профилями подготовки). В них представлены темы самостоятельной работы и методические указания по их изучению. К заданиям по каждой теме прилагается список дополнительной рекомендуемой литературы. В заключение предлагается список тем, необходимых к изучению для подготовки к экзамену.

Содержание

Пояснительная записка

Настоящие методические рекомендации предназначены для самостоятельной работы бакалавров, обучающихся по программе «Педагогическое образование» (с двумя профилями подготовки) на очной форме обучения. Их содержание соответствует требованиям ФГОС ВО – бакалавриат по направлению подготовки 44.03.05 – «Педагогическое образование». Актуальность данных методических рекомендаций обусловлена тем, что значительный объём работы, нацеленной на формирование иноязычной коммуникативной компетенции в рамках курса осуществляется студентами в самостоятельном режиме.

В данном пособии представлены темы самостоятельной работы, рассматриваемые в первом семестре пятого курса (80 часов аудиторной работы, 64 часа самостоятельной работы). Для каждой темы предложено краткое содержание и ключевые слова для эффективной организации самостоятельного поиска информации. Кроме того, разработаны и описаны практические задания для полноценного изучения лексического материала по каждой теме курса, развития рецептивных и продуктивных языковых навыков – таких как чтение, письмо и говорение.

К каждой теме прилагается список рекомендованных ресурсов, которые можно использовать в качестве источника иноязычных текстов по изучаемым темам и справочной литературы.

В заключение студентам предлагается список тем для подготовки к экзамену и список используемой литературы.

1 Методические рекомендации по самостоятельному выполнению практических заданий

1.1 Здоровье человека

1.1.1 Современные проблемы экологии

Содержание темы:

– предпосылки и следствия экологической катастрофы;

– парниковый эффект;

– «Зеленое» движение;

– альтернативные источники энергии и биотопливо;

– нефтяные войны и окружающая среда.

Основные понятия: environment, "green" initiatives, greenhouse effect, renewable fuels, fossil fuels, ecological disaster.

Задания для самостоятельной работы

Task 1. Read the text. Find new vocabulary units. Create a glossary including definition and translation for every vocabulary unit you chose.

Environmental Problems

Our environment is constantly changing. There is no denying that. However, as our environment changes, so does the need to become increasingly aware of the problems that surround it. With a massive influx of natural disasters, warming and cooling periods, different types of weather patterns and much more, people need to be aware of what types of environmental problems our planet is facing.

Global warming has become an undisputed fact about our current livelihoods; our planet is warming up and we are definitely part of the problem. However, this isn't the only environmental problem that we should be concerned about. All across the world,

people are facing a wealth of new and challenging environmental problems every day. Some of them are small and only affect a few ecosystems, but others are drastically changing the landscape of what we already know.

Our planet is poised at the brink of a severe environmental crisis. Current environmental problems make us vulnerable to disasters and tragedies, now and in the future. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the various issues prudently and seriously we are surely doomed for disaster. Current environmental problems require urgent attention.

15 Major Current Environmental Problems:

1) Pollution: Pollution of air, water and soil require millions of years to recoup. Industry and motor vehicle exhaust are the number one pollutants. Heavy metals, nitrates and plastic are toxins responsible for pollution. While water pollution is caused by oil spill, acid rain, urban runoff; air pollution is caused by various gases and toxins released by industries and factories and combustion of fossil fuels; soil pollution is majorly caused by industrial waste that deprives soil from essential nutrients.

2) Global Warming: Climate changes like global warming is the result of human practices like emission of Greenhouse gases. Global warming leads to rising temperatures of the oceans and the earth' surface causing melting of polar ice caps, rise in sea levels and also unnatural patterns of precipitation such as flash floods, excessive snow or desertification.

3) Overpopulation: The population of the planet is reaching unsustainable levels as it faces shortage of resources like water, fuel and food. Population explosion in less developed and developing countries is straining the already scarce resources. Intensive agriculture practiced to produce food damages the environment

through use of chemical fertilizer, pesticides and insecticides. Overpopulation is one of the crucial current environmental problem.

4) Natural Resource Depletion: Natural resource depletion is another crucial current environmental problems. Fossil fuel consumption results in emission of Greenhouse gases, which is responsible for global warming and climate change. Globally, people are taking efforts to shift to renewable sources of energy like solar, wind, biogas and geothermal energy. The cost of installing the infrastructure and maintaining these sources has plummeted in the recent years.

5) Waste Disposal: The over consumption of resources and creation of plastics are creating a global crisis of waste disposal. Developed countries are notorious for producing an excessive amount of waste or garbage and dumping their waste in the oceans and, less developed countries. Nuclear waste disposal has tremendous health hazards associated with it. Plastic, fast food, packaging and cheap electronic wastes threaten the well being of humans. Waste disposal is one of urgent current environmental problem.

6) Climate Change: Climate change is yet another environmental problem that has surfaced in last couple of decades. It occurs due to rise in global warming which occurs due to increase in temperature of atmosphere by burning of fossil fuels and release of harmful gases by industries. Climate change has various harmful effects but not limited to melting of polar ice, change in seasons, occurrence of new diseases, frequent occurrence of floods and change in overall weather scenario.

7) Loss of Biodiversity: Human activity is leading to the extinction of species and habitats and and loss of bio-diversity. Eco systems, which took millions of years to perfect, are in danger when any species population is decimating. Balance of natural processes like pollination is crucial to the survival of the eco-system and human

activity threatens the same. Another example is the destruction of coral reefs in the various oceans, which support the rich marine life.

8) Deforestation: Our forests are natural sinks of carbon dioxide and produce fresh oxygen as well as helps in regulating temperature and rainfall. At present forests cover 30% of the land but every year tree cover is lost amounting to the country of Panama due to growing population demand for more food, shelter and cloth. Deforestation simply means clearing of green cover and make that land available for residential, industrial or commercial purpose.

9) Ocean Acidification: It is a direct impact of excessive production of CO2. 25% of CO2 produced by humans. The ocean acidity has increased by the last 250 years but by 2100, it may shoot up by 150%. The main impact is on shellfish and plankton in the same way as human osteoporosis.

10) Ozone Layer Depletion: The ozone layer is an invisible layer of protection around the planet that protects us from the sun's harmful rays. Depletion of the crucial Ozone layer of the atmosphere is attributed to pollution caused by Chlorine and Bromide found in Chloro-floro carbons (CFC's). Once these toxic gases reach the upper atmosphere, they cause a hole in the ozone layer, the biggest of which is above the Antarctic. The CFC's are banned in many industries and consumer products. Ozone layer is valuable because it prevents harmful UV radiation from reaching the earth. This is one of the most important current environmental problem.

11) Acid Rain: Acid rain occurs due to the presence of certain pollutants in the atmosphere. Acid rain can be caused due to combustion of fossil fuels or erupting volcanoes or rotting vegetation which release sulfur dioxide and nitrogen oxides into the atmosphere. Acid rain is a known environmental problem that can have serious effect on human health, wildlife and aquatic species.

12) Water Pollution: Clean drinking water is becoming a rare commodity. Water is becoming an economic and political issue as

the human population fights for this resource. One of the options suggested is using the process of desalinization. Industrial development is filling our rivers seas and oceans with toxic pollutants which are a major threat to human health.

13) Urban Sprawl: Urban sprawl refers to migration of population from high density urban areas to low density rural areas which results in spreading of city over more and more rural land. Urban sprawl results in land degradation, increased traffic, environmental issues and health issues. The ever growing demand of land displaces natural environment consisting of flora and fauna instead of being replaced.

14) Public Health Issues: The current environmental problems pose a lot of risk to health of humans, and animals. Dirty water is the biggest health risk of the world and poses threat to the quality of life and public health. Run-off to rivers carries along toxins, chemicals and disease carrying organisms. Pollutants cause respiratory disease like Asthma and cardiac-vascular problems. High temperatures encourage the spread of infectious diseases like Dengue.

15) Genetic Engineering: Genetic modification of food using biotechnology is called genetic engineering. Genetic modification of food results in increased toxins and diseases as genes from an allergic plant can transfer to target plant. Genetically modified crops can cause serious environmental problems as an engineered gene may prove toxic to wildlife. Another drawback is that increased use of toxins to make insect resistant plant can cause resultant organisms to become resistant to antibiotics.

The need for change in our daily lives and the movements of our government is growing. Because so many different factors come into play; voting, governmental issues, the desire to stick to routine, many people don't consider that what they do will affect future generations. If humans continue moving forward in such a harmful

way towards the future, then there will be no future to consider. Although it's true that we cannot physically stop our ozone layer from thinning (and scientists are still having trouble figuring out what is causing it exactly,) there are still so many things we can do to try and put a dent in what we already know. By raising awareness in your local community and within your families about these issues, you can help contribute to a more environmentally conscious and friendly place for you to live.

Task 2. Answer the questions.

1) what kinds of pollution are there? Which one is the most dangerous for human health?

2) what factors can cause global warming?

3) what consequences does overpopulation have?

4) what can we do to prevent natural resource depletion?

5) what signs of climate change do you notice in our country?

6) why is loss of biodiversity dangerous?

7) explain the nature of ocean acidification.

8) what negative effects does urban sprawl have?

9) which public health issues are common for our region?

Task 3. Find and read an authentic English article about a particular environmental problem. Add new vocabulary units from the article to your glossary.

Sample topics for articles:

– deforestation;

– human-induced forest fires;

– micro plastic;

– pollution in the times of coronavirus;

– renewable energy to prevent energy crisis;

– zero waste ideas against waste disposal issues;

– transnational corporation and their role in pollution.

Task 4. Prepare the retelling of the English article you read. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– introduce key vocabulary units;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 5. Find and read a Russian article about a particular environmental problem. Render the article into English using target vocabulary from your glossary.

Sample topics for articles:

– oil spills;

– resource depletion;

– natural resource dependent economics;

– fossil fuels usage and its consequences;

– mass fashion;

– water pollution due to agricultural reasons;

– air pollution in industry-centered cities.

Task 6. Prepare the retelling of your rendering. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your article;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 7. Prepare a PPT presentation about a particular initiative to protect environment. Prepare to present your findings in front of your group. Be sure to include as many topical vocabulary units as possible and follow the logic of creating audience-oriented slides.

Sample topic for presentations:

– zero waste lifestyle;

– renewable energy resources;

– "green" organizations;

– minimalism as a lifestyle;

– charity funds helping nature;

– active citizens against climate change;

– eco-friendly startups.

Plan of giving presentation:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your presentation;

– present the slides with key information;

– expand your thoughts orally;

– present the main outcomes of your findings;

– answer your groupmates' and teacher's questions.

Список литературы для самостоятельного изучения

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1.1.2 Здоровый образ жизни

Содержание темы:
– компоненты здорового образа жизни;
– способы профилактики заболеваний;
– организации, занимающиеся профилактикой и лечением наиболее опасных заболеваний;
– здоровое питание;
– физическая культура и спорт как средство сохранения здоровья населения.

Основные понятия: health, healthy lifestyle, sports, healthy diet, eating habits, WHO, hygiene, mental health.

Задания для самостоятельной работы

Task 1. Read the text. Find new vocabulary units. Create a glossary including definition and translation for every vocabulary unit you chose.

7 health problems for the modern age

We're living longer than ever before but 21st-century lifestyles bring their own perils. Here are 7 common problems you may face in modern life.

1 Cyclist's bum

Bikes are the way forward, but watch out behind

Cycling is on the rise, with more than two million Britons saddling up at least once a week, an all-time high according to British Cycling, the sport's governing body in the UK.

But while being a good way to get fit, it can also have potential health issues. One such condition is 'numb bum' – or peroneal nerve compression –syndrome. Excess pressure from the saddle on the nerves near the buttocks can result in numbness, pain and tingling in the groin or legs.

If symptoms are left untreated, nerves can become thickened and damaged, potentially leading to lasting problems down below.

Research shows 61% of male and 34% of female cyclists are affected. Adjusting saddle angle, height and handlebar position can help shift weight away from the vital nerves.

Daniel Lloyd, a former Tour de France cyclist, says: "Taking a few seconds pedalling out of the saddle every few minutes can allow the blood to flow and alleviate pain."

2 Text claw

Maybe it's time to get a grip on your mobile use

Stepping on to busy roads while texting isn't the only hazard for mobile phone addicts.

Text claw can affect frequent mobile users, resulting in wrist pain, thumb tenderness, hand spasms and difficulty with gripping.

Better known among doctors as De Quervain syndrome, text claw is a type of repetitive strain injury (RSI). The thumb is painful to straighten due to inflamed tendons. This stubby digit has evolved to grip and squeeze, not for the delicate, fast movements of text typing. Overusing the thumb in this manner can eventually cause tendons to become thickened and irritated.

The condition can usually be remedied by taking time out from thumb-intensive activities, applying ice to the area and taking pain relief if required.

3 Headphone-induced hearing loss

Why only Spinal Tap should be turning the volume up to 11

More than one billion young people worldwide risk losing their hearing through unsafe listening practices, according to the World Health Organization.

Half of all people aged 12–35 regularly listen to music through headphones at levels above 85 decibels – the equivalent of a microwave beep – for prolonged periods.

Exposure to sound at this level for more than a few minutes damages the delicate sound-sensing hair cells deep within the ear.

These cells detect everything we hear but cannot be repaired once destroyed, and hearing loss is permanent.

Experts recommend volume should be turned up to no higher than 60% of a personal audio device's maximum loudness.

And listening to music through headphones should be limited to one-hour stints, even when out and about.

4 Information fatigue syndrome

Learn to make more of less...

Life in the 'information age' can feel like weathering a never-ending storm of digital distractions, from 24-hour television to mobile phone messages and bulging email inboxes.

Dr Sandra Chapman, chief director of the Center for BrainHealth at The University of Texas, says: "Our brain is exposed to an unrelenting stream of information via various sources of technology and media, as well as an overabundance of input from family and social responsibilities. The sheer volume of information we are exposed to every day is nearly 200 times more than we were exposed to 20 years ago."

This information deluge is equivalent to trying to read 174 newspapers every day, research suggests.

Trying to process the incessant electronic jibber-jabber can cause information fatigue syndrome (IFS) – also known as information overload. This can lead to anxiety, poor concentration,

indecision, and a compulsion to check email, voicemail and social media.

Dr Chapman says: "Information overload degrades the brain's ability to block out irrelevant information, decreasing efficiency and learning capacity. Those who experience information overload become paralysed by indecision."

Take control of technological devices, rather than letting them control you, she advises. "Practise vetting and reading a single source of information to learn about a topic or inform a decision, instead of believing the more you read the smarter you will become."

5 3D viewing sickness

Specs appeal loses some of its allure?

There is a good reason 3D TV has proved a turn-off – it can make audiences feel ill, with some issues ranging from eyestrain or headaches to nausea.

Makers of 3D TV and cinema content have worked to avoid such side-effects, but it was never going to work well for the three million Britons with strabismus – a squint – and other conditions that impair depth perception.

Normally when we see an object getting closer to us, our eyes rotate inwards to focus on it in a process called accommodation.

When watching a 3D film, our eyes focus on an area in front of the screen, making everything momentarily blurry, which for anyone with less than perfectly aligned eyes or not sitting directly in front of the screen can lead to queasy, headache-inducing optical effects.

Most of us will enjoy the odd bit of 3D exposure, but its use as a more sustained format will take quite a bit of fine tuning yet.

6 Blue light insomnia

Step. Away. From. The. Screen … and ZZZZ

You may not realise it but your body knows what time it is. A tiny biological clock, no bigger than a grain of rice, ticks continuously in a brain region called the suprachiasmatic nucleus just

behind the eyes. It tells your body when it is time to wake, time to eat, time to work and time to sleep. Our microscopic timepieces have served us unfailingly since the dawn of humankind. Until the advent of the digital screen, that is.

Without Greenwich Mean Time to tell it the hour, our biological clock relies upon daylight to keep it in sync. It interprets yellow frequencies of light as dawn and dusk and translates blue light to mean daytime. By unfortunate coincidence, modern LED screens and smartphone displays emit light containing blue light of the same hue as normal daylight.

Peering at a smartphone or tablet before bed, therefore, tricks your brain into thinking it is day – 78% of adults admit to using a digital device before bed. A few glances can be enough to cause levels of the powerful sleep hormone melatonin to plummet and stress hormones to surge. Dropping off then becomes much harder, and the next day's rhythm is knocked off kilter, resulting in morning sleepiness.

The easiest and most effective answer to a good night's sleep is to leave the phone in the sitting room after dark.

7 Phantom phone vibration

Here's one alert we should all be paying attention to...

Being disturbed by a mobile phone seems to be an inescapable part of modern life. Smartphone users typically receive about 50 alerts per day for incoming calls, messages, social media updates and calendar notifications.

Sometimes, though, prising an apparently vibrating phone from a pocket reveals a blank screen, with some 90% of mobile owners saying they've experienced this 'phantom phone vibration' (PPV).

According to Dr Robert Rosenberger, of the Georgia Institute of Technology in Atlanta: "Mobiles are somehow changing our brains, making us feel inclined to feel these vibrations."

Worrisome but not harmful, PPVs can be a symptom of overwork, anxiety or sleep deprivation – just ask any bleary-eyed parent how jumpy they become when deprived of shut-eye. Thankfully, our electronic babies are far easier to get into sleep mode.

Task 2. Answer the questions.

1) what health problems can be provoked by cycling? How to avoid them?

2) do negative consequences of cycling outweigh the positive ones?

3) have you experienced any problems induced by mobile phone usage? Which ones?

4) how can we prevent hearing loss while using headphones?

5) what is information fatigue? How can we avoid it?

6) how does blue screen light affects our mind?

7) what causes the phantom phone vibration?

Task 3. Find and read an authentic English article about a particular health-related issue. Add new vocabulary units from the article to your glossary.

Sample topics for articles:

– computer-caused health problems;

– influence of the Internet on mental health;

– healthcare in English-speaking countries;

– health insurance policies;

– latest discoveries in medicine;

– healthy eating.

Task 4. Prepare the retelling of the English article you read. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– introduce key vocabulary units;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 5. Find and read a Russian article about a particular health-related issue problem. Render the article into English using target vocabulary from your glossary.

Sample topics for articles:

– health problems of our region;

– eating disorders;

– WHO recommendations;

– food quality and poor diet;

– healthy lifestyle tips;

– beauty standards and health.

Task 6. Prepare the retelling of your rendering. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your article;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 7. Prepare a PPT presentation about a particular healthy lifestyle practice with practical tips on its implementation. Prepare to present your findings in front of your group. Be sure to include as many topical vocabulary units as possible and follow the logic of creating audience-oriented slides.

Sample topic for presentations:

– healthy sleeping habits;

– healthy balanced diet;

– profits of meditation;

– exercising routines;

– yoga and stretching;

– digital detox;

– vitamins and supplements.

Plan of giving presentation:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your presentation;

– present the slides with key information;

– expand your thoughts orally;

– present the main outcomes of your findings;

– answer your groupmates' and teacher's questions.

Список литературы для самостоятельного изучения

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1.1.3 Олимпийское движение

Содержание темы:

– история Олимпизма;

– принципы Олимпизма;

– Паралимпийские игры;

– Олимпийские виды спорта;

– Отечественные Олимпийские чемпионы;

– Олимпийские игры 2014 г. в Сочи.

Основные понятия: Olympic Games, Olympic movement, Winter Olympic Games, Summer Olympic Games, Paralympic Games, Olympic sports, athletes.

Задания для самостоятельной работы

Task 1. Read the text. Find new vocabulary units. Create a glossary including definition and translation for every vocabulary unit you chose.

Olympic Games

What are the Games?

The Olympic and Paralympic Games are the biggest and most prestigious sporting event in the world, eagerly awaited by millions of sports fans.

The Games take place once every four years and their organization is a great honor as well as a great responsibility.

One of the key elements of the Olympic and Paralympic Games is the legacy that they leave behind for the host city and country as well as for the Olympic and Paralympic Movements. Bringing together countries and continents, the Games contribute to the spreading of Olympic and Paralympic values throughout the world.

The preparation for and hosting of the Olympic Games are governed by the International Olympic Committee (IOC). The

preparation for and hosting of the Paralympic Games are governed by the International Paralympic Committee (IPC).

In 2000, an Agreement of Co-operation was signed by the IPC and IOC, which outlined the principles of the further relationships between the two organizations. A year later, they introduced the practice of "one bid , one city", meaning that a bid to host the Olympic Games automatically extends to the Paralympics. Furthermore, the Olympic and Paralympic Games will be carried in the same venues by one Organizing Committee.

The Sochi 2014 Games

The XXII Olympic and Paralympic Winter Games 2014 in Sochi were Russia's first ever Winter Games.

Sochi had won the right to host the Winter Games at the 119th IOC session in Guatemala in 2007. Candidate cities who competed against Sochi for the right to host the Winter Games were Pyeongchang (South Korea), Salzburg (Austria), Almaty (Kazakhstan), Borjomi (Georgia), Sofia (Bulgaria), and Jaca (Spain).

The Olympic Games were held from February 7 – 23, 2014. The Paralympic Games were held from March 7 – 16, 2014.

According to historical records, the first ancient Olympic Games can be traced back to 776 BC. They were dedicated to the Olympian gods and were staged on the ancient plains of Olympia. They continued for nearly 12 centuries, until Emperor Theodosius decreed in 393 A.D. that all such "pagan cults" be banned.

Olympia

Olympia, the site of the ancient Olympic Games, is in the western part of the Peloponnese which, according to Greek mythology, is the island of "Pelops", the founder of the Olympic Games. Imposing temples, votive buildings, elaborate shrines and ancient sporting facilities were combined in a site of unique natural and mystical beauty. Olympia functioned as a meeting place for worship and other religious and political practices as early as the 10th

century B.C. The central part of Olympia was dominated by the majestic temple of Zeus, with the temple of Hera parallel to it.

The Games and religion

The Olympic Games were closely linked to the religious festivals of the cult of Zeus, but were not an integral part of a rite. Indeed, they had a secular character and aimed to show the physical qualities and evolution of the performances accomplished by young people, as well as encouraging good relations between the cities of Greece. According to specialists, the Olympic Games owed their purity and importance to religion.

Victory Ceremonies

The Olympic victor received his first awards immediately after the competition. Following the announcement of the winner's name by the herald, a Hellanodikis (Greek judge) would place a palm branch in his hands, while the spectators cheered and threw flowers to him. Red ribbons were tied on his head and hands as a mark of victory.

The official award ceremony would take place on the last day of the Games, at the elevated vestibule of the temple of Zeus. In a loud voice, the herald would announce the name of the Olympic winner, his father's name, and his homeland. Then, the Hellanodikis placed the sacred olive tree wreath, or kotinos, on the winner's head.

The ancient Olympic Games were initially a one-day event until 684 BC, when they were extended to three days. In the 5th century B.C., the Games were extended again to cover five days.

The ancient Games included running, long jump, shot put, javelin, boxing, pankration and equestrian events.

Pentathlon

The Pentathlon became an Olympic sport with the addition of wrestling in 708 B.C., and included the following:

Running / Jumping / Discus Throw

Running

Running contests included:

– the stade race, which was the pre-eminent test of speed, covering the Olympia track from one end to the other (200m foot race);

– the diaulos (two stades – 400m foot race);

– dolichos (ranging between 7 and 24 stades).

Jumping

Athletes used stone or lead weights called halteres to increase the distance of a jump. They held onto the weights until the end of their flight, and then jettisoned them backwards.

Discus throw

The discus was originally made of stone and later of iron, lead or bronze. The technique was very similar to today's freestyle discus throw.

Wrestling

This was highly valued as a form of military exercise without weapons. It ended only when one of the contestants admitted defeat.

Boxing

Boxers wrapped straps (himantes) around their hands to strengthen their wrists and steady their fingers. Initially, these straps were soft but, as time progressed, boxers started using hard leather straps, often causing disfigurement of their opponent's face.

Pankration

This was a primitive form of martial art combining wrestling and boxing, and was considered to be one of the toughest sports. Greeks believed that it was founded by Theseus when he defeated the fierce Minotaur in the labyrinth.

Equestrian events

These included horse races and chariot races and took place in the Hippodrome, a wide, flat, open **space.**

Preamble

Modern Olympism was conceived by Pierre de Coubertin, on whose initiative the International Athletic Congress of Paris was held in June 1894. The International Olympic Committee (IOC) constituted itself on 23 June 1894. The first Olympic Games (Games of the Olympiad) of modern times were celebrated in Athens, Greece, in 1896. In 1914, the Olympic flag presented by Pierre de Coubertin at the Paris Congress was adopted. It includes the five interlaced rings, which represent the union of the five continents and the meeting of athletes from throughout the world at the Olympic Games. The first Olympic Winter Games were celebrated in Chamonix, France, in 1924.

Fundamental Principles of Olympism

1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.

2. The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.

3. The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.

4. The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. The organisation,

administration and management of sport must be controlled by independent sports organisations.

5. Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.

6. Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.

Olympic Games

1. The Olympic Games are competitions between athletes in individual or team events and not between countries. They bring together the athletes selected by their respective NOCs, whose entries have been accepted by the IOC. They compete under the technical direction of the IFs concerned.

2. The Olympic Games consist of the Games of the Olympiad and the Olympic Winter Games. Only those sports which are practiced on snow or ice are considered as winter sports.

3. The authority of last resort on any question concerning the Olympic Games rests with the IOC.

4. Notwithstanding the applicable rules and deadlines for all arbitration and appeal procedures, and subject to any other provision of the World Anti-Doping Code, no decision taken by the IOC concerning an edition of the Olympic Games, including but not limited to competitions and their consequences such as rankings or results, can be challenged by anyone after a period of three years from the day of the Closing Ceremony of such Games.

The Olympic symbol

The Olympic symbol consists of five interlaced rings of equal dimensions (the Olympic rings), used alone, in one or in five different colours, which are, from left to right, blue, yellow, black, green and red. The rings are interlaced from left to right; the blue, black and red rings are situated at the top, the yellow and green rings at the bottom in accordance with the following graphic reproduction.

The Olympic symbol expresses the activity of the Olympic Movement and represents the union of the five continents and the meeting of athletes from throughout the world at the Olympic Games.

The Olympic flag

The Olympic flag has a white background, with no border. The Olympic symbol in its five colours is located in its centre.

The Olympic motto

The Olympic motto "Citius – Altius – Fortius" expresses the aspiration of the Olympic Movement.

The Olympic anthem

The Olympic anthem is the musical work entitled "Olympic anthem", composed by Spiro Samara.

The Olympic flame, Olympic torches

1. The Olympic flame is the flame, which is kindled in Olympia under the authority of the IOC.

2. An Olympic torch is a portable torch, or a replica thereof, as approved by the IOC and intended for combustion of the Olympic flame.

Task 2. Answer the questions.

1) when and where did the Olympic Games started?

2) what moral qualities does Olympic movement represent?

3) do you support Olympic movement?

4) what sports are included in the Olympic Games?

5) have you ever tried taking up any Olympic kind of sport? How did it go?

6) do you watch Olympic Games? What do you find the most exciting about them?

7) what symbolizes Olympic Games? Why?

8) how are Olympic Games connected with religion?

Task 3. Find and read an authentic English article about modern Olympic Games and issues connected with them or sports in general. Add new vocabulary units from the article to your glossary.

Sample topics for articles:

– drug control at Olympic Games;

– political nature of the Games;

– preparation for the Games in different countries;

– health issues professional athletes face;

– Olympic legacy;

– Olympic Games as a global movement;

– Paralympic Games;

– amateur sports;

– exercising routine and how to maintain it;

– connection between sports and mental health;

– WHO recommendations considering daily activity;

– new kinds of sports;

– ancient kinds of sports;

– individual and team kinds of sports;

– pros and cons of professional sports for human health.

Task 4. Prepare the retelling of the English article you read. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– introduce key vocabulary units;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 5. Prepare a PPT presentation about an unusual rare kind of sport. Prepare to present your findings in front of your group. Be sure to include as many topical vocabulary units as possible and follow the logic of creating audience-oriented slides. Try to find and show a video to demonstrate the kind of sport in detail.

Plan of giving presentation:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your presentation;

– present the slides with key information;

– expand your thoughts orally;

– present the main outcomes of your findings;

– answer your groupmates' and teacher's questions.

Task 6. Write an essay, following the guidelines:

– 240 – 300 words;

– academic writing style (no shortenings, no slang, cliché structures, etc.);

– rigid academic structure: introduction, main body featuring 2-3 arguments, conclusion;

– develop on one of the given topics:

    a) sports in my life;

    b) disadvantages of professional sports;

    c) the influence of sports on mental health;

    d) Olympic legacy and whether it is worth it;

    e) incorporating sports in education.

For further advice on academic writing, consult the following resource: https://www.caeexamtips.com/writing

Список литературы для самостоятельного изучения

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1.2 Образовательные системы

1.2.1 Образовательные системы в различных странах мира

Содержание темы:
– особенности образовательной системы США;
– особенности образовательной системы Великобритании;
– особенности образовательных систем стран Евросоюза;
– номенклатура и содержание учебных курсов;
– организационная структура вузов различных стран.

Основные понятия: education, pre-school education, primary school education, secondary school education, higher education, life-long education, grading systems.

Задания для самостоятельной работы

Task 1. Read two texts. Find new vocabulary units. Create a glossary including definition and translation for every vocabulary unit you chose.

Text 1. Understanding the American Education System

The American education system offers a rich field of choices for international students. There is such an array of schools, programs and locations that the choices may overwhelm students, even those from the U.S. As you begin your school search, it's important to familiarize yourself with the American education system. Understanding the system will help you narrow your choices and develop your education plan.

The Educational Structure

Primary and secondary school

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades.

Around age six, U.S. children begin primary school, which is most commonly called "elementary school." They attend five or six years and then go onto secondary school.

Secondary school consists of two programs: the first is "middle school" or "junior high school" and the second program is "high school." A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade), U.S. students may go on to college or university. College or university study is known as "higher education."

Grading system

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the U.S. this includes your "grades" and "grade point average" (GPA), which are measurements of your academic achievement. Courses are commonly graded using percentages, which are converted into letter grades.

The grading system and GPA in the U.S. can be confusing, especially for international students. The interpretation of grades has a lot of variation. For example, two students who attended different schools both submit their transcripts to the same university. They both have 3.5 GPAs, but one student attended an average high school, while the other attended a prestigious school that was academically challenging. The university might interpret their GPAs differently because the two schools have dramatically different standards.

Therefore, there are some crucial things to keep in mind:

You should find out the U.S. equivalent of the last level of education you completed in your home country.

Pay close attention to the admission requirements of each university and college, as well as individual degree programs, which may have different requirements than the university.

Regularly meet with an educational advisor or guidance counselor to make sure you are meeting the requirements.

Your educational advisor or guidance counselor will be able to advise you on whether or not you must spend an extra year or two preparing for U.S. university admission. If an international student entered a U.S. university or college prior to being eligible to attend university in their own country, some countries' governments and employers may not recognize the students' U.S. education.

Academic year

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. university studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The academic year at many schools is composed of two terms called "semesters." (Some schools use a three-term calendar known as the "trimester" system.) Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

The US higher education system: levels of study
First Level: Undergraduate

A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) transfer degree and then transfer to a four-year university or college.

A "major" is the specific field of study in which your degree is focused. For example, if someone's major is journalism, they will earn a Bachelor of Arts in Journalism. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major at the beginning of your third year of school.

A very unique characteristic of the American higher education system is that you can change your major multiple times if you choose. It is extremely common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. Keep in mind though that switching majors may result in more courses, which means more time and money.

Second Level: Graduate in Pursuit of a Master's Degree

Presently, a college or university graduate with a bachelor's degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the USA.

A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE (graduate record examination). Certain master's programs require specific tests, such as the LSAT for law school, the GRE or GMAT for business school, and the MCAT for medical school.

Graduate programs in pursuit of a master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master's programs, such as journalism, only take one year.

The majority of a master's program is spent in classroom study and a graduate student must prepare a long research paper called a "master's thesis" or complete a "master's project."

Third Level: Graduate in Pursuit of a Doctorate Degree

Many graduate schools consider the attainment of a master's degree the first step towards earning a PhD (doctorate). But at other schools, students may prepare directly for a doctorate without also earning a master's degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years.

For the first two years of the program most doctoral candidates enroll in classes and seminars. At least another year is spent

conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that have not been previously published.

A doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Most U.S. universities awarding doctorates also require their candidates to have a reading knowledge of two foreign languages, to spend a required length of time "in residence," to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

Characteristics of the US higher education system

Classroom Environment

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations. International students find this one of the most surprising aspects of the American education system.

Each week professors usually assign textbook and other readings. You will be expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory.

Professors issue grades for each student enrolled in the course. Grades are usually based upon:

Each professor will have a unique set of class participation requirements, but students are expected to participate in class discussions, especially in seminar classes. This is often a very important factor in determining a student's grade.

A midterm examination is usually given during class time.

One or more research or term papers, or laboratory reports must be submitted for evaluation.

Possible short exams or quizzes are given. Sometimes professors will give an unannounced "pop quiz." This doesn't count heavily toward the grade, but is intended to inspire students to keep up with their assignments and attendance.

A final examination will be held after the final class meeting.

Credits

Each course is worth a certain number of credits or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits.

A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate. International students are expected to enroll in a full-time program during each term.

Transfers

If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.

Types of U.S. higher education
1 State college or university

A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word "State" in their names: for example, Washington State University and the University of Michigan.

2 Private college or university

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools. Often, private U.S. universities and colleges are smaller in size than state schools.

Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

3 Community college

Community colleges are two-year colleges that award an associate's degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their bachelor's degree program in two or more additional years. Many also offer ESL or intensive English language programs, which will prepare students for university-level courses.

If you do not plan to earn a higher degree than the associate's, you should find out if an associate's degree will qualify you for a job in your home country.

4 Institute of Technology

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

Text 2. Education system in the UK

Across the UK there are five stages of education: early years, primary, secondary, Further Education (FE) and Higher Education (HE). Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16. FE is not compulsory and covers non-advanced education which can be taken at further (including tertiary) education colleges and HE institutions (HEIs). The fifth stage, HE, is study beyond GCE A levels and their equivalent which, for most full-time students, takes place in universities and other HEIs and colleges.

Early Years Education

In England since September 2010, all three and four year olds are entitled to 15 hours of free nursery education for 38 weeks of the year. Early Years education takes place in a variety of settings including state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such as voluntary pre-schools, privately run nurseries or childminders. In recent years there has been a major expansion of Early Years education and childcare. The Education Act 2002 extended the National Curriculum for England to include the Foundation Stage which was first introduced in September 2000, and covered children's education from the age of 3 to the end of the reception year, when children are aged 5. The Early Years Foundation Stage (EYFS) came into force in September 2008, and is a single regulatory and quality framework for the provision of learning, development and care for children in all registered early

years settings between birth and the academic year in which they turn 5. The EYFS Profile (EYFSP) is the statutory assessment of each child's development and learning achievements at the end of the academic year in which they turn 5.

In Wales, children are entitled to a free part-time place the term following a child's third birthday until they enter statutory education. These places can be in a maintained school or a non-maintained setting such as a voluntary playgroup, private nursery or childminder which is approved to provide education. The Foundation Phase is a holistic developmental curriculum for 3 to 7-year-olds based on the needs of the individual child to meet their stage of development. Statutory rollout of the Foundation Phase framework started in September 2008 and the process was completed in the 2011/12 school year.

In Scotland, education typically starts with pre-school. Local authorities have a duty to secure a part-time funded place for every child starting from the beginning of the school term after the child's third birthday. Pre-school education can be provided by local authority centres, or private and voluntary providers under a partnership arrangement. In Scotland, early years education is called ante-pre-school education for those who are start receiving their pre-school education in the academic year after their 3rd birthday until the end of that academic year (note: depending on when the child turned 3 years of age, some children may only receive part of an academic year's worth of ante-pre-school education (e.g. 1 term), whereas other children may receive an entire academic year of pre-school education). All children are entitled to receive a full academic year's worth of pre-school education in the academic year before they are eligible to, and expected to, start primary school.

The commitment in the Northern Ireland Executive's Programme for Government is to 'ensure that at least one year of pre-school education is available to every family that wants it.' Funded

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pre-school places are available in statutory nursery schools and units and in those voluntary and private settings participating in the Pre-School Education Expansion Programme (PSEEP). Places in the voluntary/private sector are part-time whilst, in the statutory nursery sector, both full-time and part-time places are available. Pre-school education is designed for children in the year immediately before they enter Primary 1. Taking into account the starting age for compulsory education in Northern Ireland this means children are aged between 3 years 2 months and 4 years 2 months in the September in which they enter their final pre-school year. The Programme incorporates a number of features designed to promote high quality pre-school education provision in all settings including a curriculum which is common to all those involved in pre-school education

Primary

The primary stage covers three age ranges: nursery (under 5), infant (5 to 7 or 8) (Key Stage 1) and junior (up to 11 or 12) (Key Stage 2) but in Scotland and Northern Ireland there is generally no distinction between infant and junior schools. In Wales, although the types of school are the same, the Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. In England, primary schools generally cater for 4-11 year olds. Some primary schools may have a nursery or a children's centre attached to cater for younger children. Most public sector primary schools take both boys and girls in mixed classes. It is usual to transfer straight to secondary school at age 11 (in England, Wales and Northern Ireland) or 12 (in Scotland), but in England some children make the transition via middle schools catering for various age ranges between 8 and 14. Depending on their individual

age ranges middle schools are classified as either primary or secondary.

The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects. Children in England and Northern Ireland are assessed at the end of Key Stage 1 and Key Stage 2. In Wales, all learners in their final year of Foundation Phase and Key Stage 2 must be assessed through teacher assessments.

Secondary

In England, public provision of secondary education in an area may consist of a combination of different types of school, the pattern reflecting historical circumstance and the policy adopted by the local authority. Comprehensive schools largely admit pupils without reference to ability or aptitude and cater for all the children in a neighbourhood, but in some areas they co-exist with other types of schools, for example grammar schools. Academies, operating in England, are publicly funded independent schools. Academies benefit from greater freedoms to help innovate and raise standards. These include freedom from local authority control, the ability to set their own pay and conditions for staff, freedom around the delivery of the curriculum and the ability to change the lengths of terms and school days. The Academies Programme was first introduced in March 2000 with the objective of replacing poorly performing schools. Academies were established and driven by external sponsors, to achieve a transformation in education performance. The Academies Programme was expanded through legislation in the Academies Act 2010. This enables all maintained primary, secondary and special schools to apply to become an Academy. The early focus is on schools rated outstanding by Ofsted and the first of these new academies opened in September 2010. These schools do

not have a sponsor but instead are expected to work with underperforming schools to help raise standards.

In Wales, secondary schools take pupils at 11 years old until statutory school age and beyond.

Education authority secondary schools in Scotland are comprehensive in character and offer six years of secondary education; however, in remote areas there are several two-year and four-year secondary schools.

In Northern Ireland, post-primary education consists of 5 compulsory years and two further years if students wish to remain in school to pursue post GCSE / Level 2 courses to Level 3. Ministerial policy is that transfer should be on the basis of nonacademic criteria, however legally post primary schools can still admit pupils based on academic performance.

At the end of this stage of education, pupils are normally entered for a range of external examinations. Most frequently, these are GCSE (General Certificate of Secondary Education) in England, Wales and Northern Ireland and Standard Grades in Scotland, although a range of other qualifications are available. In Scotland pupils study for the National Qualifications (NQ) Standard grade (a two-year course leading to examinations at the end of the fourth year of secondary schooling) and NQ Higher grade, which requires at least a further year of secondary schooling. From 1999/00 additional new NQ were introduced in Scotland to allow greater flexibility and choice in the Scottish examination system. NQ include Intermediate 1 & 2 designed primarily for candidates in the fifth and sixth year of secondary schooling, however these are used in some schools as an alternative to Standard Grades.

Further Education

Further education may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education. It is post-compulsory education (in addition to that

received at secondary school), that is distinct from the education offered in universities (higher education). It may be at any level from basic skills training to higher vocational education such as City and Guilds or Foundation Degree.

A distinction is usually made between FE and higher education (HE). HE is education at a higher level than secondary school. This is usually provided in distinct institutions such as universities. FE in the United Kingdom therefore includes education for people over 16, usually excluding universities. It is primarily taught in FE colleges, work-based learning, and adult and community learning institutions. This includes post-16 courses similar to those taught at schools and sub-degree courses similar to those taught at higher education (HE) colleges (which also teach degree-level courses) and at some universities.

Colleges in England that are regarded as part of the FE sector include General FE (GFE) and tertiary colleges, Sixth form colleges, Specialist colleges (mainly colleges of agriculture and horticulture and colleges of drama and dance) and Adult education institutes.

In addition, FE courses may be offered in the school sector, both in sixth form (16-19) schools, or, more commonly, sixth forms within secondary schools.

In England, further education is often seen as forming one part of a wider learning and skills sector, alongside workplace education, prison education, and other types of non-school, non-university education and training. Since June 2009, the sector is overseen by the new Department for Business, Innovation and Skills, although some parts (such as education and training for 14-19 year olds) fall within the remit of the Department for Education.4

Higher Education

Higher education is defined as courses that are of a standard that is higher than GCE A level, the Higher Grade of the SCE/National Qualification, GNVQ/NVQ level 3 or the Edexcel

(formerly BTEC) or SQA National Certificate/Diploma. There are three main levels of HE course:

(i) Postgraduate courses leading to higher degrees, diplomas and certificates (including Doctorate, Masters (research and taught), Postgraduate diplomas and certificates as well as postgraduate certificates of education (PGCE) and professional qualifications) which usually require a first degree as entry qualification.

(ii) Undergraduate courses which include first degrees (honours and ordinary), first degrees with qualified teacher status, enhanced first degrees, first degrees obtained concurrently with a diploma, and intercalated first degrees (where first degree students, usually in medicine, dentistry or veterinary medicine, interrupt their studies to complete a one-year course of advanced studies in a related topic).

(iii) Other undergraduate courses which include all other higher education courses, for example SVQ or NVQ: Level 5, Diploma (HNC/D level for diploma and degree holders), HND (or equivalent), HNC (or equivalent) and SVQ or NVQ: Level 4 and Diplomas in HE.

As a result of the Further and Higher Education Act 1992, former polytechnics and some other HEIs were designated as universities in 1992/93. Students normally attend HE courses at HEIs, but some attend at FE colleges.

Task 2. Answer the questions.

1) what are the stages of education in the USA?

2) what are the stages of education in the UK?

3) describe the higher education institutions in the USA.

4) describe the higher education institutions in the UK.

5) what are the differences between grammar and comprehensive schools?

6) do the preschool institutions differ in Wales, England, Scotland and Northern Ireland? How?

7) education system of which country seems to be more tailored to the needs of every student?

8) do both countries follow the Bologna process ideas and schemes?

Task 3. Find and read a Russian article about education trends in our country. Render the article into English using target vocabulary from your glossary.

Sample topics for articles:
– new approaches in teaching;
– village schools issues;
– preparation of future teachers;
– internships for future teachers;
– relationships between teacher and parents of the students;
– classroom management;
– reports and other papers;
– state exams;
– gadgets and education;
– the Internet and education;
– new trends in school education;
– new trends in university education;
– kinds of pre-school institutions and their objectives;
– grading systems;
– changing role of teacher;
– preparing students for real life.

Task 4. Prepare the retelling of your rendering. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:
– offer your groupmates to answer several discussable and/or personal questions considering the topic of your article;
– present the main outlines of the article;
– give a detailed explanation to every point;
– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 5. Prepare a PPT presentation about a system of education in a European, Asian or South American country. Prepare to present your findings in front of your group. Be sure to include as many topical vocabulary units as possible and follow the logic of creating audience-oriented slides.

Plan of giving presentation:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your presentation;

– present the slides with key information;

– expand your thoughts orally;

– present the main outcomes of your findings;

– answer your groupmates' and teacher's questions.

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1.2.2 Реформирование образовательных систем

Содержание темы:

– причины «спада успеваемости» в России и европейских странах;

– Болонская конвенция;

– преимущества и недостатки новой системы образования в России;

– классическое образование и современные подходы.

Основные понятия: language teaching approaches, traditional education, modern education, innovations, reforms.

Задания для самостоятельной работы

Task 1. Read the text. Find new vocabulary units. Create a glossary including definition and translation for every vocabulary unit you chose.

10 Flexible Language Teaching Approaches That Are Totally Approachable

Ever heard the saying, "There's more than one way to crack an egg"?

For the flexible language teacher, that's certainly the case.

They can deftly weave through the challenges of teaching like Jackie Chan.

They have a blast with any random props that happen to be in sight, and come up with new ideas at the drop of a hat.

Would you like to be so nimble and flexible that you can surmount any challenge that comes up in the classroom?

Would you like to be the teacher students turn to when they really want to learn?

Then you'll have to be familiar with the tried and tested teaching approaches that have been in development ever since chalk

was invented. In this post, we look at 10 of those. Use them right and be the best teacher that you can be.

But before we go into the approaches, we'll first look into four distinct theoretical orientations for teaching language that back them up and bolster them.

How the Different Approaches Differ?

The approaches that will be presented here have overarching assumptions and philosophies that they're based on.

In short, they are what they are because of a set of beliefs held by their proponents.

The different teaching approaches in this post can be classified into four theoretical orientations: structural, cognitive, psychological and functional.

Let's look at each perspective briefly.

Structural

Structural approaches believe that language can be reduced to a learnable set of building blocks. There are rules, known as grammar and syntax, that govern how to combine these basic elements. These rules can be memorized to achieve a high level of proficiency in a language.

Some proponents would even go so far as saying that there's a predetermined sequence in which a language should be learned. Grammar textbooks are the most commonly used material in this category.

Cognitive

The cognitive perspective in learning a language puts the learner smack in the center of everything. Cognitive approaches look to answer questions like: How can a language be effectively learned? How does one make a set of vocabulary words memorable and get them embedded in the long-term memory?

According to this kind of approach, the techniques, strategies and even the sequence of lessons are learner-led and can't be

predetermined. Learning a language is a conscious, rational, information-processing event.

Psychological

Here, language learning is seen through issues like learner motivation and predisposition, a location's conduciveness to learning, teacher-student dynamics, stress levels, etc. Is the teacher supportive enough to the students? Is the classroom dynamic facilitating or inhibiting the acquisition of the language?

Many of the insights in this category are borrowed from counseling and social psychology.

Functional/Communicative

Functional approaches often emphasize spoken language over written language, and profess that language isn't a set of grammar rules but rather a tool for communication. This has tremendous implications for the types of activities or the materials employed.

Anything that lies outside the ambit of passing on meaningful information is just unneeded complication. Communicative approaches often eschew grammar textbooks in exchange for speaking drills and question-and-answer interactions where students get a feel for what speaking the language in conversation is really like.

These four approaches all aim to do the same thing: give students the tools they need to use the language with real native speakers as well as understand native speakers in conversations or in videos such as those from FluentU.

Now that we know the four broad categories that the approaches are based on, next we'll discuss the approaches that can animate the events that happen inside the classroom.

Keep in mind that each activity may not fall neatly into one category. It may blend two or more of these categories. In fact, you might adopt one approach and add elements of unrelated categories to it!

Bottom line, don't become strict about how these approaches are employed in the classroom, just be aware of what they are and how they're best used.

10 Tried, Tested and Trusted Language Teaching Approaches

You'll likely notice that the approaches have some interesting relationships with each other. They overlap, support, complement and even contradict each other.

It's safe to say that no single approach can answer all of every teacher's questions, so it's in your best interest to be open-minded enough to try all of them and begin to see which one works best in which situations.

They all do have their own merits and minuses. It's up to you, the teacher, to use the proper approach to get the job done given your unique classroom and assortment of students.

1 Grammar-Translation Approach

This is the scene: A teacher stands in front of the class, telling her students to turn their textbooks to chapter four, "Verbs and Tenses." She writes on the board the different ways of forming the past tense of verbs. She lists the general rules, and this list is promptly followed by—you've guessed it—the exceptions to the rules, those special cases that make grammar so exciting.

This is the classic way of teaching language. It began as a method to teach Latin and Greek and was generalized to teach any second language. The Grammar-translation Approach uses the students' native language to teach the target language.

If you're over 30, have ever learned language via the textbook or have spent many a night memorizing a list of 30 foreign words, you've experienced the Grammar-translation Approach.

Grammar and vocabulary are memorized rote. Plenty of written examples and drills are given where grammar rules are elegantly observed:

The dog is black.

The cats are cute.

The approach has strong structural underpinnings and the emphasis is on the correct use of grammar, regardless of the substance or context. The Grammar-translation Approach is best when the goal is for the students to read/write the target language, as well as appreciate its literature.

2 Direct Approach

Okay, turn Grammar-translation Approach on its head. What do you get?

Right. We have the Direct Approach. It's a response to the Grammar-translation school and, this time, rather than the written form, the emphasis is on the spoken language and the development of oral skills.

Grammar isn't taught explicitly but is learned inductively by the students through repeated exposure to the spoken language. Activities like pantomiming, word-picture association, question-answer patterns, dialogues and role playing give the students the chance to figure out the rules for themselves. And good news for your students—there are no grammar drills or analyses of written sentences.

Oh, and by the way, only the target language is used in class. That's a biggie. As teacher, you won't use the students' mother tongue to teach concepts. Listening and comprehension thus become central to this approach. There are no vocabulary lists to memorize, but there are a lot of words and phrases to listen for and become more familiar with.

All things considered, it wouldn't be hard to understand why the Direct Approach has also been called as "The Anti-grammatical Method" and "Reform Method."

3 Reading Approach

This is a very specific approach designed for a specific type of language learner.

The type of student that most appreciates this method probably never intends to interact with native speakers in the target language. She may be a psychology doctoral candidate studying German in order to understand the experts in her field. Or she may be a culinary student whose only desire is to make lots of delicious food and understand the French techniques in her gastronomie book.

A student like this requires only one linguistic skill: Reading comprehension.

So you do away with pronunciation and dialogues. Vocabulary words are learned in context. The little grammar that you teach must be oriented towards understanding a piece of reading. You need to teach elements like conjunctions, which nestles phrases and sentences together, and negation, which changes the meaning of a sentence by 180 degrees.

In the Reading Approach, learning a language is employed as a means to a higher end. This approach has both structural and functional underpinnings.

4 Audiolingual Approach

This approach is also known as "The Army Method." At the height of the events in World War II, military personnel needed to learn the languages of allies and enemies alike as they swept through the fields of Europe and Asia.

The approach, which blossomed in the 50s and 60s, is all about structural patterns. Proponents believe that a language can be reduced to a basic set of sounds. Combine them and you have spoken words. Those words, when phonetically joined, become phrases and later become sentences.

Unlike the Reading Approach, the Audiolingual Approach gives higher priority to the spoken form than the written form. Classes are generally held using the target language.

Activities like role playing are dialogues are drilled into students until they get the pronunciations and rhythm right. And because Audiolingualism borrows from the behaviorist school of psychology, languages are taught through a system of reinforcement.

A single word like "Good!" with a pat on the back, a clap from the class, a star on her paper are some of the reinforcements used. (Side note: How do we know if something is a "reinforcement"? Answer: If it makes the students feel good about themselves or about the situation, then it is one.)

Mistakes on the other hand, are quickly, but gently corrected. The end goal is the forming of linguistic speaking habits through correct repetitions.

5 Communicative Approach

What good would it do any of your students if they know all the different ways of conjugating a verb but fail to communicate a coherent message?

Communication is essentially the rationale for language and the Communicative Approach seeks to develop those skills that enable students to meaningfully engage with each other.

Interactive activities are the hallmark of this approach. As the teacher, your responsibility is to give the students as much opportunity to give and receive meaningful communication as possible. For example, you can let students introduce themselves, share their hobbies using the target language. Instead of just presenting the language, you're giving them a task that can only be accomplished by using the target language.

The difference between statements shared in a round of show and tell and those found in textbooks is that the former are much more meaningful to your students. They're purposeful and in

context—not a list of discordant sentences used to illustrate a rule of grammar. Authentic materials are used every so often.

A poster touting a concert or a flyer about some huge sale at a mall can be fertile ground for learning. In the Communicative Approach, students experience the target language as experienced by native speakers.

6 The Silent Way

Imagine a teacher who talks as little as possible.

You better believe it's more than a fantasy. Proponents of this "alternative" approach believe that teaching too much can sometimes get in the way of learning. It's argued that students learn best when they discover rather than simply repeat what the teacher said.

The Silent Way uses silence as a teaching tool. Your students might feel you're giving them the silent treatment if you don't keep things friendly and explain the process to them. You're really encouraging them to do the talking themselves.

You're encouraging learners to be independent, to discover and figure out the language for themselves. Learning the target language is therefore seen as a creative, problem-solving process—a engaging cognitive challenge.

So how does one teach in silence?

Well, because you talk as little as possible, you need to employ plenty of gestures and facial expressions to communicate with your students. You can also use props.

A commonly used prop option is Cuisenaire Rods—rods of different color and lengths. In an English class for example, you can pick up any rod and say, "rod." Pick another one, point at it and say "rod." Keep on repeating until students understand that "rod" refers to the objects in front of them.

Then pick a green one and say, "green rod." With an economy of words, point to something else green and say, "green." Keep on repeating until students get that "green" refers to the color.

7 Community Language Learning

It's called Community Language Learning because the class learns together as one unit. Not listening to the same lecture, but interacting in the target language. The teacher's role is that of a counselor, a guide, an encourager.

Here's what might happen in an innovative CLL class: Students sit in a circle. Because the approach is learner-led, there's no set lesson for the day. The students decide what they want to talk about. Someone might say, "Guys, why don't we talk about the weather?" That student will then turn to the teacher (who's standing outside the circle) and ask for the translation of his statement. The teacher, acting as facilitator, will give him the translation and ask him to utter it out loud. She'll guide his pronunciation at the same time. The class, listening to the teacher and student, are already learning from the interaction.

When the teacher is satisfied that the first student got the pronunciations right, she'll deliver her statement to the group again. (There's a recorder standing by to record the first line of conversation.)

After that, another student might chime in to say, "I had to wear three layers today." She then turns to the teacher for help. The process is repeated until a whole conversation is saved in the recorder.

This conversation is then transcribed and mined for language lessons featuring grammar, vocabulary and subject-related content.

In this approach, the students work as a community—learning together and negotiating the lessons. Your role as a teacher is to encourage them to open up, participate in the discussion and contribute to the whole process.

8 Functional-notional Approach

The Functional-notional Approach recognizes language as purposeful communication. That is, we talk because we need to

communicate something. There's purpose and meaning behind the sounds that come out of our mouths.

In essence, we have verbs, nouns, pronouns, adjectives and so on in order to express language functions and notions.

When we speak, we do it to inform, persuade, insinuate, agree, question, request, evaluate and perform other "functions." We do it to talk about concepts ("notions") like time, events, action, place, technology, process, emotion, etc.

So a teacher's first stop when using this approach is to evaluate how the students will be using the language.

For example, when teaching very young kids, you might want to teach them language skills that would help them communicate with mommy and daddy, or with their friends. So, you can teach them key social phrases like "thank you," "please" or "may I borrow."

When dealing with business professionals, a different syllabus would be in order. You might want to teach them formal forms of the language, how to delegate tasks, how to vocally appreciate a job well done. You could create role playing scenarios where students get a basic feel for typical workplace situations. For example, in a marketplace situation, you can teach functions like asking a question, expressing interest or negotiating a deal. Notions involved could be about prices, quality or quantity.

You can certainly teach grammar and sentence patterns, but they're always subsumed by the purpose for which language is used.

9 Natural Approach

The Natural Approach takes its cues from how first language is naturally learned by children. That process is then simulated for teaching adults a second language.

Just as there's a "silent period" when babies don't utter a single comprehensible word, the Natural Approach gives time for learners to simply listen and absorb the language. Producing correctly pronounced words and phrases comes later in the learning curve. The

emergence of speech isn't a first priority. Listening comprehension is the priority.

So, early on in the process, students don't need to speak at all. They have to observe, to read the situation, to guess the meanings of words, to make mistakes and self-correct, just like babies!

In addition, the Natural Approach sees a difference between "learning" and "acquisition."

Learning a language requires textbooks, grammar lessons and rote memory. Acquiring a language only requires an immersive process of repetition, correction and recall. While other methods have teachers leading students in a choral pronunciation of words written on a board, the Natural Approach has the teacher bouncing a ball and repeatedly saying "ball." She's also showing them pictures of different kinds of "balls." She has the class play a game with the object. Or she hides the object and says, "find the ball!"

The Natural Approach believes that the more the students lose themselves in the activity, the better their handle on the language will be.

10 Total Physical Response

Total Physical Response is an approach to language teaching where gestures, actions and movements play a vital role in language acquisition.

Remember when you were a kid and adults would tell you to do all kinds of things, like "catch the ball," "pick up your doll" or "open your mouth"? Well, TPR is going back to those good old days.

TPR believes that when your students see movement and when they themselves move, their brains create more neural connections that make for more efficient language acquisition.

That's why, when you teach TPR, you'll be flailing your hands a lot, widening your eyes and moving your body. This isn't so you can catch up on your exercise. This is to teach your students basic language skills.

After demonstrating several times what "jump" looks like, for example, you'd then ask students to perform the action themselves. Guess what, this won't only invigorate them, but will also make the word "jump" so memorable they'll find it very hard to forget.

Another pillar of this approach is that learning a language should be stress free. Pop quizzes and exams are dropped in exchange for fun activities like "Simon Says" where you ask students to perform actions like "close your eyes," "raise your left arm" or "pick up the red ball."

With TPR, it's like having an ice-breaker all the time. Your class would be so fun that word will get around.

So those are 10 approaches that could serve as guides to your teaching endeavors.

Like I said, they do overlap and there's not one method for the language teacher. You now have 10 roads to take.

My advice is, take all of them, and have a blast while at it. My hope is that you'll positively impact your students through what has been outlined here.

Task 2. Answer the questions.

1) what approaches to language teaching are there?

2) how has language teaching changed over time?

3) what are the leading language teaching approaches today? What are their objectives?

4) what language teaching approaches are used in Russia?

5) what language teaching approaches did you experience in your own study?

6) which approaches do you use with your private students? Which ones did you employ during your internship at schools?

7) which approaches seem the most comfortable and effective to you from the point of view of a student? Of a teacher?

8) which approaches you would like to use in your own practice but did not have a chance to try them yet?

Task 3. Find and read an authentic English article about Bologna process and other recent changes in education all over the world. Add new vocabulary units from the article to your glossary.

Sample topics for articles:

– Bologna process in higher education;

– digitalization in education context;

– online study as a new trend;

– flipped classroom;

– teacher as a facilitator;

– international exchange programs;

– learner's autonomy as an ultimate goal of education;

– critical thinking development;

– challenges of modern life not yet covered with educational programs.

Task 4. Prepare the retelling of the English article you read. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– introduce key vocabulary units;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 5. Prepare a PPT presentation about a language teaching approach you would like to use or are using currently. You can choose one from the topical article or do your own research. Prepare to present your findings in front of your group. Be sure to include as many topical vocabulary units as possible and follow the logic of creating audience-oriented slides.

Plan of giving presentation:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your presentation;

– present the slides with key information;

– expand your thoughts orally;

– present the main outcomes of your findings;

– teach your groupmates 10-15 words from the topical glossary building the exercise on the ideas of the approach you are describing;

– answer your groupmates' and teacher's questions.

Task 6. Prepare and present a speech "My teaching path" following the guidelines:

– speech should be 3 to 5 minutes;

– use as many topical vocabulary units as possible;

– employ the main principles of public speaking;

– use the suggested plan as a scheme for your speech:

    a) bright phrase to start your speech;

    b) introduction;

    c) main body with arguments, examples, communication with the audience and visuals (optional);

    d) conclusion.

For further study of public speaking techniques read the following source: https://www.briantracy.com/blog/public-speaking/tips-to-wow-a-crowd/

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1.3 Глобализация

1.3.1 Глобализация

Содержание темы:
– причины глобализации;
– Всемирная торговая организация;
– плюсы и минусы глобализации;
– Россия и ВТО.

Основные понятия: globalization, multinational corporations, global institutions, WHO, WTO, UNESCO, the UN, foreign languages, multicultural society.

Задания для самостоятельной работы
Task 1. Read the text. Find new vocabulary units. Create a glossary including definition and translation for every vocabulary unit you chose.
The Pros and Cons of Globalization
Amelia Josephson APR 16, 2021
Some praise globalization for opening borders and connecting cultures and politics. Others blame it for disrupting local economies and eliminating jobs. The fact is that globalization has been around since ancient times, and it is fully integrated into different aspects of modern life. As a consumer, your clothing, foods and electronic gadgets are often produced by multinational companies located

around the world. And as an investor, a financial advisor could help you diversify your portfolio with emerging market funds and other foreign investments. Let's take a look at some of the advantages and disadvantages of globalization.

What Is Globalization?

Globalization is defined as a process that moves businesses, organizations, workers, technology, products, ideas and information beyond national borders and cultures. Supporters say that this is making countries more interdependent on free trade. But critics maintain that it is also concentrating wealth in the corporate elite, disrupting industries and making local economies more vulnerable.

This process has roots in ancient civilizations that traded for valuable commodities that were unavailable in their homelands. But today, you can also see how large corporations similarly thrive as multinational businesses with offices and supply chains stretching around the globe.

In the recent economy, trade agreements have become the cornerstones of globalization, creating and expanding networks for trade and infrastructure. This is the case with NAFTA, which was renegotiated by the Trump administration in 2020 as the United States-Mexico-Canada Agreement (USMCA). Initially, NAFTA incentivized U.S. businesses to relocate partially to take advantage of low-cost labor in Mexico. However, the USMCA has added protections for U.S. workers against this type of competition.

Globalization has also come under scrutiny with President Joe Biden's recent $2.3 trillion infrastructure and jobs plan. Many large multinational companies like Amazon were singled out by Biden for taking advantage of tax loopholes to avoid paying federal income taxes. The President said that he would raise corporate taxes and eliminate these loopholes and foreign tax credits to fund his plan.

While governments focus on removing national barriers to promote global trade, they are also working on protecting local

economies that could easily get disrupted. Let's break down the advantages and disadvantages of globalization.

Advantages of Globalization

1. Globalization Broadens Access to Goods and Services

It's hard to argue with the point that globalization makes more goods and services available to more people, often at lower prices. If you have disposable income and you're buying a product that comes from abroad, you're benefiting from globalization to some extent. Business owners also benefit by having access to a bigger market for their goods and services.

2. Globalization Can Lift People Out of Poverty

The argument that globalization has lifted people in developing countries out of poverty is somewhat controversial because opinions differ as to the quantity – and quality – of the jobs created by globalization. But the general wisdom is that globalization has increased job opportunities in capital-scarce, labor-rich countries, i.e. developing countries.

3. Globalization Increases Cultural Awareness

Globalization's defenders say it has increased cross-cultural understanding and sharing. A globalized society boosts the rate at which people are exposed to the culture, attitudes and values of people in other countries. That exposure can inspire artists, strengthen ties between nations and dampen xenophobia.

4. Information and Technology Spread More Easily With Globalization

Art and culture aren't the only things that spread more easily in a globalized society. The same goes for information and technology. As examples, see the rise of mobile banking in Kenya or the practice of micro-lending. Civil society groups can look to other countries for inspiration and good ideas can spread more easily.

Disadvantages of Globalization

1. Workers Can Lose Jobs to Countries With Low-Cost Labor

This first argument against globalization is the one that surfaces most frequently in U.S. political discussions about NAFTA and other trade deals. When the U.S. competes with less-developed countries, its big advantage is its access to capital, whereas less-developed countries' big advantage is their cheap labor.

Generally speaking, globalization increases the returns to capital in rich countries like the U.S. and decreases the returns to labor in those same countries. That's a fancy way of saying that low-skill jobs in the U.S. can disappear as a result of globalization (though technology plays a big role in this change, too). The result may be a decrease in the inequality between countries but an increase in the inequality within countries.

2. Globalization Hasn't Protected Labor, Environmental or Human Rights

In theory, globalization can be an opportunity to spread values and practices like environmentalism and labor rights throughout the world. In practice, that spread has been slow and imperfect. For example, rather than exporting the labor protections that a company might have to abide by in the U.S., it might follow lower standards in another country where labor is not protected.

Some argue that globalization has caused a "race to the bottom" in which companies actively seek the countries with the weakest labor and environmental protections and the lowest wages. And while globalization has increased the flow of goods, services and capital, there are still plenty of tax havens, meaning that much of the value added by globalization is not captured and redistributed by governments.

3. Globalization Can Contribute to Cultural Homogeneity

Globalization might lead to more cultural homogeneity as people's preferences converge and products cannot compete with cheaper multinational ones. If everyone wears jeans, learns English and watches Hollywood movies we may lose precious cultural practices and languages. Some critics of globalization worry that it's creating a mainstream monoculture while driving other diverse cultures underground.

4. Globalization Empowers Multinational Corporations

Another criticism leveled at globalization is that it has empowered multinational corporations at the expense of governments and citizens. This reduces state sovereignty and citizens' ability to hold their leaders accountable for conditions in their countries. It's another reason that labor and environmental protections are harder to enforce than many critics of globalization would like. Multinational corporations may also lobby for favorable provisions in trade agreements (this was an argument invoked against the TPP).

Bottom Line

Supporters and opponents of globalization generally agree that the phenomenon has created winners and losers. Supporters argue that the benefits outweigh the drawbacks, while critics want to either improve the conditions of global trade or, in some cases, roll back globalization.

Task 2. Answer the questions.

1) how do you understand the term "globalization"?

2) name some examples of globalization.

3) how does globalization influence your day-to-day life?

4) what are the positive outcomes of globalization?

5) what are the negative outcomes of globalization?

6) how does globalization influences labor market of any given country?

7) in what way is globalization connected with technologies?

8) what happens with national cultures in a globalized world?

9) what are multinational corporations and how are they different from the traditional companies?

Task 3. Find and read an authentic English article about globalization and its effects all over the world. Add new vocabulary units from the article to your glossary.

Sample topics for articles:

– globalization and eating habits;

– globalization and science;

– technologies aiding globalizing processes;

– multinational corporations;

– global trends in ecology;

– problems caused by globalization;

– global institutions: WTO, WHO, UNESCO, UN, etc.

Task 4. Prepare the retelling of the English article you read. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– introduce key vocabulary units;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 5. Find and read a Russian article about the effects of globalization taking place in our country. Render the article into English using target vocabulary from your glossary.

Sample topics for articles:

– multinational corporations and global franchises in Russia;

– global trends influencing Russian education;

– tolerance in Russia;

– Russian start-ups and projects on the world stage;

– international exchange programs for schoolchildren and students;

– nations and customs of Russia in modern world;

– language map of Russia.

Task 6. Prepare the retelling of your rendering. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:

– offer your groupmates to answer several discussable and/or personal questions considering the topic of your article;

– present the main outlines of the article;

– give a detailed explanation to every point;

– express your opinion considering the topic of the article;

– answer your groupmates' and teacher's questions.

Task 7. Prepare and present a speech "Globalization in my life" following the guidelines:

– speech should be 3 to 5 minutes;

– use as many topical vocabulary units as possible;

– employ the main principles of public speaking;

– use the suggested plan as a scheme for your speech:

    a) bright phrase to start your speech;

    b) introduction;

    c) main body with arguments, examples, communication with the audience and visuals (optional);

    d) conclusion.

Task 8. Watch the recording of your speech. Analyze it and give some feedback on your own speaking considering following aspects:

English skills:

– correct pronunciation and clear articulation;

– correct grammar;

– rich vocabulary;

– intonation patterns helping to convey the meaning;

– usage of linkers and organizing words and structures;

public speaking skills:

– loudness of speaking;

– emotions;

– confident gestures and body language;

– smile;

– eye contact with the audience;

– speaking rather than reading;

– interaction with the audience;

– pauses.

Список литературы для самостоятельного изучения

РИА Новости [Электронный ресурс] // РИА Новости : сайт. 2021. URL: https://ria.ru/ (дата обращения: 10.10.2021).

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1.3.2 Евросоюз

Содержание темы:
– причины образования ЕС;
– история ЕС;
– членство ЕС и политика присоединения стран.

Основные понятия: the European Union, Europe, European countries, political systems, citizen, national policies, economics, foreign affairs, domestic affairs.

Задания для самостоятельной работы

Task 1. Choose one of 12 texts from the link given below. Read the text. Find new vocabulary units. Create a glossary including definition and translation for every vocabulary unit you chose.

https://op.europa.eu/webpub/com/eu-in-12-lessons/en/

Task 2. Prepare the retelling of the text you read. Be sure to include as many topical vocabulary units as possible.

Plan of retelling:
– introduce key vocabulary units;
– present the main outlines of the article;
– give a detailed explanation to every point;
– express your opinion considering the topic of the article;
– answer your groupmates' and teacher's questions.

Task 3. Answer the questions.

1) what is the European Union?
2) what countries comprise the EU?
3) what were main historic steps in creating the union?
4) what institutions organize and control the activity of the EU?
5) what are the EU's main goals?
6) how can a country join the EU?
7) can Russia join the EU in its current socio-economic condition?

8) what does the EU do to protect the environment?

9) what are EU's educational initiatives?

10) how do EU citizens vote?

Список литературы для самостоятельного изучения

Cambridge Dictionary (2021), available at: https://dictionary.cambridge.org (Accessed 8 October 2021).

Europe in 12 lessons (2017), available at: https://op.europa.eu/webpub/com/eu-in-12-lessons/en/#chap00-title (Accessed 14 October 2021).

Merriam-Webster Dictionary (2021), available at: https://www.merriam-webster.com/ (Accessed 15 October 2021).

2 Вопросы для подготовки к экзамену

1) современные проблемы экологии;

2) здоровый образ жизни;

3) Олимпийское движение;

4) образовательные системы в различных странах мира;

5) реформирование образовательных систем;

6) глобализация;

7) предпосылки и следствия экологической катастрофы;

8) парниковый эффект;

9) «Зеленое» движение;

10) альтернативные источники энергии и биотопливо;

11) Киотский протокол, квоты на эмиссию парниковых газов;

12) нефтяные войны и окружающая среда;

13) компоненты здорового образа жизни;

14) здоровое питание;

15) физическая культура и спорт как средство сохранения здоровья населения;

16) история Олимпизма;

17) принципы Олимпизма;

18) Паралимпийские игры;

19) Олимпийские виды спорта;

20) Отечественные Олимпийские чемпионы;

21) Олимпийские игры 2014 года в Сочи;

22) способы профилактики заболеваний;

23) организации, занимающиеся профилактикой и лечением наиболее опасных заболеваний;

24) особенности образовательной системы США;

25) особенности образовательной системы Великобритании;

26) особенности образовательных систем стран Евросоюза;

27) организационная структура вузов различных стран;

28) причины «спада успеваемости» в России и европейских странах;

29) Болонская конвенция;

30) преимущества и недостатки новой системы образования в России;

31) третья волна восточной иммиграции в Европе и «закрытые» школы;

32) классическое образование и современные подходы;

33) причины глобализации;

34) Всемирная торговая организация;

35) плюсы и минусы глобализации;

36) Россия и ВТО;

37) природный дисбаланс как следствие деятельности человека;

38) наука и экология;

39) роль Олимпийских игр в экономическом, социальном, спортивном и культурном развитии стран;

40) номенклатура и содержание учебных курсов.

Список используемой литературы

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