**Министерство образования и науки РС(Я)**

**ГАПОУ РС(Я) «Якутский педагогический колледж»**

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**САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТА**

ОГСЭ 04. АНГЛИЙСКИЙ ЯЗЫК

44.02.02. Преподавание в начальных классах

для студентов-заочников

**Методическое пособие**

ЯКУТСК

 **Самостоятельная работа студента ОГСЭ 04. Английский язык :**

**С17** 44.02.01 дошкольное образование, 49.02.01 физическая культура для студентов-заочников : методическое пособие / Гос. бюджет. проф. образоват. учреждение Респ. Саха (Якутия) «Якут. пед. колледж им. С.Ф. Гоголева» ; [сост.: Т.П.Федорова]. – Якутск : Якутский педагогический колледж им. С.Ф. Гоголева, 2016. –33 с.

 Агентство CIPНБР Саха

Методическое пособие содержит рекомендации к выполнению заданий СРС по английскому языку для проведения контроля выполнения заданий и усвоения грамматического минимума и лексики тематической направленности, предусмотренных учебной программой по подготовке студентов специальностей 44.02.01 Дошкольное образование, 49.02.01 Физическая культура.

УДК 377.5:811.111

ББК 74.57

СОДЕРЖАНИЕ

Пояснительная записка……………………………………………………….…….…4

Инструкция по выполнению контрольных заданий ……………………….….…...5

Тематический план межсессионной самостоятельной работы…………….….......6

Тематический план сессионной самостоятельной работы…………………..….…7

Раздел: PartI. Grammar………………………………………………………………..8

Рекомендации к выполнению заданий по грамматике ……………………………..8

Test (Лексико-грамматический тест) ………………………………………………...9

Критерии оценивания лексико-грамматического теста ……………………..……12

Раздел: PartII. Reading (Чтение) ……………………………………………….……13

Рекомендации к выполнению заданий по чтению …………………………………13

Текст: MarkTwain ………………………………………………………………….…13

Текст: Distant teaching at University level…………………………………………….14

Текст: Day of kindergarten teacher ……………………………………………………18

Текст: Sport and Healthy living Guide.………………………………………20

Раздел:Part III. Writing (Письмо) …………………………………...…….…………22

Рекомендации по составлению высказывания с элементами рассуждения ……...22

Полезные слова и фразы, которые можно использовать в сочинении ……………23

Критерии оценивания высказывания с элементами рассуждения………………....25

Текст: On how to avoid stress and remain a teacher…………………………………...25

Раздел: Part IV. Speaking (Говорение) ……………………………………………...29

Рекомендации к выполнению задания раздела Speaking (говорение) ……………29

Критерии оценивания монологической речи ……………………………………….30

Литература ……………………………………………………………………………31

Приложение 1. Образец титульного листа …………………………………............32

**Пояснительная записка**

Настоящее методические указания, созданные на базе действующих учебно-методических комплексов «Английский язык» по специальности 44.02.01 Дошкольное образование, позволит Вам проверить Ваши знания лексики и грамматики, умение извлекать информацию из текстов, умение составлять собственный топик, высказать свою точку зрения по заданным темам. Для того чтобы выполнить контрольные задания, нужно усвоить лексико-грамматический материал вводного и основного курсов рекомендуемых базовых учебников и учебных пособий.

Контрольные заданиявключают в себя четыре раздела: грамматика, чтение, письмо (составление собственного топика), говорение.

Выполняя задания по разделу I.«Грамматика» Вы покажете уровень знания следующих тем по грамматике английского языка:

1. Артикль (употребление артиклей: a , an, the)
2. Существительное (правила образования множественного числа)
3. Местоимения (употребление притяжательных местоимений)
4. Глагол (употребление форм глагола tobe)
5. Степени сравнения прилагательных
6. Употребление времен SimplePresentorthePresentProgressive (повествовательные, отрицательные, вопросительные предложения)
7. Употребление времен SimplePastorPresentPerfect (повествовательные, отрицательные, вопросительные предложения)
8. Косвенная речь (правила перевода предложений с прямой речи на косвенную речь)

Задания разделаII. «Чтение» направлены на выявление уменийизвлекать информацию из прочитанных текстов.

РазделIII. «Письмо» предполагает выявить уровень владения лексикой английского языка, уровень развития грамматических навыков (правильное построение предложений) и умений излагать свои мысли в письменной форме по заданным темам.

Раздел IV. «Говорение» позволит выявить уровень развития навыков устной речи на зачете по заданным темам.

**Инструкция по выполнению контрольных заданий:**

1. Задания выполняются на А-4
2. На титульном листе записывается название учебного заведения, отделение, Ф.И.О. студента, Ф.И.О. преподавателя, дата (см. приложение)
3. При выполнении заданий следует обязательно подчеркнуть заполненные варианты в предложениях.

Желаюуспеха!

**Тематический план межсессионной самостоятельной работы**

**по дисциплине ОГСЭ 04. АНГЛИЙСКИЙ ЯЗЫК**

|  |  |
| --- | --- |
|  | Тематика СРС |
| **I** | **Раздел I. «Грамматика»** |
| 1.1. | Артикль (употребление артиклей: a , an, the ) |
| 1.2. | Существительное (правила образования множественного числа) |
| 1.3. | Местоимения (употребление притяжательных местоимений) |
| 1.4. | Глагол (употребление форм глагола tobe) |
| 1.5. | Степени сравнения прилагательных |
| 1.6. | Употребление времен SimplePresentorthePresentProgressive (повествовательные, отрицательные, вопросительные предложения) |
| 1.7. | Употребление времен SimplePastorPresentPerfect (повествовательные, отрицательные, вопросительные предложения) |
| 1.8. | Косвенная речь (правила перевода предложений с прямой речи на косвенную речь) |
| **II**2.1.2.2. | **Задания раздела II.«Чтение»** направлены на выявление умений извлекать информацию из прочитанных текстов.Задание 1: * Прочитайте самостоятельно текст (ознакомление)
* Отвечайте на вопросы по тексту

Задание 2: * Прочитайте самостоятельно текст (ознакомление)
* Изложите своими словами основную идею текста(понимание)
* Раскройте проблему текста (анализ)
* Изложите собственное мнение по проблеме текста (синтез)
* Обоснуйте собственное отношение к проблеме текста (оценка)
 |
| **III** | **Раздел III. «Письмо»**Задание: Составить развернутое сообщение по темам:1. Family and friends;2. Working day;3. Native place;4. Favourite season;5. Favourite book;6. Profession; |
| **IV** | **РазделIV. «Говорение»**Задание: Составитьмонологическиевысказыванияпоследующимтемам:1. My family and friends;2. My working day;3. My native place;4. My favourite season;5. My favourite book;6. My profession; |

**Тематическийплансессионнойсамостоятельной работы**

**по дисциплине ОГСЭ 04. АНГЛИЙСКИЙ ЯЗЫК**

|  |  |
| --- | --- |
|  | Тематика СРС |
| 1. | СРС №1. Времена английского глаголаЗадание 10.1,10.210.3,.10.410.6, 10.5, 10.6 стр. 114-116. Учебник «Английский язык», автор Агабекян И.П. |
| 2. | СРС №2. Согласование времен Задание 11.2 стр. 127Страдательный залогЗадание 12.1, 12.2, 12.3, 12.4, 12.5 стр. 134-136. Учебник «Английский язык», автор Агабекян И.П. |
| 3. | СРС №3. Сложное дополнение Задание 14.1, 14.2 стр.151-152. Учебник «Английский язык», автор Агабекян И.П. |
| 4. | СРС №4. Придаточные предложения условия и времени, действие которых относится к будущему. Задание 14.3 стр.153. Учебник «Английский язык», автор Агабекян И.П. |
| 5. | СРС №5. Условные предложения Задание 15.1 стр.159. Учебник «Английский язык», автор Агабекян И.П. |

**Раздел: PartI. Grammar**

**Проверяемый результат обучения - Умение применять адекватные глагольно-временные формы, артикли, существительные, местоимения, степени сравнения прилагательных, косвенную речь; знание и умение адекватно применять активную лексику;**

**Рекомендации к выполнению заданий по грамматике**

1. Перед выполнением заданий теста следует изучить правила употребления временных форм глагола, правила образования вопросительных и отрицательных предложений используя грамматические справочники английского языка.

2. Вы можете найти основные правила по грамматике английского языка в учебнике «Английский язык», автор Агабекян И.П. (электронный вариант учебника прилагается):

* Времена английского глагола – стр. 106 - 114
* Артикль (употребление артиклей: a , an, the ) – стр.54
* Существительное (правила образования множественного числа) – стр. 47
* Местоимения (употребление притяжательных местоимений) – стр. 26
* Глагол (употребление форм глагола tobe) – стр.33
* Степени сравнения прилагательных – стр. 77
* Употребление времен SimplePresentorthePresentProgressive (повествовательные, отрицательные, вопросительные предложения)- стр. 106 - 114
* Употребление времен **SimplePastorPresentPerfect** (повествовательные, отрицательные, вопросительные предложения) - стр. 106 - 114
* Косвенная речь (правила перевода предложений с прямой речи на косвенную речь) – стр. 125

**Test (Лексико-грамматическийтест)**

**I. Fillinthearticlea ,an, thewherenecessary. Choose( - ) wherenoarticleisused.**

1) I like … blue T-shirt over there better than … red one.

2) Their car does 150 miles … hour.

3) Where's … USB drive I lent you last week?

4) Do you still live in … Bristol?

5) Is your mother working in … old office building?

6) Carol's father works as … electrician.

7) The tomatoes are 99 pence … kilo.

8) What do you usually have for … breakfast?

9) Ben has … terrible headache.

10) After this tour you have … whole afternoon free to explore the city.

**II. Put in the correct form of the plural.**

Example: car - \_\_\_. Answer: car - cars

1) ox -

2) roof -

3) potato -

4) party -

5) deer -

6) chief -

7) photo -

8) series -

9) wife -

10) brother-in-law -

**III. Choose the correct possessive pronouns: my; his; her; our; your; their.**

Example: I have got a sister. \_\_\_ name is Susan. Answer: I have got a sister. Her name is Susan.

Hi Daniel,

… name is John. This is … friend Jason. He's 12. … sister is nine. … pet is a budgie. … name is Dickens. Jason and I go to the same school. There are 450 boys and girls in … school. Jason's form teacher is Mrs. Peterson. She has got a pet, too. … pet is a tortoise. Our form teacher is Mr. Smith. I like … lessons. He has two dogs. The dogs love to play in … garden. Now I have a question for you. What's … pet?

**IV. Put in the following forms of be (am, are, is) into the gaps in the text. Do not use short/contracted forms.**

Example: He \_\_ a boy. Answer: He is a boy.

1. Peter Baker … from Manchester, but Paul and John … from London.
2. Manchester and London … cities in England.
3. Hamburg … a city in Germany.
4. Sandra … at school today.
5. Jack and Peter … her friends.
6. They … in the same class.
7. Mr and Mrs Baker … on a trip to the USA to visit their cousin Anne.
8. She … a nice girl.
9. Peter says: "My grandfather … in hospital. I … at home with my grandmother."
10. What time … it? It … 8 o'clock.
11. … you tired? No, I … not.

**V. Put in the adjective from the first sentences into the second sentence in its correct form (comparative or superlative).**

Example: I have a fast car, but my friend has a \_\_\_\_\_\_ car.

Answer: I have a fast car, but my friend has a faster car.

1) My father is heavy. My uncle is much … than my father.

2) The test in Geography was easy, but the test in Biology was … .

3) Florida is sunny. Do you know the … place in the USA?

4) Stan is a successful sportsman, but his sister is … than Stan.

5) My mother has a soft voice, but my teacher's voice is … than my mother's.

6) Amy has a beautiful baby, but my daughter has the … baby on earth.

7) I live in a large family, but my grandfather lived in a … family.

8) We have only little time for this exercise, but in the examination we'll have even … time.

9) Lucy is clever, but Carol is … than Lucy.

10) Have you visited the old castle? It was the … castle we visited during our holidays.

**VI. Use the verbs in brackets in the Simple Present or in the Present Progressive. Watch the types of sentences (affirmative statements, negations or questions).**

Example: … Chris … for his brother now? (to wait). Answer: Is Chris waiting for his brother now?

1) Look! This lady … a hamburger. (not/to eat)

2) Our cat seldom … on the sofa. (to lie)

3) … they … text messages at the moment? (to send)

4) I … supermarkets, but my father doesn't. (to like)

5) What … the man … in our garden? (to do)

6) We … the bus to school. (not/to take)

7) Where … you … from? (to come)

8) … your girlfriend always … green T-shirts? (to wear)

9) I … a cup of tea now. (to have)

10) … the boy … in the pool right now? (to swim)

**VII. Simple Past or Present Perfect**

1) Peter (have played; played; has played) football yesterday.

2) They (have cleaned; cleaned) the car. It looks new again.

3) Last year we (went; have gone) to Italy.

4) John and Peggy (read; have just read) the book. Now they can watch the film.

5) I (have met; met) my friend two days ago.

6) We (have never visited; visited) another country before.

7) She (has bought; bought) a new car in 2005.

8) I'm sorry, but I (forgot; have forgotten) my homework.

9) The girls (didn’t eat; have not eaten) their lunch yet.

**VIII. Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.**

Example: Peter: "I clean the black shoes." Answer: Peter told me that he cleaned the black shoes.

1) John: "Mandy is at home." John said that … .

2) Max: "Frank often reads a book." Max told me that … .

3) Susan: "I'm watching TV." Susan said to me that … .

4) Simon: "David was ill." Simon said that … .

5) Peggy: "The girls helped in the house." Peggy told me that … .

6) Richard: "I am going to ride a skateboard." Richard said to me that … .

7) Stephen and Claire: "We have cleaned the windows." Stephen and Claire told me that … .

8) Charles: "I didn't have time to do my homework." Charles remarked that … .

9) Mrs. Jones: "My mother will be 50 years old." Mrs. Jones told me that … .

10) Jean: "The boss must sign the letter." Jeansaidthat… .

**Критерии оценивания лексико-грамматического теста**:

|  |  |  |
| --- | --- | --- |
| Баллы за тест | % выполнения теста | Оценка |
| 80-64 | 100%-80% | 5 |
| 63-48 | 60%-79% | 4 |
| 48-32 | 40%-59% | 3 |
| 31 и меньше | 39% и меньше | 2 |

**Раздел: Part II. Reading (Чтение)**

**Проверяемый результат обучения - владение умением чтения текста на английском языке (Умение переводить (со словарем) иностранные тексты профессиональной направленности; Умение понимать основное содержание, идею и проблему текста; Умение излагать собственное мнение по проблеме текста и обосновать собственное отношение к проблеме текста).**

**Рекомендации к выполнению заданий по чтению**

1. Прочитайте внимательно текст, а затем начните отвечать на вопросы.

2. Не волнуйтесь, если вы не знаете значение каких-либо слов. Возможно, они не понадобятся вам при ответе на вопросы. Если все же эти слова существенны для ответа на вопрос, попробуйте догадаться об их значении по контексту или словообразовательным элементам.

3. Вопросы следуют в том порядке, в котором они встречаются в тексте

**2.1. Read the following text and answer the questions.**

Mark Twain

I like to read very much. Best of all I like to read detective stories, historical novels and books about adventures. That's why I prefer books by Fenimore Cooper, Jack London, Agatha Christie and others. My favourite writer is Mark Twain. He was the founder of the realistic American novel of the present day. Mark Twain wrote such famous novels as “The Adventures of Tom Sawyer”, “The Adventures of Huckleberry Finn”, “The Prince and the Pauper” and many others. He was also a great short story writer.

Mark Twain's real name was Samuel Clemens. He was born in 1835 in a small village on the Mississippi River. His father died when Sam was twelve years old, and the boy had to work to support the family. All his life Twain liked to read. He spent all his free time in libraries and read the works of such famous authors as Shakespeare, Dickens, Servantes, Voltaire and others.

Later he became a pilot of a steamship on the Mississippi. There he learned much about men. His реn-name —Mark Twain — comes from that period of his life. Itmeans“mark two”. Much later he became a journalist,and then a famous writer known all over the world.There is much humour in most of Mark Twain's works.But there is also social criticism and satire.

*Words*

founder — основатель

novel — роман

pilot — лоцман

steamship — пароход

learned — узнал

pen-name — псевдоним

to mean — означать

mark — отметка

**Задание: Answer the questions:**

1. What books by M. Twain have you read?

2. Did you like these books?

3. What was Mark Twain's real name?

4. Why did you like Mark Twain's the books?

5. What other English writers do you know?

**2.2. Read the text and speak about the role of distance education in the total spectrum of educational developments.**

**DISTANCE TEACHING**1 **AT UNIVERSITY LEVEL**

Distance education is not a recent phenomenon. Programmersusing distance teaching methods have existed at further education level (technical and vocationally-oriented courses) for 130 years and at higher level (university and university oriented college courses) for 100 years.

In many ways the story begins with the foundation of the University of London2 in 1836. At first the University's functions were limited to the conduct of examinations and the conferring of degrees. Responsibility for teaching was vested in approved colleges or institutions and students who wished to sit an examination had to follow a course of instruc­tion in one of these. In 1858, however, this restriction was removed and anyone could be admitted for degree studies provided they had passed the Matriculation Examination3 and paid the entrance fee.

This change paved the way for the growth of private correspondence colleges which prepared students for Univer­sity of London examinations, and enabled there to study independently for the degree, without any formal tuition. In 1898 the University of London was reconstituted as a teaching university. Institutions were able to apply to become schools of the University with a continuing responsibility for the examination of "external students" who presented themselves for a degree.

In 1970 about one third of the external students were either preparing themselves for the examinations by indepen­dent study or were tutored by private correspondence col­leges.

In 1970, with the foundation of the British OU (Open University), the University of London began to review its policies. It decided that external students attending full-time courses in tertiary level non-university institutions should be provided by the Council for National Academic Awards, while overseas students should be the responsibility of their own government. The University of London also decided that from September 1977 its external degrees would be open only to private study students resident in the United Kingdom.

The University of London now provides home-based stu­dents with the opportunity to study privately towards certain specialized degrees which are not provided by the OU.

The expansion of the university sector was in part, moti­vated by the increasing demand for educated manpower and in part a response to demands for educational equality. At the same time, parents, schools and students increasingly came to recognize the extent to which university education was becoming a pre-condition for upward social mobility and for entry to certain professions and occupations.

Far more important has been the recognition that distance teaching enables new target groups to be given an opportunity of studying at university: adults; those who for a" va­riety of reasons have been unable to study at a conventional university; those who want to study at the same time as they continue in full-time employment.

Some of the DTUs4 set out to make up for the past lack of higher educational opportunities in their countries. As "universities of the second chance" they provide places for adults whose earlier chances were impaired for some reasons.

By the early 1970s another trend was noticed. Increased awareness of the rate of technological and social change was coupled with recognition of the need for individuals to update their knowledge, not only for the purpose of chang­ing from one stage of employment to another but even for maintenance in present employment. One aspect of this concern is the need to give working adults access to courses.

One factor affecting demand for educational courses is the relative importance of work and non-work periods in people's lives. In many societies the proportion of time spent in work is declining. Factors already contributing to this decline are shorter working weeks, longer holidays, early and enforced retirement, periods of unemployment, late entry into the workforce, and paid study leave. All these factors have an effect on levels of demand for full or part-time recurrent educational opportunities both on campus and especially at a distance.

By eliminating the lecture hall, seminar room and uni­versity library and placing the student at home, the DTUs have presented a radical challenge to the traditional concept of a university. They also show specific differences; these differences are:

* the acceptance of a new "open" philosophy so that from many points of view they are open universities. This openness is reflected in some by an open admission policy;
* the adoption of a broader curriculum by some of the re­cent foundations;
* the use of the new electronic and communications tech­nology of the 1970s and 1980s.

**Notes**

1. distance teaching (distance education) *заочноеобуче­ниенарасстоянии.* При этой системе обучения студент и преподаватель контактируют друг с другом путем таких способов, как переписка, радио, телевидение и т.д.

2. the University of London (London University) *Лон­донскийуниверситет.* Это самый большой университет страны; он включает несколько десятков школ, институ­тов, колледжей, каждый из которых является фактически самостоятельным учебным заведением. Самые большие из них — Лондонская школа экономики и политики и Имперский колледж науки и технологии.

3. theMatriculationExamination так называемый *матрикуляционный экзамен («матрикуляция»* — термин, употребляемый в значении: официальное зачисление студента, удовлетворяющего университетским требованиям, в уни­верситет).

 4.DTUs (Distance Teaching Universities) *университе­ты, использующие метод обучения на расстоянии*

**Educational Terms**

**vocationally-orientedcourse -** курс, имеющийпрофессионально-тех­ническуюнаправленность

**conduct of examinations -** проведе­ниеэкзаменов

**conferring of degrees -** присужде­ниестепеней

**courseofinstruction -** курс обуче­ния

**entrancefee -** плата, вносимая при поступлении в университет

**correspondence college -** заочныйколледж

**formal tuition - n** формальноеобуче­ние

**external student -** студент, обуча­ющийсяэкстерном

**external degree -** степень, получа­емаяэкстерном

**totutor -** обучать; наставлять

**tertiarylevelinstitution -** учебное заведение в системе послеобязательного образования

**overseasstudent -** студент-иностра­нец

**home-basedstudent -** студент, по­стоянно проживающий в стране

**specialiseddegree -** специализиро­ванная степень (обычно по од­ному предмету)

**educationalequality -** равенство об­разовательных возможностей

**profession -** профессия (традицион­но в таких областях, как пра­во, медицина, преподавание)

**occupation -** род занятий

**toupdateone'sknowledge -** обно­влять свои знания

**togivesb. accesstocourses -** дать возможность изучать учебные курсы

**recurrenteducationalopportunities -** возможности для периодическо­го повышения квалификации

**campus -** территория высшего учеб­ного заведения

**oncampus -***зд.* в стенах высшего учебного заведения

**2.3.1.Readthefollowingtextaboutakindergartenteacher’sworkingday.**

**Задание:**

* **Прочитайтесамостоятельнотекст (ознакомление)**
* **Изложите своими словами основную идею текста(понимание)**
* **Раскройте проблему текста (анализ)**
* **Изложите собственное мнение по проблеме текста (синтез)**
* **Обоснуйте собственное отношение к проблеме текста (оценка)**

**DAY OF KINDERGARTEN TEACHER**

I am a morning person. I usually get up early, sometimes around 5 o'clock. As I get ready for school I try to organize my day. I clean up, put things in place. One of the things I have learned in teaching is that once you go into a classroom you don’t have time to plan other parts of your life. As I drive to school I try to run through the day reviewing the day's activities and lessons.

As I enter the classroom, the first thing that need to be done: paper has to be ordered. While children arrive around 9 o'clock, I am ready. This is important to me. I want the children to be sure of me, to know that I am ready to meet and learn with them. As the children enter the classroom, I try to make contact with each child.

It's like meeting an old friend. Sometimes, I am a counselor, as well as a teacher, often a mother to their varied needs.

The day begins with opening exercises. These activities tell the children that the day is starting. We first meet as a group, greeting each child, noting who is here and especially who is absent. We then move to classroom routines. We discuss what day it is, where we are in the week, the month and the season.

After opening exercises we break into reading groups, after reading we have a creative art activity. This is followed by free play, I give the children the responsibility of choosing their own activity.

At this time we will begin either a group math or writing activity. Math activity may consist of numeral identification, in which the children will be asked to match numerals with series of objects, such as oranges or hats.

In writing, the children will practice the alphabet letters. As some children finish before others, we may sing a little song and recite a quiet poem while waiting for the rest of the group to join us.

We follow quiet time with a group story. The stories are selected to reinforce past learning as well as to motivate future activities.

Outside activities, weather permitting, follow. During bad weather we stay indoors.

A lot of things happen in the course of the day, some planned for, many unanticipated.

My day is filled with many interactions, involving children, parents colleagues, administrators. In each of these I need to say things in positive way, so that teachers, parents and other persons feel positive about themselves.

Having a good principal creates good teachers. Teaching is complicated enterprise it demands coordination of effort.

Work with parents is especially important. One parent needs assistance, another feels that his child should be achieving more he is dissatisfied and argumentative. How do I explain individual differences and developmental lags in a manner that he can understand? It's been a long day. As it draws to an end, I ask have I ensured the day's learning? Have I been an effective teacher?

Notes:

1. **Morningperson**– воспитатель утренней смены
2. **to run through**– бегло просматривать
3. **a counselor**– советник, адвокат
4. **routine**– заведенный порядок
5. **the rest of the group**–остальныхизгруппы
6. **to reinforce**– закреплять, повторять
7. **unanticipated**– незапланированные

**2.3.2. Readthefollowingtextaboutsportandhealthyliving.**

**Задание:**

* **Прочитайте самостоятельно текст (ознакомление)**
* **Изложите своими словами основную идею текста (понимание)**
* **Раскройте проблему текста (анализ)**
* **Изложите собственное мнение по проблеме текста (синтез)**
* **Обоснуйте собственное отношение к проблеме текста (оценка)**

**Sport and Healthy living Guide**

All over the world people of different ages and nationalities are fond of sports and games. Sport makes people healthy, keeps them in good shape, teaches them to be more organized and better disci­plined. Sport builds character, it teaches people to win and to lose. It makes them strong and helps to work off extra energy. And, of course, sport unites people and makes them friends irrespective of their nationalities, social classes, and religious.

Sport is very popular in Russia. More than 30 mil­lion people go to sport centres, among them there are teenagers. All schoolchildren have at least two PT lessons a week. Most schools have well-equipped gyms, swimming pools and tennis courts where stu­dents can develop physically and get all the necessary skills and habits.

Teenagers as well as adults participate in a great number of sport events. They include indoor and out­door sports such as football, ice hockey, volleyball, basketball, track and field athletics, etc.

One of the most popular kinds of sport is football. According to official figures, nearly 5 million people go in for it. Ice hockey is one of the most popular win­ter sports. Russian players have been taking part in world championships since 1954 and have won the world title on many occasions. In 1988 it was the hundredth anniversary of athletics. Track and field athletics are participated by more than seven million people now. Russian sportsmen are the European, World and Olympic records holders in different dis­ciplines. Other popular team games are basketball and volleyball. More than six million people play volleyball in physical culture teams and sporting clubs. The men's and women's teams won Olympic, European and World Champions titles for many times. A little less people play basketball. Since 1952 our volleyball teams have been among the Olympic prize winners for several times.

So sport is a very important part of our life. It helps people to be in good health. But some people don't think about their health very much. They eat a lot of high-fat food, such as bread, sweets and so on and gain the weight. They are not active physically. They sleep too much or too little. The worst habits some people have are smoking, drinking alcohol and taking drugs. All these things destroy their health. They don't look attractive at all and their future isn't clear. So if people want to feel and look great it's very important for them to go in for sports, to have good healthy food, to sleep seven or eight hours, give up smoking and alcohol.

There is nothing more important than health, because you can't be good at your studies or work well; it's difficult to be happy in your private life if you don't take care of you health.

**Раздел: PartIII. Writing (Письмо)**

**3.1. Проверяемый результат обучения - Умение общаться (письменно) на иностранном языке на профессиональные и повседневные темы.**

**Задание: Составить развернутое сообщение по темам:**

1. Family and friends;

2. Working day;

3. Native place;

4. Favouriteseason;

5. Favouritebook;

7. Profession;

**3.2. Рекомендациипосоставлениювысказываниясэлементами рассуждения**

1. **Используйте формальный стиль письма**, а именно:
	* Не используйте сокращенные формы;
	* Не используйте скобки и восклицательные знаки – это свойственнонеформальному стилю письма;
2. Разделите текст сочинения на **смысловые абзацы** в соответствии с предложенным в задании планом:
* **В первом абзаце сформулируйте проблему**, которую вы будете обсуждать, однако не повторяйте тему сочинения слово в слово. Представьте, что ваш читатель не знает, о чем пойдет речь, и попытайтесь объяснить ему проблему другими словами.
* **Выделите положительные и отрицательные аспекты проблемы**, подумайте о разумных аргументах в поддержку обеих точек зрения. Помните, что вы должны выразить не только свою точку зрения, но и мнение ваших потенциальных оппонентов. Постарайтесь соблюсти баланс между абзацами.
* **Используйте слова – связки**, чтобы помочь читателю проследить за логикой ваших рассуждений. Помните, что вводные слова выделяются запятыми.
* **В заключительном параграфе сделайте обобщающий вывод** по проблеме, которую вы обсуждали. Это покажет, что вы рассматриваете свое сочинение как единое целое. Вы можете также окончательно сформулировать свое мнение или предложить пути решения данной проблемы.
* Убедитесь, что **объем сочинения – 200-250 слов**.
* Еще раз перечитайте свое сочинение: проверьте грамматику, орфографию и пунктуацию.

**3.3. Полезные слова и фразы, которые можно использовать в сочинении**

**Выражение мнения:**

* I agree/disagree …
* Inmyopinion, …/From my point of view, …/ As far as I’m concerned, …
* I believe that …/ It seem to me that …
* I am in favour of …/ I am against the idea of …
* According to …
* Some people say that… / It is said / believed that …
* There is no doubt that … / It cannot be denied that …
* It goes without saying that …
* We must admit that …

**Представление аргументов:**

* The main argument in favour /against is …
* First of all, I would like to consider …
* The first thing (I would like to consider) to be considered is …
* To begin with, …/ To start with …
* Despite the fact that …/ In spite of the fact that …
* On one hand, …/ On the other hand, …
* Besides, …/ In addition, …
* What is more, …/ Moreover, …/ More than that, …
* What matters most in this case is ….
* Finally, …
* However, …/ …, though
* … although… / even though …
* Nevertheless, …

**Выражение причинно-следственной связи:**

* for this reason
* therefore / that is why
* thus

Smth. happened

* because of
* as a result of
* owing to / due to
* as a consequence of

**Примеры:**

* for example
* for instance
* such as
* like

**Заключение:**

* To sum up, …
* To conclude, I would argue that …
* On this basis, I can conclude that …
* In conclusion, I would like to stress that …

**3.4. Критерии оцениваниявысказывания с элементами рассуждения**

* Содержание и полнота выполнения задания (соответствие теме, полнота раскрытия темы);
* Организация текста (логичность изложения материала, связность текста, структурирование текста: деление на абзацы, наличие вступления и заключения);
* Лексическое оформление речи
* Грамматическое оформление текста
* Орфография и пунктуация

**3.5. Прочитайте статью, основанную на публичное выступление на августовской конференции учителей**

(Пример составления письменной речи на основе устного выступления)

**ONHOWTOAVOIDSTRESSANDREMAINATEACHER**

First of all, I'd like to thank you for publishing my pu­pils' essays in issue No. 27-28 2004. It was quite an unexpected surprise for us this summer.

This time I'm sending my own article based on the speech which I gave to the English teachers at our regu­lar August conference.

I've made up my mind to send this material to a larger audience, English teachers all over Russia, hoping that I might be able to support my dear colleagues if not finan­cially, at least morally on the eve of a new year.

As a teacher, I had to attend a lot of teachers' conferences and listen to numerous speeches made by different specialists in edu­cation. All these people spoke on serious matters, such as the young generation's state of health and what not.

After listening to talks of this kind I personally felt frustrated and bored, though I understand that the speakers had very noble aims in mind that is to give teachers guidelines for the next school year.

On my way home I kept saying to myself, "Oh, my God! It's the same thing again! I must do a thousand things at a time for the low salary I get. How can I get inspired if the amount of work I'll have to do doesn't in the least correspond to the salary I get. Strange as it may seem, none of our esteemed superiors is both­ered by this awful discrepancy.

I believe that the majority of teachers had just the same feel­ings, especially those who devoted many years of their lives to schooling.

Recalling my emotions caused by endless instructions from city educational authorities last year, I for my part decided to change this regular practice myself. I delivered a speech of inspi­rational character, so as to encourage myself and my colleagues at our annual teachers' conference held in August.

We, human beings, live according to our inner rules, so-called values, which psychologists divide into genuine and im­postor ones. In reality we live our lives thinking little of these values and rules. We make decisions, solve problems, suffer pains or, vice versa, feel happy. But if we single out the values which help us endure hardship without great loss, we'll be able to work out a new approach to our lives, to remain healthy, active, and avoid all impending nervous break-downs.

I'd like to attract your attention to two values which, in my opinion, are of vital importance for any person irrespective of his/ her upbringing, social status, age, sex, origin. They are family and forgiveness. The following statistics are not a surprise for anyone. Teachers are considered to be, for the most part, bad mothers, a small percentage of them have strong families, many are single, and still more are divorced. Sad statistics, aren't they? Are any changes for the better awaiting us? Nothing of the kind. However, taking full responsibility for everything that happens to us, we ourselves are able to change this negative data for the better.

Once a woman said to me, "I'm not a woman, I'm a teacher". The implication of this statement probably was "teaching is my priority, other things are of less importance". These others in­clude her family, and her own children, her health, after all. This woman has very little free time to devote to herself and to her family. We are all like her, aren't we? We spend our free time writing plans, holding parents' meetings, attending courses, vis­iting other teachers' lessons, etc. Even if I'm in the kitchen cook­ing, my mind is absorbed with school problems, and pupils. Being workaholics without a decent reward in cash characterizes us as committed personalities, which is, no doubt, a laudable fact in itself. Nevertheless, I'm calling on you to put your families, your nearest and dearest in the first place, thus, assigning for work an honorable second place.

Let's have a quick glance at our lives. Does the present state of things in our families reflect all our previous intentions? In many cases, not. What are the reasons for these shifts in our minds, souls, and hearts? Maybe, our families are no longer of central importance for us, maybe we forget about accepting the mem­bers of our families as they are. If one of us, women-teachers, finds her life going off track, my advice is to stop, take three deep breaths and say to yourself, "My family is the essence of my life". We are free to choose a school, its principal, pupils and their par­ents. But it is forbidden to betray your family. We can't become respected teachers at the expense of our families. Let's not forget about them.

A few words about forgiveness. We once knew so well that forgiveness is the natural state of life. In actual practice, our life has had some condemnation, resentment and judgment in it. We also feel a certain discontent with our own and the behavior of others (namely, principals, vice-principals, pupils, their parents, sometimes colleagues). We think these people disappoint us, let us down periodically. Of course, it leads to our discontent. We want things to be different (higher salaries, better housing condi­tions, brighter pupils, compassionate bosses, so on and so forth.) As a result, we might react by becoming impatient, nervous or even shout at a pupil who gets on our nerves.

Is this the right way out? Not in the least. On the contrary, this mode of behavior seems to be the worst one. Isn't it healthier, happier for yourself and others to live in a forgiving mode and keep repeating the following affirmations for your own and oth­ers' good until you begin to feel them to be true:

1. Every day I have more and more patience;
2. I feel openhearted and generous toward myself and others;
3. I choose to love and drop the judgment;
4. I'm thankful for every part of my past, for it has led me to today;
5. I'm happy being me, living my life, knowing what I know;
6. God, grant me serenity to accept the things I can't change, courage - to change the things I can, wisdom - to know the difference.

Let's acknowledge the fact that there are many ways to inter­pret everything. Take some situation at random and think of three different ways to interpret it, leaving a feeling of resentment for only one variant, two others should have two positive interpre­tations. Try to carry at least one of the two into real life and see the result. Feeling better this time? Go on practicing.

I assume practice of learning forgiveness, of not holding grudges against anyone at school and out of school is a health -saving technique. Do this exercise until you are totally clear in your hearts: I forgive you! I bless you! I release you to your highest good!

I'm sure that many of you know many other attitudes and techniques on the way to your main life goal as a woman, a wife, a mother, a teacher, and a daughter. Ideas are infinite and easily available, the only thing is to find the best for yourself and take steps to implement them in your life.

In case we manage to accept our life with all its grievances, pains, and sufferings in a positive way, we'll stop looking upon the job of a teacher as an endless torture, upon ourselves as total failures, and we'll stop envying women of other occupations. We'll start living in harmony with ourselves and our surround­ings.

If only we could preserve a peaceful state of mind for at least this coming school year.

I wish we could learn to set our top priorities! I wish we were not driven away by daily routines! I wish we all were healthy, wealthy and wise!

*By Rimma Bikkulova,*

*Lyceum№80, Naberezhnye Chelny*

**Раздел: PartIV. Speaking (Говорение)**

**Проверяемыйрезультатобучения - говорение (монологическаяречь) - (Умение общаться (устно) на иностранном языке на профессиональные и повседневные темы)**

**Задание: Составить монологические высказывания по следующим темам:**

1. My family and friends;

2. My working day;

3. My native place;

4. Myfavourite season;

6.Myfavouritebook;

7. Myprofession;

**Рекомендации к выполнению задания раздела Speaking (говорение)**

1. Цель задания – составить самостоятельное монологическое высказывание в соответствии с темой общения, указанной в задании.
2. Объем тематического монологического высказывания 15-20 предложений.
3. При ответе обязательно используйте средства логической связи между отдельными частями монолога (вводные слова, разговорные клише, союзы и т.д.). Постарайтесь, по возможности, проиллюстрировать свои тезисы примерами.
4. Помните, что логичность и правильная аргументация – главные критерии оценивания.
5. Не пытайтесь вспомнить слово, если вы его вдруг забыли. Если вы не знаете какого-либо слова, постарайтесь заменить его синонимом или объяснить другими словами.
6. Когда вы закончите свою речь, внимательно выслушайте вопросы собеседника и постарайтесь дать развернутые ответы, аргументируя свою точку зрения.

**Критерии оценивания монологической речи:**

* Лексико-грамматическая правильность речи студента
* Фонетическая корректность речи студента
* Связная, логическая организация монологического высказывания (минимум объема высказывания 15 связных предложений)
* Содержание монологического высказывания
* Взаимодействие и сотрудничество с собеседником

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Образец титульного листа Приложение 1

**ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ РЕСПУБЛИКИ САХА (ЯКУТИЯ)**

**«ЯКУТСКИЙ ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ им. С.Ф. ГОГОЛЕВА»**

**САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТА**

**Методическое пособие**

ОГСЭ 04. АНГЛИЙСКИЙ ЯЗЫК

44.02.01 Дошкольное образование

Выполнил(а) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (ф.и.о. студента)

 студент(ка) \_\_\_\_\_\_\_\_\_\_ курса

 \_\_\_\_\_\_\_\_\_\_\_группы

Проверила: Федорова Т.П.

Оценка:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Дата\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Подпись\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Якутск

2016

Учебное издание

САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТА

ОГСЭ 04. АНГЛИЙСКИЙ ЯЗЫК

44.02.01 Дошкольное образование

49.02.01 Физическая культура

для студентов-заочников

Методическое пособие

Составитель:

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Компьютерная верстка: С.В.Данилов

Подписано в печать 06.04.16 Формат 60х90. Бумага офсетная.

Печать трафаретная. Усл. печ. л. 2,06 Тираж 100 экз. Заказ № 0040

ГБПОУ РС(Я) «Якутский педагогический колледж им.С.Ф. Гоголева»

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