МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Забайкальский государственный университет»

(ФГБОУ ВПО «ЗабГУ»)

Факультет филологии и массовых коммуникаций

Кафедра иностранных языков (гум.-пед. направление)

**УЧЕБНЫЕ МАТЕРИАЛЫ**

 для студентов заочной формы обучения

по дисциплине **«Иностранный язык»**

 для направления подготовки (специальности) 44.03.03 «Специальное (дефектологическое) образование»

 профиль «Логопедия»

**Общая трудоемкость дисциплины 144 часа, 3/1 зачетные единицы**

|  |  |  |
| --- | --- | --- |
| Виды занятий | Распределение по семестрам | Всего часов |
| 3 семестр |
| Общая трудоемкость  | 108 | 144 |
| Аудиторные занятия, в т.ч.: |  |  |
| лекционные (ЛК) |  |  |
| практические (семинарские) (ПЗ, СЗ) |  |  |
| лабораторные (ЛР) | 12 | 12 |
| Самостоятельная работа студентов (СРС) | 96 | 96 |
| Форма текущего контроля в семестре\* | экзамен | 36 |

**Part I.**

**1. Прочитайте и переведите текст “Types of Speech Defects ”, выпишите из текста незнакомые (трудные) слова вместе с транскрипцией (произношением) и их контекстными значениями**

**Тypes of Speech Defects**

A speech defect may be defined as any acoustic variation from an accepted speech standard. Speech defects are the most prevalent of all the handi­caps of childhood. These defects are most numerous in the primary grades and decrease steadily in the senior grades. Boys have speech defects much more frequently than girls.

Speech defects include 1) functional articulatory de­fects; 2) stuttering; 3)voice defects; 4) cleft palate speech; 5) cerebral palsy speech; 6) retarded speech develop­ment and 7) speech defects due to impaired hearing.

**Articulatory Defects** include 1) the omission of sounds; 2) the substitution of one sound for another; 3) the distortion of sounds; 4) general indistinctness.

Articulatory defects present one of the most important problems of the speech correction programme, for most speech defects are of articulatory type. About three fourth of the speech defects are of articulatory type. About three fourth of the speech defects in a school population are articulatory. But many parents do not feel that articulatory defects are se­rious. Some parents have become so accustomed to their child­ren’s articulatory errors that they do not even hear them. Other parents think that their children will outgrow their articulatory difficulties.

Most children who make articulatory errors make more than one and usually are not consistent in their errors. Thеу maу make a sound correctly in one word and incorrectly in another. Or they may even substitute a sound that they do not ordinari­ly make correctly in one word for another sound. For example, they may say “thun” for “sun”.

This category includes many terms. Perhaps the one which parents use more frequently is “bаbу talk”. When the child omits substitutes or distorts his speech sounds as does a younger child, this term is applicable. In fact, some writers now include articulatory defects under the term “delayed speech” or “retarded speech development”. They indicate that the child reaches a certain level of development but does not progress beyond that certain point.

Other terms commonly included in this category are lisping and lalling. Lisping refers to аny defect of any or all of the four sibilant sounds: s, sh, z, zh. Lalling means difficulty with the “1” and “r” sounds.

S.V. Rusanova

**2. Переведите следующие слова и словосочетания на русский язык, используя текст.**

speech defect; speech correction (rehabilitation, improvement, reeducation); stuttering; cleft palate; voice defects; cerebral palsy; articulatory errors; the substitution of one sound for another; the omission of sounds; the distortion of sounds; to become accustomed to; lisping; retarded speech development; delayed speech; sibilant sounds; general indistinctness; articulatory defects.

**3. Дополните следующие предложения.**

1**.** Speech defects are …… childhood.

2. ….. much more frequently than girls.

3. ….. one of the most important problems of the speech correction programme, …… articulatory type.

4. Some parents have become so accustomed …… they do not even hear them.

5. Most children ….. and incorrectly in another.

6. …… his speech sounds as does a younger child, this term is applicable.

7. Other terms commonly included in this category are …..

**4. Подготовьте устное сообщение / монологическое высказывание по тексту с использованием следующей схемы**

1.

The text is headlined… – Текст (статья) называется…

The title of the text is… – Название текста…

The author of the book is… – Автор текста…

The text is written by… – Текст написан…

It was published in… – Он был опубликован в…

2.

 The text is about… – Текст о…

The text is devoted to… – Текст посвящен…

The text is concerned with… – Текст связан с…

The text touches upon… – Текст касается…

The text deals with… – Текст имеет дело с…

The text describes… – Текст описывает…

The purpose of the text is to give the reader some information on…/…is to compare… – Цель текста – информировать читателя о…/ сравнить...

The aim of the text is to provide the reader with some material on… – Цель текста – обеспечить читателя информацией по…

According to the text… – Согласно содержанию текста…

The text can be divided into 4 parts. – Текст можно разделить на 4 части.

The first part deals with… – Первая часть связана с…

The second part is about… – Вторая часть о…

The third part touches upon… – В третьей части говорится о…

The fourth part of the text includes the fact that… – Четвертая часть текста включает в себя факт, что…

In conclusion the text reads… – В заключении в тексте говорится о…

The author comes to conclusion that… – Автор приходит к выводу, что…

3.

I found the text interesting – Текст мне кажется интересным

 important важным

 dull скучным

 easy легким

 hard to understand сложным для восприятия

 instructive познавательным  **because …**

**5. Прочитайте и переведите текст “Speech Therapy”.**

**Speech Therapy**

Speech correction or improvement or therapy are terms used to define the specific instruction which should be pro­vided for the deaf and h.o.h. who have developed basic speech and language patterns but have not perfected the best speech they are capable of producing.

The speech therapist tries to locate the error within the word in: 1) initial, 2) medial or 3) final (terminal) positions.

Tiger kitten net

He must find the error in terms of substitution, omission, distortion.

The рroblem of enunciation involves the good usage of sounds that go to make up words and continue to keep their ringing qualities. The vowels must be full and clear.

Sentences should be made up largely of visible articulatory movements. Sentences should be of moderate length.

The speech correctionist must have a knowledge and understanding of classroom teaching methods and correlate it with the total рrogramme.

It is well known that children vary in their manner of learning. One child lеаrns more еasily through auditory stimulation, while another mау respond better to visual and still another to kinesthetic stimulation.

Children learn to correct speech errors through anyone or combination of these types of learning.

Some children, particularly the deaf and the hard of hearing need to watch the mоvеments involved in the production ofa sound and at the same time get the “feel” of it, the vibration, and pressure felt bythe hand when it is placed upon the jaw, the throat, or thelips of the teacher.

The kinesthetic methods of speech correction are used bу sоmе teachers for all kinds of articulatory disorders.

The basic principle of the “moto-kinesthetic” method is the use of pressure, striking, touching and manual manipulation of speech organs.

The “moto-kinesthetic” method involves such technique by which оne learns to guide the muscles of the speech ap­paratus into accurate movements for the production of cor­rect sound. Each sound has its own characteristic movements which the teacher shows through the manipulation of the pupil’s speech mechanism.

A significant number of the school population should have speech correction services.

Each speech correctionist devises his own procedure for giving articulatory examination.

For the child, listening to the particular sound he is to correct is a part of the therapy technique. The child needs to be bombarded with the sound to hear it in as many different words and situations as possible. For example, if a child makes “k, g” incorrectly, pictures of “candy”, “gun”, “pig”, “gate”, “garden” may be shown.

With older children, the procedure is less of a game. If the older child makes “s” incorrectly, he may underline all the words containing “s” in a given paragraph.

In working with the schoolchild, the speech patholo­gist combines the more visible of the consonants p, b, m, s, r, f, v, sh, ch, th, w, and blend them with vowels.

S.V. Rusanova

**6. Выполните задания по тексту “Speech Therapy”**(Стр. 223-224**;** Практический курс английского языка [Текст] = English: Your Way : учеб. пособие / Б. Ф.Ломаев, Г. П. Томских, А. Э. Михина. - Чита: Экспресс - изд-во, 2011. - 300 с. : ил. - ISBN 978-5-9566-0299-7: 350-00)

**Тренировочные упражнения по грамматике**

**7. Прочитайте следующие предложения и исправьте формы глаголов (которые подчеркнуты), если они неправильные. Предложения 1 и 2 даны как образцы.**

1. Tom arrived last week. - RIGHT.

2. Have you seen Pam last week? - WRONG. Did you see Pam last week?

3. I have finished my work.

4. I have finished my work at two o’clock.

5. When have you finished your work?

6. George has left school three years ago.

7. “Where’s Ann?” “She has gone to the cinema.”

8. Napoleon Bonaparte has died in 1821.

9. Have you ever been to Britain?

10. The weather has been very bad last week.

**8. Заполните пропуски следующими словами: yet, ago, ever, last night, for, since, already.**

1. Alan went to Spain two days … . 2. He has known her … 1990. 3. She hasn’t finished her work … . 4. Have you … seen an elephant? 5. Nick went to bed at 10 o’clock … . 6. He has been in Madrid … ten years. 7. I have been in Asia … seven weeks. 8. Paul has … come from school. 9. Shakespeare was born over four hundred years … . 10. The went to the cinema … .

**9. Раскройте скобки, употребляя глаголы либо в Present Continuous, либо в Present Perfect*.***

***A.*** 1. What are you (do) here? – I am (write) a letter to my friends. 2. Who has (write) this article? 3. What language are you (study)? 4. We have already (learn) a lot of English words. 5. What is she (teach) them? 6. Who has (teach) you to do it? 7. He has just (do) something for us. 8. Have you (find) the book? 9. What are you (look) for? 10. What are you (talk) about? 11. We have just (talk) about it. 12. He has (tell) us nothing about it.

***B.*** 1. She … (have) dinner now. 2. She … just (have) dinner. 3. … they (talk) now? 4. … they already (talk) about it? 5. He … (have) his English lesson today. 6. He … (have) English lesson at the moment. 7. What … she (do) now? 8. What … she (do) this week? 9. … Beth (translate) the article now? 10. Who … already (translate) the article? 11. The teacher … (explain) a new rule now. 12. … she already (find) her key?

**PART 2.**

**Тексты “Classification of the Deaf”, “Methods of Instruction”.**

**1. Прочитайте и переведите текст “ Classification of the Deaf ”, выпишите из текста незнакомые (трудные) слова вместе с транскрипцией (произношением) и их контекстными значениями**

**Classification of the Deaf**

The pedagogic classification of the deaf and hard hearing child and his educational development is of even more vital importance than his consideration as a clinical entity.

This classification is dependent on:

a) the age of the child,

b) degree of defective hearing,

c) acquired fluency of speech.

There are several types of deaf children.

One type is a congenially deaf child who has never heard speech.

The other type is one who has acquired a hearing defect after the establishment of speech. There are two types of acquired deafness in children.

First, the child who has acquired deafness before he has sensed fluent speech.

The other, the child who has acquired deafness after fluency of speech has been established.

The first type of children with total deafness which has come in before speech has been developed is to follow the same course of training as the congenitally deaf who has never heard speech.

The child who has acquired deafness before the age of 3 years may be placed in the same class for training as the child who has never heard speech.

It is interesting to note that a large percentage (30%) of children with biological congenital deafness also exhibit sufficient residual hearing, that way be used as a nucleus for reeducation.

The other type of child who hаs acquired deafness after development of speech is one who has suffered from infectious diseases such as meningitis, influenza etc.

Let us consider more in detail children with defective hearing.

They are:

1) Children congenitally deaf who were born with a total loss of hearing, or who through disease or accident lost their hearing before they had learned to talk.

2) Children who have lost all or almost all their hearing after speech and language patterns have been established, and they have educational treatment as though they were only hard of hearing (h.o.h).

3) Children who, while having a significant hearing loss, are, not profoundly deaf and whose varying degrees of resi­dual hearing can be utilized to a great advantage in their education.

Children in the first of these groups present the most serious educational problems due to their total lack of experience with natural speech or language. Children in the second group have a foundation of language usage and of natural speech upon which education must be helpful to them.

Children in the third group can with the use of mecha­nical hearing aids conserve or develop much of the natural quality of speaking voice and the ability to use oral language.

S.V. Rusanova

**2. Переведите следующие слова и словосочетания на русский язык**

clinical entity; degree of defective hearing; acquired fluency of speech; congenitally deaf child; the establishment of speech patterns; to acquire deafness; total deafness; to exhibit; residual hearing; re-education; to suffer from; infectious diseases; total loss of hearing; accident; significant hearing loss; profoundly deaf; varying degrees; to a great advantage; total lack of experience; educational treatment; hearing aid; ability; to conserve.

**3. Дополните следующие предложения.**

1. …… who has acquired a hearing defect after the establishment of speech.
2. Children who through disease or accident ….. .
3. It is interesting to note ….. also exhibit sufficient residual hearing, that way be used as a nucleus for reeducation.
4. The other type of child is one ….. such as meningitis, influenza etc.
5. Children …… due to their total lack of experience with natural speech or language.
6. Children in the third group can conserve or develop ….. and the ability to use oral language.

**4. Подготовьте устное сообщение / монологическое высказывание по тексту с использованием схемы**

1.

The text is headlined… – Текст (статья) называется…

The title of the text is… – Название текста…

The author of the book is… – Автор текста…

The text is written by… – Текст написан…

It was published in… – Он был опубликован в…

2.

The text is about… – Текст о…

The text is devoted to… – Текст посвящен…

The text is concerned with… – Текст связан с…

The text touches upon… – Текст касается…

The text deals with… – Текст имеет дело с…

The text describes… – Текст описывает…

The purpose of the text is to give the reader some information on…/…is to compare… – Цель текста – информировать читателя о…/ сравнить...

The aim of the text is to provide the reader with some material on… – Цель текста – обеспечить читателя информацией по…

According to the text… – Согласно содержанию текста…

The text can be divided into 4 parts. – Текст можно разделить на 4 части.

The first part deals with… – Первая часть связана с…

The second part is about… – Вторая часть о…

The third part touches upon… – В третьей части говорится о…

The fourth part of the text includes the fact that… – Четвертая часть текста включает в себя факт, что…

In conclusion the text reads… – В заключении в тексте говорится о…

The author comes to conclusion that… – Автор приходит к выводу, что…

3.

 I found the text interesting – Текст мне кажется интересным

 important важным

 dull скучным

 easy легким

 hard to understand сложным для восприятия

 instructive познавательным  **because …**

**5. Прочитайте и переведите текст “Methods of Instruction”**

**Methods of Instruction**

There are several patterns of methods used in teaching deaf children.

*Manual method.* This method comprises the use of the hand gesture and signs, manual alphabet and writing. The deaf learn the system of signs consisting of gestures, bodily movements and mimic actions. The deaf learn this form of communication readily and prefer it to any other.

It represents today their principal means of non-written communication and is employed almost everywhere.

A serious disadvantage of education by the manual method is the inability for direct contact with persons unfamiliar with the sign method, unless by using pad and pencil.

*Finger spelling method.* Annual alphabet or finger spelling is the chief means used in the instruction of the deaf. More exactly, finger spelling is a means by which the fingers of the hand are fashioned into forms to represent the letters of the alpha­bet.

The deaf of most nations employ single-handed manual alphabet. In the British Isles, except Ireland, a double handed alphabet is used. The two-handed system is said to be a slower method.

*The sign language.* The sign language is a system of gestures and movements of body, face, head, arms and hands and postures of the whole body to convey meanings.

This method has the disadvantage of contact only with those familiar with it.

*Oral method.* The oral method has for its aim the training of the deaf child in oral speech and in written speech. It serves to accomplish the mechanics of articulation, the production of voice differentiation in pitch and rhythm, the control of breath, and efficiently instructed by this method can acquire fluency of oral speech, and efficiency in lip-reading.

This method undertakes to train the pupil to “hear” or­dinary speech by means of lip-reading and to communicate by speech.

The pupil being taught to form words consciously, attempt is made too, to improve the voice quality which is not pleasing.

*Simultaneous method.*“The simultaneous method” is called because the class room teacher speaks while he uses the language of signs and manual alphabet, so the pupils who have lipreading ability and wish to follow the lesson in that way can do so.

Thus he always has language of signs and the manual al­phabet to fall back if he misses a word on the lips.

A hearing person can follow the work in the classroom as well as a deaf person because the teacher is speaking orally while he is using the language of signs.

S.V. Rusanova

**6. Выполните задания по тексту “ Methods of Instruction ”**(Стр. 223-224**;** Практический курс английского языка [Текст] = English: Your Way : учеб. пособие / Б. Ф.Ломаев, Г. П. Томских, А. Э. Михина. - Чита: Экспресс - изд-во, 2011. - 300 с. : ил. - ISBN 978-5-9566-0299-7: 350-00)

**Тренировочные упражнения по грамматике**

**7. Выберите правильную форму глагола в следующих предложениях**

1. I ... (like / am liked) this place.

1. What books by Charles Dickens ... (translated / are translated) into French?
2. Who ... (protects / is protected) animals?
3. This city ... (is visited / visited) by many people.
4. Who ... (gives / is given) bad marks in your class?
5. Our house ... (made /is made) of wood.
6. Our holiday ... (is begun / begins) next week.
7. Pupils ... (are given / give) textbooks by the teacher.
8. The holiday ... (celebrated / is celebrated) every year.

**8. Употребите в следующих предложениях глагол *make* в страдательном залоге.**

1. The jacket ... of cotton.

2. Alfa Romeo cars ... in Italy.

3.The table ... of wood.

4. The hand painted boxes ... in Hungry.

5. The furniture ... in 1901.

6. The jewelry box is very old. It ... the last century.

**9. Поставьте глаголы в следующих предложениях в страдательном залоге.**

1. They built the Eiffel Tower in 1899.

2. They began the Sagrada Familia in 1882.

3. Alexander Fleming discovered penicillin in 1928.

4. They invented the steam engine in 1769.

5. 50 countries formed the UN in 1945,

6. They wrote the Declaration of the Rights of Man in 1789.

**PART 3.**

**1. Прочитайте и переведите текст “Speech and language Development ”, выпишите из текста незнакомые (трудные) слова вместе с транскрипцией (произношением) и их контекстными значениями**

**Speech and language Development**

Speech habits are not instinctive; they are acquired. One evidence of the truth of this principle is the fact that children develop the particular language used in their home environment, irrespective of nationality background. Thus, if a child born of parents who speak French is brought up in an English-speaking home, he will speak English. Another evi­dence is the fact that children who are totally deaf from birth do not learn to speak because they do not hear. The so-called "deaf and dumb" are only deaf. This principle is sig­nificant for the teacher. Frequently, a child lisps because his mother, an older brother, or a sister does. Children learn that standard of speech which is spoken at home.

This does not mean, of course, that speech habits cannot be modified in school. Speech develops more slowly in boys than in girls. Boys begin to speak about the fifteenth month, girls about the fourteenth, because it takes a boy some months longer than a girl to acquire the sounds of speech. Similarly, speech defects are more prevalent in boys than in girls.

In society today, ability to verbalize is considered to be an index of intellectual ability. Studies show a relationship between intelligence and vocabulary. The bright child uses and recognizes more words than does the average child. In general, the amount and kind of a child's vocabulary are indexes at any age level of intelligence.

A bright child surpasses the average or subnormal child in the amount of speech and length of sentences. .

Language is developed first as an oral then as a written means of expression.

Speech and language come slowly to the deaf child because of his hearing handicap.

The slow process of acquiring language means a great re­tardation in education. The child's dependent upon his tea­cher for the very thinking-language process. Deafness imposes a barrier to comprehension. Emotional development of the deaf and h.o.h. child will be effected by this barrier to comprehension,

Children with severe or profound hearing losses depend not only on the remnants of their hearing to gain knowledge of language and speech, but on their visual, tactile end kinesthetic senses.

The use of powerful hearing aids has initiated a new era in their education. There are two aspects to learn language:

1) achieving facility in the use of words which make up the language;

2) gaining control of its grammar.

S.V. Rusanova

**2. Переведите следующие слова и словосочетания на русский язык**

speech habits; environment; totally deaf; “the deaf and dumb”; to lisp; to verbalize; intelligence; vocabulary; bright child; average child; hearing handicap; severe or profound hearing losses; remnants of hearing; tactile sense; hearing aids.

**3. Дополните следующие предложения.**

1. The evidence of the truth of this principle is ….. used in their home environment, irrespective of nationality background.

2. Children who are ….. because they do not hear.

3. Studies ….. and vocabulary.

4. …… the deaf child because of his hearing handicap.

5. The amount and kind of a child's vocabulary are….. .

**4. Подготовьте устное сообщение / монологическое высказывание по тексту с использованием следующей схемы:**

1.

The text is headlined… – Текст (статья) называется…

The title of the text is… – Название текста…

The author of the book is… – Автор текста…

The text is written by… – Текст написан…

It was published in… – Он был опубликован в…

 2.

 The text is about… – Текст о…

The text is devoted to… – Текст посвящен…

The text is concerned with… – Текст связан с…

The text touches upon… – Текст касается…

The text deals with… – Текст имеет дело с…

The text describes… – Текст описывает…

The purpose of the text is to give the reader some information on…/…is to compare… – Цель текста – информировать читателя о…/ сравнить...

The aim of the text is to provide the reader with some material on… – Цель текста – обеспечить читателя информацией по…

According to the text… – Согласно содержанию текста…

The text can be divided into 4 parts. – Текст можно разделить на 4 части.

The first part deals with… – Первая часть связана с…

The second part is about… – Вторая часть о…

The third part touches upon… – В третьей части говорится о…

The fourth part of the text includes the fact that… – Четвертая часть текста включает в себя факт, что…

In conclusion the text reads… – В заключении в тексте говорится о…

The author comes to conclusion that… – Автор приходит к выводу, что…

3.

 I found the text interesting – Текст мне кажется интересным

 important важным

 dull скучным

 easy легким

 hard to understand сложным для восприятия

 instructive познавательным  **because …**

**Оценочные средства промежуточной аттестации (экзамен)**

**I.** Устное сообщение по темам:

1. Student Life.
2. Higher Education in Great Britain.
3. Types of Speech Defects.
4. Speech Therapy.
5. Classification of the Deaf.
6. Methods of Instruction.
7. Speech and Language development.

**II.** Тестовые задания по грамматике (Continuous Tenses Active Voice, Perfect Tenses Active Voice, Passive Voice Simple Tenses)

**Учебно-методическое и информационное обеспечение дисциплины**

**Основная литература**

 **Печатные издания**

1. Практический курс английского языка [Текст] = English: Your Way : учеб. пособие / Б. Ф.Ломаев, Г. П. Томских, А. Э. Михина. - Чита: Экспресс - изд-во, 2011. - 300 с. : ил. - ISBN 978-5-9566-0299-7: 350-00. Всего: 53, из них: Аб.ин.лит.-50, Аб.эконом.лит.-1, Ч.з. пед. лит.-2

2**. Федорова,** Людмила Максимовна. **Английский язык** для психологов : учеб. пособие **/** **Федорова** Людмила Максимовна, Никитаев Сергей Николаевич. - Москва : Экзамен, 2004. - 560 с. - ISBN 5-94692-547-4 : 207-90.

Всего: 17, из них: Аб.ин.лит.-17

3. Восковская А.С. Английский язык для вузов: учебное пособие / А.С. Восковская, Т.А. Карпова. – Изд. 4-е, доп.и перераб. – Ростов н/Д: Феникс, 2010. – 349 с. – (Высшее образование).

Всего: 14, из них: Аб.ин.лит.-14

**Издания из ЭБС**

4**.** Макарова, Елена Александровна. **Английский язык для психологов:** Учебник и практикум / Макарова Елена Александровна; Макарова Е.А. - 4-е изд. - М. : Издательство Юрайт, 2017. - 329. - (Бакалавр. Академический курс). - ISBN 978-5-534-01083-1 : 126.95.

<https://www.biblio-online.ru/book/E4354D7B-FE79-434D-A448-1B1F0EF8C084>

5. Меняйло, В. В. Академическое письмо. Лексика. Developing academic literacy : учебное пособие для бакалавриата и магистратуры / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2017. — 240 с. — (Бакалавр и магистр. Академический курс). — ISBN 978-5-534-01656-7.

 [https://www.biblio-online.ru/book/A5D444E4-7122-4C16-B3B2-DдF743A918B5F](https://www.biblio-online.ru/book/A5D444E4-7122-4C16-B3B2-D%D0%B4F743A918B5F)

**Дополнительная литература**

 **Печатные издания**

1. **Бурлак А.И., Кравцова Л.И. Знакомьтесь: Америка! Учебное пособие по английскому языку. - М.; Высшая школа, 2006.- аб. ин. лит. - 30.**
2. Сатинова В.Ф. Читаем и говорим о Британии и британцах. – 2-изд.,

стереотип. – Мн.: Выш. шк., 1997. – 225с.: ил. Всего: 4, из них: аб. ин.лит.-4

3. Фонетический практикум по английскому языку – 2-е изд., испр. и доп. / Сост. Б.Ф. Ломаев, А.Э. Михина; Забайкл. гос. гум.-пед. ун-т. – Чита, 2007. – 76 с.(аб. 4 – 4 экз., ч.з. – 1)

**Издания из ЭБС**

4. Английский язык для психологов / Г. В. Бочарова [и др.]; Бочарова Г.В.; Никошкова Е.В.; Печкурова З.В.; Степанова М.Г. - Moscow : Флинта, 2011. - . - "Английский язык для психологов [Электронный ресурс] : учеб. пособие /Г.В. Бочарова, Е.В. Никошкова, З.В. Печкурова, М.Г. Степанова ; под ред. Е.В. Никошковой. - 3-е изд., испр. - М. : ФЛИНТА, 2011.". - ISBN 978-5-89349-619-2.

 <http://www.studentlibrary.ru/book/ISBN9785893496192.html>

**5. Невзорова,** Георгина Дмитриевна. **Английский язык.** Грамматика : Учебное пособие / **Невзорова**Георгина Дмитриевна; **Невзорова**Г.Д., Никитушкина Г.И. - 2-е изд. - М. : Издательство Юрайт, 2016. - 306. - (Профессиональное образование). - ISBN 978-5-9916-8964-9: 95.82.

 <https://www.biblio-online.ru/book/FCD77AA9-6DB4-433B-A2D7-AF53EAF13E82>