



TOMSK STATE UNIVERSITY

---

**ENGLISH FOR SCIENCE STUDENTS**  
**Teacher's book**

2<sup>nd</sup> edition, revised and enlarged

TOMSK STATE UNIVERSITY PUBLISHING HOUSE  
2015

**АНГЛИЙСКИЙ ДЛЯ СТУДЕНТОВ  
ЕСТЕСТВЕННОНАУЧНЫХ  
НАПРАВЛЕНИЙ  
Книга для преподавателя**

*Учебное пособие*

*Рекомендовано Учебно-методическим объединением по образованию  
в области лингвистики Министерства образования и науки Российской Федерации  
в качестве учебного пособия по английскому языку для студентов,  
обучающихся по естественнонаучным направлениям и специальностям*

2-е издание, исправленное и дополненное



ИЗДАТЕЛЬСТВО ТОМСКОГО УНИВЕРСИТЕТА  
2015

УДК 378.14 : 811.111 (075.8)  
ББК 74.261 Англ.  
Е56

*Рецензенты:*

*И.А. Цатурова* – д-р пед. наук, профессор кафедры лингвистического образования Южного Федерального университета, действительный член Академии педагогических и социальных наук (Таганрог)

*Н.А. Качалов* – канд. пед. наук, заведующий кафедрой иностранных языков энергетического института ФГАОУ ВО «Национальный исследовательский Томский политехнический университет» (Томск)

*П. Дж. Митчелл* – д-р педагогики, доцент кафедры английской филологии ФГАОУ ВО «Национальный исследовательский Томский государственный университет» (Томск)

**ENGLISH FOR SCIENCE STUDENTS: Teacher's book:**

Е56 Английский для студентов естественнонаучных направлений: Книга для преподавателя: учеб. пособие / О.А. Обдалова, Е.П. Айлазян, С.К. Гураль, Т.А. Шабунина, Т.А. Экклес / под ред. профессора С.К. Гураль. – 2-е изд., испр. и доп. – Томск: Изд-во Том. ун-та, 2015. – 380 с.

ISBN 978-5-7511-1986-7

Пособие предназначено для тех, кто изучает английский язык и стремится включиться в международную коммуникацию в сфере профессионального и социального общения.

**УДК 378.14 : 811.111 (075.8)**  
**ББК 74.261 Англ.**

ISBN 978-5-7511-1986-7

© О.А. Обдалова, Е.П. Айлазян, С.К. Гураль,  
Т.А. Шабунина, Т.А. Экклес, 2015



## ПРЕДИСЛОВИЕ

Учебно-методический комплекс «**English for Science Students**» разработан группой преподавателей факультета иностранных языков Томского государственного университета для обучения английскому языку студентов 1 курса естественнонаучных направлений.

Комплекс в полной мере отвечает целям и задачам курса иностранного языка в вузе и предназначен для студентов разного уровня языковой компетенции, включая начальный.

Учебно-методический комплекс состоит из двух книг: **Книги для преподавателя** и **Книги для студента**, а также **аудиокурса**.

Книга для преподавателя включает учебный материал: тексты для аудирования с голоса преподавателя (аудиотексты), профессионально ориентированные и культурологические тексты для чтения и обсуждения, упражнения и методические рекомендации по работе с данным комплексом.

Для удобства работы приведены модели поурочных планов, поясняющие общую стратегию курса, направленного на развитие активной, самостоятельной и творческой личности студента как непосредственного участника интерактивного процесса коммуникации на иностранном языке.

Большую помощь преподавателю и студенту окажут приложения, включающие грамматические и фонетические таблицы и справочные материалы, фонетический и грамматический практикум и тесты, направленные на закрепление и контроль усваиваемых знаний, сформированность речевых иноязычных навыков и умений.

Материал и задания социокультурной направленности помогут преподавателю расширить культуроведческий информационный фон, снять межкультурные языковые помехи и развивать навыки межкультурной коммуникации и социокультурную и межкультурную компетенции.

Комплекс содержит раздел, включающий контактоустанавливающие языковые фразы, коммуникативные задания и игры, которые позволяют создавать на занятии оптимальные условия для активного и свободного развития иноязычных коммуникативных навыков и умений в деятельности.

Книга для преподавателя включает все материалы из книги для студента. Она снабжена дидактическими материалами и ключами к упражнениям, заданиям и тестам.

Данный курс позволяет гармонично развивать все виды речевой деятельности, начиная с формирования навыков восприятия иноязычной речи на слух и заканчивая умением обсуждать проблемы, обусловленные социокультурной и профессиональной средой коммуникации.

В комплексе используется современный отечественный и зарубежный опыт преподавания иностранного языка в соответствии с принципами личностной и профессиональной ориентации и коммуникативной и межкультурной направленности.

*Авторы выражают искреннюю признательность рецензентам учебного пособия и преподавателям кафедры английского языка естественнонаучных и физико-математических и факультетов факультета иностранных языков Томского государственного университета за поддержку и ценные замечания, которые с благодарностью приняты и учтены.*

## ВВЕДЕНИЕ

### 1. Цели и задачи курса

Обучение иностранным языкам в вузе в настоящее время должно быть не только *коммуникативно- личностно- и профессионально-направленным*, но и *межкультурно-ориентированным*. Целесообразным и методически оправданным является ориентация языкового обучения на подготовку студентов естественнонаучных направлений к *реальному общению с представителями иных лингвосоциумов*.

Учебно-методическое пособие представляет собой единый **структурный комплекс**, включающий *Книгу для студента, Книгу для преподавателя и аудиокурс*. Они объединены общей целью и задачами процесса обучения, строящегося усилиями как компетентного педагога, так и активного, творческого и самостоятельного обучающегося.

Учебное пособие и лежащий в его основе курс обучения предназначены для студентов естественнонаучных направлений 1 курса бакалавриата. **Целью** курса обучения является формирование и развитие иноязычной **коммуникативной компетенции Основного** уровня (в диапазоне уровней  $A^2$ - $B^{1+}$ ), позволяющего студентам активно владеть английским языком как средством общения в социокультурно обусловленных сферах повседневной жизни и профессиональной деятельности в рамках изученных тем. Помимо этой цели данный курс способствует реализации важнейшей стратегической цели обучения иностранному языку в новых образовательных условиях, заключающейся не просто в овладении обучающимися коммуникативными умениями речевой деятельности на иностранном языке, но в развитии у них готовности и способности взаимодействовать с представителями международного сообщества, используя в качестве средства коммуникации иностранный язык.

Программа курса рассчитана на 1 академический год или 2 семестра обучения. Она имеет свои специфические практические цели и задачи на каждом из этапов. В целом УМК построен с учетом педагогических и методических принципов: коммуникативной направленности, культурной и педагогической целесообразности, интегративности, нелинейности и автономии студентов, технологизации обучения; когнитивно-дискурсивной направленности обучения; реализации ситуативно-функционального погружения и опоры на активную рецептивную деятельность в обучении; фреймовой организации содержательного компонента системы обучения), которые образуют единую систему, призванную обновить теорию и практику иноязычного образования и повысить его качество в системе бакалавриата высшей школы.

УМК представляет собой две полноценные органически взаимосвязанные части, AUDIO COURSE и READER, в совокупности с грамматическим и фонетическим практикумом и неотъемлемыми справочными материалами. Целостность и взаимосвязь всего УМК проявляются не только в последовательности и комплексности формирования и развития видов речевой деятельности и умений иноязычного общения в процессе обучения студентов, но и в единении тематики вокруг **центральной темы «ЧЕЛОВЕК как часть окружающего его МИРА»**.

Выбор темы позволяет отобрать и представить учебный материал таким образом, чтобы он соответствовал и уровню иноязычной компетенции, и широкому спектру наук *естественнонаучной сферы*. Последовательность текстового материала позволяет плавно перейти от восприятия иноязычного дискурса на слух (лекций на основе оригинального источника по *естествознанию*) к перцептивной и смысловой работе с аутентичной информацией в устной и письменной форме.

*Система фонетических и грамматических упражнений и заданий* в УМК построена с использованием широкого спектра *лексических единиц* и *типичных ситуаций различных сфер общения* (бытовая, учебно-познавательная, социально-культурная и профессиональная сферы) и позволяет формировать и совершенствовать фонетические, грамматические и лексические навыки аудирования, чтения, говорения и письма, на основе которых формируется и развивается иноязычная коммуникативная компетенция.

Тематика и материал *текстов* и *ситуаций* подобраны в соответствии с коммуникативными и профессиональными интересами обучающихся. Параллельно с материалами естественнонаучной сферы, составляющими **ядро курса**, изучаются темы «Биография», «Моя специальность», «Университет», «Факультет» и др., а также социокультурно-маркированные реалии иноязычного дискурса. Сочетание тем позволяет формировать практические навыки общения в ситуациях, приближенных к естественным, и охватывает межличностную и академическую сферы общения в широком контексте общенационального языка и в контексте общепрофессиональной коммуникации.

На первом этапе обучения, совпадающем с 1 семестром, ведущим видом речевой деятельности является **аудирование**. Благодаря развитию навыков и умения восприятия связного иноязычного дискурса на слух, формируется база речевого механизма на иностранном языке. На втором этапе, соответствующем второму семестру, происходит плавный и гармоничный переход от аудирования к **чтению**. Оно выступает ведущим видом речевой деятельности и стимулом познавательной профессионально ориентированной деятельности студентов. Эти виды речевой деятельности выступают и как цель обучения, и как средство обучения другим видам речевой деятельности и навыкам иноязычной межкультурной коммуникации.

Данный курс обучения обеспечивает прочный фундамент из основных знаний, умений и навыков в речемыслительной, коммуникативной, профессиональной деятельности и учит приемам и способам **самостоятельной работы** с иностранным языком для решения проблем различного характера, **стратегиям** понимания и интерпретирования иноязычного аутентичного дискурса. Поскольку каждый человек обладает индивидуальными психофизиологическими способностями к формированию речевых навыков и умений, каждому потребуется *самостоятельная работа* над своим произношением, грамматической, лексической компетенцией, требующая столько затрат времени и усилий, сколько необходимо для выработки автоматизма. Для организации самостоятельной работы в курсе предусмотрены специальные задания, а также отобраны и рекомендованы ресурсы сети Интернет, позволяющие обучающемуся по-настоящему индивидуализировать процесс овладения иностранным языком, самостоятельно корректировать свои результаты, а преподавателю оптимизировать время занятия и создавать условия для развития самоконтроля и автономии студентов.

Процесс обучения строится таким образом, что способствует реализации цели и задач комплексного развития *коммуникативной, когнитивной, информационной, социокультурной, профессиональной и общекультурной компетенций студентов*.

**Задачи** курса включают:

- формирование произносительных, лексических, грамматических иноязычных навыков;
- становление и развитие навыков и умения аудирования;
- овладение базовой грамматикой;
- активное владение лексическим словарем;
- формирование и развитие навыков и умения письменной речи;

- формирование и развитие навыков и умения чтения с различными коммуникативными целями;
- развитие умений подготовленной и неподготовленной речи;
- развитие умений монологической и диалогической речи;
- развитие умений иноязычного общения в рамках изучаемых тем;
- формирование всех составляющих иноязычной межкультурной компетенции.

В курсе предусмотрены различные **формы** текущего и итогового **контроля** в виде:

- фонетических, лексических диктантов;
- фонетического чтения любого из письменно изложенных текстов;
- лексико-грамматических тестов;
- составления логико-семантических схем текстов, фреймов;
- письменного изложения аудиотекста-стимула с обязательным употреблением базовой грамматики и активного словаря;
- устных опросов;
- краткого монологического высказывания по парам ключевых слов из всех текстов (связывание ключевых слов в предложение);
- развернутого монолога по заданной теме;
- неподготовленного диалога по предложенной ситуации общения;
- краткого и развернутого устного сообщения по выбранной теме;
- аргументированного высказывания (в устной и письменной форме);
- обсуждения проблемы;
- краткого эссе (по заданной и свободной теме);
- тестовые задания на диагностику параметров иноязычной межкультурной компетенции, включающих: 1 – понимание профессионально ориентированных текстов; 2 – владение профессиональным тезаурусом; 3 – речевую иноязычную деятельность; 4 – понимание социокультурно-маркированных реалий дискурса; 5 – вариативность используемых стратегий иноязычной речевой деятельности;
- иноязычного общения в ситуациях и на основе предложенного контекста коммуникации (тематически обусловленная коммуникация, социокультурно-маркированный дискурс).

**Итоговый контроль** имеет форму зачета и проходит в соответствии с разработанными в рабочей программе требованиями.

## 2. Методические рекомендации

### 2.1. Методика обучения иноязычной межкультурной коммуникации студентов бакалавриата естественнонаучных направлений на основе когнитивно-дискурсивной технологии

- **Организационно-процессуальные компоненты технологии:**

Когнитивно-дискурсивную обучающую технологию можно охарактеризовать как способ обучения, направленный на развитие *межкультурно-коммуникативной и когнитивно-дискурсивной деятельности* обучающихся по осознанию процессов понимания и размышления, направленного на построение смысла аутентичного иноязычного высказывания с учётом социокультурных, прагматических факторов коммуникации и конкретного

контекста, а также овладению коммуникативно- и дискурсивно-релевантными знаниями, речевыми и межкультурными навыками и умениями.

По *механизму передачи и освоения опыта* разработанная обучающая технология представляет собой *технология метауровня*, поскольку она направлена на осознание обучающимися собственной речевой деятельности на основе иноязычного дискурса, сочетает в себе когнитивную, лингвистическую и коммуникативную направленность учебного процесса. Это не просто психолого-педагогическая, развивающая, обучающая, компетентно-ориентированная или социокультурная технология, в соответствии с классификацией технологий Г.К. Селевко (2006), а технология, направленная на развитие личности во всех вышеуказанных направлениях в организуемом целостном процессе обучения иностранному языку при формировании у студентов бакалавриата естественнонаучных направлений иноязычной межкультурной компетенции.

Разработанная обучающая технология представляет собой иерархическую систему воздействий на учебный процесс и личность обучающегося, позволяющую целенаправленно и комплексно актуализировать и развивать определенные знания, навыки, умения и стратегии, составляющие содержание формируемой иноязычной межкультурной компетенции.

*Методологическая основа* данной технологии выстроена с учётом комплекса принципов интегративного когнитивно-дискурсивного подхода к формированию иноязычной межкультурной компетенции.

*Когнитивный аспект* формирования иноязычной межкультурной компетенции позволяет дополнить и усилить коммуникативно-ориентированное обучение иностранному языку с акцентом на коммуникативной функции языка учетом особенностей когнитивной сферы студента как субъекта речевой деятельности и партнёра по общению на иностранном языке. Речевая иноязычная деятельность понимается как сложный когнитивный процесс, успешность протекания которого существенным образом влияет на конечный результат, определяемый успешным или неудачным осуществлением процессов восприятия и понимания иноязычного высказывания в когнитивной деятельности обучающегося. Познавательная деятельность обучающихся строится с учётом закономерностей познавательного процесса и особенностей ментальной деятельности по осмыслению и инференции смысла исходного речевого сообщения.

*Дискурсивный аспект* тесно связан с межкультурным аспектом формирования иноязычной межкультурной компетенции. Дискурсивно-направленная коммуникативная и речемыслительная деятельность обучающихся расширяет объект изучения и анализа при восприятии студентами иноязычного сообщения от отдельных единиц уровня слова или фразы до уровня связанного социально детерминированного речевого высказывания, выводя реципиента дискурса на уровень когнитивно-дискурсивного фрагмента, отражающего комплекс лингвистических и экстралингвистических, контекстуальных и ситуативных факторов, репрезентированных в конкретной ситуации общения или тексте. Создание межкультурного контекста «погружает» студентов в ситуацию сопоставления воспринятой информации с нормами родного языка и конвенциями, принятыми в родной культуре.

*Когнитивно-дискурсивная* направленность моделируемых организационно-методических условий реализуется в деятельностном аспекте посредством оптимизации функционирования когнитивных механизмов. Организуемое управляемое протекание процессов восприятия и переработки иноязычной информации, предъявляемой на уровне дискурса, рефлексия и контроль процессов понимания и извлечения смысла при их опосредовании языковыми средствами иностранного языка и социокультурным контекстом иной действительности актуализируют у обучающихся способы управления своими познава-

тельными процессами и приёмами гармонизации своей когнитивной сферы в процессе перцептивно-смысловой обработки иноязычной информации.

*Коммуникативный аспект* формирования иноязычной межкультурной компетенции проявляется не только в обучении лингвистическим явлениям в единстве их формы, значения и функциональной значимости, но и в развитии коммуникативных умений иноязычного общения и составляющих их языковых и речевых навыков.

В качестве *основных компонентов* когнитивно-дискурсивной технологии следует выделить следующие: целевая установка, содержательный компонент, собственно технологический (организационный) компонент, экспертно-оценочный компонент.

*Содержательная часть* определяет конкретные цели обучения и содержание учебного материала в период применения данной технологии. *Процессуальная часть* описывает собственно технологический процесс обучения с заданной целью, основывающийся на комплексе методов и форм учебной и обучающей деятельности, способов управления учебным процессом, направленных на достижение планируемых результатов. Этот технологический процесс обладает своей спецификой на уровне психолого-педагогических, лингводидактических и организационно-методических условий, создаваемых данной технологией.

*Конечный результат* учебной деятельности в условиях реализуемой когнитивно-дискурсивной технологии обучения – *понимание смысла аутентичного иноязычного высказывания* – достигается благодаря выстраиванию процесса «погружения» в контекст аутентичного иноязычного дискурса с учётом этапности разворачивания учебного процесса, актуализирующихся видов речевой деятельности и речемыслительных действий и формирующемуся у студентов уровню понимания, что детерминирует особую организацию учебного процесса. Данная технология реализуется посредством применения определённых способов осмысленной и осознаваемой деятельности обучающихся на основе иноязычного дискурса и структурирования учебного процесса с учётом специфики проявления межкультурного компонента овладения английским языком.

Особенностями когнитивно-дискурсивной обучающей технологии являются системно-организованная процессуальная часть и временная реализация. Её отличает чёткая системная организация взаимодействия элементов процесса обучения на всех его этапах в движении к цели, достигаемой за относительно короткий промежуток учебного времени (3–5 аудиторных занятий). Требуется не менее трёх аудиторных занятий с интервалом в одну неделю для достижения цели обучения на отобранном минимуме объектов изучения и анализа (метакогнитивная пауза).

Методическую основу реализации предложенной обучающей технологии составляет *совокупность приёмов и способов* обучения, стимулирующих активную речемыслительную деятельность обучающихся на основе иноязычного дискурса, и *комплекс упражнений и заданий*, направленный на формирование перцептивно-смысловых навыков, развитие коммуникативных умений, актуализацию стратегий обработки иноязычной информации, осмысления и управления собственными речевыми действиями по оптимизации процессов восприятия, переработки, осмысления и адекватного понимания информации. Они характеризуются как коммуникативно-познавательные, познавательно-исследовательские, социокультурно-ориентированные, контекстно-погружающие и дискурсно-осмысляющие типы заданий. Методикой обучения на основе когнитивно-дискурсивной технологии предусмотрен также комплекс заданий для внеаудиторной практики с изучаемым материалом в режиме самостоятельной работы.

*Ведущая модальность* – сенсорно-перцептивная, поскольку основная цель данной технологии – актуализация целевых знаний, перцептивно-смысловых навыков восприятия

аутентичных ситуативно- и социокультурно-обусловленных единиц, экспликация их значений с учётом контекстуальных аспектов общения с опорой на аудиальную и визуальную модальность (ввод иноязычной информации при чтении или при аудировании).

*Ведущая форма обучения* – исследование содержательно-смысловой информации в иноязычной коммуникативной ситуации путём вовлечения студентов в активный речемыслительный процесс и ориентировочную деятельность (совокупность действий субъекта, направленных на активную ориентировку в ситуации, ее всестороннее изучение и планирование собственных речемыслительных действий). Процесс обучения строится от частного к общему, т.е. от языковых явлений и единиц к познанию и пониманию социокультурных и межкультурных аспектов коммуникации.

*Компонентами процессуальной части* когнитивно-дискурсивной технологии являются:

- 1) погружение обучающихся в аутентичный социокультурный и межкультурный контекст;
- 2) актуализация стратегий когнитивной обработки иноязычной информации;
- 3) приобретение метакогнитивного опыта;
- 4) усиленный режим восприятия на основе сопоставления, сравнения, узнавания;
- 5) репертуар коммуникативно-когнитивных заданий;
- 6) приведение знаний в систему приёмами организации информации в виде фреймов (концептуальных схем, таблиц) и т.д.;
- 7) опора на субъективный опыт обучающихся;
- 8) интерактивное взаимодействие субъектов лингводидактической образовательной среды.

- **Техника когнитивно-дискурсивного анализа**

Важным *методическим средством*, центральным звеном разработанной технологии обучения и способом овладения когнитивно-дискурсивной деятельностью является *техника когнитивно-дискурсивного анализа*.

Данная техника даёт возможность обучающимся делать выводы об успешности/неуспешности собственной речемыслительной деятельности, предпринятой для понимания смысла аутентичного дискурса, а также выработать навыки определения значения языковых единиц в совокупности с конкретным ситуативным контекстом. Поскольку смысл представляется как динамический конструкт взаимодействия текстовых знаков, невербальных элементов коммуникации, межличностных параметров и предмета коммуникации, то необходимы разные способы когнитивной обработки этой информации, детерминированные тремя уровнями понимания сообщения, реализуемого в определенном дискурсе.

Выделяются **три вида понимания**: 1) *семантизирующее* (декодирование единиц текста, выступающих в знаковой функции), 2) *когнитивное* (освоение содержательности познавательной информации, данной в форме тех же самых речевых единиц) и 3) *смысловое* (построенное на экспликации глубинного смысла сообщения, подтекста).

*Семантизирующее понимание* в разработанной обучающей технологии актуализируется на стадии восприятия речевого высказывания в режиме аудирования или чтения, то есть непосредственно при перцептивном погружении в языковой или текстуальный контекст коммуникации.

*Когнитивное понимание*, или уразумение, предполагает понимание высказывания (дискурса) на более глубоком уровне. Оно во многом обеспечивается знанием националь-

но-специфических составляющих речевого поведения и активизирует все имеющиеся (фоновые) знания реципиента информации (обучающегося). Когнитивная обработка информации на вербальном уровне включает распознавание и сопоставление входящей информации с имеющейся в памяти на основе первичных семантических операций. На этом уровне внимание уделяется тому, как и какие лексические единицы используются в высказывании. Студенты обращают внимание на слова, употребленные для обозначения или описания участников диалога, их действий и характеристик.

*Смысловое понимание* связано с постижением смысла изучаемого фрагмента дискурса в целом. Оно также требует опоры на все имеющиеся знания, личностный и лингвистический опыт обучающегося, для достижения которого ему необходимо вывести фокус внимания за рамки слова.



Техника когнитивно-дискурсивного анализа

*Тип дискурса*, на который направляется внимание обучающихся, является примером устной разговорной речи, характерной для современного английского языка. В исследовании основное внимание акцентируется на так называемом устно-речевом (разговорном) дискурсе нейтрального регистра, характеризующем повседневную-бытовую и академическую сферы общения.

Основой для обучающей деятельности в рамках данной технологии являются языковые (лингвистические), коммуникативные и когнитивные аспекты общения носителей изучаемого языка и культуры.

Как известно, характер знаний, стоящий за языковыми единицами, детерминируется их потенциальной принадлежностью к определенному дискурсу (разговорному, институциональному), а также ситуацией и контекстом. В когнитивно-дискурсивной парадигме важной составляющей дискурс-анализа является *многослойная когнитивная обработка*



информации с целью экспликации общего смысла сообщения, а не только его отдельных элементов, например фраз. Экспликация смысла осуществляется сначала на уровне непосредственной рецепции речевого высказывания, а затем в специально организованной речемыслительной деятельности, актуализирующей навыки дискурс-анализа.

В силу различий в глубине понимания аутентичного сообщения при его восприятии инференция, как этап реализации обучающей технологии, будет проявляться в виде индивидуально сформированных смыслов для каждого обучающегося в языковой учебной группе при восприятии одного и того же когнитивно-дискурсивного фрагмента дискурса. Процесс понимания будет проходить поуровнево, с постепенным углублением. Экспликации смысла и способы погружения обучающихся в аутентичный иноязычный дискурс можно представить следующим образом:

Когнитивно-дискурсивный анализ выступает средством смыслопорождения, организуемого и реализуемого как активный управляемый речемыслительный процесс. Он охватывает разные уровни деятельности обучающихся по рецепции, раскрытию и осознанию смысла иноязычного сообщения.

Вначале рекомендуется практиковать технику когнитивно-дискурсивного анализа с опорой на визуальную модальность восприятия иноязычной речи при чтении, а затем – на основе рецепции устного аутентичного иноязычного дискурса.

- **Алгоритм проведения дискурс-анализа**

Диалог № 1. Целевая фраза – *Welcome aboard!*

I. Участники разговора:

адресат – руководитель отдела кадров компании (условно шеф);

адресант – сотрудник компании, которого вызвали к шефу.

II. Место действия:

на пороге кабинета (в дверях) начальника отдела кадров (сигнальное слово – надпись на дверях *Personnel*).

III. Социальные отношения собеседников: профессиональные.

IV. Степень знакомства собеседников: начальник–подчиненный.

V. Степень официальности: официальность дружеская, поскольку в этом фрагменте можно отметить признаки разговорности, несмотря на всю официальность ситуации – кабинет начальника, *цель* – уведомление об увольнении. Неофициальность проявляется в использовании разговорных фраз: *Welcome aboard! Of course*; невербальных сигналов дружелюбия, таких как протянутая рука начальника к подчиненному – жест, приглашающий войти в кабинет, улыбка на лице (мимика), как будто он встречает посетителя для сообщения ему приятного известия, например о повышении по службе. Переход на регистр неофициального общения в официальной ситуации (между начальником и подчиненным, которого собираются уволить) выражается, как очевидно, в повышенной степени эмоциональности начальника, которая вызвана намерением говорящего сгладить негативную информацию об увольнении, представить её как пустяк. Между тем такой прием усиливает воздействие на адресанта, робящего перед начальником (держит снятую шляпу в руке, не решается войти в кабинет, поскольку начальник сам открыл дверь и приглашает его войти).

VI. Тема диалога – информирование о предстоящем увольнении сотрудника в связи с сокращением штатов (сигнальное слово – *downsizing*).

- VII. Направленность диалога – директивная, проинформировать сотрудника об увольнении его со службы в компании. Форма сообщения неприятной новости для сотрудника – весёлая (*Welcome aboard!*), но не терпящая обсуждения (сигнальные фразы: *Of course, You're the first to go*).
- VIII. Значение фразы:  
эксплицитное – «Добро пожаловать на борт! (в коллектив)»;  
имплицитное – прямо противоположное – «Добро пожаловать в команду / ряды тех, кого увольняют!» (сигнальные фразы – *We start downsizing tomorrow, you will be the first to go*).

- **Методика обучения**

Методика обучения включает разработанный комплекс заданий и упражнений положен в основу *пошаговой и поэтапной реализации* когнитивно-дискурсивной обучающей технологии, способствующей постепенному накоплению информации об иноязычном дискурсе у студентов, осознанию ими своих действий по достижению его понимания и овладению межкультурно-коммуникативной и когнитивно-дискурсивной деятельностью, обуславливающей способность к межкультурной коммуникации. Этот комплекс реализуется поэтапно.

**Первый этап** – это *этап подготовки* к погружению в иноязычный дискурс (вызов). Он строится на заданиях, направленных на актуализацию имеющихся знаний по теме, активизацию внимания на целевых аспектах обучения, приобретение новых знаний и представлений об особенностях дискурса, подлежащих к изучению и овладению.

**Второй этап** – *этап восприятия* аутентичного иноязычного дискурса (собственно сенсорно-перцептивное погружение). Он включает задания, направленные на активизацию механизмов восприятия иноязычной информации с учётом модальности ввода (аудирование, чтение), актуализирующие стратегии первичного и вторичного ознакомления с дискурсом (погружение в собственно иноязычный дискурс и речевую деятельность при первичном и вторичном предъявлении).

**Третий этап** – *этап осмысления контекста* – включает задания, направленные на поэтапную переработку воспринятой информации на вербальном (слова, фразы) и когнитивном уровнях (с учетом условий референтной ситуации общения (контекста)).

**Четвертый этап** – *этап инференции смысла* – включает задания, направленные на осмысление и размышление по поводу воспринятой информации, соотнесение с родным языком и культурой, подбор стратегии, способствующей извлечению адекватного смысла иноязычного сообщения.

Этап инференции необходим для того, чтобы студенты могли выйти за пределы слов и вывести значение высказывания на основе собственного умозаключения для понимания того, что имел в виду говорящий (аутентичный первоисточник информации). Восприятие иноязычного сообщения, детерминированного культурой и социальным контекстом, как и восприятие в целом, субъективно. Важно отметить, что конкретные условия коммуникации значительным образом влияют на репрезентацию смысла, выраженного говорящим, и на восприятие смысла, выводимого реципиентом сообщения (обучающимся).

Следует отметить, что выводное знание сопровождается пониманием и является существенной составляющей общего процесса размышления по извлечению смысла. Именно выводное знание позволяет соединить языковые знания, контекстуальную информацию, социокультурные и фоновые знания реципиента информации (студента), формируя его представление об общем смысле сообщения. При инференции языковые знания дополни-

тельно актуализируются в контексте употребления высказывания. Лишь контекст способен выявить имплицитный потенциал языковой единицы. Поэтому для инференции студент должен научиться опираться на следующие компоненты речевого смысла: языковое содержание высказывания (языковые знаки, из которых составлено высказывание, слова); контекстную информацию (часть ситуации, отражающуюся в дискурсе и актуальную для данного коммуникативного акта, то языковое окружение, в котором употребляется та или иная языковая единица); ситуативную информацию (фрагмент объективно существующей реальности, состоящий из переменных, изменение значений каждого из которых ведет к изменению коммуникативной ситуации); фоновые знания; прагматические элементы дискурса (внешние условия общения, включающие социальные и прагматические аспекты функционирования конкретного типа дискурса).

На этапе инференции особую роль играют *стратегии ситуативно-функционального погружения* в аутентичный иноязычный дискурс. Средствами погружения в аутентичный иноязычный дискурс являются аудирование когнитивно-дискурсивных фрагментов целевого типа дискурса в аутентичном представлении; проговаривание своих предположений о значении лексических единиц вслух; вербализация мыслей средствами родного языка (интерлингвальный перевод); обсуждение в группе; техника когнитивно-дискурсивного анализа.

**Пятый этап** – *этап осознания правильности собственных действий (рефлексия)* – состоит из заданий, направленных на осознание корректности предпринятых действий (стратегий для восприятия, понимания коммуникативной ситуации, дискурса) и на адаптацию нового опыта и встраивание новых знаний в систему сведений по изучаемой теме. Этот этап предполагает, что при выявлении ошибочных суждений по поводу смысла иноязычного высказывания или предпринятых действий вся цепочка градуированных шагов может повториться.

**Шестой этап** – *контрольный* – предполагает задания на определение глубины и точности понимания целевого иноязычного высказывания.

На *контрольном этапе* создаются условия для того, чтобы студенты осознали корректность своих ментальных действий по экспликации смысла целевого высказывания (правильная–неправильная оценка ситуации) и при необходимости, опираясь на языковой уровень фразы и эксплицитный смысл, углубили свое понимание. Углубление понимания происходит благодаря вовлечению в зону внимания обучающихся имплицитно заложенных социокультурных и национально-маркированных аспектов коммуникации, проявляющих себя на уровне контекста и ключевых параметров конкретной ситуации, в которых целевая речевая единица использовалась.

На контрольном этапе используются такие *формы работы*, как обсуждение в паре и групповая дискуссия, во время которых возможно привлечение родного языка с целью снятия дополнительных трудностей при обсуждении предлагаемых вариантов интерпретации смысла ситуации и значения целевой речевой единицы. Это позволяет сопоставить свои речемыслительные действия с действиями других, заново проанализировать референтную коммуникативную ситуацию и сделать вывод о значении целевой лексической единицы в актуальном контексте коммуникативной ситуации. Также привлекаются письменные задания с целевыми лексическими единицами для вербализации мыслей при передаче смысла иноязычного дискурса на родной язык, а также контроля точности понимания их значений в виде заданий на соотнесение, категоризацию, множественный выбор, перевод на родной язык как обязательный компонент итогового контроля по усвоению конкретных лексических единиц и изучаемой темы.

Контроль охватывает глобальный уровень понимания, его глубину и точность. Первый уровень контроля – это определение того, достигнут ли результат на уровне *понимание–непонимание*. Если сразу выявлено непонимание, это служит сигналом к рекурсивному возврату к предыдущим этапам погружения в контекст и выявлению причин сбоя.

- **Модульная организация**

Обучение строится на *модульной основе*.

**Первый модуль** (*ознакомительный*) реализуется на первом занятии. Он посвящён теме «Характеристика аутентичной речи носителя языка и культуры». Студентам вводится понятие «язык формул общения» (*formulaic language*) и объясняется участие разного рода лексических единиц в номинировании объектов культурного осмысления действительности – картины мира, обусловленной её национально-специфическим видением и репрезентацией в языке.

Для стимуляции деятельности студентов преподаватель может использовать различные релевантные *технологии* в рамках применения когнитивно-дискурсивной обучающей технологии. После усвоения теоретического материала студенты учатся применять полученные знания на практике, анализируя предложенные в разработанных дидактических материалах ситуации с применением авторской методики когнитивно-дискурсивного анализа.

На основе континуума И. Кечкеша [Kecskes, 2003] вводится вся палитра типов лексических единиц современного английского языка, разъясняются их отличия. С методической точки зрения, представляется целесообразным расширить примеры, приведённые на рисунке ниже, добавив лексические единицы, характеризующие устный академический дискурс, который составляет тематическое ядро курса обучения иностранному языку, а также подгруппу коллокаций как частотных лексических единиц, также требующих акцентированного внимания при обучении межкультурному общению.

<b>Gramm. Units</b>	<b>Collocations</b>	<b>Fixed Sem. Units</b>	<b>Phrasal verbs</b>	<b>Speech formulas</b>	<b>Situation-bound utterances</b>	<b>Idioms</b>
<i>be going to</i>	<i>Slightly (not mildly) different</i>	<i>As a matter of fact</i>	<i>put up with</i>	<i>You know</i>	<i>Help yourself</i>	<i>pull someone's leg</i>
<i>have to</i>	<i>strong tea but powerful computer</i>	<i>Suffice it to say</i>	<i>get along with</i>	<i>It's OK</i>	<i>Come on</i>	<i>In the long run</i>

Континуум речевых выражений на основе концепции И. Кечкеша

**Второй модуль** (*обучающий*) реализуется также на первом занятии, однако при необходимости может охватывать и последующие занятия. Он способствует выявлению фоновых знаний обучающихся о типах лексических единиц из группы речевых (шаблонных) выражений и пониманию студентами различий между ними. Задания, входящие в этот модуль, также направлены на актуализацию полученных знаний и приёмов когнитивно-дискурсивного анализа. В этом модуле преподаватель использует различные *технологии*, адекватные поставленным целям и задачам на данном этапе обучения и способствующие его эффективной реализации.

*Первое задание* может включать несколько коммуникативных ситуаций. Разработанная методика предусматривает использование 10 ситуаций, представленных в виде карикатур, в которых содержатся 13 фраз речевого общения. Использованная иллюстративная наглядность и юмористическая форма подачи ситуаций способствовали привлечению интереса студентов к сложным дискурсивным явлениям, вовлечению обучающихся в аналитическую деятельность по применению элементов когнитивно-дискурсивного анализа. Цель задания – рассмотреть картинки, прочитать внимательно надписи, выбрать выражения, являющиеся ситуативно-обусловленными, определить значение выбранных лексических единиц, опираясь на контекст.

При выполнении задания внимание студентов обращается на целевые лексические единицы и особенности их употребления в конкретной коммуникативной ситуации. Преподаватель демонстрирует, объясняет специфику разговорного дискурса, реализуемого носителями англоязычного лингвосоциума, и обсуждает его со студентами, акцентируя внимание на роли контекста в адекватном понимании значений лексических единиц, относящихся к группе ситуативно-обусловленных выражений.

Проводится *тренировочный дискурс-анализ* когнитивно-дискурсивных фрагментов разговорного дискурса на примере отобранных аутентичных коммуникативных ситуаций. Он позволяет перенаправить речемыслительную деятельность студентов с привычной практики обработки иноязычной информации, представленной в изучаемом тексте с опорой на языковой уровень (осознание словоформ и их грамматических связей), на уровень восприятия и понимания контекста общения, вносящего в значение используемых коммуникантами лексических единиц дополнительные коннотации, детерминированные целями общения, статусом и ролями коммуникантов, их желанием донести смысл своего высказывания, а также условиями, в которых протекает интеракция.

На этапе введения темы о разнообразии лексических единиц и их особенностях необходимо объяснить студентам специфику выбранного типа дискурса. Для этого была разработана памятка, содержащая основные параметры, подлежащие анализу. Следует отметить, что *жанр* разговора для такого типа дискурса можно охарактеризовать как естественный (спонтанный, неподготовленный); общение происходит «лицом к лицу»; *участники разговора* – конкретные люди, отношения между которыми могут оцениваться как дружеские / родственные / профессиональные и др. *По степени официальности* разговор можно отнести к нейтральному, неформальному общению. Собеседники находятся в *социальных отношениях*: гендерных, возрастных. *Направленность коммуникативных действий* в разговоре: информативная, директивная, побудительная. Коммуниканты *не подготовлены–подготовлены* к диалогу, который происходит в определенном *месте* (на улице, в офисе, в магазине и т. п.). *Тема диалога* в таком типе дискурса может быть любой: обсуждение совместных планов на выходные, заказ блюд в ресторане, ожидание заказа в кафе, приглашение куда-либо и т.п. Непременным условием является *задача* понять тему общения и проанализировать другие параметры коммуникативного акта.

Затем следует фаза практического применения навыков когнитивно-дискурсивного анализа. Задания включают примеры диалогов, относящихся к живой разговорной речи и обучают студентов с помощью техники когнитивно-дискурсивного анализа применять знания на практике. Примером такого рода задания может служить следующий: проведите дискурс-анализ фрагмента, представленного в сопровождающем рисунке диалоге.

Организационно-методические условия актуализируют управляемое рассуждение студента по поводу акцентулируемых языковых явлений в различных форматах: про себя и для себя (осмысление и вербализация во внутренней речи); вслух в паре (вербализация средствами родного языка); в группе с участием преподавателя с привлечением техники

лингво-прагматического анализа с целью осознать и понять значение и смысл фразы в конкретном актуальном контексте.



"Welcome aboard! Of course, we start downsizing tomorrow so you'll be the first to go."

Визуальная опора к диалогу с использованием выражения *Welcome aboard*

*Вторым заданием* предлагается упражнение на соотнесение речевых выражений-стимулов с адекватными коммуникативной ситуации репликами-ответами на них. Оно позволяет создать студентам условия для активной деятельности по осмыслению различий между лексическими единицами, их значениями и характеристиками, проанализировать 9 коммуникативных ситуаций, актуализировать 18 речевых формул (инокультурные общезыковые, лингвокультурные концепты, фреймы типичных речевых ситуаций), повторить правила вежливости в английском языке, осознать характеристики разговорного типа дискурса, потренировать технику лингво-прагматического анализа.

Фрагмент задания 2:

I. *Match each phrase in the left column with the most appropriate response:*

- |                              |                   |
|------------------------------|-------------------|
| 1. I'm sorry.                | a. Fine, thanks.  |
| 2. Thanks                    | b. It's OK        |
| 3. How are you doing?        | c. Nothing.       |
| 4. Can you tell me about it? | d. Help yourself. |
| 5. So long. (See you soon.)  | e. No problem     |

*Третье задание* строится на приёме дополнения недостающей информации множественным выбором. В данном задании был использован эффективный приём внесения деструктора, которым выступало выражение, характерное для ситуаций общения в родной культуре. Таким образом организованная ситуация погружения в речемыслительную деятельность стимулирует студентов думать и анализировать культурные особенности вербального общения (инокультурные концепты, фреймы) при сопоставлении с соот-

ветствиями в родной лингвокультуре. Благодаря этому приёму создается межкультурный контекст в условиях формируемой лингводидактической среды.

Фрагмент задания 3:

*Choose the correct answer:*

1. When someone sneezes, people around normally say: ' \_\_\_\_\_ '
  - a. *Be healthy*      b *It's OK*      c *Bless you*      d *No problem*
2. You come to the library. You see a librarian who offers you help, saying: ' \_\_\_\_\_ '.
  - a. *Welcome!* b *Can I help you?* c *What are you looking for?* d *Hi! How are you!*
3. – Could you hand me that book, please? – Yes, sure. \_\_\_\_\_ .
  - a. *Take it!*      b *Help yourself!*      c *There you go!*      d *You are welcome.*

На материале этого небольшого упражнения студенты могут проанализировать 3 типичных ситуации общения (повседневный этикет, в библиотеке, вежливая просьба), 12 речевых выражений, участвующих в интеракции и являющихся примерами устных речевых высказываний, характерных для разговорной повседневной и академической речи.

Далее инициируется *управляемая рефлексия и контроль* своей деятельности по актуализации учебного материала, навыков и умений и стратегий, подлежащих овладению. Этому способствует привлечение задания на категоризацию речевых единиц и различные их типов.

Фрагмент задания на категоризацию:

**I. Sort out the following lexical items into categories. Tick the proper type (✓).**

		Speech units						
		GU	C	FSU	PV	SF	SBU	ID
1	Help yourself							
2	Make a mess							
3	Spill the beans							
...	...							
14	Put up with							
15	A flash in the pan							
16	Strong tea							
17	It's good to see you							
18	As a matter of fact							

Grammar unit (GU); Collocation (C); Fixed semantic unit (FSU); Phrasal verb (PV); Speech formula (SF); Situation-bound utterance (SBU); Idiom (ID)

Задание такого типа направлено на осознание студентами категорий лексических единиц и соотнесение их с комплексом общих свойств, связывающих целевой объект (речевое высказывание) с определённым понятием (типом лексической единицы), и актуализацию самоконтроля.

В его содержание были внесены речевые выражения (в количестве 18 единиц), которые использовались во вводных и тренировочных упражнениях на подготовительной фазе работы с темой.

На материале этого задания студентам представляется возможность проверить, как они запомнили речевые выражения и как поняли, к каким типам лексических единиц они относятся. Следует отметить, что при выполнении этого задания студентам часто требуется вернуться к вводным дидактическим материалам, чтобы вспомнить и вновь осознать различие между ситуативно-обусловленными выражениями и другими лексическими еди-

ницами, например устойчивыми выражениями, так как внешне они очень похожи. Однако это в полной мере соответствует когнитивно-ориентированной технологии обучения, способствующей созданию условий для повышения эффективности процесса запечатления и запоминания новых элементов знания и овладения способностью управлять своими знаниями, что удаётся только в результате многократного их воспроизведения из памяти и фиксации в сознании каждого обучающегося новых элементов знания.

Предусматривается комплекс заданий для внеаудиторной практики с изучаемым материалом в режиме самостоятельной работы. Эти задания ориентированы не только на запоминание новых лексических единиц, но и на познавательно-исследовательскую деятельность: самостоятельную работу со словарями, справочниками, корпусами (современного американского, британского, русского и др. языков), выяснение непонятных явлений, самостоятельный анализ коммуникативных ситуаций с использованием целевой лексики, самостоятельный подбор ситуаций на родном и английском языках с использованием речевых выражений разговорной и академической речи и др.

**Третий модуль** выполняется на следующем занятии (с интервалом в одну неделю). Погружение в устный аутентичный дискурс происходит при его подаче аудитивным способом, организуется активная речемыслительная деятельность по его осмыслению.

Задача этого этапа – моделирование приближенных к естественной коммуникации условий коммуникации, в которой участвуют носители изучаемого языка и культуры. Эти условия возможно создать, обеспечив ввод иноязычной речи через восприятие на слух, поскольку живое общение всегда происходит при звучании речи. Было использовано опосредованное участие носителей языка, что способствует облегчению процесса обучения. При этом внедрение в лингводидактическую среду носителей языка и их непосредственное участие в коммуникации является обязательным условием, при котором искусственно созданная образовательная среда приобретает характеристики естественной. Однако в учебных условиях этап живого общения предваряется участием в межкультурной коммуникации в моделируемых условиях.

Роль данного этапа в обучении иноязычному устно-речевому общению заключается в создании условий для развития собственно коммуникативного умения аудирования и составляющих это умение аудитивных рецептивных навыков, а также для актуализации стратегий смыслоизвлечения в условиях контекстной и социокультурной обусловленности ситуации общения. Погружение в языковой и текстуальный контекст аутентичной иноязычной коммуникации, в которой участвуют носители иной культуры, на этом этапе должно сопровождаться целенаправленной коммуникативной речемыслительной деятельностью с помощью комплекса упражнений на основе фрагментов аутентичного разговорного дискурса.

Используемые упражнения направлены на развитие собственно коммуникативно-речевых умений в аудировании аутентичного дискурса и на актуализацию навыков дискурс-анализа. Когнитивно-дискурсивная деятельность при восприятии аутентичного дискурса на слух направлена на установление роли контекста в импликации значений целевых лексических единиц (в данном случае ситуативно-обусловленных выражений) и для инференции смыслов коммуникативных ситуаций, в которых они использовались.

С этой целью во время выполнения заданий предлагается сначала предъявлять целевые лексические единицы (ситуативно-обусловленные выражения, идиомы и др.) для восприятия на слух без широкого ситуативного контекста, а затем эти же выражения предъявлять в контексте на уровне микродиалогов. Ситуативно-обусловленные выражения являются ярким примером лингвокультурного иноязычного концепта и служат актуализации когнитивно-дискурсивной деятельности обучающихся.



Аудирование отдельно взятых ситуативно-обусловленных выражений не вызвало большой трудности при восприятии с точки зрения объёма воспринимаемой иноязычной информации, поскольку такая подача не перегружала объём оперативной памяти студентов при восприятии. С другой стороны, такая подача тренировала выработку навыков восприятия смысловыми сегментами, но не предоставляла достаточного контекста для инференции.

В разработанной методике используются 10 целевых выражений. Следующим шагом является предъявление этих же выражений для восприятия на слух в ситуативном контексте. Рекомендуется ограничивать контекст восприятия до минимально возможного когнитивно-дискурсивного фрагмента на начальном этапе применения технологии, когда студенты ещё не владеют в полной мере когнитивными стратегиями восприятия аутентичной разговорной речи и навыками перцептивно-смысловой переработки иноязычной информации, контролем своей деятельности в поиске эффективного приёма извлечения смысла коммуникативной ситуации.

Примеры аутентичных диалогов:

#1

- I once went for 50 hours without sleep.
- Oh, *give me a break*; that's impossible!

#2

- Mind if I take a look?
- *Be my guest*.

Во время *интерпретации* значений ситуативно-обусловленных выражений и коммуникативных ситуаций с их использованием студенты применяли технику дискурсивного анализа с целью оптимизации процессов перцепции, осмысления и понимания ситуативного аутентичного иноязычного контекста. Речемыслительные действия реципиентов при их взаимодействии с иноязычным дискурсом охватывали анализ лингвистических (фонетика, грамматика, семантика), коммуникативных (отношения партнёров по общению, направленность коммуникативных действий, прагматические аспекты) и когнитивных (типичность ситуации, анализ реплик в их взаимодействии, просодика речи) аспектов общения, реализованных в каждой предъявленной коммуникативной ситуации.

*Этап контроля и рефлексии* является обязательным рекуррентным структурным элементом данной технологии обучения. Самоконтроль, контроль со стороны преподавателя и рефлексия должны всегда сопровождать учебный процесс и следовать сразу после завершения выполнения целевого задания или в конце занятия. Задача этого этапа – помочь студентам осознать ошибочность или успешность своих действий (когнитивные, коммуникативные, метакогнитивные стратегии).

Важной особенностью является опора на собственный личностный и языковой опыт обучающихся, который посредством *многослойной когнитивной обработки* информации способствует включению в поле восприятия обучающихся характеристик коммуникации, направляющих речемыслительный процесс на экспликацию общего смысла общения и осознание всего многообразия контекстуальных факторов.

Активизация процессов речемыслительной деятельности (рецепции, осмысления, понимания, смыслоизвлечения) обеспечивается использованием предусмотренных данной технологией стратегий ситуативно-функционального погружения обучающегося в контекст коммуникации.

*Приёмы активизации* речемыслительной деятельности включают ситуативную подачу информации, дискурсивную направленность речемыслительной деятельности, кате-

горизацию, систематизацию, сравнение, интерлингвальный перевод, вербализацию средствами родного языка, погружение в иноязычный контекст, контекстуальную догадку, связывание изучаемого материала с собственным лингвистическим опытом, связывание изучаемого материала с жизненными ситуациями в ино- и родной культуре.

## 2.2. Методика работы с аудиотекстами

На основе аутентичного источника (лекций профессора А. Норса по *естествознанию*) создана серия тематически связанных **аудиотекстов**, воспринимаемых с голоса преподавателя. Количество аудиотекстов в *базовом курсе* обучения в 1-м семестре может варьироваться от 4 на начальном и свыше 7 на более высоком уровне. Каждый аудиотекст представляет собой основу **раздела**, рассчитанного на 5–6 занятий.

Для составления собственного аудиокурса следует подбирать и моделировать тексты в рамках единой тематики, постепенно наращивая их лексическую и грамматическую сложность и объем с тем, чтобы к концу курса студенты могли воспринимать на слух *аутентичные тексты*, предъявляемые в нормальном темпе.

После 2–3 занятий, на которых преподаватель *вводит и закрепляет новый* фонетический, лексический и грамматический *материал*, который содержится в тексте-стимуле, следует занятие, посвященное обучению собственно **аудированию**.

*Многократные предъявления* аудиотекста, сопровождаемые каждый раз *новыми установками*, позволяют *управлять* процессом восприятия, глубиной и точностью понимания и *контролировать* результат аудирования. Запись ключевых слов во время аудирования и последующее письменное изложение обеспечивают *оптимальные условия* для активного использования приобретенных знаний на *дотекстовом этапе* и способствуют формированию необходимых *языковых и речевых навыков*. Письменное изложение может сопровождаться определенными учебными заданиями, обусловленными лексическим и грамматическим наполнением текста. Лексика, составляющая активный словарный запас, выделена (см. **AUDIO TEXTS**). Комплекс упражнений гармонично развивает все **аудитивные навыки**, составляющие основу для развития умения аудирования.

**Предъявление текстов преподавателем** играет важную роль в методике обучения аудированию на начальном этапе. Предъявляя аудиотекст, преподаватель выступает в роли лингвофонематического источника информации, создавая режим общения "ONLINE". Благодаря тому, что преподаватель четко артикулирует звуки, выделяет голосом при помощи интонации, ударения и логических пауз ключевые лексические единицы, создаются условия для невербальной коммуникации посредством просодических средств, мимики, жестов, визуального контакта, устанавливается благоприятный психологический климат и значительно облегчаются восприятие и понимание иноязычной речи.

Подготовка каждого текста к аудированию, его предъявление и последующая работа с ним осуществляются на основе *стратегического подхода*. Структура текстов предусматривает связность лексического и грамматического материала. Основу вокабуляра на начальной стадии обучения составляет *интернациональная и частотная лексика*, что в значительной степени облегчает понимание речи на слух. Повторяемость лексических единиц в аудиотекстах облегчает работу памяти.

Большую роль в методике обучения аудированию играет развитие способности *улышаться, выделить и запомнить ключевые лексические единицы* на основе восприятия *целостного дискурса*. *Схема* из ключевых слов составляет тот пакет информации, который обеспечивает адекватную *когнитивную обработку* смысла текста. Она помогает ус-

тановить его связность на микро- и макроуровне и обеспечивает вывод необходимых умозаключений при восприятии и понимании текста на слух.

Работу над каждым аудиотекстом можно разделить на **3 стадии**. Первая стадия – **дотекстовая**, на которой ставится и отрабатывается произношение звуков с использованием транскрипции, с соблюдением основных законов паузации, ритмики и артикуляционного уклада английского языка и с учетом редукции безударных частей предложения. Системой упражнений вводится и отрабатывается новый грамматический и лексический материал. В зависимости от уровня подготовленности обучаемых на эту стадию отводится 2–3 и более занятий. Как только усвоен базовый материал будущего аудиотекста, можно перейти ко 2-й стадии – **предъявлению текста на слух**. Тексты (**a – advanced**) предусматривают продвинутый уровень, тексты (**b – beginners**) предназначены для начального уровня.

Возьмем для примера аудиотекст из серии "Four Viewpoints of the Universe in Physics":

#### The Normal Universe

The major goal of physics is to collect information about the physical universe. We will first consider a way of looking at the universe around us. It will be general information about the physical world. There are four views on the universe in physics.

Everyone knows the first and the most obvious concept. It is the so-called "Normal Universe". It is the universe of earth and sky, fire and water. It is the world of ordinary sensory experience. This is the universe our senses can explore directly.

Beyond our planet in this universe there is the sun, the moon, and the stars. In this world of physics objects have fixed masses. They behave according to the simple laws of mechanics.

Objects move with finite measurable speeds along predicted paths. These paths are either straight or curved.

Space is three-dimensional in this universe.

In short, in this universe the classical laws of mechanics, heat, light, sound, gravitation, electricity and magnetism work.

При **первом предъявлении** текста установкой на **глобальное аудирование** создается *целостное восприятие* идеи высказывания. Во время последующих предъявлений, направленных на увеличение глубины и точности понимания, формируются и развиваются навыки **детального аудирования**, во время которого студенты учатся выделять *элементы блок-схемы* текста или **ключевые понятия**, на основе которых происходит семантическая обработка информации и строится ментальное *представление связного дискурса*.

Следующим шагом является «конспектирование», т.е. краткая запись опорных слов получаемой информации в ее развитии на любом языке, родном или иностранном. **Конспектирование** обеспечивает связность и полноту получаемой информации.

Поскольку звуковой канал связи между источником информации и слушателем имеет помехи, информация воспринимается не полностью, создавая "ниши", которые восполняются при последующих предъявлениях текста. На ранней стадии становления аудитивных навыков текст предъявляется до 5 раз, а в конце аудиокурса – 2 раза.

Далее, играя роль «переводчиков-синхронистов», студенты *проговаривают текст* вслух, стараясь не отставать от речи преподавателя на английском языке. Эта работа дает возможность большего погружения в текст и создает определенный эмоциональный настрой сотрудничества при воспроизведении текста-стимула. Сохранение естественного темпа речи исключает возможность пословного перевода текста, с одной стороны, а, с другой стороны, сокращает запаздывание восприятия речи на иностранном языке. «*Синхронной перевод*» рекомендуется использовать при введении первых 2–3 аудиотекстов как упражнение, способствующее актуализации лексических единиц и активизации темы.

В общей стратегии когнитивной обработки аудиотекста после различных видов аудирования выполняется **письменное изложение** текста-стимула по памяти с опорой на блок-схему из ключевых понятий. В формировании языковых и речевых навыков оно играет важную роль и выполняется в аудитории при работе с первыми 2–3 аудиотекстами с тем, чтобы научить студентов писать изложения. Затем это становится домашним заданием. Для данного текста ключевыми понятиями являются: *goal of physics, physical universe/world, general information, 4 views, a "Normal Universe" concept, sensory experience, objects, fixed masses, classical /simple laws, measurable speeds, predicted paths, 3D space*. Поскольку понимание включает в себя не только обработку и интерпретацию воспринимаемых данных, но и активное использование внутренней когнитивной информации, оно представляет собой не просто пассивное конструирование репрезентации речевого объекта, а является частью интерактивного процесса, в ходе которого слушатель сам активно интерпретирует полученную информацию. В результате у каждого студента при письменном изложении получается свой оригинальный текст, отражающий и степень понимания аудиотекста, и степень сформированности языковых и речевых иноязычных навыков.

**Третья стадия** работы с аудиотекстом – **творческая**. Это стадия актуализации фоновых знаний студентов и применения новых знаний в творческом поиске. Задания составляются так, чтобы мотивировать речемыслительную деятельность студентов. На этой стадии упражнения стимулируют студентов выражать свои собственные мысли и суждения, развивают **подготовленную и неподготовленную иноязычную речь**. *Составление блок-схем* из ключевых понятий учит их логически мыслить и строить речь, пользуясь средствами логико-семантической связи, и подготавливать устные сообщения на определенную тему, используя при этом всю активную лексику и фоновые знания.

Одно из важных заданий на этой стадии – *спонтанное связывание контактных*, а в дальнейшем дистантных ключевых слов. Ограничение времени, отведенного на продумывание такой связи до 15–20 секунд, стимулирует мысль и активизирует механизмы поиска и отбора адекватных речевых средств. Такое упражнение развивает *навыки неподготовленной речи*.

При помощи работы над ошибками и выполнения тренировочных лексических и грамматических упражнений и тестов письменные изложения совершенствуются, а затем текст готовится к фонетическому чтению. *Фонетическое чтение* служит средством работы над произношением, а также средством развития скорости речи на иностранном языке. Сначала преподаватель в аудитории учит студентов обозначать паузы, интонацию и транскрипцию ударных гласных полнозначных слов и читать текст в соответствии с обозначениями и нормой произношения, используя артикуляционный уклад английского языка. Затем преподаватель добивается нормативного беглого чтения текстов каждым студентом.

После этого выполняются упражнения, направленные на развитие **умений речевого взаимодействия**. Работа с текстом завершается выполнением **итогового теста**, показывающего степень владения материалом всего раздела.

### 2.3. Методические рекомендации по работе с текстами для чтения

Вторая часть курса является логическим продолжением первой и направлена на развитие навыков и умений устно-речевого общения на основе восприятия и понимания **письменного дискурса**. Ведущим видом речевой деятельности и стимулом познавательной и речевой активности становится **чтение**.

При переходе от аудирования к чтению необходимо соблюдать принцип преемственности. Поэтому тексты, предназначенные для чтения, в первую очередь, должны быть тематически связаны с текстами в аудиокурсе. Это помогает построить процесс обучения чтению максимально эффективно. Многие трудности снимаются сами собой благодаря опоре на общий словарь, понятные термины, узнаваемые образы слов, опоре на дискурсивную компетенцию, сформированную на основе восприятия устного дискурса и создания собственных письменных текстов на их основе.

Раздел **READER** содержит **тексты** различной степени сложности, развивающие *профессионально-познавательные интересы* студентов. Тексты для чтения обучают умению *извлекать полезную информацию* из письменного дискурса. Плавный переход от простого к сложному обеспечивается различными *методическими приемами* с использованием упражнений и заданий различной сложности. **Задача** этого этапа курса – постепенно подготовить обучаемых к переходу от коротких и легких в языковом отношении аутентичных текстов к более сложным и продолжительным, научить студентов **различным техникам чтения**.

В раздел **READER** включены аутентичные тексты *разных жанров* на английском языке, развивающие *познавательный интерес* студентов-первокурсников как будущих ученых и как жителей планеты Земля. Эти тексты обладают также большим *воспитательным потенциалом*, так как акцентируют внимание на насущных проблемах современности, роли ученых и научного прогресса в жизни человека. *По содержанию* одна часть текстов *профессионально ориентирована* в сферу **общенаучной тематики (READER I)**, а другая содержит тексты, отражающие **социокультурные особенности** страны и носителей английского языка и культуры (**READER II**). Они способствуют развитию социокультурной компетенции студентов.

Тексты в разделе **READER** организованы по *модулям (Units)*, каждый из которых включает различные дотекстовые и послетекстовые задания и упражнения, направленные на развитие навыков и умения чтения, расширение базового словаря, актуализацию знаний и на дальнейшее совершенствование лингвистической компетенции в целом, развитие навыков и умений говорения и письма, навыков иноязычного общения, обусловленного ситуацией коммуникации, а также умения работы с информацией на ИЯ.

В совокупности тексты раздела позволяют формировать достаточно широкий **словарь общего языка, общенаучный и академический** словари на уровне, необходимом и достаточном для дальнейшего развития всех составляющих коммуникативной компетенции и углубления в профессиональную сферу деятельности студентов естественнонаучных факультетов.

К текстам для чтения разработан целостный **комплекс упражнений и заданий** разного типа. Предусмотрены упражнения, способствующие формированию и развитию навыков и умения **чтения с различными коммуникативными интенциями**, а также лексико-грамматические и коммуникативные упражнения и задания.

Большое значение в процессе обучения придается **самостоятельной работе** студента. К текстам разработаны задания, мотивирующие студентов анализировать информацию, критически мыслить, самостоятельно вести поиск интересующей информации, формулировать проблемы и искать пути их решения.

При самостоятельном чтении на иностранном языке специалист неизбежно сталкивается с незнакомыми словами. *Словообразовательные средства* могут служить ключом к пониманию незнакомых слов, поэтому процесс узнавания морфем и установления значения незнакомоего слова желательно довести до автоматизма. Наряду с *догадкой* студент должен научиться эффективно **пользоваться двуязычным словарем**.

Специфика периода становления навыков и умения чтения на иностранном языке заключается в *несовершенстве оперативной памяти* на иностранном языке. Увеличение ее объема ведет к совершенствованию процесса чтения. Поэтому ее необходимо тренировать *специальными упражнениями*, когда студентам предлагается повторить за преподавателем смысловые единицы разной протяженности. Для этих упражнений самое важное не разнообразие заданий, а регулярное их выполнение. *Материал для упражнений обычно берется из текстов*. Темп работы должен быть быстрый. Заметим, что такая работа помогает студенту овладеть образцами для построения своих собственных устных высказываний, что облегчает работу по развитию устной речи.

Чтобы развивать **грамматическую компетенцию**, необходимо научить студентов распознавать различные формы по их внешним признакам и определять функцию этих форм. С этой целью в конкретном предложении проводится **грамматический анализ**. Грамматический материал текстов для чтения охватывает все основные явления английской грамматики. Следует отметить, что анализу необходимо подвергать только те предложения, которые могут вызывать затруднения. При проведении анализа важно направить внимание студентов на признаки, которые помогают преодолеть возникшее затруднение. Целью этого вида работы является точность понимания, поэтому при выполнении может иметь место полный или частичный *перевод*.

При чтении одной из основных операций *смысловой переработки* является *объединение воспринимаемых единиц в смысловые единства* различных уровней. Поэтому умение правильно и быстро объединить отдельные графические единицы в синтагмы представляется одним из важнейших условий понимания читаемого. Особое внимание следует уделять *языковым средствам*, оформляющим смысловые связи между отдельными предложениями и абзацами (союзам, специальным наречиям, фразам-клише). **Абзацы** являются способом логического членения текста, поэтому необходимо привлечь внимание студентов к различным *средствам передачи логических отношений* как внутри абзаца, так и между ними: отношений между главным и второстепенным, общим и частным, утверждением и доказательством, причиной и следствием, противопоставлением двух его частей и т.д.

Содержание прочитанных текстов служит основой для развития **продуктивной речи**. *Вопросно-ответные упражнения*, задания, связанные с *интерпретацией текста* на уровне смысла, *выдвижение и обсуждение гипотез* являются естественным стимулом для беседы в аудитории и имитируют ситуации профессионального общения.

**Чтение вслух** относится к числу немногих эффективных упражнений, позволяющих ускорять темп устной речи. Желательно, чтобы вначале студенты читали вслух под контролем преподавателя, который может сразу исправить недочеты. Чтобы чтение вслух приносило ощутимые результаты, необходимо ограничить объем материала до 100–200 слов. Следует заметить, что качество чтения вслух зависит от понимания читаемого, поэтому ему должно предшествовать *чтение текста про себя*. Первое домашнее задание – фонетически правильное чтение вслух в удобном для студентов темпе. Затем проводится работа по ускорению темпа чтения того же текста. Убедившись, что чтение соответствует норме, следует дать задание читать текст за определенное время, например, текст в 150 слов следует читать за минуту-полторы. Проверка проводится на следующем занятии.

*Упражнение «Повторите за мной по предложению весь текст»* выполняется с небольшим текстом, содержащим 8–12 предложений. Последний студент практически воспроизводит весь текст, поэтому выполнение упражнения следует начинать с более слабых студентов.

*Повторное чтение текста должно быть оправдано*. Задания могут быть связаны с поиском в тексте информации в дополнение к той, что уже была проверена. Следует об-

ратить внимание читающего на **неязыковую информацию**: найдите, что говорится в тексте о ..., найдите в тексте факты, подтверждающие / опровергающие, что ... (далее следует утверждение преподавателя); найдите в тексте ответы на следующие вопросы...

**Предлагаемые вопросы** должны быть составлены так, чтобы ответы на них представляли собой **резюме** текста. Поэтому вопросы задаются к отдельным фактам текста в той последовательности, в которой факты излагаются. Каждый намеченный факт должен быть ближе к концу соответствующей части, чтобы заставить прочитать ее всю, но не в самом конце. Количество вопросов определяется уровнем развития умения чтения. Чем большую скорость хотят получить, тем меньше вопросов.

В действии механизмов прогнозирования на языковом уровне большая роль принадлежит наличию в памяти читающего *фразовых стереотипов* и, в первую очередь, **синтагмы** как целостной единицы смысла. Для формирования фразовых стереотипов необходима практика. Для этого предлагаются следующие **упражнения**:

- Прочитайте вслух только те части предложений, которые отвечают на вопросы: **Где? Когда?** и т.д. Студент зачитывает соответствующую синтагму из любого предложения. Упражнение проводится в быстром темпе.
- Работа с подстановочными таблицами складывается из двух этапов: на первом студенты под руководством преподавателя разучивают чтение данной структуры, при этом соблюдается слитное произношение синтагм, ударение, интонация. После этого дается домашнее задание – практиковаться до тех пор, пока не смогут за 1 минуту прочитать 12 предложений. Количество предложений определяется следующим образом. *Скорость* среднего темпа устной речи для английского языка составляет приблизительно *130–150 слов/мин*, делится на количество слов в предложении. На следующем занятии проводится проверка, при которой одновременно работает вся группа, студенты работают в парах: в течение полминуты один из них читает предложения по таблице, второй их считает, затем они меняются ролями.

Умение чтения развивается с помощью текстов разной сложности. Короткие описательные, информативные тексты подобраны для **интенсивного изучающего чтения**, предполагающего тщательное и неторопливое прочтение. **Ознакомительное чтение и чтение для удовольствия** проводятся на материале, который читать легко и увлекательно (READER I, Unit 9; READER II). Для **просмотрового** и **поискового** чтения подобраны тексты, предназначенные для беглого чтения.

С самого начала важно развивать сразу 2 вида чтения: **изучающее** и **ознакомительное**.

Для **ознакомительного** чтения взяты легкие в языковом отношении тексты, общенаучной и социокультурной тематики. При таком чтении текст следует читать один раз, как это имеет место в родном языке. **Задачей ознакомительного чтения** является *понимание основного содержания*.

**Изучающее чтение** предусматривает *точное и полное понимание* всех фактов, содержащихся в тексте. Такое чтение сначала проводится на занятии, под контролем преподавателя. В качестве домашнего задания его рекомендуется давать лишь после того, как студенты ознакомятся с особенностями этого вида чтения.

**Поисковое чтение** практикуется в сочетании с другими видами. **Задачей** такого чтения является *нахождение в тексте конкретной информации*. Для этого вида чтения, преподаватель намечает для поиска только ту информацию, которая изложена доступным

языком. Вторым требованием к выполнению таких упражнений является *ограничение времени поиска*.

**Просмотровое чтение** направлено на то, чтобы получить *самое общее представление об источнике в целом*. Оно обычно имеет место при первичном ознакомлении с содержанием нового материала.

**Другая задача** – научить студентов излагать, отстаивать свою точку зрения относительно затронутой в тексте проблемы и обсуждать прочитанное. Параллельно с формированием навыков и умений чтения продолжается работа по совершенствованию **умений иноязычного устно-речевого общения**, для чего используются *коммуникативные ситуации, ролевые игры*, связанные с бытовой и профессиональной сферами деятельности.

**Итоговый контроль** во втором семестре складывается из:

1. Письменного перевода текста с английского языка на русский со словарем на основе общенаучной лексики во временном режиме.
2. Составления плана-схемы прочитанного текста за ограниченное время и пересказа текста на основе данной схемы.
3. Спонтанных развернутых диалогов в типичных коммуникативных ситуациях на основе всех изученных тем.

Итоговый контроль усвоения материала всего курса можно дополнить ролевой игрой "Mr. Universe" (см. Communicative Activities and Games).

С методической точки зрения раздел READER организован таким образом, чтобы предоставить как преподавателю, так и студенту достаточную гибкость и свободу в выборе учебного материала. Предполагается, что помимо материала, представленного в учебном пособии, будет использоваться дополнительный. Это позволит значительно расширить и углубить представляющую наибольший интерес тему или проблему. Умелое использование современных образовательных технологий в соответствии с поставленной задачей будет способствовать достижению поставленных целей.



## ПОУРОЧНЫЕ ПЛАНЫ

### РАЗДЕЛ ПЕРВЫЙ

#### Занятие 1

1. Вводная беседа о целях, задачах и особенностях данного курса (см. Introduction).
2. Фонетика. Артикуляционный уклад (АУ) английского языка (см. Phonetic Guide):
  - а) отличия фонетического строя английского языка от русского;
  - б) работа с таблицей монофтонгов.

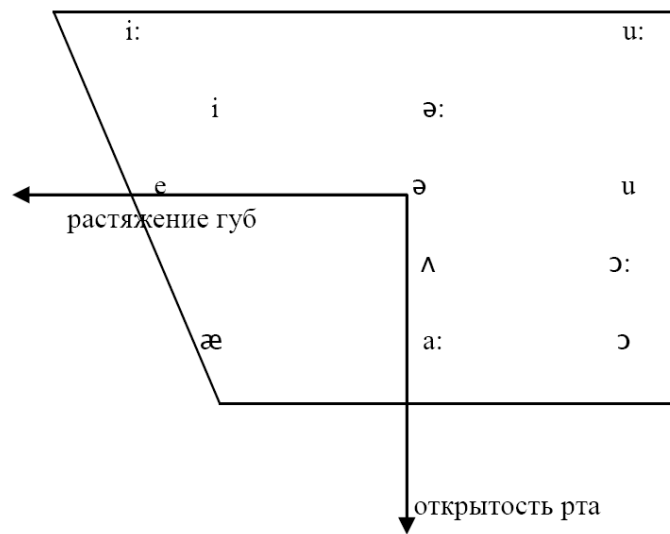


Таблица заполняется монофтонгами в соответствии с АУ. По мере заполнения таблицы отрабатывается произношение каждого отдельного звука. Необходимо обратить внимание студентов на отличие подобного звука в родном языке.

После этого преподаватель проводит *тренировочные упражнения* на узнавание каждого звука в ударном слоге в цепочке слов.

Например, на звук [ I ] pin, simple, city, fix, Nick, mister, miss и т.д. (см. Phonetic Exercises).

Затем к таблице предлагаются примеры на каждый звук, например:

- [ I ] physics, English, interesting, difficult, simple
- [ i: ] please, read, teacher
- [ e ] specialist, very well, lecture, many
- [ x ] planet, language, natural, practical
- [ A ] mother, brother, love, subject
- [ a: ] father, far, star
- [ (j)u: ] student, group, room
- [ u ] good, book
- [ L ] course, four, important, law
- [ 0 ] modern, problem, Oxford
- [ W ] uni' versity, world, word, girl

Выбор примеров для таблицы и первичной тренировки дается с опорой на интернациональную лексику и лексику, которая будет использоваться в первом аудиотексте, а также на ключевую лексику из тем первого раздела.

в) знакомство с *дифтонгами и трифтонгами*, демонстрация особенностей их произношения на примерах:

- [ aI ] I'm fine. It's high time!
- [ au ] now, sound
- [ OI ] boy, point
- [ eI ] nature, name
- [ Iq ] theory, sphere, idea
- [ Fq ] their, care
- [ qu ] Don't go home alone.
- [ uq ] I'm sure (of) ...
- [ juq ] pure
- [ aIq ] science
- [ auq ] our, power

г) упражнения на *дифференциацию звуков* типа «**Odd – One – Out**», когда студенту предлагается выделить слово, отличное от остальных по качеству ударного звука, например: English, system, **field**, difficult.

Можно провести игру "**Bingo**" со звуками. Преподаватель рисует на доске, а студенты в тетрадах решетки лото со звуками, на дифференциацию которых обращается внимание. Затем произносит ряд слов с разными ударными звуками, повторяя каждое слово дважды. Студенты должны вычеркивать в своей решетке звук только тогда, когда они слышат его в произнесенном слове. На прослушивание предлагается больше слов с различными звуками, чем имеется в решетке, например:

I | i:  
A | a:

*hot, hat, heat, heart, hurt, head, hit, hate, hut*. Вычеркнув все звуки в строке, кроме одного, студенты выкрикивают "House", все звуки в строке – "Line", все звуки в решетке – "Bingo!" Побеждает тот, кто правильно зачеркнул звуки и с последним словом преподавателя крикнул "Bingo". В дальнейшем игра усложняется введением новых звуков, разных по качеству и количеству элементов.

д) краткая характеристика согласных, с привлечением внимания к отличию похожих звуков в русском языке,

### 3. Грамматика.

Словосочетания типа:

- adj. + n : good mother
- n + n : university world
- n+of+n : the world of physics
- n's+n : student's language

**Примечание:** словосочетания составляются только со словами, взятыми из уже приведенных примеров.

4. Тема **Introduction**. Отработка типичных выражений в ситуациях (см. Keys to Communication, Communicative Activities and Games).

5. Домашнее задание.

- Письменно составить словосочетания трех типов с обозначением ударного звука транскрипцией, используя слова из фонетической таблицы.
- Фонетическое чтение составленных словосочетаний.

*Помимо основного задания, указанного в поурочных планах, рекомендуется использовать дополнительные фонетические, грамматические и коммуникативные упражнения из раздела EXERCISES.*

Современные технически совершенные методы и технологии обучения позволяют создавать идеальные условия для **эффективной самостоятельной работы**. Они восполняют отсутствие естественной иноязычной среды и привносят ее непосредственно в среду обучения.

Существуют программы, Интернет-ресурсы, разработанные профессиональными командами, предназначенные для целенаправленного формирования фонетических, лексических, грамматических навыков английского языка. Пользуясь такими ресурсами, можно добиться нормативного произношения, сформировать устойчивые грамматические навыки и работать над расширением активного вокабуляра в удобном режиме.

**Самостоятельная работа** с использованием таких систем обучения позволит по-настоящему индивидуализировать процесс овладения произношением, грамматикой, лексикой и самостоятельно его корректировать, оптимизировать время занятия и создавать оптимальные условия для развития самоконтроля. Вот лишь некоторые **сайты**, которыми мы рекомендуем воспользоваться. Желаем удачи!

Специализированные сайты и ресурсы по фонетике:

[http://www.stuff.co.uk/calcul\\_nd.htm](http://www.stuff.co.uk/calcul_nd.htm)

<http://www.uiowa.edu/acadtech/phonetics>

[www.fonetiks.org](http://www.fonetiks.org)

<http://international.ouc.bc.ca/pronunciation/>

[www.native-english.ru/pronounce](http://www.native-english.ru/pronounce)

<http://engv.ru/category/proiznoshenie>

<http://real-english.ru/crash/lesson2.htm>

[www.dekan.ru/p\\_eng.html](http://www.dekan.ru/p_eng.html)

<http://club.telepolis.com/phonetics/indexa.html>

<http://www.englishmedialab.com/pronunciation.html>

<http://www.esltower.com/pronunciation.html>

<http://www.gazzaro.it/accents/files/accents2.html>

Специализированные ресурсы по грамматике:

[www.homeenglish.ru/Grammar.htm](http://www.homeenglish.ru/Grammar.htm)

<http://www.languages-study.com/english-grammar.html>

[www.englishgrammar.narod.ru](http://www.englishgrammar.narod.ru)

<http://www.englishinaction.ru/grammar>

[http://www.english-hilfen.de/en/grammar\\_list/alle.htm](http://www.english-hilfen.de/en/grammar_list/alle.htm)

<http://www.yanenglish.ru/catalog6/grammar.htm>

<http://www.english-4u.de/grammar1.htm>

Общие образовательные ресурсы по изучению английского языка и культуры:

<http://www.alleng.ru/english/engl.htm>

<http://njinj.ru/>

[www.study.ru](http://www.study.ru)

[www.mystudy.ru](http://www.mystudy.ru)

<http://www.1-language.com/>

<http://www.english-hilfen.de/en/>

<http://www.learnenglish.de/>

[http://www.bbc.co.uk/hi/russian/learn\\_english/newsid-3291000/3291541.stm](http://www.bbc.co.uk/hi/russian/learn_english/newsid-3291000/3291541.stm)

<http://www.bbc.co.uk/worldservice/learnenglish/>

<http://www.ego4u.com/>

<http://www.learn-english-online.org/>

<http://www.world-english.org/>

<http://lib.ru/ENGLISH/>

[http://dir.yahoo.com/society\\_and\\_culture](http://dir.yahoo.com/society_and_culture)

<http://www.kwintessential.co.uk/resources/>

<http://www.enjoyengland.com/>

## Занятие 2

1. Тема **Introduction, Forms of Address** (см. Keys to Communication, Communicative Activities and Games).
2. Фонетика. Работа с фонетической таблицей:
  - а) восстановить фонетическую таблицу гласных;
  - б) фонетические игры (см. Phonetic Exercises);
  - в) фонетическое чтение составленных дома словосочетаний.
3. Грамматика (см. Grammar Guide):
  - а) инфинитив и словосочетания с ним: *to study English, to help mother, to give a book, to know physics, to become a student, to read literature*;
  - б) тренировочные упражнения на составление словосочетаний данного типа с использованием примеров из фонетической таблицы;
  - в) личные местоимения;
  - г) спряжение глагола *to be* в Simple Present, тренировочные упражнения на основе изученной лексики.
4. Домашнее задание.
  - Письменно перевести предложения с английского на русский:
    - 1) To study English is interesting.
    - 2) To be or (или) not to be is a difficult problem.
    - 3) Knowledge (знания) is power.
    - 4) He is Jack.
    - 5) She is fine.
    - 6) It is an interesting English book.
  - Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

### Занятие 3

1. Тема **Greetings** (см. Keys to Communication, Communicative Activities and Games).
2. Фонетика. Отработка произношения словосочетаний.
3. Грамматика (см. Grammar Guide):
  - а) проверка домашнего задания;
  - б) две формы притяжательных местоимений;
  - в) вопросительные и отрицательные предложения с глаголом *to be*, краткие ответы к ним;
  - г) спряжение глаголов из аудиотекста 1 в Simple Present (to study, help, become, know, read, give);
  - д) тренировочные упражнения с этими глаголами с использованием подстановочной таблицы, например:

They			Mary
He	love		physics
We	study		the book
You	know	S	subjects
I	read		specialized literature
She			Bob
Students			
Jack			

4. Домашнее задание.
  - Письменно перевести предложения с русского языка на английский на основе грамматического материала, например:
    - 1) Пора идти? – Да.
    - 2) Ты уверен, что (that) у тебя все хорошо?
    - 3) Мы – не одни в мире.
    - 4) Знать новые передовые идеи (progressive ideas) в мире науки – очень важно.
    - 5) Изучать английский – значит стать хорошим специалистом в области физики.
    - 6) Он любит читать интересную литературу.
  - Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

### Занятие 4

1. Тема **Greetings, Introduction** (см. Keys to Communication, Communicative Activities and Games).
2. Фонетика (см. Phonetic Guide).
  - а) словесное, фразовое и логическое ударение. Ритм;
  - б) тренировочные упражнения на основе изучаемой лексики;
  - в) упражнение на ритм: 1, 2, 3, 4 с увеличением количества безударных слогов между ударными: and, and a, and then a. Темп быстрый.
3. Грамматика (см. Grammar Guide):
  - а) множественное число существительных;
  - б) личные местоимения в объектном падеже;
  - в) порядок слов в простом распространенном повествовательном предложении.

#### 4. Домашнее задание.

- Составить предложения из данных слов:
  - 1) in, live, now, Tomsk, I.
  - 2) interesting, study, we, at, university, subjects, Tomsk.
  - 3) science, know, modern, scientists, of, the world, problems, in.
  - 4) know, problems, university, students, very well.
  - 5) difficult, are, physics, subjects, English, and.
  - 6) read, in, the students, my, specialized, group, literature.
  - 7) your, alone, girls, go, two, home, of, group.
  - 8) book, a very, he, me, gives, English, interesting.
  - 9) boys, in, well, very, four, know, English, group, their.
  - 10) helps, our, to become, group, them, specialists, good.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

### Занятие 5

1. Тема **Leavetaking** (см. Keys to Communication, Communicative Activities and Games).

#### 2. Грамматика.

Коммуникативные упражнения по пройденному грамматическому материалу: вопросы преподавателя – ответы студентов, работа в парах. Проверка домашних предложений.

#### 3. Аудиотекст 1.

П 1 – установка на понимание общего смысла текста.

П 2 – введение новых лексических единиц (main, better).

П 3 – выделение ключевых слов в устной форме.

П 4 – запись ключевых слов в логической последовательности.

П 5, 6 – «синхронный перевод» ключевых слов с английского на русский и наоборот.

#### **Примечание:**

- ✓ П – предъявление текста преподавателем.
- ✓ Во время письменного изложения студенту рекомендуется пользоваться своей рабочей тетрадью.

4. Письменное изложение предъявленного текста с использованием всех ключевых слов от первого лица. На изложение текста отводится 30–40 минут занятия.

#### 5. Домашнее задание.

- Письменно составить как можно больше предложений с ключевыми словами к аудиотексту 1.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

### Занятие 6

1. Отработка пройденных тем в ситуациях и диалогах (см. Communicative Activities and Games).

## 2. Фонетика.

- а) фонетическая разминка (см. Rhyming Pot);
- б) тренировочный фонетический диктант.

Студентам предлагается написать транскрипцию ударного гласного, произнесенного преподавателем в незнакомых словах (на усмотрение преподавателя).

## 3. Анализ письменного изложения аудиотекста 1.

### 4. Устная работа по аудиотексту на игровой основе:

а) «синхронный перевод» аудиотекста с английского на русский и с русского на английский;

б) коммуникативные упражнения, связывание пары ключевых слов в предложение, групповая работа по схеме из ключевых слов и другие творческие задания, выполняемые на соревновательной основе.

Группа делится на 2–3 команды. На обдумывание и обсуждение задания дается 1–2 минуты. Команда назначает одного игрока для ответа. За каждый правильный ответ присуждается балл. Можно предложить следующие задания с постепенным усложнением и переходом к творческому характеру.

*Задание 1.* Найдите ошибку и произнесите правильно все предложение. Каждая команда прослушивает по 1–2 предложения в предъявлении преподавателя, например: English to help students to study their main subject.

*Задание 2.* Соедините пары ключевых слов в предложение. Например: physics – information; ideas – world.

*Задание 3.* Кто быстрее составит правильное предложение из списка слов, не меняя их форму. Каждой команде дается конверт с карточками, на которых написаны синтагмы одного предложения. Например: in Tomsk university\* specialized literature\* and modern information\* help\* physics\* students\* to study\* on the subject\* better\* and to become\* good\* specialists\*.

*Задание 4.* Составить как можно больше предложений с предлагаемым началом. Время на подготовку 5 минут. Например: Physics ... . English ... . Засчитываются только правильные предложения. Каждое правильное предложение оценивается одним баллом.

*Задание 5.* Составить рассказ по теме "Modern Science" и "My Goal of Study", опираясь на схему из ключевых слов. В рассказе принимают участие все игроки команды. За отказ от участия снимается балл. По количеству набранных баллов подводится итог соревнования.

## 5. Домашнее задание.

- Письменная работа над ошибками, допущенными в изложении текста 1.
- Написать исправленный и дополненный вариант текста в тетрадь.
- Подготовиться к итоговому тесту по первому разделу (см. Grammar Guide).

## Занятие 7

1. Отработка пройденных тем в диалогах и ситуациях. Ролевые игры на закрепление изученных тем (см. Communication Activities and Games).

2. **Итоговый тест** по разделу. На выполнение теста отводится 15 минут. Тест выполняется письменно. Задание дается в устной форме. Предлагаем вариант теста к данному разделу:

а) перевести слова и словосочетания с английского языка на русский: *better, very well, the world of science, difficult subjects, a university specialist, modern languages, his ideas, simple theories, to go home, main information, we're sure*;

б) указать ударный звук транскрипцией: *student, idea, subject, read, know, help, star, boy, language, stop, world*;

в) перевести предложения с русского языка на английский:

- Она помогает ему лучше знать английский язык.
- Вы специалист университета? – Нет.

3. Грамматика (см. Grammar Guide).

Введение и первичное закрепление тем:

- а) числительные от 0 до 12;
- б) артикль.

4. Домашнее задание.

- Письменный перевод предложений с русского языка на английский с использованием артикля:

а) Любой специалист знает это.

б) Наши студенты становятся хорошими специалистами.

в) Физика – интересный предмет.

г) Его главный предмет – английский.

д) Это – специалист Томского университета.

е) Она знает Степановых.

- Составить свои ситуации на русском языке на употребление артиклей.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

## РАЗДЕЛ ВТОРОЙ

### Занятие 1

1. Тема **Professions** (см. Keys to Communication; Jobs and Professions; Communicative Activities and Games).

2. Фонетика.

а) отработка звуков и ритма (см. Rhyming Pot, Phonetic Exercises);

б) понятие интонации повествовательного предложения (см. Phonetic Guide);

в) интонирование, транскрибирование и фонетическое чтение текста 1 под руководством преподавателя.

3. Грамматика (см. Grammar Guide):

а) упражнения на усмотрение преподавателя по теме Артикль (см. Exercises – Articles);

б) проверка домашнего задания;

в) количественные числительные.

4. Домашнее задание.

- Фонетическое чтение текста 1.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).



## Занятие 2

1. Тема **Personal Information** (см. Keys to Communication, Communicative Activities and Games).

2. Фонетика.

Фонетическое чтение текста 1:

- а) преподаватель читает текст;
- б) преподаватель читает, студенты повторяют за ним;
- в) студенты читают текст вслух под контролем преподавателя.

3. Грамматика (см. Grammar Guide):

а) введение новых глаголов из аудиотекста 2 и употребление их в Simple Present (*to deal with, consist of, organize, solve, develop, verify, disprove, collect*) и глаголов *to have, do*.

Для введения новых глаголов можно использовать подстановочную таблицу:

We	deal with		branches of physics
Physics	consist of		electromagnetic theory
Scientists	organize		laws of nature
A student	solve	s	the study of matter
	develop		our knowledge
	verify		practical problems
	(dis)prove		
	collect information about		
	apply		

б) "YES-NO" Questions в Simple Present;

в) тренировочные упражнения с использованием подстановочной таблицы с новыми глаголами.

4. Домашнее задание.

- Составить 6 общих вопросов с новыми глаголами в Simple Present.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

## Занятие 3

1. Тема **Personal Information** (см. Keys to Communication, Communicative Activities and Games).

**Вопросно-ответная работа с группой:**

- Are you happy being a student?
- Do you like to study in Tomsk?
- How often do you have English classes?
- How do you get to the university?
- What are your hobbies?
- Have you got many friends?
- Have you got a lot of new friends?
- Are you fond of music?

- What sort of music are you keen on?
- Are you interested in natural sciences?
- Is your friend unhappy when you are ill?
- Whom do you call when you are unhappy?
- Do you remember all your friends' birthdays?
- Does your mother often call you?
- Is your father interested in your student life?
- How do you spend your free/ leisure time?
- Do you like to walk?
- Does your friend help you with English/ maths/ cooking?

2. Введение лексики аудиотекста 2:

а) словообразование; продуктивные суффиксы (см. Grammar Guide):

adj.	n.	v.	adv.
-ic	-ture	-ize	-ly
-al	-tion	-fy	
-ar	-ty		
	-ics		
	-ism		
	-ist		
physical	structure	organize	simply
natural	function	verify	interestingly
molecular	mechanics		accurately
nuclear	physics		
electromagnetic	information		
atomic	radiation		
	electricity		
	magnetism		
	physicist		

б) догадайтесь о значении следующих слов: *energy, mystery, matter, technique, role, interpretation, observations, electronics, faculty, laboratory, instrument*;

в) активная лексика: *branch, major goal, heat, sound, light, universe, solid state physics, wave motion*;

г) составить предложения со словами и выражениями:

matter	physical nature (universe, world, ideas)
energy	natural science
course	molecular physics
the basis (bases)	electromagnetic radiation
a mystery	atomic physics (power)
a tool (an instrument)	practical problem
a goal	theoretical physicist
interest / to interest	experimental physicist
to lead (-er; -ing)	research method
to apply / application	the field of

to function / a function	modern engineering
to observe (-er) / observation	classical laws / traditional branches
to interpret (-er) / interpretation	certain techniques
electronics	to play a special role in
magnetism	nuclear physics
mechanics	radio engineering

### 3. Грамматика:

а) грамматические модели аудиотекста 2:

n+of+n	- the study of matter, the field of study and research
n+n	- wave motion
v+to v	- want to know / to learn, try to understand / to move, to get to know
n+is+to v	- the goal is to collect...

б) закрепление глаголов *to have*, *do* и числительных в игровой форме: «Не повторишь», «Снежный ком», например:

I have 5 books.

I have 10 friends, и т.д.

или I do physics at the university.

I do physics and English at the university.

I do physics, English, ... at the university.

в) Закрепление темы "YES-NO" Questions с новыми глаголами, проверка домашнего задания.

### 4. Домашнее задание:

- Подготовиться к письменному изложению аудиотекста 2:

- повторить весь грамматический материал раздела и выучить новые слова как в устной, так и письменной форме;

- перевести предложения:

1) Я опровергаю этот закон вселенной.

2) Любая наука состоит из теоретических и практических разделов.

3) Знание учения о материи помогает собрать информацию о структуре физического мира.

4) Физики-ядерщики рассматривают интересную практическую проблему.

5) Физика твердого тела – естественная наука.

- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

## Занятие 4

1. Тема **Personal Information** (см. Communicative Activities and Games).

2. Грамматика.

а) упражнения по пройденному материалу на усмотрение преподавателя (см. Grammar Exercises);

б) проверка домашних предложений.

3. Аудиотекст 2.

П 1 – установка на понимание общего смысла текста.

П 2 – введение новых слов и выражений по ходу предъявления текста: *As a rule, both... and, There is no doubt, certain techniques and tools.*

П 3,4 – выделение ключевых слов под контролем преподавателя.

П 5,6 – «синхронный перевод» текста с английского на русский и с русского на английский.

4. Письменное изложение предъявленного текста с использованием всех ключевых слов. Время выполнения 30–40 минут.

5. Домашнее задание.

- Составить письменно свои предложения с ключевыми словами текста.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

## Занятие 5

1. Тема **Personal Information** (см. Communicative Activities and Games).

2. Грамматика (см. Grammar Guide):

- а) порядковые числительные;
- б) даты.

Введение и закрепление в упражнениях. Можно использовать игру Bingo с датами.

3. Анализ письменных изложений.

4. Устная работа по аудиотексту 2 на игровой основе:

а) «синхронный перевод» с английского на русский и наоборот в предъявлении преподавателя;

Примером текста для такого задания может быть следующий:

You are Tomsk State University students. You're physicists. You study physics and other natural sciences. Physics is your main and favourite subject. You like physics very much. It is very interesting. Physics is a natural science. It is one of the main sciences. Physics is important. It deals with matter and energy. It studies the structure of the physical universe. It studies its functions. Physics consists of six main branches, for example, nuclear physics. It studies the structure of the atom. All branches of physics are very important. Physics organizes our knowledge of the world. It studies physical phenomena. Students study laws of nature. We have experimental and theoretical physicists. Theoretical physicists develop ideas and laws. Experimental physicists verify or disprove laws. They help people to know progressive ideas and modern information. Physicists are very important people in our life. They help to solve difficult practical problems. They solve problems of energy and many other important problems.

- б) коммуникативные упражнения (см. Communicative Activities and Games);
- в) связывание пар ключевых слов в предложения;
- г) групповая работа по схеме из ключевых слов к тексту.

5. Домашнее задание.

- Письменная работа над ошибками.
- Написать исправленный и дополненный вариант аудиотекста 2 в тетрадь.
- Подготовиться к итоговому тесту по второму разделу (см. Grammar Guide, Exercises, Tests).

## Занятие 6

1. Тема **Personal Information** (см. Communicative Activities and Games).

2. Фонетика.

а) фонетическая разминка (см. Rhyming Pot, Phonetic Exercises);

б) выписать слова на заданные звуки из текстов 1 и 2, например:

[æ] *language, matter, magnetism, practical, natural, mechanics, understand*  
(на соревновательной основе).

3. **Итоговый тест** по разделу на 15 минут:

а) диктант на числительные:

*третий, пять, тридцатый, пятнадцатый, семьдесят восемь тысяч девятьсот шестьдесят четыре.*

б) перевести предложения:

1) Знание законов природы помогает изучать физический мир, собирать информацию о его структуре и функциях.

2) Вы разрабатываете теории строения материи?

в) составьте предложение, употребив (для 1-го варианта) *universe – knowledge*; (для 2-го варианта) *information - branch*.

4. Грамматика (см. Grammar Guide):

а) **Simple Future** новых глаголов из аудиотекста 3: *to be, consider, call, work, behave (oneself)* и выражение *to be going to*. Утвердительная и вопросительная формы;

б) указательные местоимения;

в) устойчивые словосочетания с глаголами *to be, do, have*.

5. Домашнее задание:

- Подготовить текст 2 к фонетическому чтению.
- Составить в письменной форме 4 предложения с новыми глаголами в *Simple Future* и с выражением *to be going to*.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

## РАЗДЕЛ ТРЕТИЙ

### Занятие 1

1. Тема **Apologies** (см. Keys to Communication, Communicative Activities and Games).

2. Фонетика.

Фонетическое чтение текста 2.

3. Грамматика:

а) проверка домашних предложений с глаголами из аудиотекста 3 в будущем времени;

б) оборот **There is / are ...**, указательные и количественные местоимения (см. Grammar Guide);

в) тренировочные упражнения с использованием интернациональной лексики аудиотекста 3: *concept, general information, classical laws, gravitation, fixed masses*.

4. Домашнее задание.

- Контрольное фонетическое чтение текста 2.
- Составить 6 предложений с оборотом *There is/are...*
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

**Занятие 2**

1. Тема **Polite Requests** (см. Keys to Communication, Communicative Activities and Games).

**Обратитесь с вежливой просьбой:**

- help me with my translation;
- give me this book;
- give this to Oleg;
- pass me the text;
- leave your dog outside;
- develop this interesting idea;
- answering my questions;
- lend me a pen;
- my smoking here;
- take the texts away;
- miss my English class;
- not talking so loudly;
- Don't tell her.
- Don't show this to him.

2. Фонетика.

Контрольное чтение текста 2.

3. Грамматика:

а) проверка домашних предложений;

б) закрепление оборота *There is/are*, количественных и указательных местоимений с использованием новой лексики аудиотекста 3: *according to, space, the sky, fire, around us, view, water, the earth, elementary particles, wavelets, complete picture*.

в) употребите подходящее количественное местоимение со следующими словами: *time, information, literature, electricity, knowledge, heat, space, matter, idea, structure, subject*;

г) составьте как можно больше предложений на основе следующего, используя оборот ***There is/are***: A great number of stars and a lot of galaxies exist around us in the universe;

д) подберите подходящее начало:

- ... too many important branches in science.
- ... some branches of physics.
- ... few good ideas in my mind now.
- ... a little energy in the reactor.

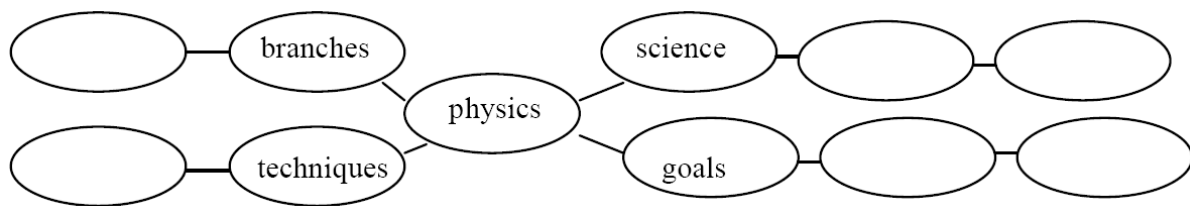
4. Домашнее задание.

Перевести письменно 12 предложений с русского на английский (с использованием Simple Present/Future, "to be going to", *There is/are*, указательных и количественных местоимений):

- 1) Во вселенной много планет и звезд.
- 2) Ученые изучают вселенную вокруг нас.
- 3) Этот раздел физики относится к теме "Электричество и магнетизм".
- 4) Согласно этой теории планеты движутся (move) вокруг солнца (the Sun) .
- 5) На той планете много воды (water)? – Нет.
- 6) Вы собираете информацию об этой звезде (чтобы) подтвердить вашу теорию?
- 7) Они собираются иметь дело с многими практическими задачами.
- 8) Специалисты будут решать эти задачи самостоятельно.
- 9) Собрать больше информации о солнце – главном источнике (source) света и тепла на Земле – наша главная цель.
- 10) У него мало информации о тех звездах.
- 11) Эти ученые собираются решить некоторые трудные проблемы.
- 12) Как теория, так и практика дадут лучшее понимание всех этих физических явлений (phenomenon – phenomena).

### Занятие 3

1. Тема **Personal Opinions, Asking for Information** (см. Keys to Communication).
2. Грамматика.
  - а) проверка домашнего задания.
  - б) Say in Russian and English: *this sky, that moon, this earth, that space, this fire, that water, these stars, those planets, these paths, those theories, these ideas, those structures, these functions, those problems, these laws, those specialists, these concepts, those waves.*
  - в) Turn these sentences into the **Future**:
    - 1) We deal with our universe.
    - 2) We study laws of nature.
    - 3) He develops theories and she proves them.
    - 4) She collects interesting ideas.
    - 5) They work on a new concept of the universe.
    - 6) They call it matter.
    - 7) The Earth moves around the Sun.
    - 8) This structure behaves this way.
3. Аудиотекст 3.
  - П 1 – установка на понимание (озаглавить текст).
  - П 2 – введение новых лексических единиц по ходу предъявления текста: *major, the so-called, object, ordinary sensory experience, beyond, straight / curved, 3D.*
  - П 3, 4 – самостоятельное определение ключевых слов и главных мыслей.
4. Письменное изложение аудиотекста 3 с использованием всех ключевых слов и оборота **There is / are** (40 минут).
5. Домашнее задание.
  - Составить схему из ключевых слов по теме " Физика – естественная наука" для устного изложения. **'Bubble-network diagram'** служит хорошей опорой для этого.



- Переведите следующие предложения:
  1. Во вселенной много планет и звезд за пределами Земли.
  2. Ученые изучают вселенную вокруг нас.
  3. Этот раздел физики связан с электричеством и магнетизмом.
  4. Согласно этой теории планеты движутся по изогнутым траекториям.
  5. На той планете есть вода? – Нет.
  6. Вы собираете информацию об этой новой звезде, чтобы подтвердить Вашу теорию?
  7. Им предстоит иметь дело с практическими задачами.
  8. Специалисты будут решать эти задачи в одиночку.
  9. Собрать больше информации о Солнце – главном источнике света и тепла на Земле – главная цель нашего исследования.
  10. Наши ученые собираются решить эти трудные задачи.
  11. Его теория и наша практика дадут лучшее понимание этих физических явлений.
  12. Существуют различные взгляды на эти важные проблемы.

#### Занятие 4

1. Тема **Illustrating your Point, Generalising** (см. Keys to Communication).
2. Анализ письменных изложений.
3. Устная работа с текстом 3 на игровой основе:
  - а) «синхронный перевод исходного текста»;
  - б) коммуникативные упражнения;
  - в) связывание пары ключевых слов в предложение;
  - г) групповая работа по схеме из ключевых слов.

4. Ролевая игра «Популярная лекция по физике как естественной науке».

Игра предполагает, что преподаватель выполняет роль лектора, а студенты поочередно – роль переводчика. Сильный студент выступает содокладчиком и продолжает лекцию. Примерная лекция может иметь следующий вид:

*Good evening, ladies and gentlemen! Let me introduce myself. I'm Professor John Collins from Sheffield University, UK.*

*As I know, you study physics at a famous Siberian University and are going to become physicists and engineers. I am sure you like physics very much and want to know everything about this field of science. By the way, I like this science too. It is my special field.*

*First, I'm going to give you a short introductory lecture on physics as a natural science and you will help me, won't you?*

*Second, you will ask me any questions you like.*

*Finally, we will carry out some experiments together.*



*Now let me start. As you understand, physics is one of the main sciences. The whole world lives according to the laws of physics. I believe you agree with me that physics is interesting and very important. It deals with matter and energy. It studies the structure of the physical universe and its functions. The fact is that physics deals with other natural sciences such as bio-physics, chemistry, mathematics, astronomy and others. As you know, physics consists of a lot of branches and all the branches are very interesting for scientists.*

*In short, physics organizes our knowledge of the world, studies different physical phenomena and classical laws of nature.*

*Now you understand that physicists are very important people in our life. They help other people to learn progressive ideas of the world of science and modern information and to understand the laws of the world around us.*

*Thank you very much for your attention.*

*Now will you help me to develop the idea of what physics is and what it studies? What else do you know about this science and its development?*

#### 5. Домашнее задание.

- Выполнить письменную работу над ошибками.
- Записать исправленный и дополненный вариант текста 3 в тетрадь.
- Подготовиться к итоговому тесту по третьему разделу (см. Grammar Guide, Exercises, Tests).

### Занятие 5

#### 1. Тема **Agreement / Disagreement** (см. Keys to Communication).

Симуляция “Professor Collins's Press Conference”.

#### 2. Грамматика (см. Grammar Guide).

Отрицание в английском языке.

#### 3. **Итоговый тест** по разделу:

а) написать на английском языке соответствующие словосочетания с количественными местоимениями и разнообразными синонимичными выражениями к данной ситуации:

**Очень многие студенты** Томского университета изучают английский язык с удовольствием, так как этот предмет дает **много** разносторонней **информации**. Жаль, что **мало времени** отводится на него. Сначала **мало** кто из **студентов** понимают это. Проходит **немного времени**, и эти **немногие студенты** хотят иметь **больше** практических **занятий** по английскому языку. Они понимают, что в будущем им придется читать **много литературы** по специальности, а если получить **мало знаний**, то трудно будет справиться с этой задачей.

б) письменно перевести предложения:

- 1) Имеется много информации о физической вселенной, и мы собираемся изучить ее.
- 2) Она (информация) поможет нам понять это или то явление и решить эти или те практические задачи.

в) подготовить предложения из пункта (б) к фонетическому чтению. Задание выполняется по вариантам.

#### 4. Домашнее задание.

- Подготовить текст 3 к фонетическому чтению.
- Составить письменно предложения, используя все известные виды отрицания.

## РАЗДЕЛ ЧЕТВЕРТЫЙ

### Занятие 1

#### 1. Темы **My Major, Likes and Dislikes.**

(см. Education, Keys to Communication, Communicative Activities and Games).

#### **Ключевая лексика по теме ‘Major’:**

*major in, special field, (do) research in/ into, investigate something, study/ examine a problem, prepare/ write/ work on a project/ course work, present a project, make a talk at a conference, take part in/ participate in, attend classes/ lectures/ seminars, supervisor/ advisor, thesis (pl. theses)/ research/ writing/ presentation/ defense, complete work for Bachelor’s/ Master’s degree, students’ performance on a test, collect data, scientific journals, be of much importance, be deeply interested in the study of, find reflection in, work hard on, choose one speciality / major, be engaged in, conduct/ carry out an experiment, make a fundamental/ an outstanding contribution to science.*

**Suggest students reading** through the following report and fill in the gaps with the words given. Then ask them to prepare reports on their research (см. Education. Basic Framework for a Research Report; Communication Activities and Games).

*studying discussion safe continued questions supervisor results recommended pleased outline advice do details conference Department catalogue chosen end research source report publications step paper*

#### **Report on my research**

I arrived at the university at the beginning of September last year to (1) my studies. I am (2) for a Bachelor’s degree in Computer Science. It will take me two years to complete.

At the beginning of last term I discussed my (3) with my (4), Dr. M. Petrov, in the (5) of Applied Information Science. He (6) me to draw up a research outline in the area I had (7) for my research. After further discussion with Dr. Petrov my (8) was approved and accepted by the Department.

My next (9) was to begin reading appropriate books, journals and reports constituting the background section of the research ‘A study of the Literature’. My supervisor’s (10) was to keep a set of index cards and write the (11) of each (12) I read on a card. Thus I have started making a (13) which will be very useful for future reference. It will also (14) me a lot of time when I need to provide one at the (15) of my thesis.

This term I have (16) reading and have also made a draft of the first section of the (17), summarizing views on the broad ranging basic scientific knowledge in the field of Applied Information Technology (IT). I have also started to read (18) on the issue I have chosen for my investigation. I have found out that many of the publications are devoted to the area under study.

I am quite pleased with the (19) I have made so far, although the reading is taking me longer than I expected. My supervisor asked me to present a (20) on my research findings up to the present, to a small (21) of research (22). He was (23) with the paper and

said that it was a good seminar as it had stimulated a number of (24) and a lot of (25). This Applied Computer Science Bachelor's degree programme enables me to make an effective contribution to both science and technological progress for the benefit of the changing world we live.

**Key:** 1 do; 2 studying; 3 research; 4 supervisor; 5 Department; 6 recommended; 7 chosen; 8 outline; 9 step; 10 advice; 11 details; 12 source; 13 catalogue; 14 safe; 15 end; 16 continued; 17 report; 18 publications; 19 results; 20 paper; 21 conference; 22 students; 23 pleased; 24 questions; 25 discussion.

**Активизация темы при помощи вопросно-ответной работы:**

- What is your major?
- Your major is a natural science, isn't it?
- When did the development of the science of physics/ history/ psychology begin?
- How did the development take place?
- Who recommended you to investigate this area of knowledge and why?
- How many branches are there in your major? What are they?
- Which branches play a very important role nowadays?
- Is it a fully theoretical or applied science?
- Does your major cover a wide range of new phenomena?
- Are you a staunch defender of the new and the original?
- What eminent scientists made fundamental contribution to your field of investigation?
- How does the development of other sciences depend on the knowledge of your major?
- What do you associate your major with?
- Describe the way you investigate the problems involved in your major.

2. Фонетика.

Фонетическое чтение текста 3.

3. Грамматика (см. Grammar Guide и Grammar Exercises):

- а) упражнения на отрицания и проверка домашних предложений;
- б) 4 основные формы глагола на примере глаголов из изученных аудиотекстов: *be, have, do, know, become, read, give, meet, deal with, understand, get, go, make, study, help, consist of, organize, solve, develop, verify, disprove, collect, call, fix, behave, move, work, apply*, введение новых глаголов ***measure, act, prevail, occur, predict***;
- в) тренировочные упражнения на *Simple Past, Participle I, II* на усмотрение преподавателя.

4. Домашнее задание.

- Запомнить 4 формы изученных глаголов (см. Irregular Verbs).
- Письменно составить с ними 2 предложения в Simple Past, 2 отрицательных предложения в Simple Present, 2 предложения с Participle I, одно предложение с Participle II.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

## Занятие 2

### 1. Тема **Biography**.

(см. Keys to Communication, Communicative Activities and Games, Rhyming Pot).

### 2. Фонетика:

- а) чтение известных глаголов в четырех формах (см. Grammar Guide, Irregular Verbs);
- б) эмоционально окрашенная интонация (см. Phonetic Guide);
- в) интонирование и чтение домашних предложений с использованием интонаций 1 и 2.

### 3. Грамматика (см. Grammar Guide):

- а) отрицательные и вопросительные формы в Simple Past;
- б) определительный причастный оборот (Participle I, II).

### 4. Введение лексики аудиотекста 4 и ее закрепление с использованием нового грамматического материала на примере **WORD FORKS**:

elementary	particle(s) = bits and pieces
tiny	
small	
such	
between	

Переведите:

- 1) Законы, действующие между элементарными частицами, – просты.
- 2) Раздел физики, рассматривающий маленькие частицы, является так называемой физикой элементарных частиц.
- 3) Такие частицы с постоянными массами, составляющие атом, – крошечные.

(an)other	force(s)
great	
nuclear binding	
various / different	
simple	
such	
accurately measured	

Переведите:

- 1) Ядерные силы связи, преобладающие в этой вселенной, связывают атомы.
- 2) Различные силы, действующие здесь (here), точно измерены.

enough	information
simple	
(absolutely) wrong / right	
whole	
different/various	
such	
important	

Переведите:

- 1) Физика элементарных частиц дает достаточно информации о мельчайших частицах.
- 2) Простая, но важная информация преобладает в этой известной книге.
- 3) Они не дали всей информации о физической вселенной, но данная информация оказалась абсолютно верной.

is/are	called
	measured
	known
	made up of

Переведите:

- 1) Эта вселенная называется обычной.
  - 2) Она известна каждому.
  - 3) Ее составляют тела, имеющие постоянные массы.
  - 4) Скорости этих тел измеримы.
5. Домашнее задание.
- Письменно составить свои предложения с новой лексикой или перевести следующие:
    - 1) Много известных физиков училось в нашем университете.
    - 2) Изучая курс физики в университете, он понял, что теории, разработанные физиками-теоретиками, помогают решить много практических задач.
    - 3) Обучаясь в университете, он читал много специализированной литературы, составляющей предмет его будущей специальности, применяя знания математики, и собрал много важной информации о различных явлениях, происходящих в мире.
    - 4) Организуя свои знания, он применял классические законы физики, действующие в природе.
    - 5) Но он не остановился на изучении собранной информации, а стал разрабатывать свою теорию строения вселенной.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

### Занятие 3

1. Тема **Biography Talk** (см. Communicative Activities and Games).

**Активизация темы при помощи вопросно-ответной работы:**

- Were you born in Moscow/Tomsk/Krasnoyarsk?
- Where are you from?
- Where were you born? When were you born?
- Who did you look like in your childhood? Who do you look like now?
- Did you look like your aunt / uncle / mother / father / grandpa / grandma?
- Did you play a lot when you were a boy / girl?
- Did you like playing football / tennis / hockey / basketball?
- How old were you when you went to school?
- How old is your mother / father / brother / grandmother?

- Did you like physics / mathematics / history / singing / drawing / chemistry / English / literature at school?
- What subjects did you like at school?
- What do your parents do?
- Where do your parents live?

2. Грамматика.

Проверка домашних предложений.

3. Аудиотекст 4.

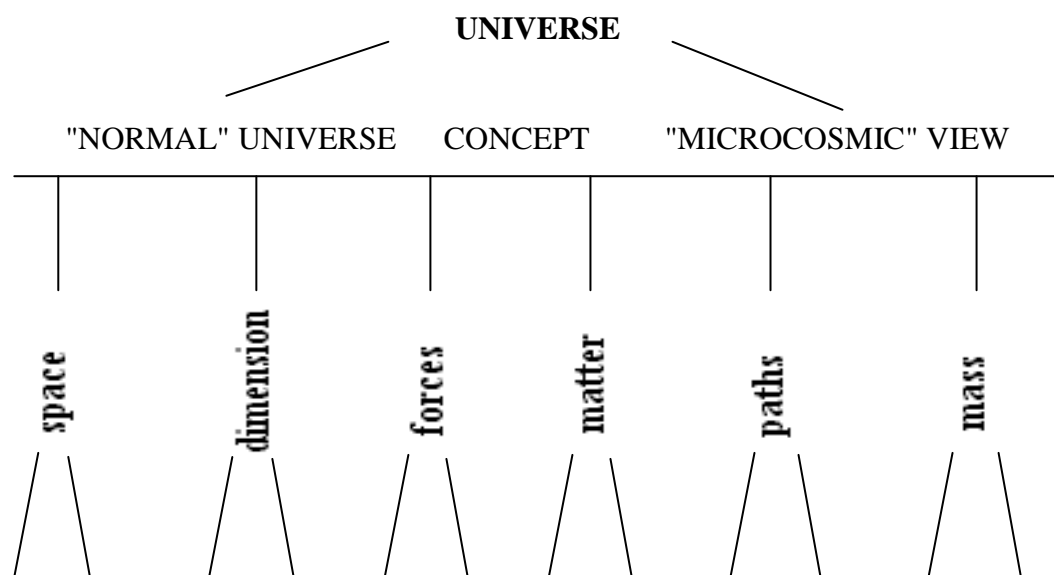
П 1 – установка на понимание (определить главную мысль текста).

П 2 – введение новых лексических единиц: *microcosmic*, *wavelet*, *position*, *momentum* (pl. *momenta*), *at all*, *interaction*, *picture* и определение ключевых слов.

4. Письменное изложение аудиотекста 4 с использованием всех ключевых слов с обязательным употреблением отрицательных предложений, причастных оборотов (40 минут).

5. Домашнее задание.

Сравнить две точки зрения на Вселенную, используя **WORD TREE**.



#### Занятие 4

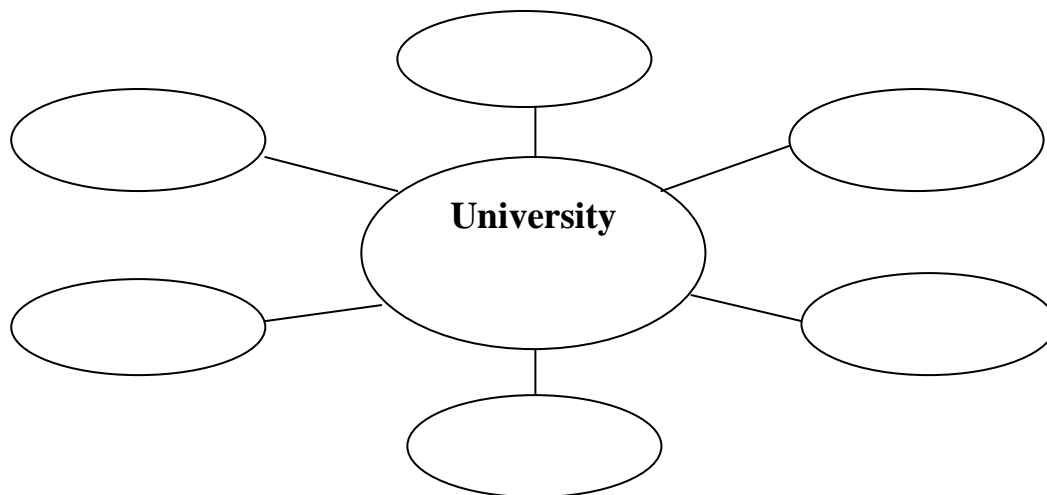
1. Тема **University** (см. Education; Tomsk State University).

**Ключевая лексика:**

*higher education, a higher educational institution, at an advanced level, beyond the age of 17, be famous for, a broad-based/ vocational education, go to university/ study at university, be founded, be opened, be situated/ located, consist of/ be composed of, provide tuition, a technical university, enter a university, graduate from, academic disciplines such as, have a wide range of ... (science) courses, study for a degree on full-time/ part-time basis, entrance to the universities, have entrance examinations, introduce/ launch a unified state examination (USE), benefit students living in remote*

*areas, enroll students on fee-paying basis, carry out research, financial aid, award grants/ scholarships, postgraduate degree, semester/ term, scientific library, sport center, culture center, administrative/ main building, halls of residence, rent a flat, group / room mates, the dean, the dean's office.*

**Mind-mapping the topic:**



2. Анализ письменных изложений.
3. Устная работа с текстом 4 на игровой основе:
  - а) «синхронный перевод» исходного текста с английского на русский и наоборот;
  - б) коммуникативные упражнения (см. Communicative Activities and Games);
  - в) связывание пары ключевых слов в предложение;
  - г) сравнение двух взглядов на Вселенную с использованием домашней разработки.
4. Домашнее задание.
  - Письменная работа над ошибками.
  - Записать исправленный и дополненный вариант текста 4 в тетрадь.
  - Подготовиться к итоговому тесту по четвертому разделу (см Grammar Guide, Exercises, Tests, How to Pronounce).

**Занятие 5**

1. Тема **University**.  
(см. Education, Tomsk State University, Communicative Activities and Games).

**Read the following report on the studies.** Pay attention to the *topical vocabulary* and the *verb forms* that are used. The report was written in December, at the end of the winter term.

**A report on my studies this term**

*I am studying for the Diploma in Computer Science in the Department of Applied Information Science. It is a two-year course which consists of lectures on hard-*

ware and software, seminars, practical sessions and individual work, the writing essays and computer programmes, and an examination at the end. I started the course at the beginning of September this year; it will finish in June in a year.

So far, I have enjoyed the course. However, I have had two kinds of difficulties: one is following some of the lecturers – they speak quickly and not very clearly; the other difficulty is caused by the use of mathematics. I have difficulty in understanding and using some of the equations.

This term I have finished two essays: they were quite long, and required a lot of reading in the library. Although I found it rather difficult to write the essays, I learned a lot, and received good marks for them. Next term I shall have to write another two essays.

During the two Master years I am able to continue to build on the broad ranging basic scientific knowledge acquired as part of the programme. The programme I am engaged in complements my skills and competences with IT profile and enables me to combine a multidisciplinary engineering training with an in-depth specialisation in Applied Computer Science.

My second year is mostly based around a graduation project, intended to give me the opportunity to solve information technology related problems independently.

#### **Answer the following questions about your studies:**

- Where do you study?
- What Faculty do you study at?
- What Department do you study in?
- Do you enjoy studying at university?
- What kind of difficulties do you face, if any?

#### **Report on your studies/ research this term.**

Organize the report in three parts:

- 1) *introduction*: outline of studies; the beginning;
- 2) *development*: description/ explanation; now;
- 3) *conclusion*: difficulties or success; the future.

Choose carefully the verb tenses that you will use. Some commonly used verb tenses in reports are: *Present Continuous* (e.g. I am studying); *Present Perfect* (e.g. I have experimented); *Past Simple* (e.g. I started).

The examples of sentences with alternatives that may be useful for your report (Suppliment “Basic framework on studies”).

#### 2. Грамматика:

##### а) **Итоговый тест** по четвертому разделу:

1) Образовать Past Participle от следующих глаголов и записать транскрипцию окончания *apply, work, make up, act*.

2) Прослушать предложения и записать по-английски соответствующую форму глагола / причастия.

Мы **знали** решение проблемы, так как **имели** достаточно информации. Но **данная** информация **не была** абсолютно верной.

Между частицами, **составляющими** материю, **происходят** различные взаимодействия. В нормальной Вселенной законы, **применимые** к микрокосмосу, **не действовали**.



3) Дополнить предложения причастными оборотами:

- a) Elementary particles make up all objects.
- б) The microcosmic universe is another view on the world.

4) Перевести на английский язык:

Изучая микрокосмическую Вселенную, мы не применяем к ней классические законы физики.

б) Типы вопросительных предложений, порядок слов в вопросительном предложении (см. Grammar Guide).

3. Домашнее задание.

- Подготовить текст 4 к фонетическому чтению.
- Составить к нему четыре вопроса различных типов.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

## РАЗДЕЛ ПЯТЫЙ

### Занятие 1

1. Тема **University**. Активизация темы в коммуникативных ситуациях.

**Активизация темы при помощи вопросно-ответной работы:**

- What university (**uni**) do you study at?
- Do you know the history of your university/ faculty? Specify what you know.
- Is it the oldest/youngest higher educational institution in Tomsk/ Siberia/ Russia?
- Was Tomsk State University opened in 1880 or 1888?
- How many faculties were there at Tomsk State University at first?
- Does the faculty you study at date back to 1917?
- Professor Gezehus was the first Rector of Tomsk Imperial University, wasn't he? Specify what you know about him.
- Who is the Rector of the university nowadays?
- How many faculties does Tomsk State University/ your university consist of at present?
- What faculties are most popular with applicants / students?
- Are you familiar with the names of the most prominent scientists of the university?
- What do you associate the name of Professor Krylov with?
- Is the scientific library of Tomsk State University known abroad/ in Siberia/ Russia?
- What is Tomsk State University/ your university famous for?
- Where is it located?
- Is the University Park picturesque? In what season?
- When did you enter the university?
- When will you graduate from it?
- Are you proud of your university? Why?
- Why have you chosen the university you study at?

## 2. Фонетика.

Фонетическое чтение текста 4.

## 3. Грамматика (см. Grammar Guide и Grammar Exercises):

- а) 4 типа вопросительных предложений. Проверка домашнего задания;
- б) возвратные местоимения;
- в) модальные глаголы *can, be (un)able to, may, must* с простым инфинитивом в Simple Present в утвердительной, отрицательной и вопросительной формах;
- г) тренировочные упражнения с использованием новых глаголов из аудиотекста 5.

## 4. Домашнее задание.

- Составить письменно по два предложения с модальными глаголами и глаголами из аудиотекста 5 в утвердительной, отрицательной и вопросительной формах.
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises).

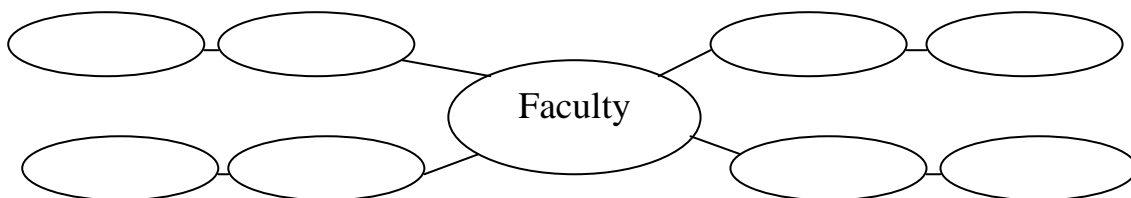
## Занятие 2

### 1. Тема **My Faculty**.

#### **Ключевая лексика:**

*science faculties / humanities, study in the faculty of, be in one's first/ second year, be a first /second/ third year student, a junior/ senior student, train specialists in, get broad/ multi-level training, suggest core courses/ electives, offer research activity, lead to a degree, the latest achievements in science and technology, provide an excellent study environment, well-equipped laboratories (labs), equipment items include, carry out both experimental and theoretical research, gain practical experience, have practice (work), cooperate with leading scientific centers, conduct research in the areas of, departments/ chairs, the staff, highly qualified specialists/ researchers/ scientists, hold a Ph.D., resources, schedule/ timetable, diploma work/ thesis/ project.*

#### **Mind-mapping:**



## 2. Грамматика:

- а) Проверка домашнего задания.
- б) Упражнения на модальные глаголы (см. Exercises – Modal Verbs).

## 3. Аудиотекст 5:

- а) введение новой лексики:

vast	universe
empty	
strange	
crowded with matter	
macrocosmic	

to affect + n ( life - lives; solar system; mere particles; galaxy - galaxies)

But at the same time

human mind(s) / sense

not only ... but ( also)

birth and death of stars / galaxies

subtle forces

out of dust clouds

simple - simply

whole - wholly

basic concept

(un)examin(able)

б) П I – установка на понимание (определить главную мысль текста).

П 2 – определение ключевых понятий.

в) письменное составление схемы аудиотекста 5 (15–20 минут с последующей проверкой на занятии).

4. Домашнее задание.

Письменное изложение текста 5 по составленной схеме с использованием модальных глаголов, причастных оборотов, оборота *There is / are*, союзов *neither ... nor*, *that*.

### Занятие 3

1. Тема **My Faculty**. Активизация темы в коммуникативных ситуациях.

**Активизация темы при помощи вопросно-ответной работы:**

- What year student are you?
- Do you study at a natural science faculty?
- When was the faculty opened?
- Who is the dean of the faculty you study at?
- What specialists does your faculty train?
- Where do the graduates from the faculty usually work?
- Where would you like to work after graduation?
- Do first year students of your faculty take the same courses? What are the courses?
- When do students start specializing in their majors?
- What areas of knowledge can students major in?
- How many departments are there at your faculty? What are they?
- What department is the oldest / youngest at your faculty? When was it founded?
- What department are you at?
- What do you know about the department you study at?
- Who is the head of the department/ faculty?

- Do students of your faculty / department work in well-equipped labs?
- Do you conduct a lot of experiments?
- What are the labs of your department currently engaged in?
- Are there any well-known scientists of national and international reputation working at your department / faculty?
- Who are the leading scientists and researchers at your faculty / department?
- What do students usually do while at practice?
- When do students of your faculty defend their final-year dissertation / graduation project?

## 2. Грамматика.

Подготовка к итоговому тесту по пятому разделу (см. Tests).

Письменно перевести предложения:

- а) Физики, занимающиеся описанием макрокосмоса, должны знать, что человеческий разум не может полностью понять или определить его.
- б) Не только микрокосмос, но и макрокосмос могут воздействовать на жизнь на Земле.
- в) Фактически, ни силы механической энергии, ни силы межъядерной связи, удерживающие частицы, не действуют в макрокосмосе.

## 3. Работа с аудиотекстом 5:

- а) «синхронный перевод» текста;
- б) монологические высказывания по ключевым понятиям;
- в) составление сравнительной схемы по трем концепциям Вселенной.

**Примечание:** Преподаватель собирает на проверку домашнее изложение аудиотекста 5.

## 4. Домашнее задание.

- Подготовить развернутое монологическое высказывание по сравнительной схеме «Три взгляда на Вселенную», используя предлагаемую матрицу:

No.	Concepts	Space	Size	Speeds	Forces	Laws
1						
2						
3						

- Подготовиться к итоговому тесту по пройденному разделу (см. Exercises, Tests).

## Занятие 4

1. Ситуации и ролевые игры по всем пройденным темам (см. Communicative Activities and Games).
2. Развернутое монологическое высказывание по сравнительной схеме «Три взгляда на Вселенную». Обсуждение.
3. Анализ письменных изложений аудиотекста 5.
4. **Итоговый тест** по разделу (15 минут).  
Письменно перевести предложения:

1) Ученые, имеющие дело с элементарными частицами, могут подтвердить, что эти частицы взаимодействуют друг с другом.

2) Эксперименты подтверждают, что не только такие силы, но и другие должны действовать между физическими телами.

3) Мы знаем, что классические законы физики не действуют ни в макро-, ни в микрокосмосе.

5. Домашнее задание.

- Подготовить фонетическое чтение текста 5.
- Подготовиться к итоговому зачету (см. Зачетное занятие 1).
- Дополнительные упражнения на усмотрение преподавателя (см. Exercises, Tests).

### ЗАЧЕТНОЕ ЗАНЯТИЕ 1

1. Фонетическое чтение текста 5.
2. Неподготовленная диалогическая речь по темам Biography, Major, University, Faculty с использованием клишированных фраз и словосочетаний в ситуациях, предложенных преподавателем.
3. Домашнее задание. Повторение пройденного лексического и грамматического материала для контрольного письменного изложения.

### ЗАЧЕТНОЕ ЗАНЯТИЕ 2

1. Контрольное письменное изложение зачетного аудиотекста 6, 7 или 8 после двукратного предъявления. Время выполнения не более 30 минут.
2. Домашнее задание. Подготовиться к развернутому монологическому высказыванию по теме «Четыре концепции Вселенной», используя развернутую схему и клишированные фразы и словосочетания.

### ЗАЧЕТНОЕ ЗАНЯТИЕ 3

1. Связывание ключевых слов в предложение (10–15 секунд на обдумывание одного предложения).
2. Развернутое монологическое высказывание (Non - Stop - Talk) по теме «Четыре точки зрения на Вселенную» с опорой на развернутую схему (составленную студентом) с использованием речевых маркеров.
3. Обсуждение результатов. Подведение итогов.

### AUDIO TEXTS / АУДИОТЕКСТЫ

#### AUDIO TEXT 1 (b - beginners' level)

You are **university students**. You **study physics**.

Physics is your **main subject**. **English** helps students **to know** the subject better. It helps them **become good specialists**. A good specialist knows **progressive ideas in the world of science**.

**The English language** enables you **to read specialized literature**. It **gives modern information on the subject**.

## AUDIO TEXT 2 (b)

**Physics is a natural science. It deals with the study of matter and energy and the structure and function of the physical universe.**

Physics courses usually consist of six branches. They are: **mechanics, molecular physics and heat, wave motion and sound, light and other electromagnetic radiations, electricity and magnetism, atomic, solid state and nuclear physics.**

Physics organizes our knowledge of the world and helps solve practical problems. **Theoretical physicists develop theories; experimental physicists verify or disprove theories. Our major goal is to collect information about laws of nature. Another goal is to understand the physical world.**

## AUDIO TEXT 3 (b)

The major goal of physics is to collect information about the physical universe. First, we will deal with **the concept of the universe around us**. It will be **general information** about physics. There are four **views on** the universe in physics.

Everyone knows the first concept. It is the so-called **"normal" universe**. It is the universe of **earth and sky, fire and water**. It is **the world of ordinary sensory experience**. **Beyond our planet** in this universe there is **the Sun, the Moon** and the **stars**. In this world of physics **objects have fixed masses**. They **behave according to simple laws of mechanics**. **Objects move with finite measurable speeds along predicted paths**. These **paths** are either **straight or curved**. **Space is three - dimensional** in this universe.

In short, in this universe the classical 'laws' of mechanics, **heat, light, sound, gravitation, electricity and magnetism** work.

## AUDIO TEXT 1 (a - advanced level)

You are Tomsk University **students**. You are **freshmen**. You study **science**. **Physics is your main subject (major)**. **English** helps students to know the main subject better. **Knowledge is power**. Good knowledge enables you to become **good specialists**.

A good specialist knows about **progressive ideas in the world of science**. Students study to become **scientists and engineers**. **The English language** helps you to read **specialized literature**. It gives **modern information** on the subject. **Professors and students do research (study nature) at every faculty and laboratory**. They **introduce new theories** and sciences. **Mathematics is a very important instrument in research**.

This is surely the right **university to study in**. You are **happy** to study here, aren't you?

## AUDIO TEXT 2 (a)

Physics in our **time** is **one of the leading sciences**. **Many fields of modern engineering such as nuclear engineering, electronics, atomic power, and radio engineering deal with physics**. **The application of new physical ideas and research methods** to traditional **branches of science and engineering helps to solve a lot of problems**. Physics is **the basis** of many sciences. It deals with **the study of matter and energy**. Physics studies **the structure and function of the physical universe**.

Physics courses usually consist of six branches. They are **mechanics, molecular physics and heat, wave motion and sound, light and other electromagnetic radiations, electricity**

**and magnetism, atomic solid state and nuclear physics.** As a rule, all physical faculties and laboratories do research in these fields.

Nature is a great **mystery** that interests both common people and scientists. A scientist **tries to understand** nature by **organizing observations**. In their **interpretations** scientists **apply (use) certain techniques and tools (instruments)**. Physics organizes our knowledge of the world and helps to solve practical problems. **Theoretical physicists develop** theories. **Experimental** physicists **verify** or **disprove** theories.

**There is no doubt that** physics **plays a special role** in organizing our knowledge of the world. Our **goal** in physics is **to collect** information about laws of nature and to understand the physical world.

#### AUDIO TEXT 3 (a)

The major goal of physics is to collect **general** information about the universe. To solve this problem we'll **consider the ways of looking at** the universe around us.

There are some **different views** on the universe in physics. The first and obvious **concept** is the so-called "Normal Universe" (NU). In the NU **objects have fixed masses** and **behave according to** the classical **laws** of mechanics. This is the universe of **earth and sky, fire and water, the world of ordinary sensory experience**.

Another concept of the universe is the microcosmic view. We don't **apply** the classical laws of mechanics to this microcosmic universe. **According to** this concept very small **elementary particles and wavelets interact** here.

But these two concepts are not **the complete picture** of the world. There is a wholly different universe where the classical laws of physics again do not work. It is the macrocosmic universe where the Earth and **the Solar system** are themselves very small particles. This world is **unexaminable by ordinary human senses**.

The picture of the world will be **incomplete without** the relativistic view. According to this theory matter and energy are one and **the same thing**, absolutely **interchangeable**. The universe is **a continuum of space** and time according to the theory of relativity.

In short, to understand the structure and function of the physical **universe we've got to know (learn)** all the concepts of the universe.

*Note: Audio Texts 4, 5, 6, 7 and the Test Audio Text are the same for both levels.*

#### AUDIO TEXT 4

We know **the so-called "normal" universe** concept. But this concept is not **the whole picture**. It is not absolutely wrong. It simply does not give **enough information**.

One of the different views on the universe is the **"microcosmic" view**. In this "microcosmic" universe all **matter** consists of very small **bits and pieces, elementary particles and wavelets**. The classical "laws" of physics **applied to** the "normal" universe do not work in this "microcosmic" universe. **According to** this concept the particles **making up** this "microcosmic" universe are very **tiny**. But their **speeds** are very great. According to the "microcosmic" universe view **the position and momentum** of such particles are not **accurately measured**. In this "microcosmic" universe **forces acting** in the "normal" universe have little or no **power** at all. Other forces **prevail**. These are **nuclear binding forces holding atoms together** and **various "interactions" occurring** between **elementary particles**.

In short, this is a different concept of the universe.

#### AUDIO TEXT 5

We know two views on the universe, that is, "normal" and "microcosmic".

But another **strange** and different view also **affecting** our lives is the "**macrocosmic**" concept. In this "macrocosmic" universe our earth and our **solar system** are themselves particles of matter. The earth and the solar system according to this concept are very tiny particles in a very large universe. This "macrocosmic" universe is **vast** and **crowded** with matter. But **at the same time** it is so **empty** that the **human mind** can not understand or **define** it. Here we deal **not only with** the structure of matter **but also** with the structure of **galaxies** and **clusters of galaxies**, with the **birth and death of stars**.

Forces working here are very **subtle** but **powerful** enough **to form** suns and planets out of **dust clouds**. The forces working here are **neither** the forces of **mechanical energy nor the nuclear binding forces** holding the particles of the universe together.

In this "macrocosmic" universe the classical laws of physics do not work. They are simply **unable to describe basic aspects** of the macro cosmos.

In short, this is a wholly different universe. It is **unexaminable by ordinary human senses**.

#### AUDIO TEXT 6

**As we already know**, the major goal of physics is to collect information about the physical universe. We studied the so called "normal", "microcosmic" and "macrocosmic" concepts of the universe. But they are not **the whole picture**. They are not **absolutely wrong** but they simply do not give all the information.

There is one more view on the universe. This is the strangest and most difficult to understand by the **human mind "relativistic" concept**. This concept was **worked out** by **one of the most famous scientists** of the world Albert Einstein and other **outstanding physicists** of the 20th century. In this view the universe is not simply **a volume** of space **containing various clusters of matter** but **a vast continuum of space and time**. According to this concept matter and energy are two different **manifestations** of one and the same thing. There is **a fixed physical limitation** of all other forces in this universe. This is **the limitation of the speed of light**.

So, today physicists **recognize** that none of these views on the universe **alone** is enough. In short, only all the 4 concepts, i.e. "normal", "microcosmic", "macrocosmic" and "relativistic" **taken together**, can help us to understand the structure, function and work of the physical universe better.

#### AUDIO TEXT 7

The theory of relativity, developed at the beginning of the 20th century by the great modern physicist Albert Einstein, is known to be based on two postulates: 1) the principle of relativity and 2) the principle of constancy of the velocity of light. We shall briefly consider the essence of these principles and discuss certain consequences of the theory.

The theory of relativity originated with the questioning of the existence of a mechanical carrier (ether) for an electromagnetic field. The theory of relativity solved this problem and in this sense may be viewed as the perfection of electromagnetic theory. While solving the problems posed by electromagnetics, the theory of relativity went much further. Its development led to the establishment of the laws of the mechanical motion at velocities close to that of light, to the laws of the equivalence of mass and energy, and to new views on the nature of gravity.

First, as to the essence of the main postulates, the principle of relativity states all laws of nature (and not only the laws of mechanics) to be the same in all inertial systems of coordinates.



The second postulate deals with the constancy of the velocity of light in a vacuum for all inertial systems. From this it follows that the velocity of light in the "receding" and "approaching" directions must be the same, i.e., that the velocity of light is independent of the light source and measuring instruments.

#### AUDIO TEXT 8

To understand our world better we must examine all possible concepts of the Universe and discover the basic laws of nature.

All matter consists of elementary particles. Therefore, the laws of nature occurring between elementary particles are the most basic laws. The branch of physics dealing with these problems is the so-called quantum physics.

First, we'll consider some knowledge of the basic ideas of quantum theory. In atomic theory we have fields and we have particles. The fields and the particles are not two different things. They are two ways of describing the same thing. They are two different views. We use one or the other according to our goal. In general, the particle concept is convenient for problems dealing with only a few particles. This view is for elementary problems. When we deal with many particles of the same kind the field concepts are useful.

At present we know four different types of fields. They are gravitational, electromagnetic, "strong nuclear", and "weak nuclear" fields.

At the beginning of the twentieth century physics knew about atoms and that atoms contained elementary particles. These particles were called electrons and protons. Within a few decades atomic physicists learned much about the atom as a whole. In the second half of the twentieth century they knew more and more about electrons and protons. Scientists learned that there were many other elementary particles within the atom, such as, neutrons, positrons, neutrino, and photons. To describe the world of the atom physicists invented a wholly new science, the science of quantum mechanics. The theories and laws of the new science were very strange and difficult to understand. But they solved many problems and explained many natural phenomena such as sunshine, uranium fusion and the function of everyday technology, for example, fluorescent lamps, transistors, photographic film and X-rays.

In short, to obtain a complete picture of the way in which elementary particles interact with each other is the fundamental study in physics today.

### MODULE "ECOTOURISM"

#### UNIT 1. DEFINING ECO-TOURISM. Teacher's Notes

##### Warming up

1. **HOLIDAYS:** (Individually and in Pairs) What is the best holiday for you? Rank the vacation types (1-8) below in order of which you like most. Talk to your partner about your rankings.

<input type="checkbox"/> beach	<input type="checkbox"/> adventure
<input type="checkbox"/> shopping	<input type="checkbox"/> snorkeling, scuba diving
<input type="checkbox"/> hiking and camping	<input type="checkbox"/> skiing
<input type="checkbox"/> cities and culture	<input type="checkbox"/> other (_____)

2. **TOURISM:** Spend 3 minutes writing down all of the different words you associate with the word 'tourism'. Share your words with your partner and talk about them. Together, put the words into different categories. Share your findings with the group.

## LEAD-IN

### 3. Comparing and contrasting tourist activities. Creating a working definition of eco-tourism.

- **CARDS.** Pass out the coloured activity cards that are well mixed, one to each student. Students are advised that this is an activity related to the environment (Commentary: The term environment refers to one's surroundings. The air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time).

- Each of the students should assume the role of a tourist on vacation, and receives a coloured card with an activity on it. There will be 2-3-4 students in each group (all in all 5 small groups) with 2-3 cards on hands. Students should find their group and start working.

- Each group sit for approximately 7 minutes and create a written list of 3-4 things that their activities have in common. Each small group will present these similarities to the whole group.

Example: *These are all water sports, they are all outdoor activities, they appeal only to young people, they deal with spending ... in ..., they are summer/extreme activities, they are (wild) animals-related, they are activities centered around farm animals, etc.*

- Ask each group to stand, one group at a time. Each individual group member will hold his/her activity card to be clearly visible to all. One group member will read the list of similarities out loud to the class.

- Pose this question to the whole group: "Which of these activities is the most environmentally friendly/sound and/or has the most positive impact on the community?"

- Look through the given grammar pattern and retrace the rule.

- ❖ **Grammar Focus:**

- a) the most / the least environmentally friendly/sound activities

- b) to have the most / the least positive impact on the community

- Write 4 sentences to compare the activities, based on the example: *a) Going white-water rafting is the most environmentally sound activity, while having a barbecue is the least environmentally sound activity. b) Going white-water rafting has the most positive impact on the community, while having a barbecue has the least positive impact on the community.*

- Make up a list of useful phrases in your vocabulary from the Additional Information on the cards.

- Choose 2 students in turns to come forward in front of the class in pairs with the cards. Ask the students to come to the left side of the board if the activity on your card has the most positive impact on the nature in your opinion or to the right side of the board if you consider it to have the least positive impact.

4. **DEFINITION.** Ask all students to take their sits and work on creating a working definition of the notion "eco-tourism". Write on the board the question: What is ecotourism? When the students are ready with their working definition ask them to read from their papers and write it next to the question on the board.

#### **CARDS Instructions**

Each activity will be written on a separate sheet of paper (large enough for a student to read from distance). Each group of activity should be assigned a different colour. Students find their group by a similar colour.

*Note.* On one side only the names of activities are written. On the other side additional information is given (if necessary).

## Activity Groups for CARDS

I. **Water Activities:** white-water rafting, kayaking and canoeing, catamaran cruise, water skiing, ice-skating, snorkeling and scuba diving, parasailing, kitesurfing, windsurfing (sailboarding)

### *Additional Information to CARD I*

Going white-water rafting, kayaking and canoeing, catamaran cruise

Water skiing is a sport where an individual (or more than one individual) is pulled behind a motor boat or a cable ski installation on a body of water wearing one or more skis. The surface area of the ski (or skis) keeps the person skimming on the surface of the water allowing the skier to stand upright while holding the tow rope.

Ice-skating at an indoor rink

Arrange for a snorkeling (Snorkeling is an easy, affordable, and fun way to discover the wonders of the coral reef, mangrove islands, and abundant marine life –подводное плавание с дыхательной трубкой), scuba diving (подводное плавание с аквалангом) excursion.

Parasailing also known as parascending, is an activity where a person is towed behind a boat while attached to a specially designed parachute, known as a parasail. The boat then drives off, carrying the parascender into the air. If the boat is powerful enough, two or three people can parasail behind it at the same time.

Kitesurfing or kiteboarding is a surface water sport that uses wind power to pull a rider through the water on a small surfboard or a kiteboard. Generally kiteboarding refers to a style of riding known as freestyle or wake-style, whereas kitesurfing is more "wave-riding" oriented. Kitesurfers use power kites hooked into harnesses to glide through water and air. Today the sport is much safer due to innovations in kite design, safety release systems, and instruction. Today you will find many riding styles have evolved to suit different types of riders and conditions.

Windsurfing, or sailboarding, is a surface water sport using a windsurf board usually two to five meters long and powered by the wind pushing on a sail. A windsurfer is steered by the leaning and rotating of the mast. The sport combines aspects of both sailing and surfing, along with certain athletic aspects shared with other board sports like skateboarding, snowboarding, waterskiing. With coaching and favorable conditions, the basic skills of sailing, steering, and turning can be learned within a few hours.

II. **Spending Our Money:** shopping, eating out, buying, visiting museums (local markets), health, sightseeing, entertainment, amusement

### *Additional Information to CARD II*

To spend your money on

Shopping for clothes and accessories, visiting a shopping mall / a shopping&leisure/recreation center, be out shopping, open-air shopping, to do one's / last-minute shopping, to go shopping, to shop around first, to window-shopping, a shopping list

Eating out= eating at a café, restaurant

Buying local products, herbal teas, delicacies from the forests, souvenirs, gifts

Visiting local artisans market to buy local artisan crafts, artisan craftwork - objects that represent the traditions and culture of the area

Massages and spa treatment, health-oriented programs, including yoga teacher training, prayers and chants, massage and bodywork

Sightseeing attractions, platform, bus, ferry / general sightseeing tour, to go sightseeing

III. **Fun in the Sun:** suntanning, swimming, riding, playing miniature golf, building a sandcastle, collecting seashells at the beach, walking barefoot, listening to an outdoor concert

*Additional Information to CARD III*

To have fun in the sun

Suntanning at a hotel beach

To swim in the sea - swimming

To ride a roller coaster (аттракцион с трамплинами и горками)

To build a sandcastle at the beach

To walk barefoot on the grass, sand, pebbles

To bring a blanket and lie on the grass at an outdoor concert

**IV. Activities Centered Around Animals:** visiting the Zoo, aquarium, zooquarium, dolphin-arium, bird-watching, a whale/dolphin watch, a snake museum, horse riding, the Carnival of Dogs

*Additional Information to CARD IV*

To go/ going bird-watching

To go/ going on a whale/dolphin watch

To attend/ attending a snake-milking demonstration at a snake museum

To pay/ paying a visit to the World of Reptiles

To go on/ going on a tour on horseback, guided rides

To attend a dog-related event

**V. Nature-oriented Activities:** a lecture on deforestation, farm / farmers' market / banana plantation visit, an agroforestry project, Wildlife Sanctuary, the museum of Natural History, having a barbecue, fishing, camping

*Additional Information to CARD V*

To attend / attending a lecture on deforestation

To buy fresh produce at the farmers' market

To visit /visiting an agroforestry project, Wildlife Sanctuary

To explore/exploring the museum of Natural History

To go / going deep sea/freshwater fishing, camping

To stop (for a fortnight) at a camping site

## READING

### 5. Pre-Reading Activities.

Before you read on, try the vocabulary activities, which practice words and phrases that are important for you to understand the text.

❖ **Vocabulary Building.** Guess the meanings of the specified words and groups of words.

a) Words for types of tourist activity experiences: visiting a village, bird-watching, hiking in the mountains, participating in a traditional village celebration, taking a canoe trip down a river, expeditions, stay with local families, used in the text.

b) Words for people involved in ecotourism: environmentalists, developers, proponents.

c) Words denoting different types of habitat: forests, rivers, lakes, oceans, fresh water reserve, wild prairies, massive ice fields and glaciers, mountains, deserts, plains.

d) Verbs connecting with these nouns: (possess) resources, (enjoy/appreciate) nature, (have) impact.

e) Study the table of some basic ecotourism vocabulary. Match the phrases with the relevant column and fill in the gaps. Share your findings with a partner. Pick up the words that you are not sure about and look them up in a dictionary.

preservation / endangered ecosystems / offer new programs for national and international travelers and scientists / protecting the animals from poaching / eco-volunteering, to waste resources / learn about life cycles, habits and habitats of different animals / instability / local culture, flora and fauna

<b>Ecotourism attraction</b>	<b>Ecotourism opportunity</b>	<b>Ecotourism threats</b>	<b>Ecotourism positive impact</b>
<b>1 endangered ecosystems</b>	7 to support the biological and cultural resources and diversity	13 degradation	19 conservation
2 small-scale outfits	8 to create unique visitor experiences that add value	14 distortion	<b>20 preservation</b>
3 undisturbed natural areas, natural settings, the natural world	9 reveal unique aspects of the region	<b>15 instability</b>	21 development
4 the remote wilderness unique and mysterious wilderness area	<b>10 eco-volunteering, offer new programs for national and international travelers and scientists</b>	16 to consume resources in a single human lifespan	22 growth
5 rural environments	11 to catalogue the resources	<b>17 to waste resources</b>	23 protection
<b>6 local culture, flora and fauna</b>	<b>12 learn about life cycles, habits and habitats of different animals</b>	18 climate change	<b>24 protecting the animals from poaching</b>

6. **Reading. Text 1.** Now look through the review article “*Eco-Tourism: the Promise and Perils of Environmentally-oriented Travel*” by Heather E. Lindsay (Released February 2003).

- Find a definition of ecotourism.

### **Eco-Tourism: the Promise and Perils of Environmentally-oriented Travel**

Ecotourism, defined as responsible tourism focused on the natural world, has emerged as a concept that unites the interests of environmentalists and developers. Proponents of ecotourism see it as potential salvation of some of the world's most endangered ecosystems, and an opportunity for communities that possess biological resources to develop sustainable economic strategies, instead of pursuing environmentally-damaging patterns of resource use. However, finding a compromise between preservation and development is often challenging, and ecotourism can generate additional environmental problems for the very regions it is intended to protect.

Ecotourism is intended to be sustainable, focused on the natural world, and beneficial to local communities. The IUCN (World Conservation Union) defines it as environmentally responsible travel and visitation to relatively undisturbed natural areas, in order to enjoy and ap-

preciate nature that promotes conservation, has low negative visitor impact, and provides for beneficially active socio-economic involvement of local populations.

Practically speaking, ecotourism includes activities in which visitors enjoy hands-on experiences, such as bird-watching in the Brazilian rainforest, hiking in the mountains of Nepal, participating in a traditional village celebration, or taking a canoe trip down a river. Local guides usually accompany small groups of tourists on expeditions, teaching them about the local flora, fauna, and culture of the region. Ecotourism is characterized by small-scale outfits in remote locations where commercialization and mass-tourism outfits have not yet penetrated. Tourists typically stay with local families, or at small, environmentally-friendly hotels called ecolodges. These opportunities for personal contact with members of the host community facilitate cross-cultural exchange and add greatly to the value of ecotourism experiences for some people. Ecotourism is rooted in a conservation ethic and has a mission to support the biological and cultural resources of the community. Revenues from safari expeditions, for instance, may go to protecting the animals from poaching, while the entry fees from visiting a village may go to supporting education and health care for the local children. Prime locations where ecotourism has become popular include Latin America, Southeast Asia, and Australia.

Participants in the Sustainable Ecotourism in North America Online Conference in May 2000, organized by ecotourism consultant Ron Mader, developed a number of standards that characterize ecotourism:

1. tourism activity in relatively undisturbed natural settings
  2. minimal negative impacts on the environment
  3. conservation of natural and cultural heritage
  4. active involvement with and benefit to local community
  5. tourism-generated profits contribute to sustainable development
  6. educational experience for visitors that incorporates both natural and cultural heritage.
- Underline all words in the text related to the definition of ecotourism.
  - Compare the given definition with your own.

#### ❖ **Reading comprehension**

1. Does ecotourism have a task to protect biological resources which are on the brink of extinction (dying-out)?
2. What types of activities are involved in ecotourism?
3. What is “ecolodges”?
4. Who developed the standards characterizing ecotourism? What are they?
5. Why do small-scale outfits become attractive for ecotourism?

#### 7. **Follow Up**

- List positive facts of ecotourism from the text.
  - The article highlights some opportunities for tourists to enjoy hands-on experiences in remote locations of the world. What are these regions?
  - Discuss your findings with a partner.
8. “**7 Golden Rules of Ecotourism**”. Arrange students to work in pairs.
    - ❖ Read the 7 golden rules of ecotourism.
    - ❖ Read the 7 golden rules of ecotourism.

1 Think of your holiday as an opportunity to learn something.	2 Have respect for local culture.	3 Don't waste resources.	4 Leave nothing behind but footprints – take nothing away but photos.	5 Use non-polluting forms of transport.	6 Keep a sense of humour when things go wrong.	7 Choose your holiday carefully.
--	--------------------------------------	-----------------------------	--	--	---	-------------------------------------

❖ Read 7 things that a bad tourist, called Dirty Dan, told his friend when he returned from holidays.

A “When we discovered that our hotel room hadn't been booked, I punched the manager”	B “We found some lovely old stones at the ruins and brought them home with us”	C “The travel agent said the resort was powered by solar energy, but in the end it wasn't true”	D “We hired a motor bike and went riding through the forests and on the beaches”	E “It was so hot that we each had at least 6 showers a day”	F “The stupid natives got upset when we sunbathed topless”	G “They tried to teach us some words in their silly language, but we weren't interested”
---	---	--	---	--	---	---

- Match the rules with what Dan said. Share the answers with the group. Read aloud the rule and how Dan violated it. **Key: 1 – G; 2 – F; 3 – E; 3 – B; 5 – D; 6 – A; 7 – C.**

- Check answers by asking students to read aloud what Dirty Dan said and then elicit the rules from groups of students.

❖ **Extension.** 1. Ask students in their groups to think of an example for each of the golden rules to illustrate what one should do to comply with the rule (i.e. Rule 1 – “learn to cook a new dish” ... etc.). 2. Feedback as a whole class.

8. **Reflection on the UNIT.** Elicit from the students by asking:

Are you satisfied with what you have learned? Yes / Very much / No / To some extent

Did you enjoy your learning? Yes / Very much / No / To some extent

What was difficult for you?

What activities did you like?

What have you learned?

Do you understand the main text? Yes, in detail / Yes, but not all / Need to work more / No

Can you speak and write in English using your knowledge of the topic? Yes / A little / Not yet

What have you improved? Vocabulary / Grammar / Reading / Speaking / Discussion skills / Writing

➤ **Home Assignment**

1. **Vocabulary Focus.** WORD SEARCH

a) Circle any words you do not understand. Use dictionaries to find their meanings.

b) While working with the dictionary look for the words accompanying the following words in the pre- and post-position: resources, environment, tourism, experiences, activities.

c) Find nouns in the text that go with the adjectives below:

1 responsible (tourism, travel); 2 natural (world, heritage); 3 potential (salvation); 4 biological (resources); 5 sustainable (strategies, development); 6 local (populations, guides, flora, fauna, culture, families, community); 7 educational (experience).

d) What is a Collocation?

<http://usefulenglish.ru/vocabulary/collocations> - **for information**

<http://prowritingaid.com/Free-Online-Collocations-Dictionary.aspx> – **for collocation**

### search

A *collocation* is made up of two or more words that are commonly used together in English. A familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association. There are different kinds of collocations in English. Strong collocations are word pairings that are expected to come together. Good collocation examples of this type of word pairing are combinations with 'make' and 'do'. You make a cup of tea, but do your homework. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Verb Collocations: to feel free, to come prepared, to save time, to make progress. Adjective collocations: Great usually describes nouns which express feelings or qualities: great admiration, in great detail.

- **Look up** in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'nature' and 'community'.

- **Find the equivalents for:** система, находящаяся в опасности; применять вредные для природы способы использования ресурсов; включать виды деятельности, в отдаленных местах; возможности, усиливать культурный обмен; доходы от экспедиций; спасать животных от браконьерства; образование и здравоохранение местных детей; нетронутые уголки природы; бережение природного богатства и культурного наследия; способствовать устойчивому развитию.

- Remind students to **make up lists of new words from the Unit** in their vocabularies.

- **Check** how well they know the topical vocabulary in the next class.

### 2. Grammar Focus

a) Write down 3 examples of the least and 3 examples of the most environmentally friendly/ sound activities modern tourists prefer

b) Complete the missing parts of the sentences. Translate the sentences into Russian.

*Note!* To practice more the use of the Superlative and Comparative adjectives you can go to this site: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/comparative-and-superlative-adjectives>

c) Complete the missing parts of the sentences. Translate the sentences into Russian.

1) Ecotourism is \_\_ (a, the) form of tourism involving visiting fragile, pristine, and relatively undisturbed natural areas, intended as a low-impact and often small scale alternative to standard commercial (mass) tourism.

2) Its purpose may be to educate the traveler, to provide funds \_\_ (on, for) ecological conservation, to directly benefit the economic development and political empowerment of local communities, or to foster respect for different cultures and for human rights.

### 3. Writing and Talking Points.

- ❖ **ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

- ❖ Make a list of 5 most important rules for ecotourists in your opinion.

For example:

1. Keep the places you visit clean. Collect litter that other tourists left behind.

2. Travel on foot, by bicycle or by boat so that there is no air pollution.



- ❖ Prepare for a talk in class on the basics of the reading, the list of your Golden rules, using topic-related vocabulary and appropriate speech markers: It is helpful to know some basics of .... Practically speaking. First of all. Additionally. Furthermore. Similarly. On the one hand, ... on the other hand. For these reasons.

## EXTENSION ACTIVITIES

### Read more

**Ecotourism in America:** <http://www.ecotourisminamerica.com/tools/definitions/>

Ecotourism in Ireland:

[http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2\\_Develop\\_Your\\_Business/1\\_StartGrow\\_Your\\_Business/Ecotourism\\_Handbook-2.pdf](http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/1_StartGrow_Your_Business/Ecotourism_Handbook-2.pdf)

**Vocabulary Extension:** Choose several of the words from additional texts. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**Search the Internet:** find out more about ecotourism in pristine areas. Share what you discover with your partner(s) in the next lesson.

**Practice listening:** [http://learnenglish.britishcouncil.org/en/magazine/http://thinkenglish.ca/index.php?option=com\\_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147](http://learnenglish.britishcouncil.org/en/magazine/http://thinkenglish.ca/index.php?option=com_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147)

**Write a magazine article** about ecotourism in Siberia or in some other part of Russia.

## UNIT 2. Research into the topic ECOTOURISM

### Pre-Text Activities

Before you read and listen to a text, do the **vocabulary activities**, which practice words and phrases that are important for you to understand the text.

- Vocabulary Building.** Group the words. Name each category to cover the group of words. Match the words with the categories.

1 Category	2 Category	3 Category

oceans, riding, mountains, hiking, preservation, sightseeing, deserts, suntanning, plains, protection, glaciers, conservation, recycling, sailing

Key: **Category 1** (habitat) : mountains, deserts, plains, oceans glaciers / **Category 2** (saving) : recycling conservation protection preservation / **Category 3** (tourist activities) : hiking, sailing riding sightseeing suntanning

- Study the table of some **basic ecotourism vocabulary**. Match the given below phrases with the relevant column and fill in the gaps. Share your findings with a partner. Pick up the words that you are not sure about and look them up in a dictionary.

**Key:** 1 endangered ecosystems / 6 local culture, flora and fauna / 10 eco-volunteering, offer new programs for national and international travelers and scientists / 12 learn about life cycles, habits and habitats of different animals / 15 instability / 17 to waste resources / 20 preservation / 24 protecting the animals from poaching

**3. Checking the Home Assignment on Vocabulary (Vocabulary Focus A-G). Collocations with the words:** resources, environment, tourism, experiences, activities.

❖ **Reading. Text 1.** Now look through the review article “*Eco-Tourism: the Promise and Perils of Environmentally-oriented Travel*” by Heather E. Lindsay again. Read from the text to support your idea.

- Find the answers to the questions:
  1. Does ecotourism have a task to protect biological resources which are on the brink of extinction (dying-out)?
  2. What types of activities are involved in ecotourism?
  3. What is “ecolodges”?
  4. Who developed the standards characterizing ecotourism? What are they?
  5. Why do small-scale outfits become attractive for ecotourism?

**Follow Up**

- List positive facts of ecotourism from the text
- The article highlights some opportunities for tourists to enjoy hands-on experiences in remote locations of the world. What are these regions?
- Discuss your findings with a partner.

❖ **Listening. TEXT 2**  
**Pre-Text Activities**

- In the box there are **8** words from the article. Below are definitions of these words. Match the words to their definition. Fill in the gaps in the sentences.

benefit	sustainable	souvenirs	scene
footprints	warden	wildlife	water sprinklers

1. .... is used to refer to a way of using natural products so that no damage is caused to the environment.
2. .... means animals and plants that grow independently of people, usually in natural conditions.
3. To ..... means to receive or give a helpful or good effect.
4. A ..... is a person whose job is to take care of a wildlife park and make certain that members of the public obey particular rules.
5. .... are the marks made by a person's or animal's feet.
6. .... are things you buy, give or receive to help you remember a visit or an event.
7. .... are devices used to direct water in order to water plants, grass, etc.
8. .... is a view that you can see in a picture or from the place where you are.

**Key:** 1 sustainable; 2 wildlife; 3 benefit; 4 warden (лесничий); 5 footprints; 6 souvenirs; 7 water sprinklers (дождеватели); 8 scene (место действия)

- To **sell** and to **buy** are the verbs that mean the opposite. To sell (past tense and past participle **sold**) means to exchange something for money. To buy (past tense and past participle **bought**) means to get something by paying money for it.  
e.g. *I need to buy some new clothes. They've already sold over 2 million copies of their records.*
- To **damage** means to harm, to hurt or to have negative effect on something or somebody.  
e.g. *Environmentalists argue that the scheme would irreparably damage the island's ecology.*

## ❖ LISTENING

- **Listen to Part I.** Listen to this part of the text and answer the questions:
  - 1) What is one's idea of a dream holiday?
- How is an alternative form of holiday called
- **Listen to Part II.** Listen to this part and
  - 1) write down all different names of ecotourism:
  - 2) What ecotourism must be?
- **Listen to Part III.** Give the title to the part.
- **Share your ideas with the group.**

### Follow Up

- **"7 Golden Rules of Ecotourism"**. Discuss which rules and how Dirty Dan violated. Share the answers with the group.
- Read 5 most important rules for ecotourism from your Home Assignment.
- Think of an example for each of the golden rule to illustrate what you will do to comply with the rule (i.e. Rule 1 – "learn to cook a new dish" ... etc.). Share your idea with the whole class.

### Grammar Focus

- Check the Home Assignment (A,B 1,2).
- Write down what Dan and his friends' tourist activities had the most negative impact on the community and nature.

### Talking Points

- **Learn "Colorful" and Useful English Vocabulary**

Increase your vocabulary and speak more natural English by using the idioms in your speech. These are some of the most common expressions in English. Study the example sentences which show how idioms are used in context when you speak English. Read the idioms and the examples aloud, translate the sentences. Make up your own sentences with the idioms.

**be sick and tired of** means "I hate" (also "can't stand"). **Example:** I'm **sick and tired** of doing nothing but work. Let's go out tonight and have fun.

**change one's mind** means "decide to do something different from what had been decided earlier". **Example:** I was planning to work late tonight, but I **changed my mind**. I'll do extra work on the weekend instead.

**Cut it out!** means "stop doing something bad". **Example:** That noise is really annoying. **Cut it out!**

**figure something out** means "come to understand a problem". **Example:** I don't understand how to do this problem. Take a look at it. Maybe you can **figure it out**.

**give someone a hand** means "help". **Example:** I want to move this desk to the next room. Can you **give me a hand**?

**sleep on it** means "think about something before making a decision". **Example:** That sounds like a good deal, but I'd like to **sleep on it** before I give you my final decision.

**take it easy** means "relax". **Example:** I don't have any special plans for the summer. I think I'll just **take it easy**.

**up to the minute** means "the most recent information". **Example:** I wish I knew more about what is happening in the capital city. We need more **up to the minute** news.

- Talk in pairs on the basics of the reading and **listening**, the list of your Golden rules, using topic-related vocabulary, **idioms**, and appropriate speech markers: *It is helpful to know some basics. Practically speaking. First of all. Additionally. Furthermore. Similarly. On the one hand, ... on the other hand. For these reasons.*

## Reflection on the UNIT.

*Are you satisfied with what you have learned? Yes / Very much / No / To some extent*

*Did you enjoy your learning? Yes / Very much / No / To some extent*

*What was difficult for you?*

*What activities did you like?*

*What have you learned?*

*Do you understand the main text? Yes, in detail / Yes, but not all / Need to work more / No*

*Can you speak and write in English using your knowledge of the topic? Yes / A little / Not yet*

*What have you improved? Vocabulary / Grammar / Reading / Speaking / Discussion skills / Writing*

### ➤ Home Assignment

#### 1. Vocabulary Focus

a) Circle any words you do not understand. Use dictionaries to find their meanings.

b) While working with the dictionary look for the words accompanying the following words in the pre- and post-position: *idea, attitude, definition, work, opportunity*.

#### 2. Read TEXT 3. The Changing Face of Tourism: Ecotourism

Overpopulation, industrialization, urbanization and environmental pollution have disastrous effects on Nature and wildlife. *Nowadays* we often hear such words as nature tourism, green tourism, sustainable tourism, bio-tourism, ecologically responsible tourism, educational tourism and cultural tourism. But sometimes we don't fully understand their meaning. All these terms have much in common but they are not synonyms with ecotourism which probably involves a little of all of them.

Ecotourism is one of the fastest-growing sectors of the tourism industry. The International Ecotourism Society defines ecotourism as 'responsible travel to natural areas that conserves the environment and improves the well-being of local people.' Ecotourism has a save-the-planet goal. *Unfortunately* there are very few pristine and unpolluted areas left in the world and they must be protected. Ecotourism is a travelling to natural destinations with rare flora and fauna.

Environmental organizations say that ecotourism is 'nature-based, sustainably managed, conservation supporting, and environmentally educated'. It gives the tourist the opportunity to broaden his mind, to discover new ways of life, to meet interesting people, to improve his or her knowledge in history and geography. Ecotourism provides funds for conservation and benefits the economic development of local communities as tourists provide jobs to local people use local transportation, inns and markets and make voluntary contributions. *Besides*, ecotourism helps people understand the environment around them, makes them respect different cultures and be careful with Nature. It is an unforgettable experience which is rewarding at the same time.

Ecotourism is for environment-conscious people who love Nature, understand the negative influence of conventional tourism on the environment and want to minimize it. Ecotourism promotes recycling, energy efficiency, water conservation, safe disposal of waste and garbage and creation of economic opportunities for the local communities.

*However* ecotourism may have some negative aspects. The increasing number of tourists may damage the local environment. Some tourists don't understand the negative consequences of their visits. Many of them don't know how to behave and don't follow the main rule of ecotourism 'Leave nothing behind you except footprints and take nothing away except photographs'. They pollute drinking water, pick up rare flowers, disturb wild animals, purchase souvenirs made from the skin of endangered animals or leaves of rare plants. Searching for 'untouched places' tourists move off the beaten path and scare away animals.

*First and foremost* ecotourism is education. *That is why* before visiting some remote area tourists should learn as much as they can about its flora, fauna, local people, history, culture and traditions. It is also useful to learn a few words of the local language. The more information you learn, the more you will get out of your trip. It is very important to be open-minded and respectful.

*Don't forget about* conservation and careful attitude to the environment in your everyday life. Follow the rule, 'Preserve and improve'. *And remember that* Nature is very fragile and we ought to take great care of it like a loving mother who takes great care of her only child.

**1. Read the following sentences and circle TRUE or FALSE based on the text:**

- |  |   |     |
|--|---|-----|
| 1) Ecotourism is not so popular nowadays as it was in the 90s of the 20th century. | T | F   |
| 2) Ecotourism has a save-the-planet goal.  | - | T F |
| 3) Fortunately, there are a lot of pristine and unpolluted areas in the world.     |   | T F |
| 4) Ecotourism benefits the economic development of local communities.              | - | T F |
| 5) Ecotourism is for people who are tired of conventional tourism.                 |   | T F |
| 6) The main rule of ecotourism is 'Pick up as many rare plants as you can.'        |   | T F |
| 7) First and foremost ecotourism is entertainment.                                 |   | T F |
| 8) The more information you learn, the more you will get out of your trip.         |   | T F |

**2. Complete each sentence (A— H) with one of the endings (1—8):**

- A. The International Ecotourism Society defines ecotourism as
- B. Ecotourism is a travelling to
- C. Environmental organizations say that ecotourism is
- D. Ecotourism helps people
- E. Ecotourism is for environment-conscious people who
- F. Ecotourism promotes
- G. Searching for 'untouched places' tourists
- H. Before visiting some remote area tourists should

- 1. recycling, energy efficiency, water conservation, safe disposal of waste and garbage and creation of economic opportunities for the local communities.
- 2. understand the environment around them, makes them respect different cultures and be careful with Nature.
- 3. move off the beaten path and scare away animals.
- 4. 'nature-based, sustainably managed, conservation supporting, and environmentally educated'.
- 5. 'responsible travel to natural areas that conserves the environment and improves the well-being of local people.'
- 6. learn as much as they can about its flora, fauna, local people, history, culture and traditions.
- 7. love Nature, understand the negative influence of conventional tourism on the environment and want to minimize it.
- 8. natural destinations with rare flora and fauna.

**3. Give the definitions of the following words**

- overpopulation / • industrialization / • urbanization / • environmental pollution / • flora
- fauna / • recycling / • conservation

**4. Read the quotations below. Choose any quotation and comment on it. Use some idioms in your speech.**

- 'Conservation is a state of harmony between men and land.' (Aldo Leopold)

- 'Plans to protect air and water, wilderness and wildlife are in fact plans to protect man.' (Stewart Udall)
- 'The continued existence of wildlife and wilderness is important to the quality of life of humans.' (Jim Fowler)
- 'Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books.' (John Lubbock)
- 'Forests, lakes, and rivers, clouds and winds, stars and flowers, stupendous glaciers and crystal snowflakes - every form of animate or inanimate existence, leaves Its impress upon the soul of man.' (Orison Swett Marden)

**5. Describe the tour of your dream. Share your ideas of an ideal trip with your group mates. The words and word combinations in brackets can help you.**

(a lovely summer day, to have a picnic in the country, fresh air, green grass, to be ecologically conscious individuals, to love Nature, to be responsible travellers, to discover a pile of litter, to be filled with indignation, to search for some unpolluted place, the consequences of other people's visits, to be angry with, irresponsible behaviour, careless attitude to Nature, to set a bad example, to lose all hope, to discover, at last, to rejoice, to have a splendid time, birds' twittering, the sense of peace and harmony, to have the loveliest day, to gather strength, full of energy, positive emotions, to leave all the rubbish, to be satisfied, to feel closer to Nature, to spend time wonderfully well)

**6. Read the text 'The Changing Face of Tourism: Ecotourism' again and say if your idea of an ideal trip coincides with the concept of ecotourism.**

**7. Writing and Talking Points**

- ❖ **ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.
- ❖ **Make a Formal Argument** – “The most important rule for ecotourists”.

Direction: Answer the question below using a formal argument format. In a formal argument, you must

- 1) State your position.
- 2) Provide point(s) that support your position.
- 3) Support each point with specific reasons/examples.

Question: What is the most important rule for ecotourists?

*Rough Draft: / Final Draft:*

- ❖ Prepare for a talk in class on the basics of the reading, the list of your Golden rules, using topic-related vocabulary, **idioms**, and appropriate speech markers: *It is helpful to know some basics. Practically speaking. First of all. Additionally. Furthermore. Similarly. On the one hand, ... on the other hand. For these reasons. Unfortunately. But sometimes. First and foremost. That is why. Don't forget about. And remember that. However. Nowadays.*

**EXTENSION ACTIVITIES**

**Read more**

**Ecotourism in America:** <http://www.ecotourisminamerica.com/tools/definitions/>

### **Ecotourism in Ireland:**

[http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2\\_Develop\\_Your\\_Business/1\\_StartGrow\\_Your\\_Business/Ecotourism\\_Handbook-2.pdf](http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/1_StartGrow_Your_Business/Ecotourism_Handbook-2.pdf)

**Vocabulary Extension:** Choose several of the words from additional texts. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**Search the Internet:** find out more about ecotourism in pristine areas. Share what you discover with your partner(s) in the next lesson.

### **Practice listening:**

[http://thinkenglish.ca/index.php?option=com\\_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147](http://thinkenglish.ca/index.php?option=com_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147)

**Write a magazine article** about ecotourism in Siberia or in some other part of Russia.

### **Script (TEXT 2)**

Nowadays, many of us try to live in a way that will damage the environment as little as possible. And we want to take these attitudes on holiday with us. Ecotourism is becoming more popular...

Ecotourism / by Linda Baxter

#### **Part I**

Imagine the scene. You're sitting in the hot sunshine beside the swimming pool of your international luxury hotel, drinking your imported gin and tonic. In front of you is the beach, reserved for hotel guests with motor boats for hire. Behind you is an 18-hole golf course, which was cleared from the native forest and is kept green by hundreds of water sprinklers. Around the hotel are familiar international restaurant chains and the same shops that you have at home. You've seen some local people - some of them sell local handicrafts outside the hotel. You bought a small wooden statue and after arguing for half an hour you only paid a quarter of what the man was asking. Really cheap!

Is this your idea of heaven or would you prefer something different?

Nowadays, many of us try to live in a way that will damage the environment as little as possible. We recycle our newspapers and bottles, we take public transport to get to work, we try to buy locally produced fruit and vegetables and we stopped using aerosol sprays years ago. And we want to take these attitudes on holiday with us. This is why alternative forms of tourism are becoming more popular all over the world.

#### **Part II**

But what is ecotourism?

There are lots of names for these new forms of tourism: responsible tourism, alternative tourism, sustainable tourism, nature tourism, adventure tourism, educational tourism and more. Ecotourism probably involves a little of all of them. Everyone has a different definition but most people agree that ecotourism must:

1. conserve the wildlife and culture of the area.
2. benefit the local people and involve the local community
3. be sustainable, that is make a profit without destroying natural resources
4. provide an experience that tourists want to pay for.

So for example, in a true ecotourism project, a nature reserve allows a small number of tourists to visit its rare animals and uses the money that is generated to continue with important conservation work. The local people have jobs in the nature reserve as guides and wardens, but also have a voice in how the project develops. Tourists stay in local houses with local people, not in specially built hotels. So they experience the local culture and do not take precious energy and wa-

ter away from the local population. They travel on foot, by boat, bicycle or elephant so that there is no pollution. And they have a special experience that they will remember all of their lives.

**Part III**

This type of tourism can only involve small numbers of people so it can be expensive. But you can apply the principles of ecotourism wherever you go for your holiday. Just remember these basic rules.

- Be prepared. Learn about the place that you're going to visit. Find out about its culture and history. Learn a little of the native language, at least basics like 'Please', 'Thank you', and 'Good Morning'. Think of your holiday as an opportunity to learn something.
- Have respect for local culture. Wear clothes that will not offend people. Always ask permission before you take a photograph. Remember that you are a visitor.
- Don't waste resources. If the area doesn't have much water, don't take two showers every day.
- Remember the phrase "Leave nothing behind you except footprints and take nothing away except photographs." Take as much care of the places that you visit as you take of your own home. Don't buy souvenirs made from endangered animals or plants.
- Walk or use other non-polluting forms of transport whenever you can.
- Be flexible and keep a sense of humour when things go wrong.

Stay in local hotels and eat in local restaurants. Buy local products whenever possible and pay a fair price for what you buy.

Choose your holiday carefully. Don't be afraid to ask the holiday company about what they do that is 'eco'. Remember that 'eco' is very fashionable today and a lot of holidays that are advertised as ecotourism are not much better than traditional tourism.

But before you get too enthusiastic, think about how you are going to get to your dream 'eco' paradise. Flying is one of the biggest man-made sources of carbon dioxide in the atmosphere. Friends of the Earth say that one return flight from London to Miami puts as much carbon dioxide into the atmosphere as the average British car driver produces in a year. So don't forget that you don't have to fly to exotic locations for your 'eco' holiday. There are probably places of natural beauty and interest in your own country that you've never visited.

**UNIT 3. Problem-Solving. Teacher's Notes**

**Warming Up Activity**

❖ **Vocabulary Focus**

1. Write down all of the different words you associate with the word "**ecotourism**"

Share your findings with a partner and the group. Check the meanings of the words with your partner.

2. **Group the words on the Grammar basis.** Name each category to cover the group of words. Match the words with the categories.

1 category	2 category	3 category	4 category

improve, open-minded, pollution, promote, environment-conscious, contribution, disastrous, sustainable, responsible, fastest-growing, unforgettable, nature-based, conventional, overpopulation, disturb, organization, discover

**Key:** 1) disastrous, sustainable, responsible, unforgettable, conventional - adj.

2) improve, promote, disturb, discover – v.

3) pollution, overpopulation, contribution, organization – n.

4) open-minded, environment-conscious, fastest-growing, nature-based - complex



**3. Collocations** (from Home assignment): the words accompanying the following words in the pre- and post-position: *idea, attitude, definition, work, opportunity*. Make up sentences with the phrases.

**Idea** – be a good idea / have a good/clear idea (of, about) – That’s a bad idea. Not a bad idea. Have an idea how ..; Get an idea for smth; Have/get the idea of doing smth; Be one’s idea of heaven/paradise.

**Attitude** – about/ of/ to/towards; positive/ friendly/ favourable/ right/ critical /public/ changing/ bad; to take/ change/exist/prevail

**Definition** – a clear/precise of; to give/change/know; by definition

**Work** (uncountable) – hard/; piece of work; to start work; get/set/go to work (on smth); at work; get part-time work; But ‘the works of great masters’.

**Opportunity** – to give smb an opportunity to do smth; to take/offer/provide the opportunity to do smth; at every opportunity; ideal/excellent/exciting/great/ a missed/lost opportunity; At the earliet /first opportunity

**3. Think of the words with the opposite meanings to following:** *conventional, close* (to the center), *improve, ignore, clean, many, affected*

**Key:** conventional - alternative; close - distant, remote; improve – damage; ignore – respect; clean – pollute; many – rare; affected - pristine

**4. IDIOMS.** Check how students understand and use the idioms in their speech.

Read the idioms and the examples aloud, translate the sentences. **Make up your own sentences with the idioms.**

**be sick and tired of** means "I hate" (also "can't stand"). **Example:** I'm **sick and tired of** doing nothing but work. Let's go out tonight and have fun.

**change one's mind** means "decide to do something different from what had been decided earlier". **Example:** I was planning to work late tonight, but I **changed my mind**. I'll do extra work on the weekend instead.

**Cut it out!** means "stop doing something bad". **Example:** That noise is really annoying. **Cut it out!**

**figure something out** means "come to understand a problem". **Example:** I don't understand how to do this problem. Take a look at it. Maybe you can **figure it out**.

**give someone a hand** means "help". **Example:** I want to move this desk to the next room. Can you **give me a hand**?

**sleep on it** means "think about something before making a decision". **Example:** That sounds like a good deal, but I'd like to **sleep on it** before I give you my final decision.

**take it easy** means "relax". **Example:** I don't have any special plans for the summer. I think I'll just **take it easy**.

**up to the minute** means "the most recent information". **Example:** I wish I knew more about what is happening in the capital city. We need more **up to the minute** news.

**5. Find the following phrases in Text 3 and translate them:**

to have ... effect on smth; to have much in common; at the same time; to minimize smth; disposal of waste and garbage; to follow the rule of; the skin of endangered animals; to move off the beaten paths; to scare away animals; to be open-minded and respectful.

**6. Fill in the table with the proper phrases and words from Text 3.**

Ecotourism positive impact	Ecotourism negative consequences

**Key:** **positive:** improves, has a save-the-planet goal, protects, broaden one’s mind; conservation-supporting; meet new people; improve one’ knowledge; provides funds; benefits the economic development of local communities; helps understand the environment around, promotes recycling; **negative:** damage the local environment; pollute drinking water; pick up rare flowers; disturb wild animals; purchase souvenirs made from ; move off the beaten path; scare away animals; learn as much they can about; careful attitude to.

**Checking Home Assignment on Text 3.**

❖ **Reading.** Now look again through the text “**The Changing Face of Tourism: Ecotourism**”.

❖ **Read from the text to support your idea.**

**1. Read the following sentences and circle TRUE or FALSE based on the text:**

**2. Give the definitions of the following words**

- overpopulation / • industrialization / • urbanization / • environmental pollution / • flora / • fauna / • recycling / • conservation

❖ **Grammar Focus**

• Find in the text the sentence: *The more information you learn, the more you will get out of your trip.*

Find the construction. Translate the sentence.

- Make up a sentence of your own, using the construction: *the more ... the more*
- Write down what Dan and his friends’ tourist activities had *the most negative impact on* the community and nature and in what way (*See Home Assignment to Unit 1-2*).
- **Check of Home assignment to Unit 2: Make a Formal Argument** – “The most important rule for ecotourists”.

*Direction:* Answer the question below using a formal argument format. In a formal argument, you must: 1) State your position. 2) Provide point(s) that support your position. 3) Support each point with specific reasons/examples.

**Question:** What is the most important rule for ecotourists? (*на основе домашнего задания*)  
*Rough Draft / Final Draft:*

❖ **SPEAKING (checking home assignment to Unit 2). In pairs (quick check).**

**3. Read the quotations below. Choose any quotation and comment on it. Use the topic-related vocabulary in your speech.**

- *'Conservation is a state of harmony between men and land.'* (Aldo Leopold)
- *'Plans to protect air and water, wilderness and wildlife are in fact plans to protect man.'* (Stewart Udall)
- *'The continued existence of wildlife and wilderness is important to the quality of life of humans.'* (Jim Fowler)
- *'Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books.'* (John Lubbock)
- *'Forests, lakes, and rivers, clouds and winds, stars and flowers, stupendous glaciers and crystal snowflakes - every form of animate or inanimate existence, leaves Its impress upon the soul of man.'* (Orison Swett Marden)

**4. Describe the tour of your dream. Share your ideas of an ideal trip with your group mates. The words and word combinations in brackets can help you:**

a lovely summer day, to have a picnic in the country, fresh air, green grass, to be ecologically conscious individuals, to love Nature, to be responsible travellers, to discover a pile of litter, to be filled with indignation, to search for some unpolluted place, the consequences of other people's visits, to be angry with, irresponsible behaviour, careless attitude to Nature, to set a bad example, to lose all hope, to discover, at last, to rejoice, to have a splendid time, birds' twittering, the sense of peace and harmony, to have the loveliest day, to gather strength, full of energy, positive emotions, to leave all the rubbish, to be satisfied, to feel closer to Nature, to spend time wonderfully well.

**✚ Major activity: *The Effects of Tourism. Voting with Your Feet***

- Work in pairs or small groups. Assess the problems which may be caused by tourism. Rate the seriousness of each problem from 3 (serious) to 0 (not serious). Use the ideas of the reading and listening, the list of the Golden rules. Suggest solutions.

Problem	Rating				Solution
•					
•					
•					

- Discuss in pairs what you have got in your table, using topic-related vocabulary, **idioms**, and appropriate speech markers: *First and foremost. First of all. It is helpful to know some basics. Practically speaking. However. Additionally. Furthermore. Similarly. Besides. On the one hand, ... on the other hand. Don't forget about. Unfortunately. For these reasons. That is why. But sometimes. And remember that. Nowadays.*
- Mark opposite sides of the chalkboard "POSITIVE" or "NEGATIVE". Explain to students that they are going to "vote with their feet", i.e. stand on one of the sides to show the strength of their opinion about "**The Effects of Tourism**".

---

- -      very negative                      undecided                      ++      very positive

- Ask students to move to the "negative", "positive" or "undecided" area of the classroom to show their attitude towards the problem "**The Effects of Tourism**".
- Ask students to explain why they voted as they did. Try to get responses from all students. Invite seated class members to add their comments, so that both sides of each topic are explained. Invite students to extend their written ideas on "why" on their worksheets during the discussion.

**Reflection on the UNIT.**

*Are you satisfied with what you have learned? Yes / Very much / No / To some extent*

*Did you enjoy your learning? Yes / Very much / No / To some extent*

*What was difficult for you?*

*What activities did you like?*

*What have you learned?*

*Do you understand the main text? Yes, in detail / Yes, but not all / Need to work more / No*

*Can you speak and write in English using your knowledge of the topic? Yes / A little / Not yet*

*What have you improved? Vocabulary / Grammar / Reading / Speaking / Discussion skills / Writing*

➤ **Home Assignment**

- ✓ Look through the material of three Units. Check if you did all the tasks in pen and orally. Complete all the tasks for the FINAL CHECK.
- ✓ Prepare your list of topical vocabulary for a check and word dictation (from Russian into English and from English into Russian).
- ✓ Prepare for a **3-minute Talk** in class on the basics of the reading, the list of the Golden rules. When speaking use as many topic-related vocabulary and appropriate speech markers from the texts as possible.
  - The Effects of Tourism
  - The Rules of Ecotourism
- ✓ Prepare a Presentation on the following issue:
  - Tomsk (Siberia) Tourist Local Attraction(s)

**EXTENSION ACTIVITIES**

**Read more**

**Ecotourism in America:** <http://www.ecotourisminamerica.com/tools/definitions/>

**Ecotourism in Ireland:**

[http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2\\_Develop\\_Your\\_Business/1\\_StartGrow\\_Your\\_Business/Ecotourism\\_Handbook-2.pdf](http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/1_StartGrow_Your_Business/Ecotourism_Handbook-2.pdf)

**Vocabulary Extension:** Choose several of the words from additional texts. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**Search the Internet:** find out more about ecotourism in pristine areas. Share what you discover with your partner(s) in the next lesson.

**Practice listening:**

[http://thinkenglish.ca/index.php?option=com\\_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147](http://thinkenglish.ca/index.php?option=com_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147)

**Write a magazine article** about ecotourism in Siberia or in some other part of Russia.

**UNIT 4. Final Review on "ECOTOURISM".** Teacher's Notes

*Performance Test.*

❖ **Vocabulary Focus**

1. What words illustrate the concept of "*tourism*". Write as many words as you can.
2. **Put the correct words from the table below in the above article.**

A solution may be at hand for (1) **holidaymakers** who are finding it harder to get off the beaten track. For those who really want to get away from it all, a new holiday (2) **destination** has sprung up – Antarctica. Tourism on Antarctica has been increasing dramatically in the past twenty years, from a few thousand people in 1985 to more than 40,000 in 2007. The growing numbers are having a (3) **negative** effect on the pristine environment of the South Pole.

To combat this, researchers from Holland's Maastricht University have come up with a (4) **possible** solution: limit the number of tourists allowed to visit. Many environmental protection agencies agree that there is a need to protect the frozen wilderness from the (5) **damage** created by modern tourism. Antarctica is the last unspoiled place on Earth. It has a very delicate ecosystem that could be easily upset by hordes of tourists landing in airplanes and using skimobiles.

A difficulty exists because Antarctica is not a (6) **country** and therefore has no government to pass laws or guidelines to control the number of visitors. The Maastricht University team's proposal to auction off a fixed number of tourist places seems a (7) **workable** solution. It would limit the number of visitors and therefore contain the amount of environmental damage, and the money would be used to protect Antarctica's future.

- |   |                          |                     |                        |                     |
|---|--------------------------|---------------------|------------------------|---------------------|
| 1 | (a) <b>holidaymakers</b> | (b) residents       | (c) community          | (d) population      |
| 2 | (a) environment          | (b) transport       | (c) <b>destination</b> | (d) celebration     |
| 3 | (a) positive             | (b) <b>negative</b> | (c) responsible        | (d) friendly        |
| 4 | (a) traditional          | (b) remote          | (c) popular            | (d) <b>possible</b> |
| 5 | (a) benefit              | (b) <b>damage</b>   | (c) profit             | (d) contribution    |
| 6 | (a) city                 | (b) urban           | (c) <b>country</b>     | (d) village         |
| 7 | (a) <b>workable</b>      | (b) working         | (c) worker             | (d) work            |

**Key:** 1 a; 2 c; 3 b; 4 d; 5 b; 6 c; 7 a

**3. Match the verbs to make phrases.**

- |          |                               |
|----------|-------------------------------|
| 1 change | <b>a</b> to work              |
| 2 have   | <b>b</b> the right attitude   |
| 3 take   | <b>c</b> one's mind           |
| 4 get    | <b>d</b> a precise definition |
| 5 give   | <b>e</b> a clear idea         |

**Key:** 1 change one's mind; 2 have a clear idea; 3 take the right attitude; 4 get to work; 5 give a precise definition

**4. Group the given words and phrases under each of the category. Name the categories.**

Category 1	Category 2	Category 3	Category 4
Tourism negative influence	Ecotourism positive impact	Ecotourism opportunities	Place. Destination

- 1- endangered ecosystems, to waste resources, animal poaching, water pollution, pick up rare flowers
  - 2- protection, to support biological resources, careful attitude to the environment
  - 3- to create unique visitor experiences, to enjoy hands-on experiences, to learn as much as you can
  - 4- pristine areas, small-scale outfits, remote locations, undisturbed natural settings
- to learn as much as you can / undisturbed natural settings / water pollution / endangered ecosystems / protection / to support biological resources / pristine areas / to waste resources / small-scale outfits / to create unique visitor experiences / animal poaching / remote locations / careful attitude to the environment / to pick up rare flowers / to enjoy hands-on experiences

**5. Fill in the proper words into the sentences.**

- 1) There are many proponents of ecotourism, who see it as an (1)\_\_\_ (*an alternative*) form of visiting places.
- 2) The ecotourist visits relatively (2)\_\_\_ (*undeveloped, remote, pristine, distant*) areas in the spirit of appreciation and participation.
- 3) The goals of ecotourism are awareness and respect for (3)\_\_\_ (*culture*) and the (4)\_\_\_ (*environment*), and the preservation and betterment of local populations worldwide.

## 6. Choose the correct words.

- 1) Ecotourism is certainly a buzzword, and is becoming as \_\_ (*popular*) as the word “natural”.  
a) aggressive      b) responsible      c) popular      d) disastrous
- 2) Here is another definition of ecotourism. A form of tourism inspired primarily by the natural history of an area. Including its \_\_\_\_ (*indigenous*) cultures.  
a) indigenous      b) sustainable      c) natural      d) conventional
- 3) The ecotourist practices a non-consumptive use of wildlife and natural resources and \_\_ (*contributes*) to the visited area through labour and financial means.  
a) provides      b) follows      c) develops      d) contributes
- 4) The visit should strengthen the ecotourist’s \_\_\_\_ (*attitude*) to conservation issues in general.  
a) idea      b) attitude      c) activity      d) care
- 5) One of the reasons for continued debate on the merits of ecotourism to achieve sustainable \_\_\_\_ (*development*) is that there is no blueprint for successful ecotourism in all of its facets (aspects).  
a) conservation      b) preservation      c) urbanization      d) development
- 6) There are four types of “*scientific tourism*” that include interpretative visits to places of special interest, under the leadership of scientists to conduct research in the diverse and pristine marine and terrestrial \_\_\_\_ (ecosystems).  
a) home      b) ecosystems      c) population      d) nature

**Key:** 1 c; 2 a; 3 d; 4 b; 5 d; 6 b

## 7. Complete the sentences.

- 1) Ecotourism is defined as \_\_\_\_\_
- 2) Ecotourism includes \_\_\_\_\_
- 3) Ecotourism has a mission to \_\_\_\_\_

**Key:** 1. Ecotourism is defined as responsible tourism. 2. Ecotourism includes activities in which visitors enjoy hands-on experiences. 3. Ecotourism has a mission to support the biological and cultural resources of the community.

## 8. Explain in your own words what is meant by “environmentally-friendly”

### ❖ Grammar Focus

9. Make up a sentence of your own, using the construction: *the ... the ...*

10. Complete the sentence: \_\_\_\_ *the most negative impact on nature.*

### ❖ Listening for Details. Listen and read-along the text (Hand out the scripts). Complete the sentences.

- 1) Nowadays, many of us try to live in a way that will damage the \_\_ (*environment*) as little as possible.
- 2) But you can apply \_\_\_\_ (*the principles*) of ecotourism wherever you go \_\_\_\_ (*for your holiday*).
- 3) Rule № 1: Be \_\_\_\_ (*prepared*). Learn about the \_\_\_\_ (*place*) you’re going to visit.
- 4) Rule № 2: Have respect \_\_\_\_ (*for*) local culture.
- 5) Rule № 3: Don’t \_\_\_\_ (*waste*) resources.
- 6) Rule № 4: Take as much care of the places that you visit as you take of your own \_\_\_\_ (*home*).

7) Rule № 5: Don't buy souvenirs made from \_\_\_\_\_ (*endangered*) animals or plants.

8) Rule № 6: Use \_\_\_\_\_ (*non-polluting*) forms of transport whenever you can.

❖ **Talking Points. In pairs.**

**11. A 3-minute Talk** on the basis of the reading and listening. When speaking, use as many topic-related vocabulary, idioms, appropriate speech markers as possible.

▪ *The Rules of Ecotourism*

➤ Use appropriately **the speech markers**: *First and foremost. It is helpful to know some basics. Practically speaking. However. Additionally. Furthermore. Similarly. Besides. On the one hand, ... on the other hand. Don't forget about. Unfortunately. For these reasons. That is why.*

**12. Mini-Project. Presentation on the issue:**

▪ *Tomsk (Siberia) Tourist Local Attraction(s)*

One by one each student presents one of the attractions, following the format: 1. State opinion. 2. Support with at least 2 arguments.

**Expressing opinion**

In my opinion / in my view (formal)

From my point of view...

I think/believe/feel/guess that... (informal)

It seems to me that...

As for me .../ As I see it...

**Asking People to Express Their Opinions**

What's your point of view on...

What's your opinion on/of/about...

What do you think about...

**Agreement**

I agree completely (with what you say).

That's just/exactly what I think/believe.

In my opinion, you are right/correct.

That's my opinion, too.

**Disagreement**

I disagree with what you're saying.

I don't agree with you/think so/see it that way.

**13. Problem-solving “The Effects of Tourism. Tourism’s three main impact areas”.**

- Work in pairs or groups of 3. **Assess the potential tourism threats**: *environment degradation; depletion of natural resources; cultural distortions; industry instability; economic disorders; air pollution; crowding; congestions (пробки на дорогах); traffic emissions; disposal of waste and garbage; increased sewage (канализация) production; noise; deforestation; loss of grass, etc.* Choose **3 most serious** impact areas in your opinion. Rate the seriousness of each problem from 3 (serious) to 1 (not serious). **Suggest solutions** (what to do in order to minimize the problem).

Problem	Rating			Solution
1)				
2)				
3)				

- **Discuss** with the whole group what you have got in your table. Express your opinion. Support your opinion with the arguments, explaining “Why”. Express agreement or disagreement with other students’ attitudes.
  - Use the following **key phrases** (Sample phrases from formal to informal).

➤ Use **comparatives and superlatives**: *have a more positive (negative) impact; be the most serious problem of all; be the least serious problem; ...be more/less disastrous for nature than ...*

### **Reflection on the UNIT.**

*Are you satisfied with what you have learned? Yes / Very much / No / To some extent*

*Did you enjoy your learning? Yes / Very much / No / To some extent*

*What was difficult for you?*

*What activities did you like?*

*What have you learned? Do you understand the main text? Yes, in detail / Yes, but not all / Need to work more / No*

*Can you speak and write in English using your knowledge of the topic? Yes / A little / Not yet*

*What have you improved? Vocabulary / Grammar / Reading / Speaking / Discussion skills / Writing*

## **ECOTOURISM TOPICAL VOCABULARY**

### **UNIT 1. DEFINING ECO-TOURISM**

**Tourism**: vacation-related pastimes/ people flock from around the world = conventional tourism

**People** – tourist/ a tourist on vacation / holidaymaker/visitor/traveler/vacationer–resident/local (a closed, the international, the scientific) community of interest/population

**Place** – destination/place of interest/luxury hotel/camping/seashore/

**Activities** – an indoor/outdoor activity/ the ads, TV commercials, and magazines feature high-end vacations, resorts, and cruises

to go - going water rafting/catamaran cruise/shopping (for clothes and accessories) / sightseeing/bird-watching/on a whale watch/on a tour horseback/freshwater fishing/camping/ for a scuba diving excursion/to the seashore for the summer

eating out/buying local delicacies/visiting local artisan market/suntanning at the beach/collecting seashells/riding through the forests/

to spend your money on/to have fun in the sun/to ride a roller coaster/to build a sandcastle at the beach/to walk barefoot/to attend a museum, an event/ to pay a visit to a museum/to explore the museum of/to stop at a camping site/ to take a canoe trip down the river/a fun way to discover the wonders of/ to grab you binoculars, guide books / be an idea of dream holiday/ to choose one's holiday carefully

### **Ecotourism = alternative form**

**Nature** – the beauty of nature/mother nature/by nature/ concerns for nature/ love of nature/be against nature/get back to nature=creation, the environment, wildlife, the earth, countryside, scenery, landscape/ rural environments / the remote wilderness

**responsible tourism/ nature tourism/ green tourism/ sustainable tourism/ bio-tourism/ ecological tourism/ educational tourism/ cultural tourism/ adventure tourism/ nature-based sustainably managed/ conservation supporting/ environmentally educated tourism**

environmentalists and developers / proponents of ecotourism / the ecotourist / the world's most endangered ecosystems /to focus on the natural world/ to possess biological resources / to develop sustainable economic strategies / to pursue environmentally-damaging patterns of resource use / generate additional environmental problems / to enjoy and appreciate nature / to enjoy hands-on experiences / small-scale outfits / protecting the animals from poaching / natural settings / conservation of natural and cultural heritage / benefit to local community / peace with nature / the greatest task of



humankind / be within rich of smb / to experience the nature and the world / to do so in a way that doesn't impact the natural environment / a new travel ethic / the world's need for / environmental protection / the promotion of recycling, energy efficiency, water conservation / socially responsible travel, personal growth, and environmental sustainability / rural environments / a primary concern / local culture, flora and fauna / benefit from / responsible tourism / increased environmental awareness / forests, rivers, lakes, glaciers, and wild prairies / fresh water reserve / massive ice fields and glaciers / the living history and culture / to enjoy a combination of activities like hiking, sailing and horseback riding / a wide diversity of marine habitat / travel options / to have much to show the world / to help conserve this unique and mysterious wilderness area / to consume resources in a single human lifespan / to overcome big challenges / to reveal great changes / mass tourism / a buzz word / tourism inspired by the natural history of an area / to practice a non-consumptive use of wildlife and natural resources / to contribute to the visited area through labour or financial means / the economic wellbeing of the local resident / the host country or region / an opportunity to learn something / to have respect for local culture / to waste resources / to leave nothing behind / to take away nothing / to pick up rare flowers / to use non-polluting forms of transport / an environmentally-sound activity / the least – the most environmentally sound activities / to have most positive or negative impact on the community / to catch a glimpse of animals native to the area in their habitats / beautiful areas to explore and look for wildlife / to have a host of activities centered on animals

## **UNIT 2. Research into the Topic**

natural habitats / population growth, unchecked development and climate change/ putting even more pressure on the planet protect, manage, and develop / undeveloped natural areas like our mountains, deserts, plains, oceans and rivers / Science Travel / Scientific Tourism / climate change / greenhouse gas emissions from combustion / the heat trapping phenomenon / conservation of biological diversity / promotion of sustainable use of biodiversity / indigenous peoples, cultures / endangered species / to create unique visitor experiences that add value / reveal unique aspects of the region / four types of “scientific tourism” / exploration focused expeditions / conducting research in the diverse and pristine marine and terrestrial ecosystems / Eco-volunteering / to catalogue the resources / populations of seals, dolphins and other species living in these remote and uncharted islands / experiences in locally-crafted wooden vessels / to explore majestic glaciers / continued debate on the merits of / to achieve sustainable development / a rest stop for hundreds of species of birds heading south/ learn about life cycles, habits and habitats of different animals / home to various species of flora and fauna / home to an incredible variety of tropical plants / home to various species of animals / home to a large number of species including over 200 species of fish, invertebrates, live coral and sponges, originating from the waters around the island / invoke an atmosphere conducive to healing mind, body and spirit / to treat visitors and residents using indigenous plants, flowers and spiritual practices/to damage-harm-hurt-to have negative effect/ be on the brink of extinction/ to die out/ to enjoy and appreciate nature/ to pursue environmentally-damaging use of resources/to have low negative visitor factor/safari expeditions/ to support education and health care / conservation of natural and cultural heritage/ to have disastrous effect on nature / to have some negative aspects / environment-conscious people / to minimize the negative influence of .. on the environment / be careful with nature / to promote recycling, safe disposal of waste and garbage / the negative consequences / to follow the main rule of / to disturb wild animals / souvenirs made of the skin of endangered animals / to move off beaten paths / to scare away animals / be open-minded and respectful / We ought to take care of / to damage the environment as little as possible / Stop using aerosol sprays / to take an environmentally-friendly attitude on holiday with us / to become popular all over the world / be prepared / learn about the place you're going to visit / There are places of natural beauty and interest in your own country, region, city

### UNIT 3. Problem-Solving

to take on the urgent, complicated questions / reduce risk for / to provide rapid answers to urgent questions / to meet the challenges / to tackle dauntingly complicated questions rapidly and fearlessly/ specialists and non-specialists / to use and share space, protect natural areas, improve resource management, and invest more wisely for a sustainable future / to offer solutions for ensuring health over the long-term for the people and precious wildlife / initiatives / proposals / offer new programs for national and international travelers and scientists / Center for Ecosystem Research / alternative / an ongoing project / conservation program / to join in the effort to reconstruct the sense of life of the nomadic indigenous peoples / unique contributions to the ecology of this region and the world / through the provision of a framework for local economic development / deadlines determined by nature / to allow continued exploitation of natural environment by mass tourism / to imply a managed approach / to impose limits / to develop a number of standards/to meet our future needs, we have to make smarter decisions / have much in common/ to broaden one's mind /to have a save-the-planet goal / pristine areas of the world / be a good idea / to take, change one's attitude to, about, of/ at every opportunity / to take the opportunity to do smth / a workable, possible solution / to be a solution at hand / to combat the problem / to come up with a solution / to limit the number of / to protect smth from smb / animal poaching /

### UNIT "FORMULAIC LANGUAGE". Teacher's Notes

#### The objectives:

- define formulaic sequences;
- offer examples of different types of formulaic sequences;
- allow for oral practice and discussion of formulaic sequences in the classroom between the teacher and the students;
- raise awareness of the vital importance of the context for understanding the meaning of an utterance.

#### Introduction

##### ➤ Definition

'*Formulaic sequence*' is a phenomenon that encompasses various types of word strings which appear to be stored and retrieved whole from memory. As you might know, much of the language we produce is formulaic; the rest has to be assembled in accordance with the grammatical pattern of the language. Our everyday communication is full of phrasal expressions and utterances because *people like to stick to preferred ways of saying things*. It is important to be able to express the idea in the way it is expected, and the necessary level of formality is required to make speech more comprehensible. Each language is based on the so called *formulaic clusters (frames) - word strings (or 'chunks') that occur together and operate as a single lexical unit* (Kecskes). These sequences of words constitute the so called *formulaic language*. They behave more *like individual words* than like separately constructed sequences. Such chunks make up a large proportion of language (spoken and written text). Studies put forward figures ranging between **37, 5 %** and **80%** of total words for different genres. If these lexical items are not known to the learner – communication may not be possible. Because of that it seems sensible to pay special attention to such lexical units.

They may be useful for FL learners because:

- They save time and effort for processing as they are retrieved ready-made.
- Adequate stock of memorized formulae is easier than painful grammar analysis.

- They bring their grammar with them (e.g. *typical example of + noun phrase; I want to + Infinitive*, etc.). Knowing the components of the string, the sentence can be produced with minimal computation.
- Formulaic expressions are basic to fluent language production.
- They help to approach a native-speaker command of the language as formulaic language is the heart and soul of native-like language use.

### ➤ Types of Formulaic Expressions

**Formulacity** is a phenomenon that may include some lexical forms. For instance, all the expressions traditionally termed as *idioms* may be included as a subclass of formulaic language. Idioms are classified as figurative language, which is the use of words in an unusual or imaginative manner. Another definition of an idiom: An **idiom** is a word or phrase which means something different from its literal meaning. For example:

- He was just a flash in the pan.

(The idiom a flash in the pan means something which shows potential at the start but fails thereafter.)

Among formulaic expressions there can be also *collocations* (e.g. *teething problems*), conversational greetings (*good morning, safe journey*), and many other expressions. A **collocation** is two or more words that often go together. These combinations just sound “right” to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound “wrong”. Look at these examples:

Natural English...	Unnatural English...
the <b>fast</b> train <b>fast</b> food	the <i>quick</i> train <i>quick</i> food
a <b>quick</b> shower a <b>quick</b> meal	a <i>fast</i> shower a <i>fast</i> meal

### ➤ FORMULAIC CONTINUUM

Now let’s look at the Formulaic Continuum, designed by Professor Kecskes. You can see examples of various lexical units put on the Continuum. Broadly speaking, formulaic language includes all these and other types of lexicon. It includes, *at the one extreme (on the right)*, tightly idiomatic and immutable (неизменный) strings, such as ‘*Pull one’s leg*’ (*In the long run*, etc.), which are both semantically opaque and syntactically irregular, and *at the other*, transparent and flexible ones containing slots for open class items, like ‘*sorry to keep-TENSE you waiting*’ (Pawley and Syder, 1983, p. 210). An idiom like “*to pull one’s leg*” has the meaning based on the whole phrase ‘*to deceive someone in a humorous or playful way*’, regardless of function words.

**Fixed semantic units** are those that allow little structural changes. The term **phrasal verb** is commonly applied to two or three distinct but related constructions in English: a verb and a particle and/or a preposition co-occur forming a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts in isolation, but rather it can be taken as a whole, e.g. *fall down* – to fall to the ground; *fall for* sb/smith – be attracted to; *fall out* – to argue with smb and stop being friendly; *fall through* – if a plan or agreement falls through, it fails to happen.

Specific examples of each category in the continuum are presented in Fig.

Gramm. Units	Collocations	Fixed Sem. Units	Phrasal verbs	Speech formulas	Situation-bound utterances	Idioms
<i>be going to</i>	<i>Slightly (x mildly) different</i>	<i>As a matter of fact</i>	<i>put up with</i>	<i>You know</i>	<i>Help yourself</i>	<i>pull someone's leg</i>
<i>have to</i>	<i>strong tea but powerful computer</i>	<i>Suffice it to say</i>	<i>get along with</i>	<i>It's OK</i>	<i>Come on</i>	<i>In the long run</i>

Kecskes uses a *Formulaic Continuum* to categorize formulaic sequences. In this formulaic continuum (as seen in fig.), the more grammatically bound formulaic sequences are on the left and the more semantically bound sequences are on the right. The grammatically bound sequences on the left are often described or explained with “that’s just how we say it” without having a particular reason why these specific words are used in this specific order. As the formulaic sequences progress to the right of the continuum, they begin to take on situational or metaphorical meaning.

This continuum illustrates that *the more we move to the right on the functional continuum the wider the gap seems to become between compositional meaning and actual situational meaning*. Language development often results in a change of function, i.e., a right to left or left to right movement of a linguistic unit on the continuum. Lexical items such as “going to” can become grammaticalized, or lexical phrases may lose their compositionality and develop an “institutionalized” function, such as *I’ll talk to you later*, *How are you doing?*, and the like. Speech formulas such as *you know*, *not bad*, *that’s all right* are similar to situation-bound utterances (SBU). The difference between them is that while **SBU**s are usually tied to particular speech situations, *speech formulas can be used anywhere in the communication process* where the speakers find them appropriate.

The size of the formulaic lexicon is rather huge – according to M. Swan, memorising 10 formulaic items a day will take a learner nearly 30 years to achieve a native-speaker command. For non-native speakers it is recommended therefore to settle for the acquisition of a variety characterised by a relatively restricted inventory of high-priority formulaic sequences. The realistic target is to learn some typical examples of each kind.

For practical purposes, this study focuses exclusively on those formulaic expressions which are called “**Situation-Bound Utterances**” that constitute “utterances highly predetermined by the situation”, which “meaning can be explained only as functions of habitual usage” (Kecskes, 2000).

An important place among these chunks is occupied by **Situation-bound Utterances (ситуативно-обусловленные выражения)**. As the name implies, their meaning is dependent on the situation in which they are used. Situation or context means everything apart from the word itself. In linguistics context is ‘the situation, events, or information that are related to something and that help you to understand it’. The context of language shapes its forms and uses, helps to understand the meaning.

For example, adjective **SOUND** can be used in 1 of 4 meanings:

- 1) healthy, not injured, hurt or decayed;
- 2) based on reason, prudent;
- 3) capable, careful;
- 4) thorough, complete. *In speech* each of these meanings can be realized in different contexts,

that is, in the surrounding of different words and socio-cultural factors (place of conversation, partners, etc.): 1) *a sound mind in a sound body; sound fruit*; 2) *a sound argument (policy); sound advice*; 3) *a sound tennis player*; 4) *sound sleep*.

*Translate the following examples:*

- She has a sound grasp of language.
- This man has sound teeth.
- The house is built on sound foundations.
- It's a sound piece of writing this time, Tom.
- The doctor said I was as sound as a bell.
- Administrators should make sure the programmes are legally sound.
- The jury found that Holman was of sound mind when he committed the murder.

Which of the following meanings will do: *здоровый, крепкий, исправный, прочный, правильный, глубокий, т щат ельный, надеж ный, звуковой, т вердый, законный, уст ойчивый, монолит ный, убедит ельный.*

That is why SBUs require understanding of the situation in which the string of words is used.

- **Types of SBUs**

*There are the following types of SBUs:*

**1 group - PLAIN** (have a compositional structure, semantically transparent) :

*What can I do for you? It's good to see you. Don't mention it. You are welcome.*

Their communicative meaning may only differ slightly from their semantic meaning, since their pragmatic extension is minimal if any.

- For instance:
  - *What can I do for you ?*
  - *I need a book of stamps.*
  - *Jim, is that you?*
  - *Oh, hi Bill. It's so good to see you.*
- Compare the following situations:
  - (a) - *Bill, may I talk to you for a minute?*
  - *Sorry Jill, I am very busy now, but I'll talk to you later.*

***Compositional meaning is preserved.***

- (b) - *I think, I must go now.*
- *OK, I'll talk to you later.*

***Functional meaning (saying good-bye) comes to the fore.***

(c) When the person is not going to call you back for a while, but they don't want to say that and are trying to be nice about it: *"Ok, talk to you in 3 hours..."*.

- The following example (adapted from Genzel, 1991: 54) demonstrates how situation-bound utterances are tied to certain sub-events:

*Frame:* Knowledge structure connected with doctor's office.

*Script:* (Don is the customer, B is the receptionist)

*Sub-events:*

- (a) D enters and greets the receptionist B;
- (b) B looks up and inquires about D's goal;
- (c) D tells about his appointment;
- (d) B asks him to fill in a form;
- (e) D thanks B;
- (f) B reacts to thanks.

D: Good afternoon.

B: Good afternoon. *Can I help you ?*

D: I'm Donald Daniels. I have a 2 o'clock appointment.

B: Yes, Mr. Daniels. Please fill out this form.

A: Thank you.

B: *You are welcome.*

**2 group - CHARGED** (with no context these phrases are ambiguous):

*get out of here; You bet. Be my guest.*

An SBU may exhibit pragmatic ambiguity, in the sense that its basic semantic function is extended pragmatically to cover other referents or meanings (Sweetser 1990: 1). It is the situation that is responsible for the charge of these expressions.

In **Group 2** basic semantic function of the lexical item is extended with a pragmatic property that is not encoded in the word but is charged by the situation.

• **For instance:**

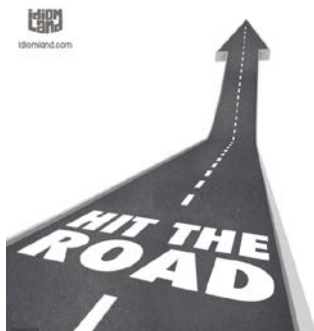
- (A) - What has happened to you ?  
- I hit my hand against the wall.
- (B) - Hurry up, John, or we'll be late.  
- OK, OK, we'll hit the road in a minute.

### **HIT THE ROAD**

(v.phr.) отправиться в путь

v. phr. 1. сваливать, убираться, скатертью дорога, катись отсюда: - Where is John? I don't know. He said nothing and hit the road.- Джон? Не знаю, где он. Он ничего не сказал и просто свалил. 2. п. бродяга, бомж.

- Hit The Road Jack, don 'I come back no more, no more, no more, no more...- Бродяга Джек, не приходи больше никогда! 2. v. катись, скатертью дорога



- With no context, these phrases are ambiguous because there is nothing that can distinguish them from their freely generated counterparts. For instance, the expression below can have more than one situational meaning depending on the context it is used in: *'get out of here'*:

- (A) Go away, leave  
 (B) Don't fool me, don't put me on.

When this expression is used in a context, the situation makes clear which function it is used in:

- (A) - *Get out of here.* I don't want to see you any more.  
 (B) - John, I think you really deserved that money.  
 - *Oh, get out of here.*

#### YOU BET

**Translation:** 1) Конечно! Еще бы! Еще как! Будьте уверенны!  
 2) Без проблем! Ага! Пожалуйста!

**Meaning:** Interjection

- (idiomatic) Expresses support, agreement, certainty or emphasis.  
*You bet they'll re-run such a successful show next season.*
- (idiomatic, informal) Certainly; you're welcome; a reply to thank you or to a request.  
*"Hey, thanks for all your hard work yesterday."/"You bet!"*  
*"Could you give me a hand?"/"You bet!"*

<http://www.yourdictionary.com/you-bet>

**3 group - LOADED** (greetings, closings, rituals - which lost their compositionality and are no longer transparent semantically). They have formula-specific pragmatic properties: *Welcome aboard. Please help yourself. Howdy. How do you do.*

SBUs having a formula-specific pragmatic property encoded in the expression will be called 'loaded'. These SBUs show polysemy rather than pragmatic ambiguity. Their pragmatic function is more important than their original literal meaning, which is difficult to recall if needed. It is important to understand that the formula-specific pragmatic property is not encoded in the SBU but is charged by the situation.

These SBUs are 'loaded' with their relatively new function, which remains there and is no longer dependent only on the situation, because it is encoded in the expression as a whole. The SBUs in question are pragmatic idioms whose occurrence is very strongly tied to conventional, frequently repeated situations. We think of a particular situation if we hear the following expressions, even outside their routine context: *'Welcome aboard', 'Please help yourself', 'Howdy', etc.*

## Part II – Practice exercises

II. **Look at the cartoon. Read the inscriptions. Can you identify their meaning? What meaning – compositional or functional – comes to the fore in each case?**

(1)



"It's ok, he's signed - release his children."

(2)



**NO THANKS,  
I'M JUST LOOKING!**

(3)



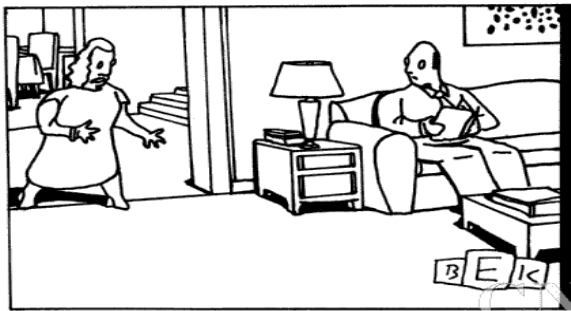
©cartoonchurch.com

(4)



HERE YOU ARE-- YOU'VE BEEN THINKING OF TAKING UP A NEW INTEREST-- "IMPROVE YOUR CONVERSATIONAL SKILLS..."

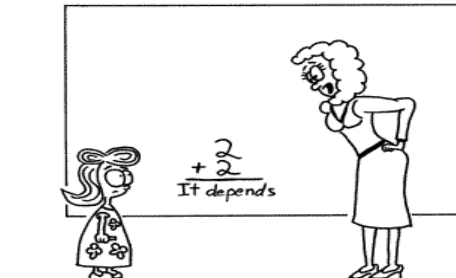
(5)



"Here you are—I've been all over the Internet looking for you."

(6)

Stu's Views © 2002 Stu All Rights Reserved www.stus.com



"Suzie, this is math, not the law."



(7)



(8)



(9)



"Welcome aboard! Of course, we start downsizing tomorrow so you'll be the first to go."

(10)



- HOWDY, STRANGER !!

**Key:**

- No, thanks, I'm **just looking**. – compositional meaning
- **It's OK**, he's signed - release his children. – functional meaning
- **You are welcome**. To live via any of the following exits if you do not agree with our doctrines. – functional meaning
- **Here you are**. You've been thinking of taking up a new interest – improve your conversational skills. – functional meaning
- **"It depends"**. Sue, this is Math, not the law. – functional meaning
- **Here you are**. I've been all over the Internet looking for you. – compositional meaning
- Good morning. **How can I help you?** – functional meaning
- I wish **I could help you** Mrs. Rogers, but I can't read my handwriting either. – compositional meaning
- **Welcome aboard**. Of course we start downsizing tomorrow so you'll be the first to go. – functional meaning
- **Howdy**, stranger! – functional meaning
- **It's ok!** I'm a florist. – functional meaning
- **It's OK** by me – ask your Mom. – compositional meaning

III. Match each phrase in the left column with the most appropriate response:

1. I'm sorry.	a. Fine, thanks.
2. Thanks	b. It's OK
3. How are you doing?	c. Nothing.
4. What's up?	d. No problem, piece of cake.
5. I had to wait four hours to see a doctor!	e. Oh, this and that.
6. What were you and Mark talking about?	f. Talk to you later.
7. Do you mind if I have a piece of cake?	g. Tell me about it!
8. Can you tell me about it?	h. Help yourself.
9. So long. (See you soon.)	i. No problem

**Key:** I'm sorry – It's OK; Thanks – No problem; How are you doing? – Fine, thanks; What's up? – Nothing; I had to wait four hours to see a doctor! - Tell me about it!; What were you and Mark talking about? - Oh, this and that.; Do you mind if I have a piece of cake? - Help yourself.; Can you tell me about it? - No problem, piece of cake.; So long. (See you soon.) – Talk to you later.

1 – b; 2 – i; 3 – a; 4 – c; 5 – g; 6 – e; 7 – h; 8 – d; 9 – f.

IV. Choose the correct answer:

4. When someone sneezes, people around normally say: '\_\_\_\_\_',  
 b. Be healthy  
 c. It's OK  
 d. Bless you  
 e. No problem
5. You are a shop assistant. You see a customer who needs your help. You say  
 '\_\_\_\_\_'.  
 b. Welcome!  
 c. Can I help you?  
 d. What are you looking for?  
 e. Hi! How are you!
6. – Could you hand me that book, please? – Yes, sure. \_\_\_\_\_.  
 b. Take it!  
 c. Help yourself!  
 d. There you go!  
 e. You are welcome.

**Key:** 1 – c; 2 – b; 3 c.

V. Sort out the following lexical items into categories. Tick the proper type.

	Speech units						
	GU	C	FSU	PV	SF	SBU	I
Help yourself							
make a mess							
spill the beans							
going shopping							
have to							
We'll see							
Thank you							
Nice to meet you							
Howdy							
look forward to							
do one's homework							
have a problem							
That's why							
put up with							
a flash in the pan							
strong tea							
It's good to see you							
As a matter of fact							

Grammar unit (GU); Collocation (C); Fixed semantic unit (FSU); Phrasal verb (PV); Speech formula (SF); situation-bound utterance (SBU); Idiom (I)

**Key:** Help yourself (SBU); make a mess (collocation); spill the beans (idiom); going shopping (fixed semantic unit); have to (gr.unit); We'll see (SBU); Thank you (speech formula); Nice to meet you (SBU); Howdy (SBU); look forward to (phrasal verb); do one's homework (collocation); have a problem (collocation); That's why (speech formula); put up with (phrasal verb); a flash in the pan (idiom); strong tea (collocation); It's good to see you (SBU); As a matter of fact (FSU).

# ФОНЕТИЧЕСКИЙ СПРАВОЧНИК PHONETIC GUIDE

## ПРОИЗНОШЕНИЕ ЗВУКОВ PRONUNCIATION OF SOUNDS

Для английского языка очень важно произношение, и одна из трудностей заключается в том, что написание слов и их произношение очень часто не совпадают. Поэтому следует запоминать и графический образ слова, то есть то, как оно пишется, и звуковой – как оно произносится. Для обозначения произношения в словарях используется международная транскрипция. Для овладения нормой произношения необходимо знать особенности произнесения звуков и интонации.

**Артикуляционный уклад (АУ)** определяет работу органов речи при произнесении того или иного звука. АУ английского языка характеризуется рядом особенностей:

1. Губы должны быть слегка растянуты и плотно прижаты к зубам.
2. Язык в исходной позиции держится плоско, оттянут назад и не касается неподвижных частей речевого аппарата.

**Транскрипция** – это специальные символы, обозначающие реально произносимые звуки речи. В английском языке 26 букв соответствуют 48 звукам, обозначаемым соответствующими транскрипционными значками.

Английский алфавит и название букв:

<b>A</b> [ei]	<b>Nn</b> [en]
<b>Bb</b> [bi:]	<b>Oo</b> [ou]
<b>Cc</b> [si:]	<b>Pp</b> [pi:]
<b>Dd</b> [di:]	<b>Qq</b> [kju:]
<b>Ee</b> [i:]	<b>Rr</b> [a:]
<b>Ff</b> [ef]	<b>Ss</b> [es]
<b>Gg</b> [dʒi:]	<b>Tt</b> [ti:]
<b>Hh</b> [eɪtʃ]	<b>Uu</b> [ju:]
<b>Ii</b> [aɪ]	<b>Vv</b> [vi:]
<b>Jj</b> [dʒeɪ]	<b>Ww</b> [ˈdʌbl ˈju:]
<b>Kk</b> [keɪ]	<b>Xx</b> [eks]
<b>Ll</b> [el]	<b>Yy</b> [waɪ]
<b>Mm</b> [em]	<b>Zz</b> [zed]

Знаки фонетической транскрипции для обозначения звуков английского языка:

### Согласные

[ b ] book	[ k ] keep
[ p ] park	[ g ] game
[ d ] disk	[ m ] moon
[ t ] tea	[ n ] no
[ s ] soon	[ ŋ ] song
[ z ] zoo	[ l ] love
[ ʃ ] shop	[ j ] yes
[ ʒ ] pleasure	[ r ] river
[ h ] home	[ tʃ ] check
[ v ] vacancy	[ dʒ ] jeans
[ f ] fun	[ θ ] thank
[ w ] wife	[ ð ] this

### Гласные

[ ə ] 'p <u>aper</u>	[ eɪ ] lake
[ ɪ ] it	[ aɪ ] like
[ i: ] eat	[ ɔɪ ] boy
[ e ] pen	[ aʊ ] house
[ æ ] bad	[ əʊ ] home
[ ʌ ] bus	[ ɪə ] ear
[ a: ] art	[ eə ] air
[ u ] put	[ uə ] poor
[ u: ] school	[ ju: ] tune
[ ə: ] girl	[ juə ] Europe
[ ɔ ] box	[ aɪə ] fire
[ ɔ: ] all	[ auə ] hour

### Классификация английских звуков

При произнесении согласных звуков воздух на своём пути встречает разные преграды, образованные активными органами речи: языком, губами, зубами и альвеолами (бугорками за верхними зубами).

#### Согласные

Согласные в английском отличаются от русских:

1. **Твердостью произношения.** Это значит, что они не смягчаются, то есть отсутствует **палатализация**, свойственная русским согласным, например, в словах: *лён, пёс, люк, тюк, крик, нюанс*. Для придания звукам твердости необходимо держать губы растянутыми

и плотно прижатыми к зубам, а язык прижимать к верхнему небу не всей средней частью, а лишь самым кончиком. Сравните произношение: люк – look, ил – ill, бег – beg, лист – list, пил – pill, мёд – murder.

2. **Не оглушаются** на конце слов, так как звонкость и глухость в английском языке являются смыслоразличительной чертой, т.е. отличают одно слово от другого. Например: My friend has a dog. (*У моего друга есть собака*) – не то же самое, что My friend has a dock. (*У моего друга есть судоремонтный завод*). I have a bad bag. (*У меня плохая сумка*). I have a bad back. (*У меня болит спина*).

Согласные в английском, так же как и в русском, делятся на две группы: **звонкие** и **глухие**. При произнесении звонких согласных работают голосовые связки, звук получается звонким. При произнесении глухих согласных производится много шума. Когда они стоят рядом с гласным звуком, позиционная долгота гласного уменьшается. Сравните: me – mean – meet – feet. К звонким согласным относятся: [ b, d, g, ʒ, dʒ, ð, v, z ], к глухим: [ f, h, k, p, s, ʃ, t, θ, tʃ ].

Звуки [ k<sup>h</sup>, p<sup>h</sup>, t<sup>h</sup> ] являются **взрывными** и произносятся энергичнее, чем в русском, и сопровождаются заметным придыханием (**аспирацией**). Сравните: тик – pick, тук – took, кот – cot.

Звуки [ d, t, z, s, l, n ] являются **альвеолярными**, то есть при их произнесении кончик языка находится не у нижних зубов, как в русском, а на альвеолах. Сравните: дудка – сало – зима – deed – seal – zoom.

Согласный [ w ] является губно-губным, а согласный [ v ] – губно-зубным, поэтому произносятся по-разному. В русском нет соответствия звуку [ w ]. Это единственный звук в английском языке, который следует произносить губами, собранными в трубочку. Сравните: very well.

Согласные [ n ] и [ ŋ ] – носовые, то есть воздух проходит через полость носа, а не рта, но первый – альвеолярный, а второй произносится касанием задней части языка мягкого нёба. Попробуйте сказать русское [ нь ] или произнести русский звук [ м ] с открытым ртом, чтобы научиться произносить этот сонант. Сравните: гном – пин – sin – sing – kin – king.

Согласный звук [ h ] очень похож на русский [ х ], но в английском он гораздо слабее и произносится как легкий выдох. Сравните: хам – слух – ухо – ham – house – hand.

Самую большую сложность вызывают межзубные согласные [ θ, ð ], которым нет эквивалентов в русском языке. Произнесите русский глухой звук [ с ] и звонкий [ з ], держа самый кончик языка между зубами. А теперь попробуйте произнести скороговорки с английским акцентом: *Саша съела сушку. Зина забыла зонтик*. Сравните: сон – thorn – резинка – rhythm.

Особенностью артикуляции согласных звуков в **связной речи** является их **ассимиляция (assimilation)**. В зависимости от соседства звук заметно меняет своё произношение, **качественно уподобляясь** другому. Ассимиляция существует для того, чтобы было удобнее произносить звуки на стыке слов в речи и в середине слова. В русском языке ассимиляция в основном проявляется выпадением звуков, например, в словах "здравствуй-те" и "лестница" выделенные звуки не произносятся.

В английской речи случаев ассимиляции гораздо больше. Они связаны и с выпадением согласных [ **t, d, h** ] в положении между двумя согласными в беглой речи, например: **firstly**, **landmark**, **sandbag**, и рядом других случаев уподобления. Типичный пример проявления ассимиляции в английском языке, когда перемещается место образования преграды, и тогда альвеолярные согласные, которые как изолированные звуки произносятся на альвеолах [ **s, z, n, t** ] перед межзубными звуками [ **θ, ð** ], становятся зубными. Например:

[ **ɪn ðə** ] In the text.

[ **ɔn ðə** ] On the table.

[ **ət ðə** ] At the desk.

[ **ɪz ðə** ] Is the book English?

Другие случаи ассимиляции встречаются на стыке:

- двух взрывных согласных [ **p, b, t, d, k, g** ], что сопровождается потерей взрыва первого согласного, например: **blackboard**, **midday**, **What kind of?** **Sit down**. **We ask questions**. **Don't go**.

- взрывного [ **p, b, t, d, k, g** ] и носового [ **m, n** ], когда оба звука артикулируются одновременно (коартикуляция) с образованием носового взрыва, например: **Send me** a letter.

- взрывного [ **p, b, t, d, k, g** ] и латерального [ **l** ] с образованием бокового взрыва, например: **I don't like**. **I must leave**.

- взрывного [ **p, b, t, d, k, g** ] и фрикативного [ **f, v, θ, ð, s, z, ʃ, ʒ, h** ], вызывающем коартикуляцию обоих звуков, например: **I need some milk**. **It's a good view**.

- с губно-губным [ **w** ], когда предыдущий согласный огубляется, а [ **w** ] оглушается под воздействием предшествующего глухого согласного, например: **Good will**. **Please wait**. **Meet Wendy**. **Last Wednesday**.

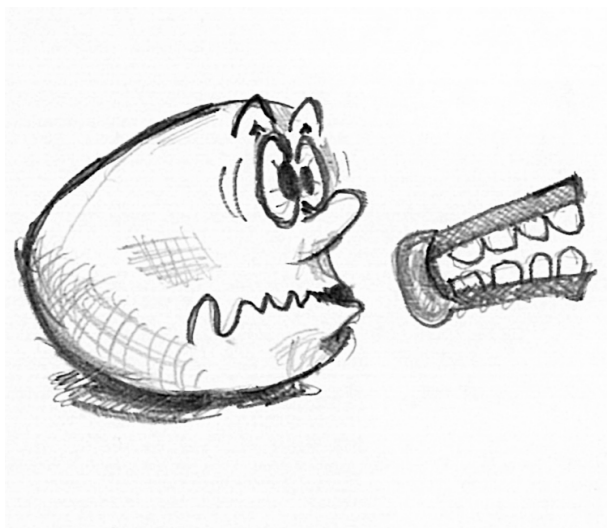
Надо иметь в виду, что правила написания и чтения слов в английском настолько запутаны, что сами англичане по этому поводу много шутят, и имеется даже такая поговорка: «Пишется Ливерпуль, а читается Манчестер». На нашем шуточном рисунке отражена специфика произношения буквосочетания “th”, произнесение которого представляет наибольшую сложность для русскоговорящих.

## ***How to Sound English: A Lesson for the Rolling Roll***

*Step 1. Place the tip of your tongue between your teeth. It might look impolite, but this is very important for the quality of the sound.*



*Step 2. Say as if you tease: “Theophiles Thistle thrust three thousand thistles through the sick of his thumb”.*



*Step 3. Don't forget to put your teeth back into your mouth, you'll need them.*

*Step 4. If you have problems, consult your dentist.*

### **Гласные**

Для классификации гласных рассматриваются различные положения языка относительно твёрдого нёба.

Различают **гласные переднего ряда**, или **переднеязычные** [ i:, ɪ, e, æ ], когда кончик языка упирается в основание нижних зубов, а спинка языка довольно близко подходит к твёрдому нёбу: английский гласный [ i: ] и русский [ и ] похожи, но в английском этот



звук не настолько сильно продвинул вперед, как в русском. Произносить его следует ближе к русскому [ ы ]. Сравните: *ива – игла – сыр – eager – eve*.

Звуки [ e ] и [ æ ] в английском – два разных звука, похожие на русский звук [ э ]. Но [ æ ] более открыт. Он чем-то напоминает русский [ я ], если его произнести без смягчения и резко развести губы. Сравните: *метр – мэтр – merry – mar*.

Звуки [ ʌ, ə ] относятся к **среднеязычным**, т.е. язык немного отодвигается от основания нижних зубов. Звук [ ʌ ] в английском краткий ненапряженный и похож на русский безударный звук «а» в слове «оса». Сравните: *бак – buck – матч – much*.

В русском языке нет эквивалента звуку [ ə ]. В современных словарях его часто обозначают значком [з:]. При его произнесении используется уклад языка, не характерный для русского языка. Чтобы произнести этот звук, скажите по-русски слова: лён, мёд, Пётр, Гёте. Например:

[ 'ə:lɪ ] early

[ gə:l ] girl

[ tə:n ] turn

Если язык оттянут назад и кончик языка опущен, а спинка языка приподнята к мягкому нёбу, мы произносим **гласные заднего ряда**, или **заднеязычные** [ u, ʊ, ə, ɔ, a ]. Сравните: *бар – bar; полка – ball; бок – not*.

По положению губ различают **округленные** и **растянутые** гласные. Например, при произнесении русского звука [ у ] губы значительно округляются и выдвигаются вперед. Английские звуки [ u, ʊ, ə, ɔ, a ] являются округленными, но меньше, чем в русском. При их произнесении губы следует держать чуть растянутыми и не выпячивать вперед. Сравните: *уж – юла – осень – Аня – soon – you – sport – aunt*. А звуки [ i:, ɪ ] произносятся с растянутыми губами, причем при произнесении [ i: ] губы растягиваются сильнее.

В русском языке противопоставления звуков по долготе и краткости нет. В английском языке есть **долгие звуки**, которые произносятся протяжно, в то время как **краткие гласные** – кратко. Долгота в транскрипции обозначается двумя точками после гласной. Долгота – краткость меняет значение слов. Например:

[ ʃɪp ] корабль – [ ʃi:p ] овца

[ ful ] полный – [ fu:l ] дурак

[ liv ] жить – [ li:v ] покидать

[ kʌt ] резать – [ ka:t ] телега

В безударном положении гласные звуки редуцируются, то есть произносятся без внятного качества (midvowel). Это передается **нейтральным звуком** [ ə ], его еще называют «шва» от schwa [ʃwa:]. Он похож на русские безударные «О» и «А» в словах: *со`вет, са`пог, `повод, `комната*. Произносить его следует ближе к русскому [А]. Например: *letter [ 'letə ], a book [ ə'buk ]*.

В английском языке, помимо **монофтонгов**, существуют **дифтонги** (ди – два, фтонг – звук), которые являются неделимыми звуками. Первая часть дифтонга "ядро" произносит-

ся довольно чётко, вторая часть представляет собой скольжение в направлении звуков [ɪ], [ə] или [u].

[eɪ] name – бей	[əʊ] home – клоун	[uə] sure – дуэлянт
[aɪ] time – дай	[aʊ] now – наугад	[eə] pare – геология
[ɔɪ] boy – бой		[ɪə] theory – диалог

В современном английском языке дифтонг [uə] произносится многими носителями языка как монофтонг [ɔ:]. Сравните: I'm sure: [aɪm ʃuə] – [aɪm ʃɔ:].

Кроме того, имеются гласные звуки, состоящие из трёх элементов: [aɪə], [aʊə], [juə]. Например: fire – science; our power; pure – Europe.

### Ударение

В английском языке знак ударения ставится перед ударным слогом, а не на гласную ударного слога, как в русском языке. Необходимо различать разные **виды ударения**: ударение в слове и ударение в предложении.

**Словесным ударением (word stress)** называется выделение одного или более слогов в слове. Слова могут состоять из нескольких слогов. Ударение в них будет падать лишь на некоторые из них. Произношение гласного звука в ударном слоге сильное и отчетливое. Поэтому **ударные слоги** четко воспринимаются на слух. Для английского языка их важно уметь выделять. Правила чтения относятся почти всегда только к ударным слогам. В речи следует добиваться произнесения ударного гласного, четко артикулируя все его характерные признаки.

**Безударные слоги** слабые, короткие и гораздо менее отчетливые. Носители языка экономят свои усилия, то есть не произносят того, что можно не произносить. Прежде всего, это касается безударных гласных. В связной беглой речи их совсем не произносят. Это называется **нулевой редукцией**, например: e'leven [ɪ'levn], 'interesting ['ɪntrɪstɪŋ], 'pencil ['pensl], 'family ['fæmlɪ], be'cause [kɔ:z]. Либо звук подвергается **качественной редукции**, то есть теряет свои характерные признаки, что приводит к его видоизменению. Процесс качественной редукции привел к возникновению нейтрального звука [ə], заменившего все остальные гласные звуки, кроме [ɪ], например: com'puter [kəm'pjʊ:tə], 'sensory ['sensəri], 'faculty ['fækəltɪ], 'subject ['sʌbjəkt], 'national ['næʃnəl], 'breakfast ['brekfəst]. В безударном положении буквы «i», «u», «e» могут передавать звук [ɪ]: 'English ['ɪŋɡlɪʃ], 'baby ['beɪbɪ], 'knowledge ['nɒlɪdʒ], 'coffee ['kɒfi], но не только, например в слове 'language ['læŋɡwɪdʒ]. Помимо этих видов редукции, также имеет место **количественная редукция**, которая предполагает сокращение долготы гласного в безударном слоге. Особенно это явление характерно для служебных слов, которые в связной речи всегда безударны, например: be [bi], he [hi], we [wi], are [a], do [du].

В английском языке словесное ударение позволяет отличать одну часть речи от другой: **to ex'port** (глагол экспортировать) – 'export (существительное экспорт), а также составное слово от свободного сочетания слов: **a 'blackboard** (классная доска) – **a 'black 'board** (чёрная доска).

Как в русском, так и в английском языке словесное ударение является **свободным**, так как может падать на разные слоги слов. В русском языке: г`од – год`а – годов`ой. В английском языке: 'animal, be'fore, repre'sent. Но можно выделить некоторые **типичные модели ударения** в словах.

1. В подавляющем большинстве **двусложных слов** (существительных и прилагательных) в английском языке ударение приходится на начальный слог, например: 'woman, 'teacher, 'student, 'lesson, 'region, 'city, 'present, 'project, 'symbol; 'pretty, 'funny, 'useful, 'native, 'local.

Но некоторые двусложные прилагательные имеют ударение на последнем слоге, ЕСЛИ:

- в нем долгий гласный или дифтонг: ab'surd, com'plete, ex'treme;
- в прилагательном есть приставка: in'sane, im'mune, un'well, un'known.

2. Большинство двусложных глаголов имеют ударение на втором слоге: ad'mit, ap'ply, be'gin, be'lieve, con'firm, ex'plain, oc'cur, pre'pare, pro'duce, re'ply.

Но есть много глаголов с ударением на первом слоге, например: 'answer, 'cancel, 'follow, 'happen, 'mention, 'offer, 'practise.

3. **Трехсложные существительные и прилагательные** произносятся с ударением на начальном слоге, и ударный гласный краткий (кроме буквы 'u'): 'animal, 'cinema, 'comedy, 'enemy, 'family, 'holiday, 'mineral; 'excellent, 'general, 'numerous, 'wonderful.

Но некоторые трехсложные прилагательные произносятся с ударением на последнем слоге, ЕСЛИ в нем долгий гласный или дифтонг: Vietna'mese, Portu'guese.

4. Трехсложные **глаголы** имеют главное ударение на первом слоге и второстепенное на последнем слоге, например: ,consti'tute, ,orga'nize, ,deco'rate, ,moder'nize, ,speci'fy.

Но многие глаголы, особенно с приставками, имеют ударение на втором слоге, например: con'sider, con'tinue, re'member.

Если приставка состоит из двух слогов, ее первый слог обычно получает второстепенное ударение, например: ,contra'dict, ,corres'pond, ,under'stand.

5. Существительные с **суффиксами** -ion(sion), -ity, -ation и прилагательные с суффиксами -ic(-ical) имеют ударение на слоге, непосредственно предшествующем суффиксу: 'static, rea'listic, tele'vision, so'lution.

6. В словах с **приставками** a-, be-, com-, con-, don-, dis-, mis-, in-, im- и др. ударение падает на второй слог: a'bout, be'gin, com'pare, dis'like, mis'take.

7. В английском языке **многосложные слова** (с 4, 5 и более слогами) имеют, как правило, два ударения, одно из которых является главным и обозначается значком вверху ударного слога, другое – второстепенным, значок которого ставится внизу ударного слога: ,demon'stration, ,indi'visi'bility. Главное ударение обычно ставится на третьем от конца слоге, а второстепенное – влево через слог от главного: ,u-ni-'ver-si-ty, res-,pon-si-'bi-li-ty, ,in-ter-'na-tio-nal.

8. В английском достаточно распространены **сложные слова**, состоящие из двух компонентов. В **сложных существительных**, даже если они пишутся раздельно, оба компонента ударные, но главное ударение приходится на 1-й компонент, например: 'arm,chair, 'football, 'high ,school, 'hot ,dog, 'photo,graph.

9. В **прилагательных**, состоящих их двух слов, главное ударение падает на 2-й компонент, например: absent-'minded, dark-'green, good-'looking, man-'made, well-'known.

Но когда в сложном прилагательном один из компонентов – существительное, главное ударение может падать на существительное, независимо от его места. Подобные случаи следует проверять по словарю: high-'class, low-'cost, 'waterproof.

**Ударение в предложении** делает высказывание понятным слушателю, выделяя важные (**ключевые**) слова. Оно является основным средством обеспечения ритма связной речи.

**Фразовое ударение (sentence stress)** падает на слова, передающие основное содержание высказывания. К ним относятся все **значимые части речи**: существительные, прилагательные, смысловые глаголы, числительные, наречия, местоимения (вопросительные, указательные). К неударным элементам относятся служебные слова: артикли, вспомогательные глаголы, модальные глаголы, личные и притяжательные местоимения, предлоги, союзы, частицы.

We 'study'interesting 'problems in the 'world of , science.

Но **отрицательные формы** вспомогательных и модальных глаголов, абсолютная форма притяжательных местоимений обычно ударные. Например: He 'can't 'speak 'English , well. The 'book is` mine.

В случае необходимости некоторые слова, которые в норме безударные, могут стать ударными, и наоборот. Это происходит, если используется **логическое ударение**. Сравните: My 'friend 'likes , fish. , My ,friend ,likes ,fish. My ,friend` likes ,fish.

При помощи фразового ударения выделяются целые группы слов, называемые ритмическими группами. **Ритмическая группа** состоит из одного ударного слога и примыкающих к нему безударных слогов. Ударные слоги произносятся слитно с безударными через одинаковые промежутки времени, что придает ритмичность английской речи. В английском эта особенность выражена заметнее, чем в русском. На слух английская речь воспринимается как импульсивная, ритмичная и достаточно быстрая. Но достигается это не столько темпом речи, сколько ритмом, создаваемым ударными слогами, и беглостью произношения безударных слогов.

Произнесите ритмические группы, соблюдая одинаковые интервалы времени:

'One	'two	'three	, four
'One and	'two and	'three and	, four
'One and a	'two and a	'three and a	, four
'One and then a	'two and then a	'three and then a	, four

## ИНТОНАЦИЯ

## INTONATION

Интонация – это сложное фонетическое единство внешнего оформления высказывания для передачи его содержания. Поток речи делится на смысловые группы – **синтагмы** (syntagmas). Для английской речи характерно общее высокое начало интонации. Поэтому мелодика английской синтагмы начинается с более высокого тона, чем русской. Потенциальное наличие нескольких ударений, следующих друг за другом через определенное количество безударных слогов, прогнозирует ступенчатое движение тона. Каждая ступень совпадает с ударным слогом знаменательного слова. На уровне высказывания тесная связь ударных и безударных слогов выражается в своеобразной тенденции произносить безударные слоги на одном тональном уровне с предыдущим ударным. Таким образом, мелодика имеет ступенчатое понижение от более высокого уровня в начале к более низкому в конце. При этом образуется **ритмическая группа**, в которую включаются ударный и безударные слоги последующих слов. Каждый последующий ударный слог произносится через равный промежуток времени, что придает речи определенный ритм.

В неконечных синтагмах, как правило, происходит повышение голоса на последнем ударном слоге, свидетельствующее о незаконченности мысли, в конечных – понижение.

Для того чтобы передавать различные коммуникативные намерения (вступить в коммуникацию, запросить информацию, информировать, высказать мнение собеседника, выразить собственное мнение, выразить согласие/несогласие, удивление, неодобрение, побуждение к действию и др.), необходимо овладеть как минимум двумя видами фонационного оформления речевого высказывания:

### Интонация эмоционально-нейтральной речи / Unemphatic Intonation

Первый вид – это интонация нейтрально информирующей речи. Она типична для высказываний, цель которых – информировать слушающего о явлениях, фактах и событиях. Высказывания такого типа передают интеллектуальную информацию и заинтересованность говорящего, но не его эмоции. Такую интонацию можно назвать «лекторской». Для нее характерно использование **плавного нисходящего тона** (Low Fall) в конечной синтагме повествовательных высказываний и специальных вопросов (WH Questions). В неконечных синтагмах и в конце вопросов общего типа (Yes-NO Questions) используется **восходящий тон** (Low Rise). Такая интонация характеризуется синтаксически обусловленной **паузацией**, нормальным **темпом речи** и присущей английской речи **ритмикой**. Данные характеристики выступают как фон, на котором происходит движение тона. Мелодика изменяется по законам, описанным выше, и оценивается слушающим как имеющая повествовательно-констатирующий характер.

Для графического обозначения интонации используются следующие символы:

- ' – знак основного ударения
- ˊ – знак второстепенного ударения
- ˋ – восходящий тон (Low Rise)

- | – короткая пауза, которая ставится между синтагмами
- || – длительная пауза в конце законченного высказывания
- ˘ – нисходящий тон (Low Fall)

Например:

The 'English ˘ language | 'helps to 'know prog'ressive i ˘ deas | in the 'world of ˘ science.

### Интонация эмоционально окрашенной речи / Emphatic Intonation

Второй вид интонационного оформления свидетельствует о желании говорящего выразить различные чувства и эмоциональную оценку фактов, ситуаций и поступков. Фонационное оформление получает эмоциональную окраску. **Эмфатическая интонация** используется в императивных высказываниях, вопросах с вопросительным словом, обращениях, высказываниях, содержащих отрицания, сопоставления, контраст, выбор, усилительные слова «очень», «слишком» и другие, использующиеся для логической сверхсинтактики. Такие типы высказываний следует произносить с **эмоционально окрашенной интонацией**, которая подчеркивает отношение говорящего к предмету высказывания. Эмфатическая интонация достигается при помощи таких просодических средств, как **ускорение темпа речи** и использование специфических тонов. **Высокий нисходящий тон** (High Fall) произносится с резким падением голоса от верхней до нижней границы голосового диапазона. Другой характерный для этой интонации тон – **комбинированный** (Fall-Rise). Он сочетает резкое падение (High Fall) и подъем голоса до середины диапазона (Low Rise).

Для графического обозначения этих тонов используются следующие символы:

˘ – высокий нисходящий тон (High Fall)

˘˘ – комбинированный тон (Fall-Rise), реализующийся на последнем ударном слове синтагмы

˘....˘ – разделенный Fall-Rise, используемый для выделения двух наиболее значимых слов синтагмы, между которыми могут быть безударные слоги.

Например:

Come ˘ on!

What's your ˘ name?

'Ladies and ˘ Gentlemen!

˘ Actually, | I 'study neither ˘ physics | nor math ˘ matics.

'English is ˘ much ˘ easier | than Japà nese.

At the uni ˘ versity | you can 'do either hu ˘ manities | or ˘ sciences.

It's ˘ too ˘ late, I'm af ˘ raid.

## ПРАВИЛА ЧТЕНИЯ СОГЛАСНЫХ БУКВ, БУКВОСОЧЕТАНИЙ СОГЛАСНЫХ И ГЛАСНЫХ, ДИГРАФОВ READING RULES

Для согласных **Cc, Gg, Tt, Xx** чтение зависит от того, какая гласная буква стоит после них.

**Cc** < [ k ] как правило: cap, come, clock, club  
 < [ s ] перед буквами: e, i, y: face, cell, since, city, cybernetics

Если после буквы 'c' стоит суффикс **-al, -ent**, то она читается как [ ʃ ]. Например: special [ 'speʃəl ], ancient [ 'eɪnʃənt ].

**Gg** / [ g ] как правило, и перед суффиксами сравнительной и превосходной степени имен прилагательных: game, go, gram, globe, big, longer, longest  
 \ [ dʒ ] перед буквами: e, i, y: age, bridge, gym

Запомните слова, читающиеся не по правилам: *begin, forget, get, give, eager, girl, gift, geese, finger, tiger, together, anger.*

**Tt** / [ t ] в большинстве случаев: let, date, planet  
 / [ ʃ ] в сочетании **t + суффикс -ion, -al, -ent**. Например: revolution, mention, attention, partial, patient  
 / [ tʃ ] в сочетании **t + суффикс -ure** и **st + суффикс -ion**. Например: future, picture, question

**Xx** < [ ks ] в большинстве случаев: box, exercise, expect  
 < [ gz ] перед ударным гласным: e'xam, e'xample, e'xist

*Удвоенные согласные* читаются как один звук:

**ss** [ s ] pass, class, mass, assist, miss, chess, но [ ʃ ] в слове pressure

**ll** [ l ] tell, still

**gg** [ g ] egg, biggest, struggle

Согласные диграфы *ch, ph, sh, th* произносятся как одна фонема:

**ch** < [ tʃ ] в большинстве случаев: chalk, teach, speech, achieve, child  
 < [ k ] в словах греческого происхождения: scheme, school, chemistry, technique  
 < [ ʃ ] в словах французского происхождения: machine, champagne, chef, chic

**ph** [ f ] telephone, photo, monograph

**sh** [ ʃ ] ship, fish, wash, shelf

**th** / [ ð ] в служебно-строевых словах и между гласными: this, thus, with, father, breathe

\ [ θ ] thick, think, bath, tenth, length

**Исключения:** Thames [ temz ], Thailand [ 'taɪlənd ]

Буквосочетания согласных читаются следующим образом:

**ng** [ŋ] sing, bring, long, song, ring  
**nk** [ŋk] ink, think, bank, thank  
**ck** [k] black, snack  
**qu** [kw] question, quick  
**gu** [g] перед гласными: guest, guard

Гласные диграфы в ударном слоге могут произноситься по-разному:

- как дифтонги:

**ei** \ [eɪ] / reign  
**ey** / [eɪ] \ they, grey

Но в безударном слоге они произносятся как [ɪ], например: 'foreign, 'hockey.

**Исключения: receive, perceive, deceive**, где диграф 'ei' читается как [i:].

**oi** \ [ɔɪ] / oil, soil, point  
**oy** / [ɔɪ] \ boy, toy, joy

- как монофтонги или дифтонги, когда произношение расходится с написанием:

**au** \ [ɔ:] / autumn, August, taught  
**aw** / [ɔ:] \ law, saw

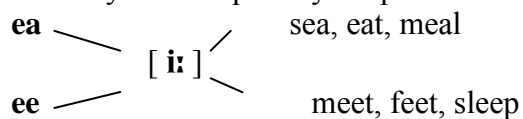
**ou** \ [aʊ] / about, noun, count, council, ground  
**ow** / [aʊ] \ down, crowd, brown, how

**oo** \ [u:] / перед звонкими согласными и в конце слова: too, spoon, food, tool, room, soon, zoo  
/ [u] / перед глухими согласными: book, hook, look и в слове good  
/ [uə] / в слове, закрытом буквой 'r': moor, poor  
/ [ʌ] / blood, flood

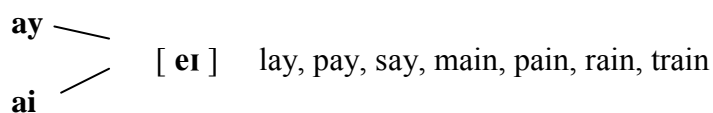
**eu** \ [ju:] / neutral, feudal  
**ew** / [ju:] \ new, few, view  
/ [u:] / rheumatism  
/ [u:] \ screw, flew, jewel, drew



В отличие от указанных гласных диграфов обычные буквосочетания читаются по первой гласной букве по правилу открытого слога:



**Исключения:** threat [ θret ], bread [ bred ], break [ breik ], great [ greit ]



**Исключения:** says [ sez ], said [ sed ]

Следует также иметь в виду, что некоторые буквы могут быть «немыми», то есть не произносятся. Запомните следующие случаи:

<b>e</b>	в конце слов после одной согласной	take	[teɪk]
<b>w</b>	перед 'r'	write, wrong	[raɪt], [rɒŋ]
<b>k</b>	перед 'n'	know, knee	[nəʊ], [ni:]
<b>gh</b>	в середине и часто в конце слов	night, high	[naɪt], [haɪ]
<b>g</b>	перед 'n'	sign, gnome	[saɪn], [nəʊm]
<b>b</b>	перед 't' и после 'm'	debt, bomb	[det], [bɒm]
<b>l</b>	в сочетаниях 'ould', 'alk'	could, walk	[kud], [wɔ:k]
<b>w</b>	перед 'h+o'	who, whom	[hu:], [hu:m]
<b>h</b>	в сочетании 'w'+ 'h'+ гласная	what, when, where, white, why	[wɒt], [wen], [wɛə], [waɪt], [waɪ]

Чтение гласной буквы в ударном слоге зависит от типа слога. Тип слога определяется тем, какие буквы следуют за ударной гласной. Существуют четыре типа ударного слога.

### Правило чтения гласных в четырех позициях

I	II	III	IV
<b>a [ æ ] fat</b>	<b>[ eɪ ] fate</b>	<b>[ a: ] far</b>	<b>[ ɛə ] fare</b>
<b>e [ e ] hen</b>	<b>[ i: ] he</b>	<b>[ ə: ] her</b>	<b>[ ɪə ] here</b>
<b>i/y [ ɪ ] fin/gym</b>	<b>[ aɪ ] fine/type</b>	<b>[ ə: ] fir, myrtle</b>	<b>[ aɪə ] fire, pyre</b>
<b>o [ ɔ ] hot, not</b>	<b>[ əʊ ] hope, no</b>	<b>[ ɔ: ] sort</b>	<b>[ ɔ: ] sore</b>
<b>u [ ʌ ] cub</b>	<b>[ ju: ] cube</b>	<b>[ ə: ] curve</b>	<b>[ juə ] cure</b>

Основой владения иностранным языком является правильное, то есть **нормативное, произношение**. Без *произносительных навыков* невозможны никакие коммуникативные умения. Поэтому очень важно добиться правильности произношения, особенно на начальном этапе обучения, а это невозможно без формирования устойчивых слухо-произносительных навыков.

Для формирования *слухо-произносительных навыков* очень важно развивать *фонематический слух*, то есть способность анализировать и синтезировать речевые звуки на основе различения звуков данного иностранного языка. Сформировать такие навыки – значит обеспечить условия для интенсивной работы над звуками, научиться их правильно артикулировать, воспринимать на слух, различать не только по отдельности, но и в потоке речи. Поскольку каждый человек обладает индивидуальными психофизиологическими способностями к формированию речевых навыков и умений, каждому потребуется **самостоятельная работа** над своим произношением, требующая столько затрат времени и усилий, сколько необходимо для выработки автоматизма.

Современные технически совершенные методы и технологии обучения позволяют создавать идеальные условия для такой работы. Они восполняют отсутствие естественной иноязычной среды и приносят ее непосредственно в вашу среду обитания.

Существуют программы, Интернет-ресурсы, разработанные профессиональными командами, предназначенные для целенаправленного формирования именно слухо-произносительных навыков английского языка. Пользуясь такими ресурсами, вы сможете слышать правильное (эталонное) произношение звуков по отдельности, в словах, а также в потоке речи, видеть, как передается каждый звук органами речи, на письме и в транскрипции, что позволяет не только на слух, но и визуально сравнивать произношение и написание. Некоторые сайты снабжены тренажерами, которые дают возможность сравнивать ваше произношение с эталонным образцом. За образец принято произношение, являющееся нормой, в исполнении носителя языка.

**Самостоятельная работа** с использованием таких систем обучения позволит настоящему индивидуализировать процесс овладения произношением, самостоятельно корректировать произношение в системе графического изображения на экране монитора, оптимизировать время занятия и создавать прекрасные условия для развития самоконтроля. Вот лишь некоторые сайты, которыми мы вам рекомендуем воспользоваться. Желаем удачи!

[http://www.stuff.co.uk/calcul\\_nd.htm](http://www.stuff.co.uk/calcul_nd.htm)

<http://www.uiowa.edu/acadtech/phonetics>

[www.fonetiks.org](http://www.fonetiks.org)

<http://international.ouc.bc.ca/pronunciation/>

[www.native-english.ru/pronounce](http://www.native-english.ru/pronounce)

<http://engv.ru/category/proiznoshenie>

<http://real-english.ru/crash/lesson2.htm>

[www.dekan.ru/p\\_eng.html](http://www.dekan.ru/p_eng.html)

<http://club.telepolis.com/phonetics/indexa.html>

<http://www.englishmedialab.com/pronunciation.html>

<http://www.esltower.com/pronunciation.html>

<http://www.gazzaro.it/accents/files/accents2.html>

## ФОНЕТИЧЕСКИЕ УПРАЖНЕНИЯ

### PHONETIC EXERCISES

#### 1. Vowel sounds phonetic exercise

1. Which of the following words does not have the sound [ i: ]?
  - a) Please
  - b) Speaker
  - c) Dead
  - d) Secret
2. Which of the following words does not have the sound [ ɪ ]?
  - a) Film
  - b) Evening
  - c) Symbol
  - d) River
3. Which of the following does not have the sound [ e ]?
  - a) Text
  - b) Help
  - c) Evening
  - d) Red
4. Which of the following does not have the sound [ æ ]?
  - a) Pack
  - b) Last
  - c) Glad
  - d) Thank
5. Which of the following does not have the sound [ ʌ ]?
  - a) Study
  - b) Mother
  - c) Task
  - d) Love
6. Which of the following does not have the sound [ a: ]?
  - a) Monday
  - b) March
  - c) Ask
  - d) Large
7. Which of the following does not have the sound [ ɔ: ]?
  - a) Word
  - b) Port
  - c) Course
  - d) Law
8. Which of the following does not have the sound [ ɒ ]?
  - a) Job
  - b) Want
  - c) Holiday
  - d) Month

## 2. Diphthongs phonetic exercise.

[ iə ] [ eɪ ] [ aɪ ] [ ɔɪ ] [ uə ] [ eə ] [ əu ] [ aʊ ]

1. Fill the gap with the diphthong in the word MIND. [ m \_\_\_\_ nd ]
2. Fill the gap with the diphthong in the word LOW. [ l \_\_\_\_ ]
3. Fill the gap with the diphthong in the word NOISE. [ n \_\_\_\_ z ]
4. Fill the gap with the diphthong in the word COUNT. [ k \_\_\_\_ nt ]
5. Fill the gap with the diphthong in the word GREAT. [ gr \_\_\_\_ t ]
6. Fill the gap with the diphthong in the word SPHERE. [ sf \_\_\_\_ ]
7. Fill the gap with the diphthong in the word AIR. [ \_\_\_\_ ]
8. Fill the gap with the diphthong in the word TOUR. [ t \_\_\_\_ ]

## 3. Odd-word-out exercise.

Read the following groups of words and find the word in each group which has a different sound.

1. time – pattern – castle – spelt
2. wears – does – loves – knocks
3. stayed – looked – pulled – weighed
4. look – good – blood – foot
5. dead – mean – bread – head
6. rented – landed – assisted – opened
7. day – days – say – says
8. daughter – fault – cause – aunt

## 4. Chose the word from a, b, c which has the same sound as the first word:

- |                   |            |         |          |
|-------------------|------------|---------|----------|
| 1. <u>breath</u>  | a. eat     | b. red  | c. rat   |
| 2. <u>country</u> | a. bus     | b. out  | c. could |
| 3. <u>please</u>  | a. steak   | b. cake | c. need  |
| 4. <u>space</u>   | a. sea     | b. cat  | c. kill  |
| 5. <u>file</u>    | a. tie     | b. fill | c. field |
| 6. <u>prefer</u>  | a. teacher | b. fur  | c. ten   |
| 7. <u>lecture</u> | a. tea     | b. thin | c. chin  |
| 8. <u>Spain</u>   | a. span    | b. pane | c. spine |
| 9. <u>through</u> | a. too     | b. cup  | c. young |
| 10. <u>ink</u>    | a. no      | b. sing | c. knife |

## 5. Fill in the gaps with a word represented by the phonetic transcription:

[ 'neɪtʃə ] _____;	[ 'fʌŋkʃən ] _____;	[ 'mɪstəri ] _____;
[ 'nɒlɪdʒ ] _____;	[ 'saɪəns ] _____;	[ 'sʌbdʒɪkt ] _____;
[ 'speʃəlɪst ] _____;	[ 'lɪt(ə)rɪtʃə ] _____;	[ nəu ] _____;
[ grʊ:p ] _____;	[ 'fɪzɪks ] _____;	[ fɔ:s ] _____;
[ 'pɑ:tɪkl ] _____;	[ 'mɒlɪkjʊ:l ] _____;	[ 'mægnɪtɪzm ] _____;
[ mɪ'kænɪks ] _____;	[ rɪ'sə:tʃ ] _____;	[ 'strʌktʃə ] _____;
[ 'meʒə ] _____;	[ 'kɒnsəpt ] _____;	[ dɪ'menʃən ] _____.

## 6. Practise positional length of vowels.

### a) Long vowels:

be – beam – beat

he – heel – eat

fur – firm – first

shore – shawl – short

cause – cord – course

tore – tall – taught

### b) Short vowels:

put – good – wood

math – mat – mad

kiss – kid – is

mess – went – men

fun – but – mud

pot – pod – pond

## 7. Contrast exercises:

**fin** – **thin**

**free** – **three**

**first** – **thirst**

**bet** – **bed**

**late** – **laid**

**heart** – **hard**

**pick** – **pig**

**back** – **bag**

**dock** – **dog**

**ten** – **tan**

**pen** – **pan**

**dead** – **Dad**

**fought** – **thought**

**forty** – **thirty**

**offer** – **author**

**brought** – **broad**

**sight** – **side**

**set** – **said**

**leaf** – **leave**

**half** – **halve**

**safe** – **save**

**luck** – **lark**

**duck** – **dark**

**cup** – **carp**

## 8. Cross out the letters which are not pronounced, transcribe the words and read them correctly. Consult the dictionary.

knowledge, who, when, doubt, talk, write, hour, thought, know, high, could, walk, half, honest, right, wrong, answer.

## 9. In which words the underlined letters are pronounced in a different way?

1. clock, cook, sock, case, nice.

2. great, age, go, again, big.

3. that, thought, thin, theatre, thing.

4. these, brother, those, the, the.

5. Christmas, chemist, cliché, chaos, stomach.

6. son, friend, link, dinner, noise.

## 10. Look at the table and find as many words as possible. Write down the transcription of the words you know, write down the words. Check your list with your partner's, and finally with the key.

k	d	ɔ	k	t	ə	n
u	d	r	aɪ	v	ə	ə:
k	p	eɪ	n	t	ə	s
m	ə	k	æ	n	ɪ	k
f	e	n	dʒ	ə	n	ɪə
a:	v	r	aɪ	t	ə	g
m	e	s	ɪ	ŋ	ə	a:
ə	t	w	eɪ	t	ə	d

**11. Write each word in the correct box.**

read, planet, people, physics, develop, nature, elementary, between, space, mass, simple, information, practical, speak, consist.

[ eɪ ]	[ iː ]	[ e ]	[ ɪ ]	[ æ ]
name	please	many	live	glad

**12. Group the words according to the type of the syllable**

I	II	III	IV
famous	uncle	far	fire

famous, moment, care, these, far, turn, eve, bye, type, agent, force, future, order, further, uncle, student, farther, space, world, matter, spare, basis, observe, motion, tiny, normal, concept, make, act, object, here, curve, stars, happy, such, try, role, fire, picture, part, sphere, solar, human, dust, form, cluster, wrong.

**13. Read these common words and pay attention to their pronunciation. Consult the dictionary to find out their meanings.**

[ɪ] picture, think, image, different, difficult, simple, film, window, dinner, winter, spring, city, visit, river, wish, fish, big, symbol, dish.

[iː] speaker, secret, teach, preach, cheese, deep, keep, meat, meet, knee, key, seat, see, cheap, please, niece, evening, Pete.

[e] letter, text, dress, help, bed, clever, heavy, ready, never, many, bread, breakfast, friend, health, wealth, weather, pleasure, Wednesday.

[æ] language, manager, thank, handsome, angry, classic, hand, habit, glad, happy, cash, family, flat, bag, bad, Saturday.

[ʌ] study, mother, brother, trouble, London, luck, summer, month, cup, sun, bus, subjects, supper, lunch, butter, love, comfortable, discuss, Monday, Sunday.

[ɑː] park, part, last, garden, start, ask, task, fast, aunt, laugh, large, hard, car, far, star, dance, chance, father.

[ɔ] top, bottom, body, competence, job, offer, hobby, hot, long, song, wrong, clock, holiday, want, wash, shop, nonsense, promise.

[ɔː] course, form, short, story, important, daughter, morning, sort, port, water, small, wall, talk, north, storm, floor, law, door.

[u] put, good, wood, book, foot, bush, room, woman, sugar.

[uː] group, soon, moon, tool, fool, do, prove, school, juice, tooth, shoes.

[juː] beauty, student, communicate, produce, view, music, use, new, news, future, computer, excuse, Tuesday.

[əː] word, world, work, first, bird, firm, burn, turn, fur, earth, worse, hurt, search, church, dirty, verb, girl, certain, curtain, Thursday.

[eɪ] baby, great, name, nation, table, place, state, day, say, rain, age, play, date, plate, lake, game, face, shape, late.

[aɪ] time, mind, side, child, drive, line, try, cry, ice, fight, light, night, nice, type, pie, wine, right, wife, wild, like, pie.

[ɔɪ] boy, toy, noise, joy, voice, boil, choice, spoil, destroy, enjoy, point, annoy.

[əʊ] show, home, cold, goal, smoke, snow, know, low, phone, moment, told, soap, toast, coast, post, joke, boat.

[aʊ] cow, now, town, loud, sound, cloud, house, mouse, mouth, south, count, shout, pronounce, found, how, doubt, crowd, round.

[ɪə] year, clear, dear, engineer, theatre, museum, near, here, sphere, appear, real, ear, beer.

[eə] air, hair, pair, care, bear, parents, Mary, compare, share, affair, fair, rare, spare.

[uə] poor, sure, tour, tourist, during, plural, secure, endure, fuel, Europe, insurance, curiosity.

[θ] thank, thick, thin, thing, thirsty, thousand, healthy, something, bath, breath, cloth, path, death.

[ð] this, that, there, they, though, other, either, neither, further, leather, together, with.

[ʒ] pleasure, leisure, measure, usual, division, revision, collision, invasion, vision, illusion, provision, explosion

[tʃ] chair, change, cheap, chief, kitchen, nature, picture, fortune, question, each, reach, rich, speech, touch, watch.

[dʒ] general, gentleman, join, joke, judge, jump, danger, imagine, soldier, arrange, bridge, manage, page, village.

[j] yellow, yesterday, young, use, useful.

[w] wait, walk, one, want, warm, water, way, week, word, always, between.

[r] rain, remember, rest, road, roof, room, rule, write, wrong, agree, already, worry, foreign.

#### 14. Read these sentences, observing the correct pronunciation of sounds in speech.

It's written in simple English, isn't it? Finish it, it isn't difficult.

Believe me, she deceives me.

Measure for measure.

I'm glad we'd had a chat. It's sad that the weather is bad.

It's fun to run.

Last dance, last chance.

Copy the song, it isn't long.

More sauce for pork. She's short of cord.

Have a good look at the cookery book.

I'd choose blue shoes to take to school to use.

He's the worst worker in the world.

Haste makes waste.

Buy my nice pies.

That's a rare pair to wear.

Tourists from Europe are usually curious.

Let's play a game.

My height isn't quite right.

The spoilt boy destroyed the toys.

Don't smoke. Oh, no, don't go home alone!

Without any doubt.

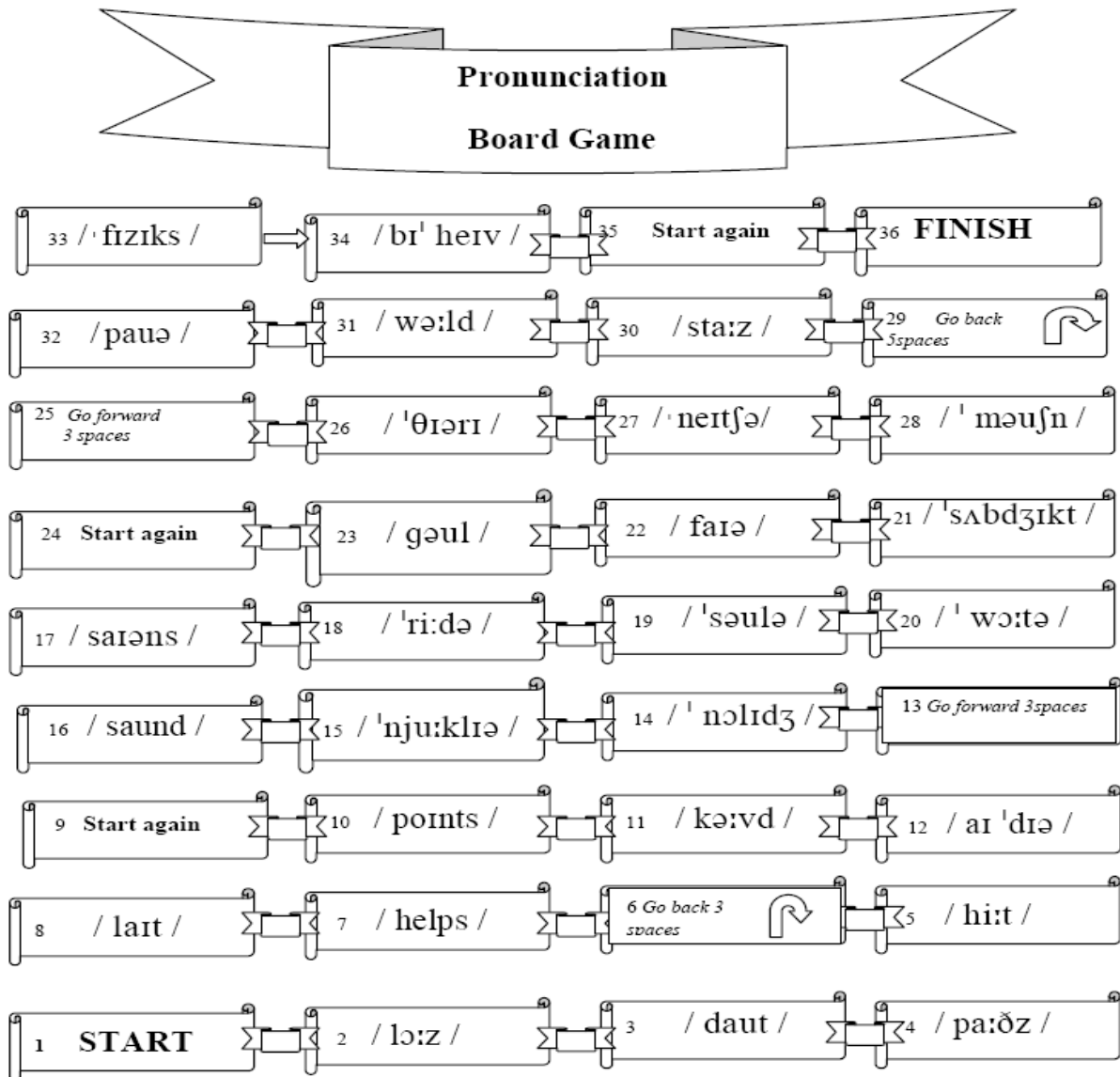
The theatre and the museum are near here.

Are you sure the tours are newer?

**15. Spell the words to your partner for him/her to write them down and read.**

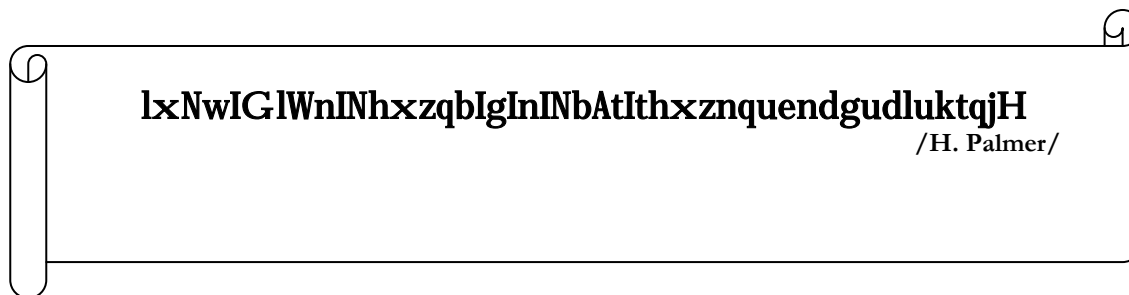
1. language, physics, subject, university, function.
2. branch, problem, theory, law, nature.
3. Sun, Moon, Earth, planet, universe.
4. sky, water, fire, sense, experience.
5. move, measure, behave, study, research.
6. experiment, solve, develop, heat, call.
7. dimension, light, sound, gravity, electricity.
8. magnetism, atom, engineering, instrument, atom.

**16. Now play the game “Say it right”.** Roll the dice and advance according to the number. When you land on a space with the phonetic transcription read it and give the Russian equivalent to the word. If you are correct, advance further after the other player has taken a turn. If wrong you lose a turn. If you land on a box with instructions, follow the instructions. The first person to get to finish wins.





1. Read the message.



2. Do you agree or disagree with Mr. Palmer? Explain why. Good luck to you!

**Keys**

Ex. 1: 1 c; 2 b; 3 c; 4 b; 5 c; 6 a, 7 a; 8 d.

Ex. 3: 1 castle; 2 knocks; 3 looked; 4 blood; 5 mean; 6 opened; 7 says; 8 aunt.

Ex. 4: 1 b; 2 a; 3 c; 4 a; 5 a; 6 b; 7 c; 8 b; 9 a; 10 b.

Ex. 5: nature, function, mystery, knowledge, science, subject, specialist, literature, know / no, group, physics, force, particle, molecule, magnetism, mechanics, research, structure, measure, concept, dimension.

Ex. 8: (k)nowledge, (w)ho, w(h)en, dou(b)t, ta(l)k, (w)rite, (h)our, thou(gh)t, (k)now, hi(gh), cou(l)d, wa(l)k, ha(l)f, (h)onest, ri(gh)t, (w)rong, ans(w)er.

Ex. 9: 1 nice; 2 age; 3 that; 4 theme; 5 cliché; 6 link.

Ex. 10: **cook** [ kuk ], **doctor** [ 'd0ktq ], **ten** [ ten ], **dock** [ d0k ], **nurse** [ nWs ], **far** [ fR ], **farm** [ fRm ], **farmer** [ 'fRmq ], **arm** [ Rm ], **dry** [ draI ], **drive** [ draIv ], **driver** [ 'draIvq ], **pain** [ peIn ], **painter** [ 'peIntq ], **mechanic** [ ml'kxnlk ], **can** [ kxn ], **fen** [ falv ], **engineer** [ , enGI'nlq ], **write** [ raIt ], **right** [ raIt ], **writer** [ 'raItq ], **mess** [ mes ], **messy** [ 'mesI ], **messing** [ 'mesIN ], **sing** [ sIN ], **singer** [ 'sINq ], **wait** [ weIt ], **waiter** [ 'weItq ], **vet** [ vet ], **guard** [ gRd ], **merit** [ 'merIt ], **day** [ deI ], **I** [ aI ], **near** [ nlq ], **nick**, **Nick** [ nlk ], **rive** [ ralv ], **kine** [ kaIn ], **armour** [ 'Rmq ], **way** [ weI ], **rye** [ ral ], **sign** [ saIn ], **say** [ seI ] – 43 words.

Ex. 11: name (nature, space, information); please (read, people, between, speak); many (develop, elementary); live (physics, simple, consist); glad (planet, mass, practical).

Ex. 12: I – moment, these, eve, bye, type, agent, future, student, space, basis, motion, tiny, make, try, role, solar; II – matter, concept, act, object, happy, such, picture, dust, cluster, wrong; III – turn, force, order, further, farther, world, observe, normal, curve, stars, part, form; IV – care, spare, here, sphere.

Ex. 17: Language learning has a beginning, but it has no end.

**ГРАММАТИЧЕСКИЙ СПРАВОЧНИК**

**GRAMMAR GUIDE**

## МЕСТОИМЕНЕНИЯ / PRONOUNS

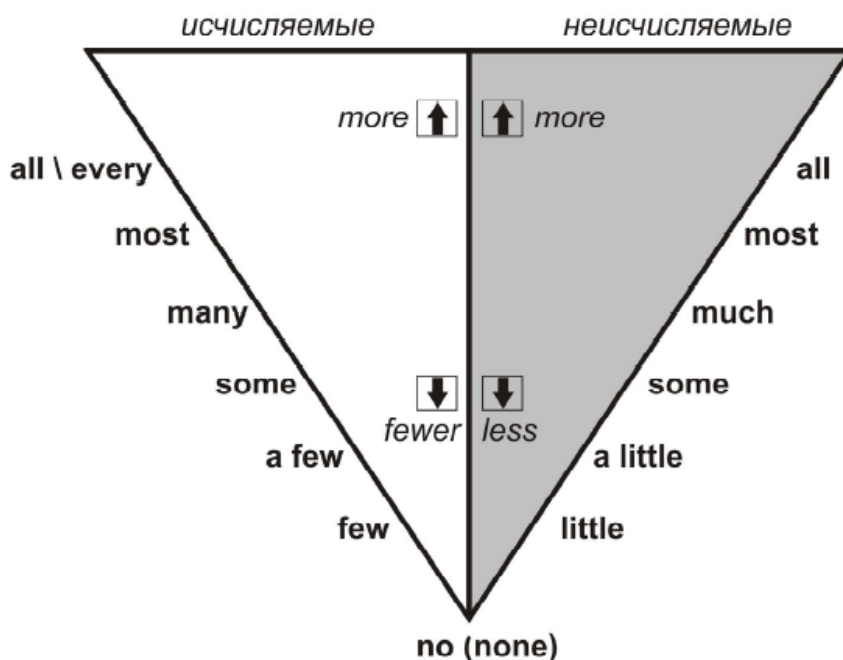
ИМ. П. 1. Личные объектн. п.	I, me, my, mine, myself,	you, you, your, yours, yourself,	he, him, his, his, himself,	she, her, her, hers, herself,	it, it, its, its, itself,	we, us, our, ours, ourselves,	you, you, your, yours, yourselves,	they them their theirs themselves
2. Приглагольные I форма II форма								
3. Возвратные и усилительные								
4. Взаимные		each	other,	one	another			
5. Указательные		this,	these,	that,	those,	such,	the same	
6. Вопросительные		who,	whom,	whose,	what,	which		
7. Относительные и соединительные		who,	whom,	whose,	what,	which,	that	
8. Неопределенные		some, both,	any, many,	one, much,	all, few,	each, little,	every, either,	another, none, no

**Производные неопределенных местоимений / Indefinite Pronouns Derivatives**

Случаи упоминания	В утвердительных предложениях		В вопросительных предложениях	В отрицательных предложениях		Все типы предложений
	<b>some</b>	<b>any</b>		<b>not...any</b>	<b>no</b>	
О вещах <i>-thing</i>	<i>something</i> что-то, что-нибудь	<i>anything</i> всё	<i>anything</i> что-то, что-нибудь	<i>not...anything</i> ничего...не	<i>nothing</i> ничего...не	<i>everything</i> всё
О людях <i>-body</i> <i>-one</i>	<i>somebody</i> <i>someone</i> кто-то, кто-нибудь	<i>anybody</i> <i>anyone</i> всякий, любой	<i>anybody</i> <i>anyone</i> кто-нибудь, кто-либо	<i>not...anybody</i> <i>not...anyone</i> никто...не	<i>nobody</i> <i>no one, none</i> никто...не	<i>everybody</i> <i>everyone</i> все

## Количественные местоимения с существительными Quantifiers with nouns

В целом употребление английских местоимений, обозначающих количество, можно представить в виде перевернутой пирамиды. Местоимения расположены на ней по нарастающему количеству снизу вверх с учетом характера существительных (исчисляемые – неисчисляемые).



For example:

**Most** people live in cities.

**All** the latest information is right.

**Some** of my friends drive a car.

I understand **little** in football.

She has **no** problems.

Следует обратить внимание на то, что местоимения **many** и **much** можно заменять выражениями, обозначающими множество, например:

- *a lot of / lots of* (с исчисляемыми и неисчисляемыми существительными),
- *a great deal of* (с неисчисляемыми существительными),
- *a large / great / small number of* (с исчисляемыми существительными).

For example:

There are **many** books on the shelf.

Do you need **much** sugar for this cake?

There are **a lot of** students in our university.

I have **lots of** friends.

There is **lots of** interesting information in this book.

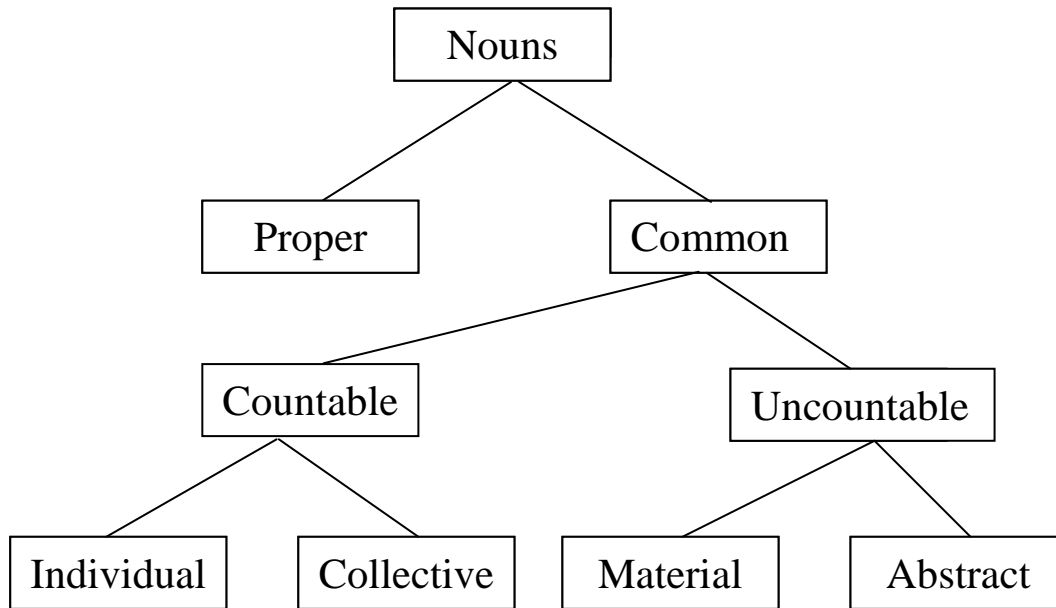
You will need **a great deal of** luck to win this game.

This site has **a large number of** users.

There is **a small number of** boys in this class.

## СУЩЕСТВИТЕЛЬНЫЕ

### NOUNS



Существительные делятся на:

собственные	нарицательные
London, John Brown	(a) the boy, (a) the name, (a) the book

**Нарицательные существительные**, в свою очередь, делятся на:

исчисляемые	неисчисляемые
boys, names, books, rules	knowledge, work, bread, cheese

### Собирательные существительные

- Некоторые существительные этого класса употребляются с *глаголами единственного и множественного числа*, т.е. как единое целое или как индивидуальности этого целого.

Например:

Our **family** *is* large.

The **family** *are* at home now preparing for the holiday.

There *was* a good **crew** on board the ship.

At midnight the **crew** *were* asleep.

- Существительные *people, militia, police, cattle, poultry* употребляются только как *существительные множественности*.

Например:

A lot of **people** *were* skiing in the forest on that sunny day.

The **police** *are* after you. Be careful!

### Простые существительные

- Простые существительные не имеют суффиксов и приставок: *a man, a house, a face, a book, joy, water, etc.*

Многие из простых существительных по форме совпадают с глаголами:

help – помощь; помогать,

jump – прыжок; прыгать,

work – работа; работать.

### Производные существительные

- Основой для производного существительного, обозначающего состояние, качество, профессию, может служить простое существительное.

<i>существительное</i>	<i>суффикс</i>	<i>основное значение</i>	<i>пример</i>	<i>русский эквивалент</i>
child	<b>-hood</b>	состояние	<b>childhood</b>	детство
friend	<b>-ship</b>	состояние	<b>friendship</b>	дружба
hero	<b>-ism</b>	качество	<b>heroism</b>	героизм
music	<b>-ian</b>	профессия	<b>musician</b>	музыкант
art	<b>-ist</b>	профессия	<b>artist</b>	художник

- Прилагательные, также могут быть основой для производных существительных. При этом большинство производных существительных обозначают качество, состояние, направление, течение в искусстве, политике.

<i>прилагательное</i>	<i>суффикс</i>	<i>основное значение</i>	<i>пример</i>	<i>русский эквивалент</i>
arrogant	<b>-ance</b>	качество	<b>arrogance</b>	высокомерие
fluent	<b>-cy</b>	качество	<b>fluency</b>	беглость
patient	<b>-ence</b>	качество	<b>patience</b>	терпение
desperate	<b>-ion</b>	состояние	<b>desperation</b>	безрассудство
soft	<b>-ness</b>	качество	<b>softness</b>	мягкость
familiar	<b>-ity</b>	состояние	<b>familiarity</b>	близкие отношения
content	<b>-ment</b>	состояние	<b>contentment</b>	удовлетворённость
anxious	<b>-ty</b>	состояние	<b>anxiety</b>	беспокойство
honest	<b>-y</b>	качество	<b>honesty</b>	честность
short	<b>-age</b>	состояние	<b>shortage</b>	нехватка
modern	<b>-ism</b>	направление	<b>modernism</b>	модернизм

- При помощи суффиксов существительные можно образовать от глаголов. В результате получим существительные, обозначающие процесс, состояние, лицо, выполняющее действие, или механизм.

<i>глагол</i>	<i>суффикс</i>	<i>основное значение</i>	<i>пример</i>	<i>русский эквивалент</i>
remove	<b>-al</b>	действие	<b>removal</b>	удаление
rely	<b>-ance</b>	состояние	<b>reliance</b>	доверие
refer	<b>-ence</b>	действие	<b>reference</b>	ссылка, сноска
free	<b>-dom</b>	состояние	<b>freedom</b>	свобода
employ	<b>-ment</b>	состояние	<b>employment</b>	занятость
drain	<b>-age</b>	процесс	<b>drainage</b>	дренаж
propose	<b>-al</b>	процесс	<b>proposal</b>	предложение
analyse	<b>-sis</b>	процесс	<b>analysis</b>	анализ
run	<b>-ing</b>	процесс	<b>running</b>	бег
repeat	<b>-tion</b>	процесс	<b>repetition</b>	повторение
protect	<b>-ion</b>	процесс	<b>protection</b>	защита
investigate	<b>-ation</b>	процесс	<b>investigation</b>	исследование
decide	<b>-sion</b>	процесс	<b>decision</b>	решение
injure	<b>-y</b>	состояние	<b>injury</b>	повреждение

assist	<b>-ant</b>	действующее лицо	<b>assistant</b>	помощник
preside	<b>-ent</b>	действующее лицо	<b>president</b>	президент
drive	<b>-er</b>	действующее лицо/механизм	<b>driver</b>	водитель
act	<b>-or</b>	действующее лицо	<b>actor</b>	актёр
employ	<b>-ee</b>	действующее лицо	<b>employee</b>	служащий

Например:

We have **to equip** our new restaurant. The **equipment** is delivered.

Jane's voice is so **soft**. The **softness** of her voice is soothing.

A **scientist** is a person who does **science**.

**To assist** you with the experiment invite this **assistant**.

Tom is a careful **driver**. He **drives** very carefully.

They are **short** of money. This **shortage** is significant.

### Составные существительные

Составные существительные обычно образованы из двух слов или из двух существительных, или из прилагательного и существительного. Некоторые составные существительные образованы из двух существительных, соединённых предлогами: *a letter-box, a hothouse, an editor-in-chief, a mother-in-law, etc.*

Например:

**Letter-boxes** in London are red.

This **hothouse** has to be fixed.

### Число

<i>единственное</i>	<i>множественное</i>
a worker	workers
a class	classes
a tomato	tomatoes
a wife	wives
a country	countries
a boy	boys
<b>исключение</b>	<b>исключение</b>
a man	men
a woman	women
a child	children
a tooth	teeth
a fish	fish
<b>латинские / греческие</b>	<b>заимствования</b>
a datum	data
a crisis	crises
an analysis	analyses
a basis	bases
a phenomenon	phenomena

Например:

A **man** and two **women** were in the compartment

I had a **class** in the morning. Actually all my **classes** start at 8 a.m.

This experimental **datum** is to be checked. All other **data** have been verified.

### Падеж

<i>общий</i>	<i>притяжательный</i>
<b>The boy</b> reads a book.	<b>The boy's</b> book was open.
<b>The boys</b> read books.	<b>The boys'</b> books were open.
<b>The editor-in-chief</b> is in his study.	It is <b>the editor-in-chief's</b> study.
They brought the newspaper <b>yesterday</b> .	Has he got <b>yesterday's</b> newspaper?
It takes me <b>ten days</b> to drive there.	It's <b>ten day's</b> drive.



## Артикль

## ARTICLE

Английские артикли – чуткие помощники, неутомимые труженики языка. Чтобы знать их «характер» и «повадки», надо понимать, для чего они существуют и почему английский язык не может без них обходиться. В артикле скрыто определенное содержание. Он детерминирует существительное, поэтому он всегда сопровождает существительное.

Представим, что мы рассматриваем разные объекты действительности в оптический прибор, скажем в подзорную трубу или бинокль. Если резкость не наведена, то мы едва различаем очертания предмета. Это соответствует значению **нулевого артикля**. Отсутствие артикля перед именем существительным указывает на абстрактный характер предмета, его размытые нечеткие границы. Нулевой артикль обозначает общее, глобальное понятие. Обычно такое понятие выражается абстрактным, неисчисляемым существительным. Такой предмет нельзя изобразить графически: *love, physics, electricity, etc.*

Если резкость начать регулировать, то становятся видны уже отличительные черты предмета. Эту функцию выполняет **неопределенный артикль А (AN)**. Форма ‘a’ используется, если существительное начинается с согласного звука, форма ‘an’ – если существительное начинается с гласного звука, например: **a** book, **an** answer, **a** university, **an** hour. Это смысловозначительный артикль или **артикль первого узнавания**. За неопределенным артиклем идет **общее понятие**. Неопределенный артикль только указывает на то, что предмет принадлежит к какому-нибудь классу предметов, но не выделяет его из однородных предметов, имея, таким образом, **классифицирующее значение**. Существительное с неопределенным артиклем представляет собой название предмета вообще, а не название определенного предмета: Give me **a** pen. *Дайте мне ручку* (какую-нибудь, любую ручку, а не карандаш). Physics is **a** science. *Физика – наука (одна из наук)*. Поскольку неопределенный артикль исторически произошел от числительного **one (один)**, он употребляется только с исчисляемыми существительными в единственном числе и несет в себе также значение **«один из многих, какой-то, любой, всякий»**, например: **A** student reads a lot. *Любой (всякий) студент много читает.*

Если резкость отрегулирована полностью, мы получаем четкое видение предмета. **Определенный артикль THE** является артиклем **полного узнавания**. Он произошел от древнеанглийского указательного местоимения «тот», что в современном английском соответствует указательным местоимениям *this* (этот) и *that* (тот), и поэтому он имеет значение **«тот самый, именно этот»**. Определенный артикль употребляется с исчисляемыми и неисчисляемыми существительными, как в единственном, так и во множественном числе. Его функция – **выделить лицо или предмет** из данного класса. Давайте обратимся к ситуации, четко демонстрирующей различие в значении артиклей “a” и “the”: “It’s **a** stone”, – говорит Ватсон. “No, it’s **the** stone,” – говорит Шерлок Холмс. Ватсон видит какой-то камень, каких много, а для Холмса это именно тот самый камень, который решает дело!

### Особенности употребления артикля

1. Артикли в речи безударны, поэтому редуцируются и произносятся слитно со следующим за ним словом: a pen [ q'pen ], the book [ Dq 'buk ], an album [ qn 'xlbqm ], the album [ Dl 'xlbqm ].
2. **Нулевой артикль** употребляется:
  - перед названиями континентов, стран, штатов, городов, населенных пунктов, улиц, площадей: Europe, Russia, Texas, Tomsk, Siberia, Baker Street, Red Square;

- перед именами собственными: John Brown. Но перед фамилиями во множественном числе, когда имеются в виду все члены одной семьи, ставится определенный артикль: the Browns, the Petrovs;
- перед названием времен года, месяцев и дней недели: autumn, winter; January, June, August; Thursday, Saturday;
- перед существительными во множественном числе. Сравните: I'm a student. We are students.

3. **Определенный артикль** употребляется:

- перед существительным, если ему предшествует прилагательное в превосходной степени или порядковое числительное: the best student, the first day;
- перед названиями рек, морей, океанов, горных хребтов, групп островов: the Volga, the Black Sea, the Pacific Ocean, the Urals, the British Isles;  
*Но перед названиями горных вершин и одиночных островов используется нулевой артикль: Everest, Belukha, Great Britain;*
- если в название страны входит слово, обозначающее объединение ряда местностей: the CIS (the Commonwealth of Independent States), the USA, the UK, the Russian Federation, а также the Crimea, the Ukraine, the Caucasus, the Philippines, the Hague, the Netherlands.

4. Запомните некоторые **устойчивые выражения** с:

нулевым артиклем	неопределенным артиклем	определенным артиклем
<b>day by day/day after day</b> день за днем	<b>as a matter of fact</b> фактически	<b>at/in the beginning</b> в начале
<b>face to face</b> лицом к лицу	<b>as a result</b> в результате	<b>at/in the end</b> в конце
<b>go to bed</b> идти спать	<b>as a rule</b> как правило	<b>by the way</b> кстати
<b>go to school</b> идти в школу	<b>for a long time</b> долго	<b>on the left/right</b> слева/справа
<b>word for word</b> дословно	<b>in a hurry</b> в спешке	<b>on the whole</b> в целом
<b>play football/tennis/chess</b> играть в футбол/ теннис/ шахматы	<b>at a glance</b> с первого взгляда	<b>play the piano</b> играть на пианино
<b>Keep in touch!</b> Давай о себе знать!	<b>at a time</b> за один раз	<b>What's the difference?</b> Какая разница?
<b>Take care!</b> Всего хорошего!	<b>What a pity!</b> Какая жалость!	<b>What's the matter?</b> В чем дело?
	<b>Have a good time!</b> Приятного времяпрепровождения!	<b>What's the point?</b> Какой в этом смысл?

5. Артикль ставится **перед определением** к существительному, например: a good book, an economic problem, a very beautiful flower, the important question.
6. Артикль **не употребляется**, если перед существительным стоит местоимение или количественное числительное, например: I know **this** student. He is **our** friend. He speaks **three** languages.

Большинство случаев употребления артиклей в английском языке с исчисляемыми и неисчисляемыми существительными вписываются в так называемое **золотое правило** употребления артиклей, отраженное в таблице.

	<i>a/an</i>	<i>the</i>	<i>no article</i>
singular countable	a book	the book	
plural countable		the books	books
uncountable		the air	air

## ЧИСЛИТЕЛЬНЫЕ

### NUMERALS

Количественные / Cardinal		
1 one	11 eleven	21 twenty-one
2 two	12 twelve	22 twenty-two
3 three	13 <b>thirteen</b>	30 <b>thirty</b>
4 four	14 <b>fourteen</b>	40 <b>forty</b>
5 five	15 <b>fifteen</b>	50 <b>fifty</b>
6 six	16 <b>sixteen</b>	60 <b>sixty</b>
7 seven	17 <b>seventeen</b>	70 <b>seventy</b>
8 eight	18 <b>eighteen</b>	80 <b>eighty</b>
9 nine	19 <b>nineteen</b>	90 <b>ninety</b>
10 ten	100 one <b>hundred</b>	1,000 one <b>thousand</b>
1, 100 one thousand one hundred / eleven hundred		
1,000,000 one <b>million</b>		
3,146 three thousand, one hundred <b>and</b> forty-six		
2,550,000 two million, five hundred <b>and</b> fifty thousand		
4, 000, 000, 000 four <b>billion</b>		

Порядковые / Ordinal		
the 1 st <b>first</b>	the 11 th eleventh	the 21 st twenty-first, ...
the 2 nd <b>second</b>	the 12 th twelfth	
the 3 d <b>third</b>	the 13 th thirteenth	the 30 th thirtieth
the 4 th <b>fourth</b>	the 14 th fourteenth	the 40 th fortieth
the 5 th fifth	the 15 th fifteenth	the 50 th fiftieth
the 6 th sixth	the 16 th sixteenth	the 60 th sixtieth
the 7 th seventh	the 17 th seventeenth	the 70 th seventieth
the 8 th eighth	the 18 th eighteenth	the 80 th eightieth
the 9 th ninth	the 19 th nineteenth	the 90 th ninetieth
the 10 th tenth	the 20 th twentieth	the 100 th hundredth

Дроби / Fractions and Decimals		
Простые	$\frac{1}{2}$ a (one) half	$1\frac{1}{2}$ one and a half
	$\frac{1}{3}$ one third	$\frac{2}{5}$ two fifths
	$1\frac{1}{4}$ one and a quarter	$2\frac{3}{7}$ two and three sevenths
Десятичные	0.3 nought (zero) point three (point three)	
	2.35 two point three five (thirty-five)	
	32.305 three two (thirty-two) point three zero (nought) five	

Следует запомнить:

1. Как произносятся математические действия и формулы:

**Арифметические действия обозначаются:**

- + addition
- subtraction
- × multiplication
- ÷ division

### Знаки:

+ plus/and  
– minus/take away  
± plus or minus  
×(is) multiplied by / times (or, when giving dimensions, by)  
÷ (is) divided by  
= is equal to / equals / is / makes  
≠ is not equal to / does not equal  
≅ is approximately equal to  
≡ is equivalent to / is identical with  
< is less than  
> is more than  
≥ is more than or equal to  
« much smaller than  
» much larger than  
↑ increases  
↓ decreases  
∞ infinity  
∝ varies as/proportional to  
log<sub>e</sub> natural logarithm or logarithm to the base e/i  
√ (square) root  
∛ cube root  
π pi [πɑI]  
∫ the integral of  
° degree  
' minute

### Формулы:

**28%** twenty-eight per cent

**4<sup>2</sup>** four squared

**7<sup>3</sup>** seven cubed

**8<sup>4</sup>** eight to the power of four / eight to the fourth power

**32°** C or F thirty-two degrees centigrade / Celsius or Fahrenheit

**10m x 12m** ten meters by twelve meters

**6 × 7 = 42** six times seven is forty two.

**2x + 3y - z = 3z ÷ 4x** Two X plus three Y minus Z equals three Z divided by four X or three Z over four X.

2. Перед числительными, начинающимися с *'one'*, в менее официальных ситуациях или когда количество не точное, используется неопределенный артикль **'a'**, вместо числительного «один»: He's got over **a** thousand records.

3. В числительных, содержащих число 0, его можно передать на английском несколькими способами: *'zero'*, *'nought'* или *'o'* (oh) [**qu**]. Слово *'zero'* более употребительно для Америки и для технических текстов. Вариант *'o'* или oh более всего подходит для разговорного стиля.

4. При обозначении количественных числительных в англоязычной практике разряды многозначных чисел разделяются запятой: 1, 000; 5, 500, 000.

5. Числительные, содержащие много цифр, в частности номера банковских счетов, кредитных карт, телефонов, произносятся как отдельные цифры, которые следует ритмически группировать по две или три: oh five four / eight six three / nine double six (i.e. 054863966).

6. В сочетании с предлогом **'of'** используется форма множественного числа числительных: hundreds of, dozens of, etc.: I've seen it **hundreds of** times.

7. **Даты** пишутся по-разному в зависимости от стандарта, принятого в стране. По международному стандарту на письме мы обозначаем дату в последовательности *день – месяц – год*. Например, первое сентября можно представить следующим образом: 1/09/64; 01.09.09; 1 September 1964, 1<sup>st</sup> September 2009 или September 1 2009, но произнести следует 'September **the** first' или '**the** first **of** September'. В американском стиле принято на первое место ставить месяц, а затем день и год, поэтому дата 6/4 соответствует 4 июня, т.е. June 4<sup>th</sup>. В американском стиле принято перед годом ставить запятую: February 20, 2009.

Для обозначения хронологических дат, а также времени и отрезков времени в английском языке используются количественные числительные. При чтении хронологической даты до 2000 года цифры года в ней делятся пополам: nineteen ninety-five: 1995 – девятнадцать (веков) девяносто пять (лет). Слово **"year"** (год) не употребляется **после** обозначения года, но может быть употреблено **перед** ним: in **the year of** two thousand.

How we say years	
1429 fourteen twenty-nine	2000 two thousand
1735 seventeen thirty-five	2003 two thousand and three
1961 nineteen sixty-one	2018 two thousand and eighteen OR
<b>But</b>	twenty eighteen
1900 nineteen hundred	BC = "Before Christ" (до Р.Х. или до нашей эры)
1905 nineteen oh/and five	AD = "Anno Domini" (от Р.Х. или нашей эры)

Для указания периода используется типе: In March — August 1975; during 15 — 18 January; in period 1949 — 1956.

Десятилетие (**a decade**) можно разделить на три части, например: начало 60-х = **early sixties**, середина = **mid-sixties**, конец = **late sixties**. 20-е годы по-английски соответствуют **the twenties**.

8. При обозначении **времени** в английском языке употребляются количественные числительные от одного до двенадцати вместе со словом **o'clock** (сокращение от фразы «на часах»), которое в разговорной речи часто опускается: What's the time, please? / What time is it? – It's six (o'clock).

Для обозначения времени в устной речи в английском языке используется ряд предлогов. Предлог **"to"** соответствует русскому предлогу **"без"**:

It's ten minutes to four. Без десяти четыре.

Предлог **"past"** означает **"после"**:

It's seven (minutes) past four. Семь минут пятого.

Слово **"half"** означает **"половина"** и всегда используется с предлогом **"past"**:

It's half past five. Половина шестого.

Слово **"quarter"** переводится как **«четверть»**:

It's (a) quarter past nine. Четверть десятого.

В английском не любят употреблять 24-часовой формат времени, а обычно используют 12-часовую схему.

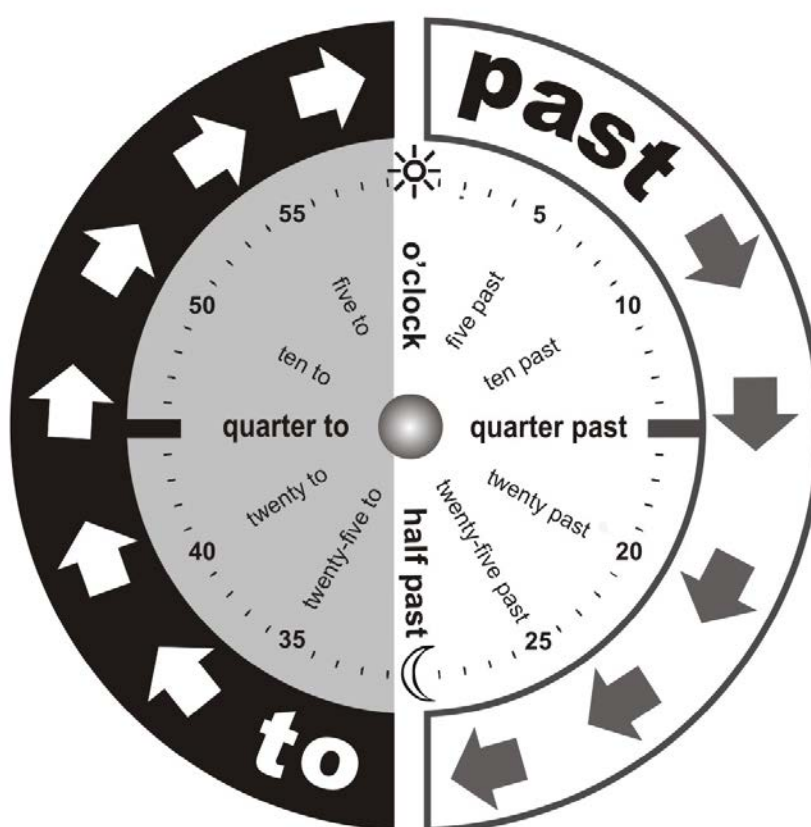
- До полудня (00:00 – 12:00): **AM** (лат. **Ante Meridiem**).
- После полудня (12:00 – 24:00): **PM** (лат. **Post Meridiem**).

It's 12 a.m. 12 часов дня.

It's 12 p.m. Двенадцать часов ночи.

Например, табличка работы кафе может иметь вид:

- *Open from 7.30 am to (till) 11 pm.*



## ПРИЛАГАТЕЛЬНЫЕ

### ADJECTIVES

#### Простые

Простые прилагательные не имеют ни суффиксов, ни приставок: *large, little, short, long, good, bad, red, nice.*

#### Производные

При помощи суффиксов **-y, -ly, -ic, -ical, -ful, -less, -en, -ward, -ous, -ible, -able, -ish** можно образовать прилагательные от существительных.

<i>исходное существительное</i>	<i>суффикс</i>	<i>основное значение</i>	<i>пример</i>	<i>русский эквивалент</i>
fun friend	<b>-y</b> <b>-ly</b>	состояние качество	funny friendly	забавный дружеский
atom biology centre	<b>-ic</b> <b>-ical</b> <b>-al</b>	состояние	atomic biological central	атомный биологический центральный
use care	<b>-ful</b>	наличие качества	useful careful	полезный заботливый
hope care	<b>-less</b>	отсутствие качества	hopeless careless	безнадёжный небрежный
wood	<b>-en</b>	качество	wooden	деревянный
east	<b>-ward</b>	направление	eastward	восточный
fame	<b>-ous</b>	наличие качества	famous	знаменитый
terror	<b>-ible</b>	качество	terrible	ужасный
comfort	<b>-able</b>	качество	comfortable	удобный
child	<b>-ish</b>	качество	childish	детский

Например:

There was an awful **smell** in the room. The room was very **smelly**.

Molly is a **friend** of hers. She gave us a **friendly** smile.

This book contains exercises on **grammar**. It contains **grammatical** exercises.

His broken leg caused him a lot of **pain**. It was very **painful**.

The operation didn't cause her any **pain**. It was **painless**.

The table is made of **wood**. It's a **wooden** table.

It's in the **east**. So take the **eastward** direction.

He's **famous** now. So, what's the price of **fame**?

При помощи суффиксов **-able, -ly** можно образовать прилагательные от глаголов.

<i>исходный глагол</i>	<i>суффикс</i>	<i>прилагательное</i>	<i>русский эквивалент</i>
debate break	<b>-able</b>	debatable breakable	спорный ломкий
live	<b>-ly</b>	lively	живой, оживлённый

Например:

You can **wash** this coat. It's **washable**.

The children will **break** it. It's **breakable**.

Ряд прилагательных имеет форму действительного и страдательного причастий:

*amused / amusing, annoyed / annoying, depressed / depressing, interested / interesting, etc.*

Например:

They were very **bored** with/by the lecture.

The book is **boring**.

Причастие также является вторым элементом составных прилагательных:

*time-consuming, well-known, beautifully-dressed, etc.*

Например:

My friend is a well-**known** scientist.

A beautifully-**dressed** girl entered the room.

При помощи приставок **un-, in-, im-, il-, ir-, dis-, de-, non-** можно образовать прилагательные с противоположным значением, однако не всегда они будут прямыми антонимами.

<i>приставка</i>	<i>прилагательное</i>	<i>антоним</i>
<b>un-</b>	happy fortunate	<b>un</b> happy <b>un</b> fortunate
<b>in-</b> <b>im-</b> <b>il-</b> <b>ir-</b>	efficient possible literate regular	<b>ine</b> fficient <b>im</b> possible <b>ill</b> iterate <b>ir</b> regular
<b>dis-</b>	honest	<b>dish</b> onest
<b>de-</b>	centralized	<b>de</b> centralized
<b>non-</b>	finite	<b>non-</b> finite

Например:

I'm not very *happy*. In fact I'm very *unhappy*.

It's just not *possible* to do that, it's *impossible*.

We can hardly call him *honest*. He is a *dishonest* man.

A *decentralized* economy is the consequence of their policy in the country.

A *non-finite* verb is either the INFINITIVE or the PARTICIPLE.

Если у слова несколько определений, выраженных прилагательными, то они располагаются в определённом порядке:

1	2	3	4	5	6	7	8	
эпитет, качество	размер	форма	возраст	цвет	проис- хождение	вещество, материал	цель	сущес- стви- тельное
beautiful	large	oval	old	brown	English	wooden	dining	table

Например:

A brilliant (1) young (4) man

A small (2) round (3) table



A large (2) green (5) Chinese (6) carpet  
 A famous (1) German (6) medical (8) school  
 Red (5) Spanish (6) leather (7) riding (8) boots

**Мнемоническое правило** поможет запомнить порядок следования прилагательных. Слово **ОПШАСОМ** вы не найдёте в словаре, но оно служит ориентиром. Запомнив его, вы не забудете, в каком порядке следуют прилагательные в предложении.

TYPE	ORDER				
Opinion	1	beautiful	horrible	lovely	nice
Shape	2	long	short	round	narrow
Age	3	old	new	young	ancient
Colour	4	red	black	orange	white
Origin	5	British	Canadian	German	Russian
Material	6	plastic	metal	wooden	aluminium

Например:

I have a *nice long new black British plastic* pen.

### Степени сравнения Degrees of Comparison

характеристика	положительная	сравнительная	превосходная
односложные	cold nice thin	colder nicer thinner	(the) coldest (the) nicest (the) thinnest
двусложные на -er, -ow, -y, -le	clever narrow happy simple	cleverer narrower happier simpler	(the) cleverest (the) narrowest (the) happiest (the) simplest
многосложные	beautiful important famous	more / less beautiful more / less important more / less famous	(the) most / least beautiful (the) most / least important (the) most / least famous
исключения	good bad far far near near late late old old much many little	better worse farther (расстояние) further (время, расст.) nearer (расстояние) nearer (порядок) later (время) later (порядок) older (возраст) elder (перед сущ.) more more less	(the) best (the) worst (the) farthest (the) furthest (the) nearest (the) next (the) latest (the) last (the) oldest (the) eldest (the) most (the) most (the) least

**Сравнительная степень** прилагательных употребляется, когда сравниваются два предмета, действия или явления, например:

He found the work **easier** *than* he had expected.

I'm now **more experienced** *than* two years ago.

**Превосходная степень** прилагательных употребляется при сравнении трёх и более предметов, действий или явлений, например:

This is *the oldest* book in our library.  
They have done *the most difficult* part of the work.

Равное количество предметов, одинаковых действий, явлений и качеств выражается с помощью союзов **as ... as**, например:

As **old** as the hills.  
The sun now is *not as (so) hot as* in the afternoon.

Параллельное возрастание (или уменьшение) качества предметов, действий или явлений выражается с помощью **the -er ... the -er** или **more ... as -er**, например:

**The longer** I stay here **the more** I like it.  
He became **more careful as** he grew **older**.

**Сравнительная степень** может сопровождаться определением, усиливающим его значение.

Например:  
The book was *a lot/much/far/a great (good) deal more (less) interesting* than I thought.  
The play was *a bit/a little/slightly/rather more (less) boring* than the book.

### Исключение

Некоторые прилагательные имеют свои **особенности образования степеней сравнения**: *clever, gentle, simple, shallow, narrow, pleasant, cruel, polite, quiet, stupid*.

Например:  
I feel **more ill** today than I did yesterday.  
I feel **colder / more cold** today than I did yesterday.  
We got **more and more lost**.  
The puppy is **cleverer / more clever** than its brothers and sisters. In fact it is **the cleverest / the most clever** in the family.  
He looks much **happier / more happy** these days.

Такие прилагательные, как **superior, unique, fundamental**, не имеют сравнительной степени, так как не имеют признака, который может градуироваться.

## НАРЕЧИЯ

### ADVERBS

Наречие – часть речи, указывающая на признак действия или на обстоятельства, при которых происходит действие. Наречие относится к глаголу и отвечает на вопросы Как? Где? Когда? происходит действие. Наречие может также относиться и к прилагательному, и к другому наречию.

Например:

He speaks **loudly**.

He is **never** late.

I do not know **where** you live.

She is a **very** good friend.

По значению наречия делятся на следующие группы:

#### 1. Наречия **образа действия**:

**well** – хорошо, **sadly** – печально, **quickly** – быстро и др.

#### 2. Наречия **времени**:

**yesterday** – вчера, **today** – сегодня, **tomorrow** – завтра, **always** – всегда, **never** – никогда, **lately** – недавно, **then** – тогда и др.

#### 3. Наречия **места**:

**above** – наверху, выше, **below** – внизу, ниже, **outside** – снаружи, **inside** – внутри, **here** – здесь, **there** – там и др.

#### 4. Наречия **меры и степени**:

**very** – очень, **much** – много, **little** – мало, **too** – слишком, **nearly** – почти и др.

### Место наречий в предложении

#### The Position of Adverbs in a Sentence

Наречия **степени и образа действия** стоят обычно перед определяемым ими словом.

Например:

You sing **very** well.

It's **too** dark. Don't go out.

They drove **extremely** fast.

Однако наречие **enough** обычно стоит за определяемым словом.

Например:

They speak three languages fluently **enough**.

Наречия **времени** стоят в конце или в начале предложения.

Например:

We're busy **now**.

**Now** we're busy.

Наречия **места** стоят в конце предложения или в конце перед наречием времени.

Например:

The group met **there**.

They met **there** late.

Наречия, определяющие, **как часто совершается действие**, и наречия с **отрицательным значением** обычно стоят перед определяемым ими глаголом или в сложных глагольных формах между вспомогательным и основным глаголом.

Например:

We **sometimes** watch TV on Sunday.

They have **never** been to England.

Наречие **only** употребляется в предложении для усиления значения определяемого им слова и поэтому может стоять перед любым словом, значение которого оно усиливает.

Например:

**Only** he went there.

Jack **only** went there.

We went **only** there.

### Степени сравнения

### Degrees of Comparison

Многие наречия (в основном наречия образа действия) имеют степени сравнения: *положительную, сравнительную и превосходную*, которые образуются так же, как и степени сравнения прилагательных.

<i>характеристика</i>	<i>положительная</i>	<i>сравнительная</i>	<i>превосходная</i>
<b>односложные и early</b>	fast	faster	(the) fastest
	soon	sooner	(the) soonest
	early	earlier	(the) earliest
<b>многосложные</b>	slowly	more slowly	(the) most slowly
	seldom	more seldom	(the) most seldom
	patiently	more patiently	(the) most patiently
<b>исключение</b>	badly	worse	(the) worst
	well	better	(the) best
	little	less	(the) least
	much	more	(the) most
	far	farther further	(the) farthest (the) furthest

Например:

The team played **worse** than we had expected and John played the **worst** of all.

He laughs **best** who laughs last.

The car ran **farther** and **farther**.

Not a word was uttered **further**.

Good night! Sleep **well**!

## ПРЕДЛОГИ PREPOSITIONS

Предлоги выражают отношения между словами. Как и в русском языке, они обозначают пространственные, временные, причинные, целевые и другие связи. В русском языке эти связи передаются падежными окончаниями, тогда как в английском языке они выражаются только предлогами.

Предлог **OF** выполняет функцию русского родительного падежа:

- The Earth is a planet **of** the Solar system.  
*Земля – планета (чего?) Солнечной системы.*

Предлоги **BY, WITH** выполняют функции русского творительного падежа:

- The law was discovered **by** a famous scientist.  
*Закон открыт (кем?) известным ученым.*
- The message was written **with** a pencil.  
*Сообщение было написано (чем?) карандашом.*

Предлоги **TO, FOR** могут выполнять функцию русского дательного падежа:

- I explained my view **to** my adviser.  
*Я объяснил свою точку зрения (кому?) руководителю.*
- The paper is **for** him.  
*Доклад предназначен (кому?) ему.*

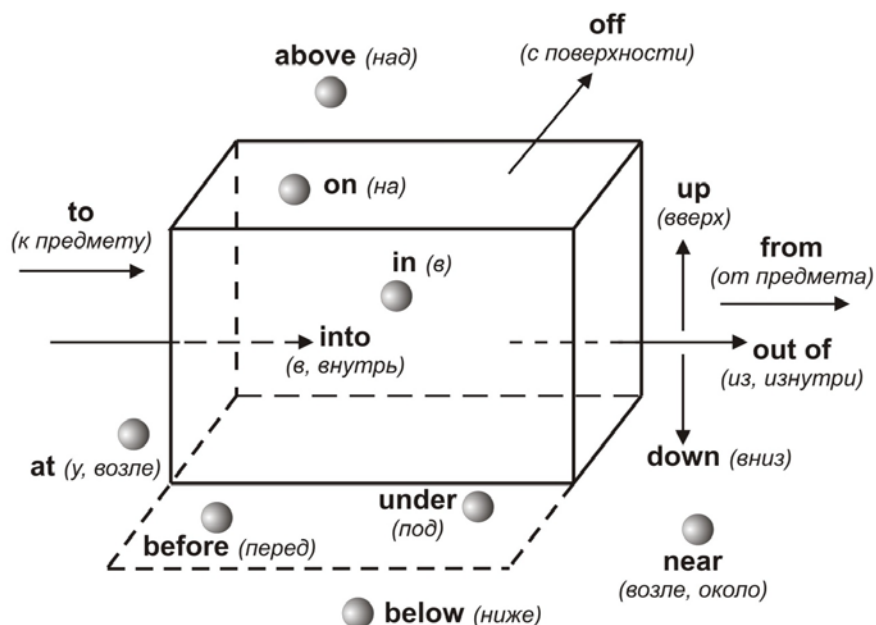
Предлог **ABOUT** может выражать зависимость русского предложного падежа:

- This theory tells **about** new phenomena in physics.  
*Эта теория рассказывает (о чем?) о новых явлениях в физике.*

### Предлоги времени Prepositions of time

<b>on</b>	в -	<b>on</b> Saturday <b>on</b> the 3rd of May
<b>in</b>	в через (некоторое время)	<b>in</b> March <b>in</b> a month
<b>at</b>	в	<b>at</b> 5 o'clock
<b>by</b>	к (определённому времени)	<b>by</b> next month
<b>from ... to ...</b>	с ... до ...	<b>from 5 to 7</b> o'clock
<b>since</b>	с	<b>since</b> 3 o'clock
<b>for</b>	в течение	<b>for</b> an hour
<b>during</b>	во время	<b>during</b> the lecture
<b>before</b>	до (перед)	<b>before</b> the lecture
<b>after</b>	после	<b>after</b> the lecture
<b>till</b>	до	<b>till</b> January
<b>between</b>	между	<b>between</b> 4 and 8 o'clock

Запомните значения основных предлогов места и направления по схеме:



Предлоги также входят в состав большого числа **устойчивых сочетаний**.

<b>at</b> the table	<i>за столом</i>
<b>at</b> the theatre	<i>в театре</i>
<b>at</b> noon / night	<i>в полдень / вечером (ночью)</i>
<b>at</b> first	<i>сперва, сначала</i>
<b>at</b> all	<i>вообще</i>
<b>at</b> once	<i>сразу же, немедленно</i>
<b>at</b> last	<i>наконец</i>
<b>at</b> least	<i>по крайней мере</i>
<b>by</b> chance	<i>случайно</i>
<b>by</b> heart	<i>наизусть</i>
<b>by</b> train / car / plane / sea	<i>поездом / на машине / самолетом / морем</i>
<b>for</b> example / instance	<i>например</i>
<b>for</b> ever	<i>навсегда</i>
<b>in</b> spring / summer / autumn / winter	<i>весной / летом / осенью / зимой</i>
<b>in</b> the morning / in the evening	<i>утром / вечером</i>
<b>in</b> fact	<i>в действительности</i>
<b>in</b> the street	<i>на улице</i>
<b>in</b> the sun	<i>на солнце</i>
<b>in</b> vain	<i>напрасно</i>
<b>in</b> time / on time	<i>вовремя (успеть) / вовремя (точно в срок)</i>
<b>of</b> course	<i>конечно</i>

For example:

Learn these expressions **by heart**.

We met **in the street**.

Do it **at once**, please.

Don't worry, I will be back **in time** to cook dinner.

I usually wake up early **in the morning**.

The train arrived at 17:28. It was exactly **on time**.

## СИНТАКСИЧЕСКИЙ ОБОРОТ “THERE IS / ARE ...”

Если в предложении содержится мысль о предмете или лице и его местонахождении, то она передается в английском языке двумя разными способами в зависимости от того, который из этих двух смысловых элементов является известным, а который новым.

Если известен предмет и необходимо указать только на его положение (т.е. новым является местонахождение предмета), то в этом случае говорят так:

**The book is on the table.** *Книга на столе.*

Это предложение отвечает на вопрос «Где книга?» и сообщает, что книга находится на столе, а не в другом месте.

Если, напротив, известно место и необходимо сообщить, что и в каком количестве там находится (т.е. новым является название предмета или лица), то используется специальный синтаксический оборот “**There is / are**”, например:

**There is a book** on the table. *На столе книга.*

Это предложение отвечает на вопрос «Что находится на столе?» и сообщает, что на столе находится книга, а не что-то иное.

Выбор формы глагола в обороте определяется грамматическим числом первого существительного, которое за ним следует, например:

**There is a teacher** and 12 students in the room.

*В аудитории преподаватель и 12 студентов.*

**There are 12 students** and a teacher in the room.

*В аудитории 12 студентов и преподаватель.*

В прошедшем времени употребляются **There was**, если подлежащее стоит в единственном числе, и **There were**, если во множественном:

**There was a book** here, but I don't see it now.

*Здесь была книга, но я её сейчас не вижу.*

**There were many students** at the seminar yesterday.

*Вчера на семинаре было много студентов.*

Вопросительная форма оборота образуется путем вынесения глагола **to be** на место перед **there**, например:

**Are there** any students in the classroom? *В аудитории есть студенты?*

В кратких утвердительных и отрицательных ответах сохраняется порядок следования соответствующей формы глагола **to be** после **there**. Например:

**Yes, there are.**

**No, there are not.**

Отрицательная форма оборота образуется при помощи отрицательной частицы **not**, которая ставится непосредственно после глагола **to be**. При этом употребляется *сокращенная отрицательная форма*, в настоящем времени: **there isn't, there aren't**, в прошедшем времени: **there wasn't, there weren't**.

Исчисляемое существительное в единственном числе употребляется, как и в утвердительном предложении, с *неопределённым артиклем*. Исчисляемое существительное во множественном числе и неисчисляемое существительное употребляются с местоимением *any*:

There isn't **a** bank near here. *Здесь поблизости нет банка.*

There aren't **any** restaurants in this street. *На этой улице нет ресторанов.*

There wasn't **any** water in the jug. *В кувшине не было воды.*

Для выражения отрицания можно употребить также отрицательное местоимение **no**, которое ставится перед существительным. Такое отрицание чаще употребляется с неисчисляемыми абстрактными и вещественными именами существительными:

There's **no** time for discussion. *Для обсуждения нет времени.*

В разговорной речи форма **There is** часто употребляется в сокращённом виде **There's**.

THERE + BE	Who / What?	Where?
There is There's	an angry man a CD player some coffee	at the table. on the desk. in the coffee pot.
There are	two people some students	in the library.

THERE	BE + NOT / NO	Who / What?	Where?
There	is not (isn't)	a vase any water	on the table. in the jar.
There	are not (aren't)	any children	in the room.
There	is are is	no vase no children no water	on the table. in the library. in the glass.

YES / NO QUESTIONS		SHORT ANSWERS
Is there	a computer in the room? any food in the fridge?	Yes, there is. No, there isn't.
Are there	any books on the table?	Yes, there are. No, there aren't.



## ПОРЯДОК СЛОВ В ПРОСТОМ РАСПРОСТРАНЕННОМ ПРЕДЛОЖЕНИИ

### THE SIMPLE SENTENCE BASIC WORD ORDER

Предложение – это сочетание слов, выражающее законченную мысль. Вспомним, что существует пять основных членов предложения: **подлежащее** (The Subject), **сказуемое** (The Predicate), **дополнение** (The Object), **определение** (The Attribute) и **обстоятельство** (The Adverbial Modifier). Главными членами предложения являются подлежащее и сказуемое, а второстепенными – дополнение, определение и обстоятельство. Они могут быть выражены разными частями речи: существительным, глаголом, прилагательным, числительным и др.

В отличие от русского предложения со свободным порядком слов, английское предложение имеет **твердо установленный**, или **фиксированный**, порядок слов. Поскольку в английском языке отсутствуют падежные окончания, то именно благодаря месту в предложении определяются отношения между членами предложения и его смысл.

#### а) утвердительное предложение (the Statement / Declarative Sentence)

Самый распространенный *тип предложения* – это утвердительное предложение. Важно помнить, что подлежащее в английском утвердительном предложении всегда предшествует сказуемому. Дополнение следует за сказуемым. Такой порядок слов называется **прямым**.

Например: The student gave the book to his friend.

В общих чертах простое распространенное предложение можно представить в виде следующей схемы:

**(обстоятельство) + подлежащее + сказуемое + дополнение + (обстоятельство)**

**Определение** обычно стоит перед или после существительного в функции подлежащего или дополнения.

0	1	2	3	4
Когда? Где?	Кто? Что?	Что делает?	а) Что? Кого? б) Кому?	Как? Где? Когда?
<b>Обстоятельство</b>	<b>Подлежащее</b>	<b>Сказуемое</b>	<b>Дополнение</b> а) прямое б) косвенное в) предложное	<b>Обстоятельство</b> а) образа действия б) места в) времени

Это мнемоническое предложение облегчит запоминание порядка слов в предложении.  
*В Томском госуниверситете многие студенты различных факультетов изучают английский язык с удовольствием в течение ряда лет.*

*At Tomsk State University a lot of students of various faculties study English with pleasure for several years.*

#### б) вопросительное предложение (the Question)

В английском языке существует четыре типа вопросов. Но каким бы ни был вопрос, вспомогательный глагол предшествует подлежащему. Такой порядок слов называется

ся **обратным**. Общая схема, отражающая порядок слов в вопросительном предложении, следующая:

**сказуемое (1) + подлежащее + сказуемое (2) + дополнение + (обстоятельство) ?**

**1. Общие вопросы (General questions / Yes-No Questions)** – вопросы ко всему предложению. Например:

Do you study science at university?  
Does she know English well?  
Can you do this for me?

**2. Специальные вопросы (Special questions / WH Questions / Information Questions)** задаются ко всем членам предложения. Например:

Where does he live?  
What are you writing now?  
Why have come so late?

**3. Альтернативные вопросы (Alternative Questions / OR Questions)** предлагают выбор между двумя возможностями при помощи союза **OR**. Например:

Do you like tea **or** coffee?  
Does she study humanities **or** science?  
Have you spent your holiday abroad **or** in Russia?

**4. Разделительные вопросы (Disjunctive Questions / Tag Questions / Mini Questions)** состоят из двух частей: *утверждения* и *краткого вопроса*, отделяемого запятой. Мини вопрос состоит из местоимения, соответствующего подлежащему, и вспомогательного или модального глагола, и его смысл соответствует русскому: *не правда ли?, не так ли?, верно ведь?* Если первая часть вопроса положительная, то глагол во второй части стоит в отрицательной форме, например:

They **deal** with physics, **don't** they?  
These problems **are** very important, **aren't** they?  
I **can** go now, **can't** I?

Если первая часть отрицательная, то во второй части употребляется положительная форма, например:

It **is not** very warm today, **is** it?  
Your friend **can't** speak German well, **can** he?  
Michael **doesn't** live in the hostel, **does** he?

По приведенной ниже подстановочной таблице можно тренировать образование вопросительных предложений.

Важно помнить:

Глагол **to be** образует вопросительную форму без вспомогательного глагола. Например: **Is** it difficult? **Are** they friends?

Вопросительное слово	Вспомогательный глагол (сказуемое 1)	Подлежащее	Смысловый глагол (сказуемое 2)	Остальные члены предложения
Что? <b>What?</b> Где? <b>Where?</b> Когда? <b>When?</b> Как? <b>How?</b> Почему? <b>Why?</b> Сколько? <b>How much / many?</b> Кого? Кому? <b>Who? Whom?</b>	Do Does Did Will / Shall Can / May / Must Is / Are Was / Were	Michael this girl students they it	study live work help know	at school in Tomsk last year me in 2005
Кто? <b>Who?</b>  Чей? <b>Whose ...?</b> Какой? <b>Which...?</b>	-----	----- book friend of you	helps studies lives	

### в) отрицательное предложение (the Negative Sentence)

В отличие от русского языка, где в предложении может быть несколько отрицаний, в английском языке может быть только **одно** отрицание. Сравните:

**Nobody** ever told me anything about it. *Мне никто никогда ничего об этом не говорил.*

Основным средством отрицания в английском языке является отрицательная частица **not**. Она употребляется при глаголах-сказуемых и ставится после вспомогательного, модального глагола или глагола **to be**. Например:

- I do **not** (don't) study physics.
- He does **not** (doesn't) learn Spanish.
- She does **not** (doesn't) have many books in English.
- I have **not** (haven't) finished the letter.
- They will **not** (won't) come.
- My friends did **not** (didn't) know about the meeting.
- You must **not** tell him.
- He is **not** (isn't) my friend.
- We are **not** (aren't) waiting for you.

Отрицание также может выражаться другими средствами, в частности:

- 1) отрицательными местоимениями **no, nobody, no one, none (of), nothing, neither, nowhere**;
- 2) отрицательными наречиями **never, hardly, seldom, rarely**;
- 3) отрицательным союзом **neither ... nor**;
- 4) отрицательным предлогом **without**;
- 5) отрицательными приставками **in-, un-**.

Например:

- There are **no** problems.
- Nobody** can help me.
- None** of us could translate the text.
- She heard **nothing**.
- They **never** ask questions.
- This job is **neither** simple **nor** difficult.
- He left **without** saying good-bye.
- I am **unable** to understand your question.

## ГЛАГОЛЫ

## VERBS

### THE VERB 'to be'

Значение этого глагола - "быть, находиться". В отличие от других английских глаголов, глагол "to be" спрягается (т.е. изменяется по лицам и числам):

STATEMENTS		
I	<b>am</b> <b>'m</b>	<i>Russian. from Russia. Sergei Smirnov. 18. single. in the library. a student. fine.</i>
He She It	<b>is</b> <b>'s</b>	
We You They	<b>are</b> <b>'re</b>	

NEGATIVE STATEMENTS		
I	<b>am not</b> <b>'m not</b>	<i>English. from Spain. John Brown. 17. married. in the laboratory. an engineer. bad.</i>
He She It	<b>is not</b> <b>isn't</b>	
We You They	<b>are not</b> <b>aren't</b>	

QUESTIONS		
<b>Am</b>	I	<i>20? from England? in the café? a teacher? married? hungry?</i>
<b>Is</b>	he she it	
<b>Are</b>	we you they	

SHORT ANSWERS					
+			-		
Yes,	I	<b>am.</b>	No,	I	<b>'m not.</b>
	he she it	<b>is.</b>		he she it	<b>isn't.</b>
	we you they	<b>are.</b>		we you they	<b>aren't.</b>

COMMONLY USED EXPRESSIONS	
to be bored with	<i>скучать от, надоедать</i>
to be busy (with)	<i>быть занятым</i>
to be (un)comfortable	<i>чувствовать себя (не)удобно</i>
to be disappointed (with)	<i>разочароваться в</i>
to be fond of	<i>увлекаться, любить</i>
to be for/against	<i>быть за/против</i>
to be glad	<i>быть радостным, довольным</i>
to be (dis)pleased (with)	<i>быть (не)довольным</i>
to be absent (from)	<i>отсутствовать</i>
to be good at	<i>быть способным к</i>
to be (un)happy	<i>быть (не)счастливым</i>
to be hungry	<i>быть голодным</i>
to be impressed (with)	<i>быть под впечатлением</i>
to be interested in	<i>интересоваться</i>
to be late	<i>опаздывать</i>
to be mistaken	<i>ошибаться</i>
to be proud of	<i>гордиться</i>
to be ready (for)	<i>быть готовым</i>
to be sorry	<i>сожалеть, что опаздываете</i>
to be sure	<i>быть уверенным</i>
to be surprised	<i>удивляться</i>
to be thirsty	<i>хотеть пить</i>
to be tired	<i>уставать</i>
to be right / wrong	<i>быть правым / неправым</i>
to be (un)well	<i>быть (не)здоровым</i>
to be ill	<i>быть больным</i>
PROVERBS AND SAYINGS:	
1	To be born with a silver spoon.
2	To be up to the ears in love.
3	Two heads are better than one.
4	No news is good news.

## THE VERB 'to have'

Значение этого глагола – «иметь, владеть, обладать». Как самостоятельный глагол «to have» в настоящем времени (Simple Present) имеет 2 формы: **have** для всех лиц, кроме 3-го лица единственного числа, и **has** для 3-го лица единственного числа.

Часто в разговорной речи вместо **have, has** употребляется сочетание **have got, has got** (краткие формы 've got и 's got) с тем же значением, особенно когда речь идёт о временном владении или только что приобретённом предмете или предметах.

STATEMENTS			
I			
You	<b>have</b>	<b>got</b>	<i>a cat.</i>
We	<b>'ve</b>		
They			<i>pets</i>
He	<b>has</b>		<i>a dog.</i>
She	<b>'s</b>		
It			

NEGATIVE STATEMENTS			
I			
You	<b>have not</b>	<b>got</b>	<i>a dog.</i>
We	<b>haven't</b>		
They			<i>pets</i>
He	<b>has not</b>		<i>a cat.</i>
She	<b>hasn't</b>		
It			

QUESTIONS			
<b>Have</b>	I you we they	<b>got</b>	<i>a computer ?</i>
			<i>pen friends ?</i>
<b>Has</b>	he she it		<i>a nice flat ?</i>

SHORT ANSWERS					
+			-		
	I you we they	<b>have.</b>		I you we they	<b>haven't.</b>
Yes,	he she it	<b>has.</b>	No,	he she it	<b>hasn't.</b>

COMMONLY USED EXPRESSIONS	
to have a meal	<i>принимать пищу, есть</i>
to have breakfast	<i>завтракать</i>
to have lunch	<i>обедать</i>
to have dinner	<i>ужинать</i>
to have a drink	<i>пить</i>
to have tea	<i>пить чай</i>
to have coffee	<i>пить кофе</i>
to have a wash	<i>мыться</i>
to have a bath	<i>принимать ванну</i>
to have a shower	<i>принимать души</i>
to have a shave	<i>бриться</i>
to have a rest	<i>отдыхать</i>
to have a sleep	<i>поспать</i>
to have a smoke	<i>покурить</i>
to have a dream	<i>видеть сны, сниться</i>
to have a holiday	<i>проводить, брать отпуск</i>
to have a day off	<i>брать отгул</i>
to have a good time	<i>хорошо провести время</i>
to have a bad day	<i>плохо провести день</i>
to have a hobby	<i>увлекаться</i>
to have a chat / a talk	<i>поболтать / поговорить</i>
to have a conversation	<i>беседовать</i>
to have a word with smb.	<i>поговорить с кем-либо</i>
to have a disagreement	<i>не соглашаться</i>
to have a quarrel	<i>спорить, ссориться</i>
to have a fight	<i>ссориться, драться</i>
to have a try / a go	<i>попытаться сделать ч-л.</i>
to have a look	<i>посмотреть</i>
to have a problem	<i>иметь проблему</i>
PROVERBS AND SAYINGS:	
1	To have a finger in the pie.
2	Every country has its customs.
3	He that has no head needs no hat.
4	Nothing venture, nothing have.

### THE VERB 'to do'

Значение этого глагола – "делать, производить, выполнять, осуществлять".

### THE VERB 'to make'

Значение этого глагола – "делать, конструировать, создавать, образовывать".

Научиться правильно использовать в речи эти глаголы можно, изучая и запоминая устойчивые выражения с каждым из них:

COMMONLY USED EXPRESSIONS	
to do research	<i>проводить исследование</i>
to do one's best	<i>сделать всё возможное</i>
to do business	<i>вести дела, заниматься коммерцией</i>
to do good / harm	<i>делать добро / навредить</i>
to do a favour	<i>сделать одолжение, оказать услугу</i>
to do an exercise	<i>выполнять упражнение</i>
to do homework	<i>делать домашнюю работу</i>
to do housework	<i>выполнять работу по дому</i>
to do English / physics	<i>заниматься английским / физикой</i>
to do a paper	<i>писать статью, работу</i>
to do right / wrong	<i>поступать правильно/неправильно</i>
to do damage	<i>причинять ущерб</i>
to do good	<i>делать добро</i>
to do something	<i>делать что-либо</i>
to do nothing	<i>ничего не делать</i>
PROVERBS AND SAYINGS:	
1 Better to do well than to say well.	
2 Good counsel does no harm.	
3 Never put off till tomorrow what you can do today.	
4 When at Rome, do as the Romans do.	

COMMONLY USED EXPRESSIONS	
to make a decision	<i>принимать решение</i>
to make a phone call	<i>позвонить по телефону</i>
to make an error / a mistake	<i>допустить ошибку</i>
to make calculations	<i>производить вычисления</i>
to make friends	<i>помириться, подружиться</i>
to make money	<i>зарабатывать деньги</i>
to make (one's) living	<i>зарабатывать (себе) на жизнь</i>
to make (one's) way	<i>сделать (себе) карьеру</i>
to make progress	<i>делать успехи, добиться успеха</i>
to make sense	<i>иметь смысл</i>
to make use of	<i>применять, использовать</i>
to make an offer	<i>делать предложение</i>
to make an attempt/an effort	<i>сделать попытку / усилие</i>
to make sure	<i>удостоверять(ся)</i>
to make a discovery	<i>делать открытие</i>
PROVERBS AND SAYINGS:	
1 As plain as two and two make four.	
2 Practice makes perfect.	
3 Many hands make light work.	
4 Minutes make hours.	

В современном английском языке существуют четыре формы глагола:

- 1) инфинитив (Infinitive);
- 2) форма простого прошедшего времени (Simple Past);
- 3) причастие прошедшего времени (Past Participle);
- 4) причастие настоящего времени (Present Participle).

Примеры форм приведены в таблице ниже.

<b>ФОРМА ГЛАГОЛА</b>			
1	2	3	4
Infinitive	Simple Past	Past Participle	Present Participle
<b>ОТВЕЧАЕТ НА ВОПРОС</b>			
что (с)делать?	что (с)делал?	какой?	какой?
<b>ПРИМЕР 1</b>			
<i>to study</i>	<i>studied</i>	<i>studied</i>	<i>studying</i>
ПЕРЕВОД			
<i>изучать (изучить)</i>	<i>изучал (изучил)</i>	<i>изученный</i>	<i>изучающий</i>
<b>ПРИМЕР 2</b>			
<i>to give</i>	<i>gave</i>	<i>given</i>	<i>giving</i>
ПЕРЕВОД			
<i>давать (дать)</i>	<i>дал</i>	<i>данный</i>	<i>дающий</i>

Необходимо обратить внимание, что первый пример иллюстрирует образование простого прошедшего времени (Simple Past) и причастия прошедшего времени (Past Participle) правильных глаголов (regular verbs) путем добавления суффикса **-ed** к основе соответствующего глагола. Они составляют подавляющее большинство.

Из второго примера следует, что другая группа глаголов образует эти же формы не по правилу, поэтому их называют неправильными глаголами (irregular verbs) и их формы необходимо запомнить (см. Таблица неправильных глаголов).

## Действительный залог / Active Voice

	Indefinite / Simple V	Continuous / Progressive be + Ving	Perfect have + V3	Perfect Continuous / Perfect Progressive have been + Ving
<b>PRESENT</b>	<p style="text-align: center;"><b>V(s)</b> <b>write(s)</b></p> <p>объективная реальность / обычные или регулярно повторяющиеся действия / привычки / традиции / usually/generally monthly always/never often/seldom/ sometimes every (day, week, ...) as a rule факты / расписания, программы / после «if» (if = «если») / после «when» (when – союз)</p>	<p style="text-align: center;"><b>(am/is/are) + Ving</b> <b>(am/is/are) writing</b></p> <p>действие (как процесс), происходящее в данный момент или период / now/right now at present at the (present) moment часто повторяющиеся действия (раздражение, досада) / always/constantly планы / договорённости today/tonight/from 5 to 6</p>	<p style="text-align: center;"><b>(have/has) + V3</b> <b>(have/has) written</b></p> <p>действие завершённое, связанное с настоящим своим результатом / already/yet ever/never lately/recently this week/today this morning/this year by now</p> <p style="text-align: center;">результат !!!</p>	<p style="text-align: center;"><b>(have/has) been + Ving</b> <b>(have/has) been writing</b></p> <p>действие, которое началось в прошлом и всё ещё продолжается в настоящем / for a month/for a long time since 5 o'clock/since yesterday how long/since when</p> <p style="text-align: center;">процесс !!!</p>
<b>PAST</b>	<p style="text-align: center;"><b>V2</b> <b>asked / wrote</b></p> <p>действие с точным указанием времени в прошлом / yesterday / in (1992) last (week, year) (2 days ...) ago When (?) How long ago (?) последовательность действий в прошлом First, next, after that and then ...</p>	<p style="text-align: center;"><b>(was/were) + Ving</b> <b>(was/were) writing</b></p> <p>действие (как процесс), происходившее в прошлом в тот момент или период / at 5 yesterday from 5 to 6 yesterday for 3 days last week all day long/the whole day at that moment when he came два или более действий, происходивших одновременно в прошлом and / while / as</p>	<p style="text-align: center;"><b>had + V3</b> <b>had written</b></p> <p>действие, завершённое К моменту в прошлом / by 5 o'clock yesterday by that time by the time he came by the end of last year действие предшествует другим действиям в прошлом before/ after/ when/ until/ because / since / as</p>	<p style="text-align: center;"><b>had been + Ving</b> <b>had been writing</b></p> <p>действие, которое началось в прошлом и непрерывно продолжалось вплоть до определённого момента в прошлом for ... when (he came, ... ) since ... when (he came, ... )</p>
<b>FUTURE</b>	<p style="text-align: center;"><b>will + V</b> <b>will write</b></p> <p>действие, которое произойдёт в будущем / спонтанное действие в будущем tomorrow next (week, month, ... ) in (a day, 2 days, ... ) in (2025, ... ), soon надежды, страхи, прогнозы, обещания / (I hope, I'm afraid, I believe, probably, I promise ... ) после «if» (if = «если») / I don't know / I'm not sure if ... после «when» (when – ? слово)</p>	<p style="text-align: center;"><b>will be + Ving</b> <b>will be writing</b></p> <p>действие (как процесс), которое будет происходить в будущем в тот момент или период at 5 tomorrow from 5 to 6 tomorrow for 3 days next week all day long tomorrow when he comes</p>	<p style="text-align: center;"><b>will have + V3</b> <b>will have written</b></p> <p>действие, которое завершится к моменту в будущем by 5 o'clock tomorrow by next (summer, week ...) by the time he comes when he comes by the end of next year</p>	<p style="text-align: center;"><b>will have been + Ving</b> <b>will have been writing</b></p> <p>действие, которое начнётся в будущем и будет непрерывно продолжаться вплоть до определённого момента в будущем for ... when (he comes, ... ) since ... when (he comes, ... )</p>



## Действительный залог (примеры) / Active Voice (examples)

	Indefinite / Simple V	Continuous / Pro- gressive be + Ving	Perfect have + V3	
FUTURE	<p>(+) He will take his final test next week.                      (+) They will probably go to Italy soon.                      (+) I will buy a car if I become rich.                      (+) It's cold in here. I will close the window.                      (-) Sorry, I am so tired. I won't go to the cinema with you.                      (-) We won't answer any questions.                      (?) What will you do next weekend?                      (?) Shall we go home?                      (?) When will he come?</p>	<p>(+) I'll be working from 3 to 6 tomorrow.                      (+) We'll be working all evening on Tuesday.                      (+) When I come, everybody will be studying.                      (-) She won't be studying all next week.                      (?) How long will you be staying at our hotel?</p>	<p>(+) They will have bought a new house by May.                      (+) By the time you come I'll have finished it.                      (+) The population will have grown by 2020.                      (-) I won't have done it until next week.                      (?) Will you have prepared the report by Friday?</p>	<p>(+) By this time next year he will have been working here for three years.                      (+) By the time I graduate he will have already been working for 5 years.                      (+) We will have been heating the metal for five minutes when / before it starts to melt.</p>
PAST	<p>(+) I went to the cinema last Sunday.                      (+) They got married in April, 1998.                      (+) First I ate and then I called my friends.                      (+) Columbus discovered America.                      (-) I never lied to anyone.                      (?) When / How long ago did you see them?</p>	<p>(+) We were watching TV all day yesterday.                      (+) I was working at 5 o'clock yesterday.                      (+) I was still sleeping when he came.                      (+) He was reading when the phone rang.                      (+) I was reading while the music was playing.                      (-) She wasn't studying when we came.                      (?) What were you doing after 5 yesterday?                      (?) What were you doing when they called you?</p>	<p>(+) He had come back by 10 o'clock.                      (+) She had already left by the time he came.                      (+) They left after they had finished their work.                      (+) They'd finished their work before they left.                      (+) We didn't say a word until he had finished his story.                      (+) I didn't listen to that play on the radio, because (since/as) I had heard it before.</p>	<p>(+) She had been writing letters to her brother for months before she called him.                      (+) He had been saving money for years before he could go abroad.</p>
PRESENT	<p>(+) It snows in winter.                      (+) I usually rest on Sundays.                      (+) The bus leaves at 5 o'clock.                      (+) If it rains, we'll stay at home.                      (+) When he comes, tell him I am busy.                      (-) She doesn't live in Tomsk.                      (-) She never goes to the theatre.                      (?) Do you rest in the evenings?                      (?) Is she a teacher?                      (?) Where does she work?</p>	<p>(+) I'm still working here.                      (+) He is always coming late.                      (+) We're flying to Italy tomorrow.                      (-) Look. He isn't working.                      (-) It's late and we aren't sleeping.                      (?) Why are you smiling?                      (?) Where are you going?                      (?) What are you doing tomorrow?</p>	<p>(+) I've bought a car this year.                      (+) I've already sent an SMS.                      (+) She's just passed her exams.                      (+) I've known him for a long time.                      (-) We haven't done this exercise yet.                      (?) Have you done it yet?                      (?) Have you ever been to Spain?                      (?) How long has she been here?</p>	<p>(+) She's been working for two days.                      (+) I've already been waiting since 5.                      (-) She hasn't been working for ages.                      (?) What have you been doing since then?                      (?) How long have you been learning English?</p>

## Страдательный залог / Passive Voice

Страдательный залог в английском языке имеет широкое распространение. Сравните следующие предложения:

He asks a lot of questions. He is asked a lot of questions.

The student listens to the lecture with great attention. The student is listened to with great attention.

Он употребляется:

1. Когда субъект действия неизвестен, неважен или понятен из контекста.

Например: The experiment has been successfully completed.  
Rome wasn't built in a day.  
The origin of the universe will never be explained.  
This year special attention has been called to research work.

2. Для обозначения исполнителя действия с предлогами **by** и **with** (только с неодушевленными предметами):

Например: The seminar was conducted by the head of the laboratory.  
The ozone layer has been damaged by aerosol sprays.  
The data were collected with the precise devices.

3. Как более вежливая или официальная форма:

Например: The vase has been broken.  
The participants of the conference are invited to go sightseeing.

Необходимо знать некоторые особенности употребления страдательного залога:

1. При использовании глаголов с предлогами: **agree upon** (договариваться о), **answer** (отвечать на вопрос), **deal with** (иметь дело с), **depend on** (зависеть от), **influence** (влиять на), **laugh at** (смеяться над), **look after** (ухаживать за), **refer to** (ссылаться на), **send for** (посылать за), **take care of** (заботиться о) страдательный залог переводится неопределенно-личным предложением, и перевод следует начинать с этого предлога.  
Например:

The book is much spoken about. *Об этой книге много говорят.*  
The doctor was sent for urgently. *За доктором срочно послали.*  
The author is often referred to. *На этого автора часто ссылаются.*

2. Есть несколько способов перевода страдательного залога:
  - Кратким страдательным причастием.
  - Глаголом, заканчивающимся на -ся, -сь.
  - Кратким страдательным причастием с глаголом «быть» в будущем и прошедшем времени.
  - Неопределенно-личным глаголом.
  - Глаголом в действительном залоге при наличии дополнения с предлогом **by**.

Например:

The house **is built**. *Дом построен.*

The article **was translated** into English. *Статья была переведена на английский язык.*  
*Статью перевели на английский язык.*

The car **is being fixed**. *Машину ремонтируют. Машина ремонтируется.*

The book **was much spoken about** by the students. Студенты много говорили об этой книге.

3. Безличные предложения такого типа переводятся неопределенно-личным предложением:

It	is	known expected said believed considered reported	that ...
----	----	---	----------

Например:

**It is expected that** prices will go down. *Ожидают, что цены снизятся.*

**It is known that** the data are reliable. *Известно, что эти данные надежные.*

**Видовременная система английского глагола  
в изъявительном наклонении  
Tenses (Active Voice vs. Passive Voice)**

Aspect	Tense	Voice	
		Active	Passive
<b>Simple</b>  Действие, как факт (обычное, постоянное, повторяющееся)	<b>Present</b>	<u><b>V, V-s</b></u> test, tests (я проверяю часто, обычно, всегда)	<u><b>(be) V-ed, V3</b></u> am, is, are tested (меня проверяют часто, обычно, всегда)
	<b>Past</b>	<u><b>V-ed, V2</b></u> tested (я проверил, проверял когда-то)	<u><b>(be) V-ed, V3</b></u> was, were tested (меня проверили когда-то)
	<b>Future</b>	<u><b>shall, will V</b></u> shall, will test (я проверю)	<u><b>shall, will be V-ed, V3</b></u> shall, will be tested (меня проверят)
<b>Continuous</b>  Действие (как процесс), незаконченное, длящееся	<b>Present</b>	<u><b>(be) V-ing</b></u> am, is, are testing (я проверяю сейчас)	<u><b>(be) being V-ed, V3</b></u> am, is, are being tested (меня проверяют сейчас)
	<b>Past</b>	<u><b>(be) V-ing</b></u> was, were testing (я проверял в тот момент)	<u><b>(be) being V-ed, V3</b></u> was, were being tested (меня проверяли в тот момент)
	<b>Future</b>	<u><b>shall, will be V-ing</b></u> shall, will be testing (я буду проверять в тот момент)	
<b>Perfect</b>  Действие завершенное, связанное результатом с определенным моментом	<b>Present</b>	<u><b>(have) V-ed, V3</b></u> have, has tested (я уже проверил)	<u><b>(have) been V-ed, V3</b></u> have, has been tested (меня уже проверили)
	<b>Past</b>	<u><b>(have) V-ed, V3</b></u> had tested (я уже проверил к тому моменту)	<u><b>(have) been V-ed, V3</b></u> had been tested (меня уже проверили к тому моменту)
	<b>Future</b>	<u><b>shall, will have V-ed, V3</b></u> shall, will have tested (я уже проверю к тому моменту)	<u><b>shall, will have been V-ed, V3</b></u> shall, will have been tested (меня уже проверят к тому моменту)
<b>Perfect Continuous</b>  Действие, начавшееся в прошлом и непрерывно продолжающееся вплоть до определенного момента	<b>Present</b>	<u><b>(have) been V-ing</b></u> have, has been testing (я уже проверяю в течение...)	
	<b>Past</b>	<u><b>(have) been V-ing</b></u> had been testing (к тому моменту я уже проверял в течение...)	
	<b>Future</b>	<u><b>shall, will have been V-ing</b></u> shall, will have been testing (к тому моменту я уже буду проверять в течение...)	

## Модальные глаголы / Modal Verbs

Основными модальными глаголами являются **can, may, must**. Они не обозначают действие, а выражают **отношение** к нему. Само действие выражается инфинитивом смыслового глагола без частицы **to**. Модальные глаголы не изменяются по лицам. Вопросительная и отрицательная формы образуются без вспомогательного глагола.

Глагол	Значение	Пример
<b>can (could)</b>	1. Способность, возможность, разрешение, просьба совершить действие; запрет; 2. Сомнение	The child <b>can walk</b> , but cannot (can't) talk. We <b>can stay</b> here for a night. You <b>can use</b> my mobile. <b>Can/Could</b> you spell your name? You <b>can't smoke</b> here. It <b>can't</b> be true. She <b>can't have failed</b> .
<b>may (might)</b>	1. Просьба, разрешение, запрет совершить действие; 2. Предположение с оттенком неуверенности о возможности действия; 3. Упрек, укор	<b>May</b> I come in/leave? – Yes, you <b>may</b> . No, you <b>may not</b> . You <b>may not use</b> your mobiles in class. He <b>may be coming</b> . They <b>may have</b> already <b>landed</b> . It <b>might/may rain</b> soon. You <b>might have called</b> me back. They <b>might have warned</b> us on time.
<b>must</b>	1. Долженствование, обязанность; Запрет; 2. Предположение с большой степенью уверенности	All citizens <b>must follow</b> the rules and laws. I <b>must return</b> this book to the library. You <b>must not smoke</b> in the building. He <b>must be very tired</b> . My friends <b>must be working</b> hard in the library now. They <b>must have</b> already <b>completed</b> the first chapter.

Широко используются выражения, эквивалентные модальным глаголам, которые могут передавать оттенки их значений.

● **be able to** (can/could)

Например: My friend is able to make people laugh.

We were able to translate that difficult manuscript.

The tourists will be able to reach the camp in three days.

I ll be able to drive a car by the end of the month.

● **be allowed to** (may/might)

Например: Children aren't allowed to use the computer endlessly.

The children were allowed to stay home from school yesterday because of the weather.

● **have to** (must)

Например: She has to find another job to pay the bills.

I had to return the books to the library.

He ll have to find the evidence.

I don't have to come early on Fridays.

● **be to** (must)

Например: The plenary meeting is to start in 5 minutes.

He was to get his B.Sc. last year.

Другими глаголами, выступающими в роли модальных в английском языке, являются **ought to, shall/should, will/would, need, used to, dare**.  
**ought to** (настоятельный совет, моральный долг, упрек)

Например: You ought to visit your grandmother.

You oughtn't (ought not) to go there.

Ought you to go there?

You ought to have done it better.

● **shall** (обещание, предостережение, ожидание инструкции)

Например: You shall get there.

You shall be ill.

Shall I read the text?

We shan't (shall not) go to the cinema.

● **should** (совет, рекомендация; упрек, сожаление)

Например: You should study regularly.

You shouldn't smoke so much.

You shouldn't have said that.

● **will** (желание/нежелание; приказ, просьба; сильная уверенность)

Например: We won't do it.

You will do it right away.

Will you do it?

You will have noticed.

● **would** (желание/нежелание; просьба; сильная уверенность; привычка в прошлом)

Например: I would like some coffee.

He wouldn't answer.

Would/Wouldn't you do it?

You would have noticed.

We would often go to the theater.

● **need** (необходимость/отсутствие необходимости = have to; критика действия в прошлом в отрицательных предложениях)

Например: Need you go there so soon?

You needn't do it. = You don't have to do it.

He needn't have called her. = He didn't have to call her.

● **used to** (регулярные действия или состояния в прошлом)

Например: He used to drive a sport car.

● **dare** (посметь, дерзнуть, как правило, в вопросительных и отрицательных предложениях)

Например: How dare you speak to me after all?

# ГРАММАТИЧЕСКИЙ ПРАКТИКУМ / GRAMMAR PRACTICE

## GRAMMAR EXERCISES

### PRONOUNS

1. Use personal pronouns instead of the nouns in bold.

1. Read the **book**.
2. I'm fond of reading **books**.
3. **J. Grisham** is my favourite author.
4. **His novels** are world-famous.
5. **The girl** can speak English very well.
6. **These languages** are international.
7. **Mike and I** go to the same university.
8. **His brothers** are good footballers.
9. Show me **your passport**, please!
10. **The baby** is hungry!
11. **The ship** is at sea.

2. Complete the sentences using the personal pronouns in brackets in the objective case.

1. Do you know \_\_\_\_\_ (he)?
2. – Who is there?  
– It's \_\_\_\_\_ (I).
3. They always invite (we) to their parties.
4. Do you remember (they)?
5. Ask (she) to come to our club.
6. Call (I) as soon as you arrive.
7. These are new words. Learn (they) by heart.
8. See (you) tomorrow!
9. Check (it)!
10. I'm sure you'll visit (they).

3. Complete the sentences using **my / mine, your / yours** etc.

1. This is (my, mine) bag.
2. This bag is (my, mine).
3. Is (her, hers) family large or small?
4. Whose hat is that? – It's (my, mine).
5. Is he a friend of (your, yours)?
6. (Their, theirs) skates are better than (our, ours).
7. Is the dictionary (my, mine) or (your, yours)?
8. (Her, hers) is the best composition.
9. Mind (your, yours) own business.
10. (Our, ours) is the oldest house here.

4. Complete the sentences using possessive pronouns.

'Stop', I said with emotion. This face is 1 face. It's not 2, it's 3. I know it wasn't made for me, but it's 4 face, the only one I have. And this is 5 mouth, not 6. The ears are 7, and if 8 machine is too narrow – 'Here I started to rise from 9 seat.

5. Give English equivalents to the words in bold.

1. Вы знаете **своё** задание?
2. Он часто звонит **своим** друзьям.
3. Она долго учит **свои** роли.
4. Мы часто разговариваем по-английски со **своими** английскими друзьями.
5. Они много говорят о новых фильмах со **своими** друзьями.
6. Мой друг часто даёт мне **свои** книги.
7. Расскажите мне о **своём** городе.
8. Я никогда не забуду **свой** университет и **своих** друзей.

6. Complete the sentences filling in **much** or **many**.

1. Do you have \_\_\_\_\_ friends in Tomsk?
2. Do you have \_\_\_\_\_ time for reading now?
3. He hasn't \_\_\_\_\_ mistakes in his exercises.
4. How \_\_\_\_\_ time does it take you to get to the University?
5. Did she write you \_\_\_\_\_ letters when she was in the Crimea?
6. Does he spend \_\_\_\_\_ money on books?
7. Are there \_\_\_\_\_ apple trees in your garden?
8. There is very \_\_\_\_\_ smoke in this room.

7. Complete the sentences filling in **little** or **few**.

1. We found very \_\_\_\_\_ flowers in the forest.
2. There are \_\_\_\_\_ French books in our library.
3. I have so \_\_\_\_\_ water left.
4. There are \_\_\_\_\_ people in the hall.
5. She eats very \_\_\_\_\_ now.
6. I'm afraid I can't help you, as I have very \_\_\_\_\_ time now.
7. We spent so \_\_\_\_\_ time on our trip.
8. There are rather \_\_\_\_\_ interesting films on TV now.

8. Give English equivalents to the following Russian sentences.

1. Мы читали много статей по этой проблеме.
2. В этом журнале много иллюстраций.
3. У меня очень мало времени, чтобы закончить эту работу вовремя.
4. Вчера в парке было очень мало детей, так как погода была плохая.
5. У него здесь очень мало друзей.
6. В вашей квартире много света?
7. В этой работе мало ссылок.
8. Вы много работаете и очень мало отдыхаете.
9. Для этой поездки у меня слишком мало времени.
10. Он немногословен, но его слова много значат.

9. Complete the sentences using **a) some; b) any; c) no**.

1. Is there \_\_\_\_\_ milk left?
2. There are \_\_\_\_\_ books in the bookcase.
3. There is \_\_\_\_\_ sugar in the sugar bowl. It's empty.
4. There isn't \_\_\_\_\_ interesting film on T.V. today.
5. We've got \_\_\_\_\_ tomatoes but \_\_\_\_\_ cucumbers in here.
6. \_\_\_\_\_ people like coffee, but they prefer tea.
7. This evening I'm going out with \_\_\_\_\_ friends of mine.



8. I was too tired to do \_\_\_ work.
9. Can you give me \_\_\_ information about this automobile?
10. It was a public holiday, so there were \_\_\_ shops open.
11. I'll try to answer \_\_\_ questions you ask me.
12. I haven't got \_\_\_ money. Can you lend me \_\_\_ ?
13. Have you got \_\_\_ luggage?

10. Complete the sentences with the following pronouns:

**some, any, something, nothing, nobody, anybody, somebody, everywhere, a little.**

1. Is 1 at home?
2. There must be 2 there because 3 must have said '4'.
3. I doubt if there are 5 sweets left.
4. We have 6 new shirts in today. Do you want to buy 7 ?
5. There's 8 wrong with my pen.
6. The fog is so thick, I can see 9 at all.
7. Can you bring me 10 white bread?
8. At her address 11 told him that Mary had moved away longer than a month ago. 12 could tell him her new address.
9. One day a tired crow tried to find 13 water to drink. He looked 14 and at last found an old jar which had 15 water at the bottom.

11. Complete the sentences using: **who, how, where, what, why.**

1. \_\_\_ good books have you read during the last few months?
2. \_\_\_ have you put your pencil?
3. \_\_\_ has taken my pen?
4. \_\_\_ is Jack late?
5. \_\_\_ far from here does your friend live?

12. Change the nouns and pronouns for the plural form.

1. This is a student.
2. That is an industrial city.
3. This is an important phenomenon.
4. This is a man.
5. That is an analysis.
6. This text is difficult.
7. The speech is interesting.
8. That box is small.
9. That new house is beautiful.
10. This child is asleep.

13. Change the nouns and pronouns for the singular form.

1. These are scientific research laboratories.
2. The libraries are good.
3. These are our children.
4. Those data are very important.
5. These are nuclei.
6. Those are formulae.

## Keys:

Ex. 1. Key: 1 it, 2 them, 3 he, 4 they, 5 she, 6 they, 7 we, 8 it, 9 they, 10 it, 11 she.

Ex. 2. Key: 1 him, 2 me, 3 us, 4 them, 5 her, 6 me, 7 them, 8 you, 9 it, 10 them.

Ex. 3. Key: 1 my, 2 mine, 3 her, 4 mine, 5 yours, 6 their / ours, 7 mine / yours, 8 hers, 9 your, 10 ours.

Ex. 4. Key: 1 my, 2 yours, 3 mine, 4 my, 5 my, 6 yours, 7 mine, 8 your, 9 my.

Ex. 5. Key: 1 your, 2 his, 3 her, 4 our, 5 their, 6 his, 7 your, 8 my / my.

Ex. 6. Key: 1 many, 2 much, 3 many, 4 much, 5 many, 6 much, 7 many, 8 much.

Ex. 7. Key: 1 few, 2 few, 3 little, 4 few, 5 little, 6 little, 7 little, 8 few.

Ex. 8. Key:

1. We read a lot of articles on the issue.
2. There're a lot of illustrations in the journal.
3. I have very little time to finish the work on time.
4. There were very few children in the park yesterday, as the weather was bad.
5. He has very few friends here.
6. Is there much light in your flat?
7. There're few references in the work.
8. You work much but have very little rest.
9. I have too little time for the trip.
10. He speaks little but his words mean much.

Ex. 9. Key: 1 b, 2 a, 3 c, 4 b, 5 c/a (a/c), 6 a, 7 a, 8 b, 9 a, 10 c, 11 b, 12 b/a, 13 b.

Ex.10. Key: 1 anybody, 2 somebody, 3 somebody, 4 nobody, 5 any, 6 some, 7 any, 8 something, 9 nothing, 10 some, 11 somebody, 12 nobody, 13 some, 14 everywhere, 15 a little.

Ex. 11. Key: 1 what, 2 where, 3 who, 4 why, 5 how.

Ex. 12. Key:

1. These are students.
2. Those are industrial cities.
3. These are important phenomena.
4. These are men.
5. Those are analyses.
6. These texts are difficult.
7. The speeches are interesting.
8. Those boxes are small.
9. Those new houses are beautiful.
10. These children are asleep.

Ex. 13. Key:

1. This is a scientific research laboratory.
2. The library is good.
3. This is our child.
4. That datum is very important.
5. This is a nucleus.
6. That is a formula.

## NOUNS

1. Find nouns among other words. Which of them can be verbs?

Write, world, far, new, nature, name, good, find, kind, student, sound, language, brotherhood, organize, beautiful, datum, phenomenon, take, bring, competition, kingdom.

2. Make 'noun + noun' combinations and give their Russian equivalents.

Wave, radiation, state, motion, light, solid, student, laboratory, university, research

3. Match the singular nouns to their plural forms.

**A** man, **B** woman, **C** child, **D** house, **E** mouse, **F** foot, **G** tooth, **H** life, **I** university  
1 feet, 2 children, 3 mice, 4 men, 5 universities, 6 women, 7 lives, 8 houses, 9 teeth

4. Complete these sentences choosing the correct plural noun from Exercise 3.

1. Mothers teach their children to brush their \_\_\_\_ twice a day.
2. We caught these \_\_\_\_ eating our cheese.
3. His mother and two other \_\_\_\_ found the \_\_\_\_ in the garden.
4. Are the new shoes hurting your \_\_\_\_ ?
5. Their \_\_\_\_ and \_\_\_\_ were quite different.
6. There are 6 \_\_\_\_ in Tomsk.
7. This club is only for \_\_\_\_ .

5. Form the plural of the nouns. Use them in sentences of your own.

Family, freshman, hero, theory, language, way, speech, path, mass, power.

6. Use the plural form of the nouns in the following sentences. Make necessary changes.

1. This chair is wooden.
2. This is a black pen.
3. What colour is the coat?
4. Where is my glove?
5. The flat is spacious.
6. A man is waiting for you.
7. The sportsman showed a good result.
8. The book is on the table.
9. Give her that box.
10. Take the girl to the theatre.

7. Use the plural or singular form of the verbs in the following sentences.

1. This team always (win / wins).
2. The team (has / have) come to the meeting.
3. The army (defends / defend) the borders of the country.
4. The army (is / are) training now.
5. The family (has / have) left the country.
6. The family (is / are) sitting around the table.

8. Find in the word list a collective noun for a number of:

1. sheep
2. cows or bulls

3. dogs or wolves
4. flies or other insects
5. flowers or keys
6. footballers
7. men who work on a boat or ship
8. people chosen to direct some work
9. people at a concert or at a lecture
10. teachers at a school or officials

staff	team	flock	crew	committee
pack	bunch	herd	audience	swarm

9. *Put these nouns in the Possessive Case.*

the Sun, specialists, researcher, engineer, object, matter, galaxy

10. *Give Russian equivalents to the following set-phrases.*

1. She was **at her wit's end** what to say.
2. There at last we could talk **to our hearts' content**.
3. **For God's sake**, try to keep out of harm's way.
4. The lion was now (within) **a stone's throw** from us.
5. An idle brain is **the devil's workshop**.
6. To make **the cat's paw of somebody**.

### Keys:

Ex.1. Key: world, nature, name, kind, student, sound, language, brotherhood, datum, phenomenon, competition, kingdom / name, sound.

Ex. 2. Key: wave motion, light radiation, solid state, university student, research laboratory.

Ex. 4. Key: 1 teeth, 2 mice, 3 women / children, 4 feet, 5 houses / lives, 6 universities, 7 men.

Ex.5 Key: families, freshmen, heroes, theories, languages, ways, speeches, paths, masses, powers.

Ex. 6. Key: 1 These chairs are wooden. 2 These are black pens. 3 What colour are the coats? 4 Where are my gloves? 5 The flats are spacious. 6 Some men are waiting for you. 7 The sportsmen showed good results. 8 The books are on the table. 9 Give her those boxes. 10 Take the girls to the theatre.

Ex. 7. Key: 1 wins, 2 have, 3 defends, 4 are, 5 has, 6 are.

Ex. 8. Key: 1 flock, 2 herd, 3 pack, 4 swarm, 5 bunch, 6 team, 7 crew, 8 committee, 9 audience, 10 staff.

Ex. 9. Key: The Sun's, specialists', researcher's, engineer's, object's, matter's, galaxy's.

Ex. 10. Key: 1 стать в тупик, не знать, что делать; 2 вволю, всласть; 3 ради всего святого; 4 очень близко; 5 Праздность – мать всех пороков. 6 Загрэбать жар чужими руками.

## ARTICLES

1. Choose the correct answer.

1. **Noise** / **The noise** is a form of pollution.
2. I'm worried about **noise** / **the noise** coming from my car.
3. Don't go swimming in this river. **Water** / **The water** here is polluted.
4. The man gave **money** / **the money** to charity throughout his life.
5. Have you already spent **money** / **the money** I gave you yesterday?

2. Add **'the'** where necessary.

Example: I find \_\_ **history** an interesting subject. We studied **the history** of Russia at school.

1. Andrew hates \_\_ examinations.
2. How did you get on in \_\_ examinations yesterday?
3. Do you take \_\_ sugar in \_\_ coffee?
4. 'Where is \_\_ coffee I bought?' 'It's in \_\_ kitchen'.
5. I'm a vegetarian, I don't eat \_\_ meat or \_\_ fish.
6. I'll put \_\_ shopping away. Shall I put \_\_ meat into \_\_ freezer?
7. Do you like \_\_ German beer?
8. Do you think \_\_ love is the most important thing in \_\_ life?

3. Put the words from the box in the correct column: **A** or **B**.

**A**  
a [q] and the [Dq]  
student

**B**  
an [qn ] and the [DJ ]  
article

author	sandwich	old park	draft	university
grant	hostel	element	autumn	issue
examination	hour	scholar	institute	building

4. Add **'a'** or **'an'** where necessary.

Examples: I'd like **a** hamburger, please. Masha and Sergei are \_\_ students.

1. There's \_\_ post office in this street.
2. I've got \_\_ envelope, but I haven't got \_\_ stamp.
3. We ate \_\_ cheese and drank \_\_ apple juice.
4. Can you see those two men? They're \_\_ firemen.
5. Would you like \_\_ cup of tea?
6. I saw \_\_ very good film on TV last night.
7. There isn't \_\_ bus stop near here.
8. I'm working as \_\_ secretary in \_\_ office in Novosibirsk.
9. Do you always drink \_\_ coffee with milk?
10. I asked my father for \_\_ advice about finding \_\_ job.

5. Complete the sentences using **'a'**, **'an'** or **'the'**.

Example: **The** Queen of England lives in Buckingham Palace in \_\_ London.

1. Who is \_\_ best footballer in \_\_ world?
2. My brother works in \_\_ large computer company. He's \_\_ engineer.
3. Did you enjoy \_\_ party you went to on Saturday?
4. \_\_ Earth moves round \_\_ Sun.

5. I had \_\_\_ cup of coffee and some toasts for breakfast this morning. \_\_\_ coffee was delicious.
6. Could you switch off \_\_\_ TV? Nobody is watching it.
7. 'What's \_\_\_ capital of India? 'Delhi'.
8. 'What do you think of Nikita?' 'He's \_\_\_ extremely nice person'.

6. Complete the story. Put in 'a', 'an' or 'the'.

Last Saturday I decided to have 1 quite evening at home. At around 7 o'clock I was in 2 kitchen cooking 3 omelette for my dinner. 4 omelette was almost ready when 5 telephone rang. I went into 6 hall to answer it. It was 7 friend of mine, 8 girl called Lida. Lida is 9 student at 10 Department of History. She told me she was taking 11 important exam 12 following day. She said she was sure she would fail 13 exam. She sounded very worried. We talked for about 14 quarter of 15 hour. Then I suddenly remembered 16 omelette on 17 cooker! I put down 18 phone and rushed into 19 kitchen. It was terrible! 20 room was full of smoke and 21 omelette was completely black. It took me more than 22 hour to clean up all 23 mess.

7. Add 'a', 'an' or 'the' where necessary.

1. \_\_\_ Russian Federation is one of \_\_\_ biggest countries in \_\_\_ world.
2. Have you ever been to \_\_\_ Red Square in \_\_\_ Moscow?
3. \_\_\_ weather was lovely when I woke up yesterday morning; \_\_\_ sun was shining and there was \_\_\_ beautiful blue sky.
4. My sister works in \_\_\_ large hospital in \_\_\_ Kiev. She's \_\_\_ doctor.
5. Who was \_\_\_ woman you were talking to just now?
6. 'Where's Kate?' 'She's in \_\_\_ library'.
7. What time do you usually have \_\_\_ lunch?
8. Do you prefer cooking with \_\_\_ gas or \_\_\_ electricity?
9. We visited \_\_\_ Pushkin Museum when we were in \_\_\_ Moscow.
10. There are 20 classrooms in \_\_\_ school.
11. Who invented \_\_\_ radio?
12. How long have you been looking for \_\_\_ work?
13. Did you go to \_\_\_ Kemerovo by \_\_\_ car or by \_\_\_ train?
14. \_\_\_ Japanese export a lot of cars.
15. Ann and Victor have got two children: \_\_\_ girl and \_\_\_ boy. \_\_\_ girl is \_\_\_ student and \_\_\_ boy is \_\_\_ engineer.
16. \_\_\_ Parmesan restaurant is next to \_\_\_ PromstroiBank in \_\_\_ Lenin Square.
17. Are you interested in \_\_\_ politics?
18. \_\_\_ Atlantic Ocean is larger than \_\_\_ Indian Ocean.
19. \_\_\_ Mount Elbrus (4, 642 m) is higher than \_\_\_ Mount Belukha (4, 506 m).
20. The government plan to help \_\_\_ poor and \_\_\_ unemployed.

8. Choose the correct variant.

1. They were \_\_\_ immigrant family and \_\_\_ very poor.  
a) -;-; b) an, -; c) the, -; d) a, a.
2. Then I would walk around \_\_\_ city trying to read \_\_\_ signs.  
a) a, the; b) the, a; c) the, the; d) the, -.
3. Then one day I received my first acceptance - \_\_\_ \$100 check for \_\_\_ scientific article.  
a) a, a; b) the, the; c)-;-; d) a, -.

4. \_\_\_ science fiction, my first love, had \_\_\_ very few readers.  
a) a, the; b) the, a; c) -;-; d) a, a.
5. We came to \_\_\_ New York from \_\_\_ Russia when I was three.  
a) the, a; b) -; -; c) -; the; d) the, the.

9. Use the correct article.

### 1 Englishman who could not speak

2 Englishman was once traveling in 3 Italy. One day he entered 4 restaurant and sat down at 5 table. When 6 waiter came 7 Englishman opened his mouth, put his fingers in it, took them out again and moved his lips, trying to explain that he wanted to eat. 8 waiter soon brought him 9 cup of 10 tea.

10. Choose the correct variant:

- By \_\_\_ way, Olga entered \_\_\_ Moscow University \_\_\_ last year.  
a) -; the, -; b) the, -; -; c) the, the, the; d) the, -; the.
- \_\_\_ President is going to open \_\_\_ new hospital in \_\_\_ capital \_\_\_ next month.  
a) the, a, the, -; b) -; a, the, -; c) the, the, the, the; d) the, a, -; -.
- \_\_\_ English Channel is between \_\_\_ Great Britain and \_\_\_ France.  
a) -; the, -; b) -; -; -; c) the, -; the; d) the, -; -.
- When \_\_\_ police arrive \_\_\_ thieves will have escaped.  
a) -; -; b) the, the; c) the, -; d) -; the
- Exactly \_\_\_ year ago, I took \_\_\_ same exam, I hope I will succeed this year.  
a) the, the; b) a, -; c) a, the; d) a, a.

### Keys:

Ex. 1. Key: 1 noise; 2 the noise; 3 the water; 4 money; 5 the money.

Ex. 2. Key: 1 -; 2 the; 3 -; -; 4 the, the; 5 -; -; 6 the; the, the; 7 -; 8 -; -.

Ex. 3. Key: **A:** sandwich, hostel, scholar, university, draft, grant, institute, building

**B:** author, examination, umbrella, hour, old park, element, autumn, issue.

Ex. 4. Key: 1 a; 2 an, a; 3 -; -; 4 -; 5 a; 6 a; 7 a; 8 a, an; 9 -; 10 -; a.

Ex. 5. Key: 1 the, the; 2 a, an; 3 the; 4 the, the; 5 a, the; 6 the; 7 the; 8 an.

Ex. 6. Key: 1 a; 2 the; 3 an; 4 the; 5 the; 6 the; 7 a; 8 a; 9 a; 10 the; 11 an; 12 the; 13 the; 14 a; 15 an; 16 the; 17 the; 18 the; 19 the; 20 the; 21 the; 22 an; 23 the.

Ex. 7. Key: 1 the, the, the; 2 -; -; 3 the, the a; 4 a, -; a; 5 the; 6 the; 7 -; 8 -; -; 9 the, -; 10 the; 11 the; 12 -; 13 -; -; -; 14 the; 15 a, a, the, a, the, an; 16 -; the; -; 17 -; 18 the, the; 19 -; -; 20 the, the.

Ex. 8. Key: 1 b; 2 c; 3 a; 4 c; 5 b.













Ex. 9. Key: 1 the; 2 an; 3 -; 4 a; 5 the; 6 the; 7 the; 8 the; 9 a; 10 -.

Ex.10. Key: 1 b; 2 a; 3 d; 4 b; 5 c.

## NUMERALS

1. Say the numbers.

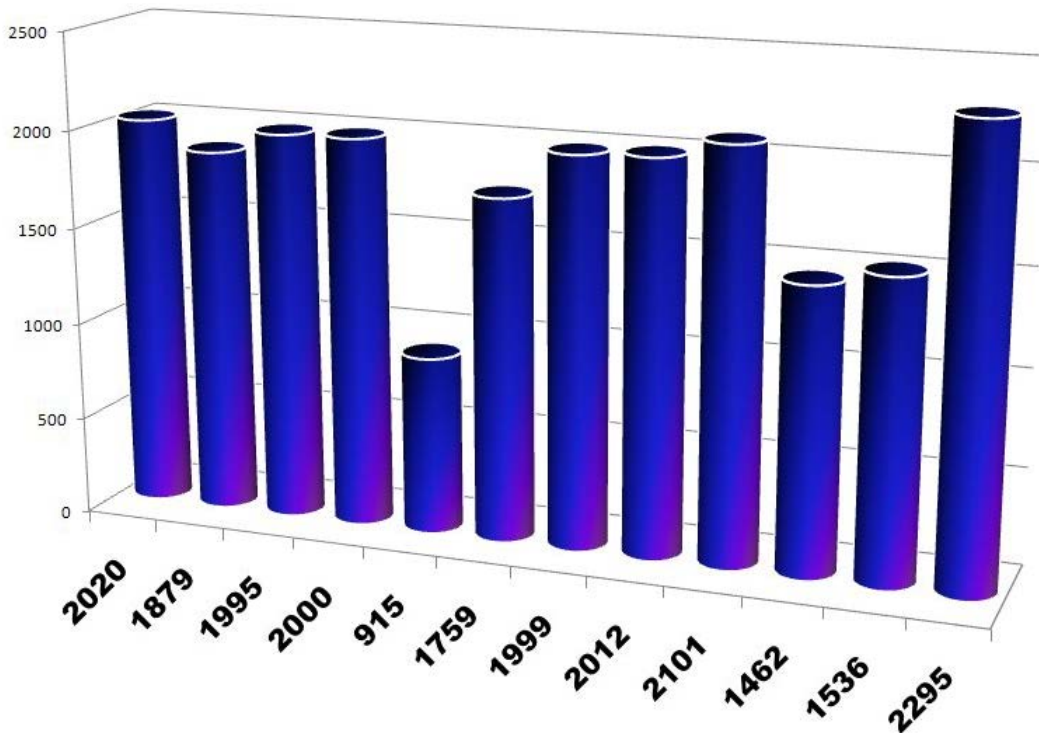
### PHONE NUMBERS

 <div style="border: 1px solid black; padding: 2px; display: inline-block;">800 451-7545</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">919 677-1303</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">355 4 225 7274</div>
 <div style="border: 1px solid black; padding: 2px; display: inline-block;">01865 556890</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">499 972-04-65</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">213 0 770-083-000</div>
 <div style="border: 1px solid black; padding: 2px; display: inline-block;">8 495 978-87-55</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">09065 540 700</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">011 355 42 58345</div>
 <div style="border: 1px solid black; padding: 2px; display: inline-block;">410 761-6050</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">3822 52-95-85</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">58 212 267 95 85</div>

### CARDINAL NUMBERS

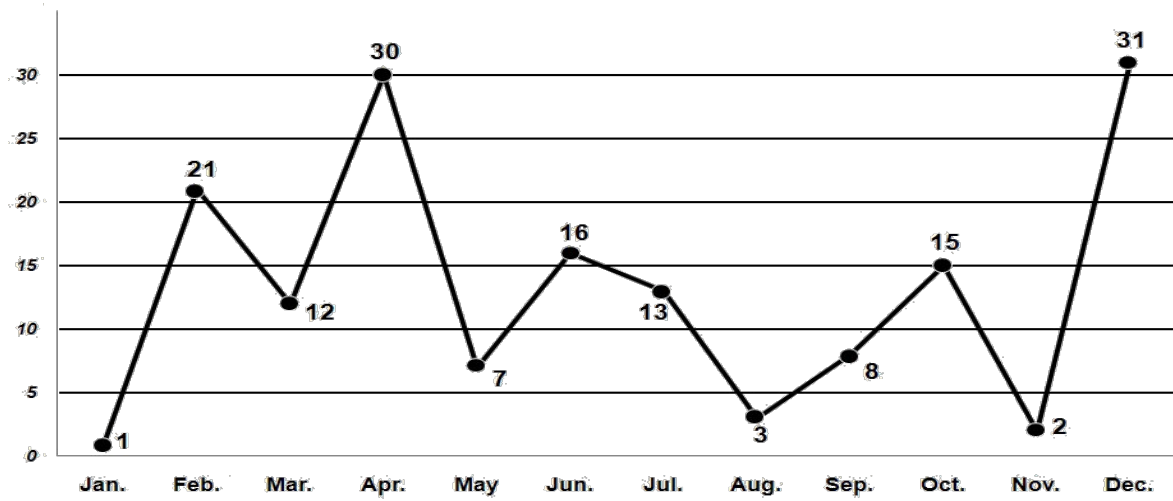
2,000,000	31	16	5,000	406
100,000	19	50	1,520	128
850	20	36	90	35,569
247	15	72	17	573

### DATES (YEARS)





## DATES (DAYS / MONTHS)

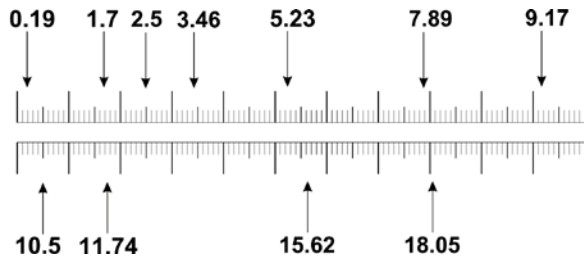
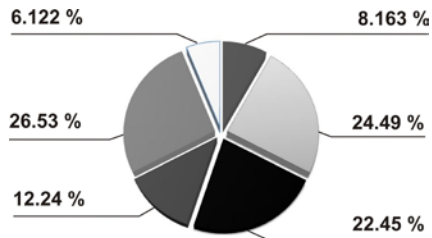


## MONEY



## DECIMALS & PERCENTAGES

<b>75.7%</b> 13.27	<b>100%</b> 0.268	<b>50%</b> 42.84	<b>34.5%</b> 68.43	<b>44.07%</b> 1.058
-----------------------	----------------------	---------------------	-----------------------	------------------------



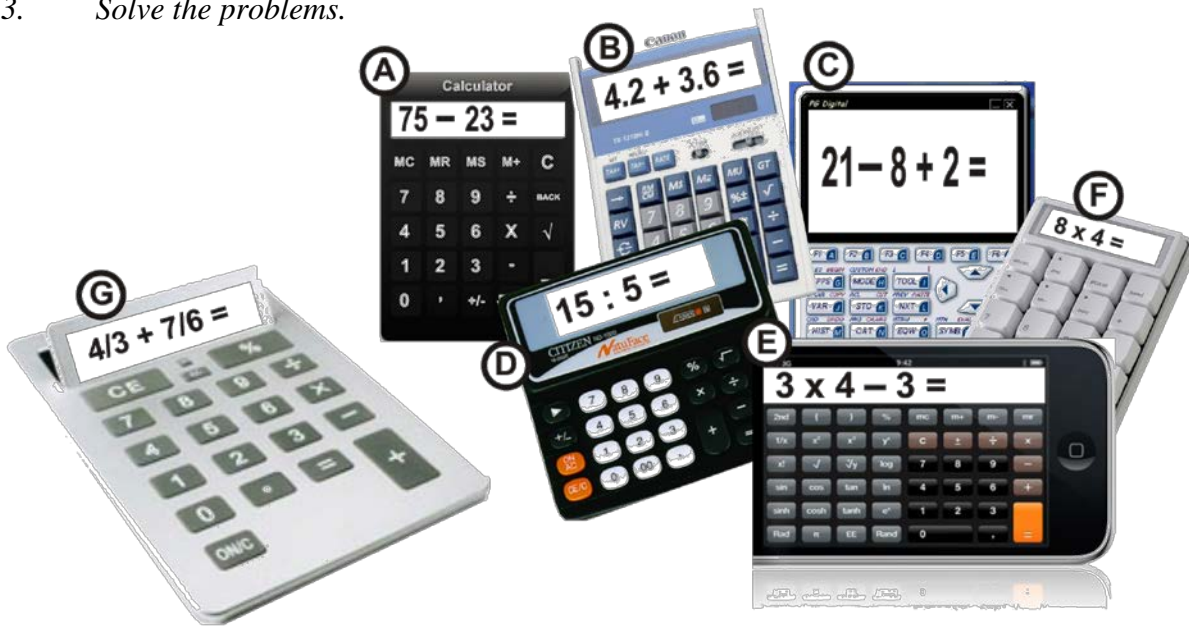
## FRACTIONS

1/1	2/2	3/3	4/4	5/5	6/6	7/7	8/8	9/9	10/10
1/2	2/4	3/6	4/8	5/10	6/12	7/14	8/16	9/18	10/20
1/3	2/6	3/9	4/12	5/15	6/18	7/21	8/24	9/27	10/30
1/4	2/8	3/12	4/16	5/20	6/24	7/28	8/32	9/36	10/40
1/5	2/10	3/15	4/20	5/25	6/30	7/35	8/40	9/45	10/50
1/6	2/12	3/18	4/24	5/30	6/36	7/42	8/48	9/54	10/60
1/7	2/14	3/21	4/28	5/35	6/42	7/49	8/56	9/63	10/70
1/8	2/16	3/24	4/32	5/40	6/48	7/56	8/64	9/72	10/80
1/9	2/18	3/27	4/36	5/45	6/54	7/63	8/72	9/81	10/90
1/10	2/20	3/30	4/40	5/50	6/60	7/70	8/80	9/90	10/100

2. Complete these ordinal numbers and words.

<b>1<sup>st</sup></b> <i>first</i>	<b>third</b>	<i>3rd</i>
<b>2<sup>nd</sup></b> _____	<b>ninth</b>	_____
<b>5<sup>th</sup></b> _____	<b>twelfth</b>	_____
<b>10<sup>th</sup></b> _____	<b>thirteenth</b>	_____
<b>16<sup>th</sup></b> _____	<b>twentieth</b>	_____
<b>24<sup>th</sup></b> _____	<b>fifty-seventh</b>	_____
<b>30<sup>th</sup></b> _____	<b>sixtieth</b>	_____
<b>40<sup>th</sup></b> _____	<b>eighty-eighth</b>	_____
<b>78<sup>th</sup></b> _____	<b>zero</b>	_____
<b>90<sup>th</sup></b> _____	<b>hundredth</b>	_____

3. Solve the problems.



4. What time is it?



5. Write the next word.

1	one	two	<i>three</i>
2	twenty	thirty	
3	Sunday	Monday	
4	first	second	
5	tenth	twentieth	
6	morning	afternoon	
7	once	twice	
8	second	minute	
9	summer	autumn	
10	April	May	
11	last year	this year	

6. *Answer these questions in a chain-like-way.*

- a. What's the date today?
- b. What time is it now?
- c. What century is it now?
- d. When were you born?
- e. When's your birthday?
- f. How many members are there in your family?
- g. What year student are you?
- h. When's Valentine's Day?
- i. What are the important years in your country's history?
- j. How long does it take you to get to the university?
- k. How many pages are there in your English text book?
- l. How many seconds are there in one hour?
- m. How much money do you want to make per month?
- n. What is the number of universities in your town?
- o. What's your telephone number?
- p. What is the percentage of 1/2 from 100?

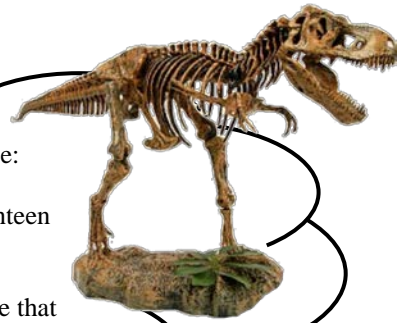
7. *What does the following mean? Choose the correct metric or numerical equivalent from the list below.*

- |   |   |    |                             |
|---|---|----|-----------------------------|
| 1 | Can I have half a dozen eggs, please?   | a) | just over 20 metres         |
| 2 | She weighs ten stones.  | b) | about 63 kilograms          |
| 3 | He's six feet tall.   | c) | six                         |
| 4 | I bought two pounds of apples.  | d) | just over half a litre      |
| 5 | A cricket pitch is 22 yards long.   | e) | nearly two metres           |
| 6 | I drink a pint of milk a day.   | f) | just less than one kilogram |
| 7 | My car's very economical – it only uses one gallon of petrol every forty miles. | g) | about 4.5 litres            |

8. *Math jokes.*



A: Why is the number 10 afraid of seven?  
B: Because seven ate nine, and 10 is next.



A visitor at the Royal Tyrrell Museum asks a museum employee:  
"Can you tell me how old the skeleton of that T-Rex is?"  
"It is precisely 60 million and three years, two months, and eighteen days old."  
"How can you know that with such precision?!"  
"Well, when I started working here, one of the scientists told me that the skeleton was 60 million years old - and that was precisely three years, two months, and eighteen days ago..."

\* *The Royal Tyrrell Museum is a popular Canadian tourist attraction and a leading centre of palaeontological research noted for its collection of more than 120,000 dinosaur fossils.*



C: What is the most erotic number?  
D: 2110593!  
C: Why?  
D: When 2 are 1 and don't pay at 10tion, they'll know within 5 weeks whether or not, after 9 months, they'll be 3...

*(from the Internet)*

## ADJECTIVES

1. Write degrees of comparison of the following adjectives.

positive degree	comparative degree	superlative degree
ugly		
fat		
sad		
dry		
heavy		
nice		
bad		
little		
high		
simple		

2. Open the brackets, using the comparative or the superlative degree wherever necessary.

1. It is autumn, every day the air becomes (cold), the leaves (yellow).
2. This is the (beautiful) view I have ever seen in my life.
3. Your handwriting is now (good) than it was last year but still it is not so good as Oleg's handwriting. He has the (good) handwriting of all.
4. Are there (many) than two rooms in your new flat?
5. The weather got (bad) and (bad) every day.

3. Translate these sentences into English. Use the correct form of the adjectives.

1. Моя старшая сестра учится в этом университете.
2. Кто самый старший в вашей группе?
3. Где последний номер FINANCIAL TIMES?
4. Кто видел г-на Брауна последним?
5. Диана и её подруга были встревожены, но последняя не проронила ни слова.
6. Это самый дальний населённый пункт нашей области.
7. Их дальнейшие действия не увенчались успехом.
8. Меня устроит более поздний поезд.
9. Больше всего мне понравился самый старый замок.

4. Translate these chains of words. Choose some 3 – 5 of them to use in your own sentences or situations.

1. an antique cherry conference table
2. thick leather law books
3. the modern steel-and-glass towers
4. blue lizard-skin boots
5. bushy-headed dark-eyed singers
6. small dusty European cars
7. three-story white frame buildings
8. a large open-air thatched-roof bar
9. a long brightly-coloured skirt
10. soft gentle precise confident English
11. do-it-yourself hardware stores

5. Arrange the adjectives in the correct order.

1. She has a ... jacket. (leather, brown, beautiful)



2. He has a ... car. (American, long, red)
3. They live in a ... house. (new, beautiful)
4. We have a ... table. (antique, small, wooden)
5. He has a ... jumper. (woolen, lovely, red)
6. He reads ... books. (English, interesting, old)
7. My friend is a ... girl. (young, Russian, tall)
8. Physics is an ... science. (old, interesting)
9. I like this ... bag. (plastic, green, small)
10. It's a ... day. (sunny, warm, lovely, summer)

6. Answer the following questions.

1. What is the shortest month of the year?
2. What is the longest day of the year?
3. What is the shortest day of the year?
4. When are the days longer: in winter or in summer?
5. When is it warmer: in spring or in summer?
6. Does it rain more in summer or in autumn?
7. Are the days as long in winter as in spring?
8. When are the nights shorter: in autumn or in summer?

7. Make sentences according to the pattern.

Japan / India (large / industrialized)

Japan isn't **as large as** India.

India isn't **as industrialized as** Japan.

1. an ostrich / an elephant (small / strong / fast)
2. iron / gold (strong / valuable)
3. a gorilla / a human (intelligent / strong)
4. a car / a bicycle (expensive / fast / easy to park)

8. Complete the sentences using the correct form of the adjectives in brackets. Add **than**, **the** or **as** where necessary.

Examples:

A mile is **longer than** a kilometer. (long)

Today isn't **as sunny as** yesterday. (sunny)

What's **the best** holiday you've ever had? (good)

1. Football is \_\_\_\_ sport in Russia. (popular)
2. She's much \_\_\_\_ her brother. (serious)
3. He wasn't as \_\_\_\_ he usually is. (friendly)
4. That was \_\_\_\_ film I've ever seen. (good)
5. He's much \_\_\_\_ any of his brothers. (generous)
6. You aren't as \_\_\_\_ you think you are. (clever)
7. Where's \_\_\_\_ place in the world? (hot)
8. Tania is far \_\_\_\_ she used to be. (self-confident)
9. My brother is one of \_\_\_\_ people I know. (strange)
10. Which is \_\_\_\_ building in the world? (tall)
11. Our holiday was much \_\_\_\_ we'd expected. (cheap)
12. That was one of \_\_\_\_ times of my life. (enjoyable)

9. Make one sentence out of the two given below. Follow the pattern.

- 1) This book is thin. That book is thin too.  
This book is **as thin as** that one.
- 2) My book is interesting. Bob's book is not very interesting.  
Bob's book is not **as / so** interesting **as** mine.

a)

1. This task is easy. That task is easy too.
2. The faculty is big. That faculty is big too.
3. This city is 400 years old. That city is 400 years old too.
4. This house is new. That house is new too
5. This story is exciting. That story is exciting too.
6. This way is long. That way is long too.

b)

1. Our house is small. Their house is not very small.
2. Mary is young. John is not so young.
3. This way is long. That way is not very long.
4. Her exercise is easy. His exercise is not so easy.
5. My doctor is good. Her doctor is not so good.
6. This theory is old. That theory is not so old.

10. Read the following sentences and point out which of them are wrong. Correct the mistakes.

1. I'm busier than my sister.
2. Moscow is more old than Tomsk.
3. It's the most deep lake in the region.
4. Could you show me the way to the nearest post office?
5. This book is more interesting than that one, isn't it?
6. Ann is the pretty girl I've ever met.
7. Do you feel more bad?
8. Honesty is a better policy.
9. Actions speak louder than words.
10. What's the latest news today?
11. Of two evils choose the little.
12. This essay is correcter than the previous one.

11. Complete the proverbs, using the comparative degree. Use one word more than once. Learn them and illustrate with your own situations.

sooner	louder	more	less	worse	better
--------	--------	------	------	-------	--------

1. \_\_\_\_\_ late than never.
2. Deeds speak \_\_\_\_\_ than words.
3. Prevention is \_\_\_\_\_ than cure.
4. Two heads are \_\_\_\_\_ than one.
5. The \_\_\_\_\_ haste, the \_\_\_\_\_ speed.
6. From bad to \_\_\_\_\_ .
7. False friends are \_\_\_\_\_ than open enemies.
8. A good name is \_\_\_\_\_ lost than won.



### Keys:

- Ex. 1. Key: 1 uglier, (the) ugliest; 2 fatter, (the) fattest; 3 sadder, (the) saddest; 4 drier, (the) driest; 5 heavier, (the) heaviest; 6 nicer, (the) nicest; 7 worse, (the) worst; 8 less, (the) least; 9 higher, (the) highest; 10 simpler, (the) simplest.
- Ex. 2. Key: 1 colder / yellow; 2 the most beautiful; 3 better / the best; 4 more; 5 worse / worse.
- Ex. 3. Key:
1. My elder sister studies at this university.
  2. Who is the oldest in your group?
  3. Where's the latest issue of THE FINANCIAL TIMES?
  4. Who saw Mr. Brown last?
  5. Diana and her friend were worried but the latter didn't say a word.
  6. This is the farthest settlement of our region.
  7. Their further actions failed.
  8. I will do with a later train.
  9. I liked the oldest castle most of all.
- Ex. 5. Key:
1. beautiful, brown, leather.
  2. long, red, American.
  3. beautiful, new.
  4. antique, small, wooden.
  5. lovely, red, woolen.
  6. interesting, old, English.
  7. tall, young, Russian.
  8. interesting, old.
  9. small, green, plastic.
  10. lovely, warm, sunny, summer.
- Ex. 7 Key:
- 1 An elephant isn't as small / and fast as an ostrich. An ostrich isn't as strong as an elephant.
  - 2 Gold isn't as strong as iron. Iron isn't as valuable as gold.
  - 3 A gorilla isn't as intelligent as a human. A human isn't as strong as a gorilla.
  - 4 A car isn't as easy to park as a bicycle. A bicycle isn't as expensive/fast as a car.
- Ex. 8 Key:
- 1 the most popular; 2 more serious than; 3 as friendly as; 4 the best; 5 more generous than; 6 clever as; 7 the hottest; 8 more self-confident than; 9 the strangest; 10 the tallest; 11 cheaper than; 12 the most enjoyable.
- Ex. 9 Key:
- A:
- 1 This task is as easy as that one.
  - 2 This faculty is as big as that one.
  - 3 This city is as old as that one.
  - 4 This house is as new as that one.
  - 5 This story is as exciting as that one.
  - 6 This way is as long as that one.
- B:
- 1 Their house is not as/ so small as ours.
  - 2 John is not as/ so young as Mary.
  - 3 That way is not as/ so long as this one.
  - 4 His exercise is not as/ so easy as hers.
  - 5 Her doctor is not as/ so good as mine.
  - 6 That theory is not as/ so old as this one.
- Ex. 10. Key: 2 older, 3 deepest, 6 prettiest, 7 worse, 8 the best, 11 least, 12 more correct.
- Ex. 11. Key: 1 better, 2 louder, 3 better, 4 better, 5 more / less, 6 worse, 7 worse, 8 sooner.

## ADVERBS

1. Choose the correct word or phrase to complete the sentences.

- I \_\_\_ early on Saturdays.  
a) get up usually    b) usually get up    c) get usually up
- She \_\_\_ late for work.  
a) never    b) is never    c) isn't never
- Maria \_\_\_ work so late.  
a) usually doesn't    b) doesn't usually    c) doesn't never
- He \_\_\_ late for his English class.  
a) often is    b) are often    c) is often
- My friend Sergei \_\_\_ to concerts on Saturday evenings.  
a) goes sometimes    b) do sometimes go    c) sometimes goes
- I \_\_\_ in the city on Sundays.  
a) am rarely    b) rarely am    c) rarely are

2. Restore a famous wise old English saying:

**The** \_\_\_ you learn, **the more** you know.  
**The more** you know, **the** \_\_\_ you forget.  
**The** \_\_\_ you forget, **the** \_\_\_ you know.  
**The less** you know, **the** \_\_\_ you forget.  
So ... why learn?

3. Choose between adjective and adverb.

- My friend is a \_\_\_ driver.  
a. careful    b. carefully
- She plays the guitar very \_\_\_ .  
a. good    b. well
- He works very \_\_\_ .  
a. hard    b. hardly
- I read the text \_\_\_ to understand every line.  
a. slow    b. slowly
- The teacher spoke \_\_\_ to the students.  
a. softly    b. soft
- Our friends want to buy a \_\_\_ car.  
a. cheaply    b. cheap

4. Find sentences that describe each occupation. Write the letters next to each occupation.

- |                              |       |   |
|------------------------------|-------|---|
| 1. I am a teacher.           | _____ | a. I respond to medical emergencies very quickly. |
| 2. I am a lawyer.            | _____ | b. I draw beautifully.                            |
| 3. I am an artist.           | _____ | c. I speak clearly.                               |
| 4. I am a spokesman.         | _____ | d. I defend my clients successfully.              |
| 5. I am an emergency doctor. | _____ | e. I talk to my students politely.                |

5. Read each statement. Use the adjective to make another statement with an adverb.

Example: My friend is a safe driver. (careful).

My friend drives **carefully**.

1. Plisetskaya is an excellent dancer. (graceful)
2. My father is a good teacher. (patient)
3. The President is a good speaker. (effective)
4. Pavarotti is a wonderful singer. (beautiful)
5. Teachers are hard workers. (diligent)
6. He is a well-behaved child. (polite)
7. Some students are fast learners. (quick)
8. She is a good thinker. (clear)

### Keys:

Ex. 1. Key: 1 b; 2 b; 3 b; 4 c; 5 c; 6 a.

Ex. 2. Key: The more you learn/study, the more you know.

The more you know, the more you forget.

The more you forget, the less you know.

The less you know, the more you forget.

So ... why learn/study?

Ex. 3. Key: 1 a; 2 b; 3 a; 4 b; 5 a; 6 b.

Ex. 4. Key: 1 e; 2 d; 3 b; 4 c; 5 a.

Ex. 5. Key: 1 Plisetskaya dances gracefully. 2. My father teaches patiently.

3 The President speaks effectively. 4 Pavarotti sings beautifully.

5 Teachers work diligently. 6 The child behaves politely.

7 Some students learn quickly. 8 She thinks clearly.

## PREPOSITIONS

### 1. Fill in prepositions.

1. Look \_\_\_\_ the picture \_\_\_\_ the wall.
2. We are \_\_\_\_ the lesson now.
3. Give the book \_\_\_\_ your friend.
4. We are \_\_\_\_ home.
5. It is not very far \_\_\_\_ the university.
6. Take the book \_\_\_\_ the library.
7. The bird is \_\_\_\_ the tree.
8. There are many cars \_\_\_\_ the street.
9. Every morning I walk \_\_\_\_ the university.
10. Wake \_\_\_\_ ! We are late \_\_\_\_ the lecture.
11. Look \_\_\_\_ ! There's a thief \_\_\_\_ !
12. Come \_\_\_\_ ! It's easy enough.
13. Come \_\_\_\_ . We are waiting \_\_\_\_ you.
14. Speak \_\_\_\_ ! It's too noisy here.

### 2. Complete the following sentences with the prepositions:

a) **before**, b) **up**, c) **on**, d) **in**, e) **of**, f) **to**, g) **from**, h) **down**, i) **with**.

1. We sometimes move our heads 1 and 2 when we want to say "yes", and we move our heads 3 side 4 side when we want to say "no".
2. People who can neither speak nor hear talk 5 each other 6 the help 7 their fingers.
3. When this man saw the waiter, he put his hands 8 his stomach. 9 a few minutes there was a large plate of macaroni and meat on the table 10 him.

### 3. Complete the following sentences with the prepositions:

a) **on**, b) **down**, c) **off**, d) **up**, e) **for**, f) **of**, g) **at**, h) **from**, i) **to**, j) **after**, k) **in**.

1. Never put ... till tomorrow what you can do today.
2. How are you getting ... with this exercise?
3. I've been asked to stand ... .
4. He is proud ... himself.
5. When she got the news she just sat ... and cried.
6. We are looking ... Jack, but we can't find him anywhere.
7. Turn the TV ... , it's been ... .. 3 hours now.
8. We arrived ... London ... the 13th ... April and left ... Oxford only ... June.
9. The train starts ... 8.50, so you'd better be ... the station ... time.
10. The newspaper is ... front ... you ... the window-sill.
11. Is it far ... here ... the market?
12. I've never been ... Paris.
13. I can look ... your baby while you are away.
14. He is a man you can rely ...
15. She took some medicine \_\_\_\_-her headache.
16. Why don't you call the company back and ask \_\_\_\_\_ that information?
17. Because of the accident, our meeting was put \_\_\_\_\_ until one o'clock \_\_\_\_\_ Monday of next week

4. Put a preposition from the box into each gap.

about	in	out of	by	on	for	to	from
-------	----	--------	----	----	-----	----	------

- I'm looking for a book \_\_\_ the history of Russia.
- 'War and Piece' is a book \_\_\_ Leo Tolstoy.
- Is it far \_\_\_ your house to the station?
- Is Tokio the biggest city \_\_\_ the world?
- Jane's worried \_\_\_ her exam.
- What's \_\_\_ television tonight?
- Are you interested \_\_\_ foreign languages?
- She works \_\_\_ a big company.
- Can I speak \_\_\_ you for a moment?
- He drove \_\_\_ the garage and down the street.

5. Look at these time words. Some use 'in', some use 'on' or 'at'. Put them in the correct column.

March	Saturday	1914	March 8th	4 o'clock	Christmas	autumn	half past ten
night	Tuesday morning		Wednesday evening		the morning		a quarter past twelve

in	on	at
March	Saturday	4 o'clock

6. Put a preposition from the box into each gap.

with	of	into	at	in	to	for	after	on
------	----	------	----	----	----	-----	-------	----

- The banks close \_\_\_ 6 o'clock \_\_\_ the evening.
- He became famous only \_\_\_ his death.
- I'm going to visit my friends \_\_\_ the end \_\_\_ November.
- Gleb has lived in Moscow \_\_\_ three years.
- Let's go \_\_\_ the cinema.
- Pour some water \_\_\_ the kettle.
- Are you good \_\_\_ foreign languages?
- My friend is bored \_\_\_ the book.
- Nina is fond \_\_\_ ballet.
- I'm not interested \_\_\_ football at all.
- I went home \_\_\_ the end of the party.
- I knew everything will be okay \_\_\_ the end.
- What can you see \_\_\_ the picture?
- People were lying \_\_\_ the sun.
- He did it \_\_\_ a hurry and left.

7. Most of the sentences below contain errors. Correct the errors.

- She is very good in playing the piano.
- They listened classical music with pleasure.

3. I'm busy to the text.
4. The flight was delayed as a result of fog.
5. We are proud with our university
6. There is an old building in the left.

8. *Fill in prepositions.*

- a. He began his musical education \_\_ the age \_\_ five.
- b. My sister doesn't usually go out \_\_ the evening, except \_\_ Monday evening, when she goes to play tennis.
- c. Generations of my family have lived in the same house \_\_ 1800.
- d. Don't forget your library books. You must take them back \_\_ the 24<sup>th</sup>.
- e. If anyone rings, tell them I'll be back \_\_ a few minutes.
- f. I met my wife in London. At the time I was working \_\_ a bank.
- g. Bill is jealous \_\_ anyone who has something he hasn't.
- h. I'm very disappointed \_\_ you. I thought I could trust you.
- i. You are very different \_\_ your husband. I thought you'd be quite similar \_\_ each other.
- j. Are you good \_\_ tennis.
- k. You are responsible \_\_ your own actions.

**Keys:**

- Ex. 1. Key: 1 at / on; 2 at; 3 to; 4 at; 5 from; 6 from; 7 in; 8 in; 9 to; 10 up / for; 11 out / about; 12 on; 13 in / for; 14 up.
- Ex. 2. Key: 1 b, 2 h, 3 g, 4 f, 5 f, 6 i, 7 e, 8 c, 9 d, 10 a.
- Ex. 3. Key: 1 c, 2 a, 3 d, 4 f, 5 b, 6 e, 7 c / a / e; 8 k / a / f / e / k; 9 g / g / a; 10 k / f / a; 11 h / i; 12 i, 13 j, 14 a, 15 e, 16 e, 17 c / a.
- Ex. 4. Key: 1 about; 2 by; 3 from; 4 in; 5 about; 6 on; 7 in; 8 for; 9 to; 10 out of.
- Ex. 5. Key: in – 1914, autumn, the morning; on – March 8<sup>th</sup>, Christmas, Tuesday morning, Wednesday evening; at – half past ten, night, a quarter past twelve.
- Ex. 6. Key: 1 at, in; 2 after; 3 at, of; 4 for; 5 to; 6 into; 7 at; 8 with; 9 of; 10 in; 11 at; 12 in; 13 in; 14 in; 15 in.
- Ex. 7. Key: 1 at playing; 2 listened to; 3 busy with; 4 correct; 5 proud of; 6 on the left.
- Ex. 8. Key: a) at/ of; b) in / for; c) since; d) on; e) in; f) in; g) of; h) with; i) from / to; j) at; k) for.

## Construction “there is” / “there are”

1. Give Russian equivalents to the following pairs of sentences.

1. There is a bus stop in our street.  
The bus stop is near our street.
2. There is a teacher and ten students in the classroom.  
The teacher and ten students are in the classroom.
3. There will be a lecture on international affairs at the university.  
The lecture on international affairs will be on Monday.
4. There is no bookshop in our street.  
The bookshop that you are looking for is downtown.

2. Give English equivalents to the following sentences.

1. В нашем университете более 20 факультетов.
2. В моей работе было несколько ошибок.
3. Есть возможность поехать в Санкт-Петербург.
4. В нашем городе нет метро.
5. После собрания состоится концерт.
6. В этом городе один университет и 5 колледжей.
7. Завтра в лаборатории будет много студентов?
8. В феврале 28 или 29 дней.
9. В этом тексте много новых слов.
10. В списке не было вашей фамилии.
11. В комнате нет цветов.
12. На этой улице есть кинотеатр?

3. Transform each sentence following the pattern.

<p><u>Pattern:</u>        I had some mistakes in my test.                       There were some mistakes in my test.</p>
--

1. This exercise has ten questions.
2. The meeting will take place on Tuesday.
3. These magazines have many good illustrations.
4. We have lots of cities and towns in Russia.
5. I changed nothing in my plans.
6. We could see very few people in the street as it was already late.
7. Many trees grew in the park.
8. November consists of 30 days.
9. Tennis Competitions take place at the All England Club in the London suburb of Wimbledon every year.

4. Complete the sentences using **'there'**, **'it'** or **'they'** with a suitable form of **'be'**.

Example: \_\_\_\_\_ an old fortress on the hill. \_\_\_\_\_ over 400 years old.  
There's an old fortress on the hill. It's over 400 years old.

1. \_\_\_\_\_ a film on TV tonight. \_\_\_\_\_ called Twelve Chairs.
2. \_\_\_\_\_ five senses. \_\_\_\_\_ sight, hearing, taste, smell and touch.
3. '\_\_\_\_\_ a computer shop in the town centre?'  
'Yes, \_\_\_\_\_ . \_\_\_\_\_ in Pushkin Street.'
4. '\_\_\_\_\_ any articles about Eldar Ryazanov in the library?'  
'Yes, \_\_\_\_\_ . \_\_\_\_\_ in the film section.'
5. \_\_\_\_\_ a closing-down sale at our Department Store last month. \_\_\_\_\_ from the 1st to the 31<sup>st</sup> of August.
6. \_\_\_\_\_ other Olympic Games in the year 2020. \_\_\_\_\_ probably \_\_\_\_\_ held in Greece.

5. Describe the picture using "there is" and "there are".



*Vincent's Bedroom at Arles by Vincent Van Gogh*



6. Look at the plan of a house. What is there upstairs and downstairs?  
Write about the house using "there is" and "there are".

<b>A</b> 	<b>C</b> 	A) dining room
<b>B</b> 	<b>D</b> 	B) living room
<b>E</b> 	C) kitchen	
<b>F</b> 	D) hall	
	<b>DOWNSTAIR</b>	E) stairs
		F) cloakroom

<b>G</b> 	<b>I</b> 	G) bedroom 2
<b>H</b> 	<b>J</b> 	H) bedroom 1
<b>L</b> 	<b>K</b> 	I) bedroom 3
<b>UPSTAIR</b>		J) reading room
		K) stairs
		L) bathroom

7. Choose the correct translation from a number of possible ones.

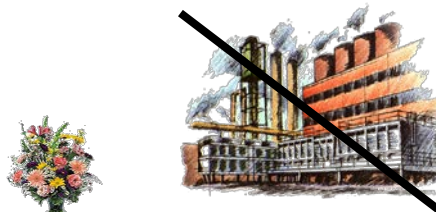
1 В книжном шкафу много книг на английском.

- a) There are few English books in the bookcase.
- b) The English books are in the bookcase.
- c) There are a lot of English books in the bookcase.



2 В нашем городе нет заводов.

- a) There are some plants in our town.
- b) There are not any plants in our town.
- c) Those plants are not in our town.



3 На столе лежит какая-то ручка.

- a) The pen is on the table.
- b) There is a pen on the table.
- c) There are some pens on the table.



4 Памятник находится в центре города.

- a) There is a monument in the centre of the town.
- b) The monument is in the centre of the town.
- c) There are some monuments in the centre of the town.



8. Write an E-mail letter to your friend describing the room you live in.

---

---

---

### Keys:

1. POSSIBLE ANSWERS

- 1. На нашей улице (есть) автобусная остановка.  
Автобусная остановка находится не далеко от нашей улицы.
- 2. В аудитории (один) преподаватель и 10 студентов.  
Преподаватель и 10 студентов (находятся) в аудитории.
- 3. В университете состоится/пройдёт лекция по международным отношениям.  
Лекция по международным отношениям состоится / пройдёт в университете.
- 4. На нашей улице нет книжного магазина.  
Книжный магазин, который вы ищите, находится в центре города/в деловой части города.

2. POSSIBLE ANSWERS

1. There are more than 20 faculties in our university.
2. There were some mistakes in my work.
3. There is a possibility to go to St. Petersburg.
4. There is no underground in our town/city.
5. There will be a concert after the meeting.
6. There is a university and 5 colleges in this town/city.
7. Will there be a lot of/many students in the laboratory tomorrow.
8. There are 28 or 29 days in February.
9. There are a lot of/many new words in this text.
10. There wasn't your surname in the list.
11. There are no flowers in the room.
12. Is there a cinema/movie theatre in this street?

- 3.
1. There are ten questions in this exercise.
  2. There will be a meeting on Tuesday.
  3. There are many good illustrations in these magazines.
  4. There are lots of cities and towns in Russia.
  5. There are no changes in my plans.
  6. There were very few people in the street as it was already late.
  7. There were many trees in the park.
  8. There are 30 days in November.
  9. Every year there are tennis competitions at the All England Club in the London suburb of Wimbledon.

- 4.
1. **There is** a film on TV tonight. **It is** called Twelve Chairs.
  2. **There are** five senses. **They are** sight, hearing, taste, smell and touch.
  3. '**Is there** a computer shop in the town centre?' 'Yes, **there is**. **It is** in Pushkin Street.'
  4. '**Are there** any articles about Eldar Ryazanov in the library?' 'Yes, **there are**. **They are** in the film section.'
  5. **There was** a closing-down sale at our Department Store last month. **It was** from 1st to the 31<sup>st</sup> of August.
  6. **There will be** other Olympic Games in the year 2020. **They will** probably **be** held in Greece.

7. *1 c; 2 b; 3 b; 4 b.*

## WORD ORDER

1. Look at the answers and complete the questions using the question words from the box.

Example: 'How old are you?' 'I'm 20'.

What	Who	Which	Whose	Where	When	Why	How
How much	How often	How many	How old	How long			

1. ' \_\_\_\_ do you do?' 'I'm a student'
2. ' \_\_\_\_ do you live?' 'In Russia'.
3. ' \_\_\_\_ have you lived there?' 'For two years'.
4. ' \_\_\_\_ brothers and sisters have you got?' 'Two brothers and two sisters'.
5. ' \_\_\_\_ is your favourite singer?' 'Elvis Presley'.
6. ' \_\_\_\_ is your birthday?' 'November the 3d'.
7. ' \_\_\_\_ do you play tennis?' 'About once a week'.
8. ' \_\_\_\_ does it cost to study abroad?' 'It's very expensive'.
9. ' \_\_\_\_ bag is this?' 'I think it's Tanya's'.
10. ' \_\_\_\_ do you usually get to work?' 'By car'.
11. ' \_\_\_\_ of those girls is your sister?' 'She's the one in the black skirt'.
12. ' \_\_\_\_ are you smiling?' 'Oh, I've just thought of something funny'.

2. Fit in the correct **Wh-** words into the gaps in these sentences.

1. \_\_\_\_ were you talking to last night? And \_\_\_\_ were you talking about?
2. \_\_\_\_ way do I get to the cinema?
3. \_\_\_\_ pen is this?
4. That's the girl \_\_\_\_ mother I introduced you to last night.
5. \_\_\_\_ time does the film start?
6. He told me not to phone him today, but I don't know \_\_\_\_ I never know \_\_\_\_ to say to people \_\_\_\_ I first meet them.
7. 'Hello, this is Anne. ' \_\_\_\_ 's that speaking?

3. Complete the sentences. Use one word in each sentence (**long, much, quickly/far, fast, often, hot, many**).

1. How \_\_\_\_ people live in Moscow?
2. How \_\_\_\_ sugar do you take in your coffee?
3. How \_\_\_\_ does it take to drive from Moscow to St. Petersburg?
4. How \_\_\_\_ do you go to the cinema?
5. How \_\_\_\_ is it from Tomsk to Moscow?
6. How \_\_\_\_ does a packet of cigarettes cost?
7. How \_\_\_\_ does it get in Greece in summer?
8. How \_\_\_\_ can you run 100 meters?

4. Put the words in the correct order.

Example: letter, you, yet, have, written, the? Have you written the letter yet?

1. many, got, you, how, cousins, have?
2. Rome, they, just, have, in, arrived?
3. smoking, Jane, up, ago, gave, years, three.

4. quickly, road, along, man, the, walked, the.
5. by, play, a, have, Shakespeare, seen, ever, you?
6. has, Mary, party, to, to, the, go?
7. says, English, learn, easy, is, teacher, my, that, to.
8. meeting, did parents, Bob's you, enjoy?
9. people, going, many, invite, party, how, are, to, to, your, you?
10. us, they, their, car, told, about, new.

5. a) *Put the questions to the following sentences.*

1. He is studying English and Spanish this year.
2. There is an interesting picture on the wall.
3. All students do a lot of exercises to master a foreign language.
4. A friend is someone who accepts me as I am.
5. Fashion (clothes) is one of the opportunities that people have for individual expression.

b) *Make the sentences negative.*

6. *Make as many sentences as possible using all the words in the following sentence. Don't change the form of the words.*

No-one knows the woman I love.

### **Keys:**

Ex. 1. Key: 1 what; 2 where; 3 how long; 4 how many; 5 who; 6 when; 7 how often; 8 how much; 9 whose; 10 how; 11 which; 12 why.

Ex. 2. Key: 1 who, what; 2 which; 3 whose; 4 whose; 5 what; 6 why, what, when; 7 who.

Ex. 3. Key: 1 many; 2 much; 3 long; 4 often; 5 far; 6 much; 7 hot; 8 quickly/fast.

Ex. 4. Key:

1. How many cousins have you got?
2. Have they just arrived in Rome?
3. Jane gave up smoking three years ago.
4. The man walked quickly along the road.
5. Have you ever seen a play by Shakespeare?
6. Has Mary to go to the party?
7. My teacher says that English is easy to learn.
8. Did Bob's parents enjoy meeting you?
9. How many people are you going to invite to your party?
10. They told us about their new car.

Ex. 6. Key:

Taxes of Sin (Alan Maley)

- 1 Line: No-one knows the woman I love.
- 2 Line: The woman knows I love no-one.
- 3 Line: I love no-one the woman knows.
- 4 Line: The woman knows no-one I love.
- 5 Line: No-one knows I love the woman.
- 6 Line: I love the woman no-one knows.
- 7 Line: No-one I love knows the woman.
- 8 Line: The woman no-one knows I love.

## VERBS

1. Complete the conversations using the words in the box.

am ( 'm )	am not ( 'm not )
are ( 're )	are not ( aren't )
is ( 's )	is not ( isn't )

(a) Nick is at a party. He has just seen his friend Ann.

Nick: Hello, Rosie. How are you?

Ann: Oh, hello, James. I 1 fine, thanks. How 2 you?

Nick: I 3 too bad, thank you.

(a few moments later)

Nick: Who 4 that girl over there? Do you know her?

Ann: Yes, her name 5 Cheinesh. She 6 Buryat.

Nick: 7 she a student at the college?

Ann: No, she 8.

(b) Martha is waiting outside the bus station. Her friend Peter is late.

Peter: Hello, Martha. Sorry. 1 I very late?

Martha: Yes, you 2.

Peter: What 3 the time?

Martha: It 4 almost half past eight.

Peter: Really? Oh, I 5 sorry, Martha. 6 you angry?

Martha: No, I 7 angry, but I 8 very hungry. Let's go for something to eat.

(c) Mr. and Mrs. Lee are from Finland. They have just arrived in England. They are speaking to a customs officer at Heathrow Airport in London.

Officer: Where 1 you from?

Mrs. Lee: We 2 from Finland.

Officer: 3 you here on holiday?

Mrs. Lee: Yes, we 4.

Officer: 5 this your first visit to England?

Mrs. Lee: Well, it 6 my husband's first visit, but I've been here before.

Officer: I see. 7 these your suitcases?

Mrs. Lee: Yes, they 8.

Officer: And what about this bag? 9 this yours, too?

Mrs. Lee: No, it 10.

2. Complete the sentences.

a) Complete the sentences using the present or past forms of **BE**.

Hello. My name 1 John Wilson and my sister's name 2 Mary. We 3 from Leeds. That 4 in the north-east of England. I 5 20 years old and Mary 6 17. Mary 7 born in Newcastle, but I 8 n't. I 9 born in Liverpool. What about you? What 10 your name? You 11 n't English. Where 12 you from? 13 that where you 14 born?

b) Complete the sentences using the words from the box.

is ( 's) isn't	are( 're)	aren't	
was	wasn't	were	weren't

1. ' \_\_\_ Fiodor Bondarchuk a film maker?' 'Yes, he \_\_\_.'
2. ' \_\_\_ Tel Aviv in Turkey?' 'No, it \_\_\_\_. It \_\_\_ in Israel.'
3. ' \_\_\_ Madonna English?' ' No, she \_\_\_ American.'
4. The Rocky Mountains \_\_\_ in Mexico. They \_\_\_ in the United States and Canada.
5. ' \_\_\_ Pablo Picasso French?' 'No, he \_\_\_\_. He \_\_\_ Spanish.'
6. 'Where \_\_\_ the first Olympic Games?' 'They \_\_\_ in Greece.'
7. ' \_\_\_ Marie and Pierre Curie Italian?' 'No, they \_\_\_.'

3. Complete the sentences using commonly used expressions with "to be".

1. Lora wasn't at the university last week because she was \_\_\_\_\_. She is better now.
2. – Why were you \_\_\_\_\_ this morning?  
– The traffic was bad.
3. John isn't \_\_\_\_\_ in politics. He is \_\_\_\_\_ of jazz.
4. I'm \_\_\_\_\_. I'm going to have luck.
5. My friend is very \_\_\_\_\_ of his son who was \_\_\_\_\_ with a silver spoon in his mouth.
6. His sister is \_\_\_\_\_ at English and is \_\_\_\_\_ to help me.
7. I'm \_\_\_\_\_. I want to have a drink.
8. It is my birthday today. I'm very \_\_\_\_\_.
9. The lessons are over. I'm not hungry but I'm so \_\_\_\_\_.

4. Complete the sentences using commonly used expressions with "to have".

1. If you don't like coffee, you can have \_\_\_\_\_.
2. Do you want to have a \_\_\_\_\_? The bathroom is here.
3. Why don't you have a \_\_\_\_\_ if you are thirsty?
4. Have a \_\_\_\_\_ at the party!
5. I always have \_\_\_\_\_ or \_\_\_\_\_ for breakfast.
6. Every country has its \_\_\_\_\_.
7. Very often my English teacher has a \_\_\_\_\_ with me because I have a lot of \_\_\_\_\_.  
The teacher has a \_\_\_\_\_ to help me.
8. Excuse me; can I have a \_\_\_\_\_ at your newspaper, please?
9. I met Ann in the supermarket yesterday. We stopped and had a \_\_\_\_\_.

5. Use DO or MAKE. Take care of correct tenses.

Mind that **DO** tends to relate to actions or performing, **MAKE** to causing, creating or constructing.

Example: **MAKE** dinner / a cake / spaghetti / something / a dress

**DO** the shopping / the cooking / the dishes / the cleaning / the housework

NOTE: **DO** business / a job, but **MAKE** money / a profit

1. Lucy \_\_\_ them an offer to \_\_\_ their laundry this Thursday.
2. Some students \_\_\_ their homework and \_\_\_ their best to answer the instructor's questions.
3. They shouldn't be afraid of \_\_\_ mistakes.
4. The man didn't \_\_\_ a move, someone must have \_\_\_ him harm.
5. Don't \_\_\_ fools of your friends otherwise you can't ask them to \_\_\_ you a favor.

6. If you can't have the best, \_\_\_\_\_ the best of what you have.
7. It's no use \_\_\_\_\_ excuses for not \_\_\_\_\_ the repairs on time.
8. \_\_\_\_\_ sure the door is locked.
9. Mr. Black is very sociable and he \_\_\_\_\_ new friends in no time.
10. We admit that it's not easy to \_\_\_\_\_ the decision.
11. Don't \_\_\_\_\_ us laugh! It's very serious.
12. She \_\_\_\_\_ her way through the crowded hall, but still couldn't \_\_\_\_\_ up her mind.
13. They \_\_\_\_\_ research into semiconductors.
14. Where did you \_\_\_\_\_ yourself the injury?
15. Don't worry. I can \_\_\_\_\_ with a shower.

6. Here is a list of 36 words or phrases. Decide whether they are used with **do** or **make** and write the answers in the correct column below.

*a suggestion, an offer, an examination, a profit, (someone) a favour, homework, an excuse, an attempt, damage, money, fun of, one's best, sure, a choice, harm, an exercise, a decision, room for (somebody/something), one's duty, a course, the best of, use of, a complaint, business, good, a mistake, certain, a journey, an effort, an arrangement, housework, an inquiry, the most of, a discovery, work, war, a job.*

MAKE	DO

7. Find mistakes in the sentences below and correct them.

1. Although he makes his homework regularly, he makes a lot of mistakes.
2. Every morning before I go to the office, I do the housework and do the beds.
3. Daily exercise does you good and makes you healthy.
4. I've made an appointment to see the doctor.
5. We always make the cooking together. Olga can cook anything, but I'm good at doing cakes.
6. Excuse me, I must just do a phone call.
7. I've told you to stop making such an awful noise. Please! Don't make it again.
8. I've been doing the same job since I left school.

### Tenses (Active)

8. Many scientific and technical words are used in everyday English. Choose the most suitable verb from the list below and fill the gaps.

radiate	absorb	contract	conduct
reflect	expand	corrode	

1. White colours \_\_\_\_\_ light. Dark colours \_\_\_\_\_ it.
2. The sun \_\_\_\_\_ heat.
3. Copper wire \_\_\_\_\_ electricity.
4. Metal will \_\_\_\_\_ if it remains in winter for a long time.
5. Metals \_\_\_\_\_ as they become warmer and \_\_\_\_\_ as they cool down.

9. Choose the correct present tense to complete these sentences.

**Example:** Every day he *(have)* a cup of tea with breakfast.  
Every day he **has** a cup of tea with breakfast.

1. On Saturdays I *(visit)* my grandmother.
2. Sh! I *(listen)* to the lecturer.



3. Andrew (*play*) football at the moment.
4. In England they (*play*) cricket in the summer.
5. Maria (*dislike*) foreign food.
6. I'm sorry, I (*not / understand*) you.
7. "What (*Peter / do*) for a living?" "Oh, he (*work*) in a bank."
8. "(*you / study*) hard at the moment, Helen?" "Yes and I (*study*) even harder at weekends."
9. Peter (*smoke*) twenty cigarettes a day but he (*not / smoke*) now because he's in class.
10. Alice and Peter (*look*) for a new house. They (*not / like*) living in Ufa.
11. I always (*wear*) nice clothes for work. Today I (*wear*) a blue jacket and skirt.
12. "Why (*you / go*) to bed? It's only 10.00." "I always (*go*) to bed early."
13. Jane (*work*) in a bank but today she's at home. She (*write*) letters.

10. Read the following regular verbs and pay special attention to the pronunciation of **-ed**.

**[d]**

studied  
organized  
solved  
verified  
disproved  
called  
behaved  
moved  
applied

**[t]**

helped  
developed  
fixed  
worked  
finished  
liked  
talked  
cooked  
switched

**[ɪd]**

consisted  
collected  
predicted  
acted  
included  
decided  
visited  
invented  
provided

11. Write the phonetic symbol for each **-ed** verb ending: **[d]**, **[t]** or **[ɪd]**.

1 landed   
2 expected   
3 asked   
4 regarded   
5 explored

6 packed   
7 locked   
8 answered   
9 stopped   
10 requested

11 added   
12 wished   
13 divided   
14 multiplied   
15 listed

12. Complete the irregular verb chart.

	Infinitive	Past Simple	Past Participle
1	go		
2		grew	
3			taken
4	become		
5		met	
6			felt
7	begin		
8		came	
9			thought
10	see		
11		read	
12			known
13	speak		
14		got	
15			given

13. Complete the following sentences using each verb twice:  
once in the Present Simple, and once in the Present Continuous.

1. **have**

- a. He \_\_\_\_\_ four cars, all of them new.
- b. I \_\_\_\_\_ lunch with my mother tomorrow.

2. **think**

- a. What \_\_\_\_\_ you \_\_\_\_\_ of Steven Spielberg's new film?
- b. You are not listening to me. What \_\_\_\_\_ you \_\_\_\_\_ about?

3. **smell**

- a. Something \_\_\_\_\_ good in the kitchen. What is it?
- b. Why \_\_\_\_\_ you \_\_\_\_\_ the chicken? Do you think it's bad?

4. **weigh**

- a. How much does the meat \_\_\_\_\_?
- b. Why \_\_\_\_\_ you \_\_\_\_\_ yourself? Do you think you weigh more?

5. **see**

- a. I \_\_\_\_\_ what you are saying, but I don't agree.
- b. She \_\_\_\_\_ her manager in the evening.

14. Rewrite each sentence, replacing the underlined words. Use one of the verbs from the list.

*be / feel / have / see / smell / taste / have / think of / have*

- 1. This flower has a wonderful perfume. *This flower smells wonderful.*
- 2. I think you are behaving in a very silly way. \_\_\_\_\_
- 3. She is expecting a baby in the summer. \_\_\_\_\_
- 4. Nina is considering going to Lake Baikal. \_\_\_\_\_
- 5. Don't go in. They are holding a meeting. \_\_\_\_\_
- 6. I am meeting Jane this evening. \_\_\_\_\_
- 7. I am trying the soup to see if it needs more salt. \_\_\_\_\_
- 8. Helen is taking a bath at the moment. \_\_\_\_\_
- 9. I think that you will pass your exam. \_\_\_\_\_

15. Fill in the Present Simple or the Present Continuous.

- 1 A: I **1**) ...*see*... (*see*) there's a football match on the TV tonight. Would you like to watch?
- B: No, I **2**) ..... (*see*) the dentist about my toothache.
- 2 A: I **1**) ..... (*think*) about him.
- B: Don't worry. I **2**) ..... (*think*) he will pass his exams.
- 3 A: John **1**) ..... (*look*) very red in the face.
- B: Yes, I know. I **2**) ..... (*look*) for the doctor's telephone number now.
- 4 A: Why **1**) ..... (*you / taste*) the tomato soup?
- B: I think you need to add some salt; it **2**) ..... (*taste*) a bit sweet.
- 5 A: Why **1**) ..... (*you / feel*) the radiator, Dad?
- B: I don't think it's working; it **2**) ..... (*feel*) very cold in here.
- 6 A: Dan **1**) ..... (*be*) usually a very quiet boy.
- B: Yes, but he **2**) ..... (*be*) very noisy today.
- 7 A: **1**) ..... (*you / have*) a car?
- B: Yes, but I **2**) ..... (*have*) some problems with it, so it's at the garage.
- 8 A: Why **1**) ..... (*you / smell*) the roses?
- B: They always **2**) ..... (*smell*) so wonderful at this time of year.



19. Make sentences like in this example.

- |   |                   |
|---|-------------------|
| <i>I saw Pavel in the morning.</i>  | <b>today</b>      |
| <i>I saw him again at 12 o'clock.</i>   |                   |
| <i>I have seen Pavel two times today.</i>   |                   |
| 1. We did two exercises on Monday.<br>We did another exercise yesterday.              | <b>this week</b>  |
| 2. He had a cup of tea at breakfast.<br>He had another cup of tea at lunch.           | <b>today</b>      |
| 3. We heard a good joke two weeks ago.<br>We heard two more jokes last week.          | <b>this month</b> |
| 4. They went to the cinema in September.<br>They went to the cinema again last month. | <b>this year</b>  |
| 5. He wrote a letter in the morning.<br>He wrote another letter in the evening.       | <b>today</b>      |
| 6. He visited his friends about two weeks ago.<br>He visited them again last week.    | <b>this month</b> |
| 7. I was here on Tuesday.<br>I was here yesterday.                                    | <b>this week</b>  |
| 8. Mary spent 5 days in Paris in January.<br>Mary spent a week in Paris last month.   | <b>this year</b>  |

20. Open the brackets.

1. I'd like to read another book, I (*read*) this one.
2. He wants to eat, he (*not / eat*) anything today.
3. We can not send this letter. We (*not / finish*) it yet.
4. (*you / hear*) the news about Jack?
5. I'd like to stay at home, I (*already / see*) this film.

21. Give full answers to these questions.

- |  |                         |
|--|-------------------------|
| 1. Have you ever been to Turkey?         | 3. Where have you been? |
| 2. Have you ever cooked a meal yourself? | 4. Where has she gone?  |

22. Complete the sentences with **for** or **since**.

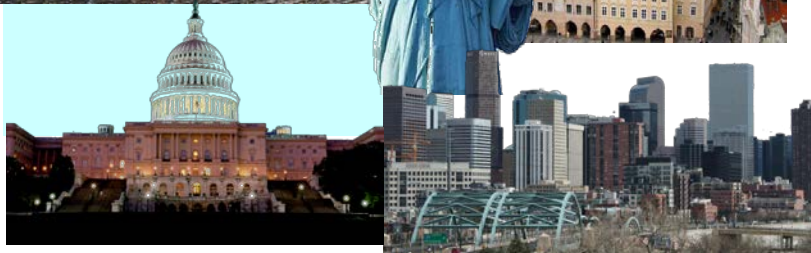
**Example:** They have been very busy **for** a week.  
They have been very busy **since** last week.

1. She has been sick \_\_\_\_\_ Monday.
2. He has been here \_\_\_\_\_ early morning.
3. I've known him \_\_\_\_\_ he was seven years old.
4. I've had this car \_\_\_\_\_ two years.
5. We've known them \_\_\_\_\_ many years.
6. I haven't seen you \_\_\_\_\_ a long time.
7. She's been very angry \_\_\_\_\_ yesterday.

23. Make sentences like in the example.

**Example:** I have been to London, but I haven't been to Stockholm yet.

1. Washington
2. Paris
3. Berlin
4. Prague
5. Rome
6. Moscow
7. New York
8. Denver



24. Write down three things you have done recently and five things you haven't done yet.

---



---



---



---



---



---

25. Complete the sentences using a suitable present or past form of the verbs in brackets.

- a) Cheinesh Kundiyanova is Buryat. She lives (*live*) in Tomsk now, where she 1 (*work*) for an export company. She 2 (*be*) with this company for two years now. At the moment she 3 (*study*) English on a one-month intensive course in London. She 4 (*be*) in London for one week now. She 5 (*arrive*) there last Saturday. This is not Cheinesh's first time in Britain. She 6 (*be*) there once before.
- b) I woke up when I 1 (*hear*) a noise downstairs. I 2 (*get*) out of bed quietly because my daughter 3 (*still / sleep*) and 4 (*go*) to the top of the stairs. It was dark but I could see a man downstairs in the living room. He 5 (*try*) to open the safe. When I 6 (*switch*) on the light, the man 7 (*cry*) and I 8 (*recognize*) my husband. He 9 (*say*) that he 10 his passport.

26. Complete the sentences.

- I \_\_\_\_\_ a very good telephone. **buy**  
I \_\_\_\_\_ it last Saturday.
- She \_\_\_\_\_ never \_\_\_\_\_ to this restaurant. **be**  
But I \_\_\_\_\_ there last week.
- I \_\_\_\_\_ all the work two hours ago. **do**  
What \_\_\_\_\_ you \_\_\_\_\_?
- We \_\_\_\_\_ to learn English three years ago. **begin**  
We \_\_\_\_\_ just \_\_\_\_\_ a new lesson.
- She \_\_\_\_\_ her bag somewhere yesterday. **leave**  
I \_\_\_\_\_ never \_\_\_\_\_ my passport at home.
- Nobody \_\_\_\_\_ yet. **come**  
Everybody \_\_\_\_\_ to see the game yesterday.
- \_\_\_\_\_ you \_\_\_\_\_ your lunch yet? **have**  
I \_\_\_\_\_ lunch an hour ago.

27. Complete the sentences with the correct form of the verb in brackets using Present Perfect or Present Perfect Continuous.

- I (*read*) all day. I (*read*) ten chapters.
- They (*work*) in the garden. They (*cut*) the grass but (*not / water*) the flowers yet.
- We (*shop*) all morning but we (*not / buy*) anything.
- My son (*break*) a window. He is awfully sorry.
- My sister (*try*) to lose weight for ages. She (*lose*) six kilos so far.
- His eyes are red! He is exhausted. He (*revise*) for his exams. He (*do*) his physics and math but he (*not / do*) his English yet.
- I (*listen*) to you for the last half an hour but I'm afraid I (*not / understand*) a word.
- My friend lives in London. He (*live*) there all his life.
- You look tired. (*you / work*) hard?
- "Is it still raining?" "Yes, it (*rain*) all day long."
- My husband's car was grey, now it is white. He (*paint*) it.

28. Give English equivalents to the following sentences.

- Дождь всё ещё идёт.
- Поезд прибывал на станцию; люди стояли у окон и махали шляпами.  
(прибывать на – to arrive at / махать – to wave)
- Он никогда не звонил мне так рано.
- Эти люди смотрят на вас. Вы их знаете?
- Она дала мне письмо только после того, как я представился. (представиться – to introduce (one)self)
- Почему вы стоите в дверях? (в дверях – in the doorway)
- Он показал им дом, который он построил в 1967 году.
- Почему вы постоянно переключаете телевизор с одного канала на другой?  
(переключать – to switch)
- Я не помню, что я сказал.
- Они путешествуют с 2000 года.
- Я только что купил последнюю книгу.

29. Tense jokes.

**A** **The teacher says:**  
Today, we're going to talk about the tenses.  
Now, if I say "I am beautiful," which tense is it?  
**The student says:**  
Obviously it's the past tense.

**B** **Two factory workers are talking.**  
The woman says, "I can make the boss give me a day off."  
The man replies, "And how would you do that?"  
The woman says, "Just wait and see."  
She then hangs upside-down from the ceiling.  
The boss comes in and says, "What are you doing?"  
The woman replies, "I'm a light bulb."  
The boss then says, "You've been working so much that you've gone crazy. I think you need to take a day off."  
The man starts to follow her and the boss says, "Where are you going?"  
The man says, "I'm going home, too. I can't work in the dark."

**C** In an English class for foreign students, the teacher wanted a sentence to be changed into past tense. 'He gives her a present,' he said.  
**A student answered, 'He gave her a past.'**

**Tenses (Passive)**

30. Read the passage and point out the passive predicates.

Hurricanes begin at sea they are created mainly in warm seas the temperature of the water has to be at least 27 degrees Celsius the warm seawater creates a funnel that may rise as high as 10 kilometres air currents are formed as more air from below is drawn into the funnel as the earth turns so do the currents of the funnel, and a hurricane is born.

31. Complete the sentences. Use the Present Simple Passive of the verbs in the box.

use	play	destroy	speak	export	make
-----	------	---------	-------	--------	------

Example: Bread *is made* from wheat.

1. Football \_\_\_\_\_ all over the world.
2. Millions of cars \_\_\_\_\_ from Japan every year.
3. A compass \_\_\_\_\_ for showing direction.
4. How many languages \_\_\_\_\_ in Poland?
5. Millions of trees \_\_\_\_\_ by pollution every year.

32. Use the Past Simple Passive of the verbs in the box.

discover	invent	play	assassinate	paint	build
----------	--------	------	-------------	-------	-------

Example: President John F. Kennedy *was assassinated* in Dallas in 1963.

1. The 2006 FIFA World Cup for football \_\_\_\_\_ in Germany.
2. When \_\_\_\_\_ television \_\_\_\_\_?
3. The first pyramids of Egypt \_\_\_\_\_ around 3000BC.
4. Penicillin \_\_\_\_\_ by Alexander Fleming in 1928.
5. The Mona Lisa (La Gioconda) \_\_\_\_\_ by Leonardo da Vinci.

33. Use the Past Continuous or Past Perfect Passive of the verbs in the box.

not invite	clean	sell	repair	interview	steal
------------	-------	------	--------	-----------	-------

Example: I couldn't wear my suit last Saturday. It *was being cleaned*.

1. When I got back to the car park, my car wasn't there. It \_\_\_\_\_.
2. We couldn't use the photocopier this morning. It \_\_\_\_\_.
3. By the time I arrived at the concert hall, there were no tickets left. They \_\_\_\_\_.
4. We didn't go to the party on Saturday because we \_\_\_\_\_.
5. The man admitted stealing the money while he \_\_\_\_\_ by the police.

34. Choose the correct form: Active or Passive.

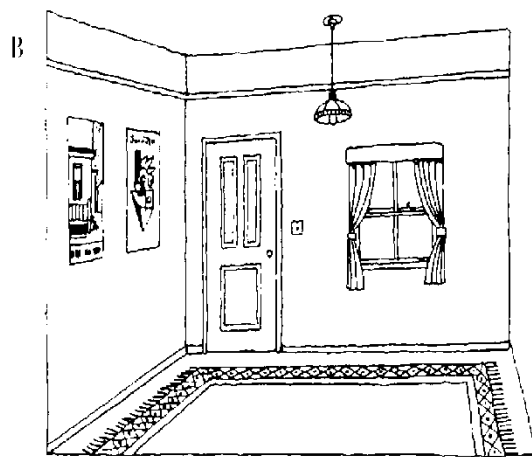
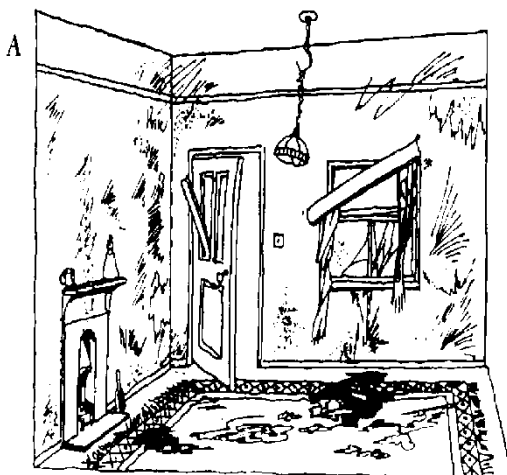
Example:

A valuable painting **stole** / **was stolen** from the Central Art Gallery late last night. The thieves **entered** / **were entered** the gallery through a small upstairs window.

1. Walt Disney *created* / *was created* the cartoon character Mickey Mouse.
2. This problem *discussed* / *was discussed* at the last meeting.
3. Martin Luther King *won* / *was won* the Nobel Prize in 1964. He *assassinated* / *was assassinated* in 1968.
4. The president *arrived* / *was arrived* in Moscow yesterday afternoon. Later he *interviewed* / *was interviewed* on Russian TV.
5. Teachers *have given* / *have been given* a new pay rise by the government. The news *announced* / *was announced* earlier today.

35. Compare the two pictures. Picture A shows a room some time ago in the past. Picture B shows the same room as it is now. What is different? Complete the sentences using the Present Simple Passive of these verbs: **repair**, **paint**, **take out**, **put up**, **clean**. Use some verbs more than once.

Example: In picture B ... The door is repaired. Some new curtains are put up.



1. The window \_\_\_\_\_.
2. The carpet \_\_\_\_\_.
3. The walls \_\_\_\_\_.



4. The old fireplace \_\_\_\_\_ .
5. The light \_\_\_\_\_ .
6. Some posters \_\_\_\_\_ .

36. Complete the sentences using one of these verbs in the correct form.

**cause / damage / hold / include / invite / make / overtake / show / translate / write**

1. Many accidents ***are caused*** by dangerous driving.
2. Cheese \_\_\_\_\_ from milk.
3. The roof of the building \_\_\_\_\_ in a storm a few days ago.
4. There's no need to leave a tip. Service \_\_\_\_\_ in the bill.
5. You \_\_\_\_\_ to the wedding. Why didn't you go?
6. A cinema is a place where films \_\_\_\_\_.
7. In the United States, elections for President \_\_\_\_\_ every four years.
8. Originally the book \_\_\_\_\_ in Spanish and a few years ago it \_\_\_\_\_.
9. We were driving along quite fast but we \_\_\_\_\_ by lots of other cars.

37. Write questions using the Passive. Some are Present and some are Past.

1. Ask about the telephone. (when/invent?) When was the telephone invented?
2. Ask about glass. (how/make?) How \_\_\_\_\_?
3. Ask about Australia. (when/discover?) \_\_\_\_\_?
4. Ask about silver. (what/use for?) \_\_\_\_\_?
5. Ask about television. (when/invent?) \_\_\_\_\_?

38. Rewrite these sentences using Passive.

1. Somebody cleans the room every day. ***The room is cleaned every day.***
2. They cancelled all flights because of fog. All \_\_\_\_\_
3. People don't use this road very often. \_\_\_\_\_
4. Somebody accused me of stealing money. I \_\_\_\_\_
5. How do people learn languages? How \_\_\_\_\_?
6. People advised us not to go out alone. \_\_\_\_\_

39. Fill in "by" or "with".

1. This suit was designed ***by*** Armani.
2. This cake is filled \_\_\_\_\_ fresh cream.
3. Who was Australia discovered \_\_\_\_\_?
4. The baby was covered \_\_\_\_\_ a blanket.
5. The Royal Wedding was watched \_\_\_\_\_ millions.
6. Who was the radio invented \_\_\_\_\_?
7. Soup is eaten \_\_\_\_\_ a spoon.
8. The glass was cut \_\_\_\_\_ a special tool.
9. The roast was flavoured \_\_\_\_\_ wine.
10. Music will be played \_\_\_\_\_ the local band.

40. Put the verb into the correct form, Present Simple or Past simple, Active or Passive.

1. It's a big factory. Five hundred people ***are employed*** (employ) there.
2. Water (cover) most of the Earth's surface.
3. Most of the Earth's surface (cover) by water.
4. The park gates (lock) at 6.30 p.m. every evening.
5. The letter (post) a week ago and it (arrive) yesterday.

6. Ron's parents (*die*) when he was very young. He and his sister (*bring*) up by their grandparents.
7. I was born in London but I (*grow*) up in the north of England.
8. While I was on holiday, my camera (*steal*) from my hotel room.
9. Why (*Sue/resign*) from her job? Didn't she enjoy it?
10. The company is not independent. It (*own*) by a much larger company.
11. I saw an accident last night. Somebody (*call*) an ambulance but nobody (*injure*) so the ambulance (*not/need*).
12. Where (*these photographs/take*)? In London? (*you/take*) them?

41. Use the correct auxiliary verb.

1. President Kennedy \_\_\_\_ not killed in LA.  
a) has, b) was, c) is, d) had
2. \_\_\_\_ your house been repaired recently?  
a) has, b) did, c) was, d) are
3. \_\_\_\_ you hear a crash last night?  
a) were, b) had, c) will, d) did
4. I \_\_\_\_ never been to New York.  
a) has, b) had, c) have, d) was
5. He \_\_\_\_ worked here for many years.  
a) is, b) has, c) shall, d) was

42. Choose the correct variant: **Active** or **Passive**.

- 1) If the visitor \_\_\_\_ a stranger, he \_\_\_\_ probably \_\_\_\_ someone to direct him to the University.  
a) is, asks; b) is, will ask; c) was, asks; d) are, will ask
- 2) Students \_\_\_\_ on the basis of their results in the national examinations.  
a) select; b) selected; c) are selected; d) were selected
- 3) Pop music \_\_\_\_ always \_\_\_\_ by other forms of music.  
a) was influenced; b) has been influenced; c) is influenced; d) had been influenced
- 4) Traditional folk song, in the style it \_\_\_\_ over one hundred years ago, \_\_\_\_ still popular with a lot of people.  
a) was sung, is; b) is sung, was; c) have sung, are; d) did sing, were
- 5) The nicest thing about folk music \_\_\_\_ that it \_\_\_\_, unlike a lot of pop music which \_\_\_\_ out-of-date after a few years.  
a) was, last, sound; b) is, lasts, sounded; c) is, lasts, sounds; d) was, lasted, sounded

43. Choose the correct tense form:

1. I knew that he ... waiting for somebody.  
a) is; b) was; c) would; d) be.
2. We met when we ... in France.  
a) studied; b) were studying; c) had studied; d) had been studying.
3. My mother ... my birthday.  
a) always forgets; b) always is forgetting; c) forgets always; d) has always forgot.
4. She's an old friend – I ... her ... years.  
a) 've known, for; b) know , for; c) 've known, since; d) 'd known, in years.
5. This picture ... by my mother.  
a) is painting; b) is painted; c) was painting; d) will be painted.
6. Fleur ... why they ... the information secret for years.  
a) puzzled, were keeping; b) was puzzled, had been keeping; c) puzzled, kept; d) is puzzles, are keeping.
7. Pete ... his leg while he ... ... football.  
a) hurt, was playing; b) hurted, played; c) hurting, playing; d) has hurt, played.

8. He ... .. to the party too.  
 a) will is invited; b) will be invite; c) will be invited; d) will have invited.
9. After what ... .. I couldn't trust him any more.  
 a) would happen; b) has happened; c) was happened; d) had happened
10. My friend ... .. English for three years before he entered the university.  
 a) has was studying; b) was been studying; c) had been studying; d) had been studied.

**44. Read the text and use the verbs in the brackets in the correct passive tense form.**

**THE AGE OF ADVERTISING**

We live in the age of advertising. In most countries the public (1 *expose*) daily to advertisements. From the minute they wake up people (2 *influence*) by publicity – in newspapers, on the train, on boards on the way to work. When they relax after work they watch television, or perhaps go to a football match where there are advertisements, or a cricket or tennis match which (3 *organize*) by a large company.

The housewife is perhaps the most influenced by advertising. While she is shopping she (4 *attract*) by colourful packets, and by signs of reductions and free gifts.

Most companies say that advertising is necessary to give the public information and create competition. But advertng, which is very expensive, does not always inform. Instead it persuades. A man (5 *persuade*) that if he buys “Koolman” after-shave lotion he will immediately become attractive to all the pretty girls. In the same way a mother (6 *persuade*) that if she doesn't give her baby “Happibaby” food the baby will suffer. Recently a new angle (7 *add*) – science. In our technological age science is fashionable and many companies try to make us buy their goods by telling us how important science is in their production.

In general housewives will not understand much about science, but they feel that scientists know best. Scientists (8 *look*) upon as magicians, who can perform tricks. For example, before colour television (9 *introduce*) the white clothes which (10 *show*) in washing powder advertisements were in fact bright yellow. Yellow looks whiter than white on black and white television. Let's hope that scientists will concentrate on improving the product they help to advertise, rather than improving the advertisements.

*(from newspaper September, 1)*

**The Modal Verbs**

**45. Complete the following sentences using the words in the box.**

a) may	b) must	c) can	d) are able	e) were
--------	---------	--------	-------------	---------

- ... sun power make cars go?
- Edison's prophecy concerning the petrol car ... come true.
- You ... (not) worry about it.
- One researcher says that when people ... to laugh they feel better.
- Laughter and other good feelings ... help fight disease.
- According to our plan we ... to start off at dawn. ... you help me?

**46. Use the modal verbs or their equivalents:**

a) **must**, b) **could**, c) **should**, d) **have to**, e) **had to**, f) **be able to**, g) **dare**.

a) '1 you really work so much?' asked Peter when he saw John in the street. 'You 2 think of what the doctor told you. If you don't take care of yourself you won't 3 work for a long time'.  
 'Oh, I'm quite all right. I just 4 finish the book, I shall 5 work hard to hand it in by next week. I shall then go to the country and have rest'.

b) I did not 6 to sleep that night. I did not understand dogs and felt that I 7 watch him. I 8 see that his eyes were open. ...I 9 have fallen asleep towards morning, for when I woke up, the sun was already high in the sky. As I was having my breakfast, I 10 see that the eyes of the dog were fixed on the bread I was eating.

47. Choose the correct variant.

1. You \_\_\_\_\_ sent the fax yesterday. Today it's too late.  
a) should have; b) must to have; c) could have.
2. No problem! You \_\_\_\_\_ apologize.  
a) shouldn't; b) ought not; c) needn't.
3. Gena \_\_\_\_\_ told you about that. He didn't expect you to be so upset.  
a) shouldn't have; b) oughtn't have; c) mustn't have.
4. When you go abroad you \_\_\_\_\_ get a visa.  
a) have to; b) must; c) may.
5. Everyone \_\_\_\_\_ work hard to pass the exams.  
a) have to; b) must; c) has to.
6. I often \_\_\_\_\_ go on business to different places. I'm tired of travelling.  
a) have to; b) must; c) ought to.
7. In the Middle East you \_\_\_\_\_ never use your left hand for greeting, eating or drinking. It's offensive.  
a) have to; b) must; c) can.
8. \_\_\_\_\_ work overtime last month?  
a) Did you have to; b) Must you; c) Have you had.
9. Aleksandra \_\_\_\_\_ the children. They were not hungry.  
a) didn't have to feed; b) needn't have fed; c) won't have to.
10. The police \_\_\_\_\_ the bell. The door turned out to be open.  
a) didn't have to ring; b) needn't have rung; c) mustn't have rung.

48. Use the **modal verbs** or their equivalents.

1. If I wanted to go to college and graduate school I \_\_\_ pay my one way.  
a) can; b) may; c) had to; d) must to
2. There are many applicants, and nobody \_\_\_ get a place by paying a fee.  
a) can; b) must; c) has to; d) may to
3. I'm afraid I \_\_\_ not keep your company today. I have a lot of work to do.  
a) must; b) should; c) can; d) may
4. Folk songs \_\_\_ be hundreds of years old, so nobody knows who originally composed them.  
a) can; b) must; c) should; d) may
5. You \_\_\_ worry about it.  
a) must to; b) don't must; c) mustn't; d) not must
6. \_\_\_ you help me?  
a) can to; b) can; c) do can; d) may

### Keys:

Ex. 1. Key:

- a) 1 am; 2 are; 3 am; 4 is; 5 is; 6 is; 7 is; 8 isn't.
- b) 1am; 2 are; 3 is; 4 is; 5 am; 6 are; 7 am not; 8 am.
- c) 1 are; 2 are; 3 are; 4 are; 5 is; 6 is; 7 are; 8 are; 9 is; 10 isn't.

- Ex. 2. Key:  
 a) 1 is; 2 is; 3 are; 4 is; 5 am; 6 is; 7 was; 8 wasn't; 9 was; 10 is; 11 aren't; 12 are; 13 is; 14 were.  
 b) 1 is, is; 2 is, isn't/ 's; 3 is, is; 4 are/ 're; 5 was, wasn't, was; 6 were, were; 7 were, weren't.
- Ex. 3. Key: 1 ill; 2 late; 3 interested / fond; 4 hungry; 5 proud / born; 6 good / ready; 7 thirsty; 8 happy; 9 tired.
- Ex. 4. Key: 1 tea; 2 shower (bath); 3 drink; 4 good time; 5 tea or coffee; 6 customs; 7 a word (conversation) / problems / try; 8 look; 9 chat (talk).
- Ex. 5. Key: 1 made / do; 2 did / did; 3 making; 4 make / done; 5 make / do; 6 make; 7 making /doing;  
 8 make; 9 makes; 10 make; 11 make; 12 made / make; 13 do; 14 do; 15 do.
- Ex. 6. Key:  
 Make: a suggestion, an offer, a profit, an excuse, an attempt, money, fun of, sure, a choice, a room for, the best of, use of, a complaint; a mistake, certain, an arrangement, a decision, an effort, a journey, an inquiry, a discovery, war.  
 Do: an examination, a favour, homework, one's best, duty, damage, harm, a course, business, good, housework, the most of, work, an exercise, a job.
- Ex. 7. Key: 1 does / makes; 2 do / make; 3 does / makes (correct); 4 have made; 5 do / making; 6 make; 7 making / do; 8 doing.
- Ex. 8. Key: 1 reflect, absorb; 2 radiates; 3 conducts; 4 corrode; 5 expand, contract.
- Ex. 9. Key: 1 visit; 2 am listening; 3 is playing; 4 play; 5 dislikes; 6 don't understand; 7 does Peter do, works; 8 Are you studying, study; 9 smokes, is not smoking; 10 are looking for, don't like; 11 wear, am wearing; 12 are you going, go; 13 works, is writing.
- Ex. 14. Key: 2 I think you are being very silly. 3 She is having a baby this summer. 4 Nina is considering going to Lake Baikal. 5 They are having a meeting. 6 I am seeing Janet this evening. 7 I am tasting the soup. 8 Helen is having a bath at the moment. 9 I feel that you will pass your exam.
- Ex. 16. Key: 1 are; 2 did; 3 has; 4 have; 5 am; 6 do; 7 is; 8 did; 9 have.
- Ex. 17. Key: 1 saw; 2 met; 3 has never been; 4 haven't finished; 5 ate; 6 climbed.
- Ex. 18. Key: 1 b; 2 a; 3 a; 4 b; 5 a; 6 b; 7 a; 8 b; 9 b; 10 b.
- Ex. 19. Key: 1. We have done 3 exercises this week. 2. He has had 2 cups of tea today. 3. We have heard 3 good jokes this month. 4 They have gone to the cinema twice/ two times this year. 5 He has written 2 letters today. 6 He has visited his friends twice/ two times this month. 7 I have been here twice/two times this week. 8 Mary has spent about 2 weeks in Paris this year.
- Ex. 20. Key: 1 have read; 2 hasn't eaten; 3 haven't finished; 4 Have you heard; 5 have already seen.
- Ex. 22. Key: 1 since; 2 since; 3 since; 4 for; 5 for; 6 for; 7 since.
- Ex. 25. Key: a: 1 works; 2 has been; 3 is studying; 4 has been; 5 arrived; 6 was.  
 b: 1 heard; 2 got; 3 was still sleeping; 4 went; 5 was trying; 6 switched; 7 cried; 8 recognized; 9 said; 10 had been / was looking for.
- Ex. 26. Key: 1 have bought/bought; 2 has never been/was; 3 did/Have you done; 4 began/have just begun; 5 left/have never left; 6 has come/came; 7 Have you had/had.
- Ex. 27. Key: 1 have been reading/have read; 2 have been working/have cut/haven't watered; 3 have been shopping/haven't bought; 4 has broken; 5 has been trying/has lost; 6 has been revising/ has done/ hasn't done; 7 have been listening/ didn't understand;

- 8 has lived; 9 Have you been working; 10 has been raining; 11 has painted.
- Ex. 28. Key: 1 It is still raining. 2 The train was arriving at the station; people were standing by the windows and waving their hats. 3 He has never (phoned / called) me so early.  
4 These people are looking at you. Do you know them? 5 She gave me the letter (only after / after) I had introduced myself. 6 Why are you standing in the doorway?  
7 He showed them the house which he had built in 1967. 8 Why are you always switching (the TV from one channel to another / TV channels from one to another)? 9 I don't remember  
what I (have said / said). 10 They have been travelling since 2000.  
11 I've just bought the last book.
- Ex. 30. Key: 1 are created; 2 are formed; 3 is drawn; 4 is born.
- Ex. 31. Key: 1 is played; 2 are exported; 3 is used; 4 are spoken; 5 are destroyed.
- Ex. 32. Key : 1 was played; 2 was TV invented; 3 were built; 4 was discovered; 5 was painted.
- Ex. 33. Key: 1 had been stolen; 2 was being repaired; 3 had been sold; 4 had not been invited;  
5 was being interviewed.
- Ex. 34. Key: 1 created; 2 was discussed; 3 won, was assassinated; 4 arrived, was interviewed;  
5 have been given, was announced.
- Ex. 35. Key: 1 The walls are painted. 2 The window is repaired. 3 The carpet is cleaned.  
4 The rubbish is taken away. 5 The pictures are put up.
- Ex. 36. Key: 2 is made; 3 was damaged; 4 is included; 5 were invited; 6 are shown; 7 are held;  
8 was written/was translated; 9 were overtaken.
- Ex. 37. Key: 2 How is glass made? 3 When was Australia discovered? 4 What is silver used for?  
5 When was television invented?
- Ex. 38. Key: 2 All flights were cancelled because of fog. 3 This road is not used very often.  
4 I was accused of stealing money. 5 How are languages learned?  
6 We were advised not to go out alone.
- Ex. 39. Key: 2 with; 3 by; 4 with; 5 by; 6 by; 7 with; 8 with; 9 with; 10 by.
- Ex. 40. Key: 2 covers; 3 is covered; 4 are locked; 5 was posted/arrived; 6 died/ were brought up;  
7 grew; 8 was stolen; 9 did Sue resign; 10 is owned; 11 called/was injured/was not  
needed; 12 were these photographs taken/Did you take.
- Ex. 41. Key: 1 b; 2 a; 3 d; 4 c; 5 b.
- Ex. 42. Key: 1 b; 2 c; 3 b; 4 a; 5 c.
- Ex. 43. Key: 1) b; 2) b; 3) a; 4) a; 5) b; 6) b; 7 a; 8 c; 9 d; 10 c.
- Ex. 44. Key: 1 is exposed; 2 are influenced; 3 is organized; 4 will be attracted; 5 is persuaded;  
6 is persuaded; 7 has been added; 8 are looked; 9 was introduced; 10 were being shown.
- Ex. 45. Key: 1 c; 2 a; 3 b; 4 d; 5 c; 6 b/e – c/
- Ex. 46. Key: a) 1 a; 2 c; 3 f; 4 e; 5 d; b) 6 g; 7 e; 8 b; 9 a; 10 b.
- Ex. 47. Key: 1 a; 2 c; 3 b; 4 b; 5 c; 6 a; 7 b; 8 a; 9 b; 10 a.
- Ex. 48. Key: 1 c; 2 a; 3 c; 4 b; 5 c; 6 b.

# TESTS

## PROGRESS TESTS

### Pre-test

I. Вместо пропусков употребите глагол **to be** в соответствующей форме:

1. Ann ... a physicist. 2. John and Jack... students. 3. I ...a student. 4. Ted ... in Tomsk.

II. Замените подлежащее соответствующим местоимением:

1. Mary and I have many English books. 2. Alice has a good hat. 3. The Kremlin is in Red Square. 4. Pete has a ball point pen. 5. Ann and Bob can read English books.

III. Сделайте предложение вопросительным и дайте краткий ответ:

1. This is a room in a hotel. 2. John has some books and magazines. 3. Moscow university is on Vorobiovy Hills. 4. There are few students in the class. 5. The books are on the table.

IV. Вместо точек вставьте соответствующую форму притяжательного местоимения:

1. These are Bob's shoes and where are Ted's and John's? ... are near the wardrobe. 2. That is Ann's English textbook and where is Bob's ? ... textbook is at home. 3. This is my pen and where is Alice's? ... pen is in the bag.

V. Переведите на английский язык слова в скобках:

1. There are (много) students in the laboratory. 2. I have (мало) time. 3. There are (мало) books in the bookcase. 4. She has (много) work to do.

VI. Задайте вопросы к подчеркнутым словам:

1. Tom is in the hotel. 2. There are four beds in the room. 3. The students have many books.

VII. Переведите на русский язык:

I. There are two beds in the room. 2. Bob must ask this question. 3. You may read the book in the library. 4. Mary can speak English. 5. Anna can't read this book. 6. You must follow the patterns.

### Progress Test 1

I. Вместо пропусков употребите глагол **to be** в соответствующей форме:

1. Alice ... a student. 2. Bob ... a scientist. 3. Mary and Tom ... biologists. 4. I ... a teacher. 5. Clifton ... a nice place to live in. 6. It ... simple to get to the school. 7. The bus-stop ... next to the post-office. 8. This ... a simple question. 9. These ... nice faces.

II. Замените подлежащее соответствующим местоимением:

1. Bob has interesting books. 2. Ann has interesting books too. 3. Lena and I have five English books. 4. Bob and Tom read the text. 5. Moscow is a very large city. 6. My friends live in Tomsk. 7. The book is interesting. 8. The books are on the table. 9. My bus stops here.

III. Сделайте предложение вопросительным и дайте краткий ответ:

1. The students are in the classroom. 2. This is a notebook. 3. Moscow is the capital of Russia. 4. There are some pictures on the wall. 5. My friend has blue jeans. 6. Ann likes to read English books. 7. Pupils like to ask questions.

IV. Вместо точек вставьте соответствующую форму притяжательного местоимения:

1. This is Tom's hat and where is Alice's? ... hat is in the wardrobe. 2. These are Peter's books and where are Tom's and Ann's ? ... are in the bookcase. 3. This is Lena's notebook and where is Peter's ? ... is on the table. 4. Whose is this pen? (my) This pen is...

V. Переведите на английский язык слова в скобках:

1. I have (несколько) questions. 2. They have (мало) theatres. 3. Bob has (много) friends. 4. She has (много) to do. 5. He has (немного) work.

VI. Задайте вопросы к подчеркнутым словам:

1. Ann is in the lab. 2. There are seven books on the table. 3. My classes at the university begin at nine o'clock. 4. My boss lives in New York.

VII. Переведите на русский язык:

1. It takes me some minutes to get to my college on foot. 2. I must begin. 3. He can't help you. 4. May I ask you a question? 5. We haven't got many computer classes this week. 6. She may go to the cinema with you. 7. She does not like big cities. 8 This is not your problem. 9. There are some interesting texts in the book.

### Progress Test 2

- Where \_\_\_ you from?  
a) is; b) am; c) are; d) were.
- Tom's parents \_\_\_ travel agents.  
a) are; b) were; c) is; d) will be.
- Moscow \_\_\_ the capital of Russia.  
a) was; b) is; c) are; d) will be.
- I \_\_\_ hot. Open the window.  
a) was; b) is; c) are; d) am.
- The news \_\_\_ not very bad today.  
a) are; b) were; c) is; d) will be.
- Your money \_\_\_ in your handbag.  
a) will be; b) are; c) was; d) is.
- It often \_\_\_ in this part of the world.  
a) is raining; b) rains; c) was raining; d) will be raining.
- Mom is in the kitchen. She \_\_\_ a cake.  
a) makes; b) was making; c) is making; d) will be making.
- We sometimes \_\_\_ to the cinema.  
a) will go; b) goes; c) went; d) go.
- Our next lesson \_\_\_ on Monday.  
a) will be; b) is; c) was; d) are.
- My Dad always goes to work by car, but last week he \_\_\_ to work on foot.  
a) goes; b) will go; c) was going; d) went.
- The weather is nice today, but it \_\_\_ bad yesterday.  
a) were; b) was; c) will be; d) being.
- My teacher \_\_\_ to my parents last week.  
a) was speaking; b) speaking; c) spoke; d) spoken.
- When you rang me yesterday, I \_\_\_ a bath.  
a) had; b) is having; c) has; d) was having.
- When I got up that morning, the sun \_\_\_ brightly.  
a) was shining; b) shines; c) shine; d) shone.



16. Will you be here next weekend?  
a) No, I won't. b) No, I don't. c) No, I'm not.
17. Did he phone you earlier?  
a) Yes, he had. b) Yes, he is. c) Yes, he was. d) Yes, he did.
18. Are you married?  
a) No, I don't. b) No, I am. c) No, I'm not. d) No, I was not.
19. Do you know Mary?  
a) Yes, I know. b) Yes, I do. c) Yes, I knew. d) Yes, I did.
20. Can you speak English?  
a) Yes, I do. b) Yes, I speak. c) Yes, I can. d) Yes, I will.

### Progress Test 3

Choose the correct tense form:

- I knew that he ... waiting for somebody.  
a) is; b) was; c) would; d) be.
- We met when we ... in France.  
a) studied; b) were studying; c) had studied; d) had been studying.
- My mother... my birthday.  
a) always forgets; b) always is forgetting; c) forgets always; d) has always forgot.
- She's an old friend, I ... her ... years.  
a) 've known, for; b) know , for; c) 've known, since; d) 'd known, in years.
- This picture ... by my mother.  
a) is painting; b) is painted; c) was painting; d) will be painted.
- Fleur ... why they ... the information secret for years.  
a) puzzled, were keeping; b) was puzzled, had been keeping; c) puzzled, kept.
- Pete ... his leg while he ... ... football.  
a) hurt, was playing; b) hurted, played; c) hurting, playing; d) has hurt, played.
- He ... to the party too.  
a) will is invited; b) will be invite; c) will be invited; d) will have invited.
- After what ... I couldn't trust him any more.  
a) would happen; b) has happened; c) was happened; d) had happened.
- My friend ... English for three years before he entered the university.  
a) has been studying; b) was been studying; c) had been studying; d) had been studied.

### Progress Test 4

- When Vera was cleaning the house she \_\_\_\_ some old letters.  
1. find                      3. to find  
2. found                     4. finding
- Ann is interested \_\_\_\_ English.  
1. for                         3. in  
2. about                      4. on
- The office is not far from here. She usually \_\_\_\_ there.  
1. walk                        3. walks  
2. walked                    4. is walking
- The railway station and a number of buildings \_\_\_\_ by hurricane last week.  
1. damaged                 3. are damaged  
2. were damaged         4. will be damaged
- Ben Nevis is \_\_\_\_ mountain in Britain.  
1. high                        3. the higher  
2. highest                    4. the highest

6. She \_\_\_ in a week.  
 1. will come back    3. would come back  
 2. comes back        4. had come back
7. Her dress is made \_\_\_ white silk.  
 1. from                3. out of  
 2. of                    4. for
8. You have never been to London, \_\_\_?  
 1. isn't it              3. have you  
 2. haven't you        4. didn't you
9. I haven't got \_\_\_ money to buy this book.  
 1. many                3. no  
 2. some                4. enough
10. This is \_\_\_ story I've ever read.  
 1. much interesting    3. interesting  
 2. the interesting      4. the most interesting
11. Where are you \_\_\_ ?  
 1. of                    3. from  
 2. out of                4. to
12. I usually go to school \_\_\_ foot.  
 1. in                    3. on  
 2. with                 4. by
13. He \_\_\_ go to the doctor because he has a toothache.  
 1. must                3. needn't  
 2. may                 4. can
14. I'd like you to meet a very good friend of \_\_\_, Boris Petrov.  
 1. us                    3. our  
 2. we                    4. ours
15. I have worked as a teacher \_\_\_ 16 years.  
 1. for                    3. since  
 2. in                    4. by
16. Her first novel is much more interesting \_\_\_ her second one.  
 1. than                 3. as  
 2. then                 4. before
17. \_\_\_ is known of Julius Caesar's education except that he studied Greek and Latin literature with a tutor.  
 1. something            3. nothing  
 2. anything             4. no
18. You don't know the word, look it \_\_\_ in the dictionary, please.  
 1. at                    3. up  
 2. in                    4. for
19. They \_\_\_ English now.  
 1. have                 3. had  
 2. are having          4. will have
20. I \_\_\_ in Moscow before I moved to St. Petersburg.  
 1. lived                 3. had lived  
 2. live                  4. had been living

### Progress Test 5 (Tenses in Active Voice)

Choose A, B, C or D

1. At the travel bureau they will tell you exactly when the train \_\_\_\_\_.  
A leaves  
B is leaving  
C will leave  
D will be leaving
2. When I \_\_\_\_\_ into the room they \_\_\_\_\_ the same problem.  
A came / were discussing  
B was coming / discussed  
C have come / were discussing  
D had come / discussed
3. The woman who \_\_\_\_\_ with my sister in the yard is our neighbour who \_\_\_\_\_ across the street.  
A speaks / lives  
B is speaking / is living  
C is speaking / lives  
D speaks / is living
4. You \_\_\_\_\_ at your hotel this time tomorrow.  
A will sleep  
B will have slept  
C are sleeping  
D will be sleeping
5. Once a week I \_\_\_\_\_ letters home, but I \_\_\_\_\_ one this week.  
A write / haven't written  
B am writing / didn't write  
C write / wasn't writing  
D write / hadn't written
6. At 5 o'clock astronomers \_\_\_\_\_ the solar eclipse.  
A will be observing  
B will observe  
C observe  
D will have observed
7. They \_\_\_\_\_ the contract by tomorrow.  
A are signing  
B will be signing  
C will have signed  
D will sign
8. I visited this gallery when I was 10. Since then I \_\_\_\_\_ here.  
A wasn't  
B haven't been  
C didn't go  
D don't go
9. This is the house where I live. I \_\_\_\_\_ here since childhood.  
A had lived  
B have been living  
C am living  
D live
10. Don't phone me from three to five: I \_\_\_\_\_ at the laboratory.  
A work  
B am working

- C will work  
 D will be working
11. What time \_\_\_\_\_ in Tomsk?  
 A have you arrived  
 B did you arrive  
 C were you arriving  
 D you arrived
12. First she \_\_\_\_\_ the present and then she \_\_\_\_\_ me.  
 A has opened / has kissed  
 B opened / kissed  
 C had opened / kissed  
 D has opened / kissed
13. \_\_\_\_\_ the Crimea?  
 A Did you ever be in  
 B Have you ever been in  
 C Did you ever go in  
 D Have you ever been to
14. We \_\_\_\_\_ TV the whole evening yesterday.  
 A watched  
 B have watched  
 C had watched  
 D were watching
15. Where \_\_\_\_\_? She \_\_\_\_\_ for you for four hours.  
 A were you / is waiting  
 B were you / has been waiting  
 C have you been / has been waiting  
 D have you been / is waiting
16. Let's go cycling this afternoon. I \_\_\_\_\_ some really nice places in the countryside.  
 A have found  
 B had found  
 C will be finding  
 D find

### Progress Test 6 (Tenses in Passive Voice)

Choose A, B, or C

- Yesterday we \_\_\_\_\_ to the restaurant by our best friends.  
 A are invited  
 B were invited  
 C invite
- Look! The road \_\_\_\_\_.  
 A is being repaired  
 B is been repaired  
 C repairs
- Your letter \_\_\_\_\_ tomorrow.  
 A will be post  
 B will post  
 C will be posted
- Tolstoy \_\_\_\_\_ to be a classical Russian writer.  
 A has been known  
 B is known  
 C is been known

5. In Greece the Olympic Games \_\_\_\_\_ once in four years.  
 A were held  
 B were hold  
 C are held
6. The problem \_\_\_\_\_ for two years, but they haven't got any results.  
 A has been studied  
 B has being studied  
 C was studied

### Progress Test 7

Choose the right *Passive Voice* sentences.

1. *Someone will speak to the manager.*  
 A The manager will be spoken to.  
 B The manager will to be spoken to.  
 C The manager will be spoken.
2. *He didn't show them the right place.*  
 A He didn't show the right place to them.  
 B The right place was not shown to them.  
 C They weren't shown the right place.
3. *Someone taught them the passive voice.*  
 A They were taught the passive voice.  
 B The passive voice was taught to them.  
 C They had been taught the passive voice.
4. *Nobody drank coffee.*  
 A Coffee was drunk by everybody.  
 B Coffee was not drunk.  
 C Coffee was not drunk by nobody.
5. *In this country they use hands to eat chicken.*  
 A In this country chicken is eaten with hands.  
 B In this country chicken is eaten by hands.  
 C In this country chicken is eaten by them.

### Progress Test 8

Choose the best way to complete these *Passive Voice* sentences.

1. *The stolen car \_\_\_\_\_ in the forest.*  
 A had be left  
 B was left  
 C were leaved  
 D were left  
 E will been left
2. *The money \_\_\_\_\_ to me.*  
 A has not be given  
 B has not been gaven  
 C has not been given  
 D have not be given  
 E have not been given
3. *The best way \_\_\_\_\_.*  
 A will be finded  
 B will be found  
 C will been found  
 D will found  
 E will had been found

4. *It \_\_\_\_\_ that learning English is easy.*  
**A** are said  
**B** is sad  
**C** is sayed  
**D** said  
**E** is said
5. *This test \_\_\_\_\_.*  
**A** is well done  
**B** are well done  
**C** is well did  
**D** have well been done  
**E** well done

### Progress Test 9

*Choose A, B or C to complete the sentences.*

1. *Many species of animals \_\_\_\_\_ hunting and fishing.*  
**A** have been endangered by  
**B** have endangered  
**C** have been endangered with
2. *Pollution \_\_\_\_\_ buildings and trees in the cities.*  
**A** is being harmed by  
**B** is being harmed with  
**C** is harming
3. *People's health \_\_\_\_\_ due to overeating junk food.*  
**A** has affected  
**B** has been affected  
**C** had been affected
4. *Over the years our University \_\_\_\_\_ many prizes for its research.*  
**A** is awarded  
**B** was being awarded  
**C** has been awarded
5. *New types of cars that don't pollute as much \_\_\_\_\_ major car companies.*  
**A** are developing  
**B** are being developed by  
**C** are being developed with

### MIDTERM TEST

*Date:                      Group:                      Name:*

1. *Phonetic Dictation.*  
 ....., ....., .....
2. *Open the brackets using the right form of the verb and continue the sentences:*  
 I (to have got)...  
 My friend (to have got) ...  
 Students and professors (to have)...
3. *Complete the sentences:*  
 My friend...  
 Physics...  
 Students...  
 There is a little...  
 There is much...  
 There are lots of...  
 There are few...

4. *Turn these statements into questions.*  
 Physics is a science about nature.  
 Mathematics and history are subjects of the university course.  
 I am interested in the English culture.

### FINAL TERM TEST

**1. Complete this information about yourself.**

**Name:** ..... **Group:** .....  
**From:** ..... **Faculty:** .....  
**Age:** ..... **Date:** .....

Now write three sentences about yourself. Start:

**Hello, My name** .....

**2. Write about your friend for your teacher. Write six sentences.**

Include: your friend's name, age, address and your friends likes.

**3. What is there on the table?**

(a pen, few books, two bags, some pencils, a lot of paper, a lamp, an English dictionary)

- a ..... e.....  
 b..... f.....  
 c..... g.....  
 d.....

**4. Make up as many questions to the sentence as you can.**

In the universe all physical objects consist of molecules and atoms.

**5. Put these words in the right order to make sentences.**

- the, I, world, that, science, is, the, think, physics, best, in.
- garden, were, all, the, two, daughters, very, of, the, man, fond, who, sons, three, had, and.
- look, airplane, when, the, and, brighter, the, much, sun, we, moon, the, stars, go up, an, and, in.
- school, sixteen, people, at, few, leave, the, of, age.
- like, there, no, is, home, place.

**6. Match questions in List A with answers in List B.**

Example: a) Excuse me, what's that called in English? (3)

List A

- a) Excuse me, what's that called in English? ( )  
 b) Would you like to dance? ( )  
 c) Excuse me. Can you speak English? ( )  
 d) Excuse me. Have you got change for 5 dollars? ( )  
 e) Would you like to listen to my new CD by Jackson? ( )  
 f) Excuse me. Is there a cafe near here? ( )  
 g) Excuse me. Can you tell me the time please? ( )

List B

- I'm sorry I can't. My boyfriend is here.
  - Yes, I think so. There's one in Gorki Street.
  - It's an ice-cream.
  - No, I'm sorry, I can't. I haven't got a watch.
  - No, I'm sorry, I haven't.
  - Yes, I can. Can you help me?
  - Yes, please. I'm a Jackson fan.
- 7. Do you think English is important for you? Why? (50 words)**

## Basic English Proficiency Test I

### 1. В каких из следующих слов буква "w" не произносится?

- a) what b) write c) wrong d) wise e) was f) answer g) worry  
h) where i) who j) why

### 2. В каком из следующих слов суффикс -ed читается иначе, чем в других?

- a) worked b) stopped c) smoked d) liked e) decided  
f) walked g) passed h) washed i) watched j) pushed

### 3. Заполните пропуски артиклями. Выберите правильный вариант.

- 1) What ... country has ... biggest population in ... world?  
a) o, the, the b) the, the, the c) o, a, the d) a, a, the
- 2) ... Volga is ... longest river in ... Russia  
a) o, the, o b) the, a, the c) the, the, o d) the, the, the
- 3) There are ... lot of students and ... teacher in ... room.  
a) o, a, a b) a, the, the c) a, a, the d) a, the, a

### 4. Вставьте предлоги. Один предлог может использоваться дважды.

I shall never forget that day. I woke ... as usual ... half past six... the morning, washed my face, had my breakfast and went ... school. Everything was O.K. except ... a strange feeling. Suddenly, the earth started to shake ... my feet. ... the evening, everything returned ... normal. I went to sleep ... midnight, thinking ... John.

- a) in b) after c) at d) up e) to f) under g) for h) of

### 5. Вставьте a) some, b) any, c) no, d) few.

- 1) In the past ... years, ... of the world records for sport have been broken by women.  
2) Can you name ... of the forbidden sports?  
3) Probably in ... other country are there such great differences between the various national daily papers.  
4) Would you like ... more ice-cream?

### 6. Выберите правильный вариант.

- 1) Stephan has found your paper. - When (he/find) ... ?  
a) has he found it b) had he lost it  
c) he found it d) did he find it
- 2) Irene asked ... .  
a) whether I was there before b) had I been there before  
c) if I had been there before d) if had I been there before
- 3) I saw you buy a bunch of flowers this morning. Who (you/buy) ... it for?  
a) did you buy it for b) bought you it  
c) bought it for you d) did buy you it for
- 4) I (be) ...here since September.  
a) have being b) am c) have been d) had to
- 5) Bad news (travel) ...fast.  
a) travel b) travels c) are travelling d) don't travel
- 6) My granny rose from the sofa on which she (sit)....  
a) had been sitting b) sat c) had sat d) had been sat

### 7. Выберите модальный глагол.

- 1) He looks worn out. He... a sleepless night.  
a) must have b) can have c) must have had d) can have had
- 2) She... (not carry) all these suitcases by herself. Somebody... (help) her.  
a) had / can b) might / must c) can / should d) ought to / is able to
- 3) George has asked me to marry him. Do you think I... (say) yes?  
a) must b) can c) should d) may



- 4) Thanks for a lovely evening! We (go)... now or we'll miss our bus.  
 a) have to b) can c) ought to d) may
- 5) You... use your knowledge more effectively.  
 a) are to b) must to c) may d) should
- 6) If you... not hold a job, you... not pay your rent.  
 a) may/can b) can/will be able to c) must/have to d) could/should

**8. Подберите соответствие в русском языке.**

- 1) The more we learn the more we know.  
 a) Мы много учим, много знаем.  
 b) Мы больше изучаем, чем знаем.  
 c) Чем больше мы учим, тем больше мы знаем.
- 2) The film is less interesting than the novel.  
 a) Фильм такой же интересный, как роман.  
 b) Фильм менее интересный, чем роман.  
 c) Роман менее интересный, чем фильм.
- 3) She is going to spend her holidays at the seaside.  
 a) Она хочет провести свой отпуск у моря.  
 b) Она собирается провести свой отпуск у моря.  
 c) Она провела свой отпуск у моря.

**9. Выберите вспомогательный глагол.**

- 1) ...the shops always open at 8 o'clock?  
 a) does b) are c) do d) will
- 2) What... you bought?  
 a) is b) have c) shall d) do
- 3) ... she enjoying the party?  
 a) are b) has c) is d) does
- 4) ...I read?  
 a) Do b) Has c) Shall d) Am

**10. Добавьте вопросительное окончание.**

- 1) You can't sit around reading books,... ?  
 a) don't you b) are you c) can you d) will they
- 2) This competition is sometimes called the rat race,... ?  
 a) isn't it b) is it c) doesn't it d) has it
- 3) Some people drink and smoke a lot,... ?  
 a) does they b) don't you c) isn't it d) don't they
- 4) There are few easy jobs,... ?  
 a) aren't b) don't there c) aren't there d) isn't it

**11. Закончите предложения**

- 1) I come from...
- 2) My native place is famous for...
- 3) I'm proud of...
- 4) I'm fond of...
- 5) I've always been interested in...
- 6) I'm going to...

**12. Расставьте абзацы в логической последовательности.**

**A** Montague House, a seventeenth century building, standing on the present site of the museum, was bought, and in 1759 it was opened as the British Museum. It stood until 1845, but the present King's library, the first part of a new building on the site, was finished in 1826, and the new south wing, with the entrance portico in its present form, was completed in 1847. The architect was Sir Robert Smirke and the sculptured tympanum was designed by Sir Richard Westmacott.

- B** In 1973 the library departments were detached from the Museum and joined with other libraries to form the British Library.
- C** The British Museum was founded by Act of Parliament in 1753 to bring together the collections of Sir Robert Cotton, which were already national property, and those formed by the two Harleys, first and second Earls of Oxford, and by Sir Hans Sloane; both collections were on offer to the nation for sale on favourable terms. Under the terms of the Act, which closely followed lines laid down in the will of Sir Sloane, a government lottery was held to provide a building to house all these collections and future additions to them, and to pay for the Sloane and Harley collections.
- D** The Royal Library, containing the books of the kings of England from Edward IV onwards, was presented to the nation by George II in 1757 and added to the collection. The library of George III, presented to the nation by his son in 1823, was transferred to the Museum and housed in the King's Library, mentioned above, which had been designed to hold it.

**13. а) Прочитайте текст "How did it all begin?"**

Imagine riding a horse while wearing a toga or a long, flowing robe – seems awkward, doesn't it? Or think of fighting an enemy and having to worry about getting your legs caught in your clothes when you should be free to worry about using your sword.

Trousers were probably invented by the Scythian nomads of Central Asia almost three thousand years ago. These warriors found that it wasn't very comfortable riding horseback with a loose piece of animal skin draped around their bodies, and so they began wearing fitted leather riding pants tucked into their boots. Therefore, when the nomads went out to battle, they were more agile than their enemies. They could get on and off their horses quickly and easily. Their enemies took note and began wearing trousers, too.

By the sixth century B.C. the Persians began wearing trousers. Darius, an early Persian ruler, wore brightly colored, embroidered silk trousers tucked into his riding boots. Soon trousers were worn by the Chinese, the Indians, and, finally, by northern Europeans. These first trousers were wide and puffy and often embroidered.

**б) Выберите правильные утверждения.**

- 1) No one knows for sure who invented trousers.
- 2) Trousers are 300 years old.
- 3) First trousers were made of leather.
- 4) Warriors started wearing trousers for comfort.
- 5) The Chinese were the first who put on trousers.
- 6) The ruler of Persia wore denim trousers.
- 7) It was fashionable to embroider silk trousers in old times.

**14. Выберите заголовок для следующего текста.**

The origins of pantomime are very old, going right back to the Italian folk comedy of the 16<sup>th</sup> century called *commedia dell'arte*. This form of theatre with its visual humour, practical jokes and great freedom for the actors to improvise within the script affected the theatre of several countries and some of its original characters, like Harlequin and Pantalone became international. However, until the late 17<sup>th</sup> century in England, it was thought to be immoral for a woman to act in the theatre. So when Shakespeare was alive all the women's parts were played by men and for this reason the story of a play often included some reason for having the young heroines dressing as men to disguise themselves (which would certainly help the boy actor). This explains the strange custom of having men as women and women as men in pantomime, although there is certainly no reason for it now and few people know why it began.

Other aspects of old folk comedy still exist in pantomime like dancing, singing, acrobatic and 'slapstick' comedy. «Slapstick» comedy is the type of humour used by clowns in the circus and sometimes by actors like Charlie Chaplin or Laurel and Hardy in silent films. It is a friendly type of violence where actors attack each other with buckets of water or cream cakes and it is probably the only left which does not need many words.

- a) The stage custom
- b) Pantomime
- c) The history of theatre

**15. Разделите текст на предложения. Напишите каждое предложение с новой строки, поставив в конце точку.**

***“Polite” stamps***

In 1893 new stamps were issued in Belgium they were "polite" stamps they had a counterfoil with the words "No Delivery on Sunday" on it sometimes, however, the letters were delivered on Sundays, if the one who sent the letter wanted it in which case he had to cut off the counterfoil.

**Basic English Proficiency Test II**

**1. Зачеркните непроизносимые буквы.**

a) doubt, b) when, c) night, d) knee, e) could, f) walk, g) whole, h) wrong, i) mine.

**2. В каком из следующих слов звук, передаваемый буквой ‘Г’, отличается от остальных?**

Mind, five, right, write, I'm, mine, bind, president, preside. high, child, six.

**3. Заполните пропуски артиклями. Выберите правильный вариант.**

1. By \_\_\_\_\_ way, Tim entered \_\_\_\_\_ Oxford University \_\_\_\_\_ last year.

a) o, the, o; b) the, o, o; c) the, the, the; d) the, o, the.

2. \_\_\_\_\_ President is going to open \_\_\_\_\_ new hospital in \_\_\_\_\_ capital \_\_\_\_\_ next month.

a) the, a, the, o; b) o, a, the, o; c) the, the, the, the; d) the, a, o, o.

3. \_\_\_\_\_ English Channel is between \_\_\_\_\_ Great Britain and \_\_\_\_\_ France.

a) o, the, o; b) o, o, o; c) the, o, the; d) the, o, o.

4. When \_\_\_\_\_ police arrive \_\_\_\_\_ thieves will have escaped.

a) o, o, b) the, the, c) the, o, d) o, the.

5. Exactly \_\_\_\_\_ year ago, I took \_\_\_\_\_ same exam, I hope I will succeed this year.

a) the, the, b) a, o, c) a, the, d) a, a.

**4. Вставьте предлоги:**

**a) in, b) at, c) on, d) for, e) of, f) from, g) to, h) after, i) off.**

1. We arrived \_\_\_\_\_ London \_\_\_\_\_ the 13th \_\_\_\_\_ April and left \_\_\_\_\_ Oxford only \_\_\_\_\_ June.

2. The train starts \_\_\_\_\_ 8.50, so you'd better be \_\_\_\_\_ the station \_\_\_\_\_ time.

3. The newspaper is \_\_\_\_\_ front \_\_\_\_\_ you \_\_\_\_\_ the window-sill.

4. Is it far \_\_\_\_\_ here \_\_\_\_\_ the market?

5. I've never been \_\_\_\_\_ Rome.

6. I can look \_\_\_\_\_ your cat while you are away.

7. He is a man you can rely \_\_\_\_\_

8. She took some medicine \_\_\_\_\_ her headache.

9. Why don't you call the company back and ask \_\_\_\_\_ that information?

10. Because of the accident, our meeting was put \_\_\_\_\_ until one o'clock \_\_\_\_\_ Monday of next week.

**5. Заполните пропуски, вставляя:**

**a) some; b) any; c) no; d) something; e) someone.**

1. This evening I'm going out with \_\_\_\_\_ friends of mine.
2. I was too tired to do \_\_\_\_\_ work.
3. Can you give me \_\_\_\_\_ information about this automobile?
4. It was a public holiday, so there were \_\_\_\_\_ shops open.
5. I'll try to answer \_\_\_\_\_ questions you ask me.
6. I haven't got \_\_\_\_\_ money. Can you lend me \_\_\_\_\_ ?
7. Have you got \_\_\_\_\_ luggage?
8. I'm hungry. I want \_\_\_\_\_ to eat.
9. \_\_\_\_\_ has forgotten the umbrella.
10. Would you like \_\_\_\_\_ to eat?

**6. Выберите правильный вариант.**

1. I knew that he ... waiting for somebody.  
a) is; b) was; c) would; d) be.
2. We met when we ... in France.  
a) studied; b) were studying; c) had studied; d) had been studying.
3. My mother ... my birthday.  
a) always forgets; b) always is forgetting; c) forgets always; d) has always forgot.
4. She's an old friend – I ... her ... years.  
a) 've known, for; b) know , for; c) 've known, since; d) 'd known, in years.
5. This picture ... by my mother.  
a) is painting; b) is painted; c) was painting; d) will be painted.
6. Fleur ... why they ... the information secret for years.  
a) puzzled, were keeping; b) was puzzled, had been keeping; c) puzzled, kept.
7. Pete ... his leg while he ... ... football.  
a) hurt, was playing; b) hurted, played; c) hurting, playing; d) has hurt, played
8. He ... ... to the party too.  
a) will is invited; b) will be invite; c) will be invited; d) will have invited
9. After what ... ... I couldn't trust him anymore.  
a) would happen; b) has happened; c) was happened; d) had happened
- 10) My friend ... ... English for three years before he entered the university.  
a) has was studying; b) was been studying; c) had been studying; d) had been studied

**7. Выберите модальный глагол или его эквивалент.**

**a) may; b) must; c) can; d) are able; e) were.**

1. ... sun power make cars go?
2. Edison's prophesy concerning the petrol car ... come true.
3. You ... (not) worry about it.
4. One researcher says that when people ... to laugh they feel better.
5. Laughter and other good feelings ... help fight disease.
6. According to our plan we ... to start off at dawn.
7. ... you help me?
8. It ... rain soon. Take an umbrella!
9. You .. not shout like that. You will frighten the baby.
10. I ... not believe he said it!

**8. Закончите предложение, так чтобы оно имело одинаковый смысл с предыдущим.**

1. The Pilgrims didn't want the Indians to know how many of them died.

- The Pilgrims            a) didn't want to die.  
                              b) wanted to show there were many of them alive.  
                              c) wanted the Indians to die.

2. They did not expect him to survive the disease.

- They                      a) thought he would die.  
                              b) wanted their patient to overcome the disease.  
                              c) expected him to survive.

3. He comes from Brazil.

- He                        a) arrives from Brazil.  
                              b) goes from Brazil.  
                              c) was born in Brazil.

**9. Закончите предложения.**

1. I come from ...
2. I'm going to study here because ...
3. I'm proud of my native place ...
4. It's interesting to know that ...
5. Tomsk is remarkable for ...
6. My friends and I are fond of ...
7. My mother is interested in ...
8. To study foreign languages ...

**Text 1**

**10. Расставьте абзацы в логической последовательности.**

s) The islanders were short, strong people, with a very well-organized social system. The men fished and raised crops, including taro, coconuts, sweet potatoes, and sugar cane. The women cared for the children and made clothing that consisted of loin cloths for the men and short skirts for the women.

i) When Cook sailed into a protected bay of one of the larger islands, the natives greeted him with curiosity and respect. Some historians contend that the islanders welcomed him, believing that he was the god Launo, protector of peace and agriculture.

r) Today we will begin a discussion of the kingdom of Hawaii in the nineteenth century and of its eventual annexation to the United States.

d) On his third exploratory voyage, as captain in charge of two ships, the Resolution and the Discovery, he came upon a group of uncharted islands which he named the Sandwich Islands as a tribute to his good friend, the Earl of Sandwich. Today the islands are known as the Hawaiian Islands.

v) Because of a severe storm in which the Resolution was damaged, it was necessary to return to Hawaii. Now sure that Cook and his crew were men and not gods, the natives welcomed them less hospitably. Besides, diseases brought by the English had reached epidemic proportions. When a small boat was stolen from the Discovery, Cook demanded that the king be taken as a hostage until the boat was returned.

e) In the fighting that followed, Cook and four other crewmen were killed. Within a week, the ship had been repaired, and on February 22, 1779, both ships departed again.

o) The natives were especially eager to exchange food and supplies for iron nails and tools, and Captain Cook was easily able to restock his ship before he sailed.

c) Poi was the staple food, made from taro root. It has been suggested that the seeds of taro and other crops had been brought from Polynesia centuries before.

## Text 2

### 11. Прочтите текст “Pleasing Everyone” и выполните задание.

#### Pleasing Everyone

Since an old man and his son wanted to sell their donkey at the village market far away from their home, they had to take the animal along a dusty country road to the town. They had just left their home when a neighbor called to them. "Why are both of you walking, when you have a donkey?" the neighbor asked. "One of you ride, and the other can lead him." "That's a good idea," the old man said, and put his son on the donkey while he continued to lead. They were about halfway to town when three women standing by the side of the road scolded the boy. "You should be ashamed of yourself, riding while your father has to walk," one of the women said. "Is the donkey so weak that he can't carry both of you?"

"You're right, I guess," the old man said. "Let me get on behind you, son." The donkey, carrying the old man and his son, had almost reached the town when a group of villagers began laughing at them. "You should be carrying that poor beast, instead of making him carry both of you," one of the villagers said. "I suppose so," the old man said reluctantly as he and his son got down. With the help of the still-laughing villagers, they tied the animal to a pole so that they could carry it the rest of the way to the market. But as they were crossing the bridge just before the marketplace, the donkey kicked loose from the pole and fell into the stream and drowned. "Our donkey is dead now, and it should teach us," the old man said sadly to his son. "Whenever we try to please everyone, we lose."

#### Какие утверждения верны?

1. The old man and his son went to the market by a carriage.
2. They didn't want to buy a donkey.
3. The old man liked his neighbor's advice.
4. The donkey was able to carry both of them some part of the distance.
5. Three women standing by the side of the road attacked the boy and his father.
6. One of the villagers recommended the two strangers to carry the donkey.
7. They had to cross a bridge on their way to the market.
8. When they were crossing the bridge just before the marketplace the donkey died.
9. Whenever we try to please everyone, we never lose.

## Text 3

### 12. Выберите наиболее подходящий заголовок.

Look at the map of Great Britain. What separates the British Isles from the continent?

The English Channel. Frenchmen call it "La Manche", but to the English, it is the English Channel, one of the world's most unusual pieces of water. The Channel, as it is usually called is always full of ships.

Sailors know it as probably the most dangerous sea channel in Europe. Half of all the world's catastrophes at sea take place between the Western end of the Channel and the Baltic Sea.

The Channel stretches for 350 miles from the Atlantic Ocean to the North Sea, separating England's south coast from France's north coast. At its widest point it is 120 miles; at its narrowest – only 21 miles. On a clear day, you can see the white cliffs of Dover from the French coast.

- a) La Manche.
- b) Swimming the English Channel.
- c) The most dangerous channel.

## Text 4

### 13. Разделите текст на предложения и расставьте точки там, где это необходимо.

an old gentleman was walking along the street one day he saw a little boy near the door of a house the boy was standing at the door and trying to reach the door-bell which was too high for him the old gentleman was a kind-hearted man so he stopped to help the boy he pulled the bell very hard it could be heard all over the house the boy laughed and ran away the old gentleman had to apologize to the owner of the house for the boy's practical joke.

### Keys:

#### Pre-test key:

I 1 is; 2 are; 3 am; 4 is.

II 1 we; 2 she; 3 it; 4 he; 5 they

III 1 Is this a room in the hotel? Yes, it is.

2 Has John any books and magazines? Yes, he does/has.

3 Is Moscow university on Vorobiovy Hills? Yes, it is.

4 Are there few students in the class? Yes, there are.

5 Are the books on the table? Yes, they are.

IV 1 theirs; 2 his; 3 her.

V 1 a lot of; 2 little; 3 few; 4 a lot of.

VI 1 Where is Tom? 2 How many beds are there in the room? 3 What have the students?

VII 1 В комнате две кровати. 2 Боб должен задать этот вопрос. 3 Вы можете почитать эту книгу в библиотеке. 4 Мэри может говорить по-английски. 5 Анна не может прочитать эту книгу. 6 Вы должны следовать образцу.

#### Progress test 1 Key:

I 1 is; 2 is; 3 are; 4 am; 5 is; 6 is; 7 is; 8 is; 9 are.

II 1 he; 2 she; 3 we; 4 they; 5 it; 6 they; 7 it; 8 they; 9 it.

III 1 Are the students in the classroom? Yes, they are.

2 Is this a notebook? Yes, it is.

3 Is Moscow the capital of Russia? Yes, it is.

4 Are there any pictures on the wall? Yes, there are (some).

5 Does my friend have blue jeans? Yes, he/she does.

6 Does Ann like to read English books? Yes, she does.

7 Do pupils like to ask questions? Yes, they do.

IV 1 her; 2 theirs; 3 his; 4 mine.

V 1 some; 2 few; 3 a lot of; 4 a lot; 5 a little.

VI 1 Who is in the lab? Where is Ann? 2 How many books are there on the table?

3 When do my classes at university begin? 4 Where does my boss live?

**Progress test 2 Key:** 1 c; 2 a; 3 b; 4 d; 5 c; 6 d; 7 b; 8 c; 9 d; 10 a; 11 d; 12 b; 13 c; 14 d; 15 a; 16 a; 17 d; 18 c; 19 b; 20 c.

**Progress test 3 Key:** 1 b; 2 b; 3 a; 4 a; 5 b; 6 c; 7 a; 8 c; 9 d; 10 c.

**Progress test 4 Key:** 1 (2); 2 (3); 3 (3); 4 (2); 5 (4); 6 (1); 7 (2); 8 (3); 9 (4); 10 (4); 11 (3); 12 (3); 13 (1); 14 (4); 15 (1); 16 (1); 17 (3); 18 (3); 19 (2); 20 (3).

**Progress test 5 Key:** 1 a; 2 a; 3 c; 4 d; 5 a; 6 a; 7 c; 8 b; 9 b; 10 d; 11 b; 12 b; 13 d; 14 d; 15 c; 16 a.

**Progress Test 6 Key:** 1b; 2 a; 3c; 4 b; 5 a; 6 a.

**Progress Test 7 Key:** 1 a; 2 c; 3 b; 4 b; 5 a.

**Progress Test 8 Key:** 1 b; 2 c; 3 b; 4 e; 5 a.

**Progress Test 9 Key:** 1 a; 2 c; 3 b; 4 c; 5 b.

**Final term Test Key:** 3 a) There is a pen on the table. b) There are few books ...

c) There are two bags ...d) There are some pencils ... e) There is a lot of paper ... f) There is a lamp... g) There is an English dictionary...

5 1 I think that physics is the best science in the world.

2 The man had 2 sons and 3 daughters who were all very fond of the garden.

3 The sun, the moon, and the stars look much brighter when we go up in an airplane.

4 Few people leave school at the age of 16.

5 There is no place like home.

6 a 3; b 1; c 6; d 5; e 7; f 2; g 4.

### Basic Proficiency

**Test I Keys:** 1) b, c, f, i; 2) e; 3) 1a, 2c, 3c; 4) d, c, a, e, g, f, a, e, b, h; 5) 1d, a; 2b, 3c, 4a;

6) 1d, 2c, 3a, 4c, 5b, 6a; 7) 1c, 2c, 3c, 4a, 5d, 6b; 8) 1c, 2b, 3b; 9) 1c, 2b, 3c, 4c;

10) 1c, 2a, 3d, 4c; 11) 6 предложений; 12) C, A, D, B; 13) 1, 3, 4, 7; 14) B;

15) 5 предложений.

### Basic Proficiency

**Test II Keys:** 1) could, doubt, knee, night, mine, walk, when, whole, wrong;

2) six;

3) 1 b; 2 a; 3 d, 4 b, 5 c;

4) 1 a, c, e, d, a; 2 b, b, c; 3 a, e, i; 4 f, g; 5 g; 6 h; 7 c, 8 d, 9 d, 10 i, c;

5) 1 a, 2 b, 3 a, 4 c, 5 b, 6 b, a; 7 b, 8 d, 9 e, 10 d;

6) 1 c; 2 a; 3 b; 4 c; 5 b; 6 b; 7 a, 8 c, 9 d, 10 c;

7) 1 b; 2 a; 3 c; 4 d; 5 c; 6 e, 7 c, 8 a, 9 b, 10 c;

8) 1 b, 2 a, 3 c;

9) 8 предложений;

10) d, i, s, c, o, v, e, r;

11) 2, 4, 5;

12) b;

13) 1. ... day. He ...; 2... house. The boy ...; 3 ... him. The old ...; 4 ... boy. He ... / ... hard. It ...; 5 ... house. The boy / ... away. The old ...; 6 ...joke.

**Оценивание:** от 88 до 80 – 5 (отлично); от 81 до 70 – 4 (хорошо); от 71 до 53 – 3 (удовлетворительно); от 52 – 2 (неудовлетворительно).



## KEYS TO COMMUNICATION

### I. Conversation Building Expressions

#### GREETINGS

How do you do?	Morning.	Hello! Hallo!
Good morning.	Afternoon.	
Good afternoon.	Evening.	Hi!
Good evening.		

Nice to see you. Welcome! Allow me to welcome you. I'm happy to welcome you.

#### LEAVETAKING

(Well), I must go (now).	Bye then.	Good night. Sleep tight.
I must be going.	Bye now.	Good luck.
I'm afraid, I must be going.	Bye-bye.	Keep well!
Good - bye (now).	Cheerio.	Keep in touch.
Good - bye for now.	See you later/soon/tonight!	
All the best. I'll be seeing you. We're not saying good bye (yet).		

#### INTRODUCTIONS

May I introduce ... .	(I'm) glad to meet you.
Let me introduce you to ... .	(I'm) pleased to meet you.
Let me introduce myself/my friend.	It's nice to meet you.
I'd like you to meet ... .	I've heard so much about you.
This is ... .	Haven't we met before?

#### FORMS OF ADDRESS

Mr. Brown, Mrs. Brown, Miss Brown, Ms. Brown, Sir, Madam, Doctor, Dr. Brown, Professor, Ladies and Gentlemen, Mr./Madam Chairman, Officer, Excuse me, please.

#### PERSONAL INFORMATION

What's your name, please?	How old are you?
What's your surname?	I'm ... (years old).
What's your first/last name?	Where do you live?
My name is ...	I live in ...
I'm ...	What's your marital status? Are you married?
Just call me ...	I'm married/ divorced/ single.
Where are you from?	I'm a bachelor/ widow(er).
I'm from ...	What's your nationality?
What's your hobby?	I'm ...
My hobby is reading books	What language do you speak?
collecting badges/ coins/ books.	I speak ...
I'm keen on <b>Ving</b> .	What's your mother tongue?
I'm crazy about <b>Ving</b> .	

## INQUIRIES ABOUT HEALTH

How are you?	I'm/It's/They're very/fairly/quite well, thank you.
How are you keeping?	Fine, thanks. All right, thanks. OK, thanks.
How are you getting on?	Not too / so bad, (thank you). So-so, I'm afraid.
How's life / family?	A bit tired, otherwise all right.
How are things / your children?	I'm afraid, I'm not feeling very well (today).

## INQUIRIES ABOUT JOB, OCCUPATION, PROFESSION

What do you do?  
What do you do for a living?  
What's your job/occupation/profession?

## LIKES AND DISLIKES

I like ... (very much) / I love ...	I dislike ...
I enjoy ...	I don't (much) like ...
I prefer ...	I don't like ... at all.
I'm rather / very fond of ...	I'm not very/too/particularly fond of ...
I'm quite / rather/ very keen on ...	I'm not very/too/particularly keen on ...
I'm mad about / on ...	I hate / detest ...
I'm crazy about ...	I can't bear / stand ...

## APOLOGIES

I'm very/so/terribly/awfully/really sorry.	That's / It's all right
I'm sorry, I'm late.	That's / It's quite all right.
Sorry for ... <b>Ving</b> .	That's / It's OK.
Excuse me please. Pardon (me).	Never mind.
I must / do apologize for ...	That / It does not matter.
Please, forgive me.	No trouble at all.
I beg your pardon.	Don't worry about it.
It's all my fault.	No problem.

## POLITE REQUESTS

Will you do me a favour?	(Yes), certainly. (Yes), of course.
Would you be so kind as to ...?	All right. OK.
Would/ Will/ Could you.....(please)?	I'm afraid, I can't. (I'm) sorry, I can't.
Do you think you could ...?	No, I can't/won't.
Would you mind ... <b>Ving</b> ?	Don't worry, I'll .../do my best.

## AGREEMENT

I quite/fully agree (with you).  
I think so too.  
You're (quite) right there.  
I think it's quite true.  
That's just what I think.  
I'm completely in agreement with ...  
I was just going to say the same thing.  
I'm of the same opinion.  
I fully support this.  
It's very well put.  
I accept this.  
On the whole you're right but ...  
There's something in what you say.  
I'm afraid it's so.  
It really looks like that.  
I won't deny that ...  
That's a fine way of putting it.

## ASKING FOR INFORMATION

I'd like to know ...  
I'm interested in ...  
Could you tell me ...?  
Do you know ...?  
Could you find out ...?  
Could I ask ...?

## EXPRESSING PERSONAL OPINION

To my mind, ...  
It seems ... to me.  
As far as ... is concerned, ...  
I consider that ...  
I insist that ...  
I (personally) think/ believe/ feel (that) ...  
From my point of view ...  
As I see it ...  
I hope (that) ...

## FILLERS AND TURN-TAKING

### Fillers

Where was I? / Where were you?  
What was I / were we saying?  
Right, ... / Let me think. / OK, so ...  
Hmm ... it's not an easy question to answer.  
Interesting question... / Well ...

## DISAGREEMENT

I (absolutely) disagree (with you).  
I don't think so.  
Too good to be true.  
You can't mean that!  
Well, you wouldn't say that!  
You're completely wrong.  
You're not right there.  
I'm afraid / I think you're mistaken.  
Nothing of the kind.  
On the contrary.  
Nonsense.  
I'm not sure I agree with ...  
I can't accept this point.  
Far from it.  
It doesn't make sense.  
Here I differ from you.  
I doubt it.

Sorry, I did not catch what you said.  
Pardon?  
(Sorry), What did you say?  
Could I ask you a little more about ...?  
Do you happen to know ...?

In my view / in my opinion, ...  
If you ask me, ...  
I strongly approve of Ving  
I don't mind much about ...  
I share one's viewpoint ...  
As far as I understand/ know ...  
As far as I'm concerned ...  
I'm a passionate believer in ...  
As far as I'm able to judge ...

### Interrupting

If I can just make a point here please ...  
Excuse me, but that isn't quite right ...  
Hold on a second, ...  
Wait a minute, ...  
Sorry, can/may I just say something?

**Inviting a response**

What's your feeling about this?  
 Don't you think?  
 Don't you agree?  
 How do you feel about that?

**Returning to the topic**

As I was saying...  
 Anyway, going back to...  
 Anyway, what I was going to say was ...  
 To return to my earlier point ...

**Strong Agreement / Disagreement**

You're a hundred percent / absolutely right. / What? You must be joking / kidding!  
 I couldn't agree with you more. / You're not serious suggesting that ..., are you?  
 I'm totally with you on this one. / I'm sorry, I think you've got the wrong end of the stick. /  
 Excuse me, but what you are saying amounts to nonsense.

**Challenging someone to express their opinion**

You have a better idea?  
 Let's hear a suggestion from you, then.  
 OK, then. Put something on the table.  
 Why don't you tell us what you have in mind, then?

**Giving Advice**

If I were you.../ Have your tries .../ Try ...ing instead of ...  
 If I were in your shoes, I'd .../ You are strongly recommended (not) to ...  
 It's a good idea to .../ It might be an idea to ...  
 The (best) thing to do is .../ It might be advisable (not) to ...

**Reacting to advice positively**

Sounds fine!  
 That would be very helpful, thanks.

**Reacting to advice negatively**

That's easier said than done ...  
 That sounds like a good idea, but ...  
 That's all very well, but ...  
 I'm sure that would work ...

**II. SIGNAL WORDS**

These words or phrases signal relationships between ideas.

**TIME / ORDER**

These words tell when things occurred. They also tell in what order the events happened:

**after, at last, at that time, at the present time, at the same time, at this point, before, during, earlier, eventually, finally, frequently;**

**later, the former ... the latter, meanwhile, next, now, previously, second, since, then, until, up to this point, when, while.**

**ADDITION / COMPARISON**

These words add information to or express agreement with what has already been said:

**additionally, also, and, furthermore, in addition;  
 in the same way, likewise, moreover, similarly, too.**

## CONTRAST / CHANGE

These words give information that is either different from what has already been said or opposite to what the reader expects:

**although, but, even so, even though, however, in contrast;  
nevertheless, on the one hand, on the other hand, whereas, yet.**

## CAUSE

These words show why something has happened:

**because, since.**

## EFFECT

These words show the effect or result of something that has happened:

**and so, as a result, consequently, for these reasons, so, therefore, thus.**

## PURPOSE

These words show why something is being done:

**in order to, to V ...**

## EXAMPLE

These words give specific examples to support what has been said earlier:

**for example, for instance, such as.**

## REPETITION / EMPHASIS

These words emphasize important ideas that have already been stated:

**above all, in other words;  
more importantly, most importantly.**

## ALTERNATIVE

These words tell the reader that a choice is possible:

**either / or, neither / nor, or.**

## CONDITION

These words state the conditions that exist and tell the reader what to expect:

**although, if, unless.**

## SUMMARY

These words summarize everything that has been said:

**In conclusion, in summary, to summarize.**

The following words are summary words, but they also appear as TIME/ORDER and EFFECT words: **and so, as a result, consequently, finally, for these reasons, so, therefore, thus.**

*Use them effectively to organize, comment or frame what you are saying or writing.*

## COMMUNICATIVE ACTIVITIES AND GAMES

1. You are on board a plane on the way to a conference. Get acquainted with the passengers sitting next to you.
2. You are (standing) in the lobby. You are anxious to meet other participants of the conference. Introduce yourself to them and exchange your visiting cards.
3. There are people of various nationalities in your group. Find on the map the countries they have come from. Tell your friend what peoples live there and what languages are spoken there.
4. You are a journalist. Interview 2-3 participants of the Conference.
5. You are late for a seminar. Apologize for that and give your reason.
6. You are a famous scientist. You are to give a talk on TV. Tell the TV-viewers your life story within 3 minutes.
7. A foreign scientist has come to your University. Receive him. Introduce yourself as his guide and interpreter. Ask him about the purpose of his visit. Wish him a wonderful stay.
8. What do you generally say if:
  - ✓ you meet somebody for the first time?
  - ✓ somebody says to you "How are you?"
  - ✓ you meet somebody whom you have not seen for some time?
  - ✓ you want to address an American tourist (Mrs. Jane Hardy) whom you have known for a few days?
  - ✓ you introduce a new friend to your mother.
  - ✓ you leave a group of fellow-students after classes?
  - ✓ you are late for a class?
  - ✓ you didn't hear what your neighbour had said?
  - ✓ you express your personal opinion about the importance of the English language?
  - ✓ you like to read historical novels very much.
  - ✓ you dislike writing letters.
9. Ask your teacher / partner:
  - ❖ to repeat the question.
  - ❖ to give you that book / newspaper / material for a day or two.
10. Are you ...? Consider how many of these words apply to you, and in what situations: *a philosopher, a radical thinker, open-minded, narrow-minded, a moralist, fanatical, odd, conservative, traditional, firm, strong.*
11. What do you usually call a person who *plays football / edits a magazine / drives a taxi / acts in films / teaches children.*

12. Match the people with the places where they usually work. Describe their job.

1 Teacher	a University
2 Accountant	b School
3 Waitress	c Theatre
4 Student	d Office
5 Nurse	e Cafe
6 Secretary	f Hospital
7 Actor	

13. Which of the job-titles given below would best describe the following?

- A person who has a high (but not the highest) position in a company and whose job is to make important decisions.
- An important person in a company who sits on the Board.
- A person generally in charge of the day-to-day administration in a company.
- A person whose job is to keep an eye on the day-to-day work of other workers.

1 **union official**; 2 **executive manager**; 3 **director**; 4 **unskilled worker**; 5 **administrator**; 6 **safety officer**; 7 **supervisor**; 8 **personnel officer**; 9 **public relations officer**.

14. Can you name ten people's jobs in English?

15. Whose job do these things belong to?

- board, chalk
- scalpel, mask
- make-up, microphone
- tractor, plough
- sewing machine, scissors

16. Fill in the collocations with the following words: *offered, work, get / have, living, take ... on.*

I'd love to ... (1) a job in journalism, but it's not easy without qualifications. Since I have to earn a ... (2) somehow, I'll have to get ... (3) wherever I can find it. I've been ... (4) some part time work editing a typescript for a book, but I'm not sure I want to ... it ... (5).

17. Choose from the list and say what personal qualities and skills these people should have. Say whether they need **some, a lot** or **a bit of the quality**. Use a dictionary for any difficult words.

*Jobs:* soldier, nurse, teacher, explorer, actor, athlete, writer, surgeon, receptionist.

*Qualities:* patience, courage, determination, goodwill, charm, stamina, reliability, loyalty, energy, experience, commitment, talent, creativity, intelligence, training.

18. List six jobs you would like to do in order of preference.

19. A curriculum vitae (CV)

## A curriculum vitae

## Sheet A

This CV is not complete: you have only half the information. The other half is on sheet **B**. Work with a partner who has sheet **B** and complete the CV by asking questions. Your partner will also ask you questions. Follow these rules:

1. Speak only English
2. Don't show your CV to your partner until you have finished

CURRICULUM VITAE	
Name:	Robert J. Russel
Address:	_____ _____
Telephone:	Home: (032) 321 7895 Office: (____) _____
Date of birth:	10 <sup>th</sup> January 1978
Nationality:	_____
Family:	Married, three children
Education:	4 "A" Levels: Spanish, French and Italian 1986; Computer Studies 1991 BA (Com) University of _____ 200_____
Work Experience:	2000-200_____ A_____ S_____ Manager J.B. _____ C _____ Ltd _____ Road _____  2005-present Purchasing Manager Bell & Gor Ltd 21 London Rd Rugby RG2 3QY
Other qualifications:	_____ in _____ _____
Languages:	Spanish (good) German (basic)



## A curriculum vitae

## Sheet B

This CV is not complete: you have only half the information. The other half is on sheet A. Work with a partner who has sheet A and complete the CV by asking questions. Your partner will also ask you questions. Follow these rules:

3. Speak only English
4. Don't show your CV to your partner until you have finished

CURRICULUM VITAE	
Name:	Robert J. Russel
Address:	8 Baker St Manchester MC1 0XB
Telephone:	Home: (____) ____ ____ Office: (032) 987 6543
Date of birth:	___th ___ 19___
Nationality:	British
Family:	Married, ___ children
Education:	4 "A" Levels _____ , _____ and _____ 200 _____; _____ 200____ BA (Com) University of Rugby 2000
Work Experience:	2000-2004 Assistant Stock Manager J. Brown Construction Ltd 123 Cambridge Rd Oxford OX1 2XY  2005-present P_____ Manager B_____ & G_____ Ltd _____ Road _____
Other qualifications:	Diploma in IBM word processing Clean driving licence
Languages:	_____ (good) _____ (_____)

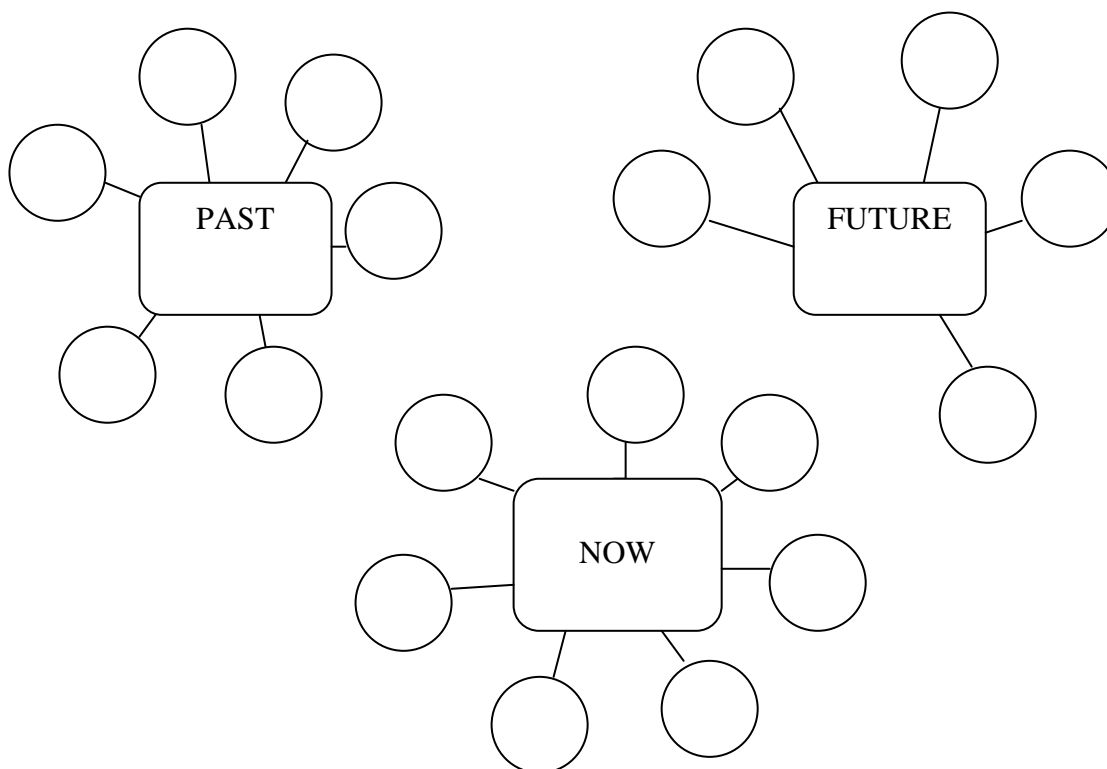
20. Speak about **your Monday / your friend's Monday**, using your active topical vocabulary.

21. Ask your partner about these people's routines.

Activity	Peter	Nick	Olga
gets up at	7 : 00	7 : 30	8 : 00
starts work at	8 : 30	9 : 00	9 : 30
has lunch	at a fast food restaurant	in the canteen	at a cafe
in the evening	reads, watches TV, goes jogging, attends sport club	spends at home, talks with his room mates, cooks supper, listens to music	goes out with friends, watches films, attends exhibitions, visits friends
goes to bed at	12 : 00	12 : 30	11 : 30

22. Use this diagram to prepare a talk about your life. Use the key words:

**childhood ambitions, significant recent events, memorable journeys / holidays**



23. Role-Play "Choosing a Hotel". **Student A:** You want to stay at a hotel in London / Paris / Madrid. Ask your partner questions about the number of rooms, facilities, restaurant and buffet in the hotel he / she recommends. **Student B:** Answer your partner's questions about the hotel and try to persuade him / her to stay there.

24. Communicative Game “**Sentence Strips**” (Personal Information).

<b>What</b> is your name?	I’m Jack/Mary Gross.
<b>What</b> is your first name?	Jack/Mary.
<b>What</b> is your surname?	Gross.
<b>Where</b> do you live now?	I live in Tomsk.
<b>What’s</b> your address?	Pushkin Street, 7, flat 4.
<b>What’s</b> your e-mail address?	It’s O.Ivanov@mail.ru /Ou dot ivanov at mail ru/
<b>Where</b> are you from?	I’m from Atlanta.
<b>What country</b> are you from?	<b>I’m from the U.S.A.</b>
<b>Are</b> you from the south of America?	I’m from the north.
<b>What’s</b> your marital status?	I’m married.
<b>Are</b> you married?	No, I’m not. I’m single.
<b>Have</b> you got any children?	I have one daughter and two sons.
<b>Are</b> you a student?	No, I’m not. I’m a teacher.
<b>How old</b> are you?	I’m 35 (years old).
<b>When</b> is your birthday?	It’s on the third of March.
<b>What</b> do you do?	I’m a university student/ professor.
<b>Where</b> do you study/ work?	Tomsk State University, the Faculty of Geography/ Biology/ Philology /Applied Mathematics/ Psychology.

25. Communicative Game “**Identical Twins**”. Talk to different people and find your “twin” brother or sister.

My name is Mary. I live in London. I am married. I’m happy. I speak Russian a little.	My name is Peter. I live in Paris. I’m divorced. I’m very well. I speak English very well.
--	---

My phone number is 903-913-70-96. I come from England.	My phone number is 903-913-79-69. I come from America.
My name's Ann. My phone number is 903-913-50-27. I live in Paris. I'm single. I'm very happy. I speak English natively. I come from England.	My name's David. My phone number is 903-913-38-88. I live in London. I'm divorced, but I'm happy. I speak no foreign languages at all. I come from America.
My e-mail is olga@mail.ru I live in Moscow now. I'm single, but I have a daughter. I speak English fluently. I come from Russia.	My e-mail is katya@mail.ru I live in Tomsk. I'm married and have a son. I speak French a little. I come from Russia.
My name's Nickola. My e-mail is n.davies@uk.com I live in the village, near Oxford. I'm married and have 3 children. I speak only English. I'm from Britain.	My name's Ronald. Just call me Ron. My e-mail is ron.davies@uk.com I live in London. I'm married and have 2 children. I speak English and a little French. I come from England.
My last name's Eccles. My address is 27, Whitehall Gardens.  Now I live in Birmingham. I'm married to a nice man. I speak Italian and German. I come from Ireland.	My surname is Eccles. My address is 4, Prince Road. I live in America now. I'm happily married. I speak Spanish. I come from Ireland.

26. Communicative game “**At a Party**”.

**A:** Prepare to talk about yourself following the model:

**YOU**

smoke?            Yes / No  
have a pet?        Yes / No  
play sport?        Yes / No  
I like \_\_\_\_\_ food (e.g. tasty, fresh, Italian)  
I listen to \_\_\_\_ (music, MP3 Player)  
I watch \_\_ (TV programmes about art, history, adventure)  
I read \_\_\_\_ (detective books, historical novels, love stories)

**B:** Imagine you're at a party. Talk to OTHER PEOPLE to find somebody like you.

<p><b><u>OTHER PEOPLE</u></b>          / smoke?          / have a pet? What pet /          have?          / play sport? What sport          / play?          What food / like?          What music / listen to?          What TV programme /          watch?          What book / read?</p>
---

27. Communicative Game “Past Tense Question Time”.

<p><b><u>This morning</u></b>          What time / wake up?          What time get up?          / have breakfast?          What / have?          What time / leave house?          How / get to work / uni?</p>	<p><b><u>When you were 12 years old</u></b>          Where / live?          What school / go to?          / like school?          Which teachers / like?          What / do after school?          What TV programmes / you watch?</p>
<p><b><u>Last Saturday</u></b>          / go shopping?          What / buy?          / go out in the evening?          Where / go?          What / have to eat and drink?          / have good time?          What time / go to bed?</p>	<p><b><u>Yesterday</u></b>          What / have for breakfast?          Where / have lunch?          Who / have lunch with?          Where / be / 7 p.m.?          What / do / evening?          / go to bed late?          What time / go to bed?</p>
<p><b><u>Your last holiday</u></b>          Where / go?          Who / go with?          How / get there?          / stay in a hotel?          What / do?</p>	<p><b><u>2 weeks ago</u></b>          What / do?          How / spend free time?          / talk to parents?          / work hard in the library?          / work on the project paper?</p>

## 28. Communicative Game “Lifestyle”.

1. Read the questions and answer them in the YOU column.
2. Ask your partner questions and write his/her answers in the YOUR PARTNER column.

	<b>YOU</b>	<b>Your Partner</b>
<b>When's your birthday?</b>	_____	_____
<b>What time do you usually have meals?</b>	_____	_____
<b>What time do you start/finish your work?</b>	_____	_____
<b>How often do you go shopping?</b>	_____	_____
<b>Where do you spend your summer vacation?</b>	_____	_____
<b>How did you spend your last vacation?</b>	_____	_____
<b>Why did you go there?</b>	_____	_____
<b>What do you like to read?</b>	_____	_____
<b>What are your hobbies?</b>	_____	_____
<b>What do you do about the house?</b>	_____	_____
<b>What's your favourite day of the week? Why?</b>	_____	_____
<b>What do you do for keeping fit?</b>	_____	_____
<b>What is your diet?</b>	_____	_____
<b>What is your life style?</b>	_____	_____
<b>What do you usually do at weekends?</b>	_____	_____
<b>Do you know any poems in English?</b>	_____	_____
<b>What is special for you and why?</b>	_____	_____
<b>What's your marital status?</b>	_____	_____
<b>What languages do you speak?</b>	_____	_____
<b>What countries did you visit?</b>	_____	_____
<b>What kind of person are you?</b>	_____	_____
<b>What is your New Year resolution?</b>	_____	_____
<b>What will you do this summer?</b>	_____	_____
<b>How will you improve your English?</b>	_____	_____

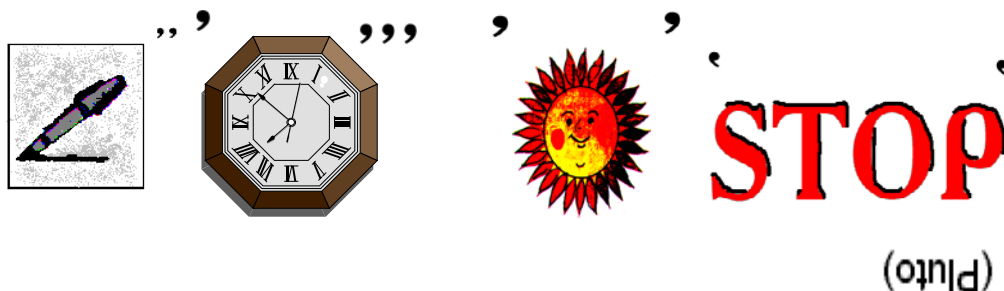
## 29. ROLE PLAY "MR. UNIVERSE".

Эту ролевую игру рекомендуется проводить в конце курса обучения на зачетном занятии. Игра помогает обучаемым максимально раскрепоститься и применить в полной мере приобретенные знания, языковые навыки и речевые умения по иностранному языку, как в области профессиональной коммуникации, так и в разговорно-бытовой.

Игра состоит из двух частей. В первой части игры участники представляют свои "семейные команды", так как каждая команда принимает участие в игре как семья. Сначала каждый "глава семьи" представляет свою "семью" и себя. Затем каждый член "семьи" подробно рассказывает о "себе".

Вторая часть игры – космическая викторина. Она проходит как соревнование, требующее смекалки, быстроты реакции и хорошего знания предмета. Для разминки командам предлагается придумать название команде, связанное с темой викторины, и растолковать его. Каждое задание оценивается определенным количеством баллов, по которым можно подвести итог и выявить победителя.

Задания печатаются на отдельных карточках и раскладываются на игровом столе по кругу, в центре которого находится волчок со стрелкой. Задания представляют собой утверждения, с которыми нужно аргументировано выразить согласие или несогласие. Команде дается 1-2 минуты на обсуждение ответа. Затем наступает черед другой команды вращать волчок и готовить ответ. В игру можно включить разнообразные задания, например, ребусы, кроссворды, загадки и др. Обеим командам можно предложить один и тот же ребус, например:

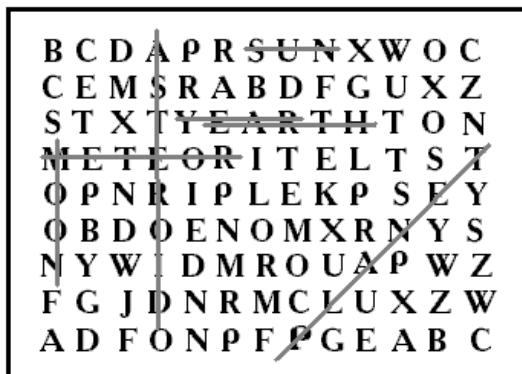


Команды по очереди предлагают свои версии, давая объяснение.

Затем командам можно предложить вопросы, стимулирующие интерес к более глубокому осмыслению темы. Эти вопросы записываются на отдельных карточках, которые вытягиваются участниками команд по очереди. Следует предупредить играющих, что, чем полнее ответ, тем больше очков получает команда. На каждой карточке есть вопрос и ряд возможных ответов, из которых следует выбрать правильный ответ. Это могут быть вопросы такого типа:

- |  |                         |
|--|-------------------------|
| 1. Which is the biggest planet in the Solar system?  | a      b      c         |
| 2. Which is the smallest planet in the Solar system? | Jupiter Mars Venus      |
| 3. Which planet is nearer to the Sun?                | Pluto Neptune Uranus    |
| 4. Which planet is smaller?                          | Earth Mars Venus        |
| 5. Which is the fastest planet?                      | Sun Jupiter             |
| 6. Which is the nearest to the Sun?                  | Mercury Mars Saturn     |
| 7. Which is nearest to the Earth?                    | Neptune Jupiter Mercury |
|  | Moon Mars Venus         |

Ответы: 1 а, 2 а, 3 с, 4 b, 5 а, 6 с, 7



Далее каждой команде предлагается одинаковая карточка с набором отдельных букв, за 2-3 минуты необходимо отыскать на карточке и обвести одной непрерывной линией слова, относящиеся к теме игры.

Практика показывает, что занятия с проведением викторины являются отличным стимулом в овладении студентами иностранным языком, делают обучение интересным и творческим. Предлагаем **варианты утверждений**, которые можно включить в викторину.

**1. What do you know about the sky? Here are 7 statements from the field of astronomy. Some of them are true and some are not.**

a) The Earth is about half the size of the Sun. (Answer: the Sun is more than 186 times as large as the Earth).

b) Jupiter circles the Sun once every 12 years. (Answer: +)

c) A true star is a sphere of white-hot gas. (Answer: +)

d) Stars shine by their own light. (Answer: +)

e) The stratosphere is airless. (Answer: No, the stratosphere is part of the upper atmosphere).

f) Stars are all bright red. (Answer: No. Stars are different in colour from blue-white to red).

g) Most stars are sharp pointed. (Answer: No, a star has no points, it is a big round ball).

**2. There are exactly 5, 483, 601 stars.** (Answer: No, there are many, many stars, which we can not see. Nobody can say how many stars exist).

**3. About half of the stars can be seen without the telescope.** (Answer: No, only about 2,000 stars can be seen without the telescope).

**4. 22 planets have been discovered in the Solar system now.** (Answer: No, there are only 9 known planets in our Solar system).

**5. Gravity holds the Earth in its orbit around the Sun.** (+)

**6. Saturn like the Earth has only one moon.** (Answer: No, Saturn has 9 moons).

**7. The Sun's rays strike the Earth at different angles during different seasons of the year.** (+)

**8. The Sun is the second nearest star to the Earth.** (Answer: No, the Sun is the star nearest to the Earth).

**9. Jupiter is much nearer to the Sun than Mercury.** (Answer: No, Mercury is the planet nearest to the Sun, 36 mln. miles away. Jupiter is 484 mln. miles away from the Sun).

**10. Stars twinkle because of our atmosphere.** (+)

**11. The Sun's corona can be seen best during an eclipse.** (+)

**12. The North Star is the only heavenly body that remains still.** (Answer: No, like all other heavenly bodies the North Star moves all the time).

**13. Some stars are 600,000 times brighter than our Sun.** (+)

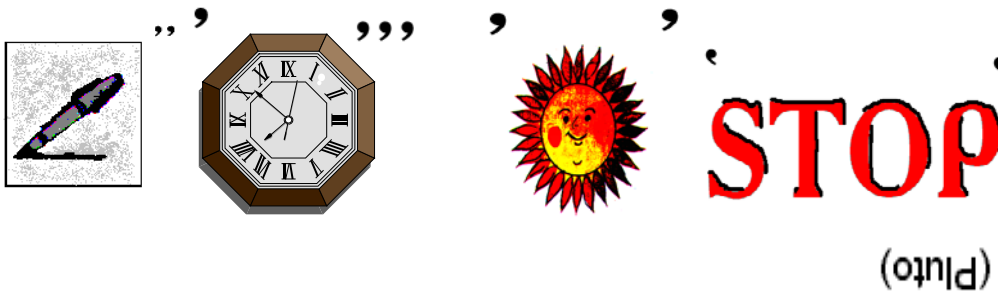
**14. Rainbows are formed by sunlight passing through drops of water.** (+)

**15. The Sun is 1 mln. miles away from the Earth.** (Answer: No, the Sun is 93 mln. miles away from the Earth).



16. **Some stars are more than 400 times as large as the Sun.**
17. **Stars sometimes explode.** (+)
18. **The Sun moves across the sky at 12 miles per second.** (+)
19. **Sirius is the brightest star in the sky.** (+)
20. **Astronomy is thought to be the oldest science.** (+)
21. **There are many forests on the Moon.** (-)
22. **Clouds often hide the surface of the Moon.** (Answer: No, as there is no atmosphere around the Moon, it has no clouds).
23. **Millions of meteors strike the Moon.** (+)
24. **A day on the Earth is twice as long as a day on the Moon.** (Answer: No, a day on the Moon is 27 times as long as a day on the Earth).
25. **Stars can be seen in the daytime on the Moon.** (+)
26. **The sky looks blue from the Moon.** (Answer: No, the sky looks black).
27. **Your hearing will be sharper on the Moon.** (Answer: No, you will be deaf on the Moon, as there is no air to carry sounds).
28. **The Moon is 3 mln. miles away from the Earth.** (No, 250,000)
29. **Moonlight is really reflected sunlight.** (+)
30. **The Moon circles the Earth once every week.** (No, once every 27 days).
31. **The Earth weighs about 80 times as much as the Moon.** (+)
32. **It is very noisy on the Moon.** (No, there is no sound at all on the Moon).

PHOTOCOPIABLE MATERIAL



- 1 a) The Earth is about half the size of the Sun.
- 1 b) Jupiter circles the Sun once every 12 years.
- 1 c) A true star is a sphere of white-hot gas.
- 1 d) Stars shine by their own light.
- 1 e) The stratosphere is airless.
- 1 f) Stars are all bright red.
- 1 g) Most stars are sharp pointed.
2. There are exactly 5, 483, 601 stars.
3. About half of the stars can be seen without the telescope.
4. 22 planets have been discovered in the Solar system now.

5. Gravity holds the Earth in its orbit around the Sun.
6. Saturn like the Earth has only one moon.
7. The Sun's rays strike the Earth at different angles during different seasons of the year.
8. The Sun is the second nearest star to the Earth.
9. Jupiter is much nearer to the Sun than Mercury.
10. Stars twinkle because of our atmosphere.
11. The Sun's corona can be seen best during an eclipse.
12. The North Star is the only heavenly body that remains still.
13. Some stars are 600,000 times brighter than our Sun.
14. Rainbows are formed by sunlight passing through drops of water
15. The Sun is 1 mln. miles away from the Earth.
16. Some stars are more than 400 times as large as the Sun.
17. Stars sometimes explode.
18. The Sun moves across the sky at 12 miles per second.
19. Sirius is the brightest star in the sky.
20. Astronomy is thought to be the oldest science.
21. There are many forests on the Moon.
22. Clouds often hide the surface of the Moon
23. Millions of meteors strike the Moon.
24. A day on the Earth is twice as long as a day on the Moon.
25. Stars can be seen in the daytime on the Moon.
26. The sky looks blue from the Moon.
27. Your hearing will be sharper on the Moon.
28. The Moon is 3 mln. miles away from the Earth.
29. Moonlight is really reflected sunlight.
30. The Moon circles the Earth once every week.
31. The Earth weighs about 80 times as much as the Moon.
32. It is very noisy on the Moon.

***Exchange information about the research grant activity at Tomsk State University with your partner and decide whether you could take part in these competitions. For more information about the grant competitions consult the Youth Center of TSU and their site:***

[www.tsu.ru/webdesign/tsu/core.nsf/structurlprn/science\\_sciactivity\\_centra](http://www.tsu.ru/webdesign/tsu/core.nsf/structurlprn/science_sciactivity_centra)

### **Student A Information File**

- 19 young TSU scientists were awarded Prizes of Tomsk Oblast in science, education, healthcare and culture.
- Scientific Boards of TSU departments have established nominal grants (B.I. Maryanov, N.A. Gezehus, V.V. Sapozhnikov, A.V. Polozhyi) for students on the competitive basis.
- Since 2002 up to the present Tomsk State University together with 2 other universities is leading in the competition winners of the All Russia Competition “For the Best Student Research Work”.
- Since 2002 – present TSU students were given 18 highest awards of the Russian Academy of Sciences and ranks 3d after Moscow State University (60 awards) and Moscow University of Physics and Technology (19).

### **Student B Information File**

- TSU Scientific Board has established 11 nominal grants and 2 personal grants for students and Tomsk Imperial University founders V.M. Florinsky and D.I. Mendeleev for post graduate students.
- In 2009 – 2010 265 humanity students and post graduates were given 3250 roubles monthly grants of Oxford Russian Fund for significant achievements in science, studies, volunteer work.
- Tomsk State University students were awarded 46 medals “For the Best Student Research Work” in the All Russia Competition in sciences, technology and humanities in 2006 – 2008. Apart from that they received 98 Diplomas of the Ministry of Education.

31. **Communicative game “Question Time”.** Play this game with a partner. Worksheet and Worksheet 2 will help you to practice asking and answering different questions.

**Worksheet 1. Can you answer all these questions? Use this paper with a partner to practise.**

What's  
your  
name?

Can you  
spell your  
name?

Where  
are you  
from?

Where  
do you  
live?

What's  
your  
address?

What's  
your phone  
number?

What  
do you  
do?

Are you  
married?

Have you  
got  
any brothers

Tell me  
about your  
family.

Do you  
live in a  
hostel

What  
time is  
it?

What is  
the date  
today?

Can you  
drive  
(well)?

What  
tech can  
you

What  
languages  
can you  
speak?

What are you  
going to do  
tonight?

Describe  
what I am  
wearing?

...?

...?

**Worksheet 2. Can you ask all these questions? Use this paper with a partner to practise.**

name?

spell  
name?

Where /  
from?

Where /  
live?

What /  
address?

What /  
phone  
number?

What /  
do?

married?

brothers  
or sisters?  
How many?

Tell me  
about your  
uni.

hostel or  
flat? Can /  
describe?

time?

date  
today?

you drive  
(well)?

use tech?

languages  
speak?

What / do  
tonight?

Describe  
your  
classroom

...?

...?

## READER I. READING FOR ACADEMIC PURPOSES

*Humans have never been limited by their curiosity of the world around them. Rather, they have only been constrained by the technology enabling them to extend their explorations further and further.*

### UNIT I

#### LEAD-IN

**1. Before you read the texts explain and discuss the following:**

- What is the etymology of the word “universe”?
- Is there “the multiverse”, in your opinion?
- What is our Universe? Which of the definitions of the “universe” do you like best and why?

1. *The sum of everything that exists in cosmos, including time and space itself.*
2. *One component of a large entity known as the universe.*
3. *Everything under consideration.*
4. *Our Universe is a large and unimaginable expanse of dust, gas, stars, clouds, galaxies, and life. It looks like a giant spider web, made up of billions of galaxies and trillions of stars.*

**2. Do you know the difference between stars, planets and satellites? Match the definitions, marked by A, B, and C with the notions:**

<i>Planet</i>	A) a massive luminous ball of plasma that is held together by gravity; a celestial body of hot gases that radiates energy derived from the thermonuclear reactions in the interior; any celestial body visible from the Earth at night. Such bodies are grouped together into a constellation, for example: Andromeda, Aries, Cancer, Virgo. Ursa Major (Minor) is visible throughout the year in most of the northern hemisphere. Its name means the Great Bear in Latin.
<i>Satellite</i>	B) any celestial body that revolves around a star. Such objects orbit around the Sun and are officially classed into 3 categories: big celestial bodies, dwarf objects and small Solar System bodies. Some of them are called terrestrial, because they are composed of rock and metal; and others are called gas giants, because they are composed of hydrogen and helium gases.
<i>Star</i>	C) any celestial body orbiting around a planet. For example, Mars has two of them: Phobos and Deimos; artificial bodies in space placed into orbit by human endeavor.

**3. Discuss with your partner what you know about the Sun.**

#### READING FOR DETAILS

**4. Read carefully the texts about the Sun and answer the following questions:**

Why do people explore the Sun?

What is the Sun's structure?

What is the relationship between the Sun and the Earth?

### THE SUN

The Sun looks like a big bright ball. It shines on our world and helps us to see everything around us. In the morning the Sun is in the east. At first it is low in the sky and then it rises higher and higher. At noon the Sun is in the south. In the evening it is in the west.

The Sun shines all the time, but it can shine only on one side of the earth. When the Sun shines on one side of the Earth, it is day there. When it shines on the other side of the Earth, it is night where you are. At night we do not see the Sun, but in the morning it rises again and lights us and warms us.

The Earth turns round the Sun in twelve months, or three hundred and sixty-five days. Three hundred and sixty-five days make a year.

### A FEW WORDS ABOUT THE SUN

Our Sun is not the largest star in our universe. If we make a non-stop flight around it in an airplane at a speed of about 300 km per hour it will take 565 days to go around it at the equator.

The Sun consists of almost natural hydrogen gas, together with a small amount of helium gas. The Sun is a ball made up of the gases at a very high temperature. At the surface the temperature is about six thousand degrees and deep down in the Sun it rises to fifteen million degrees and there the gas weighs ten times as much as water.

Only recently scientists understood that it is the fusion reaction that produces the Sun's energy.

### WHAT'S THE SUN LIKE?

Some scientists compare it to a large hydrogen bomb burning slowly. Every second four million tons of hydrogen are destroyed in explosions on the sun's surface. Flames of hydrogen rise from the Sun's surface with tremendous force. They are forced up to the surface by the thermonuclear explosions at the core of the Sun. These explosions have the force of millions of hydrogen bombs because the sun is in a permanent state of nuclear activity. Scientists estimate that the temperature near the Sun's core or center is about 25 million degrees Fahrenheit.

Every year the Sun sends to the Earth a stream of energy 10 times larger than the energy of all the fuel hidden inside the Earth. If we could manage to make use of only 5 per cent of Solar energy, falling on a tenth of all the deserts in our country, then we would obtain some four billion kilowatts.

### FOLLOW-UP

#### 5. Vocabulary Study

- a) *Pick up any words you do not understand. Working in pairs, use dictionaries to find their meanings.*
- b) *The italicized words in the sentences below are found in this reading. Study the sentences. Then identify the part of speech and the meaning of the word.*
  - The Sun looks *like* a big bright ball.
  - The Earth turns *round* the sun in twelve months.
  - Scientists *estimate* that the temperature near the sun's core is very high.



- c) *In each set of words, cross out the word that does not relate to the group. Compare your answers with another student.*

planet	Mercury	Mars	Moon	Saturn
body	star	planet	Sun	surface
speed	velocity	force	race	pace
destroy	create	crush	ruin	destruct
core	nucleus	center	corner	kernel
obtain	get	achieve	lose	attain
stream	side	flow	current	torrent

- d) *Match these words and phrases with their definitions:*

- |                   |  |
|-------------------|--|
| 1 planet          | a) a union of atomic nuclei to form a heavier nucleus, usually with energy being released;       |
| 2 star            | b) a large body in space that moves round a star;  |
| 3 hydrogen bomb   | c) a very large mass of burning gas in space;  |
| 4 fusion reaction | d) a large area of land with little water and vegetation;  |
| 5 desert          | e) an immensely powerful type of nuclear weapon which explodes when the nuclei of hydrogen fuse. |

## 6. Grammar Focus

- a) **Look at this example from the text and translate the sentence:**

The Sun shines all the time.

- b) **Notice that Present Simple is often used when facts are stated. Make similar sentences using the words:**

1. The Sun / look like / a big bright ball
2. It / shine / on our world
3. Three hundred and sixty-five days / make / a year
4. The Sun / consist of / almost natural hydrogen gas
5. Flames of hydrogen / rise from / the Sun's surface

- c) **Find in the texts the sentences in which the main verb is in the Passive.**

## 7. Comprehension Check:

1. *Explain the significance of the Sun for the life on the Earth.*
2. *Summarize the views expressed by scientists about the Sun.*
3. *Explain the statement "Our Sun is not the largest star in our universe."*

## 8. Read carefully the texts about the Sun again.

- a) *Recall how the figures were used in the texts: 565; 25, 000, 000; 365; 300; 6, 000; 15 million; 1/10; 4 billion; 5 %; 10.*
- b) *Write down some questions you would like to ask the group. Ask a partner / group your questions.*

- c) *Make a list of new words and compare it with your partner's.*
- d) *Talk with your partner about what you have learned from the reading.*
- e) *Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (Keys to Communication – Signal Words).*

## **UNIT II**

### **LEAD-IN**

#### **1. Before you read the texts respond to the following:**

1. *Read the joke and comment on it.*

**Parent:** Which is better the Sun or the Moon?

**Child:** Certainly the Moon.

**Parent:** Why?

**Child:** It gives us light at night when it is dark, but the Sun gives us light in the day-time when it is light.

2. *What do you know about the Moon?*

### **READING**

#### **2. Read the texts about the Moon and answer the questions:**

*What is the Moon like?*

*What is the relationship between the Sun, the Earth, and the Moon?*

### **PHASES OF THE MOON**

The Sun does not shine at night, and then we have the moon. But on some nights we do not see the moon at all. When it first shows itself, it is like a fine sickle. This sickle becomes larger and larger every evening till it is in the form of a bow. Then the Moon is seven days or a week old.

The next seven days it becomes larger and then it becomes half moon. Half moon is the appearance of the Moon when about half of its apparent disk is illuminated. Then we say it is full moon when its whole apparent disk is illuminated, and it is fourteen days old. The next seven days the Moon becomes smaller and smaller till it takes the form of a bow again. It is then three weeks old.

For the next seven days the Moon becomes smaller and smaller again till we do not see it at all. So the Moon moves round the Earth in twenty-eight days.

### **THE MOON**

The Earth's gravity pulls everything, all the time. It pulls tiny grains of sand; it pulls you; it pulls huge, heavy buildings, and it pulls something much bigger and heavier, the Moon.

The Moon is a huge, heavy ball of rock. On the Moon there are mountains and valleys, and wide, rocky deserts. There is no water or air on the Moon and there are no living things.

The Earth's gravity pulls the heavy moon. It helps to keep the Moon circling around the Earth. The Moon takes about four weeks to travel all the way around the Earth. As the moon travels, sunlight shines upon it. That is why we can see the moon. Sunlight on the earth makes daylight. Sunlight on the Moon makes moonlight.

*(From "Science in your life" YL. American English)*

Read carefully the text and translate the bold type sentences in pen.

### MOON METEORITES

A phenomenal amount of information about the origins and histories of lunar meteorites has been obtained and inferred from analyses of noble gas isotopes trapped in such meteorites. Eugster describes five lunar meteorites that are estimated to have landed on the Antarctic ice sheet some 70,000 to 170,000 years ago. **The meteorites range in size from less than 50 to more than 600 grams; they were propelled into space by large comets or asteroids that hit the moon.** For the meteorites to escape from the Moon's gravitational field, the asteroids should have had diameters greater than 100 meters. **Three of the lunar meteorites spent over 5 million years traveling to the earth and may be pieces of the same falling rock; the other two traveled much faster and arrived at the earth in less than 300,000 years.** Studies of these lunar meteorites and of the rocks that were brought back to the Earth during the Apollo and Luna missions have led to a richer understanding of the chemical composition of the lunar crust.

(from "Science")

### FOLLOW-UP

#### 3. Vocabulary Study

a) Put the words and phrases **full moon / sickle / bow / half moon** into the gaps in the sentences:

1. When it shows itself, it is like a fine \_\_\_\_\_ .
2. This sickle becomes larger and larger every evening till it is in the form of a \_\_\_\_\_ .
3. The next seven days it becomes larger and then it becomes \_\_\_\_\_ .
4. Then we say it is \_\_\_\_\_ when its whole apparent disk is illuminated.

b) Find compound words with **-light**.

#### 4. Grammar Focus

a) Fill the gaps with the correct form of the word:

1. The \_\_\_\_\_ (Earth / Earth's) gravity pulls everything.
2. For the meteorites to escape from the \_\_\_\_\_ (Moon's / Moons) gravitational field, the asteroids should have had diameters greater than 100 meters.
3. On the Moon there \_\_\_\_\_ (is / are) mountains and valleys, and wide, rocky deserts.
4. There \_\_\_\_\_ (is / are) no water or air on the Moon.
5. There \_\_\_\_\_ (is / are) no living things there.

b) Find in the texts the sentences in which the verbs are in the Passive.

#### 5. Comprehension Check:

1. Why is the Moon visible?
2. How does the Moon grow?
3. How long is the full cycle?
4. Why do people explore the Moon?
5. Summarize the views expressed by scientists about the Moon.
6. Explain the statement "The Moon is a huge heavy ball of rock."

**6. Read carefully the texts about the Moon again.**

- a) Look at the figures and recall how they were used in the texts: 3; 4; 7; 14; 28.
- b) Write down some questions you would like to ask the group. Ask your partner / group these questions.
- c) Make a list of new words and compare it with your partner's.
- d) Talk with your partner about what you have learned from the reading.
- e) Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (Keys to Communication – Signal Words).

**7. Read the following text and find the bold type words in it. Guess their meanings without using a dictionary. Share your ideas with a partner. Answer the question: What are the main ideas of the text?**

### PLANETS

From the earliest time man has studied the Sun, the planets, the moons, the comets, the stars and other heavenly bodies. Man has observed these bodies for centuries. He has noticed that some stars move. The other stars have been seen by him as fixed, that is **unmoving**. But there is the **unthinkable** distance to stars. Then he invented a telescope – a device that has increased the number of visible stars very much.

Through **powerful** telescopes and with the aid of other **optical** instruments, especially the spectroscope man has learned more and more about cosmos. Aided by the exact science of mathematics, and by laws of physics, astronomers have measured the heavenly bodies - their size and mass, their relation to one another, as well as their nature and the like. Then science of astronomy has become of vital **importance** for man. It has told him many important things about his own Earth and about the **measurement** of time. It has brought him **knowledge** about the Sun's influence upon life, has given a lot of information about the nature of the Universe, of which our Solar System is only a tiny part. With the help of modern common and **electronic** telescopes and other recently developed **astronomical** equipment, of all the heavenly bodies most closely man has studied and explored "**movable** stars", at least nine of them. He has found out that "movable stars" really are not stars at all. They are planets, and there is **weightlessness** in cosmos.

The six planets nearest to the Sun – Mercury, Venus, Earth, Mars, Jupiter and Saturn – are the brightest ones. They have been known since earliest times. Because of their great distance from the Sun the three other planets are not as bright as others are and due to the fact were **undiscovered** until recent time (Uranus in 1781, Neptune in 1846, and Pluto in 1930).

By its gravitational pull, the Sun keeps the planets of its system in their orbits and pulls them with it through space, for the Sun, and the Solar system with it, as the scientists have determined, are moving through space at the speed of about 12 miles per second. The Sun is rotating on its axis with the period of rotation of 26 days.

### FOLLOW-UP

#### 8. Vocabulary Study

a) Match the synonyms:

- |            |             |
|------------|-------------|
| A compute  | 1 celestial |
| B aid      | 2 compose   |
| C find out | 3 rotation  |

<b>D</b> circular round	<b>4</b> the whole
<b>E</b> plane	<b>5</b> learn
<b>F</b> entire	<b>6</b> orbit
<b>G</b> make up	<b>7</b> help
<b>H</b> gravitational force	<b>8</b> calculate
<b>I</b> revolution	<b>9</b> surface
<b>J</b> heavenly	<b>10</b> gravitational pull

**b) Find the equivalents to the following:**

при помощи, большое расстояние, ось, с незапамятных времен, измерение времени, астрономическое оборудование, как установили ученые;

of all the heavenly bodies, the number of visible stars, through powerful telescopes, with the aid of, the exact science of mathematics, to become of vital importance, and the like.

**c) Give the derivatives of the following words and define their meanings:**

<b>Base</b>	<b>Derivatives</b>
1. rotate	
2. cover	
3. close	
4. gravity	
5. relate	
6. equip	
7. vision	
8. move	
9. science	
10. inform	

**9. Grammar Focus**

**a) Find in the text the verbs in the Present Perfect. Group them according to the Voice (Active / Passive).**

## 10. Comprehension Check:

1. Match the planets with their characteristics. Check your answers with a partner.

1	Earth	a) It is the largest planet – 318 times the size of the Earth and twice the size of all the other planets put together. One of the large moons there is Io.
2	Neptune	b) At the time of its discovery, in 1930, this dark, cold planet was the smallest one. Many suggest it is an asteroid or comet rather than a planet.
3	Mercury	c) It appears to be very similar to the Earth. This is the second closest planet to the Sun and is named after the goddess of love and beauty.
4	Mars	d) This is the second largest planet. It is the least dense of all the planets. It is the sixth closest planet to the Sun. It is most famous for its rings.
5	Pluto	e) Its year is equal to 88 our days. The only planet denser than this one is the Earth. It is the closest planet to the Sun.
6	Venus	f) It is the third planet from the Sun and the fifth largest and densest planet in the Solar System. 71% of the surface of this planet is covered with water.
7	Jupiter	g) This is the third largest planet and the seventh from the Sun. It has more than 20 moons, the two largest are Titania and Oberon.
8	Saturn	h) It is named after the Roman God of the Sea because of its blue colour. It orbits the Sun every 165 years. This is the eighth planet from the Sun and the fourth largest one.
9	Uranus	i) It has two satellites, named Phobos and Deimos. It is sometimes called the Red Planet because of the red dust storms. This is the fourth planet from the Sun.

2. Summarize the views expressed by scientists about the Solar System planets.

3. Explain the statement “A year is, of course, different for each planet.”

## 11. Read carefully the texts again.

- Write down some questions you would like to ask the group. Ask your partner / group your questions.
- Make a list of new words and compare it with your partner's.
- Talk with your partner about what you have learned from the reading.
- Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (*Keys to Communication – Signal Words*).
- Write a short essay “*The Solar System is our Immense Home*” or choose your own subject for the essay. Use the suggested **format** and reflect on the problems experienced while writing.

Topic introduction	Topic development	Topic restatement Conclusion
<b>Comments on the problems while writing</b>		

## UNIT III

### LEAD-IN

#### 1. Before you read the texts respond to the question:

*What do you know about the Earth?*

### READING

#### 2. Read the texts about the Earth and answer the following questions:

*What sciences study the Earth?*

*What is the Earth's composition?*

### THE EARTH

The science of the study of the Earth has made particular progress in recent years. It has developed into a large group of individual sciences, closely related and oriented towards the study of the Earth's crust and its upper mantle, and their composition – particularly that of the Earth's crust which is a source of minerals.

The study of the world's oceans and the geology of their beds, their biological resources, the physics of the sea and the physics of the atmosphere, the study of natural resources, their conservation and rational use has developed on a vast scale. The Earth is the fifth largest planet of the Solar System, the third in order from the Sun, and the only one positively known to support life, consists essentially of a nearly spherical mass of more or less solid rock. It has sufficient gravitational attraction (because of its mass) to hold a substantial atmosphere; because of its distance from the Sun, its rotation, and the nature of the atmosphere, its temperatures are moderate, with relatively minor fluctuations. **Solar heat, without which the Earth would be a frozen and lifeless world, powers the Hydrologic Cycle, which makes water continuously available to living things over most of the planet's surface and, through the processes of erosion, keeps working changes constantly on and in the crust.** This crust, with its broad variety of topographical forms and chemical composition, is being altered further by thrusting, folding, faulting, and uplift or subsidence of its parts, as well as by volcanic action resulting from the planet's internal heat. Although little is precisely known about the Earth's interior, seismic evidence indicates that here, too, physical activity is continuous. The Earth seems unique among the planets in the variety of its characteristics and of the processes occurring over, on, and beneath its surface.

### THE EARTH'S COMPOSITION

The planet Earth seems to us a very stable and unmoving place – continents of solid rock surrounded by the oceans. In one sense, of course, it is stable, or our kind of life would be impossible. But when we experience or hear about violent natural events like earthquakes and volcanoes, we also get some idea of the great forces at work under its surface.

In fact the Earth is a very complex object, made up of many layers. What we are familiar with is only the upper surface of the 'skin', or crust. This crust is altogether rather more than 100 km deep. The outer crust, of a depth of approximately 8 km. is made mostly of very hard rock, a kind of granite. This makes up the continents or major land masses. Below it is a much thicker layer, the inner crust, also made of a hard but different kind of rock, basalt. Beneath this lies the upper mantle, a semi-fluid layer about 600 km deep, where temperatures reach 1,500 degrees Centigrade. The lower mantle is more rigid, because of the great pressures at those depths. It

extends a further 2,900 km towards the center of the earth and has a temperature twice that of the layer immediately above it.

Within the mantle is the core. This again is divided into two layers, the outer and the inner. **The former consists of molten iron and has a temperature of 3,900 degrees Centigrade. The latter, of the same constituents, is, however, relatively solid, again because of the great pressure at those depths.** The temperature of the inner core is about 900 degrees C higher than of the outer core and its diameter is approximately 4,300 km.

### **FOLLOW-UP**

#### **3. Vocabulary Study**

a) *Find international words in the text "The Earth", analyze them and give Russian equivalents.*

#### **4. Grammar Focus**

a) **Fill the gaps with the suitable prepositions given below:**

<b>into</b>	<b>in</b>	<b>of</b>	<b>under</b>	<b>among</b>	<b>on</b>	<b>about</b>	<b>with</b>	<b>during</b>
-------------	-----------	-----------	--------------	--------------	-----------	--------------	-------------	---------------

1. Our science has made particular progress \_\_\_ recent years.
2. The study of the Earth has developed \_\_\_ a vast scale.
3. \_\_\_ fact, the Earth is unique \_\_\_ the planets.
4. Little is known \_\_\_ the Earth's interior.
5. Solar heat keeps changes \_\_\_ and \_\_\_ the crust.
6. We are familiar \_\_\_ great forces working \_\_\_ the Earth's surface \_\_\_ volcanoes eruptions and earthquakes.
7. The Earth holds a substantial atmosphere because \_\_\_ sufficient gravitational attraction.
8. The Earth's core is divided \_\_\_ two layers.
9. Our continents are mostly made up \_\_\_ very hard rock.

b) **Study the bold type sentences from the texts, define the predicates and translate the sentences.**

#### **5. Comprehension Check:**

1. *What is the Earth's place in the Solar System?*
2. *Summarize the views expressed by scientists about the Earth.*
3. *Draw a scheme of the Earth's composition. Describe it to your partner.*
4. *Explain the statement "The Earth seems unique among the planets." and write balanced arguments on the statement.*

#### **6. Read carefully the texts about the Earth again.**

- a) *Write down some questions you would like to ask the group. Ask a partner / group your questions.*
- b) *Make a list of new words from the Unit. Compare it with your partner's.*
- c) *Talk with your partner about what you have learned from the reading.*
- d) *Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (Keys to Communication – Signal Words).*



## UNIT IV

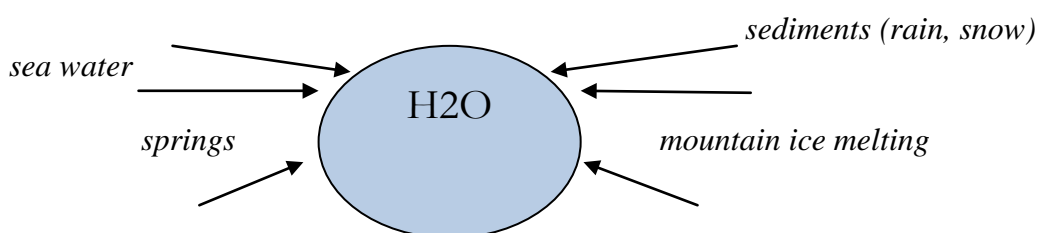
### LEAD-IN

**1. Before you read the texts respond to the following:**

1. What does water mean for sustaining life on the Earth?
2. How long can a living creature live without water?

	human	camel	rat
hours			
days			

3. What are the sources of water on the Earth? Complete the scheme and discuss it with your partner.



### READING

**2. Read the following texts about MAN and his ENVIRONMENT.**

- **Explore different types of texts:** description / a magazine article / a newspaper article / a media article / a popular science article / a personal story / an opinion story / an advert / a home page on the Internet / factual information, etc.
- **Learn to read to achieve different communicative purposes.** Mind that for quick reading (**skimming** and **scanning**) it is not important to know all the words. You need just to get informed and understand the main idea or find a specific piece of information in the reading.
- **Learn to express your opinion on the issues raised in the reading.** Support your view with the suitable sentences / facts from the texts and your own notes.

**3. Now scan the texts about water and answer the questions:**

*What kind of substance is water?*

*Where is water found?*

*How does nanotechnology help purify drinking water?*

### WATER, WATER

The planet Earth is mostly water. Oceans cover the biggest part of it – and there are lakes, rivers, streams, and even water underground. All life on Earth – from the smallest bug to the biggest whale – depends on this water. It's precious.

Water is an incredibly important aspect of our daily lives. Every day we drink water, cook with water, bathe in water, and participate in many other activities involving water.

However, even with all of the importance water holds in our lives, many of us know very little about the water we use each day. We drink tap water, enjoying the convenience and cost-effectiveness of this practice, yet, we fail to recognize the serious threat this water may pose to

our health. Those who are willing to forgo the convenience of tap water and indulge in bottled water often know very little about the contents of that water and simply trust that bottled water must be better than tap water. Even conscientious consumers, who wisely attempt to treat their own water in an effort to ensure the healthfulness of that water, often know little about the many home water treatment options now available.

In this age of information, with so many resources immediately available, it is vitally important for us to have comprehensive yet accessible information about the water with which we live and work every day. (From: <http://www.allaboutwater.org/filtered-water.html>)

#### WHAT IS NANOTECHNOLOGY?

Nanotechnology is a research technology. It uses materials and devices sized a few nanometres. Such technology is capable of imposing effect on molecules and atoms.

Tomsk researchers at the Institute of Strength Physics and Material Sciences of Tomsk Scientific Center SB RAS have developed a really unique technology of water purification. They created nano-filters for water, which are built with nanotechnology.

Filtering materials AquaVallis guarantee microbiological safety of water you drink. Filtering material is nonwoven fabric in which nanofibers are deposited on ultrafine polymer microfibers using a special technology. When water runs through the filter, the material traps microbial contaminants (bacteria, viruses, parasites, protozoa as well as microscopic algae and fungi). The filter AquaVallis uses a combination of two purification mechanisms - filtration and adsorption. The particles and microorganisms whose size exceeds the material pore size (1 micron) are removed from water via filtration. Smaller-sized microbiological contaminants are removed owing to adsorption on nanosized active centers. In aqueous medium the nanosized active centers produce high positive zeta potential that allows trapping negatively charged microparticles, including microorganisms, whose size is smaller than the material pore size. The material AquaVallis is able to trap 100 % of viruses, bacteria and parasites in the course of contaminated water filtration.



(From: [http://www.aquavallis.com/eng/product/filtering\\_sorption\\_material.php](http://www.aquavallis.com/eng/product/filtering_sorption_material.php))

4.

*Now you are going to deal with **factual information**.  
Work in a group of 3. Each student should look through only one block of facts  
A, B or C. Then exchange information within your group.*

## INTERESTING AND USEFUL FACTS

A

1. Water consists of three atoms, 2 Hydrogen atoms and an Oxygen atom, that are bond together due to electrical charges.
2. Pure water (solely hydrogen and oxygen atoms) has a neutral pH of 7, which is neither acidic nor basic.
3. Water dissolves more substances than any other liquid. Wherever it travels, water carries chemicals, minerals, and nutrients with it.
4. Somewhere between 70 and 75 percent of the Earth's surface is covered with water. The total amount of water on the Earth is about 326 million cubic miles of water.
5. The earth is a closed system, similar to a terrarium, meaning that it rarely loses or gains extra matter. The same water that existed on the earth millions of years ago is still present today.

B

1. The oceans cover 71 percent of the Earth's surface and contain 97 percent of the Earth's water. Less than 1 percent is fresh water, and 2-3 percent is contained in glaciers and ice caps.
2. The average depth of the oceans is 4 km. The deepest point on the Earth's surface lies in the Mariana Trench in the Pacific Ocean, 11 km down.
3. Of all the water on the Earth, humans can use only about three tenths of a percent of this water. Such usable water is found in groundwater aquifers, rivers, and freshwater lakes.
4. Of all the water on Earth, only 2,5% is fresh water. Fresh water is either groundwater (0,5%), or readily accessible water in lakes, streams, rivers, etc. (0,01%).
5. The total amount of water in the body of an average adult is 37 litres. Human brains are 75% water. Human bones are 25% water. Human blood is 83%

C

1. 70% of an elephant is water. 75% of a chicken is water. 80% of a pineapple is water. 95% of a tomato is water. 95% of a **jellyfish** is water.
2. Water moves around the Earth in a water cycle. The water cycle has five parts: evaporation, condensation, precipitation, infiltration and surface run-off.
3. Water is the only substance that is found naturally on Earth in three forms: liquid, gas, solid.
4. A person can live about a month without food, but only about a week without water.
5. In a five-minute shower we use 95 to 190 litres (25 to 50 gallons) of water. To

Read more: <http://www.lenntech.com/water-trivia-facts.htm#ixzz0dFoB6YxD>

5. Scan the **Fact File** compiled by the World Health Organization (**WHO**). What do you know about the subject you are going to read about? Predict if the problem is getting better or worse on the global scale? What are the reasons for that?

### 10 FACTS ABOUT THE WATER SCARCITY (March 2009)

A lack of water to meet daily needs is a reality today for one in three people around the world.

Globally, the problem is getting worse as cities and population grow, and the needs for water increase in agriculture, industry and households.

This fact file highlights the health consequences of water scarcity, its impact on daily life and how it could impede international development. It urges everyone to be part of efforts to conserve and protect the resource.



WHO/Marko Kocic

**Fact 1** ~ Water scarcity occurs even in areas where there is plenty of rainfall or freshwater because of its wrong or uneven consumption and distribution in communities.

**Fact 2** ~ The situation is getting worse as needs for water rise along with population growth, urbanization and increases in household and industrial uses.

**Fact 3** ~ Almost one fifth of the world's population (about 1.2 billion people) live in areas where the water is physically scarce. One quarter of the global population also live in developing countries that face water shortages due to a lack of infrastructure to fetch water from rivers and aquifers.

**Fact 4** ~ Water scarcity forces people to rely on unsafe sources of drinking water. It also means they cannot bathe or clean their clothes or homes properly.

**Fact 5** ~ Poor water quality increases the risk of water-borne infections (plague and typhus).

**Fact 6** ~ Water scarcity encourages people to store water in their homes which can increase the risk of household water contamination and provide breeding grounds for mosquitoes - which are carriers of different diseases.

**Fact 7** ~ Water scarcity underscores the need for better water management. Good water management prevents the spread of water-borne infections.

**Fact 8** ~ A lack of water has driven up the use of wastewater for agricultural production in poor urban and rural communities. More than 10% of people worldwide consume foods irrigated by wastewater that can contain chemicals or disease-causing organisms.

**Fact 9** ~ Millennium Development Goal number 7, target 10 aims to halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation. Water scarcity could threaten progress to reach this target.

**Fact 10** ~ Water is an essential resource to sustain life. As governments and community organizations make it a priority to deliver adequate supplies of quality water to people, individuals can help by learning how to conserve and protect the resource in their lives.

(<http://www.who.int/features/factfiles/water/en/index.html>)

**FOLLOW-UP**

**6. Vocabulary Study**

a) Circle any words you do not understand. Working in pairs, use dictionaries to find their meanings.

b) Find the words in the reading relating to different fields of knowledge and match them with the following categories (the example is given):

Mathematics	Physics	Biology	Chemistry	Geography
per cent	cycle	bug	Oxygen atom	glacier

c) Find nouns in the texts that go with the adjectives below:  
 1 average 2 microbial 3 total 4 unsafe 5 precious 6 important 7 available

d) Find in the reading the words associated with water:  
 accessible water / fresh water / drinking water / usable water / cycle of water / forms of water / water treatment / scarcity

e.g. **accessible water** – lakes, streams, rivers, artificial reservoirs, near-surface water resources, sustainable access.

**7. Grammar Focus**

a) Fill the gaps with the suitable words given below:

by for of around on in through to due to as

1. Water is an essential source \_\_\_ life and good health.
2. All life on Earth depends \_\_\_ water.
3. We fail to recognize the serious threat the water may pose \_\_\_ our health.
4. Water consists \_\_\_ three atoms.
5. Usable water is found \_\_\_ groundwater aquifers, rivers, and freshwater lakes.
6. Very little per cent of the water supply on Earth can be used \_\_\_ drinking water.
7. Water moves \_\_\_ the Earth in a water cycle.
8. World Health Organization urges individuals to help \_\_\_ learning how to conserve and protect the water resource.
9. In our households safe drinking water runs \_\_\_ a filter.
10. Global population faces water shortage \_\_\_ a lack of good management.

b) Find the verbs in the reading that collocate with these nouns or noun phrases.  
 Use the collocations in your own sentences.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. to _____ a threat          | 8. to _____ water           |
| 2. to _____ the healthfulness | 9. to _____ the resource    |
| 3. to _____ safety            | 10. to _____ health         |
| 4. to _____ the size          | 11. to _____ people         |
| 5. to _____ substances        | 12. to _____ progress       |
| 6. to _____ chemicals         | 13. to _____ life           |
| 7. to _____ extra matter      | 14. to _____ water shortage |

**8. Comprehension Check:**

1. Why do we believe that water is a valuable resource?
2. Summarize the views expressed in the reading about water.
3. Draw a scheme of the water composition. Describe it to your partner.
4. Explain the statement “Water is an essential resource to sustain life.”
5. Write a short essay following the **format** (given in Unit II).

**9. Scan the texts about water again.**

- a) Write down some questions you would like to ask the group. Ask your partner / group your questions.
- b) Make a list of new words from the Unit. Compare it with your partner’s.
- c) Talk with your partner about what you have learned from the reading.
- d) Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (Keys to Communication – Signal Words).
- e) Read the arguments for and against drinking water and debate them. Debate “To Drink or not to Drink.”

<b>FOR</b>	<b>AGAINST</b>
<ol style="list-style-type: none"> <li>1. Water helps to maintain healthy body weight by increasing metabolism and regulating appetite.</li> <li>2. Water leads to increased energy levels, because the most common reason of daytime fatigue is actually mild dehydration.</li> <li>3. Drinking adequate amounts of water can decrease the risk of certain types of cancers by acting as antioxidant.</li> <li>4. Water prevents and alleviates headaches.</li> <li>5. Water helps retain natural hydration of the brain, improving our mental performance.</li> <li>6. Water naturally moisturizes skin and ensures its healthy and glowing appearance.</li> <li>7. Water reduces the effects of ageing due to its cleansing properties.</li> <li>8. Water aids in the digestion process and prevents constipation.</li> <li>9. Water lowers our blood pressure and reduces stress levels.</li> <li>10. Water is primary mode of transportation for all nutrients in the body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mineral water contains high level of minerals, e.g. calcium, which are inorganic, non-absorbing forms.</li> <li>2. Tap water contains contaminants such as salts, metals, pesticides, bacteria, microbes, hormones, and parasites.</li> <li>3. Liver and kidneys become congested with waste by-products.</li> <li>4. Toxical overloading of your body contributes to numerous chronic diseases.</li> <li>5. There is lack of water supply on Earth.</li> </ol>

## Module “ECOTOURISM”

### UNIT 5. DEFINING ECO-TOURISM

#### Warming up

- HOLIDAYS:** (*Individually and in Pairs*) Discuss with your partner: What is the best holiday for you? Rank the vacation types (1-8) below in the order of priorities. Talk to your partner about your rankings.

_____ beach	_____ adventure
_____ shopping	_____ snorkeling, scuba diving
_____ hiking and camping	_____ skiing
_____ cities and culture	_____ other (_____)

- TOURISM:** Spend **3 minutes** writing down all of the different words you associate with the word ‘*tourism*’. Share your words with your partner and talk about them. Together, put the words into different categories. Share your findings with the group.

#### LEAD-IN

- Comparing and contrasting tourist activities. Creating a working definition of ecotourism.**
  - CARDS.** Work with the coloured activity *cards* related to the **environment** in a small group (Commentary: *The term environment refers to one's surroundings. The air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time*).
  - Assume *the role of a tourist on vacation*.
  - Sit for approximately **7 minutes** and create a *written list of 3-4 activities* that *have something in common*. Specify these similarities to the whole group.

*Example: These are all water sports, they are all outdoor activities, they appeal only to young people, they deal with spending ... in ..., they are summer/extreme activities, they are (wild) animals-related, they are activities centered around farm animals, etc.*

- Be ready to stand up and *read the list of similarities* out loud to the whole group.
- Think of the answer to the question: “**Which of these activities is the most environmentally friendly/sound and/or has the most positive impact on the community?**”
  - ❖ **Grammar Focus:** a) the most / the least environmentally friendly/sound activities
  - b) to have the most / the least positive impact on the community
- Look through the given grammar pattern and retrace the rule.
- Write 4 sentences to compare the activities, based on the example:
  - a) *Going white-water rafting is the most environmentally sound activity, while having a barbecue is the least environmentally sound activity.*
  - b) *Going white-water rafting has the most positive impact on the community, while having a barbecue has the least positive impact on the community.*

- Make up a list of useful phrases in your vocabulary from the *Additional Information* on the cards.
  - Come to the **left** side of the board *if* the activity on your card has the most *positive* impact on nature in your opinion or to the **right** side of the board *if* it is considered to have the least positive impact.
4. **DEFINITION.** Work on creating a **definition** of the notion “**eco-tourism**”. Write it in your notebook and then read your definition to the whole group.

## READING

### 5. Pre-Reading Activities.

Before you read on, try the **vocabulary activities**, which practice words and phrases that are important for you to understand the text.

❖ **Vocabulary Building.** Guess the meanings of the specified words and groups of words.

- Words for types of tourist activity experiences:** visiting a village, bird-watching, hiking in the mountains, participating in a traditional village celebration, taking a canoe trip down a river, expeditions, stay with local families, used in the text.
- Words for people involved in ecotourism:** environmentalists, developers, proponents.
- Words denoting different types of habitat:** forests, rivers, lakes, oceans, fresh water reserve, wild prairies, massive ice fields and glaciers, mountains, deserts, plains.
- Verbs connected with these nouns:** (possess) resources, (enjoy/appreciate) nature, (have) impact.
- Study the table of some **basic ecotourism vocabulary**. Match the phrases with the relevant column and fill in the gaps. Share your findings with a partner. Pick up any words you do not understand. Use dictionaries to find their meanings.

Ecotourism attraction	Ecotourism opportunity	Ecotourism threats	Ecotourism positive impact
endangered ecosystems	to support the biological and cultural resources and diversity	degradation	conservation
small-scale outfits	to create unique visitor experiences that add value	distortion	preservation
undisturbed natural areas, natural settings, the natural world	reveal unique aspects of the region	instability	development
the remote wilderness unique and mysterious wilderness area	Eco-volunteering, offer new programs for national and international travelers and scientists	to consume resources (resource consumption) in a single human lifespan	growth



rural environments	to catalogue the resources	to waste resources	protection
local culture, flora and fauna	<b>learn about life cycles, habits and habitats of different animals</b>	climate change	protecting the animals from poaching
marine habitat	revenues	greenhouse gas emissions from combustion	benefit to local community
the host country or region	salvation	indigenous peoples, cultures	promotion
natural habitats	to tackle dauntingly complicated questions to provide rapid answers to urgent questions	endangered species	an opportunity to learn something
pristine marine and terrestrial ecosystems	offer solutions for ensuring health over the long-term for the people and precious wildlife	<b>continued exploitation of natural environment by mass tourism</b>	respect for local culture, facilitation of cross-cultural exchange
life of the nomadic indigenous peoples	to impose limits on, reduce risk for	to pursue environmentally-damaging patterns of resource use	<b>unique contributions to the ecology of this region and the world</b>

**6. Reading.** Now look through the review article “*Eco-Tourism: the Promise and Perils of Environmentally-oriented Travel*” by Heather E. Lindsay (Released February 2003).

- Find a definition of ecotourism.

### TEXT 1

Ecotourism, defined as responsible tourism focused on the natural world, has emerged as a concept that unites the interests of environmentalists and developers. Proponents of ecotourism see it as potential salvation of some of the world's most endangered ecosystems, and an opportunity for communities that possess biological *resources* to develop sustainable economic strategies, instead of pursuing environmentally-damaging patterns of resource use. However, finding a compromise between preservation and development is often challenging, and ecotourism can generate additional environmental problems for the very regions it is intended to protect.

Ecotourism is intended to be sustainable, focused on the natural world, and beneficial to local communities. The IUCN (World Conservation Union) defines it as environmentally responsible travel and visitation to relatively undisturbed natural areas, in order to enjoy and appreciate *nature* that promotes conservation, has low negative visitor impact, and provides for beneficially active socio-economic involvement of local populations.

Practically speaking, ecotourism includes activities in which visitors enjoy hands-on experiences, such as bird-watching in the Brazilian rainforest, hiking in the mountains of Nepal, participating in a traditional village celebration, or taking a canoe trip down a river. Local guides usually accompany small groups of tourists on expeditions, teaching them about the local flora, fauna, and culture of the region. Ecotourism is characterized by small-scale outfits in remote locations where commercialization and mass-tourism outfits have not yet penetrated. Tourists typi-

cally stay with local families, or at small, environmentally-friendly hotels called ecolodges. These opportunities for personal contact with members of the host community facilitate cross-cultural exchange and add greatly to the value of ecotourism experiences for some people. Ecotourism is rooted in a conservation ethic and has a mission to support the biological and cultural resources of the community. Revenues from safari expeditions, for instance, may go to protecting the animals from poaching, while the entry fees from visiting a village may go to supporting education and health care for the local children. Prime locations where ecotourism has become popular include Latin America, Southeast Asia, and Australia.

Participants in the Sustainable Ecotourism in North America Online Conference in May 2000, organized by ecotourism consultant Ron Mader, developed a number of standards that characterize ecotourism:

- 1) tourism activity in relatively undisturbed natural settings
- 2) minimal negative impacts on the environment
- 3) conservation of natural and cultural heritage
- 4) active involvement with and benefit to local community
- 5) tourism-generated profits contribute to sustainable development
- 6) educational experience for visitors that incorporates both natural and cultural heritage.

- Pick up all words from the text related to the definition of ecotourism.
- Compare the given definition with your own.

❖ **Reading comprehension. Answer the questions:**

1. Does ecotourism have a task to protect biological resources which are on the brink of extinction (dying-out)?
2. What types of activities are involved in ecotourism?
3. What is “ecolodges”?
4. Who developed the standards characterizing ecotourism? What are they?
5. Why do small-scale outfits become attractive for ecotourism?

**7. Follow Up**

- List positive facts of ecotourism from the text.
- The article highlights some opportunities for tourists to enjoy hands-on experiences in remote locations of the world. What are these regions?
- Discuss your findings with a partner.

**8. TASK: “7 Golden Rules of Ecotourism”. Work in pairs.**

❖ *Read the 7 golden rules of ecotourism.*

1 Think of your holiday as an opportunity to learn something.	2 Have respect for local culture.	3 Don't waste resources.	4 Leave nothing behind but footprints – take nothing away but photos.	5 Use non-polluting forms of transport.	6 Keep a sense of humour when things go wrong.	7 Choose your holiday carefully.
--	--------------------------------------	-----------------------------	--	--	---	-------------------------------------

❖ Read 7 things that a bad tourist, called Dirty Dan, told his friend when he returned from holidays.

A “When we discovered that our hotel room hadn’t been booked, I punched the manager”	B “We found some lovely old stones at the ruins and brought them home with us”	C “The travel agent said the resort was powered by solar energy, but in the end it wasn’t true”	D “We hired a motor bike and went riding through the forests and on the beaches”	E “It was so hot that we each had at least 6 showers a day”	F “The stupid natives got upset when we sunbathed topless”	G “They tried to teach us some words in their silly language, but we weren’t interested”
---	---	--	---	--	---	---

- Match the rules with what Dan said. Share the answers with the group. Read aloud the rule and explain how Dan violated it.
- Read aloud what Dirty Dan said. Summarize the rules.

❖ **Extension.** 1. Think of an example for each of the golden rules to illustrate what one should do to comply with the rule (i.e. Rule 1 – “learn to cook a new dish” ... etc.).  
2. Feedback as a whole class.

**9. Reflection on the UNIT.** Answer the following questions:

*Are you satisfied with what you have learned? Yes / Very much / No / To some extent*

*Did you enjoy your learning? Yes / Very much / No / To some extent*

*What was difficult for you?*

*What activities did you like?*

*What have you learned?*

*Do you understand the main text? Yes, in detail / Yes, but not all / Need to work more / No*

*Can you speak and write in English using your knowledge of the topic? Yes / A little / Not yet*

*What have you improved? Vocabulary / Grammar / Reading / Speaking / Discussion skills / Writing*

➤ **Home Assignment**

**1. Vocabulary Focus. WORD SEARCH**

- **a)** Identify any unknown words. Every time you encounter an unfamiliar word, write it down. Then later, when you have access to a dictionary, look it up for a precise definition. Read the entire entry for the word you look up. Remember, words can have more than one meaning. Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used.
- b)** While working with the dictionary look for the words accompanying the following words in the pre- and post-position: **resources, environment, tourism, experiences, activities.**
- c)** Find nouns in the text that go with the adjectives below:

1 **responsible** (tourism, travel); 2 **natural** (world, heritage); 3 **potential** (salvation); 4 **biological** (resources); 5 **sustainable** (strategies, development); 6 **local** (populations, guides, flora, fauna, culture, families, community); 7 **educational** (experience).

#### d) What is a Collocation?

<http://usefulenglish.ru/vocabulary/collocations> – **for information**

<http://prowritingaid.com/Free-Online-Collocations-Dictionary.aspx> – **for collocation search**

A *collocation* is made up of two or more words that are commonly used together in English. A familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association. There are different kinds of collocations in English. *Strong collocations* are word pairings that are expected to come together. Good collocation examples of this type of word pairing are combinations with 'make' and 'do'. You make a cup of tea, but do your homework. Collocations can be **adjective + adverb, noun + noun, verb + noun** and so on. **Verb Collocations:** to feel free, to come prepared, to save time, to make progress. **Adjective collocations:** *Great* usually describes nouns which express feelings or qualities: *great admiration, in great detail*.

- **Look up in your dictionaries** / computers collocations, other meanings, information, synonyms ... for the words '**nature**' and '**community**'.
- **Find the equivalents for:** система, находящаяся в опасности; применять вредные для природы способы использования ресурсов; включать виды деятельности, в отдаленных местах; возможности, усилить культурный обмен; доходы от экспедиций; спасать животных от браконьерства; образование и здравоохранение местных детей; нетронутые уголки природы; сбережение природного богатства и культурного наследия; способствовать устойчивому развитию.
- **Make up lists of new words** from the Unit in your vocabularies.
- **Check** how well you know the topical vocabulary.

## 2. Grammar Focus

- a) Write down 3 examples of the least and 3 examples of the most environmentally friendly/ sound activities modern tourists prefer.
  - b) Complete the missing parts of the sentences. Translate the sentences into Russian.  
**Note! To practise more the use of the Superlative and Comparative adjectives you can go to this site:** <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/comparative-and-superlative-adjectives>
  - c) **Complete the missing parts of the sentences. Translate the sentences into Russian.**
- 1) Ecotourism is \_\_\_ (a, the) form of tourism involving visiting fragile, pristine, and relatively undisturbed natural areas, intended as a low-impact and often small scale alternative to standard commercial (mass) tourism.
  - 2) Its purpose may be to educate the traveler, to provide funds \_\_\_ (on, for) ecological conservation, to directly benefit the economic development and political empowerment of local communities, or to foster respect for different cultures and for human rights.

### 3. Writing and Talking Points.

- ❖ **ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.
- ❖ Make a list of 5 most important rules for ecotourists in your opinion.

For example:

1. Keep the places you visit clean. Collect litter that other tourists left behind.
2. Travel on foot, by bicycle or by boat so that there is no air pollution.

- ❖ Prepare for a talk in class on the basics of the reading, the list of your Golden rules, using topic-related vocabulary and appropriate speech markers: *It is helpful to know some basics of ... Practically speaking. First of all. Additionally. Furthermore. Similarly. On the one hand, ... on the other hand. For these reasons.*

### EXTENSION ACTIVITIES

#### Read more

**Ecotourism in America:** <http://www.ecotourisminamerica.com/tools/definitions/>

#### Ecotourism in Ireland:

[http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2\\_Develop\\_Your\\_Business/1\\_StartGrow\\_Your\\_Business/Ecotourism\\_Handbook-2.pdf](http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/1_StartGrow_Your_Business/Ecotourism_Handbook-2.pdf)

**Vocabulary Extension:** Choose several of the words from additional texts. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations to each word.

**Search the Internet:** find out more about ecotourism in pristine areas. Share what you discover with your partner(s) in the next lesson.

**Practice listening:** <http://learnenglish.britishcouncil.org/en/magazine/>; [http://thinkenglish.ca/index.php?option=com\\_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147](http://thinkenglish.ca/index.php?option=com_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147)

**Write a magazine article** about ecotourism in Siberia or in some other part of Russia.

### Unit 6. Research into the Topic "ECOTOURISM"

#### Pre-Text Activities

Before you start reading and listening to a text, do the **vocabulary activities**, which practise words and phrases that are important for you to understand the text.

1. **Vocabulary Building.** Group the words. Name each category to cover the group of words. Match the words with the categories.

1 Category	2 Category	3 Category

oceans, riding, mountains, hiking, preservation, sightseeing, deserts, suntanning, plains, protection, glaciers, conservation, recycling, sailing

2. Study the table of some **basic ecotourism vocabulary**. Match the given below phrases with the relevant column and fill in the gaps. Share your findings with a partner. Pick up any words you do not understand. Use dictionaries to find their meanings.

Ecotourism attraction	Ecotourism opportunity	Ecotourism threats	Ecotourism positive impact
1	7 to support the biological and cultural resources and diversity	13 degradation	19 conservation
2 small-scale outfits	8 to create unique visitor experiences that add value	14 distortion	20
3 undisturbed natural areas, natural settings, the natural world	9 reveal unique aspects of the region	15	21 development
4 the remote wilderness unique and mysterious wilderness area	10	16 to consume resources in a single human lifespan	22 growth
5 rural environments	11 to catalogue the resources	17	23 protection
6	12	18 climate change	24

preservation / endangered ecosystems / offer new programs for national and international travelers and scientists / protecting the animals from poaching / eco-volunteering, to waste resources / learn about life cycles, habits and habitats of different animals / instability / local culture, flora and fauna

### 3. Checking the Home Assignment on Vocabulary (Vocabulary Focus A-G). Collocations with the words: resources, environment, tourism, experiences, activities.

- ❖ **Reading.** TEXT 1. Now look through the review article “*Eco-Tourism: the Promise and Perils of Environmentally-oriented Travel*” by Heather E. Lindsay again.
- **Give the answers to the following questions. Read from the text to support your idea.**
  1. Does ecotourism have a task to protect biological resources which are on the brink of extinction (dying-out)?
  2. What types of activities are involved in ecotourism?
  3. What is “ecolodges”?
  4. Who developed the standards characterizing ecotourism? What are they?
  5. Why do small-scale outfits become attractive for ecotourism?

#### Follow Up

- List positive facts of ecotourism from the text.
- The article highlights some opportunities for tourists to enjoy *hands-on experiences* in remote locations of the world. What are these regions?
- Discuss your findings with a partner.

## TEXT 2

- In the box there are **8** words from the article. Below are definitions of these words. Match the words to their definition. Fill in the gaps in the sentences.

benefit	sustainable	souvenirs	scene
footprints	warden	wildlife	water sprinklers

1. .... is used to refer to a way of using natural products so that no damage is caused to the environment.
  2. .... means animals and plants that grow independently of people, usually in natural conditions.
  3. To ..... means to receive or give a helpful or good effect.
  4. A ..... is a person whose job is to take care of a wildlife park and make certain that members of the public obey particular rules.
  5. .... are the marks made by a person's or animal's feet.
  6. .... are things you buy, give or receive to help you remember a visit or an event.
  7. .... are devices used to direct water in order to water plants, grass, etc.
  8. .... is a view that you can see in a picture or from the place where you are.
- To **sell** and to **buy** are the verbs that mean the opposite. To sell (past tense and past participle **sold**) means to exchange something for money. To buy (past tense and past participle **bought**) means to get something by paying money for it.  
*e.g. I need to buy some new clothes. They've already sold over 2 million copies of their records.*
  - To **damage** means to harm, to hurt or to have negative effect on something or somebody.  
*e.g. Environmentalists argue that the scheme would irreparably damage the island's ecology.*

## ❖ LISTENING. TEXT 3

- **Listen to Part I.** Listen to this part of the text and answer the questions:
  - 1) What is one's idea of a dream holiday?
  - 2) How is an alternative form of holiday called?
- **Listen to Part II.** Listen to this part and
  - 1) Write down all different names of ecotourism.
  - 2) What ecotourism is?
- **Listen to Part III.** Give the title to the part.
- **Share your ideas with the group.**

## Follow Up

- **"7 Golden Rules of Ecotourism"**. Discuss which rules and how Dirty Dan violated. Share the answers with the group.
- Read 5 most important rules for ecotourism from your Home Assignment.

- Think of an example for each of the golden rule to illustrate what you will do to comply with the rule (i.e. Rule 1 – “learn to cook a new dish” ... etc.). Share your idea with the whole class.

### Grammar Focus

- Check the Home Assignment (A, B 1, 2).
- Write down what Dan and his friends’ tourist activities had the most negative impact on the community and nature and in what way.

### Talking Points

- **Learn “Colorful” and Useful English Vocabulary**

Increase your vocabulary and speak more natural English by using the idioms in your speech. These are some of the most common expressions in English. Study the example sentences which show how idioms are used in context when you speak English. Read the idioms and the examples aloud, translate the sentences. **Make up your own sentences with the idioms:**

**be sick and tired of** means "I hate" (also "can't stand"). **Example:** I'm **sick and tired** of doing nothing but work. Let's go out tonight and have fun.

**change one's mind** means "decide to do something different from what had been decided earlier". **Example:** I was planning to work late tonight, but I **changed my mind**. I'll do extra work on the weekend instead.

**Cut it out!** means "stop doing something bad". **Example:** That noise is really annoying. **Cut it out!**

**figure something out** means "come to understand a problem". **Example:** I don't understand how to do this problem. Take a look at it. Maybe you can **figure it out**.

**give someone a hand** means "help". **Example:** I want to move this desk to the next room. Can you **give me a hand**?

**sleep on it** means "think about something before making a decision". **Example:** That sounds like a good deal, but I'd like to **sleep on it** before I give you my final decision.

**take it easy** means "relax". **Example:** I don't have any special plans for the summer. I think I'll just **take it easy**.

**up to the minute** means "the most recent information". **Example:** I wish I knew more about what is happening in the capital city. We need more **up to the minute** news.

- Talk in pairs on the basics of the reading and **listening**, the list of your Golden rules, using topic-related vocabulary, **idioms**, and appropriate speech markers: *It is helpful to know some basics. Practically speaking. First of all. Additionally. Furthermore. Similarly. On the one hand, ... on the other hand. For these reasons.*

### Reflection on the UNIT

*Are you satisfied with what you have learned? Yes / Very much / No / To some extent*

*Did you enjoy your learning? Yes / Very much / No / To some extent*

*What was difficult for you?*



What activities did you like?

What have you learned?

Do you understand the main text? Yes, in detail / Yes, but not all / Need to work more / No

Can you speak and write in English using your knowledge of the topic? Yes / A little / Not yet

What have you improved? Vocabulary / Grammar / Reading / Speaking / Discussion skills /

Writing

### ➤ Home Assignment

#### 4. Vocabulary Focus

a) Pick up any words you do not understand. Use dictionaries to find their meanings.

b) While working with the texts and the dictionary look for the words accompanying the following words in the pre- and post-position: *idea, attitude, definition, work, opportunity*.

#### 5. Reading

##### TEXT 4. The Changing Face of Tourism: Ecotourism

Overpopulation, industrialization, urbanization and environmental pollution have disastrous effects on Nature and wildlife. *Nowadays* we often hear such words as nature tourism, green tourism, sustainable tourism, bio-tourism, ecologically responsible tourism, educational tourism and cultural tourism. *But sometimes* we don't fully understand their meaning. All these terms have much in common but they are not synonyms with ecotourism which probably involves a little of all of them.

Ecotourism is one of the fastest-growing sectors of the tourism industry. The International Ecotourism Society defines ecotourism as 'responsible travel to natural areas that conserves the environment and improves the well-being of local people.' Ecotourism has a save-the-planet goal. *Unfortunately* there are very few pristine and unpolluted areas left in the world and they must be protected. Ecotourism is a travelling to natural destinations with rare flora and fauna.

Environmental organizations say that ecotourism is 'nature-based, sustainably managed, conservation supporting, and environmentally educated'. It gives the tourist the opportunity to broaden his mind, to discover new ways of life, to meet interesting people, to improve his or her knowledge in history and geography. Ecotourism provides funds for conservation and benefits the economic development of local communities as tourists provide jobs to local people use local transportation, inns and markets and make voluntary contributions. *Besides*, ecotourism helps people understand the environment around them, makes them respect different cultures and be careful with Nature. It is an unforgettable experience which is rewarding at the same time.

Ecotourism is for environment-conscious people who love Nature, understand the negative influence of conventional tourism on the environment and want to minimize it. Ecotourism promotes recycling, energy efficiency, water conservation, safe disposal of waste and garbage and creation of economic opportunities for the local communities.

*However* ecotourism may have some negative aspects. The increasing number of tourists may damage the local environment. Some tourists don't understand the negative consequences of their visits. Many of them don't know how to behave and don't follow the main rule of ecotourism 'Leave nothing behind you except footprints and take nothing away except photographs'. They pollute drinking water, pick up rare flowers, disturb wild animals, purchase souvenirs made from the skin of endangered animals or leaves of rare plants. Searching for 'untouched places' tourists move off the beaten path and scare away animals.

*First and foremost* ecotourism is education. *That is why* before visiting some remote area tourists should learn as much as they can about its flora, fauna, local people, history, culture and traditions. It is also useful to learn a few words of the local language. The more information you learn, the more you will get out of your trip. It is very important to be open-minded and respectful.

*Don't forget about* conservation and careful attitude to the environment in your everyday life. Follow the rule, 'Preserve and improve'. *And remember that* Nature is very fragile and we ought to take great care of it like a loving mother who takes great care of her only child.

**1. Read the following sentences and decide whether the statement is true or false based on the text:**

1. Ecotourism is not so popular nowadays as it was in the 90s of the 20th century.
2. Ecotourism has a save-the-planet goal.
3. Fortunately, there are a lot of pristine and unpolluted areas in the world.
4. Ecotourism benefits the economic development of local communities.
5. Ecotourism is for people who are tired of conventional tourism.
6. The main rule of ecotourism is 'Pick up as many rare plants as you can.'
7. First and foremost ecotourism is entertainment.
8. The more information you learn, the more you will get out of your trip.

**2. Complete each sentence (A – H) with one of the endings (1 – 8):**

- A. The International Ecotourism Society defines ecotourism as
- B. Ecotourism is a travelling to
- C. Environmental organizations say that ecotourism is
- D. Ecotourism helps people
- E. Ecotourism is for environment-conscious people who
- F. Ecotourism promotes
- G. Searching for 'untouched places' tourists
- H. Before visiting some remote area tourists should

- 1) recycling, energy efficiency, water conservation, safe disposal of waste and garbage and creation of economic opportunities for the local communities;
- 2) understand the environment around them, makes them respect different cultures and be careful with Nature;
- 3) move off the beaten path and scare away animals;
- 4) 'nature-based, sustainably managed, conservation supporting, and environmentally educated';
- 5) 'responsible travel to natural areas that conserves the environment and improves the well-being of local people;
- 6) learn as much as they can about its flora, fauna, local people, history, culture and traditions;
- 7) love Nature, understand the negative influence of conventional tourism on the environment and want to minimize it;
- 8) natural destinations with rare flora and fauna.

**6. Give the definitions of the following words:**

- overpopulation / • industrialization / • urbanization / • environmental pollution / • flora / • fauna / • recycling / • conservation

**7. Read the quotations below. Choose any quotation and comment on it. Use some idioms in your speech.**

- 'Conservation is a state of harmony between men and land.' (Aldo Leopold)
- 'Plans to protect air and water, wilderness and wildlife are in fact plans to protect man.' (Stewart Udall)
- 'The continued existence of wildlife and wilderness is important to the quality of life of humans.' (Jim Fowler)
- 'Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books.' (John Lubbock)
- 'Forests, lakes, and rivers, clouds and winds, stars and flowers, stupendous glaciers and crystal snowflakes - every form of animate or inanimate existence, leaves its impress upon the soul of man.' (Orison Swett Marden)

**8. Describe the tour of your dream. Share your ideas of an ideal trip with your group mates. The words and word combinations in brackets can help you.**

(a lovely summer day, to have a picnic in the country, fresh air, green grass, to be ecologically conscious individuals, to love Nature, to be responsible travellers, to discover a pile of litter, to be filled with indignation, to search for some unpolluted place, the consequences of other people's visits, to be angry with, irresponsible behaviour, careless attitude to Nature, to set a bad example, to lose all hope, to discover, at last, to rejoice, to have a splendid time, birds' twittering, the sense of peace and harmony, to have the loveliest day, to gather strength, full of energy, positive emotions, to leave all the rubbish, to be satisfied, to feel closer to Nature, to spend time wonderfully well)

**9. Read the text "The Changing Face of Tourism: Ecotourism" again and say if your idea of an ideal trip coincides with the concept of ecotourism.**

**Помощь:**

1. Можно *прослушать* произношение слова и найти перевод на [howjsay.com](http://howjsay.com). Для многократного повторения подводите стрелку мышки к выделенному слову в колонке слева.

2. Подробный *перевод* можно найти в словаре **Мультитран**.

3. Для *перевода* всего текста можно воспользоваться "**Переводчик Google**".

**10. Writing and Talking Points**

❖ **ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

❖ **Make a Formal Argument** – "The most important rule for ecotourists".

Direction: Answer the question below using a formal argument format. In a formal argument, you should:

- 1) State your point.
- 2) Provide point(s) that support your opinion.
- 3) Support each point with specific reasons/examples.

Question: What is the most important rule for ecotourists?

*First, write a rough draft and then write a final draft.*

- ❖ Prepare for a talk in class on the basics of the reading, the list of your Golden rules, using topic-related vocabulary, **idioms**, and appropriate speech markers: *It is helpful to know some basics. Practically speaking. First of all. Additionally. Furthermore. Similarly. On the one hand, ... on the other hand. For these reasons. Unfortunately. But sometimes. First and foremost. That is why. Don't forget about. And remember that. However. Nowadays.*

## EXTENSION ACTIVITIES

### Read more

**Ecotourism in America:** <http://www.ecotourisminamerica.com/tools/definitions/>

### Ecotourism in Ireland:

[http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2\\_Develop\\_Your\\_Business/1\\_StartGrow\\_Your\\_Business/Ecotourism\\_Handbook-2.pdf](http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/1_StartGrow_Your_Business/Ecotourism_Handbook-2.pdf)

**Vocabulary Extension:** Choose several of the words from additional texts. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**Search the Internet:** find out more about ecotourism in pristine areas. Share what you discover with your partner(s) in the next lesson.

**Practise listening:** [http://thinkenglish.ca/index.php?option=com\\_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147](http://thinkenglish.ca/index.php?option=com_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147)

**Write a magazine article** about ecotourism in Siberia or in some other part of Russia.

## UNIT 7. Problem-Solving

### Warming Up Activity

#### ❖ Vocabulary Focus.

1. Write down all words you associate with the word “**ecotourism**”. Share your findings with a partner and the group. Check the meanings of the words with your partner.
2. **Group the words on the Grammar basis.** Name each category to cover the group of words. Match the words with the categories.

1 category	2 category	3 category	4 category

improve, open-minded, pollution, promote, environment-conscious, contribution, disastrous, sustainable, responsible, fastest-growing, unforgettable, nature-based, conventional, overpopulation, disturb, organization, discover

**3. Collocations** (from Home assignment): the words accompanying the following words in the pre- and post-position: *idea, attitude, definition, work, opportunity*. Make up sentences with the phrases.

**Idea** – be a good idea / have a good/clear idea (of, about) – That's a bad idea. Not a bad idea. Have an idea how ..; Get an idea for smth; Have/get the idea of doing smth; Be one's idea of heaven/paradise.

**Attitude** – about/ of/ to/towards; positive/ friendly/ favourable/ right/critical/public/changing/bad; to take/ change/exist/prevail

**Definition** – a clear/precise of; to give/change/know; by definition

**Work** (uncountable) – hard/; piece of work; to start work; get/set/go to work (on smth); at work; get part-time work; But ‘the works of great masters’.

**Opportunity** – to give smb an opportunity to do smth; to take/offer/provide the opportunity to do smth; at every opportunity; ideal/excellent/exciting/great/ a missed/lost opportunity; At the earliest /first opportunity

**3. Think of the words with the opposite meanings to following:** *conventional, close* (to the center), *improve, ignore, clean, many, affected*

**4. IDIOMS.** Read the idioms and the examples aloud, translate the sentences. Make up your own sentences with the idioms.

**5. Find the following phrases in Text 4 and translate them:**

to have ... effect on smth; to have much in common; at the same time; to minimize smth; disposal of waste and garbage; to follow the rule of; the skin of endangered animals; to move off the beaten paths; to scare away animals; to be open-minded and respectful.

**6. Fill in the table with the proper phrases and words from Text 4.**

Ecotourism Positive impact	Ecotourism Negative consequences

➤ **Checking Home Assignment on Text 4.**

❖ **Reading.** Now look again through the text “**The Changing Face of Tourism: Ecotourism.**”

❖ **Read from the text to support your idea on the TRUE or FALSE statements on the text :**

1. Ecotourism is not so popular nowadays as it was in the 90s of the 20th century.
2. Ecotourism has a save-the-planet goal.
3. Fortunately, there are a lot of pristine and unpolluted areas in the world.
4. Ecotourism benefits the economic development of local communities.
5. Ecotourism is for people who are tired of conventional tourism.
6. The main rule of ecotourism is 'Pick up as many rare plants as you can.'
7. First and foremost ecotourism is entertainment.
8. The more information you learn, the more you will get out of your trip.

**2. Complete each sentence (A – H) with one of the endings (1 – 8):**

- A. The International Ecotourism Society defines ecotourism as
- B. Ecotourism is a travelling to

- C. Environmental organizations say that ecotourism is
- D. Ecotourism helps people
- E. Ecotourism is for environment-conscious people who
- F. Ecotourism promotes
- G. Searching for 'untouched places' tourists
- H. Before visiting some remote area tourists should

- 1) recycling, energy efficiency, water conservation, safe disposal of waste and garbage and creation of economic opportunities for the local communities;
- 2) understand the environment around them, makes them respect different cultures and be careful with Nature;
- 3) move off the beaten path and scare away animals;
- 4) 'nature-based, sustainably managed, conservation supporting, and environmentally educated';
- 5) 'responsible travel to natural areas that conserves the environment and improves the well-being of local people';
- 6) learn as much as they can about its flora, fauna, local people, history, culture and traditions;
- 7) love Nature, understand the negative influence of conventional tourism on the environment and want to minimize it;
- 8) natural destinations with rare flora and fauna.

### 3. Give the definitions of the following words

- overpopulation / • industrialization / • urbanization / • environmental pollution / • flora / • fauna / • recycling / • conservation

#### ❖ Grammar Focus

- Find in the text the sentence and translate it: *The more information you learn, the more you will get out of your trip.*
- Make up a sentence of your own, using the construction: *the more ... the more*
- Write down what Dan and his friends' tourist activities had *the most negative impact on* the community and nature and in what way (*See Home Assignment to Unit 1-2*).
- **Checking of Home Assignment to Unit 3: Make a Formal Argument** – “The most important rule for ecotourists”.

Direction: Answer the question below using a formal argument format. In a formal argument, you should:

1. State your position.
2. Provide point(s) that support your position.
3. Support each point with specific reasons/examples.

- Question: What is the most important rule for ecotourists? Show your *Rough Draft and your Final Draft*.

#### ❖ SPEAKING (checking home assignment). Work in pairs.

4. Read the quotations below. Choose any quotation and comment on it. Use the topic-related vocabulary in your speech.

- 'Conservation is a state of harmony between men and land.' (Aldo Leopold)



- Move to the “negative”, “positive” or “undecided” area of the classroom to show your attitude towards the problem “**The Effects of Tourism**”.
- Explain why you voted as you did. Add your comments, so that both sides of each topic are explained. Extend your written ideas on “why” on your worksheets during the discussion.

### Reflection on the UNIT

*Are you satisfied with what you have learned? Yes / Very much / No / To some extent*

*Did you enjoy your learning? Yes / Very much / No / To some extent*

*What was difficult for you?*

*What activities did you like?*

*What have you learned?*

*Do you understand the main text? Yes, in detail / Yes, but not all / Need to work more / No*

*Can you speak and write in English using your knowledge of the topic? Yes / A little / Not yet*

*What have you improved? Vocabulary / Grammar / Reading / Speaking / Discussion skills / Writing*

### ➤ Home Assignment

- ✓ Look through the material of three Units. Check if you did all the tasks in pen and orally. Complete all the tasks for the FINAL CHECK.
- ✓ Prepare the list of topical vocabulary for a check and word dictation (from Russian into English and from English into Russian).
- ✓ Prepare for a **3-minute Talk** in class on the basics of the reading, the list of the Golden rules. When speaking use as many topic-related vocabulary, idioms, and appropriate speech markers from the texts as possible.
  - The Effects of Tourism
  - The Rules of Ecotourism
- ✓ Prepare a Presentation on the following issue:
  - Tomsk (Siberia) Tourist Local Attraction(s)

### EXTENSION ACTIVITIES

#### Read more

**Ecotourism in America:** <http://www.ecotourisminamerica.com/tools/definitions/>

#### Ecotourism in Ireland:

[http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2\\_Develop\\_Your\\_Business/1\\_StartGrow\\_Your\\_Business/Ecotourism\\_Handbook-2.pdf](http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/1_StartGrow_Your_Business/Ecotourism_Handbook-2.pdf)

**Vocabulary Extension:** Choose several of the words from additional texts. Use a dictionary or Google’s search field (or another search engine) to build up more associations / collocations of each word.

**Search the Internet:** find out more about ecotourism in pristine areas. Share what you discover with your partner(s) in the next lesson.

**Practice listening:** [http://thinkenglish.ca/index.php?option=com\\_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147](http://thinkenglish.ca/index.php?option=com_content&view=article&id=196:listening-ecotourism-in-bolivia&catid=49:listening&Itemid=147)

**Write a magazine article** about ecotourism in Siberia or in some other part of Russia.



## UNIT 8. Final Review on “ECOTOURISM”

### Performance Test

#### ❖ Vocabulary Focus

1. What words illustrate the concept of “tourism”. Write as many words as you can.
2. Put the correct words from the table below into the gaps.

A solution may be at hand for (1) \_\_ who are finding it harder to get off the beaten track. For those who really want to get away from it all, a new holiday (2) \_\_ has sprung up – Antarctica. Tourism on Antarctica has been increasing dramatically in the past twenty years, from a few thousand people in 1985 to more than 40,000 in 2007. The growing numbers are having a (3) \_\_ effect on the pristine environment of the South Pole.

To combat this, researchers from Holland’s Maastricht University have come up with a (4) \_\_ solution: limit the number of tourists allowed to visit. Many environmental protection agencies agree that there is a need to protect the frozen wilderness from the (5) \_\_ created by modern tourism. Antarctica is the last unspoiled place on Earth. It has a very delicate ecosystem that could be easily upset by hordes of tourists landing in airplanes and using skimobiles.

A difficulty exists because Antarctica is not a (6) \_\_ and therefore has no government to pass laws or guidelines to control the number of visitors. The Maastricht University team’s proposal to auction off a fixed number of tourist places seems a (7) \_\_ solution. It would limit the number of visitors and therefore contain the amount of environmental damage, and the money would be used to protect Antarctica’s future.

- |   |                   |               |                 |                  |
|---|-------------------|---------------|-----------------|------------------|
| 1 | (a) holidaymakers | (b) residents | (c) community   | (d) population   |
| 2 | (a) environment   | (b) transport | (c) destination | (d) celebration  |
| 3 | (a) positive      | (b) negative  | (c) responsible | (d) friendly     |
| 4 | (a) traditional   | (b) remote    | (c) popular     | (d) possible     |
| 5 | (a) benefit       | (b) damage    | (c) profit      | (d) contribution |
| 6 | (a) city          | (b) urban     | (c) country     | (d) village      |
| 7 | (a) workable      | (b) working   | (c) worker      | (d) work         |

#### 3. Match the verbs to make phrases.

- |          |                         |
|----------|-------------------------|
| 1 change | a) to work              |
| 2 have   | b) the right attitude   |
| 3 take   | c) one’s mind           |
| 4 get    | d) a precise definition |
| 5 give   | e) a clear idea         |

#### 4. Group the given words and phrases under each category. Name the categories.

Category 1	Category 2	Category 3	Category 4

\_\_\_ to learn as much as you can / \_\_\_ undisturbed natural settings / \_\_\_ water pollution / \_\_\_ to learn as much as you / \_\_\_ endangered ecosystems / \_\_\_ protection / \_\_\_ to support biological resources / \_\_\_ pristine areas / \_\_\_ to waste resources / \_\_\_ small-scale outfits / \_\_\_ to create unique visitor experiences / \_\_\_ animal poaching / \_\_\_ remote locations / \_\_\_ careful attitude to the environment / \_\_\_ to pick up rare flowers / \_\_\_ to enjoy hands-on experiences

**5. Fill in proper words into the sentences.**

- 1) There are many proponents of ecotourism, who see it as an (1)\_\_\_ form of visiting places.
- 2) The ecotourist visits relatively (2)\_\_\_ areas in the spirit of appreciation and participation.
- 3) The goals of ecotourism are awareness and respect for (3)\_\_\_ and the (4)\_\_\_, and the preservation and betterment of local populations worldwide.

**6. Choose the correct words.**

1. Ecotourism is certainly a buzzword, and is becoming as \_\_\_ as the word “natural”.  
a) aggressive    b) responsible    c) popular    d) disastrous
2. Here is another definition of ecotourism. A form of tourism inspired primarily by the natural history of an area. Including its \_\_\_\_ cultures.  
a) indigenous    b) sustainable    c) natural    d) conventional
3. The ecotourist practices a non-consumptive use of wildlife and natural resources and \_\_\_\_ to the visited area through labour and financial means.  
a) provides    b) follows    c) develops    d) contributes
4. The visit should strengthen the ecotourist’s \_\_\_ to conservation issues in general.  
a) idea    b) attitude    c) activity    d) care
5. One of the reasons for continued debate on the merits of ecotourism to achieve sustainable \_\_\_ is that there is no blueprint for successful ecotourism in all of its facets (aspects).  
a) conservation    b) preservation    c) urbanization    d) development
6. There are four types of “*scientific tourism*” that include interpretative visits to places of special interest, under the leadership of scientists to conduct research in the diverse and pristine marine and terrestrial \_\_\_\_ .  
a) home    b) ecosystems    c) population    d) nature

**7. Complete the sentences.**

1. Ecotourism is defined as \_\_\_\_ .
2. Ecotourism includes \_\_\_\_ .
3. Ecotourism has a mission to \_\_\_\_ .

**8. Explain in your own words what is meant by “environmentally-friendly”.**

❖ **Grammar Focus**

9. Make up a sentence of your own, using the construction *the ... the*.
10. Complete the sentence: \_\_\_\_\_ *the most negative impact on nature*.

❖ **Listening for details. Complete the sentences.**

- 1) Nowadays, many of us try to live in a way that will damage the \_\_\_ as little as possible.
- 2) But you can apply \_\_\_\_ of ecotourism wherever you go \_\_\_\_\_ .

- 3) Rule № 1: Be \_\_\_\_\_. Learn about the \_\_\_\_\_ you're going to visit.
- 4) Rule № 2: Have respect \_\_\_\_\_ local culture.
- 5) Rule № 3: Don't \_\_\_\_\_ resources.
- 6) Rule № 4: Take as much care of the places that you visit as you take of your own \_\_\_\_\_.
- 7) Rule № 5: Don't buy souvenirs made from \_\_\_\_\_ animals or plants.
- 8) Rule № 6: Use \_\_\_\_\_ forms of transport whenever you can.

❖ **Talking Points. In pairs.**

**11. Give a 3-minute Talk** on the basis of the reading and listening. When speaking, use as many topic-related vocabulary, idioms, appropriate speech markers as possible.

▪ *The Rules of Ecotourism*

- Use appropriately **the speech markers**: *First and foremost. It is helpful to know some basics. Practically speaking. However. Additionally. Furthermore. Similarly. Besides. On the one hand, ... on the other hand. Don't forget about. Unfortunately. For these reasons. That is why.*

**12. Mini-Project. Presentation on the issue:**

▪ *Tomsk (Siberia) Tourist Local Attraction(s)*

One by one present one of the attractions, following the format: 1. State your opinion. 2. Support it with at least 2 arguments. Use the following phrases.

**Expressing opinion**

In my opinion / in my view (formal)  
 From my point of view...  
 I think/believe/feel/guess that... (informal)  
 It seems to me that...  
 As for me .../ .As I see it...

**Asking people to express their opinions**

What's your point of view on...  
 What's your opinion on/of/about...  
 What do you think about...

**Agreement**

I agree completely (with what you say).  
 That's just/exactly what I think/believe.  
 In my opinion, you are right/correct.  
 That's my opinion, too.

**Disagreement**

I disagree with what you're saying.  
 I don't agree with you/think so/see it that way.

- Use **comparatives and superlatives**: *have a more positive (negative) impact; be the most serious problem of all; be the least serious problem; ...be more/less disastrous for nature than ...*

**13. Problem-solving “The Effects of Tourism. Tourism’s three main impact areas”.**

- Work in pairs or groups of 3. **Assess the potential tourism threats**: *environment degradation; depletion of natural resources; cultural distortions; industry instability; economic disorders; air pollution; crowding; congestions (пробки на дорогах); traffic emissions; disposal of waste and garbage; increased sewage (канализация) production; noise; deforestation; loss of grass, etc.* Choose **3 most serious** impact areas in your opinion. Rate the seriousness of each problem from **3** (serious) to **1** (not serious). **Suggest solutions** (what to do in order to minimize the problem).

Problem	Rating			Solution
	3	2	1	
1)				
2)				
3)				

- **Discuss** with the whole group what you have got in your table. Express your opinion. Support your opinion with the arguments, explaining “*Why*”. Express agreement or disagreement with other students’ attitudes.
  - Use the proper **key phrases** (Sample phrases from formal to informal).

## UNIT 9. SKIMMING AND SCANNING READING

### LEAD-IN

#### 1. Before you read the texts respond to the questions:

*What is meant by healthy food?*

*Why is fast food so popular nowadays?*

*What are your tips for a healthy diet?*

#### 2. Fill the gaps with the key words from the text:

***blast-freezing junk food biochemistry outlets dietitians digestive system obesity scarf***

1. \_\_\_\_\_ is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems.
2. This cosmetics firm has 24 \_\_\_\_\_ in Britain.
3. A science that deals with the chemistry of life processes in plants and animals is called \_\_\_\_\_.
4. The \_\_\_\_\_ is a series of connected organs from mouth to anus whose purpose is to break down, digest and excrete wastes from the food we eat.
5. A \_\_\_\_\_ is an expert in food and nutrition.
6. If you eat quickly and with complete disregard of grace and social etiquette you \_\_\_\_\_.
7. Any of various prepackaged snack foods high in calories but low in nutritional value is considered \_\_\_\_\_.
8. \_\_\_\_\_ is an industrial method of rapid cooling of foodstuffs by circulating cold air over batched product placed in trays or racks.

#### 3. Skim the following texts and identify their types.

*What problems are presented in the texts?*

#### 4. Now scan the texts and answer the following questions:

*What scientists deal with healthy food?*

*What food is more nutritious and why?*

*What are the ways of food processing and storage?*

*What new word reflects the global health problem?*

### CHEMISTRY OF COOKING

January 1, 2009 — A biochemist and cook explains that cooking is all about chemistry and knowing some facts can help chefs understand why recipes go wrong. Because cooking is essentially a series of chemical reactions, it is helpful to know some basics. For example, plunging asparagus into boiling water causes the cells to pop and result in a brighter green. Longer cooking, however, causes the plant's cell walls to shrink and releases an acid. This turns the asparagus an unappetizing shade of grey.

What are acids and bases? An acid is defined as a solution with more positive hydrogen ions than negative hydroxyl ions, which are made of one atom of oxygen and one of hydrogen. Acidity and basicity are measured on a scale called the pH scale. The value of freshly distilled water is seven, which indicates a neutral solution. A value of less than seven indicates an acid, and a value of more than seven indicates a base. Common acids include lemon juice and coffee, while common bases include ammonia and bleach.

Why does food spoil? **Processing and improper storage practices can expose food items to heat or oxygen, which causes deterioration. In ancient times, salt was used to cure meats and fish to preserve them longer, while sugar was added to fruits to prevent spoilage. Certain herbs, spices and vinegar can also be used as preservatives, along with anti-oxidants, most notably Vitamins C and E.** In processed foods, certain FDA\*-approved chemical additives also help extend shelf life.

*\*FDA - Food and Drug Administration*

(From [http://www.sciencedaily.com/videos/2009/0112-chemistry\\_of\\_cooking.htm](http://www.sciencedaily.com/videos/2009/0112-chemistry_of_cooking.htm))

### **WHY FROZEN BEANS ARE BEST**

**Fresh vegetables are no more nutritious than frozen ones, reports the Daily Mail. In fact, new research suggests that frozen vegetables very often contain substantially more nutrients than “fresh” greens sold in supermarkets out of season.** They are also less likely to be contaminated by pesticides and chemical fertilizers. “When summer crops are grown in winter, high nitrate levels are needed to produce growth, so they have more residues,” said Konrad Bruuhofer of the Austrian Consumers’ Association. “And vegetables imported from faraway places like South America or Africa lose nutrients such as vitamin C every day they are in transit. Frozen vegetables, on the other hand, are grown in their normal season and processed within four hours of picking, so all their goodness is preserved.

We suggest consumers eat things at the right time – not Kenyan beans in winter. They will also save money.” Dieticians say blast-freezing works particularly well with peas, cauliflower, broccoli, green beans, sweet-corn and raspberries, but not with other soft fruit, cabbage or carrots.

(From: The Week, April 2003)

### **JUNK FOOD**

Junk food is an informal term applied to some foods which are perceived to have little or no nutritional value, or to products with nutritional value but which also have ingredients considered unhealthy when regularly eaten, or to those considered unhealthy to consume at all. The term was coined by Michael Jacobson, director of the Center for Science in the Public Interest, in 1972. Foods more likely to be considered junk food generally are those that are more convenient and easy to obtain in a ready-to-eat form, though being such does not automatically define the food as "junk food."

(From: [en.wikipedia.org/wiki/](http://en.wikipedia.org/wiki/))

### **EATING HABITS**

Today we all live in a society very quickly. People do not have time to pay attention to their eating habits. Recent studies have shown that leading this fast lifestyle, people become obese. Not only adults but children also suffer from obesity. Obesity is the result of different problems. It is increasingly common to have junk food, which has lots of fat. Fast food outlets have become our second home.

Ever since the dawn of junk food, countless school-age kids have had the mantra "You are what you eat" drilled into their heads. Yet many Americans still tend to dismiss this wisdom, turning instead to processed foods laden with preservatives and trans fats. Perhaps not surprisingly, heart disease and obesity are increasingly prevalent in our society. And in tough economic times, many people may feel that eating right isn't their top priority — or even economically feasible.

(From: [http://www.naturalnews.com/junk\\_food.html](http://www.naturalnews.com/junk_food.html))

## **OBESITY**

Obesity means having too much body fat. It is different from being overweight, which means weighing too much. The weight may come from muscle, bone, fat and/or body water. Both terms mean that a person's weight is greater than what's considered healthy for his or her height.

**Obesity occurs over time when you eat more calories than you use. The balance between calories-in and calories-out differs for each person.** Factors that might tip the balance include your genetic makeup, overeating, eating high-fat foods and not being physically active.

Being obese increases your risk of diabetes, heart disease, stroke, arthritis and some cancers. If you are obese, losing even 5 to 10 percent of your weight can delay or prevent some of these diseases.

(From: <http://www.nlm.nih.gov/medlineplus/obesity.html>)

## **OBESITY: CORPORATE SECTOR BACKTRACS ON FAT FACTS – By Jenny**

Wiggins Published: January 26, 2010

The World Health Organization considers obesity an epidemic. **Adult obesity is now more common globally than under-nutrition and is the third-biggest cause of premature death and disability in the affluent world after smoking and high blood pressure, according to the International Association for the Study of Obesity (IASO).**

Alarmed at how fast obesity rates were rising, governments put pressure on food companies to cut back on fats, salts and sugars.

PepsiCo today claims its European business has “dramatically” changed the ingredients that go into its food products, with its Walkers crisp brand containing 70 per cent less saturated fat and up to 55 per cent less salt than it did five years ago.

The snacks and soft drinks group says it is introducing a range of dry roasted nuts in the Netherlands with 30 per cent less fat and investing €20m (\$28m) in a new European research and development centre to invent healthier snacks.

Kellogg's claims breakfast cereals – which it says contain less sugar than a slice of buttered toast and jam – reduce weight.

“People who eat breakfast cereals, regardless of sugar content, are slimmer than those who don't,” says Tim Mobsby, president of Kellogg Europe.

Despite concerns the recession would encourage companies to backtrack on commitments to provide healthier foods to save money, companies say they remain committed to removing fats, salts and sugars and developing healthier products – even as some continue to argue their products are not at fault.

(From: <http://www.ft.com/>)

## **A NEW WORD IN THE ENGLISH LEXICON**

With each passing year we can witness the ebb and flow of the English language. Many new words entered the language in 2004, just as many sank further into obscurity, as the lexical habits of the English speaking community effect a kind of 'natural wastage'. Though the English lexicon is constantly developing, the contexts in which new words are coined have remained fairly consistent. Over many decades, familiar themes such as politics, war, technology, relationships, food, fashion and money have continued to be the main catalysts for the formation of neologisms, and 2004 is no exception. **Language can be seen to reflect the preoccupations of society, and though technology advances, the basic human condition remains the same.**

As we tuck into our turkey, mince pies and all those other Christmas indulgences, we may be putting ourselves at risk of being affected by what is considered to be one of the major

health risks of 2004, the worldwide epidemic of **globesity**. A blend of the words *global* and *obesity*, the noun globesity was coined in a 2001 report by the World Health Organization, suggesting that the widespread problem of obesity, particularly in the developed nations, represents a more serious health risk than smoking. It is estimated that by the year 2017, 75% of British men and women will be overweight!

'Zimmerman reported that approximately 1.7 billion people worldwide are battling what she called **globesity**. "One third of all Americans are obese," she said. "This is a 23 percent increase since 1994. That is why we have the globesity problems."

(From:<http://www.macmillandictionaries.com/med-magazine/December2004/25-New-Words-Year.htm#12>)

**5. Skim the following text to get its general idea. Formulate it in 1 sentence.**

### **CRACKED CALORIC COUNTER**

**Artificially sweetened drinks might not help the diet, because they might make it harder for the body to know when to stop scarfing.** Given a choice between flavoured high- and low-calorie liquids, rats guzzle the high-calorie stuff. Susan Swithers and her colleagues at Purdue University fed rats a sugary liquid and one sweetened with zero-calorie saccharin, thereby confounding the rats' association between sweetness and calories. Ten days later, after munching a chocolaty appetizer, these rats subsequently gobbled more food than a group of control rats that had never tasted saccharin. The link between food viscosity and satiety can be disrupted, too: rats given a liquid chocolate supplement also gained more weight than rats presented with an equal-calorie puddinglike treat. – JR Minkel.

(From: Scientific American, September, 2004)

### **FOLLOW-UP**

#### **6. Vocabulary Study**

a) Put these words in their correct order and explain the difference:

<b>fat</b>	<b>overweight</b>	<b>thin</b>	<b>obese</b>	<b>skinny</b>	<b>anorexic</b>
------------	-------------------	-------------	--------------	---------------	-----------------

b) Match a verb with nouns DIET and WEIGHT:  
*to take off / to be on / to go on / to put on*

#### **7. Grammar Focus**

a) Study the bold type sentences from the texts, define the predicates and translate the sentences.

b) Complete the sentences using the correct form of the verbs in the Passive.

1. An acid \_\_\_\_ (define) as a solution with more positive hydrogen ions.
2. When summer crops \_\_\_\_ (grow) in winter, high nitrate levels --- (need) to produce growth.
3. Frozen vegetables \_\_\_\_ (process) within four hours of picking, so all their goodness \_\_\_\_ (preserve).
4. The term 'junk food' \_\_\_\_ (coin) by Michael Jacobson in 1972.
5. Some diseases can \_\_\_\_ (prevent) by losing 5-7 per cent of your weight.

#### **8. Comprehension Check:**

1. What do nutrition experts predict about eating habits in the future?
2. What are the major health risks of modern society?



3. What research do scientists run to tackle a wide spread problem of obesity?
4. Summarize the views expressed by scientists in the reading.
5. Explain the statement "You are what you eat." Organize your ideas in written form.

**9. Scan the texts again.**

- a) Write down some questions you would like to ask the group. Ask your partner / group your questions.
- b) Make up a list of new words from the Unit. Compare it with your partner's.
- c) Talk with your partner about what you have learned from the reading.
- d) Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (*Keys to Communication – Signal Words*).
- e) Debate advantages and disadvantages of fast food eating. Use **topic-related** words and the following expressions: **It is estimated that ... It is likely / less likely that... It is helpful to know some basics. Recent studies have shown that...**

## READING POPULAR SCIENCE LITERATURE

### UNIT 10

#### LEAD-IN

**1. Before you read the texts respond to the questions:**

- What things might people become addicted to?
- Do you feel preoccupied with the Internet?
- What is wrong about any addiction?

**2. Study the key vocabulary:**

**addiction** – a strong need that someone feels to regularly take an illegal or harmful drug:  
e.g. There is a growing problem of drug addiction in our cities.

**addiction to** – a strong need or wish to spend as much time as possible doing a particular activity: e.g. Many people have an addiction to nicotine.

*His addiction to the Internet is taking over his life.*

*Source: Macmillan English Dictionary Online*

**3. Read the titles to the articles.**

What ideas do they suggest? What is your attitude to the problems?

**4. Skim the following texts and identify their types.**

**5. Now scan the texts and answer the following questions:**

- How do scientists explain the reasons of addiction?
- What are the four basic components of Internet addiction?
- Is addiction considered a serious public health issue?

## BRAIN PROTEIN HOLDS THE KEY FOR UNDERSTANDING DRUG ADDICTION

A new explanation for how the brain becomes *wired* towards drug addiction *at the expense* of other rewards has been put forward by University of Sussex researchers.

Drug addiction *comes about* because drugs take over processes in the brain that normally help us to respond to natural motivators like food and sex.

For many years scientists have known that the *accumbens* area of the brain plays a decisive role in seeking both natural and drug-related 'highs'. The nerve cells in this area talk to one another using the chemical messenger *GABA*. Now a report in the Proceedings of the National Academy of Sciences of the USA shows that one of the receptor proteins for GABA plays a special role in helping the accumbens decide how to prioritise motivations, whether to go for chips or salad, or perhaps even for cocaine.



Experimental psychologists Professor Dai Stephens, Dr Claire Dixon and their colleagues at the University of Sussex found changes in behaviour that occur during persistent drug taking, and which *contribute to* addiction, is linked to a particular GABA receptor protein ( $\alpha 2$ ). If this receptor protein is genetically removed, willingness to work for natural rewards such as food, and even for a single dose of cocaine is normal. However, behavioural changes that come about with repeated cocaine use, and which *bias* reward-seeking towards drugs at the expense of other rewards, do not develop.

Professor Stephens explains: "In everyday life, trivial *occurrences* that happen at the same time as pleasant events become rewarding in their own right, just like the bell used with Pavlov's dog that was paired with food and eventually *triggered salivation* even when food wasn't present. Some heroin addicts (so-called "needle freaks") will stick needles into a vein to get a high, even if the *syringe* has no heroin in it. These kinds of "conditioned rewards" are increased by drugs like cocaine, so that drugs actually increase the willingness of the addict to work for drug-associated *cues*."

The University of Sussex researchers found if the gene was removed cues associated with pleasurable events still became rewarding but cocaine did not increase the liking of these cues. With this thought in mind, the Sussex researchers *sought* help from colleagues at the Institute of Psychiatry in London, and in Sao Paulo, Brazil, to analyse the genetic make up of cocaine addicts and healthy non-drug taking individuals. They found that the addicts were more likely to have an *altered* form of exactly the same gene that the Sussex team had identified in their laboratory experiments.

The team is now working to understand better the exact part played by the missing gene in cross-talk between accumbens nerve cells. "Eventually, drugs able to inactivate these proteins may be able to help prevent *relapse* in recovering addicts, but that is some years away," says Prof Stephens.

(From: [www.sussex.ac.uk/newsandevents/](http://www.sussex.ac.uk/newsandevents/))

**Glossary** (from: <http://www.thefreedictionary.com/>; <http://en.wikipedia.org/wiki/>)

wire something to/towards something – to connect, bind

at the expense of – with the loss of something

reward – something given in return for good; compensation

come about – to happen

accumbens (*nucleus accumbens (NAcc)*, also known as the *accumbens nucleus* or as the *nucleus accumbens septi* (Latin for *nucleus leaning against the septum*) – a collection of neurons within the striatum. It is thought to play an important role in reward, laughter, pleasure, addiction, fear, and the placebo effect.

GABA receptors – a class of receptors that respond to the neurotransmitter gamma-aminobutyric acid (GABA), the chief inhibitory neurotransmitter in the vertebrate central nervous system  
contribute to – to add to sth

bias towards sth – to cause to have a bias; influence

occurrence – something that occurs; event; incident

trigger – to initiate (an action);

salivation – the act or process of secreting saliva (medical)

syringe – a device used to inject fluids into, or extract fluids from, body cavities, etc.

cue – a signal to do something

sought – (seek) try to find; search for; look for

alter – make different in details but not in substance; modify

relapse – to fall back into bad habits, wrongdoing, etc.; backslide

### **ADDICTION TO INTERNET ‘IS AN ILLNESS’** – By David Smith, (March, 2008)

*New evidence shows that heavy users suffer isolation, fatigue and withdrawal symptoms*

Tense? Angry? Can't get online? Internet addiction is now a serious public health issue that should be officially recognised as a clinical disorder, according to a leading psychiatrist.

Excessive gaming, viewing online pornography, emailing and text messaging have been identified as causes of the disorder by Dr Jerald Block, author of an editorial for the respected American Journal of Psychiatry. Block argues that the disorder is now so common that it merits inclusion in the Diagnostic and Statistical Manual of Mental Disorders. He says Internet addiction has four main components:

- Excessive use, often associated with a loss of sense of time or a neglect of basic drives;
- Withdrawal, including feelings of anger, tension and/or depression when the computer is inaccessible;
- The need for better computers, more software, or more hours of use;
- Negative repercussions, including arguments, lying, poor achievement, social isolation and fatigue.

A primary case study is South Korea, which has the greatest use of broadband in the world. Block points out that 10 people died from blood clots from remaining seated for long periods in Internet cafes and another was murdered because of an online game. Their country now 'considers Internet addiction one of its most serious public health issues'. The government estimates that around 210,000 South Korean children are affected and in need of treatment. There has been alarm over a rising number of addicts dropping out of school or quitting their jobs to spend more time on computers. In China it has been reported that 13.7 per cent of adolescent Internet users, about 10 million, could be considered addicts.

Block, a psychiatrist at the Oregon Health & Science University in Portland, writes that the extent of the disorder is more difficult to estimate in America because people tend to surf at home instead of in Internet cafes. He told The Observer that he did not believe specific websites were responsible. 'The relationship is with the computer,' he said. 'First, it becomes a significant other to them. Second, they exhaust emotions that they could experience in the real world on the computer, through any number of mechanisms: emailing, gaming, porn. Third, computer use occupies a tremendous amount of time in their life. Then if you try to remove the computer, they've lost their best friend. That can take the form of depression or rage.'

Harry Husted, a single 51-year-old from New York, spends 16 hours a day on the Internet. He insists that he is not addicted, but admits that he used to be. 'I used to work with computers for eight hours, then get home and go online for seven hours. I would stay up till two or three in the morning until I got so sleepy I had to go to bed. I wouldn't go out to get the groceries and I

couldn't have cared less about friends, TV, anything. After a while I realized what was happening and did something about it. Now if I use MySpace it's only to advertise my business.'

Robert Freedman, editor of the American Journal of Psychiatry, said expressions of the addiction could be diverse. 'In Korea, it seems to be primarily gaming sites. In America, it seems to be Facebook. Additionally, it's porn, it's games, it's gambling, it's chatting with friends. All these things existed before, but now they're a lot easier.'

To beat the addiction, he advised: 'A self-help group might be a place to start. Maybe replace an online group with a real one.'

(From: <http://www.guardian.co.uk/technology/2008/mar/23/news.internet>)

### **WHAT IS PROBLEM GAMBLING?**

Problem gambling is gambling behavior which causes disruptions in any major area of life: psychological, physical, social or vocational. The term "problem gambling" includes, but is not limited to, the condition known as "pathological", or "compulsive" gambling, a progressive addiction characterized by increasing preoccupation with gambling, a need to bet more money more frequently, restlessness or irritability when attempting to stop, "chasing" losses, and loss of control manifested by continuation of the gambling behavior in spite of mounting, serious, negative consequences.

(From: <http://www.ncpgambling.org/i4a/pages/index.cfm?pageid=1>)

**FORMER MOBSTER SPEAKS ON EVILS OF GAMBLING** – By Amanda Bayhi  
(January 27, 2010)

Michael Franzese, a former mobster, spoke to students Monday night at Coleman Coliseum about the dangers of gambling.

Franzese said gambling can become a serious addiction, similar to drugs, pornography and alcohol. Franzese said some of the warning signs of a gambling addiction include losing concentration, thinking about gambling during class and losing a great deal of money.

The former member of the Colombo crime family said people who don't gamble are still affected by gambling addictions. Franzese said nearly everyone knows at least one person who is addicted to gambling. In addition, Franzese said people should be careful when forming relationships, talking about how he surrounded himself with the wrong people most of his life. "You are who you hang out with," Franzese said.

(From: <http://www.cw.ua.edu/former-mobster-speaks-on-evils-of-gambling-crime-1.2151199>)

### **Glossary**

The word "**mobster**" is a term derived from Latin and Aramaic. The word *mobi* means large gathering in Aramaic, and similarly, *mob* in Latin means crowd. The full term mobster means member of a crowd. Gangsters tend to usually hang in groups (gangs) with whom they usually share a style of clothing or mannerisms. A Gangster is a criminal who is a member of a crime organization, such as a gang.

(From: <http://en.wikipedia.org/wiki/Gangster>)

### **FOLLOW-UP**

#### **6. Vocabulary Study**

- a) Find words in the texts that describe negative emotions and states of mind. Relate them either to a group of nouns or adjectives.

b) Find the words, meaning: **tiredness, loneliness, anger, anxiety.**

c) Fill in the key words and phrases into the sentences.

**clinical disorder    significant other    withdrawal symptoms    wean off**  
**negative repercussions    public health issue    preoccupation**

1. \_\_\_\_\_ are the unpleasant physical and mental effects suffered by someone who stops taking a substance that they are addicted to.
2. A \_\_\_\_\_ is a medical matter that affects the general population.
3. A \_\_\_\_\_ is medical problem or condition.
4. \_\_\_\_\_ are the bad effects that something has, usually lasting for a long time.
5. Your \_\_\_\_\_ is the person you are having a (romantic) relationship with.
6. When you make someone gradually stop depending on something that they like and have become used to, especially a drug or a bad habit, you \_\_\_\_\_ them \_\_\_\_\_ it.
7. \_\_\_\_\_ is a state in which you think about something so much that you do not think about other things.

## 7. Grammar Focus

a) Choose the correct word or phrase in each sentence.

1. A new information for how the brain becomes wired towards drug addiction **has been put forward / had been put forward** by University of Sussex researchers.
2. New evidence **show / shows** that heavy drug users suffer isolation, fatigue and withdrawal symptoms.
3. There has been alarm over a rising number of addicts **dropping out of / dropping from** school.
4. They exhaust emotions that they could experience in the real world **on / with** the computer.
5. All these things existed before, but now they're **very / a lot** easier.
6. The term "problem gambling" includes the condition characterized by increasing **preoccupation / occupation** with gambling.

## 8. Comprehension Check:

1. What research is being undertaken to explain the nature of drug addiction?
2. What have been identified as causes of Internet addiction?
3. What are the most common forms of the Internet addiction?
4. What disruptions does problem gambling cause?
5. Summarize the views expressed by scientists in the reading.
6. Explain the statement "You are who you hang out with." Think of the Russian equivalent expression or proverb. Write a short essay.

## 9. Scan the texts again to focus on particular information and details you require.

- a) Write down some questions you would like to ask the group. Ask your partner / group your questions.
- b) Talk about the new words from the reading. What is interesting about them?

- c) Talk with your partner about what you have learned from the reading.  
d) Write a short essay (250 words) on one of the sayings:

*Luck never gives, it only lends. ~ A Swedish Proverb.*

*The better the gambler, the worse the man. ~ Publius Syrus.*

- f) Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (*Keys to Communication – Signal Words*).  
g) Discussion: **Are you a net junkie?**

Answer these questions for yourself or for someone you know and discuss the results.

- Do you feel preoccupied with the internet?
- Do you need increasing amounts of time on the net in order to achieve satisfaction?
- Have you repeatedly made unsuccessful efforts to control, cut back or stop Internet use?
- Do you feel restless, moody, depressed, or irritable when you try to cut down or stop Internet use?
- Do you stay online longer than originally intended?
- Have you jeopardised or risked losing a significant relationship, job, educational or career opportunity because of the Internet?
- Have you lied to family members, a therapist or others to conceal the extent of your involvement with the Internet?
- Do you use it to escape from problems (e.g. feelings of helplessness, guilt, anxiety, depression)?

**If you answer 'yes' to five or more of these questions, you may have an Internet addiction.** Go to the website [www.netaddiction.com](http://www.netaddiction.com) where you can take further tests, read more about the problem under study.

## UNIT 11

### LEAD-IN

#### 1. Before you read the texts respond to the questions:

*Do you think love is an addiction?*

*What do we love with?*

*Does appearance matter when it comes to loving someone?*

*How do you choose a friend?*

*Do you have a good memory for numbers and faces?*

*Is love a privilege of humans?*

### READING

#### 2. Read the titles to the articles.

*What ideas do they suggest?*

*What is your attitude to the problems?*

#### 3. Skim the texts and identify their types.

#### 4. Now scan the texts and answer the following questions:

*What scientists are involved in the research?*

*What are the secrets of attraction to one another?*

*What is heritable in person's nature?*

## **LOVE IN LONDON IS AS RARE AS FINDING ALIENS**

LONDON, Jan. 19, 2010 (Reuters) — Romance may happen every day, but finding true love in London is as rare as aliens in the galaxy, says one London-based economist.

Peter Backus, a teaching fellow of economics at the University of Warwick, has calculated that he has a 0.00034 percent chance of finding love in the British capital using the same "Drake" equation scientists use to determine the potential number of extra-terrestrials in our galaxy. American astronomer and astrophysicist Frank Drake devised his namesake equation in the early 1960s.

The 31-year-old Backus -- who lives on a narrow boat in central London -- is not even that particular about his ideal match, requiring only that she be a London-based female, aged 24-34, with a university education.

"I am not trying to be an elitist or anything," he said about his educational requirements. "Everyone has preferences. I just think we would have more in common." Further reducing his chances, he has estimated he would be physically attracted to just five percent of the women meeting all these criteria. This means there are about 10,500 women in Britain who tick all the boxes for Backus, he said -- just above the 10,000 potential communicative civilizations that could exist in the Milky Way according to the Drake equation.

So just 0.14 percent of Londoners and 0.017 percent of the British population meet Backus's own requirements, he said. But a relationship takes two. If this economist's dream women are equally as fussy as he is, his chances of finding someone who will return his affections plummets to just 0.00034 percent, he said. "There are 26 women in the UK with whom I might have a wonderful relationship. So, on a given night out in London there is a 0.00034 percent chance of meeting one of these special people," he said. "That's a 1 in 285,000 chance. Not great."

But love can still defy the odds right on your doorstep. Since writing his paper on the equations of finding love, Backus has started dating his neighbor Rose. She meets his age requirement, has a university degree and also lives on a boat.

(From: [www.newsdaily.com/stories/](http://www.newsdaily.com/stories/))

## **RELATIVE HEIGHT IS THE KEY TO LOVE**

When it comes to love, size really does matter; and the dimension that makes all the difference, says The Sunday Times, is height. Only when a couple have decided that their height ratio is right will they turn their attention to looks, personality and body shape. Men, it transpires, prefer to look down on women, which is just as well since women like to look up to their men. The scientists have even worked out the ideal proportions. A man should be 1.09 times taller than his partner. In other words, the ratio most likely to trigger mutual attention is 1 : 1.09. For the study, 600 men and women were shown outlines of couples of varying heights and asked to say which represented the ideal. The majority plumped for those with the ratio 1 : 1.09. At first sight, the findings do not explain the attraction between exceptionally tall or short people, who often settle for partners much shorter or taller than themselves. But Professor Boguslaw Pawlowski of the University of Wroclaw in Poland has an answer for this, too. He says these people look for mates whose heights contrast dramatically with their own, to increase their chances of having children of a more average size.

(From: The Week, April, 2003)

## **THE SECRETS OF ATTRACTION – IT'S ALL IN THE GENES!**

Have you ever wondered how someone with no personality and the personal hygiene of a wild pig still manages to attract other people sexually? Is it because they are rich? Is it because they own a large house? No, the answer is in the nose.

**The Nose.** We generally think of the nose as an object of breathing and smelling. However, researchers are now discovering that there is a third important function for our nose and it's all about sex. Professor T. Watt reveals the secrets of sexual attraction.

**Smell.** When we decide if someone is attractive or not, we don't just look at them, we smell them too. Research scientists have discovered the human body secrets hormones known as pheromones. These come out when we sweat and they can be detected by the nose. Incidentally, the word pheromone comes from the Greek words "pherein", which means to transfer, and "hormone", which means to excite.

**A Tortoise.** The term pheromone was first used to describe the chemical signals between animals that stimulate sexual attraction. Scientists found that these hidden smells were extremely powerful. They once noticed how a male fly attempted to copulate with a shoe that had been treated with the female fly's scent. And in another experiment, a male tortoise was observed trying to mount a lettuce over which a female had climbed, leaving her "perfume."

**Secret Love Potions.** So how does it all work? Top scientists believe that pheromone detection takes place in the "vomeronasal organ" (the VNO). This organ can be found in the nose and is used to detect all types of chemicals. A human VNO has its own pathway to the part of the brain that regulates sexual behavior. The great thing about the pheromones is that they don't need to be smelt in order to stimulate a sexual response. This opens up exciting possibilities for secret love potions. Professor T. Watt has been leading the way.

**Sex Products.** Working with a London based biotechnology firm, Professor T. Watt has launched his very own brand of pheromone spray called "Pheromone Phast." This product comes in a little bottle that contains the scent of 50 human pheromones. "If you use this spray, you will appear more attractive for up to 12 hours – I guarantee it," the professor told journalist.

**"Pheromone Phast".** Professor T. Watt produced his spray after months of research. One of the experiments consisted of the following: 16 nursing students were invited to sit in a room. In one corner of the room there was a table with two pairs of pants. One pair of pants had been laced with professor T. Watt's spray, and the other pair was brand new. The students were invited to sniff the pants. The results showed that 90 % of the students were strongly attracted to the pheromone pants. In another experiment, the same students were invited to talk to two people, subject "A" and subject "B". Subject "A" was given a book of jokes and told to entertain the students for ten minutes. He was also sprayed with Professor T. Watt's spray "Pheromone Phast". Subject "B" was told to talk about mathematics for three hours and was not sprayed with the pheromone product. Afterwards, subject "A", who had been sprayed, was described as "friendly, warm and interesting", and subject "B", who had no contact with the pheromone spray, was later described as "dull, cold and boring".

"This is conclusive proof that the spray makes you more attractive", the professor said shortly after recording the results.

(From: hotenglishmagazine.com)

### 5. *Comprehension Check:*

*Formulate the main idea of each paragraph in 1 or 2 sentences and write them.*

#### **Glossary**

personal hygiene – keeping yourself clean

to secrete – to produce a liquid from your skin

a hormone – a chemical that is produced in your body that stimulates certain organs

to sweat – when liquid comes out of your body because you are hot

a fly – a small insect with wings that likes to sit on your food

to copulate – to have sex



a tortoise – an animal that carries its house on its back and moves very slowly  
to lead the way – to be the first person to do something  
pants – clothing that you wear under your trousers  
to lace – to put a substance secretly on or in an object  
brand new – completely new  
to sniff – to smell

### **FACE RECOGNITION ABILITY INHERITED SEPARATELY FROM IQ**

*ScienceDaily (Jan. 20, 2010)* — Recognizing faces is an important social skill, but not all of us are equally good at it. Some people are unable to recognize even their closest friends (a condition called prosopagnosia), while others have a near-photographic memory for large numbers of faces. A twin study by collaborators at MIT\* and in Beijing shows that face recognition is heritable, and that it is inherited separately from general intelligence or IQ\*.

This finding plays into a long-standing debate on the nature of mind and intelligence. The prevailing generalist theory, upon which the concept of IQ is based, holds that if people are smart in one area they tend to be smart in other areas, so if you are good in math you are also more likely to be good at literature and history. IQ is strongly influenced by heredity, suggesting the existence of "generalist genes" for cognition.

Yet some cognitive abilities seem distinct from overall IQ, as happens when a person who is brilliant with numbers or music is tone-deaf socially or linguistically. Also, many specialized cognitive skills, including recognizing faces, appear to be localized to specialized brain regions. Such evidence supports a modularity hypothesis, in which the mind is like a Swiss Army knife -- a general-purpose tool with special-purpose devices. "Some cognitive abilities, like face recognition, are shaped by specialist genes rather than generalist genes," said lead author Jia Liu, Professor of Cognitive Neuroscience at Beijing Normal University in China of the study published in *Current Biology*.

For the study, Liu and his colleagues recruited 102 pairs of identical twins and 71 pairs of fraternal twins aged 7 to 19 from Beijing schools. Because identical twins have 100 percent of their genes in common while fraternal twins have just 50 percent, traits that are strongly hereditary are more similar between identical twins than between fraternal twins. (Identical twins still show variability because of the influence of environmental factors).

Participants were shown black-and-white images of 20 different faces on a computer screen for one second per image. They were then shown 10 of the original faces mixed with 20 new faces and asked which ones they had seen before. The scores were more closely matched between identical twins than fraternal twins, and Liu attributed 39 percent of the variance between individuals to genetic effects. Further tests confirmed that these differences were specific to face recognition, and did not reflect differences in sharpness of vision, general object recognition abilities, memory or other cognitive processes.

In an independent sample of 321 students, the researchers found that face recognition ability was not correlated with IQ, indicating that the genes that affect face recognition ability are distinct from those that affect IQ. Liu and Kanwisher are now investigating whether other cognitive abilities, such as language processing, understanding numbers, or navigation, are also heritable and independent from general intelligence and other cognitive abilities.

In addition to providing new insight into the structure of the mind, this work could shed light on the underlying causes of developmental disorders like autism and dyslexia.

**MIT** – Massachusetts Institute of Technology; **IQ** – intelligence quotient; a measure of human intelligence, with 100 representing average.

## LOVE ME, LOVE MY DOG

### Dogs and their owners really do resemble one another

Not long ago, some researchers studying human mating patterns tried the following experiment. They took photographs of individuals in established relationships, mixed them together, and asked their experimental subjects to pair up likely looking couples from the pictures. More often than chance, the photo-couples thus created were also real couples. This is an example of what biologists call assortative mating – that who chooses whom (and also who is willing to be thus chosen) – is to some extent predictable. But despite the corny observation that owners grow to look like their dogs and vice versa, no one really expected the same rules to apply to people and their pets.



But it seems they do. A paper published in the *Journal of Ethology* by Christina Payne and Klaus Jaffe, of Simon Bolivar University in Venezuela, describes a visit they made to the National Canine Exposition in Caracas. There, they photographed 36 purebred dogs and their 36 owners. The prints were then split into six groups of pairs, each group was shuffled.

Dr Payne and Dr Jaffe asked their volunteers to try to guess which dogs within a group belonged to which human. As in the case of human couples, correct guesses were made significantly more often than chance. It seems, therefore, that owners really do resemble their dogs.

More intriguingly, the volunteers were unable to make reliable pairs in a follow-up study in which the dogs involved were mongrels rather than pedigree. That, the two researchers reckon, may be the key to the mystery. When you buy a pedigree puppy you have a good idea what the adult will look like. Not so with mongrel.

Although they have yet to prove it, the hypothesis that Dr Payne and Dr Jaffe are considering is that people's preferences for dogs that resemble themselves is an accidental manifestation of another phenomenon. This is well-established observation that people are more trusting of those who look somewhat like them, presumably because resemblance suggests genetic relatedness. In experiments where contestants have to bargain for money, for example, a potential "business" partner elicits more trust if he or she has a face similar to the bargainer. And if dogs are truly man's best friend, then trust is surely an important part of the friendship.

(The Economist, February, 2005)

## FOLLOW-UP

### 6. Vocabulary Study

#### a) Odd-one out:

1. fly tortoise lettuce pedigree
2. female male aliens owner
3. biologist journalist researcher astrophysicist
4. size dimension shape height
5. research evidence attention requirement
6. resemblance detection attraction observation

7. *average heritable variability general*
8. *sniff lace smell sample*
9. *preferences requirements chances relatedness*
10. *twins contestants couples pairs*

**b) Find in the reading the verbs that collocate with these nouns or phrases:**

1. *to \_\_ the criteria; 2 to \_\_ one's affections; 3 to \_\_ in common; 4 to \_\_ a wonderful relationship; 5 to \_\_ light on; 6 to \_\_ mutual attention.*

**7. Grammar Focus**

**a) Find in the texts examples of the following:**

1. Present Simple Active
2. Present Simple Passive
3. Past Simple Active
4. Past Simple Passive
5. Present Perfect
6. Past Perfect
7. Present Continuous

**8. Comprehension Check:**

1. *What is an ideal proportion to trigger mutual attraction between men and women according to the research?*
2. *What organ is responsible for sexual attraction?*
3. *What are cognitive abilities?*
4. *What is 'assortative mating'?*
5. *Who do people trust more and why?*
6. *Summarize the views expressed by scientists in the reading.*

**9. Scan the texts again to focus on the information or details you require.**

- a) *Write down some questions you would like to ask the group. Ask a partner / group your questions.*
- b) *Make a list of new words from the reading. Compare it with your partner's.*
- c) *Talk with your partner about what you have learned from the reading.*
- d) *Prepare a presentation on the basis of the reading using **topic-related vocabulary, glossaries** to the texts and appropriate speech markers (*Keys to Communication – Signal Words*).*
- e) *Comment on the proverb "Like father, like son. Like mother, like daughter." Think of the Russian equivalent proverb.*
- f) *Comment on the sayings:*
  - Gravitation is not responsible for people falling in love. ~Albert Einstein
  - Love is the magician that pulls man out of his own hat. ~Ben Hecht
  - Love is an ocean of emotions entirely surrounded by expenses. ~Lord Dewar
- g) *Discuss the following quotation "Sometimes we make love with our eyes. Sometimes we make love with our hands. Sometimes we make love with our bodies. Always we make love with our hearts."*  
(<http://www.quotegarden.com/love.html>; <http://sayings.wordpress.com/love-sayings/>)
- h) *Assess the problems touched upon in the reading from 5 (serious) to 1 (not serious). Suggest solutions. Write a short essay on one of the problems.*

Problem	Rating					Solution
	5	4	3	2	1	
•						
•						
•						

## UNIT 12

### 1. Read the titles to the articles.

*What ideas do they suggest?*

### 2. Skim the texts and identify their types.

### 3. Now scan the texts and answer the following questions:

*What do the texts seem to concern?*

*What is the connection between mathematics and creativity?*

*What are the smallest pieces of ordinary matter according to the author?*

*What is implied by 'frozen extremes' of the Earth?*

*What problems does nature pose before scientists and world community?*

## CREATIVITY IN MATHEMATICS

Providence, RI ---"Mathematics links Art and Science in one great enterprise, the human attempt to make sense of the universe."

Mathematicians have always felt a strong creative aspect in their subject.

In "Envisioning the Invisible", Tim Chartier describes how the performing arts can be used to capture mathematical concepts. Chartier is a mathematician and also a mime. In one of Chartier's mime sketches, he gets the audience to ponder questions about the nature of infinity. Chartier discusses the work of other mathematicians who work in such performing arts as dance, theater, juggling, and magic.

In "The Life and Survival of Mathematical Ideas", Michael F. Barnsley discusses how a specific mathematical topic, that of iterated function systems, can be viewed as a "creative system". "The mind of a mathematician", he argues, "provides a locus for creative systems, a place where mathematical structures live and evolve." He makes a parallel between biological forms, such as plants, and mathematical forms. An example of mathematical forms are the geometric building blocks of points, lines, and planes; their "DNA"\* consists of the equations that describe points, lines, and planes. The forms evolve and adapt as they are passed on through generations of mathematicians' minds.

The article on music by Don et al employs some of Barnsely's work on fractal images to produce new music. Based on it, the authors created fractal images of a fern and of Sierpinski's triangle and used these images to create notes for musical compositions.

The power of abstraction in mathematics makes it a fertile source for artistic expression.

(From: [www.eurekaalert.org/bysubjects/mathematics.php](http://www.eurekaalert.org/bysubjects/mathematics.php))

**DNA** – deoxyribonucleic acid; the acid which carries Genetic information in a cell

**THE STRANGEST LITTLE THINGS IN NATURE** – By Michael Schirber, Special to LiveScience (November 2006)

When small cannot get any smaller, you enter the quantum world of quarks, photons, and space-time foam. People as far back as the Greek philosopher Democritus believed that things

were built up from irreducible pieces. Isaac Newton himself thought that light was not a wave, but rather a collection of tiny "corpuscles." Physicists have only recently acquired tools with sufficient resolution to see nature's inherent graininess. Here's a quick tour of the quantum underbelly of the things around us.

### 1

If you split a banana, and then split it again, and again, and again... you eventually get down to cells, molecules, atoms. Each atom has a nucleus of protons and neutrons, with tiny electrons buzzing around. Both protons and neutrons contain three quarks. But the dissection stops there: electrons and quarks are the smallest pieces of ordinary matter.

How small are they? The electron is sometimes said to be a few femtometers across (about a trillionth of a hair's width), but this is misleading. Electrons and quarks are more like puffy clouds than rigid balls. This puffiness is the result of unavoidable quantum uncertainty: You can't precisely know a particle's motion and position at the same time. If you try to hold a quark still, you would have almost no idea where it is. Such slipperiness makes exact size measurements meaningless.

### 2

If we turn our scalpel on light, we find that its seemingly continuous glow is actually composed of little bundles of energy, called photons. Don't bother squinting your eyes to see them, though: a 100 Watt bulb emits a billion trillion photons per second.

So was Newton right? Light is a particle, not a wave? The answer is yes and no.

Light acts like a wave when you do an experiment looking for a wave property (like scattering through a pinhole). It behaves like a particle if you test for a particle property (like colliding with electrons). "You get what you ask for" is a common refrain in quantum physics.

### 3

Particle properties can be "quantized" as well. Probably the weirdest example is particle rotation (what is called spin) which, by the way, is nothing like how a planet or a top moves. First of all, particles have only one rotation speed — they can't speed up or slow down. And second, the axis of rotation depends on how you look at it. In an experiment, one detector might report a particle's spin points North, while another detector might say East. And they'd both be right!

### 4

The force of gravity has largely resisted this quantum tomfoolery. But some physicists believe that Newton's apple fell from its tree thanks to gravitons — photon-like particles that carry the gravitational attraction. Falling apples would not generate a lot of gravitons, but colliding black holes would. Detectors are currently looking for signals from these distant collisions, but it may be many years before any evidence for gravitons is found.

### 5

Even *nothing* acts strange at the smallest levels. The vacuum is presumably not really empty, but instead filled with "virtual" particles that constantly blink in and out of existence. This virtual reality follows from a quantum rule that says probable events influence real outcomes. More specifically, it is possible (though highly unlikely) for particles and anti-particles to pop out of nowhere and then quickly annihilate. Nobody ever sees this happen, but the sum of all this quantum probability is a real energy.

### 6

The above vacuum energy is not constant: it seethes and fizzes with bubbles the size of the Planck length (see box). This foam warps the fabric of space-time, blurring the answers to when and where. Essentially, the underlying geometry of the world is not smooth. Instead, there are "pixels" that cannot be further resolved. Particles do not move continuously, but instead make little quantum leaps from one pixel to the next. Such quantized space-time, though not yet observed, is the endpoint of smallness, as well as the end of this tour.

#### 4. Comprehension Check:

1. Match the paragraphs 1-6 with the titles: **Space and time; Light; Rotation; Vacuum; Matter; Gravity.**

5. **Check your mathematical skills:** Take any three figure number in which the first figure is larger than the last, say 521. Reverse it, making 125 and subtract the smaller from the larger, making 396. Now add the result to the same number reversed, 693. The answer is 1089, and will be 1089 whatever number you start with. *Why is it so?*

### UNIT 13

#### LEAD-IN

##### 1. Before you read the texts:

- Share your ideas on what Antarctic and Arctic are, where they are located, and why they attract scientists' attention.
- With your partner try to match the definitions with the words in the box:

1 microbiologist 2 Mars 3 tundra 4 Arctic 5 pond 6 Antarctic 7 peninsular  
8 explorer 9 coast

**A** a cold treeless plain which is frozen hard in winter

**B** an area of still water smaller than a lake

**C** someone who travels for the purpose of discovery

**D** the very cold most northern part of the world

**E** the land close to the edge of the sea

**F** the person studying very small living things, such as bacteria

**G** a piece of land almost completely surrounded by water but joined to a larger mass of land

**H** the very cold most southern part of the world

**I** a dying and cooling planet, the fourth in the order from the Sun and the next to the Earth

#### READING

##### 2. Read the titles to the articles.

*What ideas do they suggest?*

*What is your attitude to the problems?*

##### 3. Skim the texts and identify their types.

##### 4. Now scan the texts and answer the following questions:

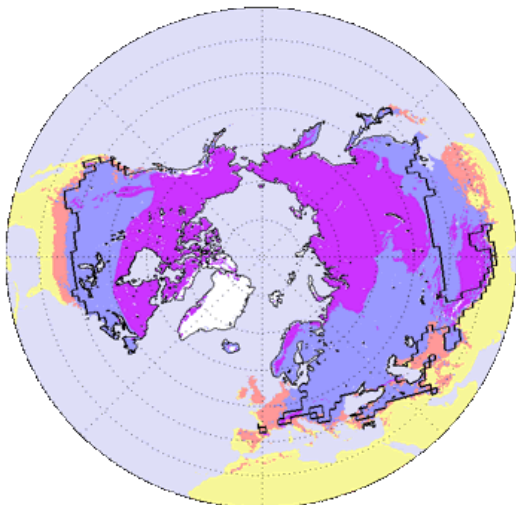
*Why do scientists explore Antarctica?*

*What interesting data have they managed to collect about the Earth's Polar Regions?*

*In what way does human activity threaten the environment?*

## THE FROZEN EXTREMES OF THE EARTH

*Northern Hemisphere permafrost (permanently frozen ground) in purple.*



The Arctic in the north and the Antarctic in the south are the opposite ends of the planet, but they are similar in many ways. Both are lands of ice and snow, where the temperature in winter can be so low that your skin can freeze in seconds – it can be as low as  $-80^{\circ}\text{C}$ . Very few animals are able to survive these conditions, but there are some both in the north and in the south. The Arctic has more plants and animals than the Antarctic, including polar bears, the largest bear in the world. In the south there are no land animals because of the extreme cold, but there are penguins and other sea animals that live on or near the coast – although both in the north and the south the sea is frozen for much of the year.

Arctic is one of the most remote places on Earth.

For 1,000 years the Nenets people have migrated along the 450-mile-long Yamal peninsula in northern Russia. In summer they travel northwards, taking their reindeer with them. In winter they return southwards. The reindeer for them are everything – food, transport and accommodation. The weather here is extremely cold; the sea freezes for nine months of the year. The peninsula's weather is becoming more and more unusual – with unseasonal snowstorms when reindeer give birth in May, and milder longer autumns. In winter, temperatures used to go down to  $-50^{\circ}\text{C}$ . Now they are normally around  $-30^{\circ}\text{C}$ .

Ninety-eight per cent of Antarctica is covered with ice up to three miles thick. Most of the 2 percent left is made up of mountain peaks or sea-scoured coastlines. **The Dry Valleys area is discovered by polar explorer Robert Falcon Scott in 1903.** The name applies to a region that includes about 1,500 square miles of bare ground, which, because winds blast away snow and keep precipitation out, doesn't build ice.

The area is dominated by three parallel valleys: Victoria, Wright, and Taylor. There are several large lakes in these valleys and a number of ponds. Many are frozen clear to the bottom. Though one has  $77^{\circ}\text{F}$  water deep below its ten-foot-thick ice ceiling, because dense layers of salty water trap the slight summer heat. A single 18-mile-long river flows with glacial melt for one or two months each year. The average precipitation – all snow – equals less than four inches of water a year.

On a ridge above the Victoria Valley microbiologists found an entirely unexpected community of microscopic algae, fungi, and bacteria living inside rocks. These microorganisms live in the minute gaps between the grains of sandstone, about a sixteenth of an inch under the surface, where they can get a little light, a little moisture, and a little substance from the mineral that encloses them. The tiny fragments of life can be thousands of years old, more ancient than the greatest trees in the oldest forests. **Microbiologists wondered if some of the algae could survive a long time without liquid water.** This question not only is germane to our planet but also could relate to the question of life on drying and cooling Mars, which the Dry Valleys resemble more than many places on Earth.

Different scientists share one thing – this stark place, which has changed little in millions of years, gives them a chance not just to check out a curious part of the Earth but also to explore the far reaches of time itself.

**The more people learn about this deceptively simple-looking place, the more complexities they find.**

(From: National Geographic, 4, 1998)



## GLOBAL WARMING – By Andrew C. Revkin

Earth's polar regions are also known as frigid zones. The North Pole and South Pole being the centers, these regions are dominated by the polar ice caps, resting respectively on the Arctic Ocean and the continent of Antarctica.



**Polar sea ice is currently diminishing, possibly as a result of anthropogenic global warming.**

In 2000 scientists from the Worldwatch think-tank in Washington teamed up with the United Nations to spot the greatest threats to the planet in the coming years. Top of the list was ecosystem collapse, such as deforestation and the demise of

corals; second were health and diseases; and third was global poverty.

**Global warming has become perhaps the most complicated issue facing world.** On the one hand, warnings from the scientific community are becoming louder, as an increasing body of science points to rising dangers from the ongoing buildup of human-related greenhouse gases — produced mainly by the burning of fossil fuels and forests. On the other, the technological, economic and political issues that have to be resolved before a concerted worldwide effort to reduce emissions can begin have gotten no simpler, particularly in the face of a global economic slowdown.

(From: <http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html#>  
<http://www.mg.co.za/article/2009-12-23-what-on-earth-happened>)

### FOLLOW-UP

#### 5. Vocabulary Study

a) **Choose the odd word out:**

1. snow, ice, water, wind.
2. rocks, algae, fungi, bacteria.
3. island, peninsula, precipitation, coast.
4. lake, valley, pond, river.
5. inch, mile, foot, number.

b) **Find another word in the reading that means approximately the same as each of the following:**

1 very small; 2 suitable; 3 frozen; 4 very old; 5 use; 6 investigate; 7 catch; 8 come back; 9 move.

#### 6. Grammar Focus

a) **Translate the bold type sentences and express your own ideas on the issue.**

#### 7. Comprehension Check:

a) **Look through the texts and find this information as quick as possible:**

1. How large is Antarctica and what is it made up of?



2. *Is there any life between crystals?*
  3. *What do findings in the Antarctica lead to?*
  4. *How low is the annual temperature in the Arctic / Antarctic?*
  5. *Where is the Yamal peninsula?*
  6. *Why are reindeer so popular with the people of Arctic tundra?*
- b) Summarize the views expressed by scientists in the reading.**
- c) Explain the statement “The more people learn about this deceptively simple-looking place, the more complexities they find.”**

**8. Scan the texts again to focus on particular information and details you require.**

- a) *Write down some questions you would like to ask the group. Ask your partner / group your questions.*
- b) *Make a list of new words from the Unit. Compare it with your partner’s.*
- c) *Talk with a partner about what you have learned from the reading.*
- d) *Prepare a presentation on the basis of the reading using **topic-related vocabulary** and appropriate speech markers (Keys to Communication – Signal Words).*
- e) *Read the poem by Megha Malpani (2008) and share your opinion on the problems touched upon in it. Do you agree with the author? What do you suggest to improve the situation on our planet and in the whole Universe?*

**THIS IS OUR LAND**

We all need oxygen and clean air to breath  
and for that we need lots of trees.  
But people are cutting and breaking  
so some oxygen is vacating.  
What to do? said the people, feeling blue.  
I know, spoke a person, somewhere in the crowd.  
Let's plant some trees and make every one proud.  
The arctic is melting! Where are the polar bears?  
They are all drowning, does anyone care?  
I do, yelled the kid way at the back.  
But how on earth can we save the arctic pack?  
Create less pollution, listen to your heart,  
Recycle, save, conserve, that's a good start!  
The tigers are disappearing, soon they'll be gone...  
But forests are being cut and mother nature's harmony being torn.  
Stop, say the children, this is our land!  
It's not okay to bury our heads in the sand.  
Don't waste our natural resources, abuse them no more.  
Dear Earth, your life and beauty, we pledge to restore.

(From: [www.saveourplanet/](http://www.saveourplanet/))

- f) *Write an essay or your own poem on the topic “Save our Planet”, using the active vocabulary.*

## LIGHT READING

- *This is reading fairly quickly without concentration too hard or worrying about every single word. We often use it when reading for enjoyment.*

### UNIT 14

#### 1. Read the following texts and decide what seems to you obvious, interesting or amazing.

##### **Device Introduced To Find Nearest Pub** – (RIA Novosti) 2010

A device has been introduced by two entrepreneurs in London that directs a person to the nearest pub. This device is a computer that is attached to the wrist of a person and it then directs the individual to the nearest pub. The device which has been named "eSleeve" uses satellite positioning to locate where the person is and then locates the four nearest pubs to the person. It can also recognize the users voice and if they happen to get drunk can aid them in finding their way home.

##### **Sleeping At Work Considered Good** – (RIA Novosti) 2010

A town in Germany has discovered that sleeping while at work has increased worker efficiency. The small town of Vechta which is situated southwest of Hamburg, have allowed the workers to take a nap for 20 minutes. They can go home or doze off at work after lunch. "In the beginning employees were skeptical about the project, but then they were happier and they started working better." said town spokesman Frank Kaethler. This project started because there was a lot of work that needed to be done and not enough employees, so they received a course from the local health insurance company on napping. It has been found that 22% of the German population naps but the town of Vechta is the only one that has implemented the project.

##### **Electricity kills two elephants in Zambia**

Moscow, December 2009 (RIA Novosti) – Two elephants died in Zambia after coming into contact with a live power line, regional media reported. The two male elephants died after bumping into a low-hanging 33 kilo voltage power line. The incident took place in southern Zambia's Itezhi-tezhi district. Zambia Wildlife Authority specialists disposed of the carcasses by distributing the meat to local communities.

(From: <http://en.rian.ru/strange/>)

##### **Cosmic cockroaches faster developers, Russian scientists say**

VORONEZH, January 2008 (RIA Novosti) - Cockroaches conceived in space onboard the Russian Foton-M bio satellite have developed faster and become hardier than 'terrestrial' ones, a research supervisor said.

The research team has been monitoring the cockroaches since they were born in October. The scientists established that their limbs and bodies grew faster. "What is more, we have found out that the creatures... run faster than ordinary cockroaches, and are much more energetic and resilient," Dmitry Atyakshin said. Cockroaches, as well as other types of insects, can give birth several times after one impregnation, and the cockroaches that conceived during the bio-satellite's September 14-26 flight have since given birth to their second and third batches of offspring. "The second and third batches did not show these peculiarities of growth and physiology," the scientist noted.

'Ordinary' cockroaches are already known for their extraordinary resilience. Some species can last almost an hour without oxygen or a month without food, and are able to withstand high doses of radiation.

The September 14-26 flight was part of an ongoing experiment into the effects of space flight by the Institute of Biomedical Problems (IBMP). The creatures were sealed in special containers, and a video camera filmed them during the flight.

(From: <http://en.rian.ru/science/20080117/97179313.html>)

### **Thumbelina the world's smallest horse**

She may be small, a mere 17 inches and weighing only 60 pounds. But she is all horse. Born as a dwarf to a miniature horse, Thumbelina is officially the world's smallest horse. She may never aspire to be a champion show-jumper – she is so tiny she would find it hard to jump over a bucket. But these things matter little to the feisty Thumbelina, who has been officially recognized as the world's smallest horse.

That title was conferred on her in 2006 when the five-year-old entered the Guinness Book of Records. The real-life My Little Pony was born on an American farm to a couple who specialize in breeding miniature horses. Normally these horses weigh about 250lb and rise to a height of 34 inches when they are fully grown. But from the day she was born it was clear that tiny Thumbelina would never grow to that size. She weighed only 8lb – the size of a new-born baby - when she was born. Eventually she grew to just 60lb.

Her amazing size has been explained as dwarfism. This makes her a miniature of a miniature. She may be a mini-horse, but small means beautiful as far as her owners, the Goessling family in Goose Creek farm in St. Louis, are concerned. She likes to hang out with the cocker spaniels rather than the other horses on their 150-acre farm. "When she was born, she was so small we thought she wasn't going to make it. She looked very ill. We feared the worse. "Because her legs are proportionally smaller than her body and her head, she has to wear orthopaedic fittings to straighten them out a lot of the time. "But we love her and wouldn't want her any other way," said Michael Goessling, whose parents Kay and Paul bred the miniature horses. She only measures up to the shins of the normal-sized horses in the paddock.

Michael's parents have bred hundreds of miniature horses, but they have never had one as small as Thumbelina. She has become something of a celebrity in her home town in America. She lives on a cup of grain and a handful of hay, served twice a day. She is expected to live to



the age of 17 years because of her size – normal horses live for about 35 years.

"She was just a complete fluke and we call her a mini mini. She is too precious to sell. I think my parents would sell me before they part with Thumbelina. She has that special Wow factor, which you only get when you see how small she really is," said Michael.

While she has the ability to get pregnant and give birth, the Goessling family have decided not to allow this to happen. There could be complications during the pregnancy, they believe, so it is better to avoid the risks. And also they don't feel it is right that the gene which creates dwarfism in horses be carried on through future generations.

## Women are Genetically Closer to Chimps than Men

In genetic terms, as everyone knows, human beings are in general very similar to chimpanzees. However, scientists have now discovered that the Y chromosomes - found only in the males - of the two species are extremely dissimilar.

The new study is reported in magazine *Nature*, covering a study by David Page of Cambridge Institute, America, and his colleagues.

According to the boffins' analysis, most parts of the human and chimp (*Pan troglodytes*) genome are very similar, differing by "less than one per cent" in gene number. But the human male's Y chromosome is hugely more complex than that of our remote arboreal cousins.

The massive divergence between the relatively basic chimp male chromosome and the complex, information-packed one found in men is theorised to be the result of rapid evolution taking place over the six to seven million years since humanity's remote ancestors split off from those of chimps.

"If you're marching along the human chromosome 21, you might as well be marching along the chimp chromosome 21. It's like an unbroken piece of glass," Page tells *Nature*. "But the relationship between the human and chimp Y chromosomes has been blown to pieces."

What this means, of course, is that women are in fact much closer genetically to being chimps than men are. Some have even interpreted the research to mean that men are "more evolved" than women, having left their heritage as apes further behind than the ladies.

Technically speaking this is correct, but Page and his colleagues caution that most of the rapid changes taking place in men haven't involved anything that modern civilisation would necessarily regard as evidence of superiority: the shift from poo-flinging to speech and writing as means of expressing oneself, for instance, is unrelated to the Y chromosome.

What the Y chromosome is mainly about, seemingly, is spunkiness.

"When we sequenced the chimp genome people thought we'd understand why we have language and write poetry," says Page. "But one of the most dramatic differences turns out to be sperm production."

(From: <http://english.pravda.ru/news/science/earth/>)



## 2. Do you know that ...

- ✓ A chameleon's tongue is twice the length of its body.
- ✓ A chimpanzee can learn to recognize itself in a mirror, but monkeys can't.
- ✓ About 10% of the world's population is left-handed.
- ✓ A typical bed usually houses over 6 billion dust mites.
- ✓ A woodpecker can peck twenty times a second.
- ✓ Porpoises and dolphins communicate with each other by squeaking, growling, moaning, and whistling. Porpoises and dolphins are mammals. There are about 40 species or kinds of porpoises and dolphins. Most porpoises and dolphins navigate by using "echolocation". The largest member of the dolphin family is called an orca or killer whale.

- ✓ The hippopotamus gives birth under water and nurses its young in the river as well, though the young hippos do come up periodically for air.
- ✓ At 188 decibels, the whistle of the blue whale is the loudest sound produced by any animal.
- ✓ A flute made of bone is the oldest playable musical instrument in the world. It's a flute carved from a bird's wing bone more than 9,000 years ago. The flute was discovered with other flutes at an ancient burial site in China.
- ✓ The fastest dog, the greyhound, can reach speeds of up to 41.7 miles per hour. The breed was known to exist in ancient Egypt 6,000 years ago
- ✓ A cat sees about six times better than a human at night because of the tapetum lucidum, a layer of extra reflecting cells which absorb light.
- ✓ An ostrich's eye is bigger than its brain.
- ✓ All known vitamins are found in eggs except vitamin C.
- ✓ The speed of an average sized raindrop under normal conditions is 11 km per hour (7 mph).
- ✓ Sound travels 15 times faster through steel than through the air.
- ✓ There are more than 1 000 chemicals in a cup of coffee. Of these, only 26 have been tested, and half caused cancer in rats.
- ✓ At over 2000 kilometers long The Great Barrier Reef is the largest living structure on Earth.
- ✓ For every one of the 6 billion people on earth, nearly four tons of carbon dioxide is spewed into the air annually.

### 3. *Comprehension Check:*

*Reflect on what you have learned from the reading.*

### **FOLLOW-UP**

#### 4. *Read the fact files and match them with the categories:*

- 1) Natural phenomena    2) Flora    3) Fauna    4) Human    5) Language  
 6) Discoveries    7) Environmental issues

#### 5. *Choose a fact file to discuss it with a partner.*

#### 6. *Comment on some of the facts.*

A

- ✓ While sleeping, one man in eight snores, and one in ten grinds his teeth.
- ✓ The average person walks the equivalent of twice around the world in a lifetime.
- ✓ There are 62,000 miles of blood vessels in the human body – laid end to end they would circle the earth 2.5 times.
- ✓ The world's first baby conceived in a test tube outside the mother's body was born in Oldham, England. Her name is Louise Joy Brown.
- ✓ More people are killed annually by donkeys than die in air crashes.

**B**

- ✓ In one year, the average tree gives off enough oxygen to allow four people to breathe for a year. You breathe 6 liters of air per minute
- ✓ Bamboo plants can grow up to 90 cm in one day.
- ✓ The strawberry is technically not a fruit at all. In botanical terms, fruits are seed-bearing structures which grow from a flower's ovaries, and a strawberry is merely the swollen base of the strawberry flower. The plant's true fruits are the small, hard, nut-like pips embedded on the outside of the flesh. The seeds are contained in the pips.
- ✓ The tallest tree recorded is located in Humboldt Redwoods State Park, California. It is a coast redwood and has been measured at 117 meters high.
- ✓ The bark of an older redwood tree is fireproof. The redwoods extremely high water content also reduces the tree's susceptibility to fire. Fires in redwood forests take place inside the trees.

**C**

- ✓ Glue dates back to prehistoric times. Artists once mixed colorings with raw eggs, dried blood, and plant juices to make sticky paints for cave murals. Later, ancient Egyptians and other people learned to make stronger glues by boiling animal bones and hides. Today companies make glues using synthetic substances.
- ✓ Ketchup actually began in Thailand. There it was labelled "Kachiap". Ketchup was sold in the 1830s as medicine.
- ✓ The Inca tribe in Peru created the decimal system hundreds of years before it was introduced in Europe.
- ✓ According to National Geographic, scientists have settled the old dispute over which came first -- the chicken or the egg. They say that reptiles were laying eggs thousands of years before chickens appeared, and the first chicken came from an egg laid by a bird that was not quite a chicken. That seems to answer the question. The egg came first.
- ✓ Ambulances were developed by Napoleon's surgeon in his Italian company of 1796-97.

**D**

- ✓ A cow gives nearly 200,000 glasses of milk in her lifetime.
- ✓ Dolphins sleep with one eye open.
- ✓ Chocolate is potentially lethal to a dog coz cocoa beans contain the obromine which can poison the poor bastard. Chocolate effects a dogs heart and nervous system, a few ounces enough to kill a small sized dog.
- ✓ A cat uses whiskers to determine if a space is too small to squeeze through. The whiskers act as antennae, helping the animal to judge the precise width of any passage.
- ✓ Ants don't sleep.

**E**

- ✓ Lightning strikes about 6,000 times per minute on this planet.
- ✓ Some large clouds store enough water for 500 000 showers.
- ✓ Sound at the right vibration can bore holes through a solid object.
- ✓ The oceans contain enough salt to cover all the continents to a depth of nearly 500 feet.
- ✓ Sound travels 15 times faster through steel than through the air.

**F**

- ✓ One tree can filter up to 27 kg of pollutants from the air each year.
- ✓ 4 000 square meters of trees can remove about 13 tons of dust and gases every year from the surrounding environment.
- ✓ Each ton of recycled paper can save 17 trees, 1 438 liters of oil, three cubic yards of landfill space, 4 000 kilowatts of energy and 26 500 liters of water.
- ✓ Just by recycling one aluminum can, enough energy would be saved to have a TV run for three hours.
- ✓ World wide, rainforests are disappearing at a rate of one and a half football fields per second.

**G**

- ✓ Of all the words in the English language, the word 'set' has the most definitions.
- ✓ "Go." is the shortest complete sentence in the English language.
- ✓ The vocabulary of the average person consists of 5,000 to 6,000 words.
- ✓ No word in the English language rhymes with "month".
- ✓ There are about 5 000 different languages spoken on Earth.

## FINAL CHECK (READER I)

### ORGANIZE YOUR THOUGHTS AFTER THE WHOLE READING

1. In groups or pairs, discuss the following issues and report your ideas to the class (Keys to Communication). Prepare a presentation on an issue of your interest.
  1. What is the recent knowledge about the Solar System?
  2. What is the up-to-date information about Man's environment?
  3. "Pros-and-corns" of diets.
  4. "Advantages-and-disadvantages" of technical advancement.
  5. "Rights- and-wrongs" of human life.

2. Fill in the chart to demonstrate the stages of the scientific and technological development based on the reading. Discuss it with your partner.

When?	Who?	What?

3. Think what you can do to help curb global warming. Range the following tips in the order of priority. Add your own ideas. Discuss this with a partner.

<ul style="list-style-type: none"> <li>• Save energy</li> <li>• Buy organic food</li> <li>• Become a smart water consumer</li> <li>• Protect the planet</li> <li>• Replace incandescent light bulbs</li> <li>• Plant a tree</li> <li>• Reduce, reuse and recycle (3Rs)</li> </ul>	<ul style="list-style-type: none"> <li>• Renewable energy</li> <li>• Choosing modern technology</li> <li>• No smoking</li> <li>•</li> <li>•</li> </ul>
---	--

4. Fill in the chart to assess the problems of MAN and his ENVIRONMENT.

Problem	Rating					Solution
	5	4	3	2	1	
•						
•						
•						

- a) Discuss the result with your partners.
  - b) Make a talk on one of the problems, using topic-related vocabulary and appropriate speech-markers.
  - c) Write a paragraph to support your statement.
5. Write a short summary of one of the articles from the reading.
  6. Write some TIPS / INSTRUCTIONS on how:
    - a) to live a healthy lifestyle;
    - b) to tackle the problems of environment;
    - c) to avoid consequences of wrong lifestyle;
    - d) to sustain life on Earth.



## READER II. A BRIEF GUIDE TO BRITISH CULTURE

### *1. Read the text and make a list of things that are different in Europe and Britain.*

George Mikes wrote his book “*How to be an Alien: The most important rules. A Warning to Beginners*” to tell the English what he thought about them. In his opinion he was both funny and rude about the strange things English people do and say that make them different from Europeans. But because the English are so strange, they did not get angry when they read the book. On the contrary, they loved it and thought it was very funny.

#### **Why are the English different from Europeans?**

In England, everything is different. You must understand that when people say ‘England’, they sometimes mean ‘Great Britain’ (England, Scotland, Wales), sometimes ‘The United Kingdom’ (England, Scotland, Wales and Northern Ireland), sometimes the ‘British Isles’ (England, Scotland, Wales, Northern Island and the Republic of Ireland) – but never just England.

On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colorful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say ‘Nice day, isn’t it?’ about two hundred times every day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday.



On a European bus the driver uses the bell if he wants to drive on past a bus-stop without stopping. In England you use the bell when you want the bus to stop. In Europe people like their cats but in England they love their cats more than their family. In Europe, people eat good food.

In England people think that good manners at the table are more important than the food you get to eat. The English eat food but they say it tastes good.

In Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them. In Europe, clever people show that they are clever by talking about Aristotle; in England only stupid people try to show how clever they are. The only people who talk about Latin and Greek writers are those who have not read them.

In Europe people are either honest with you or they lie to you; in England people almost never lie, but they are almost never quite honest with you either. Many Europeans think that life is a game; the English think that cricket is a game.

*(from 'How to be an Alien')*

## **2. Read the texts about the English language and accent:**

**1. Decide whether the author is serious.**

**2. Find the phrases with the words "language" and "accent" and describe the situations in which they have been used.**

### **The Language**

When I arrived in England I thought that I knew English. After I'd been here an hour I realized I did not understand one word. In my first week I learned a little of the language, but after seven years I knew that I could never use it really well. This is sad, but nobody speaks English perfectly.

Remember that those five hundred words the ordinary Englishman uses most are not all the words in the language. You can learn another five hundred and another five thousand and another fifty thousand words after that you will still find another fifty thousand you have never heard of. Nobody heard of them.

If you live in England for a long time you will be very surprised to find that the word nice is not the only adjective in the English language. For the first three years you do not need to learn or use other adjectives. You can say that the weather is nice, a restaurant is nice, Mr. So-and-so is nice, Mrs. So-and-so's clothes are nice, you had a nice time, and all this will be very nice.

*(from 'How to be an Alien')*

### **The Accent**

You must decide about your accent. You will have your foreign accent all right but many people like to mix it with another accent. I knew a Polish Jew who had a strong Yiddish-Irish accent. People thought he was very interesting.

The easiest way to show that you have a good accent (or no foreign accent) is to hold a pipe or cigar in your mouth, to speak through your teeth and finish all your sentences with the question: 'isn't it?' People will not understand you, but they will think you probably speak very good English.

Many people try to speak with an Oxford accent. The city of Oxford has a famous university. If you have an Oxford accent, people think that you mix with clever people and that you are very intelligent. But Oxford accent hurts your throat and is hard to use all the time. Sometimes you can forget to use it, speak with your foreign accent and people will laugh at you.

The best way to look clever is to use long words, of course. These words are often old Latin and Greek words, which the English language has taken in. Many foreigners have learned Latin and Greek words in school and they find that (a) it is much easier to learn these words than the much shorter English words; (b) these words are usually very long and make you seem very

intelligent when you talk to shopkeepers and postmen. But be careful with all these long words – they do not always have the same meaning as they once had in Latin or Greek. When you know all the long words, remember to learn some short ones, too.

Finally there are two important things to remember:

1. Do not forget that it is much easier to write in English than to speak, because you can write without a foreign accent.

2. On a bus or in the street it is better to speak quietly in good German than to shout loudly in bad English. Anyway, all this language business is not easy. After eight years in this country, a very kind woman told me the other day, “You speak with a very good accent, but without any English.”

*(from ‘How to be an Alien’)*

**3. Read the texts and find out the following:**

- *What are the most common and popular names in Britain in the 21 century?*
- *Match the rules of behavior in the British culture with the appropriate situations and compare them in your native culture:*

<b>№</b>	<b>Ways of behaviour</b>	<b>Polite</b>	<b>Impolite</b>
1	talk about yourself		
2	make a continuous conversation		
3	slap each other on the shoulder		
4	embrace a person		
5	arrive a few minutes late		
6	ask general questions		
7	ask straight personal questions		
8	stand close to each other while talking		
9	shake a person’s hand		
10	kiss on a cheek		

**What’s in a Name: Facts and Figures**

The earliest known personal name of a resident of Britain is the name of the Celtic ruler of Kent area c. 75 BC, his name was Prydhain.

The most common English name is Smith. A “smith” was a person who made things from metal. There are over 800,000 Smiths in England and Wales only. There are more than 2,000,000 Smiths in the USA. This name translated is also very common in many European languages.

There are 1,600,000 persons in Britain with Mc or Mac as part of their surname. “Mc” means “son of” in Gaelic, the language of the Scots. The most common of these is MacDonald. There are about 55,000 MacDonalds among the Scottish population.

These days the five most popular boy’s names in Britain are: Christopher, Mathew, David, James, Daniel. Forty years earlier, when the fathers of these boys were born, the five most popular names were: David, John, Peter, Michael, Alan.

The five most popular girl’s names nowadays are: Sarah, Clair, Emma, Laura, Rebecca. Among their mothers: Susan, Linda, Christine, Margaret, Carol.

The sexiest names, according to a British survey, are David and Susan.

Some of the most embarrassing surnames in Britain are Longbottom, Smelly, Death, Eatwell, and Rainwater.

Black parents in Britain choose much more original names for their children than white parents. Some typical “black” names are: Byron, Winston, Curtis, Ashley, Latoya, and Ebony.

In Britain, your first name is more important than your middle name. In Germany, for example, the opposite is true.

The longest first name was given to a daughter by her American father in Texas, in 1984; it has more than 1,000 letters.

*(from a newspaper)*

### **Baby Names Jack and Olivia are top in 2008**



#### **Boys**

There were no new entries in the 2008 top 10 most popular names for baby boys in England and Wales. Jack remained at number one, as in 2007. Oliver and Harry each rose one place to number two and four respectively, while Thomas moved down to number three and Joshua to number five. Alfie advanced four places to number six. Riley showed the largest rise within the top 100, gaining 24 places to reach number 33.

#### **Girls**

Olivia climbed to the top from number three in 2007. Among the top 10, Ruby dropped to number two, Emily rose one place to number three and Grace dropped two places to number four. Jessica remained at number five. Evie was the only new entry in the top 10, climbing five places since 2007 to reach number 10 and replacing Ella which fell from number nine to number 12. Lexi, which rose 40 places to number 73, was the highest climber within the top 100.

#### **Changes between 1998 and 2008**

Among baby boys, Alfie (up 65 to number six) was the highest climbing new entry to the top 10 since 1998, while Jordan fell the furthest from the 1998 top 10, down 140 to number 150. Kian, up 436 to number 67, was the highest climber over the 10 year period. Evie (up 186 to number 10) was the highest climbing new entry to the girls' top 10 since 1998, while Rebecca (down 56 to number 65) fell the furthest. Lexi, up 4,917 to number 73, was the highest climber over the 10 year period.

#### **Regional Variations**

Jack was the top boy's name and Ruby the top girl's name among babies born to mothers usually resident in Wales. Jack was also the top boy's name in six of the English government regions. The popularity of the name Mohammed showed large regional variation. The name is

within the top 10 in four regions (number two in the West Midlands, number three in London, number four in Yorkshire and the Humber and number 10 in the North West) but was number 151 in the South West. Among baby girls, Olivia was the top name in four English regions, Ruby and Grace in two regions each and Emily in one region.

(from : Office for National Statistics: <http://www.statistics.gov.uk/cci/nugget.asp?id=184>)

### **A First Meeting**

On first meeting someone, try to ask general questions and not personal ones which may be thought to be impolite. So, on first meeting, questions like ‘What is your name?’ ‘Where do you live?’ or ‘What do you do?’ are acceptable, but questions like ‘How old are you?’, ‘How much do you earn?’ or ‘How much did you pay for this?’ would be considered impolite. If in doubt, try to talk about yourself: what you do and where you come from. Most British people know very little about other countries and their culture in detail. Even if they have traveled abroad, tourist travel is very different from actually living in a country.

### **Casual Contact**

British people are often shy and do not always make conversation on a first meeting. This is called being ‘reserved’. You will find that most local people will not talk to strangers while shopping, on the bus, train or when in a queue. You should not interpret this as being unfriendly, although it may well seem strange to you. You should not try to make continuous conversation at such times unless it becomes obvious that the other person expects it.

### **Time**

Time keeping is quite rigid in the UK. To arrive late, even by a few minutes, is considered impolite or having no regard for the person you are meeting. Your lecturer or supervisor may disapprove if you arrive late at a seminar or lecture, whatever the reason.

### **Touch**

The British are known to be reserved in nature and are very reluctant to show their emotions in public. Unlike some cultures, people do not usually slap each other on the shoulder or otherwise make physical contact during a conversation. A British person may misinterpret such behaviour as aggressive or being too emotional. In some cultures it is usual to stand close to each other while in conversation. In the UK people usually maintain a distance of 60-110 cm, so do not be surprised if British people move away from you when talking.

### **Greetings**

A British person will often greet you with ‘Hello, how are you?’ This is simply a way of saying ‘Hello’ or ‘Welcome’ and they will be expecting a reply similar to ‘Quite well, thank you’. ‘Hello, how are you?’ is not a request for a lot of details about your health!

In a more formal situation (such as meeting your tutor or landlord for the first time) it is usual to shake the right hand of the person you are meeting. It does not matter if you make the first move with your right hand. Kisses and embraces are not usual in the UK on a first meeting and you should avoid them.

(from a Tourist Guide)

**Read the texts and find out the following:**

- 1. What is Britain’s national drink?**
- 2. What is the traditional way to serve meals in Britain?**

3. *What breakfast is traditional in Britain?*
4. *What is a popular 'take away' food in Britain?*
5. *Decide whether the following statements are true or false and comment on the situations (See Keys to Communication):*
  - 1) British people eat a lot of fish.
  - 2) Dinner is a light meal in the evening.
  - 3) In Britain it is polite to refuse the first invitation for coming to "coffee" event.
  - 4) The main dish for Sunday lunch is roast meat with vegetables.
  - 5) The word 'breakfast' used to mean 'you may break your fast after the morning church service'.
  - 6) "Snack" and "bite" mean a substantial meal.
  - 7) British eating habits suppose often going out for meals.
  - 8) It is usual that British people have a piece of bread with a piece of ham for their lunch.

(from: <http://www.dogquotes.com/>; <http://www.catquotes.com/>)

## ENGLISH MEALS AND NATIONAL FOOD

*The Englishmen say that there are two things that always confuse foreigners when they come to Britain: cricket and British meals. However, whereas the visitor can live without understanding cricket, it is almost impossible to survive without understanding British eating habits.*

### **Dinner or Supper**

**Dinner** is the name of the main meal of the day. Depending upon region and/or social class, it may be the second or third meal of the day. A simple dinner typically consists of meat, fish, poultry or other high-protein, served with one or two vegetables and/or with a grain or cereal product - especially bread, but potatoes, rice, pasta, and noodles are also common. Any or all of these components may be served with a hot or cold gravy or sauce. More elaborate dinners have several courses, for example starting with an appetizer or soup, and ending with dessert or pudding. **Supper** is a light evening meal, as lunch (or luncheon) is a light midday meal. Breakfast is the first meal of the day and Tea is a light meal that happens in the mid afternoon or early evening. *Brunch* (a late entry - the term was only coined at the end of the 19th century) is basically a late and substantial breakfast that takes the place of breakfast and lunch. Fashion, class, culture, and personal choice have dictated how many and which of these repasts any particular person has. In the 19th century, some people of means had as many as five meals through the day (having a luncheon, a tea, dinner in the evening, and then a late night supper), whereas farm landowners could have as few as two. Supper is the name for the evening meal in some dialects of English - ordinarily the last meal of the day. The term is derived from the French *souper*. It is related to soup. It is also related to the German word for soup, *Suppe*. (The OED, however, suggests that the root, *sup*, retains obscure origins. OED Online, Accessed 31 October 2007.) In England, whereas "dinner", when used for the evening meal, is fairly formal, "supper" is used to describe a less formal, simpler family meal, but also the fairly formal variety in others. In working class British homes, "tea" can be used for the evening meal. In parts of the United Kingdom, supper is a term for a snack eaten after the evening meal and before bed, usually consisting of a warm, milky drink and British biscuits or cereal.

(from: <http://en.wikipedia.org/wiki/>)

### **Mysterious Lunch**

Lunch is full of mystery, indeed. Some people think it comes from an old Spanish word *lonje*, a piece of ham. Many others suppose that it comes from a dialect form of the word lump, a piece of bread, which was distorted into lunch. Such things happened in the English language: we have hunch from hump, and bunch from bump. Why not lunch from lump? Anyway, nobody is sure whether the word lunch comes from ham or bread (or may be both, in a ham sandwich?). At least, one thing is clear: lunch meant a piece of something to eat. It is not surprising that people often have a light lunch, rather a bite of a sandwich or a snack of bread and cheese with a glass of beer in a pub. Though it may be something more substantial at a restaurant or a canteen.

### **Breakfast and Dinner**

Breakfast and dinner mean nearly the same: to stop not eating, to stop being hungry. Breakfast is an Anglo-Saxon word, and it is made up of two parts: break and fast. Fast in its old meaning in the word breakfast meant “to be firm in your determination not to eat”. The early Christians thought you should not eat in the morning before church services, you should “fast”. After the service you were allowed to break your fast, so you could take “breakfast”.

The word dinner comes into English from Latin through French. In Middle English it had the spelling: *dinere*, which is a changed form of Old French *disner* from Latin *disjejunare*. The Latin word has two parts: dis-, away, and jejunus, hungry; so it means “away from being hungry”, to break one’s fast.

### **Snack and Bite**

Snack and bite are a pair because they mean the same. Snack comes from Middle Dutch *snaken*, which means to snap or to bite, as you say it of a dog. Bite was *bitan* in Old English and meant “to use one’s teeth to cut a piece of something”, “to snap”. Actually both words meant the same. Later they developed the meaning: “to bite something to eat”. Nowadays they both mean “a light, quick meal”.

*(from ‘The History and Mystery of the English Words’)*

### **Tea**

Tea is the most important drink in Great Britain and Ireland. You must never say, ‘I do not want a cup of tea,’ or people will think that you are very strange and very foreign.

In an English home, you get a cup of tea at five o’clock in the morning when you are still trying to sleep. Then you have tea for breakfast; you have tea at eleven o’clock in the morning; then after lunch; then you have tea at ‘tea-time’ (about four o’clock in the afternoon); then after supper; and again at eleven o’clock in the afternoon); the after supper; and again at eleven o’clock at night.

You must drink more cups of tea if the weather is hot; if it is cold; if you are tired; or anybody thinks you are tired; if you are afraid; before you go out; if you are out; if you have just returned home; if you want a cup; if you do not want a cup; if you have not had a cup for some time; or you have just had a cup.

*(from a newspaper)*

### **Afternoon tea: A very British tradition**

Tea, that most quintessential of English drinks, is a relative latecomer to British shores. Although the custom of drinking tea dates back to the third millennium BC in China, it was not until the mid 17th century that tea first appeared in England.

Afternoon tea was introduced in England by Anna, the seventh Duchess of Bedford, in the year 1840. The Duchess would become hungry around four o'clock in the afternoon. The evening meal in her household was served fashionably late at eight o'clock, thus leaving a long period of time between lunch and dinner. The Duchess asked that a tray of tea, bread and butter (some time earlier, the Earl of Sandwich had had the idea of putting a filling between two slices of bread) and cake be brought to her room during the late afternoon. This became a habit of hers and she began inviting friends to join her.

This pause for tea became a fashionable social event. During the 1880's upper-class and society women would change into long gowns, gloves and hats for their afternoon tea which was usually served in the drawing room between four and five o'clock.

Traditional afternoon tea consists of a selection of dainty sandwiches (including of course thinly sliced cucumber sandwiches), scones served with clotted cream and preserves. Cakes and pastries are also served. Tea grown in India or Ceylon is poured from silver tea pots into delicate bone china cups.

Nowadays however, in the average suburban home, afternoon tea is likely to be just a biscuit or small cake and a mug of tea, usually produced using a teabag.

*(<http://www.historic-uk.com/CultureUK/AfternoonTea.htm>)*



### **Will You Come for Coffee?**

People will often use the phrase 'Will you come for coffee?' to mean 'Would you like to come round for a short while and chat?' Normally several different drinks such as tea, drinking chocolate or a soft drink like orange will be available as well as coffee, and you will be asked what you would like. Your host will not normally offer you alcohol at a 'coffee' event. You should accept the invitation the first time it is offered if you would like to go. If you refuse the first invitation you are given, a British person will think this is your final decision and may not ask you again. This is different to Eastern culture where it is polite to decline and wait for a second or third invitation.



## British Diet

Eating habits in the UK have been steadily changing over the last few years, with the introduction of fast food restaurants and other diets. Vegetarian foods, pizza bars, burger bars, Chinese, Indian and other national 'take aways' are all part of the eating scene in Britain.

Traditional British dishes normally center around a meat dish with potatoes and other vegetables such as carrots, peas, brussel sprouts and cabbage. The meat dish is often a type of stew which is meat cooked in a sauce, with vegetables in the oven. A variety of sweet dishes will normally be served after the main course: dishes such as apple pie (two pastry layers filled with apple) or other fruit pies, chocolate cake and so on. Soup or fruit dish is sometimes served before the main course and is often known as a 'starter' or 'appetiser'.

Sunday lunch is a great tradition, and normally a roast meat dish will be served with vegetables as the main course.

A traditional 'English breakfast' consists of cereal followed by grilled or fried egg, bacon, sausage and tomato. There will be served toast and an orange jam known as marmalade. Tea or coffee will also be served. However, most British people will usually have a much simpler breakfast of cereal, tea or coffee and perhaps toast and marmalade.

Afternoon tea is a light 'snack' type meal taken in the late afternoon. Traditionally toasted teacakes (a sweet bread bun with currants and sultanas) or scones (a form of bread dough) are taken with jam and cream. Often a variety of cakes are served. However many people take afternoon tea to mean a cup of tea or coffee together with a cake or biscuit. Scones and cream are particularly famous in Devon where they are known as a Devon Cream Tea.



The British traditional 'take away' meal is Fish and Chips. A variety of fish is available (normally cod, haddock, plaice or huss) which is fried in vegetable oil and coated with batter. Batter is made from flour, eggs and milk. Chips are chopped, fried potatoes.

These are main types of fish British people eat, and are sea-fish. A lot of trout is now available in supermarkets since there are fresh water trout farms all over the country, and salmon making their way up rivers to mate and lay their eggs. Smoked salmon is a little more luxurious. There's also mackerel, fresh or smoked, herring which the Dutch eat pickled, and warm water fish like tuna and sardine. More unusual but available in supermarkets and fish markets are monkfish, sea bass and skate. Then there are the shellfish such as prawns, mussels, crabs and lobsters. Prawns are used a lot in Indian and Chinese cooking. So British eat a lot of fish!

**5. Read these 3 stories about the word ‘sandwich’ and tell which you like most and why.**

**“Sandwich” Adventure**

**Story 1**

English people love picnics. They like eating in the countryside, in parks and even on the beach. The only problem about eating on the beach is that the sand often gets into the food. One day someone had the very good idea of putting the meat or cheese between two slices of bread. This stopped the sand from getting on to the food. It is because of this that today we call sandwiches ‘sandwiches’.

**Story 2**

The town of Sandwich is situated between Dover and Canterbury in south-east England. Sandwich is a very small town when you compare it with either Dover or Canterbury but the people who live there have always considered that it is a more important and better town to live in than either of the two larger towns.

One day a Sandwich man was sitting having lunch with a man from Dover and a man from Canterbury. The Sandwich man put a thick slice of bread on the table and said, ‘This piece of bread is Canterbury’. Then he put another thick slice of bread on top of the first slice and said, ‘And this is Dover’. Then he picked up a piece of cheese, put it between the two slices of bread and said, ‘But this tasty piece of cheese is Sandwich’. It is because of this man that today we call sandwiches ‘sandwiches’.

**Story 3**

An eighteenth century English aristocrat, the Earl of Sandwich, loved playing cards. He used to play cards all day and night and hated having to stop a game for his meals. One day he thought of a way of putting meat between two slices of bread. In this way he could eat while at the same time continue playing cards. It is because of the Earl of Sandwich that today we call sandwiches ‘sandwiches’.

*(from a newspaper)*

**6. Read the texts and answer the questions:**

- 1. What is “B&B” in Britain?**
- 2. What is the heart of the British way of life?**
- 3. What do serious English people enjoy that surprises foreigners?**

**Small Pleasures**

It is important to learn to enjoy small pleasures because that is terribly English. All serious Englishmen play cricket and other games. During the war, the French thought the English were childish because they played football and children’s games when they were not fighting.

Boring and important foreigners can not understand these small pleasures. They ask: why do important men in the British government stand up and sing children’s songs? Why do serious businessmen play with children’s trains while their children sit in the next room learning their lessons? Why, more than anything else, do grown-up people want to hit a little ball into a small hole? (This is a very popular sport in England.) Why are the great men in government who saved England in the war only called ‘quite good men’? Foreigners want to know: why do English people sing when nobody is in the room? If somebody is in the room, the English will stay silent for months.

*(from ‘How to be an Alien’)*

## Public Houses (Pubs)

Everywhere in Britain there are pubs. All pubs have names. Often you see the same name in many different towns and villages. For example, there are over 600 pubs called The Red Lion in Britain.

For over 500 years the pub has been at the heart of the British way of life. For many foreign visitors the pub is one thing that makes this country special and is probably the greatest and most cherished tradition.

Every country has its drinking habits, some of which are general and obvious, others most peculiar. Most countries also have a national drink. In England the national drink is beer, and the “pub”, where Englishmen go to drink it, is a peculiarly English institution. The word “pub” itself is an abbreviation of “public house”.

If you are ever asked to go into a public house, it is not necessary to feel that you must drink alcohol. A wide variety of soft drinks are available, and often tea and coffee is too! Food is usually reasonably priced and at a high standard.



At tables round a usually not very large room people will be sitting and in front of each person you will see a pint or half-pint mug of beer, or smaller glass of a “short” drink – whiskey, gin and tonic, or fruit juice. This room is called the “bar”, but, confusingly, the same term is used for the great counter of polished wood, which dominates one end of the room. At this bar, people will be standing, again with a drink either in their hands or on a “beer mat” at their elbow. From time to time they will take a sip – for Englishmen sip their drinks.

Behind the bar there will be the “landlord” or, if you are lucky, an attractive bar maid, and behind him, or her, will be shelves filled with fascinating bottles of every kind to cater for the exotic tastes of those who find the usual English beverages unexciting.

There is a general atmosphere of warmth and cosiness. Most pubs favour the “traditional” image – a roaring log fire, old oak beams supporting a low ceiling. Comfort is essential, for here people do not drop in for a quick drink and then go; they tend generally to “make an evening of it” and stand or sit, glass in hand, talking to friends or strangers, until closing time, when, with a cry of “Time, gentlemen, please!” the landlord ceases to serve further drinks.





In the bar of most English pubs there is a dart-board, and on some evenings you will find the game of darts being played. This is a traditional English game, and it presumably developed from archery, which was much encouraged for military reasons during the Middle Ages.

*(from a newspaper)*

### **Bed & Breakfast**

This is often called B&B, and is one of the cheapest forms of accommodation. You will normally have your own room and will be provided with breakfast the following day.

A **bed and breakfast** (or **B&B**) is a small lodging establishment that offers overnight accommodation and breakfast, but usually does not offer other meals. Typically, bed and breakfasts are private homes with fewer than 10 bedrooms available for commercial use.

Generally, guests are accommodated in private bedrooms with private bathrooms, or in a suite of rooms including an en suite bathroom. Some homes have private bedrooms with a bathroom which is shared with other guests. Breakfast is served in the bedroom, a dining room, or the host's kitchen.

B&Bs and guest houses may be operated either as a secondary source of income or a primary occupation. Usually the owners themselves prepare the breakfast and clean the room etc., but some bed and breakfasts hire staff for cleaning or cooking. Although some bed and breakfast owners hire professional staff, a property which hires professional management is usually no longer considered a bed and breakfast, but enters the category of inn or hotel. B&Bs, and frequently guest houses, are a budget option where owners often take pride in the high service levels, local knowledge and personal touch that they are able to offer.

B&Bs tend to place their bedrooms within three different categories:

- *Deluxe*: This standard of B&B accommodation in Ireland is considered to be very high and deluxe rooms would be available in high end B&Bs and guesthouse accommodation. Deluxe rooms would often have additional furniture or Jacuzzis in the bathroom.
- *En-Suite*: There is a private bathroom within the bedroom. This will always contain a WC and washbasin, and a shower or bath or both.
- *Standard*: There is not a bathroom within the bedroom. In this case there will be shared bathroom facilities in another room on the corridor. Usually there will be a washbasin within the room.

There tend to be concentrations of B&Bs in seaside towns where, historically, the working classes holidayed such as County Down, Northern Ireland and Blackpool, England, and isolated rural areas such as the Highlands of Scotland and Connemara where there is not the year-round concentration of travellers that would sustain a hotel. They are present in most towns and cities, and their numbers vary on trade such as for business travellers and tourists: York and Edinburgh for example both have several hundred establishments known as either B&Bs or guest houses. In very busy areas, B&Bs may display a sign saying "VACANCIES" (rooms available) or "NO VACANCIES", to save both the hosts and potential guests the trouble of them having to enquire within.



Breakfast is usually cooked on demand for the guest and is usually some kind of full breakfast, but some offer a continental breakfast.

In recent years B&Bs in the UK have struggled against budget hotel chains such as Premier Travel Inn and Travelodge. Traditionally, business travellers used B&Bs but many of these clients now tend to stay in budget hotel chains. However, in holiday areas the B&B and guest house still prevail. Unlike the hotel chains, they provide a more comprehensive service and breakfast is included in the price, and some who stay regularly may simply like knowing their hosts.

(from: From Wikipedia, the free Encyclopedia:  
[http://en.wikipedia.org/wiki/Bed\\_and\\_breakfast](http://en.wikipedia.org/wiki/Bed_and_breakfast))

**7. Scan the texts and answer the questions:**

- What is a favourite topic among the British people?***
- What is a profitable business in Britain nowadays?***
- How much do the British depend on their pets?***

***Comment on the following proverbs, sayings and quotations about pets. Find proof in the texts below:***

- "If you are a host to your guest, be a host to his dog also." – Russian Proverb
- A house is not a home without a dog.
- Dogs are really people with short legs in fur coats.
  - "A dog is the only thing on earth that loves you more than he loves himself." – *Josh Billings*
- "In a cat's eye, all things belong to cats." – English proverb.

### **Gardening**

The love of gardens is deep-rooted in the British people. Listen to men's conversation in the 8.18 on Monday morning and, later, to the chatter at the office and the factory. It will be about gardens. It will be of jobs done despite the difficult week-end weather; of seeds sown; of progress made. There will be discussion of the best method of growing cucumbers and arguments about the best varieties to grow. There will be boasting, and wonder, and disbelief, but each man will talk confidently of his own plot or garden which differs from all the others, and which is the place where he himself is an individual and different from other men.

The British people like making things grow whether it is in a window-box outside the kitchen, or in the dream garden of many acres. Some take infinite pains with each seedling and will manure and dust and spray to encourage it and to ward off all the myriad dangers that threaten each cherished growth; each rose or cabbage will be a miracle of nature's work and man's but seemingly with nature only a fair second. Others, green-fingered geniuses, will act with instinctive abandon and create a garden envied by all the neighbours.

*(from a newspaper)*



### **Pets**

Britain is a nation of animal lovers. Everybody knows that. They have an estimated five million dogs, almost as many cats, over three million budgies, other cage-birds, aquarium fish – and one million "exotic" pets, such as reptiles and amphibians. Today, with the profitable encouragement of Big Business and persistent advertising pressures, it looks as if pet-keeping and our attitude to animals is menacing our values and sense of proportion.

*(from a newspaper)*



### **Not sure which sofa to buy? British families let their pets decide**

Decisions about holidays, home furnishings and cars have always been tricky for British families, but, to complicate matters further, another factor is increasingly being taken into consideration: the needs of the family pet.

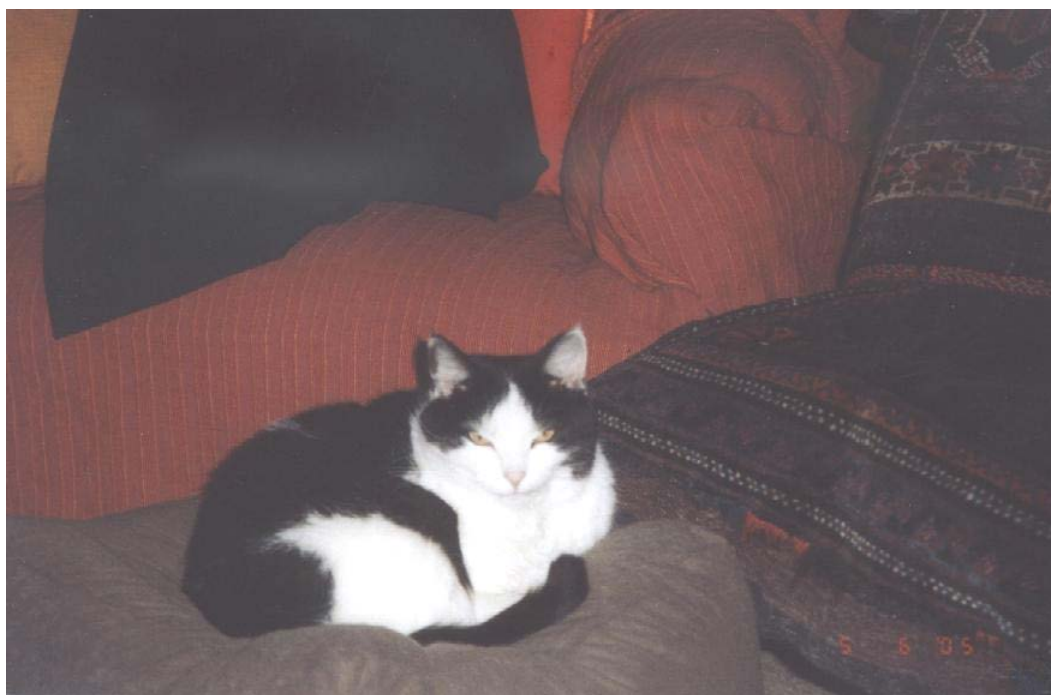
According to a new study by Petplan, the UK's leading pet insurer, British pet owners are basing major decisions about their lives and relationships on what they think will be most suitable for their animals. Many would even go so far as to include their pets in pre-nuptial agreements.

Holiday plans were the number one area in which pets had influence. Petplan's researchers found that 68% of dog owners and 47% of cat owners said that this was the most important area in which to take their pet into consideration.

Next came choice of home furnishings and floors: 50% of dog owners and 34% of cat owners said that their pet was a major influence on their purchasing decisions.

Dog owners then said choice of car was the third most important (48%) followed by garden (47%) and house (25%).

Cat owners had slightly different priorities with 18% ranking gardens as the third most important factor and choice of house fourth (33%).



More cat owners said their pet had a say in their choice of a partner: 9% said their animal had a stake in their romances compared to 6% of dog owners.

Those surveyed felt so strongly about their pets that they were even prepared to include them in pre-nuptial agreements. 29% of dog owners and 21% of cat owners said that they'd incorporate their animal into any legal agreement before marriage.

Simon Wheeler, Petplan's head of marketing, commented: "It's reassuring to know that owners are thinking so much about the well-being of their pets – even right down to choice of husband or wife.

"As families have changed over the years, pets are now playing a more important emotional role in them and this is reflected in their owners' feelings towards them. There are fewer

big, extended families living close together so caring for a pet during a holiday has become more of an issue. But also the rise of households containing either a single person or two adults means that pets have a bigger say in family life and the decisions that are made – right down to the type of settee.”

Petplan questioned 398 dog owners and 363 cat owners for its study in late 2007.

(from: [www.petplan.co.uk/contactus/not-sure-which-sofa-to-buy.asp](http://www.petplan.co.uk/contactus/not-sure-which-sofa-to-buy.asp))

## MODULE “TEACHING CULTURALLY-MARKED DISCOURSE”

### UNIT “AUTHENTIC SPEECH, ITS CHARACTERISTICS. FORMULAIC EXPRESSIONS”

#### LEAD-IN

- **Definition**

Each language is based on the so called *formulaic clusters (frames) - word strings (or ‘chunks’) that occur together and operate as a single lexical unit* (Kecskes). These sequences of words constitute the so called *formulaic language*. They behave more *like individual words* than like separately constructed sequences.

- **Types of Formulaic Expressions**

**Formulacity** is a phenomenon that may include some lexical forms. For instance, *idioms*. An **idiom** is a word or phrase which means something different from its literal meaning. For example:

- He was just a flash in the pan.

The idiom a flash in the pan means something which shows potential at the start but fails thereafter.

Among formulaic expressions there can be also *collocations* (e.g. *teething problems*), *conversational greetings* (*good morning, safe journey*), and many other expressions. A **collocation** is two or more words that often go together and just sound “right” to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound “wrong”. Look at these examples:

Natural English...	Unnatural English...
the <b>fast</b> train <b>fast</b> food	the <i>quick</i> train <i>quick</i> food
a <b>quick</b> shower a <b>quick</b> meal	a <i>fast</i> shower a <i>fast</i> meal

- **FORMULAIC CONTINUUM**

Now let’s look at the Formulaic Continuum, designed by Professor Kecskes. You can see examples of various lexical units put on the Continuum.



Gramm. Units	Collocations	Fixed Sem. Units	Phrasal verbs	Speech formulas	Situation-bound utterances	Idioms
<i>be going to</i>	<i>Slightly (x mildly) different</i>	<i>As a matter of fact</i>	<i>put up with</i>	<i>You know</i>	<i>Help yourself</i>	<i>pull someone's leg</i>
<i>have to</i>	<i>strong tea but powerful computer</i>	<i>Suffice it to say</i>	<i>get along with</i>	<i>It's OK</i>	<i>Come on</i>	<i>In the long run</i>

The continuum illustrates that *the more we move to the right on the functional continuum the wider the gap seems to become between compositional meaning and actual situational meaning.*

Speech formulas such as *you know, not bad, that's all right* are similar to situation-bound utterances (SBU). The difference between them is that while **SBU**s are *usually tied to particular speech situations*, *speech formulas can be used anywhere in the communication process* where the speakers find them appropriate.

An important place among these chunks is occupied by **Situation-bound Utterances (ситуативно-обусловленные выражения)**. As the name implies, their meaning is dependent on the situation in which they are used. Situation or context means everything apart from the word itself. In linguistics context is 'the situation, events, or information that are related to something and that help you to understand it'. The context of language shapes its forms and uses, helps to understand the meaning.

For example, adjective **SOUND** can be used in 1 of 4 meanings:

- 1) healthy, not injured, hurt or decayed;
- 2) based on reason, prudent;
- 3) capable, careful;
- 4) thorough, complete.

*In speech* each of these meanings can be realized in different contexts, that is, in the surrounding of different words and socio-cultural factors (place of conversation, partners, etc.): 1) *a sound mind in a sound body; sound fruit*; 2) *a sound argument (policy); sound advice*; 3) *a sound tennis player*; 4) *sound sleep*.

### 1. Translate the following examples in pen:

1. She has a sound grasp of language.
2. This man has sound teeth.
3. The house is built on sound foundations.
4. It's a sound piece of writing this time, Tom.
5. The doctor said I was as sound as a bell.
6. Administrators should make sure the programmes are legally sound.
7. The jury found that Holman was of sound mind when he committed the murder.

Which of the following meanings will do: *здоровый, крепкий, исправный, прочный, правильный, глубокий, тщательный, надежный, звуковой, твердый, законный, устойчивый, монолитный, убедительный.*

- **Situation-bound utterances** (SBUs) require understanding of the situation in which the string of words is used.

*There are the following types of SBUs:*

- ❖ **1 group - PLAIN** (have a compositional structure, semantically transparent):

*What can I do for you? It's good to see you. Don't mention it. You are welcome.*

Their communicative meaning may only differ slightly from their semantic meaning, since their pragmatic extension is minimal if any.

- **For instance:**

- *What can I do for you ?*
- I need a book of stamps.
- Jim, is that you?
- Oh, hi Bill. *It's so good to see you.*

## **2. Compare the following situations:**

- (a) – Bill, may *I talk to you* for a minute?
- Sorry Jill, I am very busy now, but *I'll talk to you later.*

***Compositional meaning is preserved.***

- (b) – I think, I must go now.
- OK, *I'll talk to you later.*

***Functional meaning (saying good-bye) comes to the fore.***

- (c) When the person is not going to call you back for a while, but they don't want to say that and are trying to be nice about it: “*Ok, talk to you in 3 hours...*”

- **The following example demonstrates how situation-bound utterances are tied to certain sub-events:**

*Frame:* Knowledge structure connected with doctor's office.

*Script:* (Don is the customer, B is the receptionist)

*Sub-events:*

- (a) D enters and greets the receptionist B;
- (b) B looks up and inquires about D's goal;
- (c) D tells about his appointment;
- (d) B asks him to fill in a form;
- (e) D thanks B;
- (f) B reacts to thanks.

D: Good afternoon.

B: Good afternoon. *Can I help you ?*

D: I'm Donald Daniels. I have a 2 o'clock appointment.

B: Yes, Mr. Daniels. Please fill out this form.

A: Thank you.

B: *You are welcome.*

**2 group - CHARGED** (with no context these phrases are ambiguous):  
*get out of here; You bet. Be my guest.*

In **Group 2** basic semantic function of the lexical item is extended with a pragmatic property that is not encoded in the word but is charged by the situation.

- **For instance:**

- (A) – What has happened to you ?  
– I hit my hand against the wall.
- (B) – Hurry up, John, or we'll be late.  
– OK, OK, we'll hit the road in a minute.

### HIT THE ROAD

(v.phr.) отправиться в путь

v. phr. 1. сваливать, убираться, скатертью дорога, катись отсюда: – *Where is John? I don't know. He said nothing and hit the road.* – Джон? Не знаю, где он. Он ничего не сказал и просто свалил.

2. п. бродяга, бомж – *Hit The Road Jack, don 'I come back no more, no more, no more, no more...* – Бродяга Джек, не приходи больше никогда!

2. v. катись, скатертью дорога



- With no context, these phrases are ambiguous because there is nothing that can distinguish them from their freely generated counterparts. For instance, the expression below can have more than one situational meaning depending on the context it is used in: *'get out of here'*:

- (A) Go away, leave  
(B) Don't fool me, don't put me on.

When this expression is used in a context, the situation makes clear which function it is used in:

- (A) - *Get out of here.* I don't want to see you any more.  
(B) - John, I think you really deserved that money.  
- *Oh, get out of here.*

## YOU BET

**Translation:** 1) Конечно! Еще бы! Еще как! Будьте уверены!  
2) Без проблем! Ага! Пожалуйста!

**Meaning:** Interjection

- (idiomatic) Expresses support, agreement, certainty or emphasis.  
*You bet they'll re-run such a successful show next season.*
- (idiomatic, informal) Certainly; you're welcome; a reply to thank you or to a request.  
*"Hey, thanks for all your hard work yesterday."/"You bet!"*  
*"Could you give me a hand?"/"You bet!"*

(<http://www.yourdictionary.com/you-bet>)

- ❖ **3 group - LOADED** (greetings, closings, rituals - which lost their compositionality and are no longer transparent semantically). They have formula-specific pragmatic properties:  
*Welcome aboard. Please help yourself. Howdy. How do you do.*

These SBUs are 'loaded' with their relatively new function, which remains there and is no longer dependent only on the situation, because it is encoded in the expression as a whole. The SBUs in question are pragmatic idioms whose occurrence is very strongly tied to conventional, frequently repeated situations. We think of a particular situation if we hear the following expressions, even outside their routine context: *'Welcome aboard', 'Please help yourself', 'Howdy', etc.*

## ✚ VOCABULARY BUILDING RESOURCES

- **Dictionaries**

Learner's dictionaries are monolingual (English-English) dictionaries with extended entries that provide information on word frequency, pronunciation, meaning, context, usage, collocations (words that often appear together), and synonyms. This guide highlights these features in various learner's dictionaries and offers recommendations for using learner's dictionaries when writing. BUT there is no perfect learner's dictionary for everyone. Use the one that you are most comfortable with and suits your needs.

- **Corpora**

A corpus can be defined as a systematic collection of naturally occurring texts (of both written and spoken language). We call it a corpus (plural: corpora) when we use it for language research. It is important that these resources are natural and authentic.

### What corpora are available to students of English?

➤ **Generally accessible corpora:**

a) The British National Corpus (BNC) contains 100 million words of contemporary British English, of which 90 million are written and 10 million spoken texts (of a variety of different text types). For simple searches, the corpus is accessible at: <http://sara.natcorp.ox.ac.uk/lookup.html> (For an explanation of the search facility, see below. Much more complex searches are possible on the basis of the CD-Rom version of the corpus, also available at the Department) ([http://www.natcorp.ox.ac.uk/.](http://www.natcorp.ox.ac.uk/))

b) The Corpus of Contemporary American English (COCA) is the largest freely-available corpus of English, and the only large and balanced corpus of American English. COCA is proba-

bly the most widely-used corpus of English, and it is related to many other corpora of English, which offer unparalleled insight into variation in English.

The Corpus of Contemporary American English has 20 million words in each year since the early 1990s (for a total of more than 520 million words total since the early 1990s), and the most recent texts are from December 2015. It is equally divided among spoken, fiction, popular magazines, newspapers, and academic texts (<http://corpus.byu.edu/coca/>).

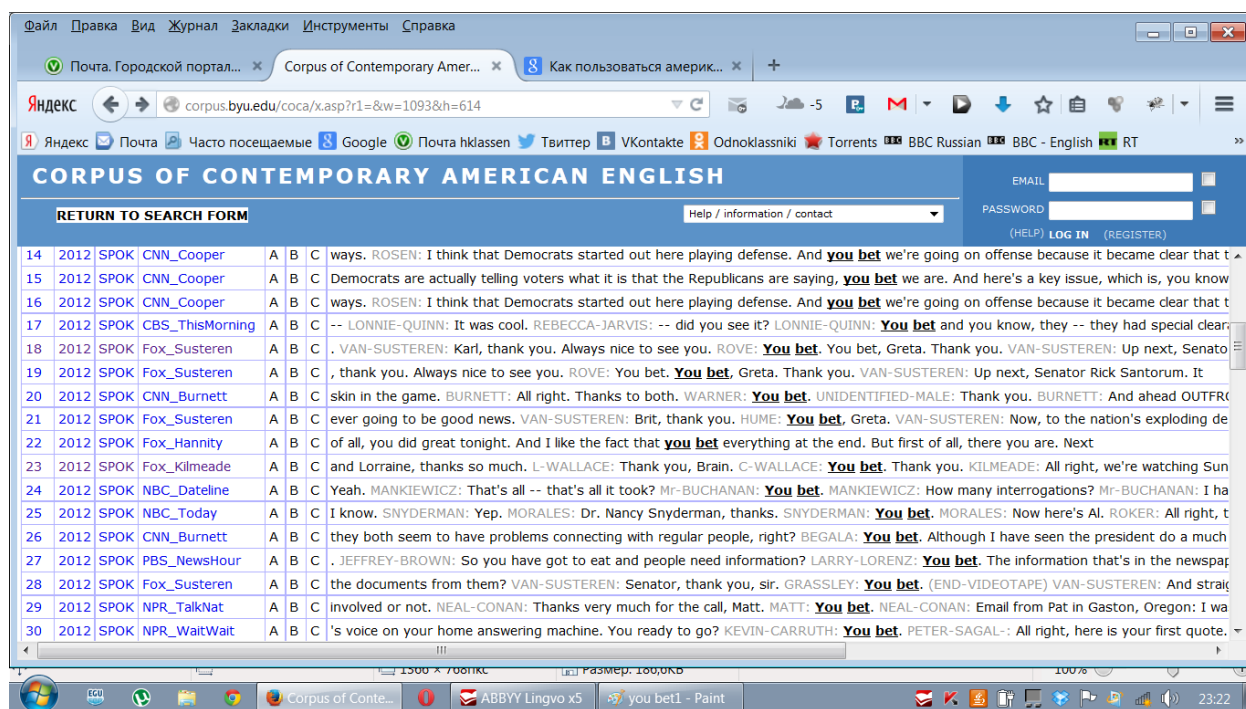
Note: The British National Corpus (BNC) and the Corpus of Contemporary American English (COCA) complement each other nicely, since they are the only large, well-balanced corpora of English that are freely-available online.

**Study the use of ‘You bet’ in contexts taken from the COCA on the screenshot (by scanning hundreds (sometimes thousands) of examples like these we gradually build up a picture of the most important facts about any word or phrase:**

**1) Do the New Jersey Giants win today? – Yes. You bet they do.**

[2012](#) | [SPOK](#) | [NBC\\_MeetPress](#) | A | B | C | again. MR-GREGORY: Do the New Jersey Giants win today? GOV-CHRISTIE: Yes. **You bet** they do.

**2) Karl, thank you. Always nice to see you. – You bet. You bet, Greta. Thank you. Thank you, Brian. – You bet. Thank you. (See 18 and 22 on the screenshot)**



3) In the Civil War era, Oliver Wendell Holmes, the father of the later Supreme Court justice, wrote an essay called “Bread and the Newspaper.” And in it, he said, bread and the newspapers, we must have. – So you have got to eat and people need information? – You bet. The information that’s in the newspaper feeds us as much as the bread feeds us.

4) If you're a parent what would you do? DR-JENNIFER-ASHTON: Well, like anything, balance the risk versus benefits. Try to minimize the use [of the mobile]. And again, encourage them to use it texting and not hold it directly up to their head. CHRIS-WRAGGE: All right, Doc-

tor Ashton, good to see you. DR-JENNIFER-ASHTON: You bet. CHRIS-WRAGGE: Thanks so much. We'll see you later in the broadcast.

The screenshot shows a web browser window with the following elements:

- Browser tabs: "american corpus cosa - По...", "Corpus of Contemporary Amer...", "you bet - Поиск в Google".
- Address bar: "corpus.byu.edu/coca/x.asp?r1=&w=1207&h=678".
- Navigation bar: "CORPUS OF CONTEMPORARY AMERICAN ENGLISH" with a dropdown menu for "EXPANDED CONTEXT / SOURCE INFORMATION" and a "Help / information / contact" link.
- Form fields: "EMAIL" and "PASSWORD" with "LOG IN" and "REGISTER" links.
- Section: "Source information:"

Date	2011 (110728)
Title	For July 28, 2011, CBS
Source	CBS_Early
- Section: "Expanded context:"

not hold it up to their ear. CHRIS-WRAGGE: Okay. So parent are going hear this study and they're going to wonder...okay. So what is the takeaway if still need to wait all this years for real results? If you're a parent what would you do? DR-JENNIFER-ASHTON: Well, like anything, balance the risk versus benefits. Try to minimize the use. And again, encourage them to use it texting and not hold it directly up to their head. CHRIS-WRAGGE: All right, Doctor Ashton, good to see you. DR-JENNIFER-ASHTON: You bet. CHRIS-WRAGGE: Thanks so much. We'll see you later in the broadcast. All right, Marysol Castro is here now with our first check of the national forecast. Marysol, back over to you. MARYSOL CASTRO: Good morning, Chris. Good morning, everyone at home. We turn our focus to the Northern Plains and the Great Lakes. We've been following the severe weather for the past five days and it's -- it's moving at a snail's pace. So it's called trailing.
- Link: "Return to KWIC entries"
- Taskbar: Shows various application icons and system tray icons.

## Part II. Practice exercises

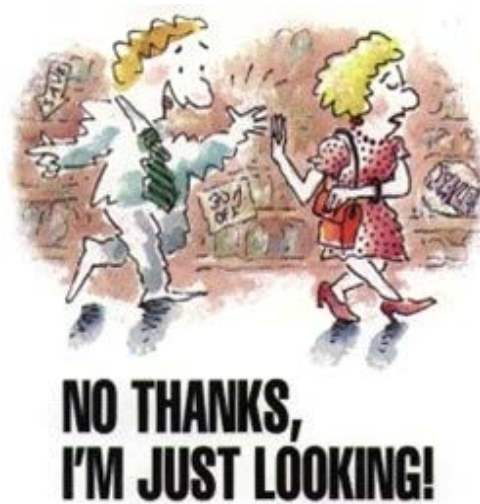
- I. Look at the cartoon. Read the inscriptions and find SBUs. Can you identify their meaning? What meaning – compositional or functional – comes to the fore in each case?

(1)



"It's ok, he's signed - release his children."

(2)



(3)



CartoonChurch.com

(4)



HERE YOU ARE -- YOU'VE BEEN THINKING OF TAKING UP A NEW INTEREST -- "IMPROVE YOUR CONVERSATIONAL SKILLS"...



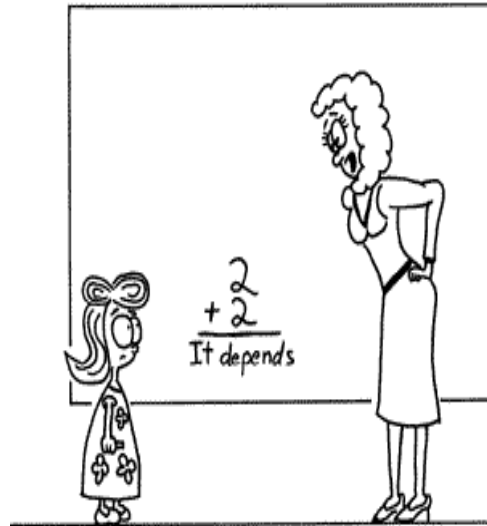
(5)



"Here you are—I've been all over the Internet looking for you."

(6)

Stu's Views © 2002 Stu All Rights Reserved www.stus.com



"Suzie, this is math, not the law."

(7)



(8)



"Good morning - how can I help you?"



(9)



"Welcome aboard! Of course, we start downsizing tomorrow so you'll be the first to go."

(10)



-HOWDY, STRANGER !!

**II. Using the following steps of discourse analysis, analyze situations 1 – 10:**

	Параметры ситуации общения:	Комментарий
I.	Участники разговора	
II.	Место действия	
III.	Социальные отношения собеседников	
IV.	Степень знакомства собеседников	
V.	Степень официальности	
VI.	Тема диалога	
VII.	Направленность диалога	
VIII.	Значение фразы	

**III. Match each phrase in the left column with the most appropriate response on the right:**

1. I'm sorry.	a. Fine, thanks.
2. Thanks	b. It's OK
3. How are you doing?	c. Nothing.
4. What's up?	d. No problem, piece of cake.
5. I had to wait four hours to see a doctor!	e. Oh, this and that.
6. What were you and Mark talking about?	f. Talk to you later.
7. Do you mind if I have a piece of cake?	g. Tell me about it!
8. Can you tell me about it?	h. Help yourself.
9. So long. (See you soon.)	i. No problem

**IV. Choose the correct answer:**

1. When someone sneezes, people around normally say: ' \_\_\_\_\_ ',
  - a. Be healthy
  - b. It's OK
  - c. Bless you
  - d. No problem
2. You are a shop assistant. You see a customer who needs your help. You say ' \_\_\_\_\_ ',
  - a. Welcome!
  - b. Can I help you?
  - c. What are you looking for?
  - d. Hi! How are you!
3. – Could you hand me that book, please? – Yes, sure. \_\_\_\_\_ .
  - a. Take it!
  - b. Help yourself!
  - c. There you go!
  - d. You are welcome.

**V. Sort out the following lexical items into categories. Tick the proper type (✓).**

	Speech units						
	GU	C	FSU	PV	SF	SBU	I
Help yourself							
make a mess							
spill the beans							
going shopping							
have to							
We'll see							
Thank you							
Nice to meet you							
Howdy							
look forward to							
do one's homework							
have a problem							
That's why							
put up with							
a flash in the pan							
strong tea							
It's good to see you							
As a matter of fact							

Grammar unit (GU); Collocation (C); Fixed semantic unit (FSU); Phrasal verb (PV); Speech formula (SF); Situation-bound utterance (SBU); Idiom (I)

**V. Now you are going to distinguish between some types of utterances.**

- 1) Mark whether *situation-bound utterance* (SBU), *idiom* (ID) or *fixed expression* (FE) is used by a tick (✓).

2) Mark a relevant box with **CLO\***, **COM\*** or **SIT\*** after the SBUs to explain based on what you recognized the SBU. 2 have been done for you as examples.

\*Closeness to native culture (CLO)

\*Compositionality of expression (COM)

\*Situational context (SIT)

	I.			II.		
	ID	FE	SBU	CLO	COM	SIT
<b>As a matter of fact (1)</b> , I do not know anything about this matter.		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- May I use your pen? – <b>Be my guest (2)</b> .			✓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I do not know why Jack had to <b>spill the beans (3)</b> at the meeting yesterday.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the store: - <b>Can I help you? (4)</b> - Thanks, <b>I am just looking (5)</b> .				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>To be frank (6)</b> , I do not understand what James wanted with this letter.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Mom, I got into Harvard. - What!? <b>Get out of here! (7)</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you seen that bowl, <b>you know (8)</b> , the blue one?				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washing the dishes is not my <b>cup of tea</b> , so I'd rather my sister did it <b>(9)</b> .				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Can I help you</b> to more vegetables? <b>(10)</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thanks, mister! Bye! - <b>Don't mention it! (11)</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gas will become a dollar a gallon <b>when pigs fly (12)</b> .				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You want to sod off to America, Cook, <b>be my guest (13)</b> .				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
And then <b>all of a sudden (14)</b> , the world imploded.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hi, I'd like to officially <b>welcome</b> you <b>aboard (15)</b> and give you our Glee Club fall rehearsal schedule.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>What can I do for you (16)</b> , madam?				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A chance but for so many years now this song incessantly <b>comes back into</b> my <b>mind (17)</b> and together with it my long forgotten aunts				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It seems a lot of effort but I'm sure it's the best solution <b>in the long run (18)</b> .				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>How do you do (19)?</b> This is my mother.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Come on (20)</b> , let me show you around.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mom: Mop the floor, please, son. Son: Mop the floor, eh? <b>Piece of cake! (21)</b> .				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"New York City is an urban jungle, <b>so to speak.</b> " <b>(22)</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## VI. Now you are going to listen to native speakers of American English.

1. You will hear situation-bound utterances (SBUs) pronounced 2 times. Listen and identify the meaning of each SBU in writing (in English or in Russian).
2. Tick off CLO\*, COM\* or SIT\* after the SBUs to explain based on what you recognized their meaning, where \*Closeness to native culture (CLO) \*Compositionality of expression (COM) \*Situational context (SIT)

	SBU	Meaning	CLO	COM	SIT
1.	<b>You bet</b>				
2.	<b>Here you go</b>				
3.	<b>Give me a break</b>				
4.	<b>Get out of here</b>				
5.	<b>Come again</b>				
6.	<b>Take a seat</b>				
7.	<b>How are you doing?</b>				
8.	<b>No problem</b>				
9.	<b>Be my guest</b>				
10.	<b>What's up?</b>				

**VII. Now you are going to listen to short dialogues in which SBUs are used.**

1. Explain in writing (Russian or English) how you understand the situation as a whole, i.e. what was the conversation about? No details, just short answers.
2. Using the appropriate mark (CLO, COM or SIT) explain what helped you identify the meaning of each SBU.
3. In Russian explain if you think there is a similar situation bound utterance used in Russian. If yes, how different it is from the close English equivalent.

	SBU	Meaning	CLO	COM	SIT
1.	<b>You bet</b>				
2.	<b>Here you go</b>				
3.	<b>Give me a break</b>				
4.	<b>Get out of here</b>				
5.	<b>Come again</b>				
6.	<b>Take a seat</b>				
7.	<b>How are you doing?</b>				
8.	<b>No problem</b>				
9.	<b>Be my guest</b>				
10.	<b>What's up?</b>				

## FINAL CHECK (Reader II, CULTURE-SPECIFIC DISCOURSE)

### DISCUSSION ACTIVITIES

1. What did you know about the British culture before the reading?  
What have you learned from the texts?  
How have you changed your views?

2. Make a list of known facts and new facts for you from the reading.

known	new
1.	
2.	
3.	

3. Discuss with your partner the facts that seemed surprising to you.
4. Express your opinion about the most interesting for you information from the texts (cm. Keys to Communication).
5. Find some most interesting statements in the texts. Read them to the group and comment on your choice. Agree or disagree (cm. Keys to Communication) with your partner about his / her statements.
6. Discuss the hidden rules of English behavior with a partner.
7. Compare the privacy rules in Britain with those in your country and state the difference.
8. There are differences between peoples and cultures. With this in mind, guess what the Native Americans meant by saying "You never understand people until you've walked a mile in their moccasins". Give true examples to support your viewpoint.
9. Since it is important to be able to communicate with people from other countries what should one remember to be an effective communicator / interlocutor?
10. What kind of problems can arise between people from different countries or cultures? How to avoid misunderstanding?
11. In some cultures it is fine to be very direct with someone about what you are feeling and thinking. However, other cultures place a high value on tact in order to protect the feelings of others. What is important in your native culture?
12. Compare different cultures in terms of their customs, traditions and taboos. Use the following phrases: *unlike some cultures, misinterpret ... behavior, in some cultures, it is usual/ common to, play a key role in cultivating good relationships, build trust, understand the culture and customs of a country, avoid making bad mistakes, such as, make sincere effort to learn, the basic insults, have the potential to cause the most*

*damage, master some fundamental patterns, familiarize yourself with, major holidays, cross-cultural nuances, watch out for religious taboos, follow traditions, be aware of subtle differences, in predominantly Christian/ Muslim/ Asian/ Oriental cultures, exchange gifts, when selecting, it is considered bad luck to, when in doubt, hold great significance, be appreciative, show respect, say thank you.*

13. You have the opportunity to visit a foreign country for two weeks. Which country would you prefer to visit? Give your reasons.
14. Learning to express yourself clearly in a foreign language is challenging. A lot of time is spent studying grammar, vocabulary, and other aspects of the language. What is the role of the foreign language you study in your life?
15. What is the best way to master a foreign language and learn about other cultural habits and traditions?
16. What are the advantages of learning a foreign language or several foreign languages?
17. What is meant by ‘real, natural phrases and collocations’?
18. When you hear a word like ‘blue’, what do you think of? Once in a blue moon? Argue until you’re blue in the face? Comment on your opinion.
19. Think of appropriate equivalent utterances typical of native Russian speakers to the following English ones:

American English	the Russian Language
Give my love to...	
Like I care	
Look out	
I appreciate it	
Give me a hand	
I have nothing to wear	
Help yourself	
Look what the cat dragged in	
Is that it?	
Knock it off	

***Note! If you don’t know the answers to some questions – read more and learn more. Remember the old English words of wisdom: “The more you learn, the more you know...”***

## ДОПОЛНИТЕЛЬНЫЙ СПРАВОЧНИК

### SUPPLEMENTARY MATERIAL

#### COUNTRIES, LANGUAGES, AND PEOPLES

Country	Language	Nationality
Australia	English	an Australian
Austria	German	an Austrian
Brazil	Portuguese	a Brazilian
Canada	English, French	a Canadian
China	Chinese	a Chinese
Denmark	Danish	a Dane
Finland	Finnish	a Finn
France	French	a French
Germany	German	a German
Great Britain	English	a British
Greece	Greek	a Greek
Holland	Dutch	a Dutchman
Hungary	Hungarian	a Hungarian
Ireland	English	an Irish
Italy	Italian	an Italian
Japan	Japanese	a Japanese
Poland	Polish	a Pole
Russia	Russian	a Russian
Sweden	Swedish	a Swede
The US	English	an American
Vietnam	Vietnamese	a Vietnamese

## INTERPERSONAL RELATIONSHIPS

include kinship and family relations. Here is a scale showing closeness and distance in relationships in different contexts.



CLOSER

MORE DISTANT

**Friendship:** best/close/bosom *friend crony* (fe) *male friend acquaintance stranger*

**Work:** *partner colleague co-worker associate workmate*

**Love / romance:** *lover steady boy / girlfriend loved one admirer significant one soul mate* ex-\* (former)

**Marriage / civil union / family:** *wife/ husband/ partner parent-child relationship relatives father/mother - in-law* ex-\* (former)

**Comradeship:** *comrade companion*

**The Internet:** *pen pal key pal playmate*

**Unhealthy**

**relationship:** *abuse codependence*

**Other:** *brotherhood sisterhood fellow townsman/woman fellow citizen*

\*ex- can be used with or without (informally) another word: She's my **ex**. (wife/husband, etc.)

**Mate** is a colloquial word for a good friend. It is often used in compounds to describe a person you share something with, e.g. **classmate**, **groupmate**, **flatmate**, **roommate**. **Workmate** is usual in non-professional contexts; **colleague** is more common among professional people.

A **crony** is a close longtime friend or companion; chum.

An **acquaintance** is someone recognized by sight or someone known, though not intimately.

**Synonyms** to 'friend': chum, cobbler, buddy, kinsman, ally, accomplice

**Antonyms** to 'friend': opponent, enemy, foe

**Idiom:** make friends with



## JOBS AND PROFESSIONS

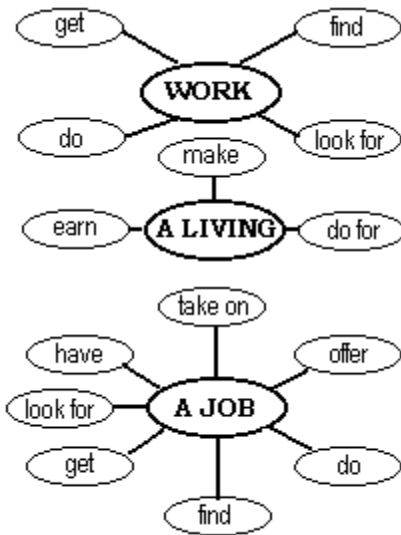
<p>I'm a student.</p> <p>a doctor an actor a supervisor a conductor an administrator a tailor</p> <p>a dentist an artist a scientist a physicist a chemist a biologist a geologist a physiotherapist an economist a typist a journalist a receptionist</p> <p>a musician a politician a mathematician a technician an academician a librarian a laboratorian</p>	<p><b>-OR</b></p> <p><b>-IST</b></p> <p><b>-(C)IAN</b></p>	<p>a plumber a designer a miner a labourer an astronomer an adviser a teacher a singer a driver a farmer a turner an interpreter an officer an explorer a composer a writer a soldier a worker a hairdresser a manager a builder a carpenter a firefighter a lawyer a baby sitter a metal worker a book keeper</p> <p style="text-align: right;"><b>-ER</b></p>
--	--	---

It is impossible to give the names of every job or profession here. Here are some **professions** (jobs which require considerable training and / or qualifications) and **trades** (skilled manual jobs requiring on-the-job and other training):

**a waitress, an actress, an engineer, an employee, a boss, a director, an accountant, a clerk, an executive, a priest, a vet, a surgeon, a poet, a nurse, a pilot, a soldier, a cadet, a secretary, a cook, a cosmonaut, an architect, a housewife, a shop assistant, a draftsman, a postman, a service man, a military man, a policeman, a sportsman, a spaceman, a seaman, a businessman, a fisherman, a railway man.**

## TALKING ABOUT WORK

- Collocations of words connected with work



It's not easy to **get / find work** round these parts.

I'd love to **do** that kind of work.

What d'you **do for a living**?

It's difficult to **make a living** as a freelance writer. (earning money to live comfortably)

I've been **offered a job** in Paris. She's not prepared to **take on that job**. (includes the idea of 'having personal responsibility')

- Expressions connected with work

to do **shift-work** (nights one week, days next) / **work shift**

to be on **flexi-time** (flexible working hours)

to work **nine-to-five** (regular working day)

to go / be **on strike** (industrial dispute)

to get the **sack** (thrown out of your job)

to be **fired** (more formal than 'get sack'; often used as a direct address: 'You're fired!')

to **give up** work (e.g. in order to study) / **resign** / **quit**

to be on / take **maternity leave** (expecting a baby)

to be on / take **sick leave** (illness)

to take early **retirement**

to be **promoted** (get a higher position) / **get a promotion**

to **apply** for a job (fill in forms)

to **be unemployed** / lose one's job

to hold a **full-time** / **part-time** / **second job**

## EDUCATION

### I. Talking about education

Asking somebody about their country's education system:

- What age do children start school at?
- What's the school-leaving age?
- Are there evening classes for adults?
- Do you have state and private universities?
- Do students get **grants** for further education?

Note: In Britain a **professor** is a senior university academic, not an ordinary teacher. University and college teachers are usually called **lecturers** or **tutors**. In America most university and college teachers are called professors (assistant, associate or full professor) and universities are often called 'colleges'.

#### Exams and qualifications

**take / do / sit / resist** an exam

**pass / do well in** an exam  $\neq$  **fail / do badly in** an exam

Before an exam it's a good idea to **revise** for it.

If you **skip classes/ lectures**, you'll probably do badly in an exam. = (informal) **miss** deliberately

Some schools give pupils **tests** every week or month to see if they are **making progress**. The **school-leaving exams** are held in May/June. In some colleges and universities, instead of tests and exams there is **continuous assessment**, with **marks**, e.g. 65%, or **grades**, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you **graduate** (get a degree), then you're a **graduate**.

#### Do you know ...?

##### ✓ What is Ivy League?

*Ivy League is a group of **most prestigious** US universities. The **Ivy League** is a specific group of eight academic institutions. These schools are **Brown, Columbia, Cornell, Dartmouth, Harvard, University of Pennsylvania, Princeton, and Yale.***

*The league was formed in the 1940s by the presidents of the eight schools to foster inter-collegiate football competition "in such a way as to maintain the values of the game, while keeping it in fitting proportion to the main purposes of academic life."*

*At first, each school's football team was supposed to play every other school's team at least once every five years. In the 1950s, this arrangement was replaced by a yearly round-robin schedule, and expanded to include other sports. Today, the Ivy League is part of the NCAA, competing nationwide in football, baseball, basketball, and other athletics.*

*Incidentally, according to a story on the Ivy League's official web site, the "Ivy" part of Ivy League is a reference to the plants that climb all over many of the old campus buildings at each school. The term was inspired by a sarcastic comment from a sports writer assigned to cover a Columbia-Pennsylvania football game. When he received his assignment, he grumbled about "watching the ivy grow." Another reporter overheard the comment and dubbed the prestigious group of schools "the Ivy League."*

Another result of our search was a paper that describes the characteristics of Ivy League schools, which include relatively small undergraduate populations, large endowments, prestigious academic reputations, and consistent ranking among the top 15 U.S. universities. The document also names several other universities that are considered in the same "class" as Ivy League schools, Stanford and the University of North Carolina among them.

✓ **What are top 10 universities in the USA?**

According to *America's Best Colleges, US News, 2009*:

Rank	University
1	Harvard University
2	Princeton University
3	Yale University
4	Massachusetts Institute of Technology
5	Stanford University
6	California Institute of Technology
7	University of Pennsylvania
8	Columbia University
9	Duke University
10	The University of Chicago

✓ **What are most popular universities in Britain in 2009?**

According to *The National Student Survey, 12 most popular universities in Great Britain in 2009* are: 1 Open University; 2 University of Buckingham; 3 University of St Andrews; 4 University of Cambridge; 5 University of Leicester; 6 Birkbeck College; 7 University of Exeter; 8 University of Glasgow; 9 Aberystwyth University; 10 Lancaster University; 11 Loughborough University; 12 University of Sheffield.

✓ **What are top 10 universities in the UK?**

According to *Good University Guide, Times Online, 2009*:

Rank	University
1	University of Oxford
2	University of Cambridge
3	Imperial College London
4	London School of Economics
5	University of St. Andrews
6	University of Warwick
7	University College London
8	Durham University
9	The University of York
10	Bristol University

✓ **What are top 10 universities in Russia in 2009 (based on the achievements of graduates as representatives of the academic elite)?**

*According to AHO HPA PeймOP, 2009:*

Rank	University
1	Lomonosov Moscow State University
2	Moscow Institute of Physics and Technology (state university)
3	Saint Petersburg State University
4	Ural State University
5	Moscow Aviation Institute (state technical university)
6	Tomsk State University
7 – 8	Southern Federal University
7 – 8	Kazan State University
9	Saint Petersburg State Polytechnical University
10	Bauman Moscow State Technical University

(taken from: [www.ucheba.ru/vuz-rating](http://www.ucheba.ru/vuz-rating))

✓ **What are top 5 Europe universities?**

*According to World Universities' ranking on the Web:*

Rank	University
1	University of Cambridge, UK
2	University of Oxford, UK
3	Swiss Federal Institute of Technology ETH Zurich
4	University College of London, UK
5	University of Helsinki

(taken from: [www.webometrics.info/top100\\_continent.asp?cont-europe](http://www.webometrics.info/top100_continent.asp?cont-europe))

## II. Glossary of terms on education

**bachelor :**

- A bachelor's degree is usually an undergraduate academic degree awarded for a course or major that generally lasts for two, three, four, five or ...

[en.wikipedia.org/wiki/Bachelor's](http://en.wikipedia.org/wiki/Bachelor's)

**course :**

- education imparted in a series of lessons or meetings; "he took a course in basket weaving"; "flirting is not unknown in college classes"
- a connected series of events or actions or developments; "the government took a firm course"

**college :**

- Колледж (в прошлом рекомендовалось произносить коллѐдж) – college, [collegium.ru](http://collegium.ru), [wikipedia.org/wiki/College](http://wikipedia.org/wiki/College)

- college noun 1) университетский колледж 2) амер. университет 3) специальное высшее учебное ...[new.5ballov.ru/dictionary/full/433261/33](http://new.5ballov.ru/dictionary/full/433261/33)

**education :**

- воспитание, образование; ~ and qualification образовательный ценз; equal ~ равное для всех ...[www.miripravo.ru/voc/voc\\_e/e.htm](http://www.miripravo.ru/voc/voc_e/e.htm)
- education noun 1) образование; просвещение, обучение – all-round education – trade education – classical education ...[new.5ballov.ru/dictionary/full/440372/33](http://new.5ballov.ru/dictionary/full/440372/33)
- the activities of educating or instructing; activities that impart knowledge or skill; "he received no formal education"; "our instruction was ..."
- knowledge acquired by learning and instruction; "it was clear that he had a very broad education"
- the gradual process of acquiring knowledge; "education is a preparation for life"; "a girl's education was less important than a boy's"
- the profession of teaching (especially at a school or college or university)
- the result of good upbringing (especially knowledge of correct social behavior); a woman of breeding and refinement"

**faculty:**

- staff: the body of teachers and administrators at a school;  
[wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)
- A faculty is a division within a university comprising one subject area, or a number of related subject areas (for the North American usage ...  
[en.wikipedia.org/wiki/Faculty\\_\(university\)](http://en.wikipedia.org/wiki/Faculty_(university))
- The scholarly staff at colleges or universities, as opposed to the students or support staff; A division of a university (e.g. a Faculty of Science or Faculty of Medicine); An ability, skill, or power [en.wiktionary.org/wiki/faculty](http://en.wiktionary.org/wiki/faculty)
- The teaching staff of a college or university. The term does not refer to a department within the university, as it does in some countries.  
[www.usaeducationguides.com/guidance/articles/080707-glossary-academic-terms.jsp](http://www.usaeducationguides.com/guidance/articles/080707-glossary-academic-terms.jsp)
- A faculty is a collection of academic departments that are grouped together for teaching, research and administrative purposes. ...  
[www.uea.ac.uk/services/students/let\\_service/let\\_international/let\\_glossary](http://www.uea.ac.uk/services/students/let_service/let_international/let_glossary)
- The faculty is composed of persons who teach classes for colleges. Some colleges differentiate between faculty and instructors. Instructors are hired to teach a specific class or classes, while faculty members have contracts with the college that require additional duties beyond teaching.[www.counselingcenter.uiuc.edu/](http://www.counselingcenter.uiuc.edu/)
- The University is divided into a number of faculties, each of which deals with a general area of study. Most faculties are also sub-divided into smaller departments.  
[www.services.unimelb.edu.au/transition/transition/ug/glossary.html](http://www.services.unimelb.edu.au/transition/transition/ug/glossary.html)
- means an academic unit within the University created by the Council under the Act of the University. [www.sudan.net/uk/add.htm](http://www.sudan.net/uk/add.htm)
- The faculty consists of all people who teach classes at a particular college or university.  
[www.fastfind.com/Education/EduGlossary.aspx](http://www.fastfind.com/Education/EduGlossary.aspx)

**freshman:**

- a first-year undergraduate
- newcomer: any new participant in some activity
- used of a person in the first year of an experience (especially in United States high school or college); "a freshman senator"; "freshman year in ...  
[wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

**grant:** any monetary aid

**major:**

- of the field of academic study in which one concentrates or specializes; "his major field was mathematics"
- a university student who is studying a particular field as the principal subject; "she is a linguistics major"

**schedule:**

- plan for an activity or event; "I've scheduled a concert next week"
- agenda: a temporally organized plan for matters to be attended to
- make a schedule; plan the time and place for events; "I scheduled an exam for this afternoon"
- an ordered list of times at which things are planned to occur

[wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

**scholar:**

- scholar – a learned person (especially in the humanities); someone who by long study has gained mastery in one or more disciplines
- scholar – learner: someone (especially a child) who learns (as from a teacher) or takes up knowledge or beliefs
- scholar – a student who holds a scholarship

[wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

**scholarship:**

- financial aid provided to a student on the basis of academic merit
- A scholarship is an award of access to an institution, or a financial aid award for a student to further education. Scholarships are awarded on various criteria usually reflecting the values and purposes of the donor or founder of the award.

[en.wikipedia.org/wiki/Scholarship](http://en.wikipedia.org/wiki/Scholarship)

**school:**

- an educational institution; "the school was founded in 1900"
- a building where young people receive education; "the school was built in 1932"; "he walked to school every morning"
- the process of being formally educated at a school; "what will you do when you finish school?"
- a body of creative artists or writers or thinkers linked by a similar style or by similar teachers; "the Venetian school of painting"
- educate in or as if in a school; "The children are schooled at great cost to their parents in private institutions"
- the period of instruction in a school; the time period when school is in session; "stay after school"; "he didn't miss a single day of school"; "when the school day was done we would walk home together"

**semester:**

- one of two divisions of an academic year
- half a year; a period of 6 months ([wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn))
- Half of a school year (US) or academic year such as fall or spring semester

[en.wiktionary.org/wiki/semester](http://en.wiktionary.org/wiki/semester)

**sophomore:**

- sophomore noun amer. студент-второкурсник Материалы предоставлены проектом Словари и ...[www.5ballov.ru/dictionary/full/476666/33](http://www.5ballov.ru/dictionary/full/476666/33)
- a second-year undergraduate

- sophomore(a): used of the second year in United States high school or college; "the sophomore class"; "his sophomore year" [wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

**student:**

- a learner who is enrolled in an educational institution
- scholar: a learned person (especially in the humanities); someone who by long study has gained mastery in one or more disciplines [wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)
- The word student is etymologically derived through Middle English from the Latin second-type conjugation verb "studēre", meaning "to direct one's zeal at"; hence a student could be described as 'one who directs zeal at a subject'. In its widest use, "student" is used for anyone who is learning. [en.wikipedia.org/wiki/Student](http://en.wikipedia.org/wiki/Student)

**term:**

- a word or expression used for some particular thing; "he learned many medical terms"
- a limited period of time; "he left school before the end of term"

**thesis:**

- дипломный проект по профилирующему предмету, написание которого обычно ... [www.edud.ru/p71.edud](http://www.edud.ru/p71.edud)
- A dissertation (also called thesis or disquisition) is a document that presents the author's research and findings and is submitted in support of ... [en.wikipedia.org/wiki/Thesis\\_\(academic\)](http://en.wikipedia.org/wiki/Thesis_(academic))
- A statement supported by arguments; A written essay submitted for a university degree [en.wiktionary.org/wiki/thesis.wikipedia.org/wiki/Thesis\\_\(academic\)](http://en.wiktionary.org/wiki/thesis.wikipedia.org/wiki/Thesis_(academic))

**training:**

- activity leading to skilled behavior
- education: the result of good upbringing (especially knowledge of correct social behavior); "a woman of breeding and refinement" [wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)
- The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills ... [en.wikipedia.org/wiki/Training](http://en.wikipedia.org/wiki/Training)

**undergraduate:**

- a university student who has not yet received a first degree [wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

**university:**

- the body of faculty and students at a university
- establishment where a seat of higher learning is housed, including administrative and living quarters as well as facilities for research and teaching
- a large and diverse institution of higher learning created to educate for life and for a profession and to grant degrees [wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

*More education-related information on sites:*

<http://www.guardian.co.uk/education/list/alleducationkeywords>

[http://www.timesonline.co.uk/tol/life\\_and\\_style/education/good\\_university\\_guide](http://www.timesonline.co.uk/tol/life_and_style/education/good_university_guide)

<http://i.cs.hku.hk/~tse/topten.html>

<http://www.tsu.ru>

<http://www.ed.gov.ru>



### III. Basic framework for a research report

*Look at the typical structure of any written report (research report, dissertation, and thesis).*

<i>Preliminaries</i>	{	1 The title
		2 Acknowledgements
		3 List of contents
		4 List of figures/tables
<i>Introduction</i>	{	5 The abstract
		6 Statement of the problem
<i>Main body</i>	{	7 Review of the literature
		8 Design of the investigation
		9 Measurement techniques used
		10 Results
<i>Conclusion</i>	{	11 Discussion and conclusion
		12 Summary of conclusions
<i>Extras</i>	{	13 Bibliography
		14 Appendices

***The explanations of the fourteen sections are provided below. Read the explanations carefully and match them with the main sections.***

- a. The presentation in a logical order of information and data upon which a decision can be made or reject the hypotheses.
- b. A complication of important data and explanatory and illustrative material, placed outside the main body of the text.
- c. The sections, in sequence, included in the report.
- d. A survey of selective, relevant and appropriate reading, both of primary and secondary source materials. Evidence of original and critical thought applied to books and journals.
- e. The presentation of principles, relationships, correlations and generalizations shown by the results. The interpretation of the results and their relationship to the research problem and hypotheses. The making of deductions and inferences, and the implications for the research. The making of recommendations.
- f. An accurate listing in strict alphabetical order of all the sources cited in the text.
- g. An extremely concise summary of the contents of the report, including the conclusions. It provides an overview of the whole report for the reader.
- h. Thanking colleagues, supervisors, sponsors, etc. for their assistance.
- i. Detailed descriptions and discussion of testing devices used. Presentation of data supporting validity and reliability. A discussion of the analysis to be applied to the results to test the hypotheses.
- j. A concise account of the main findings, and the inferences drawn from them.
- k. A statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
- l. The sequence of charts or diagrams that appear in the text.
- m. The fewest words possible that adequately describe the paper.
- n. A brief discussion of the nature of the research and the reasons for undertaking it. A clear declaration of proposals and hypotheses.

#### IV. Tomsk state university



### TOMSK STATE UNIVERSITY

Tomsk State University is situated in a beautiful old park in the centre of Tomsk. The history of Tomsk University dates back to the year 1878 when Emperor Alexander II permitted the construction of the Siberian University in Tomsk. The cornerstone of the University was laid in 1880 and in 1888 it was opened. Tomsk University was the first in Siberia and the ninth in Russia. Today it is one of the most important Russian Classical Universities.



The first professors who started teaching here arrived from St. Petersburg, Kazan and Moscow. They were the physicist Gezehus, the chemist Zaleski, the geologist Zaitsev, the botanist Korzhinski. Professor Gezehus was its first rector.



Originally it had only one faculty, the Faculty of Medicine. 72 students studied there. The second faculty – Law – was opened ten years later. In 1917 two more faculties were opened, the Faculty of Physics and Mathematics and the Faculty of History, Philology, Philosophy.

Nowadays there are more than 20 faculties at Tomsk State University such as the Faculties of Computer Science, Physics, Mechanics and Mathematics, Applied Mathematics and Cybernetics, Chemistry, Geology and Geography, Economics, Foreign Languages, Philology, Philosophy, Psychology, etc.



Tomsk State University is famous for its Scientific Library which is known not only in Russia but in other parts of the world as well. There are about 20 reading halls, the Rare Book Department, the American and German Resource Centres in the library. Today the total book store of the library is four million volumes.

Tomsk State University is proud of its well-known scientists such as Kuznetsov, Bolshanina, Tronov, Bazhenov, Krylov, Sergievskaya and many others.

The University is also famous for its Botanical Garden founded by professor Krylov and the University park with its old pine trees, cedars, birch-trees, beautiful flower beds.



## HOW TO PRONOUNCE -(e)s in English

WAYS	AFTER:	ENDING	SOUND	EXAMPLES	
				NOUN	VERB
1	voiceless final consonants ( <i>p, t, k, f, th</i> )	-s	[ s ]	books <u>s</u> maps <u>s</u> months <u>s</u>	stops <u>s</u> eats <u>s</u> works <u>s</u>
2	voiced final sounds	-s	[ z ]	friends <u>s</u> days <u>s</u>	reads <u>s</u> plays <u>s</u>
3	<i>ch, tch, sh, ss, s, x, z, ge/dge</i>	-es	[ l z ]	boxes <u>s</u> classes <u>s</u> colleges <u>s</u>	matches <u>s</u> presses <u>s</u> pushes <u>s</u>
4	Spelling rules: consonant+ <b>y</b> / <b>y</b> → <b>i</b> / vowel + <b>o</b> consonant + <b>o</b> <i>f, fe / f</i> → <b>v</b> /	-es -s -es -es	[ l z ] [ z ] [ z ] [ z ]	city → cities <u>s</u> baby → babies <u>s</u> radio → radios <u>s</u> potato → potatoes <u>s</u> wife → wives <u>s</u> thief → thieves <u>s</u>	study → studies <u>s</u> hurry → hurries <u>s</u> go → goes <u>s</u> do → does <u>s</u>

## -ed in English

3 WAYS	IF THE BASE VERB ENDS IN ONE OF THESE SOUNDS:		BASE VERB	-ed FORM	PRONOUNCE
1	voiceless	[ t ]	want	wanted	[ <u>ɪ</u> d ]
	voiced	[ d ]	end	ended	
2	voiceless	[ p ]	hope	hoped	[ t ]
		[ f ]	laugh	laughed	
		[ s ]	fax	faxed	
		[ ʃ ]	wash	washed	
		[ tʃ ]	watch	watched	
		[ k ]	like	liked	
3	voiced	all other sounds	play	played	[ <u>ɪ</u> d ]
			allow	allowed	
			beg	begged	

## Таблица неправильных глаголов

### Irregular Verbs

Infinitive	Simple Past	Past participle	Translation
<b>1.</b>	<b>The PUT-Group</b> (All three forms are identical)		
<b>bet</b>	bet	bet	держат пар
<b>burst</b>	burst	burst	взрываться
<b>cost</b>	cost	cost	стоить
<b>cut</b>	cut	cut	резать
<b>hit</b>	hit	hit	ударять
<b>hurt</b>	hurt	hurt	обижать, причинять боль
<b>let</b>	let	let	позволять
<b>put</b>	put	put	класть
<b>shut</b>	shut	shut	закрывать
<b>2.</b>	<b>The LEARN-Group</b> (Two forms are identical)		
<b>burn</b>	burned/burnt	burned/burnt	жечь, гореть
<b>learn</b>	learned/learnt	learned/learnt	изучать, узнавать
<b>spell</b>	spelled/spelt	spelled/spelt	называть по буквам
<b>3.</b>	<b>The SPEND-Group</b> (D is changed to T)		
<b>build</b>	built	built	строить
<b>send</b>	sent	sent	посылать
<b>spend</b>	spent	spent	тратить, проводить
<b>4.</b>	<b>The READ-Group</b> (Two forms are identical and have the sound [e])		
<b>feed</b>	fed	fed	кормить
<b>hold</b>	held	held	держат
<b>read</b>	read	read	читать
<b>5.</b>	<b>The SLEEP-Group</b> (Two forms are identical and have the sounds [e], [t])		
<b>deal</b>	dealt	dealt	иметь дело
<b>dream</b>	dreamt	dreamt	мечтать
<b>feel</b>	felt	felt	чувствовать
<b>keep</b>	kept	kept	сохранять
<b>mean</b>	meant	meant	иметь в виду, значить
<b>meet</b>	met	met	встречать
<b>sleep</b>	slept	slept	спать
<b>6.</b>	<b>The STRIKE-Group</b> (Two forms are identical and have the sound [A])		
<b>dig</b>	dug	dug	копать
<b>hang</b>	hung	hung	висеть
<b>strike</b>	struck	struck	ударять
<b>win</b>	won	won	выигрывать

<b>7.</b>	<b>The BRING-Group</b> (Two forms are identical and have the sound [L])		
bring	brought	brought	приносить
buy	bought	bought	покупать
fight	fought	fought	драться, бороться
think	thought	thought	думать
catch	caught	caught	ловить
teach	taught	taught	обучать
<b>8.</b>	<b>The FIND-Group</b> (Two forms are identical and have the sound [au])		
find	found	found	находить
wind	wound	wound	вить(ся)
<b>9.</b>	<b>The GET-Group</b> (Two forms are identical and have the sound [0])		
get	got	got	получать
lose [lHZ]	lost	lost	терять
shine	shone	shone	светить
<b>10.</b>	<b>The SELL-Group</b> (Two forms are identical and have the sounds [qu], [d])		
sell	sold	sold	продавать
tell	told	told	говорить, рассказать
<b>11.</b>	<b>The COME-Group</b> (Two forms are identical)		
become	became	became	становиться
come	came	come	приходить
run	ran	run	бежать
<b>12.</b>	<b>Other verbs</b> (Two forms are different)		
have	had	had	иметь
hear	heard [hWd]	heard	слышать
light	lit	lit	зажигать
make	made	made	делать
pay	paid	paid	платить
say	said [sed]	said	сказать
sit	sat	sat	сидеть
stand	stood	stood	стоять
understand	understood	understood	понимать
<b>13.</b>	<b>All the forms are different</b>		
<b>A.</b>	<b>The SPEAK-Group</b> (Two forms have the sounds [qu])		
break	broke	broken	ломать
choose	chose	chosen	выбирать
speak	spoke	spoken	говорить

<b>B. The KNOW-Group (All the forms have different sounds)</b>			
grow	grew	grown	расти
know	knew	known	знать
throw	threw	thrown	бросать
<b>C. The TAKE-Group</b>			
shake	shook	shaken	трясти
take	took	taken	брать
<b>D. The WRITE-Group</b>			
drive	drove	driven	вести машину, править
ride	rode	ridden	ехать верхом
rise	rose	risen	подниматься
write	wrote	written	писать
<b>E. The DRINK-Group</b>			
begin	began	begun	начинать
drink	drank	drunk	пить
ring	rang	rung	звонить
sing	sang	sung	петь
swim	swam	swum	плавать
<b>F. All verbs with all three forms different</b>			
be	was/were	been	быть, находиться
eat	ate	eaten	есть
do	did	done	делать
draw	drew	drawn	чертить
fall	fell	fallen	падать
fly	flew	flown	летать
forget	forgot	forgotten	забывать
give	gave	given	давать
go	went	gone	идти, ехать
see	saw	seen	видеть

### TROUBLESOME VERBS

Base	-s	-ing	Past	Participle	Meaning
<b>affect</b>	affects	affecting	affected	affected	действовать; влиять
<b>effect</b>	effects	effecting	effected	effected	осуществлять; совершать
<b>bath</b> [ R ]	bathes	bathing	bathed	bathed	мыть, купать
<b>bathe</b> [ q ]	bathes	bathing	bathed	bathed	купаться (в море, реке)
<b>hide</b> [ al ]	hides	hiding	hid	hidden	прятать(ся)
<b>hit</b>	hits	hitting	hit	hit	ударять
<b>lie</b>	lies	lying	lied	lied	лгать
<b>lie</b>	lies	lying	lay	lain	лежать
<b>lay</b>	lays	laying	laid	laid	класть; сте- лить
<b>loose</b> [ IHS ]	looses	loosing	loosed	loosed	освобождать; развязывать
<b>lose</b> [ IHz ]	loses	losing	lost	lost	терять
<b>raise</b>	raises	raising	raised	raised	поднимать; будить; рас- тить
<b>rise</b>	rises	rising	rose	risen	возникать; появляться
<b>arouse</b>	arouses	arousing	aroused	aroused	будить; воз- буждать
<b>see</b>	sees	seeing	saw [ L ]	seen	видеть
<b>saw</b> [ L ]	saws	sawing	sawed	sawed/sawn	пилить
<b>sit</b>	sits	sitting	sat	sat	сидеть (за столом)
<b>set</b>	sets	setting	set	set	сажать; располагать; садиться (о солнце)
<b>wind</b> [ l ]	winds	winding	winded	winded	проветривать
<b>wind</b> [ al ]	winds	winding	wound	wound	витья, изви- ваться, заво- дить (меха- низм)
<b>wound</b> [H]	wounds	wounding	wounded	wounded	ранить

## Stative Verbs

Stative verbs are verbs that are not used in the continuous forms because they express permanent state rather than an action. *Although some stative verbs can be used in continuous forms but there is a change in the meaning.*

STATIVE VERBS / GROUP A – глаголы, характеризующие умственную деятельность:		
know	знать	I know him.
understand	понимать	I don't understand you.
believe	верить думать, полагать	I don't believe you. I believe he will come.
<i>think</i>	думать, считать, иметь (к-л.) мнение думать, размышлять, взвешивать, обдумывать о ком-л., чем-л. (about, of)	What do you think of this singer? <b>What are you thinking of?</b> <b>I've been thinking about it for a year.</b>
forget	забывать	I forget easily.
remember	помнить	I remember you very well.
<i>expect</i>	думать, полагать, предполагать ждать, ожидать	I expect we've met before. <b>We are expecting two more people.</b>
STATIVE VERBS / GROUP B – глаголы эмоций:		
like	любить, нравиться	I like chocolate.
<i>love</i>	любить (вообще/ в общем смысле) любить (ч-л.) как-то особенно / особым образом	I love watching TV. <b>McDonald's. I'm lovin' it.</b>
hate	ненавидеть	He hates to work.
want	желать, хотеть	I want you to be a good boy.
STATIVE VERBS / GROUP C – глаголы обладания:		
<i>have</i>	иметь, обладать <b>have problems / difficulties</b> испытывать проблемы <b>have breakfast / dinner</b> завтракать / ужинать <b>have coffee / tea</b> пить кофе / чай <b>have a shower / a bath</b> принять душ / ванну <b>have a walk</b> прогуляться <b>have a party</b> проводить вечеринку <b>have a meeting</b> проводить встречу / принимать участие <b>have a (good/bad) time</b> хорошо/плохо проводить время <b>have a baby</b> ожидать ребёнка	I have everything I want. <b>He's having a few problems now.</b> <b>We're having dinner now.</b> <b>He's having coffee at the moment.</b> <b>She's having a shower.</b> <b>We're having a walk in the park.</b> <b>Jack is having a party tomorrow.</b> <b>I'm busy. I'm having a meeting now.</b> <b>We're having a great time in Spain.</b> <b>She is having a baby next month.</b>
belong (to)	принадлежать, быть чьей-л. собственностью	This car belongs to my father.
consist (of)	состоять, составлять из	A cricket team consists of eleven players.
STATIVE VERBS / GROUP D – глаголы чувств:		
<i>see</i>	1) видеть 2) понимать, знать; сознавать встречать(ся)	I see Jack outside. I see what you mean. <b>I am seeing my friends at 5 o'clock.</b>
hear	слышать, услышать	Go to bed, I hear you walking.
<i>smell</i>	иметь запах; пахнуть нюхать	The room smells of fresh flowers. <b>Why are you smelling that soup? Is it bad?</b>
<i>taste</i>	иметь вкус (по)пробовать (на вкус)	This soup tastes of garlic. <b>Why are you tasting the soup? Is it bad?</b>
STATIVE VERBS / GROUP E – другие глаголы:		
<i>be</i>	быть / находиться вести себя/поступать каким-либо образом	Sam is polite. ( <i>as a rule</i> ) <b>Sam is being very polite today.</b>
<i>weigh</i>	весить, иметь вес взвешивать	Sam now weighs more than his father. <b>The doctor is weighing the baby.</b>
<i>look</i>	выглядеть, казаться смотреть на (at) / искать (for) / осматривать (round)	It looks like rain. You look great. = You are looking great. <b>What are you looking at? /What are you looking for? /He is looking round the house.</b>
<i>feel</i>	чувствовать, ощущать ощупывать, осязать, трогать, прикасаться	Your coat feels very light and warm. I feel OK. = I'm feeling OK. She <u>always</u> feels great. (not: <i>is feeling</i> ) <b>He is feeling the radiator to see how hot it is.</b> <b>-What is she doing? -She is feeling his pulse.</b>



# EXPRESSING VALUE

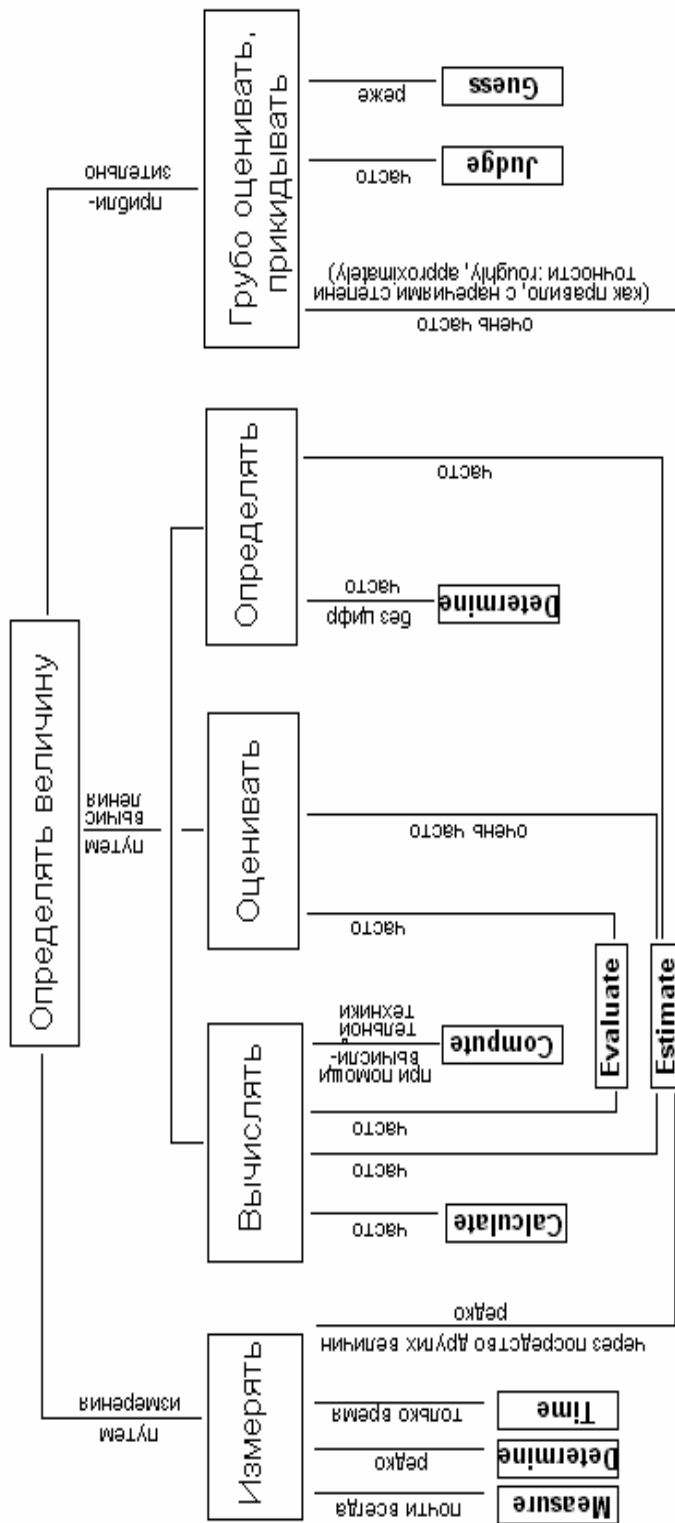


Рис. 1. Использование глаголов, передающих значение определения величины

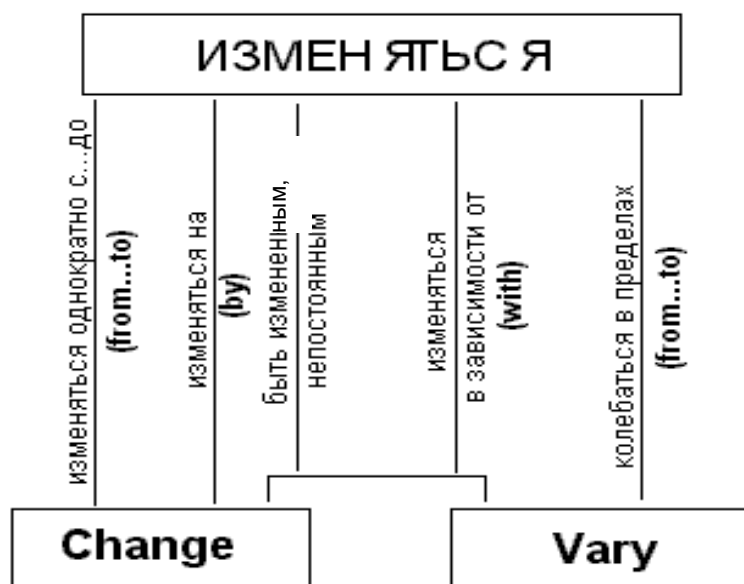


Рис. 2. Использование глаголов со значением «изменяться»

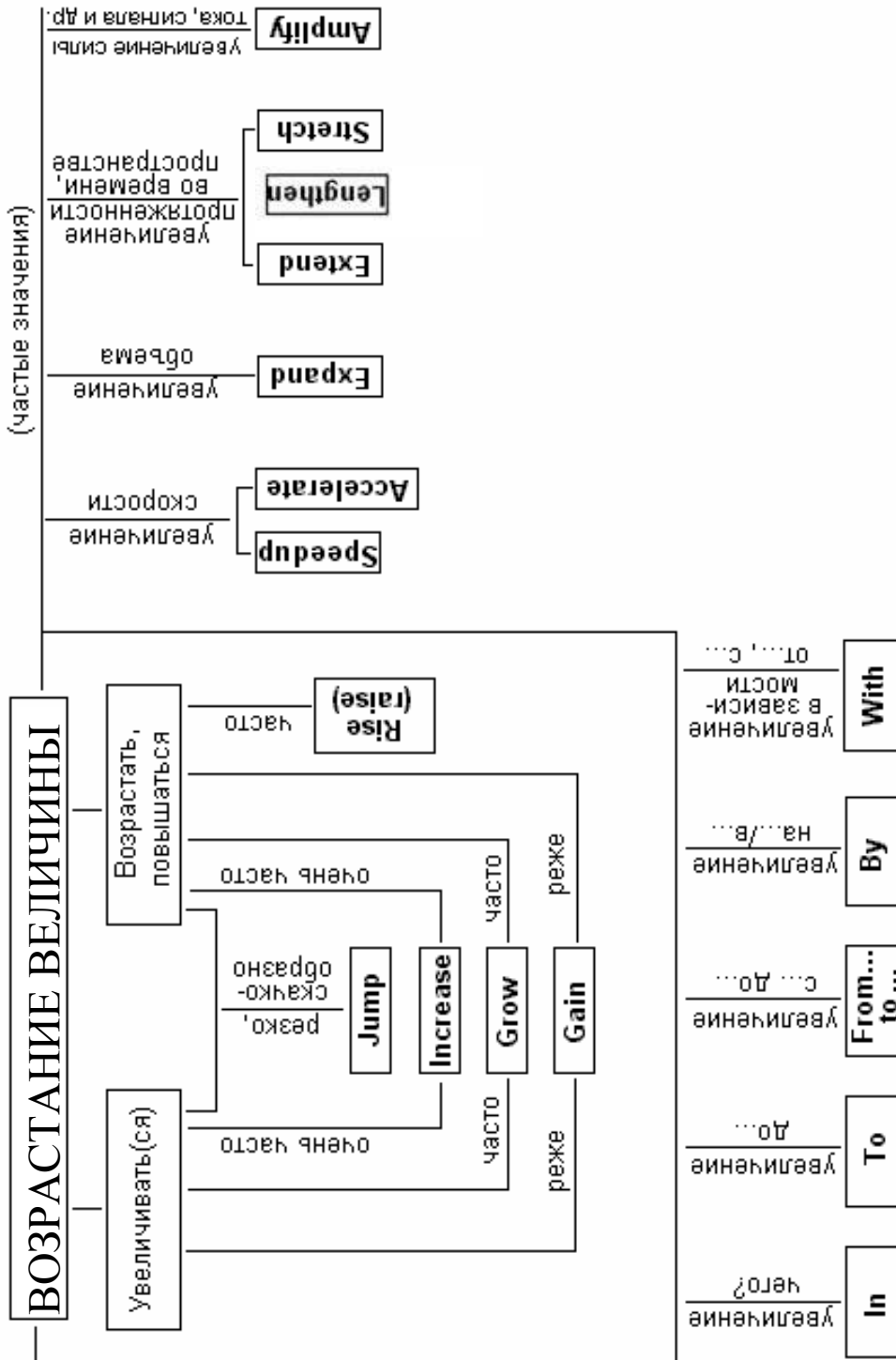


Рис. 3. Использование глаголов со значением возрастания величины

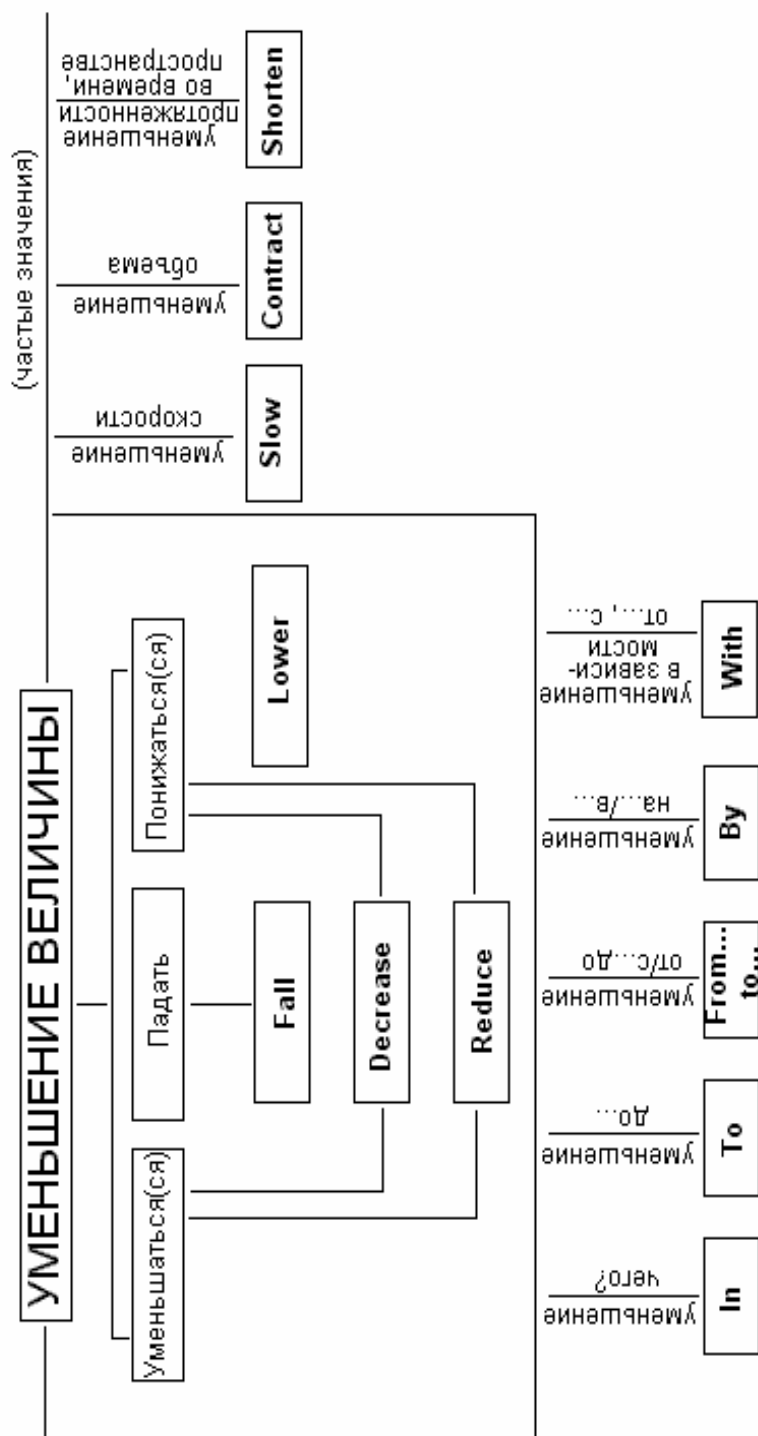


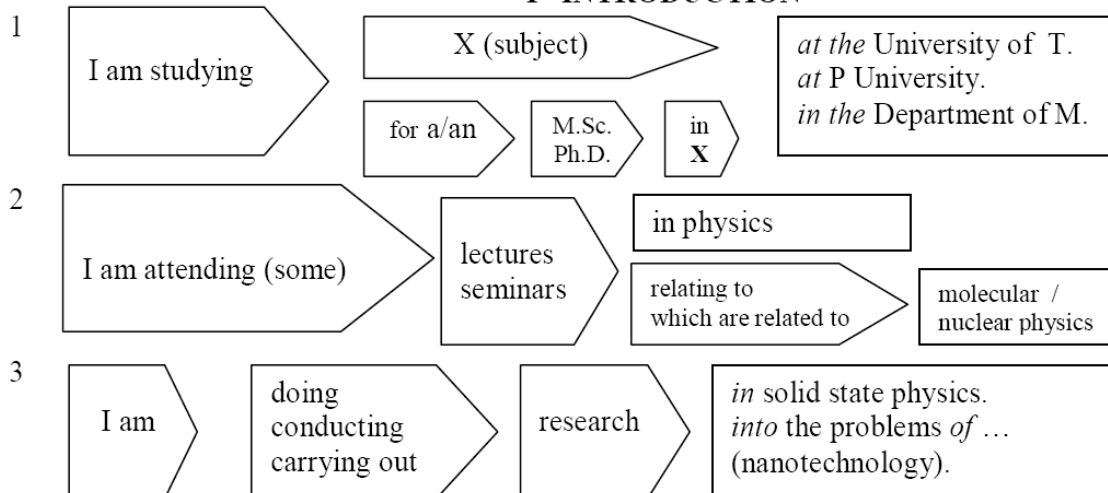
Рис. 4. Использование глаголов со значением уменьшения величины

## SOME SCIENTIFIC DEFINITIONS

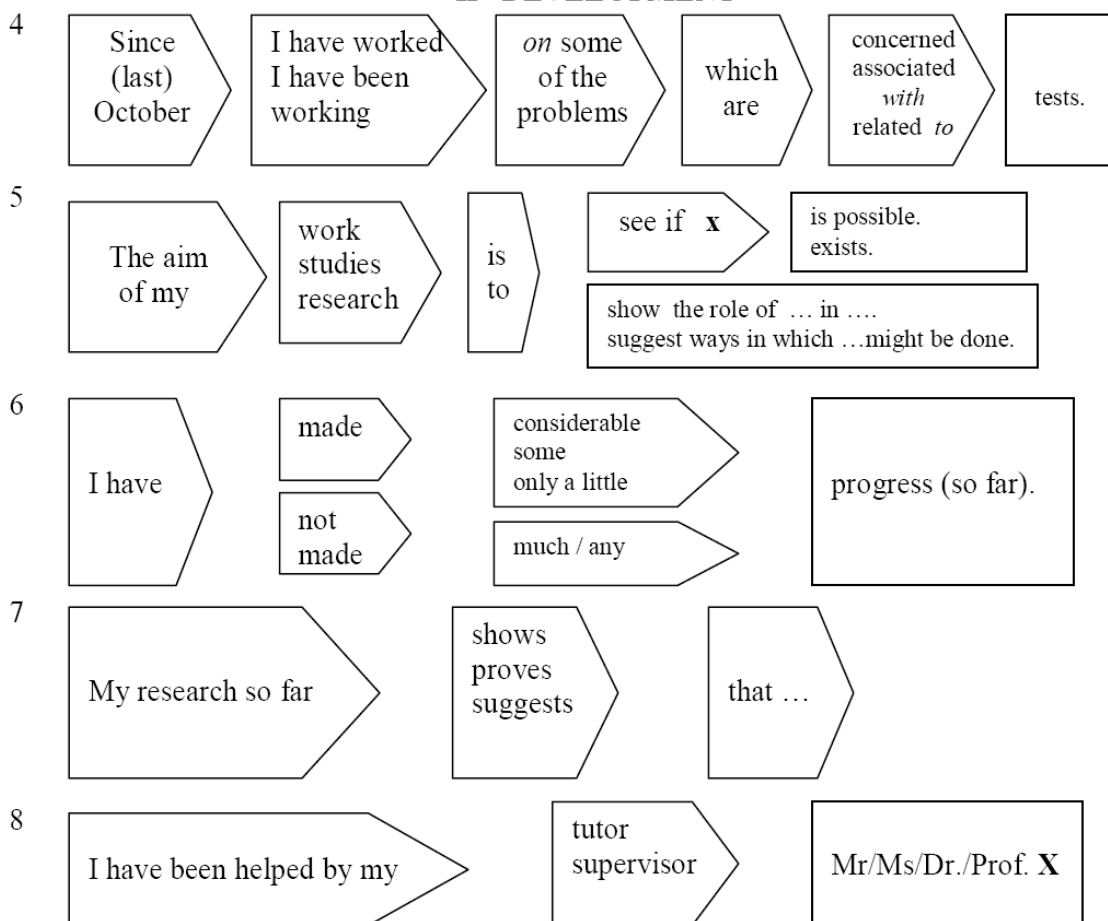
<b>Astrophysics</b>	the application of physical laws and theories to stars and galaxies
<b>Atom</b>	a small unit of an element that can take part in chemical reaction
<b>Bioclimatology</b>	the study of climate as it affects humans
<b>Cryogenics</b>	the study of physical systems at temperatures less than 183 C.
<b>Cybernetics</b>	the study of the way information is moved and controlled by the brain or by machinery
<b>Distance</b>	an interval in space
<b>Earth</b>	the solid substance on which animals walk, and in which plants have their roots
<b>Electricity</b>	1) all the phenomena associated with electrons (negative charge) and protons (positive charge), 2) the study of these phenomena
<b>Energy</b>	the capacity to do work, i.e. to move a force a certain distance
<b>Force</b>	a physical agent which changes the state of motion of a mobile body or change the shape of a fixed body
<b>Genetic engineering</b>	the study of the artificial manipulation of the make-up of living things
<b>Gravitation</b>	force attracting objects to the centre of the Earth
<b>Information technology</b>	the study of technology related to the transfer of information
<b>Interaction</b>	the mutual action of two forces on each other
<b>Law</b>	an empirical generalization that is accepted as true
<b>Mass</b>	one of the main properties of matter, which causes the gravitational force
<b>Magnetism</b>	1) the property of producing magnetic fields; 2) the study of magnets and effects of magnetic fields
<b>Matter</b>	substance of which a physical thing is made
<b>Mechanics</b>	science of motion and force
<b>Molecular biology</b>	the study of the structure and function of the organic molecules associated with living organisms
<b>Nuclear engineering</b>	the study of the way nuclear power can be made useful
<b>Particle</b>	a very small piece of matter, that has mass
<b>Physics</b>	group of sciences dealing with matter and energy
<b>Path</b>	line along which something moves
<b>Principles</b>	hypotheses accepted as suitable starting points for theoretical work
<b>Power</b>	1) is the rate of transfer of energy; 2) or the rate of doing work
<b>System</b>	group of things or parts working together in a regular relation
<b>Star</b>	an object seen in the sky at night as a distant point of light
<b>Space</b>	1) that which objects occupy as a result of their volume; 2) the universe, stars, planets and other stellar objects
<b>Theory</b>	is a structure in which each step depends on preceding steps
<b>Wave motion</b>	the transmission of energy
<b>Wave</b>	a disturbance which passes on energy through a material medium by means of the elastic and inertial characteristics of the medium

## BASIC FRAMEWORK ON RESEARCH STUDIES

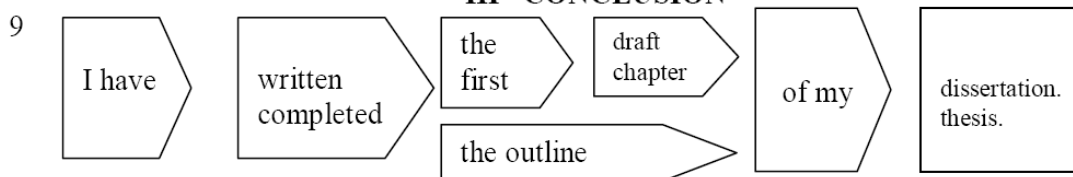
### I INTRODUCTION



### II DEVELOPMENT



### III CONCLUSION



## LATIN WORDS AND EXPRESSIONS

**753 BC** — Traditional date of the founding of the city of Rome by Romulus, a fictional character who killed his twin brother Remus, populated his city with escaped convicts, and found wives for his subjects by kidnapping Sabine women who had come for a visit. At this stage, Latin is the language spoken by several thousand people in and near Rome.

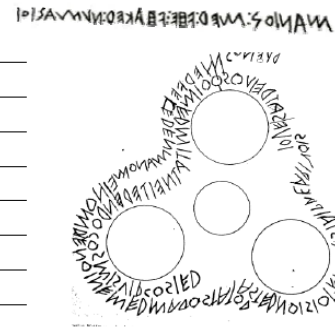
<b>Ab avo</b>	<i>с самого начала</i>
<b>a.c. (anni curretis)</b>	<i>текущего года</i>
<b>A.D. (Anno Domini)</b>	<i>нашей эры</i>
<b>ad infinitum</b>	<i>до бесконечности</i>
<b>ad interium</b>	<i>в промежутке</i>
<b>ad libitum</b>	<i>по желанию, на выбор</i>
<b>addendum</b>	<i>добавление</i>
<b>a posteriori</b>	<i>на основании опыта</i>
<b>a priori</b>	<i>заранее, независимо от опыта</i>



*Romulus and Remus sculpture*

**6th century BC** — Earliest known Latin inscription, on a pin, which says "Manios me fhefhaked Numasioi", meaning "Manius made me for Numerius". It is written from right to left. Only a few other inscriptions predate the 3rd century BC.

<b>c (circa)</b>	<i>приблизительно, около</i>
<b>caeteris paribus</b>	<i>при прочих равных условиях</i>
<b>cf (confer)</b>	<i>сравни</i>
<b>corrigena</b>	<i>список ошибок</i>
<b>cum</b>	<i>с, включая</i>
<b>e.r. (en route) = on the way</b>	<i>в пути</i>
<b>erratum</b>	<i>опечатка</i>
<b>etc.= and so on</b>	<i>и т.д.</i>
<b>et seq. (et sequentia)</b>	<i>и последующие</i>



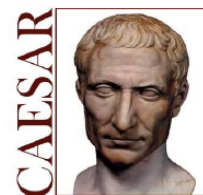
**250-100 BC** — Early Latin. The first Latin literature, usually loose translations of Greek works or imitations of Greek genres, stems from this period. Meanwhile, the Romans are conquering the Mediterranean world and bringing their language with them.

<b>focus</b>	<i>фокус</i>
<b>f.v. (folio verso)</b>	<i>на обороте листа</i>



**100 BC-150 AD** — Classical Latin. Guys like Cicero, Caesar, Vergil, and Tacitus write masterpieces of Latin literature. Also, Ovid writes a book on how to pick up women at the gladiator shows. The literary language becomes fixed and gradually loses touch with the ever-changing popular language known today as Vulgar Latin.

<b>ib, ibid (ibidem)</b>	<i>там же, в том же месте</i>
<b>id (idem)</b>	<i>то же самое, так же, то же</i>
<b>i.e.= that is</b>	<i>то есть</i>
<b>in ex. (in extenso)</b>	<i>довольно, полностью</i>
<b>in loc (in loco)</b>	<i>на своем месте</i>
<b>in loc cit (in loco citato)</b>	<i>в цитируемом месте</i>



## LATIN WORDS AND EXPRESSIONS

**200-550** — *Late Latin. Some varieties of literature adhere closely to the classical standard, others are less polished or deliberately closer to the popular speech (e.g., St. Jerome's translation of the Bible into Latin—the Vulgate). The western half of the empire is falling to pieces, but the Greek-speaking east, which is still in good shape, keeps using Latin in official contexts until the end of this period.*

<b>in parvo</b>	<i>в незначительной мере</i>
<b>in re</b>	<i>относительно, по вопросу</i>
<b>in situ</b>	<i>на месте</i>
<b>in toto</b>	<i>в целом</i>
<b>in vitro</b>	<i>в лабораторном сосуде</i>
<b>in vivo</b>	<i>в естественных условиях</i>
<b>int.al. (inter alia)</b>	<i>между прочим</i>
<b>ipso facto</b>	<i>в силу очевидности, самим фактом</i>



*the Vulgate*

**600-750** — *Latin has become a dead language. Few people in the west outside of monasteries can read. The spoken languages of Italy, France and Spain change rapidly. Monks, particularly in Ireland, read and write classical Latin and preserve ancient texts as well as church documents. The Roman Catholic church continues to use Late Latin in the liturgy, though they eventually decide to deliver homilies in the local popular language. The Byzantines still call themselves Romans but have given up on the Latin language.*

<b>loc.cit.</b>	<i>указанное сочинение</i>
<b>locus</b>	<i>место, геометрическое место точек</i>
<b>m.p. (manu propria)</b>	<i>собственноручно</i>
<b>med. (medium)</b>	<i>середина</i>
<b>memo (memorandum)</b>	<i>меморандум</i>
<b>modus operandi</b>	<i>способ действия</i>
<b>mutasis mutandis</b>	<i>сделав соответствующие изменения</i>



**800-900** — *The Carolingian Renaissance. Charlemagne decides that education is a good thing and promotes it in his kingdoms. After his death scholarship goes downhill a while, but never as far as it had before his reign. During 1100-1300 — Contact with the educated Arabs who have conquered North Africa and Spain leads to a revival of learning, especially the study of Aristotle and other Greeks. Leading smart guys include St. Thomas "The Dumb Ox" Aquinas and John "Dunce" Scotus, as well as Petrus Hispanus, a pope who was killed when a ceiling collapsed on him. All learned writing is done in Latin, a practice which persisted until the 20th century at some fairly silly universities.*

<b>N.B. (nota bene)</b>	<i>примечание</i>
<b>op.cit. (opus citatum)</b>	<i>цитируемое произведение</i>
<b>par example</b>	<i>например</i>
<b>par excellence</b>	<i>по преимуществу, преимущественно</i>
<b>pari passu</b>	<i>попутно</i>
<b>per capita</b>	<i>на душу населения</i>
<b>per se</b>	<i>сам по себе, по существу</i>



*Charlemagne*



## LATIN WORDS AND EXPRESSIONS

**Mid 14th century** — The Black Death kills a lot of people, including students, professors and other people who live in crowded, unsanitary cities. This is bad for the educational system. Meanwhile, an Italian poet named Petrarch decides that plague-infested professors and anyone else who doesn't write the classical Latin used by Cicero is a moron. In fact, everyone between Cicero and Petrarch was a moron in the latter's opinion, so it was high time to have a Renaissance and make fun of everything medieval.

<b>prima facie</b>	на первый взгляд
<b>pro et con</b>	за и против
<b>pro forma</b>	формально, для вида
<b>pro rata</b>	пропорционально
<b>pro tem (tempore)</b>	временно, в данное время



Petrarch

**1400-1650** — During the Renaissance, which spreads from Italy to France and finally to England, people start reading Latin classical authors and bringing Latin words into their languages. In England, this is called "aureate diction" and is considered evidence of great learnedness. Furthermore, as science develops, Europeans find it useful to have a universal Latinate terminology to facilitate international research.

<b>quantum libet</b>	сколько угодно
<b>quod vide</b>	смотри (там-то)
<b>re, in re</b>	по вопросу, по делу



**up till 1900** — Almost everyone who goes to college has to learn Latin, and most humanities majors have to study Greek as well. Many of the Latin roots borrowed during the aureate diction period have come to seem native and can be used in forming new words.

<b>s.a. (sine anno)</b>	без указания года (издания)
<b>s.a.t.l. (sine anno et loco)</b>	без указания года и места (издания)
<b>s.d. (sine die)</b>	без указания срока или даты, на неопределенный срок
<b>s.s. (sensu stricto)</b>	в буквальном смысле
<b>sic!</b>	буквально так! (в скобках или на полях указывает важность или подлинность данного места в тексте или ошибочность приведенных слов)
<b>sui generis</b>	своего рода, своеобразный



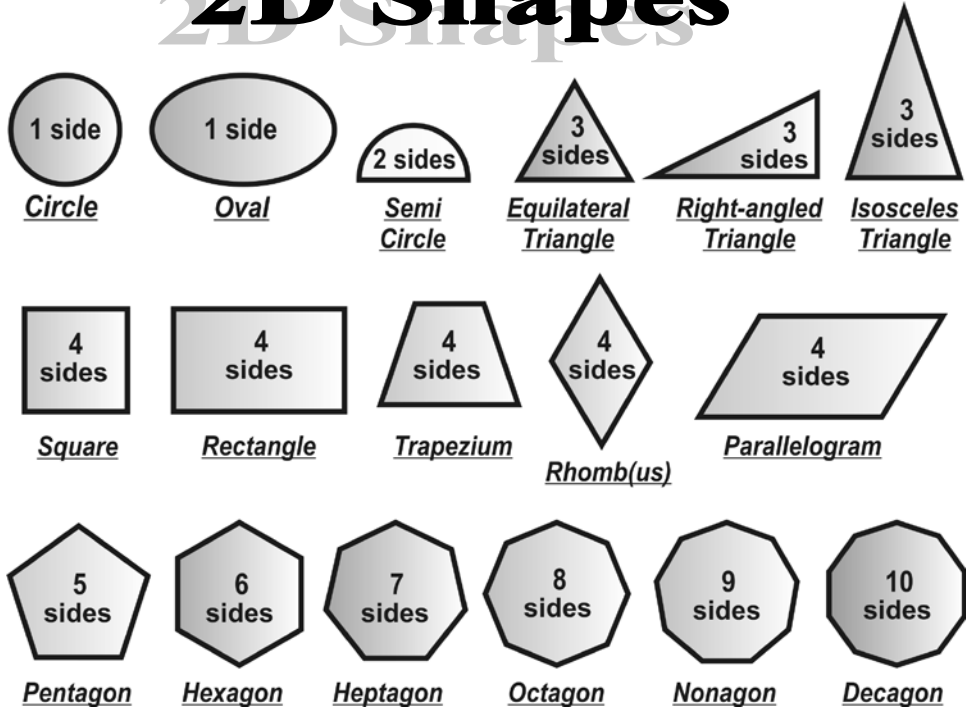
**mid 1960s** — The Catholic Church decides that Latin is no longer the obligatory language of Catholic liturgies. Meanwhile, what with free love and everything, most young people of the 60s figure they have better things to do than learn Latin.

<b>tabula rasa</b>	ничто чистое, нетронутое
<b>terra incognita</b>	незнакомая область
<b>u.i. (ut infra)</b>	как указано ниже
<b>versus (vers, vs)</b>	против, в сравнении с, в зависимости от
<b>vice versa (v.v.)</b>	наоборот
<b>vide infra</b>	см. ниже
<b>vide supra</b>	см. выше
<b>vulgo</b>	обычно

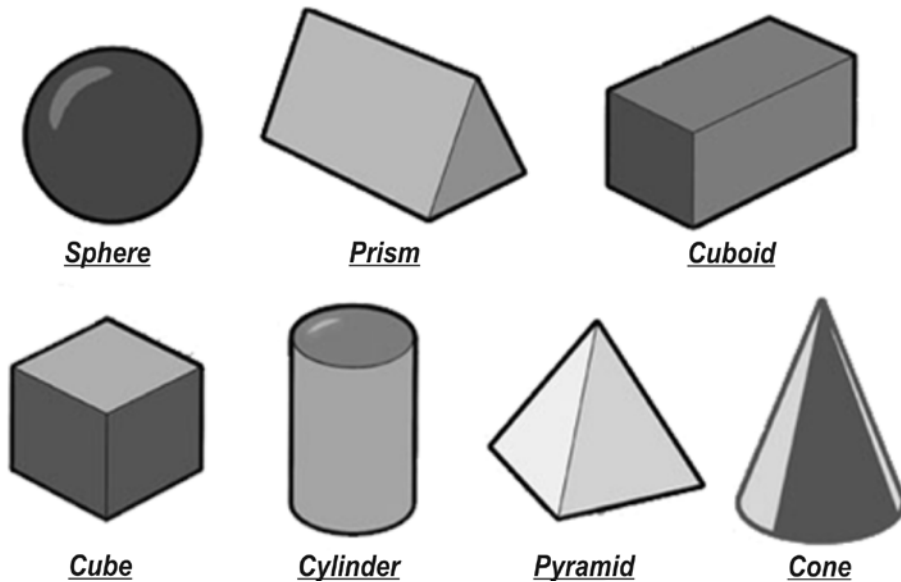


**Today** — Nobody speaks Latin well, and few people can write it, but lots can read it.

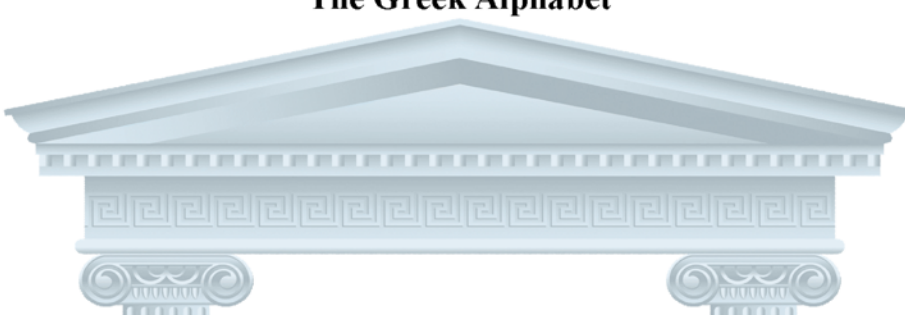
# 2D Shapes



# 3D Shapes


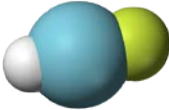


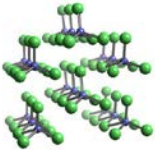
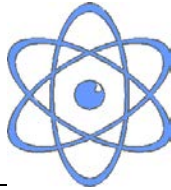
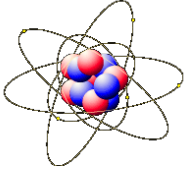
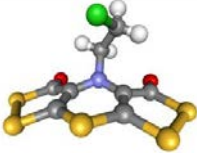



## The Greek Alphabet



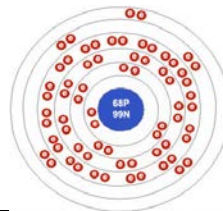
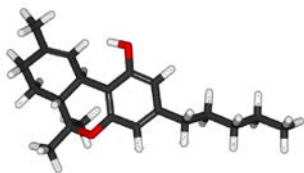
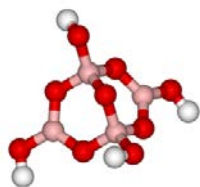
<i>Upper / Lower Case</i>	<i>English Name</i>	<i>English Transcription</i>	<i>Russian Name</i>
Α α	alpha	[ˈælfə]	альфа
Β β	beta	[ˈbi:tə]	бета
Γ γ	gamma	[ˈgæmə]	гамма
Δ δ	delta	[ˈdeltə]	дельта
Ε ε	epsilon	[əpˈsaɪlən] / [ˈepsɪlən]	эпсилон
Ζ ζ	(d)zeta	[ˈzi:tə]	дзета (зита)
Η η	eta	[ˈi:tə]	эта (ита)
Θ θ	theta	[ˈθi:tə]	тета (фита)
Ι ι	iota	[aɪˈoʊtə]	йота
Κ κ	kappa	[ˈkæpə]	каппа
Λ λ	lambda	[ˈlæm(b)də]	лямбда (лямда)
Μ μ	mu	[mjuː]	мю (ми)
Ν ν	nu	[njuː]	ню (ни)
Ξ ξ	xi	[ksiː] / [ksaɪ]	кси
Ο ο	omikron	[ouˈmaɪkrən]	омикрон
Π π	pi	[pɪ] / [paɪ]	пи
Ρ ρ	rho	[rou]	ро
Σ σ ς	sigma	[ˈsɪgmə]	сигма
Τ τ	tau	[tau]	тау (таф)
Υ υ	upsilon	[ˈjuːpsɪlən] / [juːpˈsaɪlən]	ипсилон
Φ φ	phi	[fiː] / [faɪ]	фи
Χ χ	chi	[hiː]	хи
Ψ ψ	psi	[psiː]	пси
Ω ω	omega	[ˈoumɪgə] / [ouˈmegə]	омега

## Chemical Elements

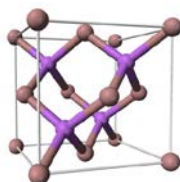
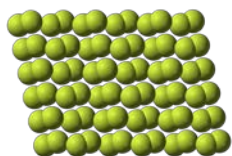
Symbol	English Name	English Transcription	Russian Name
			
			
			
<b>Ac</b>	Actinium	[ɤk' tɪnɪqm]	Актиний
<b>Ag</b>	Argentum = Silver	[R' Gentqm] / [' slvq]	Серебро
<b>Al</b>	Aluminium	[' ɤlju' mɪnjqm]	Алюминий
<b>Am</b>	Americium	[qmɛ' rɪsɪqm]	Америций
<b>Ar, A</b>	Argon	[' Rgqn]	Аргон
<b>As</b>	Arsenic	[' Rsnɪk]	Мышьяк
<b>At</b>	Astatium	[qs' teɪtɪqm]	Астат
<b>Au</b>	Aurum = Gold	[' Lrqm] / [gould]	Золото
			
			
			
<b>B</b>	Boron	[' bLr0n]	Бор
<b>Ba</b>	Barium	[' bFqrɪqm]	Барий
<b>Be</b>	Beryllium	[bq' rɪllɪqm]	Бериллий
<b>Bh</b>	Bohrium	[' bLrɪqm]	Борий
<b>Bi</b>	Bismuth	[' blzmqT]	Висмут
<b>Bk</b>	Berkelium	[bW' kellɪqm]	Берк(е)лий
<b>Br</b>	Bromine	[' broumJn]	Бром
			
			
			
<b>C</b>	Carbon	[' kRbqn]	Углерод
<b>Ca</b>	Calcium	[' kɤɪsɪqm]	Кальций
<b>Cd</b>	Cadmium	[' kɤdmɪqm]	Кадмий
<b>Ce</b>	Cerium	[' slqrɪqm]	Церий
<b>Cf</b>	Californium	[' kɤɪɪ' flɪnjqm]	Калифорний
<b>Cl</b>	Chlorine	[' klLrJn]	Хлор
<b>Cm</b>	Curium	[' kjHrɪqm]	Кюрий
<b>Co</b>	Cobalt	[kou' bLɪt]	Кобальт
<b>Cr</b>	Chromium = Chrome	[' kroumɪqm] / [' kroum]	Хром
<b>Cs</b>	C(a)esium	[' sJzlqm]	Цезий
<b>Cu</b>	Cuprum = Copper	[' kjHprqm] / [' k0pq]	Медь

## Chemical Elements

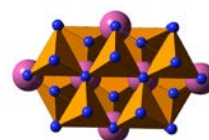
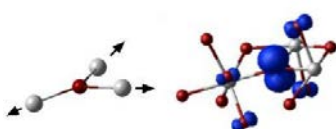
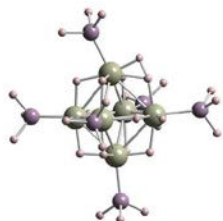
Symbol	English Name	English Transcription	Russian Name
--------	--------------	-----------------------	--------------



<b>Dy</b>	Dysprosium	[dɪs'prɒzɪq̃m]	Диспрозий
<b>Em</b>	Emanation	['emq̃'neɪsq̃n]	Эманация
<b>Er</b>	Erbium	['wɛɪq̃m]	Эрбий
<b>Es</b>	Einsteinium	[aɪn'staɪnɪq̃m]	Эйнштейний
<b>Eu</b>	Europium	[ju'roʊpɪq̃m]	Европий



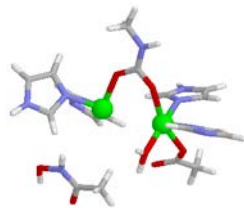
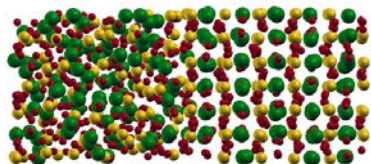
<b>F</b>	Fluorine	['fluɛrɪn]	Фтор
<b>Fe</b>	Ferrum = Iron	['ferq̃m] / ['aɪq̃n]	Железо
<b>Fm</b>	Fermium	['fɛrmiq̃m]	Фермий
<b>Fr</b>	Francium	['frænsɪq̃m]	Франций
<b>Ga</b>	Gallium	['gælɪq̃m]	Галлий
<b>Gd</b>	Gadolinium	['gædq̃'lɪnɪq̃m]	Гадолиний
<b>Ge</b>	Germanium	[gɛr'meɪnɪq̃m]	Германий



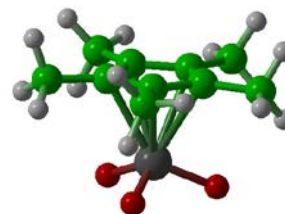
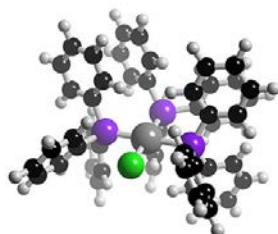
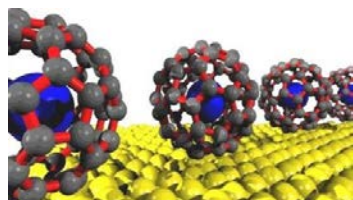
<b>H</b>	Hydrogen	['haɪdrɪgɛn]	Водород
<b>He</b>	Helium	['hɛljɪq̃m]	Гелий
<b>Hf</b>	Hafnium	['hæfnɪq̃m]	Гафний
<b>Hg</b>	Hydrargyrum = Mercury	['haɪ'drærgɪrɪq̃m] / ['mɛrkjʊrɪ]	Ртуть
<b>Ho</b>	Holmium	['hɒlmiq̃m]	Гольмий
<b>I, J</b>	Iodine	['aɪdq̃dʒɪn]	Иод
<b>In</b>	Indium	['ɪndɪq̃m]	Индий
<b>Ir</b>	Iridium	[aɪ'rɪdɪq̃m]	Иридий
<b>K</b>	Kalium = Potassium	['kæɪlɪq̃m] / [pɒ'tesɪq̃m]	Калий
<b>Kr</b>	Krypton	['krɪptɒn]	Криптон
<b>Lu</b>	Lutecium	[lu'tɛɪɪq̃m]	Лютеций

## Chemical Elements

Symbol	English Name	English Transcription	Russian Name
--------	--------------	-----------------------	--------------



<b>Md</b>	Mendelevium	['mendq' lJvIqm]	Менделевий
<b>Mg</b>	Magnesium	[mxg' nJzIqm]	Магний
<b>Mn</b>	Manganese	['mxNgq' nJz]	Марганец
<b>Mo</b>	Molybdenum	[mq' llbdInqm]	Молибден
<b>N</b>	Nitrogen	[' naltrIGqn]	Азот
<b>Na</b>	Natrum = Sodium	[' neItrIqm] / [' soudjqm]	Натрий
<b>Nb</b>	Niobium	[nal' oubIqm]	Ниобий
<b>Nd</b>	Neodymium	[' nIq' dImIqm]	Неодим
<b>Ne</b>	Neon	[' nJ0n]	Неон
<b>Ni</b>	Nickel	[nIkl]	Никель
<b>No</b>	Nobelium	[' nou' bJIqm]	Нобелий
<b>Np</b>	Neptunium	[nep' tjHnIqm]	Нептуний
<b>O</b>	Oxygen	[' 0ksIGqn]	Кислород
<b>Os</b>	Osmium	[' 0zmlqm]	Осмий

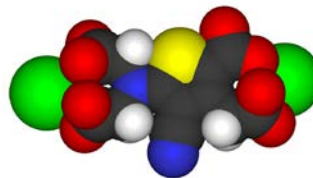
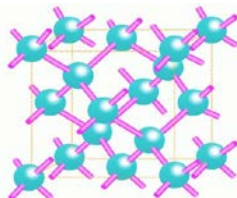
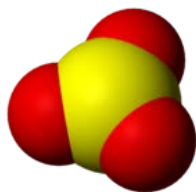


<b>P</b>	Phosphorus	[' f0sfqrs]	Фосфор
<b>Pa</b>	Prot(o)actinium	[' proutqxk' tInIqm]	Протактиний
<b>Pb</b>	Plumbum = Lead	[' plAmbqm] / [led]	Свинец
<b>Pd</b>	Palladium	[pq' leIdIqm]	Палладий
<b>Pm</b>	Promethium	[prq' mJTIqm]	Прометий
<b>Po</b>	Polonium	[pq' lounIqm]	Полоний
<b>Pr</b>	Praseodymium	[' prezIq' dImIqm]	Празеодим
<b>Pt</b>	Platinum	[' plxtInqm]	Платина
<b>Pu</b>	Plutonium	[plH' tounjqm]	Плутоний
<b>Ra</b>	Radium	[' reIdIqm]	Радий
<b>Rb</b>	Rubidium	[ru(:)' bIdIqm]	Рубидий
<b>Re</b>	Rhenium	[' rJnIqm]	Рений
<b>Rh</b>	Rhodium	[' roudIqm]	Родий
<b>Rn</b>	Radon	[' reId0n]	Радон
<b>Ru</b>	Ruthenium	[rH' TInIqm]	Рутений

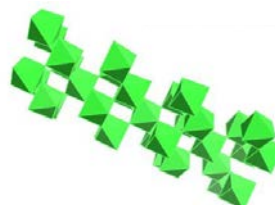
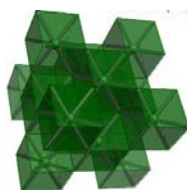
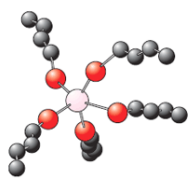


## Chemical Elements

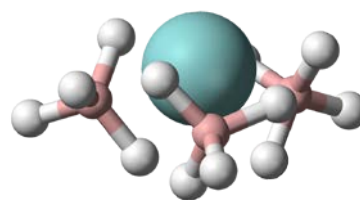
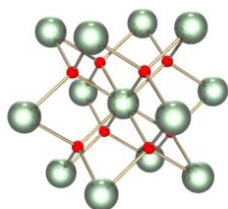
Symbol	English Name	English Transcription	Russian Name
--------	--------------	-----------------------	--------------



<b>S</b>	Sulfur	[ 'sʌlfq ]	Серʌ
<b>Sb</b>	Stibium = Antimony	[ 'stɪbjqm ] / [ 'xntɪmqnɪ ]	Сурьʌ
<b>Sc</b>	Scandium	[ 'skxndjqm ]	Скандий
<b>Se</b>	Selenium	[ sl' lɪnjqm ]	Селен
<b>Si</b>	Silicon	[ 'sɪllkqn ]	Кремний
<b>Sm, Sa</b>	Samarium	[ sq' mRrlqm ]	Самарий
<b>Sn</b>	Stannum = Tin	[ 'stxnm ] / [ tɪn ]	Олово
<b>Sr</b>	Strontium	[ 'str0nslqm ]	Стронций



<b>Ta</b>	Tantalum	[ 'txntqlqm ]	Тантал
<b>Tb</b>	Terbium	[ 'tWbɪqm ]	Тербий
<b>Tc</b>	Technetium	[ tqk' nɪslqm ]	Технеций
<b>Te</b>	Tellurium	[ tq' lɪHrlqm ]	Теллур
<b>Th</b>	Thorium	[ 'TLrlqm ]	Торий
<b>Ti</b>	Titanium	[ taɪ' teɪnɪqm ]	Титан
<b>Tl</b>	Thallium	[ 'Txlqm ]	Таллий
<b>Tm, Tu</b>	Thulium	[ 'TjHɪlqm ]	Тулий



<b>U</b>	Uranium	[ ju' reɪnɪqm ]	Уран
<b>V</b>	Vanadium	[ vq' neɪdɪqm ]	Ванадий
<b>W</b>	Wolfram = Tungsten	[ 'wulfqm ] / [ 'tʌnstqn ]	Вольфрам
<b>Xe</b>	Xenon	[ 'zen0n ]	Ксенон
<b>Y, Yt</b>	Yttrium	[ 'ɪtrɪqm ]	Иттрий
<b>Yb</b>	Ytterbium	[ ɪ' tWbɪqm ]	Иттербий
<b>Zn</b>	Zinc(um), Zink	[ zɪnk ]	Цинк
<b>Zr</b>	Zirconium	[ zq' kounɪqm ]	Цирконий

## RHYMING POT

1

**Father, mother,**  
Sister, brother  
Hand in hand with one another.

2

**My name is Ann,**  
His name is Ben,  
Her name is Nan  
Say it again.

3

**One potato, two potatoes,**  
Three potatoes, four,  
Five potatoes, six potatoes,  
Seven potatoes more.

4

**To think and to sink**  
Are two different things.  
For you think with your head,  
When you sink you are dead.

5

**How many seconds in a minute?**  
Sixty and no more in it.  
How many minutes in an hour?  
Sixty for sun and flower.  
How many hours in a day?  
Twenty-four for work and play.  
How many months in a year?  
Twelve the calendar makes clear.

6

**There is one cat**  
Under the green tree.  
Two more cats come,  
And now they are three.

7

**There are nine apples**  
On this big plate.  
I have taken one,  
And now they are eight.

8

**If one cannot have what one loves,**  
One must love what one has.

9

**If things were to be done twice,**  
All would be wise.

10

**If a white chalk chalks**  
on a black blackboard,  
Will a black chalk chalk  
on a white blackboard?

11

**I always see –**  
Stars in the sky,  
So near to me –  
And yet so high.

12

**Red, red, red the rose,**  
Blue, blue, blue the dress.  
Grey, grey, grey the rat,  
And so is the cat.

13

**Birds**  
The peacock is silver  
The eagle is gold,  
The wren is a stranger,  
The robin is bold.  
The dove is a neighbour,  
The blue-tit – a guest,  
The swallow's a traveller  
And the owl is ghost.  
The crow is black  
For the great fields of snow,  
And the swan is sailing  
For the lakes of tomorrow.  
(Elena Fearn)



14

**If many men knew**

What many men know,  
If many men went  
Where many men go,  
If many men did  
What many men do,  
The world would be better –  
I think so; don't you?  
(Bertha R. Hudelson)

15

**Work while you work,**

Play while you play,  
That is the way to be happy and gay.

16

**Swift the moments fly away,**

First the hour, and then the day;  
Next the week, the month, the year  
Go away and disappear.

17

**To add, subtract, or multiply –**

I simply am unable.  
I can't do long division,  
Nor recite my "nine – times" table.

18

**One, two, three, four, five,**

Once I caught a fish alive.  
Six, seven, eight, nine, ten.  
Then I let it go again.

19

**30 days has September,**

April, June and November.  
All the rest have 31, except February alone.  
And that has 28 days clear  
And 29 in each leap year.

20

**There are a lot of cities,**

Beautiful and fine.  
But the city I like best  
Is, no doubt, mine.

21

**I like Sunday best,**

Monday, Tuesday, Wednesday less.  
Thursday, Friday are not bad.  
Saturday is better yet.

22

**Sneeze on 'Monday',**

Sneeze for danger,  
Sneeze on 'Tuesday', kiss a stranger,  
Sneeze on 'Wednesday', get a letter,  
Sneeze on 'Thursday', something better,  
Sneeze on 'Friday', sneeze for sorrow.

23

**Books are full of many things**

That I would like to know.  
Books are full of greatest men  
That lived long, long ago.  
Books are full of countries  
That I would like to see.  
Books are full of people  
That I would like to be.

24

**We smell with our nose,**

We see with our eyes,  
We eat with our mouth  
Hot puddings and pies.  
With legs and feet we walk,  
With lips and tongue we talk,  
And with our ear  
All sounds we hear.

25

**In this short life**

That only lasts an hour  
So little and so much  
Depends on your power.  
(Emily Dickinson)

26

**Stop! Look! Listen!**

Before you cross the street  
Use your eyes, use your ears  
And then use your feet.

27

**The Art of Biography**

Is different from Geography.  
Geography is about maps,  
Biography is about chaps.

28

**May this day be special for you**

And all your tomorrows  
be wonderful too.

29

**Once there lived a lad**

Who was always very sad,  
For he hadn't any mother  
And he hadn't any dad.

30

**The Atom that Bohr Built**

(with apologies to Jack)

This is the atom that Bohr built.  
This is the nucleus  
That sits in the atom  
That Bohr built.

This is the drop that looks like the nucleus  
That sits in the atom  
That Bohr built.  
These are the compound levels galore  
That make up the spectrum  
That's due to the modes  
That belong to the drop  
That looks like the nucleus  
That sits in the atom  
That Bohr built.

This is the shell and this is the core  
That possesses the compound levels galore  
That make up the spectrum  
That is due to the modes  
That belong to the drop  
That looks like the nucleus  
That sits in the atom  
That Bohr built.

This is the correspondence (as Bohr said  
before)

That holds in the shell, as well as the core  
That possesses the compound levels galore  
That make up the spectrum  
That's due to the modes  
That belong to the drop  
That looks like the nucleus  
That sits in the atom  
That Bohr built.

This is the complementarity law

That gives correspondence (as Bohr said  
before)

That holds in the shell, as well as the core.  
That possesses the compound levels galore  
That make up the spectrum  
That's due to the modes  
That belong to the drop  
That looks like the nucleus  
That sits in the atom  
That Bohr built.

This is the day we celebrate Bohr

Who gave us the complementarity law  
That gives correspondence (as Bohr said  
before)

That holds in the shell, as well as the core  
That possesses the compound levels galore  
That make up the spectrum  
That due to the modes  
That belong to the drop  
That looks like the nucleus  
That sits in the atom  
That Bohr built.

31

**Morning**

Will there really be a morning?  
Is there such a thing as day?  
Could I see it from the mountains  
If I were as tall as they?  
Has it feet like water-lilies?  
Has it feathers like a bird?  
Is it brought from famous countries  
Of which I have never heard?

(Emily Dickinson)

32

**For want of a nail, the shoe was lost;**  
For want of the shoe, the horse was lost;  
For want of the horse, the rider was lost;  
For want of the rider, the battle was lost;  
For want of the battle, the kingdom was lost;  
And all from the want of a horseshoe nail.

33

**The frost is here,**  
And fuel is dear,  
And woods are sear,  
And fires burn clear,  
And frost is here  
And has bitten the heel of the going year.

34

**The wise Old Owl**  
Sat in an Oak.  
The more he heard  
The less he spoke.

35

**Snow is so snowy,**  
When it's snowing.

36

**I hear ... and I forget,**  
I see ... and I remember,  
I do ... and I understand.

37

**We wonder whether the wether**  
will weather the weather,  
Or whether the weather  
the wether will kill?

38

**Never trouble trouble**  
Till trouble troubles you.  
It only doubles trouble,  
And troubles others too.

39

**Humpty Dumpty sat on a wall;**  
Humpty Dumpty had a great fall.  
All the King's horses  
and all the King's men,  
Couldn't put Humpty Dumpty  
together again.

(Lewis Carroll)

40

**If you, Sandy, have two candies**  
Give one candy to Andy, Sandy.  
If you, Andy, have two candies  
Give one candy to Sandy, Andy

41

**Little Lady Lilly**  
Lost her lovely locket.  
Lucky little Lucy found the lovely locket,  
Lovely little locket lay in Lucy's pocket.  
Lazy little Lucy lost the lovely locket!

42

**Robert Rowley**  
Rolled a round roll round.  
A round roll Robert Rowley rolled round.  
Where is the round roll  
Robert Rowley rolled round?

43

**May the right person**  
say the right thing  
To the right person in the right way  
At the right time, in the right place.

44

**When the weather is wet**  
We must not fret.  
When the weather is cold  
We must not scold.  
When the weather is warm  
We must not storm, -  
Be joyful together  
Whatever the weather.

45

**Betty Botter bought a pound of butter.**

“But”, she said, “this butter’s bitter.  
If I put it in my batter,  
it will make my batter bitter.  
But a pound of better butter  
will make my batter better.”  
So Betty Botter bought a pound of better  
butter,  
and it made her batter better.

46

**If Washington’s wife**

went to Washington  
while Washington’s washerwomen  
washed Washington’s woolies,  
how many **Ws** are there in all?

47

**Take care not to make many mistakes**

when you bake these cakes or  
you may get a stomachache.

48

**Peter Piper picked a peck of pickled peppers;**

A peck of pickled peppers Peter Piper picked;  
If Peter Piper picked a peck of pickled peppers,  
Where’s the peck of pickled peppers  
That Peter Piper picked?

49

**She sells sea-shells on the sea-shore,**

The shells she sells  
are sea-shells, I’m sure.

50

**Let us try to be polite**

In everything you do.  
Remember always to say “Please”  
And don’t forget “Thank you”.

51

**Sounds and Letters**

When the English tongue we speak,  
Why is ‘break’ not rhymed with ‘weak’?  
Will you tell me why it’s true,

We say ‘sew’, but likewise ‘few’?  
And the maker of a verse  
Can not rhyme his ‘horse’ and ‘worse’.  
‘Beard’ sounds not the same as ‘heard’.  
‘Cord’ is different from a ‘word’.  
‘Cow’ is cow, but ‘low’ is low,  
‘Shoe’ is never rhymed with ‘toe’.  
Wherefore ‘done’, but ‘gone’ and ‘lone’,  
Is there any reason known?`  
And in short it seems to me  
Sounds and letters disagree!

52

**A Man of Words**

A man of words and not of deeds  
Is like a garden full of weeds;  
And when the weeds begin to grow,  
It’s like a garden full of snow;  
And when the snow begins to fall,  
It’s like a bird upon the wall;  
And when the bird away does fly,  
It’s like an eagle in the sky;  
And when the sky begins to roar,  
It’s like a lion at the door;  
And when the door begins to crack,  
It’s like a stick across your back;  
And when your back begins to smart,  
It’s like a penknife in your heart;  
And when your heart begins to bleed,  
You’re dead, and dead, and dead indeed.  
(Christina Rossetti)

53

**Parts of Speech**

A **Noun** is the name of anything  
As *School, Garden or King*.

**Adjectives** tell the kind of *Noun*  
As *Great, Small, Pretty, White or Brown*.

Instead of nouns the **Pronoun** is used,  
As *Mine, Yours, Our* and *His*.

**Verbs** tell of something being done –  
To *Read, Count, Laugh, Carry* or *Run*.

How things are done the **Adverbs** tell  
As *Slowly, Quickly, Ill* or *Well*.

**Conjunctions** join the words together,  
As men *And* women, wind *And* weather.

The **Preposition** stands before  
A Noun as *In* or *Through* a door.

The **Interjection** shows surprise,  
As – *Oh!* *How pretty!* *Ah!* *How wise!*

Three little words you often see  
Are **Articles** – *A*, *An* and *The*.

The whole is called **Parts of Speech**  
Which reading, writing, speaking teach.

54

### **The English Language**

Some words have different meanings  
And yet they're spelt the same.  
A cricket is an insect, to play it –  
It's a game.

On every hand in every land,  
It's thoroughly agreed,  
The English language to explain  
Is very hard indeed.

(Harry Hemsley)

55

### **Six Serving Men (Rudyard Kipling)**

I have six honest serving men –  
They taught me all I knew.  
Their names are *What* and *Why* and *When*  
And *How* and *Where* and *Who*.

I send them over land and sea,  
I send them East and West;  
But after they have worked for me,  
I give them all a rest.

56

### **There are four little words**

That can help you a lot  
When you hurt your friend  
On purpose or not.

So, say the four words,  
Don't wait too long!  
If you've hurt your friend  
Say, "I'm sorry, I'm wrong".

57

### **Limerick**

There was a student named Bessor,  
Whose knowledge grew lesser and lesser.  
And at last grew so small  
He knew nothing at all,  
And today he's a college professor!

58

### **I want to live and not to die,**

I want to laugh and not to cry.  
I want to fly into the blue  
I want to swim as fishes do.

59

### **Rules and Regulations**

A short direction to avoid dejection.  
Learn well your grammar,  
And never stammer,  
Write well and neatly,  
And sing most sweetly,  
Be enterprising,  
Love early rising,  
Go walk of six miles,  
Have ready quick smiles,  
With lightsome laughter,  
Soft flowing after.  
Drink tea. Not coffee;  
Never eat toffee.  
Moral: Behave.

(Edward Lear) – Fragment

60

### **Speak when you are spoken to,**

Do what you are bidden,  
Come when you are called,  
And you'll be no children.

61

### **The Birthday Child**

Everything's been different  
All the day long,  
Lovely things happened,  
Nothing has gone wrong.  
Nobody has scolded me,  
Everyone has smiled.  
Isn't it delicious?  
To be a birthday child?

62

**A Joke**

They walked in the lane together,  
The sky was covered with stars,  
They reached the gate in silence,  
He lifted down the bars.

She neither smiled nor thanked him  
Because she knew not how;  
For he was just a farmer's boy  
And she – the farmer's cow.

63

**For every evil under the sun**

There is a remedy or  
There is none.  
If there is one,  
Try to find it.  
If there is none,  
Never mind it.

64

**Sunday's child is full of grace,**

Monday's child is fair of face,  
Tuesday's child is sorry and sad,  
Wednesday's child is merry and glad,  
Thursday's child has far to roam,  
Friday's child will stay at home;  
But Saturday's child is fond of giving,  
However hard he works for his living.

65

**Married in white, you've chosen all right;**

Married in grey, you'll go far away,  
Married in red, you'll wish yourself dead (!)  
Married in black, you'll wish yourself back,  
Married in blue, you'll always be true,  
Married in pink, your fortunes will sink,  
Married in brown, you'll live out of town,  
Married in yellow, ashamed of your fellow,  
Married in pearl and live in a whirl,  
Married in green, ashamed to be seen.

67

**A Piece of Advice for Your Nails**

Cut them on Monday, cut for wealth,  
Cut them on Tuesday, cut for good health,  
Cut them on Wednesday, cut for a letter,  
Cut them on Thursday, for something better,  
Cut them on Friday, cut for a wife,  
Cut them on Saturday, cut for a long life,  
Cut them on Sunday, cut them for evil,  
For all the next week you'll be ruled by the  
devil.

## СПИСОК ЛИТЕРАТУРЫ BIBLIOGRAPHY

- Алмазова Н.И. Когнитивные аспекты формирования межкультурной компетентности при обучении иностранному языку в неязыковом вузе: автореф. дис. ... д-ра пед. наук / Н.И. Алмазова. – СПб., 2003. – 47 с.
- Ариян М.А. Современные технологии обучения иностранным языкам в школе: учеб.-метод. пособие / М.А. Ариян. – Н. Новгород: НГЛУ, 2013. – 108 с.
- Артемова А.Ф., Леонович О.А. First Aid in English Language and Culture: энцикл. самообразования по английскому языку и страноведению Великобритании и США. – М.: ООО «Издательство Астрель»; ООО «Издательство АСЕ»; ООО «Издательство “Транзиткнига”», 2005. – 398 с.
- Безукладников К.Э., Жустеева Г.А. Технологическое обеспечение компетентностного подхода в учебном процессе языкового вуза // Сибирский педагогический журнал. – 2010. – № 5. – С. 90–98.
- Гураль С.К. Обучение дискурсу-анализу в свете синергетического видения / С.К. Гураль. – Ялта, 2012. – 195 с.
- Дейк Т.А., ван. Язык. Познание. Коммуникация / Т.А. ван Дейк. – М.: Прогресс, 1989. – 312 с.
- Зимняя И.А. Психологические аспекты обучения говорению на иностранном языке: пособие для учителей средн. школы / И.А. Зимняя. – М.: Просвещение, 1978. – 159 с.
- Карасик В.И. Языковой круг: личность, концепты, дискурс / В.И. Карасик. – Волгоград: Перемена, 2002. – 477 с.
- Кечкеш И. Слово, контекст и коммуникативное значение / И. Кечкеш // Вестн. Рос. ун-та дружбы народов. Сер. Лингвистика. – 2014. – № 1. – С. 7–19.
- Клементьева Т.Б. Повторяем времена английского глагола: учеб. пособие. – 4-е изд. – СПб.: Терция, 1994. – 207 с.
- Крылова И.П., Крылова Е.В. Английская грамматика для всех: справ. пособие / И.П. Крылова, Е.В. Крылова. – [4-е изд.]. – М.: КДУ, 2013. – 263 с.
- Кулешов В.В. Семиотика основ английской фонации: автореф. дис. ... д-ра филол. наук / В.В. Кулешов. – М., 1988. – 35 с.
- Мильруд Р.П. Приемы и технологии обучения устной речи [Электронный ресурс] // Яз. и культура. – 2015. – № 1. – С. 104–121.
- Обдалова О.А. Иноязычное образование в 21 веке в контексте социокультурных и педагогических инноваций / О.А. Обдалова. – Томск: Изд-во Том. ун-та, 2014. – 180 с.
- Парахина А.В. Пособие по переводу технических текстов с английского на русский. – М.: Высш. шк., 1982. – 191 с.
- Полат Е.С., Буханкина М.Ю. Современные педагогические и информационные технологии в системе образования: учеб. пособие / Е.С. Полат, М.Ю. Буханкина. – М.: Академия, 2008. – 364 с.
- Поталуева А.А., Сеидова Т.Г. Учебное пособие по устному и письменному реферированию. – М.: МГУ, 1986. – 216 с.
- Ковальская О.В., Лихачева И.К., Труевцева О.Н. Русско-английские эквиваленты выражения величины / О.В. Ковальская, И.К. Лихачева, О.Н. Труевцева. – Вып. 1. – Наука, Ленинград, 1977. – 220 с.
- Рябцева Н.К. Научная речь на английском языке. Руководство по научному изложению. Словарь оборотов и сочетаемости общенаучной лексики. Новый словарь-справочник активного типа (на английском языке). – М.: Флинта; Наука, 2006. – 600 с.
- Сборник английской, американской и австралийской поэзии. – М.: Просвещение, 1970.
- Селевко Г.К. Энциклопедия образовательных технологий: в 2 т. / Г.К. Селевко. – М.: НИИ шк. технологий, 2006. – 816 с. – (Серия «Энциклопедия образовательных технологий»).
- Строганская И.С. В мире прекрасного: Стихи английских и американских поэтов. – М., Высш. шк., 1967.
- Сысоев П.В. Когнитивные аспекты овладения культурой // Вестн. МГУ. – 2003. – Сер. 19, № 4. – С. 110–123.
- Тер-Минасова С.Г. Язык и межкультурная коммуникация: учеб. пособие / С.Г. Тер-Минасова. – М.: Слово, 2006. – 624 с.
- Томахин Г.Д. США: Лингвострановедческий словарь. – М.: Рус. яз., 2001. – 576 с.
- Фоломкина С.К. Обучение чтению на иностранном языке в неязыковом вузе: учеб.-метод. пособие / С.К. Фоломкина. – Изд. 2-е, испр. – М.: Высш. шк., 2005. – 253 с.
- Чтение ради пользы и удовольствия: На английском языке / сост. Д.Н. Белл, Б.Н. Белл. – М.: Высш. шк., 1977. – 96 с.
- Шамов А.Н. Технологии обучения лексической стороне иноязычной речи: монография / А.Н. Шамов. – Н. Новгород: НГЛУ, 2016. – 230 с.
- Шанаева Н.В. Краткая грамматика английского языка в таблицах и схемах / Н.В. Шанаева; АН СССР, Сиб. отд-ние, Ин-т истории, филологии и философии, Каф. иностр. яз. – 1990. – 55 с.

Щепилова А.В. Когнитивный принцип в обучении второму иностранному языку: к вопросу о теоретическом обосновании // Иностранные языки в школе. – № 2. – 2003. – С. 4–11.

Alexander L.G. English Grammar Practice for Intermediate Students. – Longman, 1998.

Michael McCarthy, Felicity O'Dell. English Vocabulary in Use. – Cambridge University Press, 1994.

Evans V. FCE. Use of English (For the Revised Cambridge Examination 1, 2). – Express Publishing, 2000.

Hutchinson T., Riley T. Hotline Starter. New Tests and Grammar Reference. – Oxford: Oxford University Press, 1995.

Jones David. 1997<sup>15</sup>[1917]. English pronouncing dictionary. – Cambridge: Cambridge University Press. – [major new edition prepared by Peter Roach & James Hartman; 16th edition of 2003 with CD-ROM].

Keighley H.J.P. Summary of A-Level Physics. – Oxford. 1969.

Kecskes I. Situation-bound utterances in L1 and L2. Studies on Language Acquisition. – Berlin: Walter de Gruyter GmbH, 2003. – 232 p.

Mikes G. How to be an Alien / Retold by K. Holmes. – Penguin Group, 1998.

Murphy R. English Grammar in Use. – CUP, 1996. – 350 p.

Nourse A.E. Universe, earth and atom: The Story of Physics. – New York, 1969. – 640 p.

O'Driscoll J. Britain. – OUP, 2002. – 224 p.

Oxford Advanced Learner's Dictionary. – Oxford University Press, 1994.

Oxeden C., Langtham-Koeng, Selingson P. New English File: Elementary. – OUP, 2006.

Reiley David. Vocabulary for business. – Peter Collin Publishing, 1999.

Robert's Thesaurus of English words and phrases. – B. Kirkpatrick MA; Penguin Books, 1987 – 1086 p.

Swan M., Walter C. The Good Grammar Book: Elementary – Lower Intermediate. – OUP, 2001.

The Heinemann English Grammar / Digby Beaumont and Colin Granger. – Heinemann, 1997.

Room Adrian. The Hutchinson Pocket Dictionary of Confusable Words. – Helicon, 1999.

This is America Today / под ред. С.К. Гураль. – Томск: Изд-во Том. ун-та, 2002. – 394 с.

Walker E., Elsworth S. Grammar Practice for Upper Intermediate Students. – Essex: Longman, 1995.

Walton R. Focus on: Advanced English C.A.E.: Grammar Practice. – Revised and Updated. – Pearson Education, 2000.

Webster's Interactive Encyclopedia. 1995.

Periodic editions:

"Moscow news", "Science", "American Association for Advancement of Science", "Science in your life", "Science", "Time", "Science Digest", "Scientific American", ИЖО.

The Internet sources:

[www.native-english.ru/pronounce](http://www.native-english.ru/pronounce)  
<http://www.english-4u.de/grammar1.htm>  
<http://www.alleng.ru/english/engl.htm>  
[www.study.ru](http://www.study.ru)  
<http://www.world-english.org/>  
<http://lib.ru/ENGLISH/>  
<http://www.enjoyengland.com/>  
[www.tsu.ru/webdesign/tsu/core.nsf/structurelprn/science\\_sciactivity\\_centre](http://www.tsu.ru/webdesign/tsu/core.nsf/structurelprn/science_sciactivity_centre)  
<http://en.wikipedia.org>  
<http://www.statistics.gov.uk/cpi/nugget.asp?id=184>  
<http://www.dogquotes.com/>  
<http://www.catquotes.com/>  
[www.petplan.co.uk/contactus/not-sure-which-sofa-to-buy.asp](http://www.petplan.co.uk/contactus/not-sure-which-sofa-to-buy.asp)  
[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.etymology.com/](http://www.etymology.com/)  
[www.wordsources.info/](http://www.wordsources.info/)



## Сведения об авторах

*Обдалова Ольга Андреевна* – канд. пед. наук, доцент кафедры английского языка естественнонаучных и физико-математических факультетов факультета иностранных языков, Национальный исследовательский Томский государственный университет.

*Айлазян Елена Прокопьевна* – старший преподаватель кафедры методики преподавания иностранного языка Института международного образования и языковой коммуникации, Национальный исследовательский Томский политехнический университет.

*Гураль Светлана Константиновна* – д-р пед. наук, профессор, декан факультета иностранных языков, заведующая кафедрой английской филологии, Национальный исследовательский Томский государственный университет.

*Шабунина Тамара Александровна* – старший преподаватель кафедры английского языка естественнонаучных и физико-математических факультетов, Национальный исследовательский Томский государственный университет.

*Экклес Татьяна Александровна* – переводчик компании ISCTravel, США.

## CONTENTS

1. Preface .....	5
2. Introduction .....	6
Objectives of the Course .....	6
Teaching Listening Comprehension .....	22
Teaching Reading .....	24
3. Guidelines for Planning .....	29
4. Audio Texts .....	57
5. Phonetic Guide .....	96
6. Phonetic Exercises .....	111
Keys .....	117
7. Grammar Guide .....	118
Pronouns .....	119
Nouns .....	122
The Article .....	125
Numerals .....	127
Adjectives .....	131
Adverbs .....	135
Prepositions .....	137
There is/are .....	139
Word Order .....	141
Verbs .....	144
8. Grammar Practice (with keys) .....	155
Exercises on Pronouns .....	155
Exercises on Nouns .....	159
Exercises on The Article .....	161
Exercises on Numerals .....	164
Exercises on Adjectives .....	170
Exercises on Adverbs .....	174
Exercises on Prepositions .....	176
Exercises on There is/are .....	179
Exercises on Word Order .....	184
Exercises on Verbs .....	186
Tests .....	203
Keys to Tests .....	219
9. Keys to Communication .....	221
Conversation Building Expressions .....	221
Signal Words .....	224
10. Communicative Activities and Games .....	226
11. Reader .....	243
Reader I. Academic discourse .....	243
Reader II. Culture-specific discourse .....	309
12. Supplementary Material .....	339
Countries, Languages and Peoples .....	339
Interpersonal Relationships .....	340
Jobs and Professions .....	341
Education .....	343
How to Pronounce .....	351
Irregular Verbs .....	352
Troublesome Verbs .....	355
Stative Verbs .....	356
Expressing Value .....	357
Some Scientific Definitions .....	361

Latin Words and Expressions .....	363
Shapes .....	366
Greek Alphabet .....	367
Chemical Elements .....	368
Rhyming Pot .....	372
Bibliography .....	379
Сведения об авторах .....	381

Учебное издание

ОБДАЛОВА Ольга Андреевна  
АЙЛАЗЯН Елена Прокопьевна  
ГУРАЛЬ Светлана Константиновна  
ШАБУНИНА Тамара Александровна  
ЭККЛЕС Татьяна Александровна

АНГЛИЙСКИЙ ДЛЯ СТУДЕНТОВ  
ЕСТЕСТВЕННОНАУЧНЫХ НАПРАВЛЕНИЙ  
Книга для преподавателя

ENGLISH FOR SCIENCE STUDENTS  
Teacher's Book

Редактор *В.С. Сумарокова*  
Подготовка оригинал-макета *Ю.А. Сидоренко*

---

Подписано в печать 30.04.2015 г. Формат 60×84<sup>1</sup>/<sub>8</sub>.  
Печ. л. 30,5; усл. печ. л. 28,4; уч.-изд. л. 27,8.  
Тираж 300 экз. Заказ № 2567

---

ОАО «Издательство ТГУ», 634029, г. Томск, ул. Никитина, 4

Отпечатано на оборудовании Издательского Дома  
Томского государственного университета  
634050, г. Томск, пр. Ленина, 36  
Тел. 8+(382-2)–53-15-28