

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых»

Л. В. НОВИКОВА

УЧЕБНОЕ ПОСОБИЕ ПО ОБУЧЕНИЮ  
ЧТЕНИЮ И РАЗВИТИЮ НАВЫКОВ  
УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Средне-продвинутый уровень



Владимир 2020

УДК 811.111  
ББК 81.2:Англ.  
Н73

Рецензенты:

Кандидат педагогических наук, доцент  
доцент кафедры профессиональной языковой подготовки  
Владимирского юридического института  
Федеральной службы исполнения наказаний  
*С. П. Фокина*

Кандидат педагогических наук  
доцент кафедры русской и зарубежной филологии  
Владимирского государственного университета  
имени Александра Григорьевича и Николая Григорьевича Столетовых  
*В. И. Горбатов*

**Новикова, Л. В.**

Н73 Учебное пособие по обучению чтению и развитию навыков  
устной речи на английском языке : Средне-продвинутый уровень /  
Л. В. Новикова ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. –  
Владимир : Изд-во ВлГУ, 2020. – 168 с.  
ISBN 978-5-9984-1140-3

Цель пособия – формировать у студентов умения логически мыслить, аргументированно и ясно строить устное и письменное высказывания на иностранном языке, корректно выражать собственную точку зрения в межличностном и повседневном общении.

Предназначено для студентов всех направлений подготовки бакалавриата. Составлено в соответствии с требованиями программы обучения иностранным языкам для неязыковых вузов. Рассчитано на аудиторную и самостоятельную работу студентов 1-го и 2-го курсов. Может быть использовано в качестве справочника для студентов заочной формы обучения с элементами дистанционных образовательных технологий.

Рекомендовано для формирования профессиональных компетенций в соответствии с ФГОС ВО.

Библиогр.: 18 назв.

УДК 811.111  
ББК 81.2:Англ.

ISBN 978-5-9984-1140-3

© ВлГУ, 2020

## ПРЕДИСЛОВИЕ

Учебное пособие нацелено на развитие и совершенствование у студентов навыков чтения и разговорной речи на английском языке в сфере профессионального общения, способностей студентов быстро извлекать информацию при чтении, излагать содержание по-английски просто и понятно, самостоятельно делать сообщения, вести диалог, обсуждать темы различного характера. Составлено в соответствии с требованиями к результатам освоения основных образовательных программ для студентов всех направлений подготовки среднего профессионального образования.

Пособие состоит из двух частей. Структурная единица первой части пособия – учебный модуль (UNIT), который включает: базовый текст, содержащий основную смысловую информацию урока и предназначенный для развития устной речи; комплекс упражнений, направленных на развитие навыков разговорной речи; творческие задания, формирующие умение выразить свое отношение к обсуждаемой проблеме. Вторая часть пособия включает тексты для самостоятельной работы студентов, направленные на формирование общекультурных и профессиональных компетенций.

Языковой стиль текстов прост, стилистически нейтрален, средней степени сложности.

Учебное пособие обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку в решении задач межличностного и межкультурного взаимодействия.

Автор пособия благодарит рецензентов С. П. Фокину, кандидата педагогических наук, доцента кафедры профессиональной языковой подготовки Владимирского юридического института Федеральной службы исполнения наказаний, и В. И. Горбатова, кандидата педагогических наук доцента кафедры русской и зарубежной филологии Педагогического института ВлГУ за ценные замечания, высказанные ими в процессе работы над рукописью.

## PART ONE

### Unit I

#### ENGLISH LANGUAGE AS A MEANS OF CROSS-CULTURAL COMMUNICATION

*“As many languages you speak, as many times you are a man”.*

*A. P. Chekov*

#### *I. Study and memorize the following words and expressions:*

- |                                 |   |  |
|---------------------------------|---|--|
| 1) be enhanced by               | – | улучшаться кем-либо/чем-либо                     |
| 2) be exposed to                | – | подвергаться воздействию                         |
| 3) beyond                       | – | за пределами/по ту сторону                       |
| 4) challenging                  | – | трудный  |
| 5) cross-cultural communication | – | межкультурная коммуникация                       |
| 6) deterritorialized            | – | не имеющий статус территории                     |
| 7) given that                   | – | учитывая что; принимая во внимание тот факт, что |
| 8) in terms of                  | – | с точки зрения                                   |
| 9) misunderstandings            | – | неправильное понимание чего-либо                 |
| 10) pluricultural individuals   | – | поликультурное общество                          |
| 11) promote                     | – | способствовать развитию                          |
| 12) remotely                    | – | удаленно, на расстоянии                          |
| 13) throw into the society      | – | погружаться в общество                           |

## ***II. Train the pronunciation of the following words:***

globalization [ˌgləʊb(ə)laɪˈzeɪʃ(ə)n], ideology [ˌaɪdɪˈɒlədʒɪ], awareness [əˈweənəs], identity [aɪˈdentəti], technology [tekˈnɒlədʒɪ], communicate [kəˈmjuːnɪkeɪt], chat [tʃæt], blogging [ˈblɒɡɪŋ], deterritorialized [dɪˈtɛrɪˈtɔːrɪ(ə)laɪz], hybrid [ˈhaɪbrɪd], society [səˈsaɪəti], pluricultural, individuals [ˌɪndɪˈvɪdʒuəl, -dʒuəl], plurilingualism, pluriculturalism, interpret [ɪnˈtɜːprɪt], values [ˈvæljuːz], attitude [ˈætɪt(j)uːd], remotely [rɪˈmɔːtli].  
expose [ɪkˈspəʊz, ek-], share [ʃeə], term [tɜːm], culture [ˈkʌltʃə], awareness [əˈweənəs], ethnic [ˈeθnɪk], religious [rɪˈlɪdʒəs].

## ***III. Match the English words and word combinations and their Russian equivalents.***

Worldviews, values, attitudes, different and unshared, religious identity, modern technology, chat, blogging, web browsing, the language policy, the Council of Europe.

Совет Европы, религиозная принадлежность, непринужденно беседовать, мировоззрение, ценности, отношения, непохожий и неразделенный, языковая политика, современная технология, ведение блогов, просмотр веб-страниц.

## ***IV. Read and translate the text A.***

### ***INTERCULTURAL COMMUNICATION***

In our time of globalization, we have more to be exposed to and share with than ever before in terms of culture – beliefs, worldviews, values, attitudes and ideologies – but at the same time much of them remains different and unshared, which is enhanced by raising people’s awareness of cultural, ethnic, and religious identities.



The Internet and modern technology have opened up new marketplaces, and allow us to promote our businesses to new geographic

locations and cultures. And given that it can now be as easy to work with people remotely as it is to work face-to-face, cross-cultural communication is increasingly becoming the new norm.

Today, we communicate beyond the national borders by e-mailing, chatting, blogging, web browsing besides speaking and writing. In these days of global networking, we are thrown into the society of deterritorialized, hybrid, changing and conflicting cultures, where we are expected to become pluricultural individuals. In the light of cross-cultural communication, the language policy and planning of the Council of Europe is a grand experiment based on plurilingualism and pluriculturalism.

Effective communication with people of different cultures is especially challenging. Cultures provide people with ways of thinking – ways of seeing, hearing, and interpreting the world. Thus, the same words can mean different things to people from different cultures, even when they talk the “same” language. When the languages are different, and translation has to be used to communicate, the potential for misunderstandings increases.

***V. Arrange the sentences below in the order they appear in the text. Use them to summarize the text.***

1. When the languages are different, and translation has to be used to communicate, the potential for misunderstandings increases.

2. The Internet and modern technology have opened up new marketplaces, and allow us to promote our businesses to new geographic locations and cultures.

3. In our time of globalization, we have more to be exposed to and share with than ever before in terms of culture- beliefs, worldviews, values, attitudes and ideologies.

4. In the light of cross-cultural communication, the language policy and planning of the Council of Europe is a grand experiment based on plurilingualism and pluriculturalism.

5. It can now be as easy to work with people remotely as it is to work face-to-face, cross-cultural communication is increasingly becoming the new norm.

6. We are thrown into the society of deterritorialized, hybrid, changing and conflicting cultures, where we are expected to become pluricultural individuals.

7. Cultures provide people with ways of thinking – ways of seeing, hearing, and interpreting the world.

**VI. Match the adjectives with the nouns:**

- |                   |                  |
|-------------------|------------------|
| 1) geographic     | a) borders       |
| 2) cross-cultural | b) networking    |
| 3) national       | c) locations     |
| 4) language       | d) translations  |
| 5) effective      | e) attitudes     |
| 6) new            | f) experiment    |
| 7) grand          | g) communication |
| 8) different      | h) policy        |
| 9) global         | i) norm          |

**VII. Match the words and word combinations in A with their synonyms in B.**

**A:** to expose, to share, modern, to allow, to promote, location, to communicate, policy, experiment, translation, potential, important.

**B:** to admit, examination, to exhibit, significant, place, contemporary, to socialize, to divide up, strategy, possible, interpretation, to support.

**VIII. Answer the following questions.**

1. What does the term cross-cultural communication mean?
2. What modern technologies allow us to promote our businesses?
3. How do people communicate beyond the national borders?
4. What is the language policy based on?
5. Cultures provide people with ways of thinking, don't they?
6. Do you agree with the statement: "Thus the same words can mean different things to people from different cultures, even when they talk the "same" language"? Why? Why not?
7. When does the potential for misunderstandings increase?

***IX. Read and act out the dialogues.***

**Jack:** Good morning, Mrs. Dawson!

**Mrs. Dawson:** Oh, Jack! Good morning! Haven't seen you for ages!

**Jack:** I am studying in Russia now and just came home for a vacation.

**Mrs. Dawson:** I see. I am really pleased to meet you!

**Jack:** I'm also glad to meet you. How are you feeling today?

**Mrs. Dawson:** Never better, my young friend! There is a wonderful weather for a stroll today, isn't it?

**Jack:** Yes, it's a beautiful sunny day today. I think you will enjoy it.

**Mrs. Dawson:** Thank you! See you, Jack!

**Jack:** Good luck, Mrs. Dawson!

**A**

- Sorry, but I've got to rush off. I have another appointment in half an hour, so I am afraid I have to go. Good bye, Frank. See you tomorrow.
- It was a pleasure meeting you. Talk to you later. Have a nice day.
- You too. Bye.

**B**

- It's quite late, Mum. Thank you for dinner. It was lovely. I have to leave now.
- OK. Take care, Robin. See you soon.
- Bye-bye, Mum. Good night, Dad.

**C (informal)**

- Alright, guys! I gotta<sup>1</sup> go. See you later.
- Have a good one. See ya<sup>2</sup>.
- So long!

**D (informal)**

- Well then, folks! We are ready and off we go!
- Bye for now. Catch you later in the swimming pool!
- Cheerio!

---

<sup>1</sup> Gotta = got to (US)

<sup>2</sup> Ya = you (SMS)

***X. Make up a dialogue on the topic “Meeting People”. Here are the words and phrases which are commonly used when we meet people. Translate and use them to make up dialogues.***

### **1. GREETINGS**

**A.** You say “How do you do” to a person when formally introduced or when you meet him/her for the first time. This formula may be used almost any time of the day. You say this without expecting any answer but “How do you do”, and do not offer to shake hands. “Pleased to meet you” or “Glad to meet you” is also a possible variant when you meet a person for the first time.

**B.** You say “Good morning” to people you know little or when your greeting is more formal. This formula is used before lunch. To those you know well you may say simply "Morning".

**C.** You say "Good afternoon" to people you do not know well between lunch time and tea-time.

**D.** You say "Good evening" to people you do not know very well after 6 p.m. To those you know well you may just say "Evening".

**E.** The proper universal informal greeting is "Hello". This formula is usually used with the first name. You can say “Hi!” to your close friends. After an informal or a friendly greeting often comes the question: "How are you?" The answer is: “I’m all right, thank you” or “I’m fine, thanks”.



### **2. FAREWELLS**

The usual phrase to use when you leave is "Good bye", but there are a number of other less formal ways of parting, such as:

Bye-bye!

Cheerio! (Br.)

See you later!

See you tomorrow!

(I'll) be seeing you (soon).

So long.

Farewell. (When parting for long.)

Say "Good night" only when you leave and it is after eight o'clock at night.

### **3. THANKS AND POSSIBLE ANSWERS**

Thank you very much.

Thank you.

Thanks.

My pleasure.

Anytime.

You are welcome.

Don't mention it.

It's nothing.

Not at all

### **4. FIRST WORDS**

Often the first words are the most difficult. Below are some suggestions for "breaking the ice" (either could be said by a visitor or by the person receiving the visitor).

Would you like a cup of coffee?

Sorry to keep you waiting. I was rather tied up just now.

Is it your first visit? What do you think of the city?

Isn't it cold today?

You found us without too much difficulty, I hope?

Did you have a good trip?

Have you been to New York before?

Sorry I'm a little early. I

hope it is not inconvenient.

I'm pleased to be here,

after a trip like that.

I like your office.

People are very helpful

here. On my way to meet you.

## GRAMMAR

### *XI. Complete the sentences with the correct form of the verbs in brackets (Present Simple).*

1. In our time of globalization, we (to have) more to be exposed to and share with than ever before in terms of culture – beliefs, worldviews, values, attitudes and ideologies. 2. But at the same time much of them (to remain) different and unshared, which is enhanced by raising people’s awareness of cultural, ethnic, and religious identities. 3. Today, we (to communicate) beyond the national borders by e-mailing, chatting, blogging, web browsing besides speaking and writing. 4. Effective communication with people of different cultures (to be) especially challenging. 5. Cultures (to provide) people with ways of thinking – ways of seeing, hearing, and interpreting the world. 6. When the languages (to be) different, and translation (to have) to be used to communicate, the potential for misunderstandings increases. 7. In the light of cross-cultural communication, the language policy and planning of the Council of Europe (to be) a grand experiment based on plurilingualism and pluriculturalism.

## ENGLISH AS AN INTERNATIONAL LANGUAGE

### *I. Study and memorize the following words and expressions.*

- |                                   |  |
|-----------------------------------|--|
| 1) accommodate                    | – приспособливаться                          |
| 2) data processing                | – обработка данных                           |
| 3) destination                    | – конечный пункт; территория распространения |
| 4) employer                       | – работодатель                               |
| 5) environment                    | – среда, условия                             |
| 6) furthermore                    | – более того                                 |
| 7) multilingual and multicultural | – многоязычный и межкультурный               |
| 8) prerequisite                   | – необходимость                              |

## ***II. Train the pronunciation of the following words:***

Australian [ɔs'treɪliən], Nigerian [naɪ'dʒɪəriən], Indian ['ɪndiən], Philippine ['fɪlɪpiːn], Singapore [ˌsɪŋə'pɔː], schedule ['ʃedʒu:l] / ['skedʒu:l], Australia [ɔs'treɪliə], climate ['klaɪmət], African ['æfrɪkən], Asian ['eɪʃ(ə)n], invariable [ɪn'veəriəbl], recognize ['rekəɡnaɪz], bilingual [baɪ'lɪŋɡw(ə)l], knowledge ['nɒlɪdʒ], certain ['sɜːt(ə)n], prerequisite [ˌpriː'rekwɪzɪt], proficiency [prə'fɪʃ(ə)n(t)sɪ], outsourcing ['aʊtˌsɔːsɪŋ], multinational [ˌmʌltɪ'næʃ(ə)n(ə)l], China ['tʃaɪnə], company ['kʌmpəni], customer ['kʌstəmə], service ['sɜːvɪs], associate [ə'səʊsiət, -ʃiət], Reuters ['rɔɪtəz], unquestionable [ʌn'kwɛstʃənəbl], furthermore [ˌfɜːðə'mɔː], the European Union (EU) [ˌjuərə'piːən, ˌjɔːr- ; 'juːnjən], the United Nations Organisation (UNO) [juː'nɑɪtɪd 'neɪʃ(ə)nz ˌɔːg(ə)nəɪ'zeɪʃ(ə)n ], UNESCO [juː'neskəʊ], the World Trade Organisation (WTO) [wɜːld treɪd ˌɔːg(ə)nəɪ'zeɪʃ(ə)n ].

## ***III. Match the English word combinations with their Russian equivalents.***

This means, leading role, knowledge of English, to recognize, local, proficiency, to play a key role in, small island, to develop into.

Знание английского языка, маленький остров, это значит, играть главную роль, распознавать (узнавать), ведущая роль, местный, профессиональные навыки, превратиться в ... .

## ***IV. Read and translate the text B.***

### ***ENGLISH AS AN INTERNATIONAL LANGUAGE***



The English language has become an international language since it was brought from the Continent 1,500 years ago. English has changed in Britain and has transformed into North American English, Australian English, and further into Nigerian, Indian, Philippine, Singapore kinds of English as the language spread

globally. In its destinations, English has developed into local varieties by adopting and adapting to local languages and cultures in order to accommodate local needs and find new identities.

Recognizing the role played by English in international communication, the educational systems of different countries have started teaching it at a younger age. There is an increasing number of bilingual elementary schools and academic grammar schools, where students study certain subjects in the given foreign language, which is most often English. In higher education, language knowledge (practically, the knowledge of English) is more and more a prerequisite of not just earning a degree, but that of gaining admission as well. The English language plays a key role in the labour market and employers are less and less satisfied with some document rather, they themselves test the applicant's language proficiency in real life situations.

English steadily remains the dominant language in international business. Global companies are increasingly choosing English as their common communication language. Adopters of English include Air-bus (headquartered in France), Daimler-Chrysler (United States), Nokia (Finland) and Samsung (Seoul).

Similarly, English is the language of the widespread outsourcing activities of multinational companies. This means that these companies shift certain operations (e.g. book-keeping, data processing, the operation of customer service call centres) to countries where human labour is cheap. At present, the most attractive outsourcing country in the world is India, followed by China.

English is the basic language of the Internet and electronic communication. Its role in the media can well be illustrated by referring to such global media companies as **CNN**<sup>1</sup>, **BBC Worldwide**<sup>2</sup>, **Associated Press**<sup>3</sup> or **Reuters**<sup>4</sup>. The leading role official of the English language is unquestionable in higher education, as well. Nowadays, there is global competition among higher education institutions. According to the 2008



international ranking list of universities there were 8 American and 2 British (Oxford, Cambridge) universities among the first ten institutions in the list.

Furthermore, it is a well-known fact that English is one of the working languages of **the European Union (EU)**<sup>5</sup>, **the United Nations Organisation (UNO)**<sup>6</sup>, **UNESCO**<sup>7</sup>, **the World Trade Organisation (WTO)**<sup>8</sup> and many others.

Despite the challenges it faces, in terms of growing popularity and expansion of other languages, English as a world language will retain its leading position in the near future and fulfil its role in our multilingual and multicultural environment.

### **References:**

1. ***CNN – Cable News Network*** – Кабельная новостная сеть –телеканал, созданный Тедом Тёрнером 1 июня 1980 года. Роберт Эдвард (Тед) Тёрнер III – американский бизнесмен.
2. ***BBC Worldwide – Бу-Бу-Си – British Broadcasting Corporation*** – «Британская вещательная корпорация» – британская общенациональная общественная телерадиовещательная организация. Создана 18 октября 1922 года как British Broadcasting Company (Британская вещательная компания).
3. ***Associated Press*** – одно из крупнейших международных агентств информации и новостей. Возникло как кооператив новостей газетных издательств. Имеет экономическую и коммерческую службу «Доу Джонс», а также фото-, теле- и радиослужбы. Штаб-квартира расположена в Нью-Йорке. Штаб-квартира европейского отделения, действующего и в России, находится в Лондоне.
4. ***Reuters – «Рейтер»*** – одно из крупнейших в мире международных агентств новостей и финансовой информации, существует с середины XIX века.
5. ***The European Union (EU) – Европейский союз (Евросоюз, ЕС)*** – экономическое и политическое объединение 28 европейских государств. Европейский союз был создан Маастрихтским договором 1992 года (вступил в силу 1 ноября 1993 года) на

основе Европейского экономического сообщества и нацелен на региональную интеграцию.

6. ***The United Nations Organisation (UNO) – Организация Объединённых Наций (ООН)*** – международная организация, созданная для поддержания и укрепления международного мира и безопасности, развития сотрудничества между государствами. Название «Объединённые Нации» было впервые использовано в Декларации Объединённых Наций, подписанной 1 января 1942 года.
7. ***UNESCO (United Nations Educational, Scientific and Cultural Organization) ЮНЕСКО*** – специализированное учреждение Организации Объединённых Наций по вопросам образования, науки и культуры. Организация была создана 16 ноября 1945 года, её штаб-квартира располагается в Париже, во Франции. В настоящее время в организации насчитывается 195 государств-членов, 2 государства-наблюдателя и 10 ассоциированных членов – территорий, не несущих ответственность за внешнюю политику.
8. ***The World Trade Organisation (WTO) – Всемирная торговая организация*** – международная организация, созданная 1 января 1995 года с целью либерализации международной торговли и регулирования торгово-политических отношений государств-членов.

***V. Arrange the sentences below in the order they appear in the text.***

***Use them to summarize the text.***

1. English has changed in Britain and has transformed into North American English, Australian English, and further into Nigerian, Indian, Philippine, Singapore kinds of English as the language spread globally.
2. The English language has become an international language since it was brought from the Continent 1,500 years ago.
3. In higher education, language knowledge (practically, the knowledge of English) is more and more a prerequisite of not just earning a degree, but that of gaining admission, as well.

4. English is the basic language of the Internet and electronic communication.
5. Global companies are increasingly choosing English as their common communication language.
6. Furthermore, it is a well-known fact that English is one of the working languages of the European Union (EU), the United Nations Organisation (UNO), UNESCO, the World Trade Organisation (WTO) and many others.
7. English steadily remains the dominant language in international business.

***VI. Match the adjectives with the nouns:***

- |                  |                |
|------------------|----------------|
| 1) local         | a) languages   |
| 2) human         | б) competition |
| 3) local         | в) environment |
| 4) multicultural | г) labour      |
| 5) new           | д) varieties   |
| 6) global        | е) identities  |

***VII. Answer the following questions.***

1. How has the English language changed since it was brought from the Continent 1,500 years ago?
2. What variants has English transformed into as it spread globally?
3. In what way has English developed in its destinations?
4. How do the educational systems of different countries recognize the role played by English in international communication?
5. In what way is the knowledge of English looked upon in higher education?
6. What is the role of English in the labour market?
7. Are employers satisfied with some document of the English language proficiency or test the applicant's language proficiency in real life situations?
8. Can you prove that English steadily remains the dominant language in international business?

9. What global companies choose English as their common communication language?
10. Is English the basic language of the Internet and electronic communication?
11. What universities are among the top ten institutions in the 2008 international ranking list of universities?
12. In what organisations is English one of the working languages?
13. Will English retain its leading position as a world language in the near future or give its position to another language?

**VIII. Match the words and word combinations in A with their synonyms in B.**

**A:** to become, international, to change, space, to transform, to develop, to adopt, process, form, to accommodate, tradition, culture, competition.

**B:** to accept, to turn into, to modify, initiation, shape, to substitute, worldwide, advance, expanse, operation, way of life, custom, struggle.

**IX. Read and reproduce the dialogues.**

**Diana:** Hi, Julia. How are you?

**Julia:** Hi, Diana. I'm fine, thank you. And you?

**Diana:** I'm also well, thanks. How is your foreign languages' learning going?

**Julia:** Great. I really like the classes. Our teachers tell us lots of interesting things every day.



**Diana:** What languages do you study?

**Julia:** I study English and French. English is for my career development and French is for pleasure.

**Diana:** I remember that you had certain difficulties with English grammar and French pronunciation. How is your progress?

**Julia:** Well, my teacher of English explains grammar rather well. Each time I don't understand something, I ask her to explain it again. She finds many different ways to explain each topic. So, now I don't have any problems with grammar.

**Diana:** How about French?

**Julia:** The teacher of French is also rather experienced. I understand everything he explains. However, the problem with my pronunciation still exists. He says I will do much better if I visit France and chat with native speakers.

**Diana:** That's a good idea. Why don't you try it?

**Julia:** I will. In spring my teacher is planning to arrange an educational tour to Paris. He is looking for students who want to join. The more students we attract, the funnier and more interesting the tour will be.

**Diana:** Are you going to attend the lessons of French there?

**Julia:** Yes, we are. We are going to live in our pen friends' houses. The good thing is that we get to have lots of speaking practice while we stay in French families. Apart from that, we will go to the French school everyday. I hope such training will help me to improve my poor pronunciation.

**Diana:** Sounds interesting. I'd like to join you. I need to ask my parents' permission though.

**Julia:** Do you know any Deutch?

**Diana:** Just a little bit. I used to attend supplementary classes of Deutch last year. Then, I gave up as I didn't have much free time. My sports training takes lots of time and effort, as you know.

**Julia:** I see. Well, it's a good chance for you to learn some basics.

**Diana:** Yes, that's why I find this educational tour rather interesting. What else are you going to do during your stay in Germany?

**Julia:** We are going to see the sights of Germany, but the main goal is to improve our language skills. It includes reading, speaking, listening, writing and most importantly comprehension skills.

**Diana:** What do you mean by comprehension skills?

**Julia:** My teacher says that these skills are the most important ones. They involve everything at once. As soon as you start understanding what you read or hear, you can try to respond according to the situation. It's the first step to learning foreign languages.

**Diana:** I see what you mean, but I've never spoken to anyone in English, French or Deutsch. I should be extra attentive if I want to understand their speech.

**Julia:** That's the main clue. As soon as you understand separate words and put them together into phrases, other language skills start to develop without any difficulties.

**Diana:** Thanks for telling me this. I have always wanted to learn at least one or two foreign languages.

**Julia:** You can join me at my foreign languages' classes anytime.

***X. Make up a dialogue on the topic "We Learn Foreign Languages".***

You must give your group mates all the important information they will need to be more comfortable and successful in learning foreign languages.

***GRAMMAR***

***XI. Complete the sentences with the correct form of the verbs in brackets (Present Simple, Past Simple, and Future Simple).***

1. The population of the United Kingdom (to speak) not only English but also Scottish, Welsh, Irish and many other languages. 2. The English language (to play) a key role in the labour market and people that (to have) a good command of the language (to find) a job easily. 3. In Shakespeare's time only 6 million people living in England (to speak) English, the population of other European countries (to think) it of no importance. 4. Nowadays over 300 million people (to use) English as their mother tongue. 5. England's history (to help) to understand the present condition of English. Many English words (to come) from the language of Angles and Saxons, Scandinavian languages and French. 6. This exporting of English (to begin) in the seventeenth century, with the first settlements in North America. 7. English as a world language (to retain) its leading position in the near future and (to fulfil) its role in our multilingual and multicultural environment. 8. Many English nouns and verbs (to have) the same form. 9. If English popularity (to grow), speakers of English as a second language

soon (to outnumber) those who (to speak) it as a first language. 10. Among the non-English-speaking EU countries 90 percent of the adult population in the Netherlands (to claim) to know English. 11. British explorers and colonists (to take) the English language to North America, Canada, South Africa, India, Australia and New Zealand. 12. English steadily (to remain) the dominant language in international business. 13. Now there (to be) an increasing number of bilingual schools, where students (to study) certain subjects in English.

***XII. Discuss the following statements.***

1. Language changes in time and space.
2. English has developed into local varieties.
3. In higher education, language knowledge is more and more a prerequisite.
4. English as a world language has leading position in our multilingual and multicultural environment.

**ENGLISH-SPEAKING WORLD**

***I. Study and memorize the following words and expressions.***

- |  |   |   |
|--|---|---|
| 1) adult population                          | – | взрослое население                      |
| 2) aeronautical and maritime communications  | – | аэрокосмические и морские системы связи |
| 3) approximately                             | – | приблизительно                          |
| 4) estimate                                  | – | оценивать                               |
| 5) in descending order                       | – | в убывающем порядке                     |
| 6) international treaty                      | – | международный договор                   |
| 7) native speaker                            | – | носитель языка                          |
| 8) percentage                                | – | процентное отношение                    |
| 9) taught as a foreign language              | – | преподаваемый как иностранный язык      |
| 10) the European Union                       | – | Европейский союз                        |
| 11) the United Nations Organisation (the UN) | – | Организация Объединенных Наций          |
| 12) widely spoken language                   | – | широко распространенный язык            |

***II. Train the pronunciation of the following words:***

approximately, native, calculate, majority, Anglosphere, descending, substantial, communities, ratio, percent, at least, primary, protectorates, current, colony, aeronautical, maritime, perception, percentages, adult, excluding, available, science, predominate, considerably, globally, claim, linguistic, multiple, regional.

***III. Train the pronunciation of the geographic names and memorize them.***

The United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, the Federated States of Micronesia, India, Malta, South Africa, the Netherlands, Sweden, Denmark, Cyprus, Austria, Finland, Greece, Luxembourg, Slovenia, Germany.

***IV. Match the English word combinations and their Russian equivalents.***

The following percentage, multiple regional varieties, feed back into the language, open to language shift, lead to, increasing use of the English language, web content, English literature predominates, came from authors; articles, magazines and journals.

Открытый для изменения язык, написанные авторами, многочисленные местные диалекты, подпитывать язык, увеличение использования английского языка, приводить к чему-либо, информационное наполнение сайта, английская литература доминирует; статьи и журналы (популярные и научные периодические издания); следующее процентное соотношение.

*V. Read and translate the text C.*

**ENGLISH-SPEAKING WORLD**

Approximately 330 to 360 million people speak English as their first language. More than half of these (231 million) live in the United States, followed by some 60 million in the United Kingdom, the first place where English was spoken.



English is the third largest language by number of native speakers, after Mandarin and Spanish.

Estimates that include second language speakers vary greatly, from 470 million to more than 1 billion. David Crystal calculates that non-native speakers as of 2003 outnumbered native speakers by a ratio of 3 to 1. When combining native and non-native speakers, English is the most widely spoken language worldwide.

There are six large countries with a majority of native English speakers that are sometimes grouped under the term Anglosphere. They are, in descending order of English speakers, the United States (at least 231 million), the United Kingdom (60 million), Canada (19 million), Australia (at least 17 million), Ireland (4.2 million), and New Zealand (3.7 million).

India has the largest number of second-language speakers of English, India has more people who speak or understand English than any other country in the world.

Because English is so widely spoken, it has often been referred to as a “world language”, the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. It is, by international treaty, the official language for aeronautical and maritime communications. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee.

English is studied most often in the European Union, and the perception of the usefulness of foreign languages among Europeans is 67 percent in favour of English ahead of 17 percent for German and 16 percent for French (as of 2012). Among some of the non-English-speaking EU countries, the following percentages of the adult population claimed to be able to converse in English in 2012: 90 percent in the Netherlands, 89 percent in Malta, 86 percent in Sweden and Denmark, 73 percent in Cyprus and Austria, 70 percent in Finland, and over 50 percent in Greece, Luxembourg, Slovenia and Germany. In 2012, excluding native speakers, 38 percent of Europeans consider that they can speak English.

Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with Science Citation Index reporting as early as 1997 that 95 % of its articles were written in English, even though only half of them came from authors in English-speaking countries.



In publishing, English literature predominates considerably with 28 percent of all books published in the world and 30 percent of web content in 2011 (from 50 percent in 2000).

This increasing use of the English language globally has had a large impact on many other languages, leading to language shift and even language death, and to claims of linguistic imperialism. English itself has become more open to language shift as multiple regional varieties feed back into the language as a whole.

**VI. Match the adjectives with the nouns:**

- |                   |                |
|-------------------|----------------|
| 1) largest        | a) communities |
| 2) federal        | b) territories |
| 3) dependent      | c) language    |
| 4) modern         | d) government  |
| 5) linguistic     | e) colony      |
| 6) international  | f) era         |
| 7) former British | g) treaty      |
| 8) foreign        | h) imperialism |

***VII. Match the words and word combinations in A with their synonyms in B.***

**A:** native, to publish, to complain, official, to exclude, to understand, to teach, to study, to claim, indeed.

**B:** natural, to grumble, keep out, ceremonial, to train, comprehend, to demand, to lean, make public, certainly.

***VIII. Answer the following questions.***

1. How many people speak English as their first language?
2. Where do more than half of them live?
3. Where was English first spoken?
4. How does English rate in the world by number of native speakers?
5. What is the number of the second language speakers of English?
6. How did the number of non-native English speakers outnumber native ones in 2003?
7. How does English rate in the world when combining native and non-native speakers?
8. What is the term "Anglosphere" mean?
9. What country has the largest number of second-language speakers of English?
10. Why has English often been referred to as a "world language"?
11. In what fields is English the official language by international treaty?
12. In what international organizations is English one of the official languages?
13. How is English treated in the European Union?
14. What percent of Europeans considers that they can speak English?
15. Are books, magazines, and newspapers written in English available in many countries around the world?
16. What language is the most commonly used in sciences?
17. What did Science Citation Index report as early as 1997?
18. What situation with the English language can be observed in publishing?
19. What will the increasing use of the English language globally lead to?
20. How has English changed?

**IX. Arrange the following sentences in the order they appear in the text. Use them to summarize the text.**

1. There are six large countries with a majority of native English speakers that are sometimes grouped under the term Anglosphere.
2. English is the third largest language by number of native speakers, after Mandarin and Spanish.
3. Estimates that include second language speakers vary greatly, from 470 million to more than one billion.
4. Approximately 330 to 360 million people speak English as their first language.
5. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee.
6. India has the largest number of second-language speakers of English, India has more people who speak or understand English than any other country in the world.

**X. Read and act out the dialogue.**

**Secretary:** Two-four-nine; double eight-double-two.

**Ivanov:** This is Mr. Ivanov speaking. I would like to make an appointment with Mr. Jeffries.

**Secretary:** Oh, yes, Mr. Ivanov. Good morning. I'll get his schedule. Are you there?

**Ivanov:** Yes.

**Secretary:** When would you like to come, Mr. Ivanov?

**Ivanov:** Tomorrow, if possible.

**Secretary:** I'm afraid he's tied up tomorrow. Is it urgent? If it is, perhaps we could fit you in somewhere.

**Ivanov:** No, it isn't so urgent. Is the day after tomorrow possible?

**Secretary:** What time would you like to come?

**Ivanov:** As late as possible in the afternoon.



**Secretary:** I'm sorry, that afternoon's full, too. How is Friday afternoon at five?

**Ivanov:** Yes, that's perfect, thank you. Good-bye.

**XI. Make up a dialogue with your fellow students on the topic: "An Appointment of Business Meeting".**

You must give your group mates all the important information they will need to be more comfortable and successful with their business.

## **GRAMMAR**

**XII. Complete the sentences with the correct form of the verbs in brackets (Present Simple, Past Simple, and Future Simple).**

1. Non-native speakers as of 2003 (outnumber) native speakers by a ratio of three to one. 2. Approximately 330 to 360 million people (to speak) English as their first language. 3. English (to be) the third largest language by number of native speakers, after Mandarin and Spanish. 4. When combining native and non-native speakers, English (to be) the most widely spoken language worldwide. 5. There are six large countries with a majority of native English speakers that (to be) sometimes grouped under the term Anglosphere. 6. It (to be) an official language of the countries including Botswana, Cameroon, the Federated States of Micronesia, Fiji, Ghana, Hong Kong and others. 7. India (to have) the largest number of second-language speakers of English, India (to have) more people who (to speak) or (to understand) English than any other country in the world. 8. While English (to be) not an official language in most countries, it (to be) the language most often taught as a foreign language in the nearest future. 9. English (to be) one of the eleven official languages that (to be) given equal status in South Africa (South African English). 10. This increasing use of the English language globally (have) a large impact on many other languages in perspective.

**XIII. Make up your own project in the form of presentation on the topic: "English Language As A Means Of Cross-Cultural Communication".**

## Unit II

### THE RUSSIAN FEDERATION

*“Ask not what your country can do for you  
ask what you can do for your country”*

*John F. Kennedy*

#### *I. Study and memorize the following words and expressions:*

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1) officially known            | – официальный статус              |
| 2) a sovereign country         | – суверенное государство          |
| 3) rival                       | – соперник/конкурент              |
| 4) square kilometers           | – квадратные километры            |
| 5) by area                     | – по площади                      |
| 6) to cover                    | – охватывать                      |
| 7) inhabit                     | – населять                        |
| 8) to extend                   | – простирается                    |
| 9) to border                   | – граничить                       |
| 10) maritime borders           | – морские границы                 |
| 11) leading constituent        | – правомочный орган власти        |
| 12) the Allied victory         | – победа союзников                |
| 13) superpower                 | – сверхдержава                    |
| 14) technological achievements | – достижения в области технологии |
| 15) satellite                  | – спутник                         |
| 16) the launching              | – запуск ракеты/спутника          |
| 17) space                      | – космос                          |
| 18) stockpile of weapons       | – запасы вооружения               |
| 19) independent republics      | – независимые республики          |

#### *II. Match the words and word combinations in A with their synonyms in B.*

**A:** Officially, independent, constituent, to extend, sovereign, maritime, achievement, satellite, rival.

**B:** Component, stretch, competitor, formally, self-governing, supreme, fulfilment, sputnik, naval, self-governing.

**III. Match the words and word combinations in A with their antonyms in B**

**A:** Known, territory, the largest, wide, decisive, significant, attack.

**B:** Unknown, an area, the smallest, narrow, indecisive, unimportant, defense.

**IV. Train the pronunciation of the following words:**

Sovereign ['sɒv(ə)rɪn], square [skweə], kilometer [kɪ'lɒmɪtə], mile [maɪl], cover ['kʌvə], inhabit [ɪn'hæbɪt], entirety [ɪn'taɪ(ə)rəti, en-], much [mʌʃ], span [spæn], zone [zəʊn], northwest [ˌnɔːθ'west], southeast [ˌsauθ'iːst], constituent [kən'stɪtjuənt], constitutionally [ˌkɒn(t)stɪ'tjuːʃ(ə)n(ə)li], socialist ['səʊʃ(ə)lɪst], decisive [dɪ'saɪsɪv], emerge [ɪ'mɜːdʒ, iː-], rival ['raɪv(ə)l], technological [ˌteknə'lɒdʒɪk((ə)l)], achievement [ə'ʃiːvmənt], satellite ['sæt(ə)laɪt], launch [lɔːntʃ], stockpile ['stɒkpaɪl], weapon ['wepən], legal ['liːg(ə)l], successor [sək'sesə], govern ['gʌv(ə)n], republic [rɪ'pʌblɪk], chosen ['ʃəʊz(ə)n], election [ɪ'leɪʃ(ə)n], current ['kʌr(ə)nt], official [ə'fɪʃ(ə)l].

**V. Train the pronunciation of the following geographical names:**

The Russian Federation [ðə 'rʌʃ(ə)n ,fed(ə)'reɪʃ(ə)n], Moscow ['mɒskəʊ], Asia ['eɪʃə, -zə], Eastern Europe [iːst(ə)n 'juərəp], Eurasia [juə'reɪzə], the Earth [ðɪ 'ɜːθ], Northern Asia [nɔːðən 'eɪʃə, -zə], Norway ['nɔːweɪ], Finland ['fɪnlənd], Estonia [es'təʊniə; ɪ'stəʊniə], Latvia ['lætviə; 'latviə], Lithuania [ˌlɪθju'eɪniə], Poland ['pəʊlənd], Kaliningrad [kə'liːnɪŋgrəd], Belarus [ˌbelə'rus], Ukraine [juː'kreɪn], Georgia ['dʒɔːdʒ(i)ə], Azerbaijan [ˌæzəbaɪ'dʒɑːn], Kazakhstan [ˌkæzæk'stɑːn], China ['ʃaɪnə], Mongolia [mɒŋ'gəʊliə], North Korea [ˌnɔːθ kə'riːə], Japan [dʒə'pæn], the Sea of Okhotsk [ðə siː əv əu'kɒtsk], the U.S. [ðə juːˌnaɪtɪd'steɪts(ə)və'merɪkə)], Alaska [æ'læskə], the Bering Strait [ðə 'berɪŋ streɪt].

**VI. Find the sentences with the following words and word combinations in the text A and translate them into Russian.**

Mostly in Asia and partly in Eastern Europe, the largest country in the world by area, eleven time zones, land borders, maritime borders, the Russian Revolution, the world's first constitutionally socialist state, a decisive role,

superpower, achievements, human-made, by the end of 1990, stockpile of weapons, republics.

***VII. Insert the missing words and word combinations.***

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Russia is also ... .. as the Russian Federation.</li> <li>2. The ... city of Russia is ... .</li> <li>3. The ... .. is a country that is mostly in ... and partly in ... .. .</li> <li>4. The ... .. played a ... .. in the Allied ... in World War II.</li> <li>5. The Soviet Union ... as a recognized ... and ... to the United States during ... .. .</li> <li>6. The ... is 17,125,200 square ... or 6,612,100 ... .. . is paid at the University to the ... .. of foreign languages.</li> <li>7. The ... .. saw some of the most... technological ... .</li> <li>8. By ... .. 1990, the Soviet Union had the world's ... .. economy .</li> <li>9. The Russian SFSR ... itself as the ... .. .</li> <li>10. The ... .. is recognized as the continuing ... personality and ... .. of the Soviet Union.</li> <li>11. It shares ... .. with Japan by ... .. and the U.S. state of Alaska ... .. .</li> <li>12. Today its ... is based on... .. form ... .. .</li> <li>13. The ... is chosen in ... .. .</li> <li>14. The official language is ... .</li> <li>15. Following ... .. of the Soviet Union , ... .. twelve... republics emerged from ... .. .</li> </ol> | <p>Territory, rival, Russian Federation, square miles. emerged, Victory, decisive role, Soviet Union, Eastern Europe, Asia, Russian Federation Moscow, capital, officially known, superpower, the Cold War kilometers, Soviet era, significant, achievements, the end of, second largest, reconstituted, Russian Federation, legal, sole successor state, maritime borders, the Sea of Okhotsk, across the Bering Strait, government, president, a democratic, of rule, direct elections, Russian, the dissolution, in 1991, independent, the USSR</p> |
|--|--|

## VIII. Read and translate the text A.

### THE RUSSIAN FEDERATION

Russia is also officially known as the Russian Federation. It is a sovereign country in Eurasia. The territory is 17,125,200 square kilometres or 6,612,100 square miles. Russia is the largest country in the world by area



covering more than one-eighth of the Earth's inhabited land area with over 144 million people at the end of December 2017. The European western part of the country is much more populated and urbanised than the eastern; about 77 % of the population live in European Russia.

Russia's capital Moscow is one of the largest cities in the world.

Extending across the entirety of Northern Asia and much of Eastern



Europe, Russia spans eleven time zones and incorporates a wide range of environments and landforms. From northwest to southeast Russia shares land borders with Norway, Finland, Estonia, Latvia, Lithuania and Poland (both with Kaliningrad Oblast),

Belarus, Ukraine, Georgia, Azerbaijan, Kazakhstan, China, Mongolia and North Korea. It shares maritime borders with Japan by the Sea of Okhotsk and the U.S. state of Alaska across the Bering Strait.

Following the Russian Revolution, the Russian Soviet Federative Socialist Republic became the largest and leading constituent of the Union of Soviet Socialist Republics, the world's first constitutionally socialist state. The Soviet Union played a decisive role in the Allied victory in World War II,

and emerged as a recognized superpower and rival to the United States during the Cold War. The Soviet era saw some of the most significant technological achievements of the 20<sup>th</sup> century, including the world's first human-made satellite and the launching of the first humans in space. By the end of 1990, the Soviet Union had the world's second largest economy, largest standing military in the world and the largest stockpile of weapons of mass destruction. Following the dissolution of the Soviet Union in 1991, twelve independent republics emerged from the USSR: Russia, Ukraine, Belarus, Kazakhstan, Uzbekistan, Armenia, Azerbaijan, Georgia, Kyrgyzstan, Moldova, Tajikistan, Turkmenistan and the Baltic states regained independence: Estonia, Latvia, Lithuania; the Russian SFSR reconstituted itself as the Russian Federation and is recognized as the continuing legal personality and sole successor state of the Soviet Union. It is governed as a federal semi-presidential republic. Russia produces a lot of energy made from oil and natural gas.



Today its government is based on a democratic form of rule. The president is chosen in direct elections, and its current President is Vladimir Putin. The official language is Russian.

<https://en.wikipedia.org/wiki/Russia>

***IX. Comprehension check. Answer the following questions.***

1. What is the total area of the Russian Federation?
2. Is it the largest country in the world by area?
3. What is the population of Russia?
4. What part of the country is more populated and urbanized?
5. What is the capital of Russia?
6. How many time zones does Russia span?
7. What countries are the neighbors of Russia?
8. What happened after the Russian Revolution?

9. What was the role of the Soviet Union in World War II?
10. Who was the rival of Russia during the Cold War?
11. What were the most significant technological achievements of the Soviet era?
12. What can you say about the achievements of the country by the end of 1990?

***X. Find Russian equivalents to the English words and word Combinations.***

Successor State, independence , democratic form of rule, to reconstitute, legal personality, to emerge, the Russian SFSR, to regain, independent, a federal semi-presidential republic, largest economy, the first humans in space, a decisive role, the Russian Revolution, weapons, dissolution, the Cold War.

***XI. Find English equivalents to the Russian words and word Combination.***

Российская Федерация, Евразия, выборы, правительство, Советский Союз, морские границы, сухопутные границы, независимые республики, основанный на, двадцатый век, сделанный человеком спутник, советская эра, холодная война, наиболее выдающиеся достижения, социалистическое государство, решающая роль, конституция, одиннадцать часовых поясов, включать в себя, большое разнообразие.

***XII. Give a short summary of the text A “The Russian Federation”. Use active words and word combinations from the text.***

Eastern Europe , officially known, a sovereign country, socialist state , Eurasia, territory, square kilometres, independent, republics, hospitable, kind-hearted, area, the largest cities, Northern Asia, maritime borders , largest economy, the 20<sup>th</sup> century, the Earth's inhabited, constitutionally.

*XIII. Read and translate the dialogues: "The Russian Federation".*

**A**

**Leo:** Jane, have you ever been to Russia?

**Jane:** No, I haven't, but I'd love to. Have you?

**Leo:** Yes, I have. My uncle lives there, so we went to visit him last year.

**Jane:** Did you like it? I've heard that people are rather hospitable there.

**Leo:** Yes, I definitely did. People are really kind and welcoming. I haven't seen much of the country. As you know Russia is immense. You need at least a year to explore the whole country. But people in every place I visited seemed to be rather hospitable.

**Jane:** So, which cities of Russia did you visit?

**Leo:** I've been to Moscow, Saint-Petersburg and I've also got to see the south part of the country. We went to Sochi and Rostov. I should say, people in the south are even more hospitable. They are happy to see the newcomers and they like treating their guests with local food.

**B**

**Nick:** Have you ever been to Russia?

**David:** No, I haven't. And what about you?

**Nick:** Last year I travelled to it.

**David:** What cities have you visited?

**Nick:** I've been in Moscow, the capital of Russia.

**David:** Did you like the city?

**Nick:** By all means. I think it's one of the most beautiful places in the world.

**David:** What places of interest did you like the most in Moscow?

**Nick:** I liked the Pushkin Museum of Fine Arts and the Kremlin.

**C**

**May:** Excuse me. Are you from Russia?

**Nuri:** Yes, you're right. Can't you hear it from my accent?

**May:** That's it. Are you Russian?

**Nuri:** No, I'm not.

**May:** You've just said that you're from Russia...

**Nuri:** Exactly so. But Russian population consists of many nationalities: Slavs, Tatars, Chuvash, and so on.

**May:** So, are you Tatar?

**Nuri:** Absolutely no. I'm Mari.

## **D**

**Din:** I've heard that you've recently visited Russia.

**Sue:** Yes. Three months ago.

**Din:** Weren't you afraid of going there?

**Sue:** A little bit. But I found out that it's a very progressive and cultural country. Bears don't walk along the streets and the Russians don't drink vodka all day long.

**Din:** They say that the Russians are very greedy.

**Sue:** Not a bit. They appeared to be very hospitable and kind-hearted. Once my new Russian friends organised dinner. It was really a slap-up dinner. The table was groaning with traditional tasty Russian dishes that I liked very much. In the end they gave me a lot of presents. I was very pleased with it.

### *XIV. Make up your own dialogue with your class-mates using the following words and word combinations.*

Travel to Russia; How about the language barrier?; to say; my dream; Russian people; Altai region; will be next year; to see; the other parts of the country; such as; the Ural Mountains; if I'm lucky; Siberia; I will visit; places; That's a wonderful idea!; to understand; difficult to speak; if you want; native speakers; I see; thanks a lot for; advice; the main sights; some attractions; rare and exotic plants; green parks; entertaining facilities; foreigners; visit; hospitable; really kind and welcoming; have you ever been to.

### *XV. Discuss the following statements.*

1. Russia is the largest state in the world.
2. Russia has the huge reserves of natural resources.
3. The majority part of Russia's population is not living a wealthy life.
4. My country is the Republic and the Federation.

5. Russia is a multinational country.
6. Moscow is the capital of my country, it is bigger than some European countries.

***XVI. Read and translate the text B.***

***FAMOUS PLACES OF INTEREST IN RUSSIA***

**Red Square** is one of the most famous Russia's places of interest. It is located right in the heart of Moscow. Many significant buildings surround Red Square. There is the Kremlin, Lenin's Mausoleum, Saint Basil's Cathedral, GUM trading house and Kazan Cathedral there. The State Historical Museum is also located in the square. Red Square is the place where a lot of festivals are celebrated.



**The Kremlin** is a fortified complex in the centre of Moscow. It is the main political and historical place of the city. The walls of the Kremlin are made in the form of an irregular triangle. The Troitskaya Tower is the tallest tower of the Kremlin. Its height is 80 metres. The Spasskaya Tower features the clock which is known as the Kremlin chimes. The Kremlin has 20 towers in total. Today the Kremlin is the official residence of the President of Russia.



**The Hermitage** is one of the world's largest museums. It is located in Saint Petersburg. It consists of 5 buildings. The museum's collection houses



about 3 million different works of art. From the very beginning the Hermitage was Catherine's II private collection of paintings, but in the time of Nicholas I the Hermitage opened for general public. This happened in 1852.



**Saint Basil's Cathedral** is located in Red Square. This Orthodox church is a world-famous landmark. The church was built in the XVI century by order of Ivan the Terrible. There are 11 domes in Saint Basil's Cathedral. Its height is 65 metres. In the XX century the church was open for public as a museum. It is one of the most recognizable

tourist attractions. Saint Basil's Cathedral is included in the list of UNESCO World Heritage Sites.



**Lake Baikal** is a lake located in eastern Siberia. This is the deepest lake on our planet and the largest natural reservoir of fresh water. Lake Baikal is also widely known for its endemic fauna. Water in the lake is very clean and clear. There are 27 islands and the biggest one is called

Olkhon. Numerous rivers and streams flow into Lake Baikal. The Angara is the only river that flows out from the lake.

**Petergof** is a small town which has great tourist and scientific significance. In the XVIII century the emperor's country residence was located there. The town is located not far from Saint Petersburg and is well-known for its landmarks. These places of interest include the palace ensemble called Petergof with its numerous fountains, alleys and the Peterhof Grand Palace.



**The Golden Ring** is a ring of cities located not far from Moscow. This popular tourist route runs through ancient cities of Russia which played a significant role in the formation of the Russian Orthodox Church. There are many unique monuments in these cities which attract a lot of tourists. The cities included in the Golden Ring are Sergiyev Posad, Pereslavl-Zalessky, Rostov Veliky, Yaroslavl, Kostroma, Ivanovo, Suzdal and Vladimir.



**Kizhi** island is famous for its architectural complex which consists of two wooden churches and a bell-tower. It was built in the XVIII – XIX centuries. According to the Russian carpentry traditions of that time, the Church of the Transfiguration was built of wood only with no nails. The second church, the Church of the Intercession, is an architectural echo of the main church. The bell-tower is located right beside them.



**Mamayev Kurgan** is famous for its memorial complex "The



Motherland Calls". The central figure of the complex is a statue of a woman holding a sword. The height of the sculpture is 85 metres from the feet to the tip of the sword. This complex commemorates the Battle of Stalingrad. Mamayev Kurgan was the place where fierce fighting occurred.



**Saint Isaac's Cathedral** is located in Saint Petersburg. It is one of the largest cathedrals in the world. The construction of the cathedral took 40 years. The height of the cathedral is 101,5 metres. The exterior of the cathedral features a lot of columns and statues. Nowadays, Saint Isaac's Cathedral is

a museum. However, services are conducted there on feast days.

*XVII. Give a short summary of the text A "Great Britain". Use active words and word combinations from the text.*

## **GRAMMAR**

*XVIII. Complete the sentences. Put in the Present Continuous or Present Simple of the verbs in the brackets.*

**Model:** I'm writing (I / write) to my parents. I write (I / write) to them every weekend.

1. (It / snow) outside. (It / come) down quite hard, look.
2. Normally (I / start) work at eight o'clock, but (I / start) at seven this week. We're very busy at the moment.
3. I haven't got a car at the moment, so (I / go) to work on the bus this week. Usually (I / drive) to work.
4. The sun (rise) in the east, remember. It's behind us so (we / travel) west.
5. I'm afraid I have no time to help just now (I / write) a report. But (I / promise) I'll give you some help later.
6. (I / want) a new car (I / save) up to buy one.

***XIX. Complete the following sentences with either the Simple Present form or the Present Continuous form of the verbs in the brackets.***

1. The teacher always (give) us interesting project work.
2. The wind (blow) very strongly today.
3. I (like) chocolate ice cream.
4. Be quiet! We (try) to listen to the radio.
5. Let's go inside now. It (begin) to rain.
6. Penguins (eat) fish.
7. Dad never (let) us play in the street when it's dark.
8. The children (go) swimming every day.
9. We're trying to catch the ball that (roll) down the hill.

***XX. Discuss the following statements.***

1. Russia is the largest state in the world.
2. Russia has the huge reserves of natural resources.
3. The majority part of Russia's population is not living a wealthy life.
4. My country is the Republic and the Federation.
5. Russia is a multinational country.
6. Moscow is the capital of my country, it is bigger than some European countries.

***XXI. Make up your own project in the form of presentation on the topic: "Our Motherland".***

## Unit III

### THE CITY I LIVE AND STUDY

*East or West, Home is the Best*  
*Proverb*

#### *I. Study and memorize the following words and expressions:*

- |  |  |
|--|--|
| 1) beautiful cities and towns                | – красивые большие и маленькие города      |
| 2) to visit                                  | – посещать                                 |
| 3) to be born                                | – родиться                                 |
| 4) old and modern                            | – древние и современные                    |
| 5) to be founded in                          | – быть основанным                          |
| 6) architecture                              | – архитектура                              |
| 7) the places of interest                    | – интересные места                         |
| 8) history and culture                       | – история и культура                       |
| 9) narrow streets paved with stones          | – узкие улочки, вымощенные камнем          |
| 10) old churches and cathedrals              | – древние церкви и соборы                  |
| 11) to attract people                        | – привлекать людей                         |
| 12) various museums and galleries            | – различные музеи и галереи                |
| 13) shopping centers                         | – торговые центры                          |
| 14) go to the movie/ concert/<br>performance | – ходить в кино, на концерты,<br>спектакли |
| 15) to be proud of                           | – гордиться чем-либо                       |
| 16) to be bound up                           | – связывать с...                           |
| 17) the first mention                        | – первое упоминание                        |
| 18) to erect                                 | – сооружать/строить                        |
| 19) densely populated town                   | – густонаселенный город                    |
| 20) research centres                         | – исследовательские центры                 |

**II. Match the words and word combinations in A with their synonyms in B.**

**A:** Habitat, bus, bus station, drugstore, dead end, entrance, exit, storey, gas station, hair salon, lift, memorial, newsstand, pavement, pedestrian crossing, swimming pool, to search for, wide, underpass, traffic jam.

**B:** Natural environment, coach, bus terminal, pharmacy, blind alley, way in, way out, floor, service station, hairdresser's, elevator, monument, stall, sidewalk, crosswalk, baths, to seek, broad, subway.

**III. Match the words and word combinations in A with their antonyms in B.**

**A:** Cheap, new, modern, to sell, dull, upstairs, guest, leave, best, bitter, build, extreme, ceiling, clean, complicated, beautiful, polite, light, poor, quiet, fresh, stable, distant, smooth, awful, basic, nasty, negative.

**B:** Expensive, ancient, old, to buy, interesting, downstairs, host, arrive, worst, sweet, destroy, moderate, floor, dirty simple, ugly, rude, heavy, rich, noisy, stale, unstable, near, rough, great, additional, pleasant, affirmative.

**IV. Train the pronunciation of the following words:**

Pedestrian [pɪ'dɛstriən], embassy ['embəsi], emergency [ɪ'mɜ:dʒənsi], map [mæp], subway ['sʌbweɪ], sightseeings ['saɪt,si:ɪŋz] station ['steɪʃən], post office [pəʊst 'ɒfɪs], hotel [həʊ'tel], hospital ['hɒspɪtl], theatre ['θiətə], bridge [brɪdʒ], road sign [rəʊd saɪn], bakery ['beɪkəri], cathedral [kə'thi:dr(ə)l], church [tʃɜ:tʃ], café ['kæfeɪ], circus ['sɜ:kəs], drycleaner [draɪ'kli:nə], escalator ['eskəleɪtə], ancient ['eɪn(t)ʃ(ə)nt], annoy[ə'nɔɪ], failure ['feɪljə], exeptional, famous ['feɪməs], unknown, crowds of people [kraʊds əv 'pi:pl], cultural ['kʌltʃ(ə)r(ə)l], variety [və'raɪəti], restaurant ['restərɒnt], approximate [ə'prɒksɪmət], exhibition [,eksɪ'bɪʃ(ə)n], ballet ['bæleɪ, event [ɪ'vent], heritage ['herɪtɪdʒ], tourists ['tuərist], palace ['pælis, -əs], attraction [ə'trækʃ(ə)n], metropolis [mə'trɒpəlɪs], entertainment [,entə'teɪnmənt], mosque [mɒsk].

***V. Find Russian equivalents of the English words and word combinations.***

Shop window, bank, street map, café, bridge, nightclub, monument, restaurant, statue, skyscraper, gates, traffic, road, road sign, traffic jam, house, crossroads, intersection, crossing, crosswalk, park, square, subway, market, traffic lights, railway station, car park, pavement, sidewalk, dead end, blind alley, corner, street, fountain, building, block, public transport, cross walk, mall, police department.

***VI. Find English equivalents of the Russian words and word combinations.***

Упомянуть, обсуждать, заблаговременно, пересматривать, мнение, ученые, столица, традиционно, средневековый, в прошлом, соборы, различать, первое упоминание, главные конфликты, княжество, годовщина, требования, изначально, праздновать, православный, основывать, памятники, украшать, новые данные, спорить, придумывать, близлежащий город, жители.

***VII. Find the sentences with the following words in the text “Vladimir” and translate them into Russian.***

Rostov-Suzdal Principality, 17th centuries maps, first mentioned, medieval capital, World Heritage Site, to distinguish, the city foundation, new opinion, scholars reinterpreted, the defenders, support, new theory, neighboring town, a major chronicle, the seniority conflicts, the basic law of the city, compare, tourist destination, five-domed, expanded, private chapel, an international project, tumbling down.

## *VIII. Read and translate the text A.*

### **VLADIMIR**

Vladimir was one of the medieval capitals of Russia, with significant buildings surviving from the 12th century. Two of its Russian Orthodox cathedrals, a monastery, and associated buildings have been designated as among the white stone monuments of Vladimir and Suzdal, a UNESCO World Heritage Site. In the past, the city was also known as Vladimir-on-Klyazma (Владимир-на-Клязьме) and Vladimir-Zalessky (Владимир-Залесский), to distinguish it from another Vladimir in Volhynia (modern Ukraine).



Traditionally, the founding date of Vladimir has been acknowledged as 1108, because the first mention of Vladimir in the Primary Chronicle appears under that year. This view attributes the founding of the city, and its name, to Vladimir Monomakh, who inherited the region as part of the Rostov-Suzdal Principality in 1093. It is named there as Volodymyr. Being established long after the city of Volodymyr in Volhynia, initially it was named Vladimir-on-Klyazma. In 1958, the 850th anniversary of the city foundation was celebrated, with many monuments from the celebrations adorning the city.

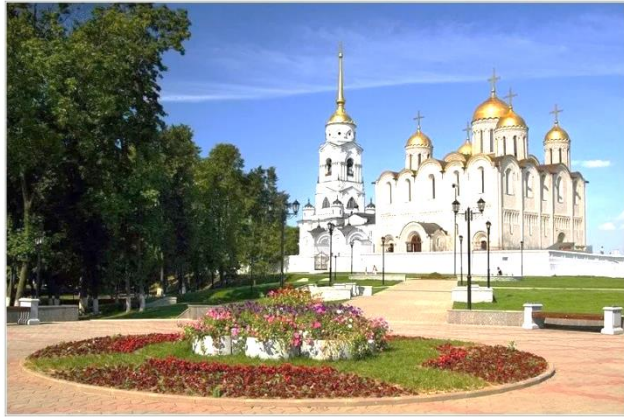
In the 1990s, a new opinion developed that the city is older than this. Scholars reinterpreted certain passages in the Hypatian Codex, which mentions that the region was visited by Vladimir the Great, the "father" of Russian Orthodoxy, in 990, so as to move the city foundation date to



that year. The defenders of the previously uncontested founding year of 1108 dispute the claims of those who support the new date, arguing that the new

theory was fabricated in order to provide a reason to have a celebration in 1995.

Its 12th-century inhabitants alluded to Vladimir as a young town and treated its rulers with arrogance. In the words of a major chronicle, they said that the people of Vladimir were "their kholops and scions". In the seniority



conflicts of the 12th and early 13th centuries, Vladimir was repeatedly described as a "young town" compared to Suzdal and Rostov. Nevertheless, the Charter of Vladimir, the basic law of the city passed in 2005, explicitly mentions 990 as the date of the city's foundation.

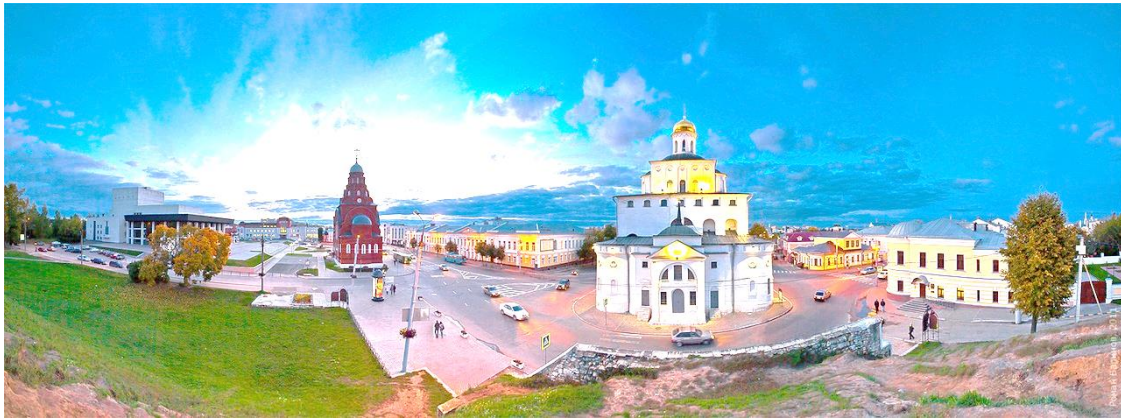
Modern Vladimir is a part of the Golden Ring of the ancient Russian cities and a popular tourist destination. Its three chief monuments, white-stone monuments of Vladimir and Suzdal, inscribed by UNESCO on the World Heritage List, are the following: the Golden Gate, the Assumption Cathedral and St. Demetrius Cathedral.

The magnificent five-domed Assumption Cathedral was designed as a sepulcher of grand princes and dedicated to the holy icon Theotokos of Vladimir, which had been brought to the city by Andrew the Pious. The cathedral was constructed in 1158 – 1160, expanded in 1185 – 1189, and painted by the great Andrei Rublev and Daniil Chyorny in 1408. In 1810, a lofty bell-tower in neoclassical style was added.

The warrior-like Cathedral of Saint Demetrius was built in 1194 – 1197 as a private chapel of Vsevolod the Big Nest in the courtyard of his palace and was consecrated to his holy patron, St. Demetrius. For all its formal unity, the cathedral represents an international project of Russian and Byzantine masters, Friedrich Barbarossa's masons, and carvers sent by Queen Tamar of Georgia.

The Golden Gate, originally a tower over the city's main gate, was built in 1158 – 1164. The gate acquired its present form after having been

reconstructed in the late 18th century, to prevent the dilapidated structure from tumbling down.



***IX. Comprehension check. Answer the following questions.***

1. What significant buildings of Vladimir have been designated as the UNESCO World Heritage Sites?
2. What were Vladimir's other names in the past?
3. What was the first presumable founding date of the city?
4. What sustains this theory?
5. Whose name was connected with Vladimir of this period?
6. When was the 850-th anniversary of the city foundation celebrated?
7. What new opinion of the city foundation appeared in the 1990s?
8. What is the second presumable founding date of the city?
9. Why do many scholars think so?
10. What are three chief architectural monuments of Vladimir?
11. What do you know about the design of the Assumption Cathedral and the holy icon it is dedicated to?
12. When was the Assumption Cathedral constructed, expanded and painted?
13. When was the Cathedral of Saint Demetrius built?
14. Who is the initiator of the building?
15. Why can we call the Cathedral of Saint Demetrius the international project?
16. When was the Golden Gate built and then reconstructed?

**X. Give a short summary of the text A “Vladimir”. Use active words and word combinations from the text.**

UNESCO World Heritage Sites; dedicated to; Vladimir-on-Klyazma; the Cathedral of Saint Demetrius; the medieval capital of Russia; the white stone monuments; the city foundation; the Golden Gate; a major chronicle; the 850th anniversary; to be connected with; the Golden Ring of the ancient Russian cities; a popular tourist destination; modern Vladimir.

**XI. Insert the missing words and word combinations from the text “Vladimir”. Translate the sentences into Russian.**

1. Modern Vladimir is a part of the ... .. of the ancient Russian cities and a popular ... ..

2. The ... five-domed ... .. was designed as a sepulcher of grand princes and dedicated to the holy icon ... of Vladimir.

3. The ... .. Cathedral of Saint ... was... in 1194 – 1197.

4. Vladimir was one of the ... .. of Russia, with ... buildings ... from the ... century.

5. In ... .., the city was also ... as Vladimir-on-Klyazma.

6. Traditionally, the ... .. of Vladimir has been ... as ... .

7. This ... .. the founding of the city, and its ..., to Vladimir ..., who ... the region as part of the ... .. in ... .

8. In ..., the ... .. of the city foundation was ... .

9. In the ..., a new opinion ... that the city is ... than this.

10. ... .. certain passages in the ... ..

11. Its ... .. alluded to ... as a young town and ... its ... with ... .

12. In ..., a lofty ... .. was added in ... style.

13. The Assumption Cathedral was constructed in ... ..

14. The Golden Gate ... the city's main gate, was built in ... ..

**XII. Make up your own topic: “My native town” using the following words and word combinations.**

Buildings; downtown; town outskirts; school; kindergarten; university; place of interest; museum; park; fountain; square; monument; river bank; café; restaurant; nightclub; zoo; cinema/ movie theatre; theatre; circus;

castle; church; cathedral; mosque; hotel; newsagent's ;railway station; bus station ;plant/ factory; police station; gas station/ petrol station; car park/ parking lot; airport; block of flats; an office block; skyscraper; bridge.

**XIII. Make up your own text about Vladimir using the following words and word combinations.**

Ancient, mention, settlers, to appear, to be accepted, tribe, handicraft, pottery, blacksmith's work ,to conquer, warrior, to be considered, relic, remarkable, located, legends, accepted as the date, monuments of Russian architecture, famous for its churches and monasteries, museum contains, many exhibits, a commercial centre, many people visit, reconstruct the museum, attracts a lot of tourists, wonderful paintings, a lot of plants and factories, a lot of cars and buses, pollute the air we breathe, is polluted with, garbage, dumped into.

**XIV. Read and translate the dialogues: "My Native Town".**

**A**

**Resident:** Have you ever been to Vladimir?

**Visitor:** Yes, I have. It goes without saying, I was greatly impressed by the city. I was here some time ago. I believe it is one of the most beautiful cities in the world. What is it famous for?

**Resident:** Well, of course, it's famous for its museums. In fact, it is a museum in itself, which is situated on the banks of the Klyazma river. I was impressed by lots of churches and cathedrals.

**Visitor:** What monuments attract tourists in Vladimir ?

**Resident:** First of all, the Uspensky Cathedral is widely known. It is the monument of the ancient Russian architecture.

**Visitor:** And when was the city founded?

**Resident:** The city was founded in 1108, by Vladimir Monomakh.

**Visitor:** What other places of interest are worth visiting?

**Resident:** Well, first comes the Golden Gate and the Cathedral of Saint Demetrius.

**Visitor:** Thank, you.

**Resident:** That's all right.

## B

**Visitor:** Excuse me, please!

**Resident:** Yes?

**Visitor:** Can you tell me the way to Vladimir State University?

**Resident:** Yes, of course. It's simple. Go straight down the street and turn right. Go across the alley and you will be on Gorky Street.

**Visitor:** How long will go there?

**Resident:** About 10 minutes.

**Visitor:** Thank, you.

**Resident:** That's all right.

## C

**Traveller:** Good morning! I am sorry, how can I get to the city centre?

**Resident:** Good morning! You are on the right way. Soon you will see the monument to Bohdan Khmelnytsky.

**Traveller:** Thank you! That's what I wanted to see first in your capital.

**Resident:** Are you not from Vladimir?

**Traveller:** No, I am from Germany. I have heard a lot about places of historical interest in Vladimir, but the city is so big that I am really at a loss. I would like to start with the city centre and then visit several museums. I am sure there should be very many museums in such a big city. Which are the most interesting?

**Resident:** As for me, I like Vladimir Historical Museum, the Museum of Crystal, the Memorial Complex of the Great Patriotic War.

**Traveller:** Thank you, thank you. I think that's enough for the first day. Is there any park to have a short rest?

**Resident:** You may choose one of most popular place in Vladimir, it is Patriarchal garden.

**Traveller:** Oh now I see why Vladimir is called "a garden city".

**Resident:** Yes our city is really green, and very friendly. Have a nice day in Vladimir!

**Traveller:** Thank you very much!

## GRAMMAR

***XV. Complete the sentences with the past progressive tense of the verbs in brackets.***

1. At the party lots of people (dance) in the street while our neighbours (have) a barbecue.
2. I (sit) in my bedroom and (read) a book from 4 till midnight.
3. Someone (make) a very loud noise in the street.
4. Why you all (laugh) when I came in?
5. Sally (practice) the piano the whole morning.

***Translate into English.***

1. Где вы работали сегодня в 9 часов утра?
2. Он с друзьями занимался английским весь день.
3. Мы смотрели телевизор, а они слушали радио.
4. Во время обеда она читала научный журнал.
5. Автобус стоял на остановке с 3 до 4, а затем уехал.

***XVI. Put in the correct form of the verbs in the brackets using the Past Continuous or Past Simple.***

***Model:*** When Martin **arrived** (arrive) home, Anna **was talking** (talk) to someone on the phone. Martin **started** (start) to get the tea.

1. I (lie) in the bath when the phone (ring). It (stop) after a few rings.
2. It (be) cold when we (leave) the house that day, and a light snow (fall).
3. Your friend who (come) here the other day (seem) very nice. I (enjoy) meeting her.
4. When I (open) the cupboard door, a pile of books (fall) out.
5. I (walk) along the street when I suddenly (feel) something hit me in the back. I (not / know) what it was.

***The Future Continuous (Progressive) Tense. Write these sentences in question and negative forms.***

1. We will be relaxing on the beach at this time on Saturday.

2. Students will be answering the teacher's questions at 10 o'clock tomorrow.
3. You will be taking an exam from 8 to 12 on Wednesday.
4. Bill will be making a report on economy the whole day tomorrow.
5. I will be fixing a car at 5.

***XVII. Discuss the following statements.***

1. Life in my town is very simple and quiet.
2. A lot of celebrations are held every year.
3. Citizens like to take part in different competitions.
4. The heritage are many world's famous Churches and Cathedrals.
5. The Golden Ring is a ring of cities located not far from Moscow.

***XVIII. Make up your own project in the form of presentation on the topic: "MY NATIVE CITY/TOWN".***

**Unit IV**  
**THE COUNTRY OF THE LANGUAGE WE STUDY**  
**GREAT BRITAIN**

*My Home is My Castle*  
*Proverb*

***I. Study and memorize the following words and expressions:***

- |  |                                 |
|--|---------------------------------|
| 1) to comprise                         | – включать (в себя), составлять |
| 2) to be situated                      | – располагаться                 |
| 3) to be washed (by)                   | – омываться                     |
| 4) to separate                         | – отделять, разделять           |
| 5) the highest mountain                | – самая высокая гора            |
| 6) due to                              | – благодаря, из-за              |
| 7) mineral resources                   | – ресурсы полезных ископаемых   |
| 8) goods                               | – товары                        |
| 9) raw materials                       | – сырье                         |
| 10) custom                             | – обычай, традиция              |
| 11) the national symbol                | – национальный символ           |
| 12) influential                        | – важный, влиятельный           |
| 13) whig                               | – виг, член партии либералов    |
| 14) commercial                         | – коммерческий                  |
| 15) to be divided into                 | – быть разделенным на           |
| 16) numerous companies                 | – многочисленные компании       |
| 17) the official residence             | – официальная резиденция        |
| 18) to crown                           | – короновать                    |
| 19) outstanding people                 | – выдающиеся личности           |
| 20) to be buried                       | – быть похороненным             |
| 21) the region of plants and factories | – район заводов и фабрик        |
| 22) cheap blocks of flats              | – недорогие дома                |
| 23) to inhabit                         | – населять                      |

**II. Match the words and word combinations in A with their synonyms in B.**

**A:** Warm, several, develop, change, part, main, comprise, majority, live, separate, important, leading, mineral, absolutely, region, rich.

**B:** Completely, prominent, margin, inorganic, district, muggy, some, essential, inhabit, autonomous, chief, mature, contain, substitute, wealthy, subdivision.

**III. Match the words and word combinations in A with their antonyms in B.**

**A:** About, abundance, admit, centre, construction, defeat, destroy.

**B:** Exactly, lack, deny, suburb, destruction, victory, create.

**IV. Train the pronunciation of the following words:**

comprise [kəm'praɪz], situated ['sɪtʃueɪtɪd], over ['əʊvə], million ['mɪljən], separate ['sep(ə)rət], mountain ['maʊntɪn], several ['sev(ə)r(ə)l], climate ['klaɪmət], mild [maɪld], weather ['weðə], often ['ɒf(t)(ə)n], highly ['haɪli], developed [dɪ'veləpɪt], industrial [ɪn'dʌstriəl], power ['paʊə], raw [rɔ:], symbol ['sɪmb(ə)l], cross [krɒs], monarchy ['mɒnəki], Queen [kwi:n], chamber ['tʃeɪmbə], Parliament ['pɑ:ləmənt], influential [ɪnflu'enʃ(ə)l], commercial [kə'mɜ:ʃ(ə)l], economic [i:kə'nɒmɪk, ,ekə-], financial [faɪ'nænʃ(ə)l], business ['bɪznɪs], firm [fɜ:m], office ['ɒfɪs], numerous ['ɒfɪs], company ['kʌmpəni], here [hɪə], residence ['rezɪd(ə)n(t)s], factory ['fækt(ə)rɪ], cheap [tʃi:p], characterize ['kærəkt(ə)raɪz], money ['mʌni], the Conservative [ðə kən'sɜ:vətɪv], the Stock Exchange [ðə stɒk ɪks'tʃeɪndʒ, eks-].

**V. Train the pronunciation of the following geographical names:**

the United Kingdom of Great Britain [ðə ju:'naɪt 'kɪŋdəm ɒv greɪt 'brɪt(ə)n], London ['lʌndən], Northern Ireland ['nɔ:ð(ə)n 'aɪələnd], the British Islands [ðə 'brɪtɪʃ 'aɪləndz], England ['ɪŋɡlənd], Scotland ['skɒtlənd], Wales [weɪlz], Northern Ireland [nɔ:(r)ðə(r)n 'aɪələnd], the North [ðə nɔ:θ], the Irish sea [ði: 'aɪ(ə)rɪʃ si:], the Arctic [ðə 'ɑ:ktɪk], the Atlantic Ocean [ðə ət'læntɪk 'əʊʃ(ə)n], the English Channel [ðə 'ɪŋɡlɪʃ 'tʃæn(ə)l], the Ben Nevis [ðə ben 'ni:vɪs], the

Severn [ðə 'sev(ə)n], the Thames [ðə temz], the Gulf Stream [ðə ɡʌlf stri:m], English ['ɪŋɡlɪʃ], Welsh [welʃ], Scottish ['skɒtɪʃ], Gaelic ['geɪlɪk], Westminster [ˌwes(t)'mɪn(t)stə].

## ***VI. Read and translate the text A.***

### **“GREAT BRITAIN”**

The official name of this country is the United Kingdom of Great Britain and Northern Ireland (the UK). It is situated on the British Islands and comprises England, Scotland, Wales, and Northern Ireland.

The population of Great Britain is over 69 million. The majority of the UK population (almost 92 %) lives in cities and towns.

The country is washed by the North and Irish seas and by the Arctic and Atlantic Oceans. The English Channel separates the country from the European continent.

The highest mountain of the country Ben Nevis is in Scotland.



Britain has several rivers, but they are not very long. The longest river is the Severn, but the deepest and the most important one is the Thames.

The country climate is mild due to the Atlantic Ocean, the Gulf Stream warm waters and the mountains. The country weather often changes.

The UK is one of the most highly developed industrial powers in the world. It holds one of the leading places among the European countries. The country is not rich in mineral resources. That is why it has to import some goods, raw materials, gas and oil. Britain is the country with old cultural

traditions and customs. The official languages of the state are English, Welsh, Scottish and Gaelic.

The national symbol of the country is the Union Jack- the National



Flag having three red and white crosses on the dark blue field. The United Kingdom is a constitutional monarchy. Officially the head of the state is the Queen. Her power is not absolute, it is limited by the Parliament. The British

Parliament is one of the oldest Parliaments in the world. It consists of two chambers: the House of Commons and the House of Lords.

There are several political parties in the country. The largest and the most influential of them are the Conservative (the Tory), the Liberal (the Whigs) and the Labour parties.

The capital of the country is London. It is situated in England on the banks of the river Thames. London is not only the main city of the country, its political, economic, commercial and industrial centre as well as one of the largest sea ports in the world. London is an ancient city. It is more than 2000 years old. The population of London is over 10 million.

Traditionally London is divided into four main parts: the City, the West End, Westminster and the East End. The parts differ from each other in many ways.

The City is the oldest part of the British capital. It is the major financial and business center of the country. Different firms and offices, numerous companies and banks are situated here, with the State Bank of England and the Stock Exchange included. Every day many people come to the City to work and only a few of them live here. Within the City you can see the famous Tower of London. St. Paul's Cathedral – the greatest of the English Churches, built by the famous English architect Sir Christopher Wren, is also here.

Westminster is the official and historic part of London. It involves the Houses of the British Parliament (Westminster Palace) with the country's

main and biggest clock Big Ben, the Buckingham Palace (the official London residence of the UK Queen) and the Westminster Abbey- the royal church where many British kings and queens were crowned and where many outstanding people of the nation were buried.



The West End is the most beautiful and richest part of the UK capital. The Trafalgar Square with the Nelson's Column (the geographical centre of London), the National Gallery and one of the world's largest museum-the British Museum also belong to this part of London.

The East End is quite different. It is the region of plants and factories, small shops and cheap blocks of flats, mainly inhabited by the working class families. The Port of London and the Docks are also here.

Characterizing the main parts of London, people often say that the City is «the money» of London, the West End – «the goods» of London and the East End- «the hands» of London.

*<https://nsportal.ru/shkola/inostrannye-yazyki/library/2015/01/17/tekst-london>*

***VII. Comprehension check. Answer the following questions.***

1. What is the official name of Great Britain?
2. What does it consist of?
3. What is the highest mountain in the UK?
4. Name the longest rivers of the country.
5. What is the national symbol of the country?
6. Who is formal\real head of the state?

7. Who heads the country government?
8. How many chambers does the British Parliament have?
9. What are the largest political parties of the UK?
10. What is the capital of the UK?
11. How old is London?
12. Where is it situated?
13. What is the population of London?
14. How many parts does London consist of?
15. What is the official and historical part of London?
16. What is the geographical centre of London?
17. The City is the main financial centre of London, isn't it?
18. Where is the British Queen's residence situated?
19. Who lives in the West End?

***VIII. Find the sentences with the following words and word combinations in the text A and translate them into Russian.***

Within the City; 69 million; the famous Tower of London; differ from; the most beautiful and richest part; London is divided into; the Nelson's Column; the official and historic part of London; numerous companies; several political parties; the main city of the country; majority; the country weather; the official languages; comprises; washed by; every day many people; the Docks are also here.

***IX. Find English equivalents to the Russian words and word combinations.***

Европейский континент; разделять страну на четыре части; центр Лондона; главный финансовый центр; национальный флаг; «деньги» Лондона; «руки» Лондона; столица; принадлежать; регион; заводы и фабрики; английский архитектор; политические партии; наиболее влиятельный; климат; погода; часто меняющийся; страна не богата; национальный символ страны.

***X. Find Russian equivalents to the English words and word combinations.***

People often say; the National Gallery ; cheap blocks of flats; quite different; mainly inhabited by; the English Churches; lives in cities and towns; within the City; outstanding people; the largest sea ports; the highest mountain; the oldest part of the British capital; one of the world's largest museum; belong to; the royal church; an ancient city; the official London residence of the UK Queen.

***XI. Insert the missing words and word combinations.***

1. The official name of Great Britain is ... .
2. The United Kingdom comprises ... .
3. The country territory is ... .
4. The UK is one of the most densely ... .
5. It is a constitutional ... .
6. The official head of the state is ... .
7. The House of Commons and the House of Lords are ... .
8. The British Prime Minister is ... .
9. English is ... of the state.
10. London is ... It is the country ... .
11. Great Britain is one of the world's ... .
12. It is also one of the most ... .

***XII. Give a short summary of the text A "Great Britain". Use active words and word combinations from the text.***

***XIII. Read and translate the dialogues: "Great Britain".***

**A**

**Andrey:** Dima, how was your trip to Great Britain?

**Dima:** Wonderful! It was great experience for me.

**Andrey:** Were you there just for sightseeing or for studying?

**Dima:** It was my first visit there, so I wanted to see as many sights as possible. And, it was an educational exchange also.

**Andrey:** What did you see in London?

**Dima:** First of all, I visited the Trafalgar Square and saw the Nelson's Column on it. Secondly, I was at the Piccadilly Circus. It's now one of my favourite parts of London. It is especially beautiful at night, when it is richly illuminated. I took many pictures of it.

**Andrey:** Sounds interesting.

**Dima:** If there is another trip, I'll let you know.

## B

**Lenya:** Is England the name of that country?

**Alina:** No, it isn't. It's called Great Britain, or simply Britain. England is a part of it.

**Lenya:** Really? So, I'm sorry, I'm mistaken.

**Alina:** In my opinion you simply mix the names.

**Lenya:** And what about the United Kingdom of Great Britain and Northern Ireland or the United Kingdom? That sounds more official, doesn't it?

**Alina:** Yes, it's the official name of that country. But you shouldn't forget that though in everyday speech Britain is used to mean the United Kingdom, it's the name of the island which is made up of England, Scotland and Wales.

**Lenya:** Thanks, I've guessed at last.

## C

**Mike:** Martin, you have to see St. James's Church, Piccadilly, while you're here in London.

**Martin:** Why?

**Mike:** It's beautiful, and the famous architect Sir Christopher Wren designed it.

**Martin:** His name is familiar.

**Guzel:** I would like to see The Globe.

**Mariya:** It's really a nice replica of where Shakespeare's plays were performed.

**Guzel:** Martin wants to go the Imperial War Museum.

**Mariya:** Or there's the British Museum.

**Mike:** And you can visit Madame Tussaud's.

**Martin:** What about some place outside of London?

**Mike:** You could go to Stonehenge. The stones are much bigger than you might expect.

**Mariya:** Or you could go to Brighton. There's a nice beach.

**XIV. Make up your own dialogue with your class-mates using the following words and word combinations.**

The United Kingdom; places of interest; administrative, economic and cultural center; beautiful parks; the visitors' attention; fine new buildings; to attract; in my opinion; the official name the country; capitals; the national symbol of the country; the head of the state; the population of Great Britain; numerous companies; «the money» of London; «the goods» of London; «the hands» of London.

**XV. Read and translate the text B.**

**“THE MAIN CITIES OF THE UNITED KINGDOM  
OF GREAT BRITAIN AND NORTHERN IRELAND”**

**The United Kingdom of Great Britain and Northern Ireland** has four historic parts: England with its capital in London, Scotland with its capital in Edinburgh, Wales with its capital in Cardiff and Northern Ireland with its capital in Belfast.

**Belfast**, a capital of Northern Ireland, is its main administrative, economic and cultural center. It is situated at the mouth of the river Lagan on the shores of Belfast Lough. Among other places of interest in Belfast are the Queen's University with many fine new buildings, the



Cathedral of St. Anne and the Art Gallery. The outskirts of Belfast are rich in beautiful parks. The Botanic Gardens contain a rich collection of rare

plants. Some of the tropical plants are 100 years old. The Palm House built in 1850 usually attracts the visitors' attention.

**London** naturally comes first among the biggest industrial cities of the country. Lots of things such as clothes, food, planes and cars are made in London. London's wider metropolitan area has a population of between 12



and 14 million depending on the definition of that area. According to Eurostat, London has been the most populous city and metropolitan area of the European Union. A survey of London's ethnic and religious diversity claimed that there were more than

300 languages spoken and more than 50 non-indigenous communities with a population of more than 10,000. London is the major global centre of higher education teaching and research and has the largest concentration of higher education institutes in Europe.

**Birmingham** is the biggest town in the centre of England. Machines, cars and lorries are made here. TV- and radio-sets are also produced in Birmingham. The central focus of Birmingham is Victoria Square, with the classical Town Hall (1834), the Renaissance-style Council House (1874 –



1881), and the City of Birmingham Museum and Art Gallery. People from Birmingham are called *Brummies*, a term derived from the city's nickname of "Brum", which originates from the city's old name, *Brummagem*, which in turn is thought to have derived from

"Bromwich-ham". The Brummie accent and dialect are particularly distinctive.

Birmingham is home to five universities: Aston University, University of Birmingham, Birmingham City University, University College Birmingham and Newman University.

**Manchester** is an industrial capital of the North of England. It is a very old city. It lies within the United Kingdom's second-most populous urban area, with a population of 2.5 million and third most populous metropolitan area, with a population of 3.3 million. Manchester is the third most visited city in the UK, after London and Edinburgh. It is notable for its architecture, culture, musical exports, media links, scientific and engineering output, social impact, sports clubs and transport connections. It is the centre of cotton industry. There are three universities in the City of Manchester. The University of Manchester, Manchester Metropolitan University and Royal Northern College of Music. Manchester was the first city in Great Britain to build an airport in 1929. Manchester has many libraries, museums, art galleries and theatres.



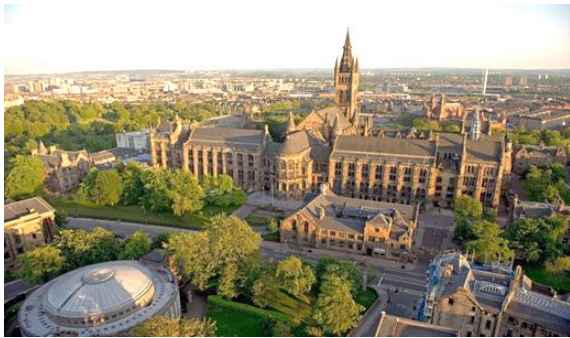
**Edinburgh** is the capital of Scotland. It is one of the most beautiful cities in Europe. To the south, the view is dominated by Edinburgh Castle, built high on Castle Rock, and the long sweep of the Old Town descending towards Holyrood Palace. To the north lie Princes Street and the New Town.



The West End includes the financial district, with insurance and banking offices as well as the Edinburgh International Conference Centre. Edinburgh's Old and New Towns were listed as a UNESCO World Heritage Site in 1995 in recognition of the unique character of the Old Town with its medieval street layout and the planned Georgian New Town, including the adjoining Dean Village and Calton Hill areas. Its main attractions are the Floral clock made of growing

flowers, and the Edinburgh Art Festivals, the annual summer performances of operas, dancing, music and drama. There are three universities in Edinburgh, the University of Edinburgh, Heriot-Watt University and Edinburgh Napier University.

**Glasgow** is another great Scottish city. It is the third most populous city in the United Kingdom, as of the 2019 estimated city population of 611,748. Glasgow is also known for the Glasgow patter, a distinct dialect of



the Scots language that is noted for being difficult to understand by those from outside the city. Glasgow has an impressive heritage of Victorian architecture: the Glasgow City Chambers; the main building of the University of Glasgow, designed

by Sir George Gilbert Scott; and the Kelvingrove Art Gallery and Museum, designed by Sir John W. Simpson, are notable examples. It is famous for its shipyards. Glasgow is a great industrial city and also the centre of Scottish culture.

**Cardiff** is the capital of Wales, historical, shopping and culture center of the country, situated on the shores of Bristol Bay. Welsh was the majority language in Cardiff from the 13th century. Today, Cardiff is the principal finance and business services centre in Wales, and as such there is a strong representation of finance and business services in the local economy. Cardiff is home to four major institutions of higher education: Cardiff



University, Cardiff Metropolitan University, University of South Wales and the Royal Welsh College of Music & Drama. Cardiff Castle is one of the leading architectural attractions of Wales and is listed as historical heritage of international significance.

It is located in the heart of the Welsh capital, in a beautiful park. The walls of the castle, its towers and surrounding tales and legends goes back 2000 years of history. It is a big port and ships come here from all over the world.

**Cambridge and Oxford** are the oldest university towns in Great Britain. Many great men studied in these universities: Cromwell, Newton, Byron, Darwin and others.

### **Cambridge**

Cambridge, "bridge over the river Cam" is a city in the United Kingdom. It is located in the East of England, the administrative center of the County, separated into a separate area with the status of "city" in the southern part of the non-

Metropolitan County of Cambridgeshire. It is one of the oldest University centers in Europe. The city is home to one of the world's best universities, with 87 Nobel laureates associated with it. Cambridge is about 2000 years old. The University of



Cambridge was founded in 1209. The buildings of the university include King's College Chapel, Cavendish Laboratory, and the Cambridge University Library, one of the largest legal deposit libraries in the world.

**Oxford** is a university city in Oxfordshire, England, with a population of 155,000. It is 56 miles (90 km) northwest of London. The city is home to the University of Oxford, the oldest university in the English-speaking world, and has buildings in every style of English architecture from late Anglo-Saxon. Oxford's industries include motor manufacturing, education, publishing, information technology and science.



Oxford is home to many museums, galleries, and collections, most of which are free of admission charges and are major tourist attractions. The majority

are departments of the University of Oxford. The University of Oxford maintains the largest university library system in the UK, and, with over 11 million volumes housed on 120 miles (190 km) of shelving, the Bodleian group is the second-largest library in the UK, after the British Library.

***XVI. Give a short summary of the text A “Great Britain”. Use active words and word combinations from the text.***

### **GRAMMAR**

***XVII. Change the sentences into Present Perfect and translate them.***

1. Students are writing a dictation.
2. They are having tea.
3. We are looking for more CDs with good music.
4. Molly is translating a difficult article from German into Russian.
5. I'm telling my friends an interesting story.

***Put these sentences in the question and negative forms.***

1. You had studied English before you entered the University.
2. They had arrived at the station by 6 o'clock.
3. James had finished reading the book by last Sunday.
4. I had done my lessons by the time you called me up.
5. The teacher had given the students their homework before the bell rang.

***Translate into English.***

1. Моя мама вернется домой к 10 часам. перезвоните позднее.
2. К концу сентября они получают хорошую премию.
3. Я плохо себя чувствую, но к концу недели я выздоровлю.
4. На следующей неделе у меня будет больше времени, так как я сдам все экзамены.
5. Когда мой папа вернется домой, он будет очень усталым.

***Put these sentences in the question and negative forms.***

1. Trevor and Laura **will have lived** here for four years next April.
2. This chess game is going to last ages. They **won't have finished** it until midnight.

3. **I will have read** this book by the time it's due back to the library.
4. My husband **will have finished** his work by half past eight, so he should be home about nine.
5. Phone me after 8 o'clock. **We'll have finished** dinner by then.

***XVIII. Discuss the following statements.***

1. Great Britain is a large island in the North Atlantic Ocean off the northwest coast of continental Europe.
2. The term "Great Britain" is often used to include the whole of England, Scotland and Wales including their component adjoining islands.
3. The country is a constitutional monarchy and officially the Queen is the Head of state.
4. A lot of famous people were born and lived in Great Britain.
5. There are many beautiful lakes and mountains in Scotland and England.
6. The island is dominated by a maritime climate with quite narrow temperature differences between seasons.

***XIX. Make up your own project in the form of presentation on the topic: "THE COUNTRY OF THE LANGUAGE WE STUDY".***

## Unit V

### EDUCATION

*“Learning is a treasure  
that will follow its owner everywhere”  
(Chinese proverb)*

#### *I. Study and memorize the following words and expressions:*

- |  |   |
|--|---|
| 1) the jurisdiction                      | – юрисдикция                                |
| 2) The Ministry of Education and Science | – Министерство образования и науки          |
| 3) responsible for                       | – ответственный за                          |
| 4) the accreditation and licensing       | – аккредитация и лицензирование             |
| 5) State Educational Standards           | – Государственные образовательные стандарты |
| 6) to maintain                           | – поддерживать                              |
| 7) to construct                          | – создавать, придумывать                    |
| 8) at least                              | – по крайней мере                           |
| 9) a secondary education                 | – среднее образование                       |
| 10) pursuit                              | – стремление                                |
| 11) prestigious                          | – престижный                                |
| 12) demands                              | – требования                                |
| 13) educational establishments           | – образовательные учреждения                |
| 14) annually                             | – ежегодно                                  |
| 15) to involve                           | – включать (в себя)                         |
| 16) to employ                            | – предоставлять работу;<br>нанимать         |
| 17) an applicant                         | – кандидат, соискатель                      |
| 18) public and non-public<br>(non-State) | – государственный<br>и негосударственный    |

19) postgraduate higher education	– послевузовское высшее образование
20) to receive	– получать
21) to be capable	– быть способным
22) mutual recognition	– общее признание
23) validation	– признание законной силы
24) seal	– гарантия; доказательство
25) irrespective	– независимо(от); несмотря на
26) ownership pattern	– формы собственности
27) assessment week	– зачетная неделя
28) assignment works	– задания; работы
29) to defend course projects	– представлять к защите дипломные проекты
30) in recent years	– в последние годы; за последние годы
31) drastic changes	– кардинальные перемены
32) comprehensive transformation	– всестороннее преобразование
33) diversification	– расширение области, деятельности
34) emergence	– ученый

## ***II. Train the pronunciation of the following words:***

construct [kən'strʌkt], pursuit [pə'sju:t] , prestigious [pres'tɪdʒəs], employ [ɪm'plɔɪ, em-], sphere [sfɪə], half [hɑ:f], qualification [ˌkwɒlɪfɪ'keɪʃ(ə)n], equivalent [ɪ'kwɪv(ə)lənt], expert['ekspɜ:t], society [sə'saɪəti], mutual ['mju:tʃʊəl], irrespective [ˌɪrɪ'spektɪv], municipal [mju:'nɪsɪp(ə)l], experienced [ɪk'spɪəriən(t)st], status ['steɪtəs], semester [sɪ'mestə], assignment [ə'saɪnmənt], course project [kɔ:s 'prɒdʒekt], exam [ɪg'zæm, eg-], session ['seʃ(ə)n], drastic ['dræstɪk], the diversification], emergence [ɪ'mɜ:dʒ(ə)n(t)s], comprehensive [ˌkɒmprɪ'hen(t)sɪv], flexible ['fleksəbl], education [ˌedʒu'keɪʃ(ə)n].

**III. Find the sentences with the following words in the text A and translate them into Russian.**

The jurisdiction, State Educational Standards, basic higher education, postgraduate higher education, in the middle of the 18th century, very prestigious, began to change, academic year, each semester, the national emblem, similar to that of Britain, in Soviet times, evolutionary reformation, open for everything new, another type of education.

**IV. Insert the missing words and word combinations.**

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. The system was... similar to that of ... .</li><li>2. The ... of higher education was and still is considered to be ... . . . .</li><li>3. There are ... educational establishments of ... . . . . in the Russian Federation.</li><li>4. More than ... . . . . are employed in the ... . . . . .</li><li>5. ... has the most ... . . . in the world.</li><li>6. I wash the dishes, go shopping and ... . . . .</li><li>7. About 300000 applicants from .. . . . of the world come to study at ... . . . .</li><li>8. ... . . . in Russia is provided by ... . . . . . accredited higher education institutions.</li><li>9. Major... . . . have noted that Russian... . . . is one of the most educational systems in the world .</li><li>10. The ... . . . starts on 1st of September and ends at ... . . . . .</li><li>11. Russian ... . . . is that is why it is always open for ... . . . .</li></ol> | <p>constructed, very flexible, Germany, pursuit, very prestigious, 180,000, academic year, all types and categories, 6 million people, sphere of education, Russia, educated population, the end of June, all the countries, Russian universities, Higher Education, everything new, public and non-public (non-State), international experts, <i>educational system</i>, developed and advanced</p> |
|---|--|

***V. Read and translate the text A.***

***HIGHER EDUCATION IN RUSSIA***

Higher Education is under the jurisdiction of The Ministry of Education and Science of the Russian Federation which is responsible for the accreditation and licensing of Higher Education Establishments, and for developing and maintaining State Educational Standards.

***History of education in Russia***

Russia's higher education system started with the foundation of the universities in Moscow and St. Petersburg in the middle of the 18th century. The system was constructed similar to that of Germany. In Soviet times, all of the population in Russia had at least a secondary education. The pursuit of higher education was and still is considered to be very prestigious. Due in great part to demands of the international educational organizations, the system of education in Russia began to change over the past four to five years. Universities began transitioning to a system similar to that of Britain and the USA: 4 years for the Bachelor's degree and 2 years for a Master's degree.



***Educational establishments***

There are 180,000 educational establishments of all types and categories in the Russian Federation. About 35 million people or 25 % of the total population of the country are annually involved in one or another type of education. More than 6 million people are employed in the sphere of education. Russia has the most educated population in the world. More than half of Russians have higher education qualification. About 300000 applicants from all the countries of the world come to study at Russian universities.

Higher Education in Russia is provided by public and non-public (non-State) accredited higher education institutions. There are two levels of higher education:

- Basic higher education (4 years) leading to the Bakalavr's degree, the first university level degree. This is equivalent to the B.Sc. degree in the US or Western Europe.

- Postgraduate higher education (5 – 6 years or more). After two years, students are entitled to receive a Magistr's degree. This is equivalent



to a Master's Degree (M.Sc, M.A.) in the US or Western Europe. After a Master's degree, students can continue to study towards a doctoral degree: Kandidat Nauk degree (the first level, equivalent to Ph. D.) and Doktor Nauk degree (the second, highest level, equivalent to Professor).

In the Russian Federation there are:

- More than 700 State Higher Educational Institutions.
- More than 15 million students.
- More than 350,000 foreign students studying at Russian State Universities.

### ***Russian system of higher education***

Major international experts have noted that Russian educational system is one of the most developed and advanced educational systems in the world. In the context of a changing society, the educational system proved to be capable of adapting to rapid transformations of new realities and to the phase of prolonged evolutionary reformation.

Only accredited higher education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights, and are covered by the international agreements on mutual recognition and validation of education documents. Only accredited higher education establishments have the right to use the seal with the national

emblem of the Russian Federation. All state degrees award specific qualifications to a graduate, irrespective of the type of educational institution (University, Academy, and Institute) and the ownership pattern (state, municipal, non-state), are equal in status.

### ***Academic year and semester***

The academic year starts on 1st of September and ends at the end of June. It is divided into an autumn and spring semester. A study period of 16 weeks in autumn term and a study period of 15 – 16 weeks in spring term. Each semester ends with one assessment week during which students take course tests and present assignment works and defend course projects.

Exam session: Two or three weeks' period of examinations and final assessments take place each semester.

In recent years, the system of education of the Russian Federation has been undergoing drastic changes in the framework of the comprehensive transformation of the country as a whole. The main changes have been proceeding along the diversification: emergence of new types of educational institutions, introduction of a multi-level higher education system (Bachelor's and Master's Degrees in addition to the traditional Diploma – Specialist Degree), and profound changes in curricula. Russian educational system is very flexible that is why it is always open for everything new.

*<https://eduinrus.ru/en/about-education-in-russia/education-in-russia>*

### ***VI. Comprehension check. Answer the following questions.***

1. Under whose jurisdiction is higher education in Russia?
2. What is the Ministry of Education and Science in the Russian Federation responsible for?
3. What did Russia's higher education system start with and when did it start?
4. What was the higher education system constructed similar to?
5. What education did the population in Russia have in Soviet time?
6. Is the pursuit of higher education considered to be very prestigious or not?
7. Why did the system of education in Russia begin to change over the past years?

8. How did universities begin transitioning?
9. How many educational establishments of all types and categories are there in the Russian Federation?
10. How many people are employed in the sphere of education?
11. What part of the population in Russia has higher education qualification?
12. How many levels of higher education are there and what are they?
13. How many Higher Educational Institutions are there in Russia?
14. What is the number of students in Russia?
15. How many foreign students are studying at Russian State Universities?
16. What have international experts noted about Russian educational system?
17. What did the Russian educational system prove in the context of a changing society?
18. What education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights and mutual recognition and validation of education documents?
19. What qualifications do all state degrees award to graduates?
20. When does the academic year start and end? How many semesters are academic years divided?
21. How does each semester end?
22. What main changes have been proceeding along the diversification of the education system?

***VII. Find the English equivalents of the following words and expressions in the text A.***

Государственные образовательные стандарты; Министерство образования и науки Российской Федерации; среднее образование; стремление получить высшее образование; степень бакалавра; степень магистра; государственные и негосударственные аккредитованные высшие учебные заведения; выдавать дипломы государственного образца; тип учебного заведения; учебный год; многоступенчатая система высшего образования.

***VIII. Match the words and expressions with their translation.***

- |                        |  |
|------------------------|--|
| 1) responsible         | a. переход                               |
| 2) accrediting         | b. сфера образования                     |
| 3) changing society    | c. конструировать, образовывать, строить |
| 4) construct           | d. меняющееся общество                   |
| 5) demand              | e. ежегодно                              |
| 6) transitioning       | f. взаимное признание                    |
| 7) annually            | g. аккредитация                          |
| 8) sphere of education | h. претерпевать, подвергаться            |
| 9) mutual recognition  | i. возникновение                         |
| 10) validation         | j. требование                            |
| 11) adapting           | k. рамки                                 |
| 12) framework          | l. легализация, подтверждение            |
| 13) emergence          | m. ответственный                         |
| 14) undergo            | n. приспособление, адаптация             |

***IX. Tell whether the sentences below true or false. Start your corrections with the words: It is true, it is false. Correct the false statements.***

1. Higher education is under the jurisdiction of various ministries.
2. Russia's higher education system started with the foundation of the universities in the 12<sup>th</sup> century.
3. In Soviet times, all of the population in Russia had at least a secondary education.
4. Universities began transitioning to a system similar to that of Germany.
5. There are more than 200,000 educational establishments of all types and categories in the Russian Federation.
6. Russia has the most educated population in the world.
7. Higher Education in Russia is provided only by public higher education institutions.
8. In the Russian Federation there are more than 1000 State Higher Educational Institutions.

9. Only universities have the right to issue state diplomas and degrees ensuring full vocational and academic rights.
10. The academic year is divided into three semesters; a study period of 4 weeks in each semester.

***X. Find the English equivalents of the sentences below in the text A.***

1. Высшее образование находится в ведении Министерства образования и науки Российской Федерации, которое отвечает за аккредитацию и лицензирование высших учебных заведений, а также за разработку и поддержание государственных образовательных стандартов.
2. В советское время у всего населения России было как минимум среднее образование.
3. Во многом благодаря требованиям международных образовательных организаций за последние четыре-пять лет система образования в России начала меняться.
4. В Российской Федерации насчитывается 180 000 образовательных учреждений всех типов и категорий.
5. На обучение в российские вузы приезжают около 300 000 абитуриентов со всех стран мира.
6. Крупнейшие международные эксперты отмечают, что российская система образования является одной из самых развитых и передовых в мире.
7. Только аккредитованные высшие учебные заведения имеют право использовать печать с государственным гербом Российской Федерации.
8. Экзаменационные сессии с двух- или трехнедельным периодом экзаменов и итоговых оценок проводятся каждый семестр.
9. В последние годы система образования Российской Федерации претерпевает кардинальные изменения в рамках комплексной трансформации страны в целом.
10. Российская система образования очень гибкая, поэтому всегда открыта для всего нового.

*XI. Divide the text into logical parts and speak briefly about Russia's higher education.*

*XII. Read and translate the text B.*

### **“LIFE AT COLLEGE AND UNIVERSITY”**

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.



There are 109 recognized universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Good A-level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it **a grant**<sup>1</sup> from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of **Bachelor of Arts**<sup>2</sup>, Science, Engineering, Medicine, etc. Later he may continue to take **a Master's Degree**<sup>3</sup> and then **a Doctor's Degree**<sup>4</sup>. Research is an important feature of university work.

The Oxford and Cambridge Universities date from the twelfth and thirteenth centuries.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called **Redbrick<sup>5</sup> universities** were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and **sandwich courses<sup>6</sup>**. **Colleges of Education<sup>7</sup>**



provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject.

Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There is an interesting form of studies which is called **the Open University<sup>8</sup>**. It is intended for people who study in their own free time and who 'attend' lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

### **References:**

1. **grant** – стипендия (обыкн. выплачивается студентам из средств государственного бюджета или местных органов власти)
2. **Bachelor of Arts** – бакалавр искусств (обладатель степени бакалавра по одной из гуманитарных или математических наук в университетах).

3. **Master's Degree** – ученая степень магистра (*присуждается университетом лицам, успешно завершившим по крайней мере год учебы и исследовательской работы после окончания университета*).
4. **Doctor's Degree** – ученая степень доктора.
5. **Redbrick universities** – «Краснокирпичные» университеты (*разговорное название университетов, появившихся в XIX – начале XX в.*).
6. **Sandwich course** – курсы «сэндвич» (*для работающих; обычно при техническом колледже, где занятия чередуются с работой на предприятии*).
7. **College of Education** – педагогический колледж (*трехгодичный педагогический институт; в 1965 г. такие колледжи получили статус университета*).
8. **Open University** – Открытый университет, университет для всех (*функционирует с 1971 г.*).

### ***XIII. Comprehension check. Answer the following questions.***

1. How many terms is the academic year in Britain's universities, Polytechnics, Colleges of Education divided into?
2. How long do the terms usually run?
3. How many universities are there in Britain?
4. Where are the oldest and best-known universities located?
5. What is necessary to get a place at a university?
6. How do universities choose their students?
7. What does a place at a university bring with it for all British citizens?
8. How do English universities differ from each other?
9. What degree will a university graduate leave with after three years of study?
10. What other degrees can university graduates get?
11. What is an important feature of university work?
12. What centuries do Oxford and Cambridge Universities date from?
13. What centuries do the Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from?

14. When were the so-called Redbrick universities founded?
15. When were 20 'new' universities set up? How are they sometimes called?
16. What degrees and courses did the Polytechnics offer?
17. What courses do Colleges of Education provide?
18. Where may those who decide to leave school at the age of 16 go?
19. What can they study at further education colleges?
20. Who is the Open University intended for?
21. How do people study and attend lectures at the Open University?
22. How do they keep in touch with their tutors?
23. How many overseas students study at British universities or further education colleges?

***XIV. Give a short summary of the text B using the following words and word combinations:***

The academic year; Britain's universities; divided into; terms; usually run; recognized universities; the oldest and best-known universities; A-level results; at least two subjects; necessary; greatly differ from each other; The Scottish universities; date from the fifteenth and sixteenth centuries; the Government set up; full-time and sandwich courses; the graduate specializes; strong ties with commerce and industry; the Open University; study in their own free time; by watching television; listening to the radio; be unable to enter; overseas students; further education; train in nursing, law, banking or in industry.

***XV. Translate into English.***

1. Образование является важной частью современной жизни.
2. Быть образованным значит знать много необходимых и полезных вещей для жизни.
3. В последнее время происходит положительная динамика роста числа иностранных студентов.
4. После окончания 11-го класса средней школы, лицея или гимназии, ученики могут получить высшее образование.

5. Учиться в России престижно и выгодно. Вы можете быть уверены, что получите все необходимые знания по выбранной специальности.
6. Получать образование можно как на коммерческой основе, так и бесплатно при поддержке Правительства России.
7. История высшего образования в России возвращает нас к 1755 году когда первый университет был основан в Москве по инициативе Михаила Ломоносова.
8. Многие учебные заведения предлагают степень бакалавра с четырехлетней программой и степень магистра с двухлетней программой обучения.
9. После завершения высшего образования можно дополнительно поступать в аспирантуру и учиться в течение еще трех лет.
10. Высшее образование – это своеобразный признак интеллигентности и высокого уровня культуры личности.

***XVI. Read and translate the following dialogues.***

**A**

**Nick:** Do we have a History of State and Law today?

**Lena:** No, the teacher is sick, today is the lesson of Philosophy.

**Nick:** It's good. I love Philosophy.

**Lena:** And I like History more.

**B**

**Nick:** Lena, do you like studying at the University?

**Lena:** Yes, I have excellent teachers and wonderful classmates. Have you already made friends with someone Nick?

**Nick:** Yes, I became friends with Ira. She is fascinated by astronomy. We spend many evenings together, watching the stars.

**Lena:** It's very romantic.

**Nick:** Yes, and she is very beautiful. I think that I like her more than just a friend.

## C

**Lena:** Were you invited to a student's party?

**Nick:** Yes, it will be grandiose.

**Lena:** We go there with Alexander, you come with us.

**Nick:** Yes, it will be fun together.

**XVII. Make up your own dialogue with your group-mates using the following words and word combinations.**

Nice to meet you, University, enter exams, favorite subjects, years old, friendly, good looking, canteen, party, curriculum, tutor, teaching staff, mark, mid-sessional exam, sessional exam, a freshman, tuition, paid by the students, free of charge, the term of studying.

**XVIII. Tell about your institution using the following sentences.**

1. My name is ... . I'm a ... year student at the ... institute of the ... university.
2. I study these subjects: ... ..
3. After I graduate from the university, I'll be ... (a teacher, an engineer, a lawyer, ...etc.)
4. My university was founded in ... .
5. It's one of the ... (oldest, newest, largest) higher education establishments in Russia.
6. The university campus consists of a number of big buildings, including the teaching blocks, administrative block, ... and ... .
7. There are ... institutes at university , including the faculty of ... and ... .
8. The overall number of students studying at University in the daytime, evening and extra-mural departments is about ... thousand (hundred).
9. Most of them live in the hostel, the others live either with their ... or ...  
....
10. We students take ... .. in social work. Most of us also go ... ..

## GRAMMAR

### *XIX. Put in the verbs. Use the present perfect continuous.*

**Ilona:** Sorry I'm late.

**Model:** Emma: It's OK. ... **I haven't been waiting...** (I / not / wait) long.  
What ... (you/do)?

**Nelly:** I've been with Mrs. King. ... (she / help) me with my English.

**Nelly:** Your English is very good. You don't need lessons, surely.  
How long ... (you / study) English?

**Ilona:** ... , eight years now. But my accent wasn't so good before I came to  
England. ... (I / try) to improve it. I think ... (it / get) better lately.

**Nelly:** Your accent is fine, Ilona. Honestly.

### *Translate into English.*

1. Как долго вы изучаете испанский язык?
2. Мы живем здесь только год.
3. Дождь идёт с раннего утра.
4. Чем он занимается с тех пор, как мы виделись с ним в последний раз?
5. Я пытаюсь отремонтировать компьютер на протяжении всего дня.

### *XX. Discuss the following statements.*

1. Higher education plays a very important role in our life.
2. There are many good universities in our country.
3. I think that choosing a future profession and university is a serious step in every person's life.
4. Higher education gives many future possibilities.
5. Higher education gives the chance to find an interesting and well-paid job after graduating from the university.
6. Education makes people kin, helps them understand each other better.
7. Human progress mostly depended upon well-educated people.

**XXI. Make up your own project in the form of presentation on the topic: "THE ROLE OF THE HIGHER EDUCATION".**

## Unit VI

### WORLD OF PROFESSIONS

*“If you don’t think about the future,  
you will not have one”*

*John Galsworthy*

#### *I. Study and memorize the following words and expressions:*

- |                                  |   |                                       |
|----------------------------------|---|---------------------------------------|
| 1) to choose a career            | – | выбирать карьеру                      |
| 2) profession                    | – | профессия                             |
| 3) tough decision                | – | трудное решение                       |
| 4) according to                  | – | согласно кому-л./чему-л.              |
| 5) to be passionate              | – | быть увлеченным (чем-л.)              |
| 6) to earn money                 | – | зарабатывать деньги                   |
| 7) to require                    | – | требовать                             |
| 8) special training              | – | специальное образование               |
| 9) high social status            | – | высокий социальный статус             |
| 10) to find a job                | – | находить работу                       |
| 11) absolutely true              | – | абсолютная правда                     |
| 12) to succeed                   | – | достигать цели; иметь успех           |
| 13) joyless                      | – | безрадостный                          |
| 14) high time                    | – | пора (что-то решать)                  |
| 15) to take action               | – | начать действовать                    |
| 16) personality traits           | – | личностные черты; личностные качества |
| 17) to identify                  | – | определять; идентифицировать          |
| 18) a conscious decision         | – | сознательное решение                  |
| 19) essential                    | – | существенный; важнейший               |
| 20) to explore job options       | – | изучить рынок труда                   |
| 21) calling                      | – | призвание; профессия                  |
| 22) to get appropriate education | – | получить соответствующее образование  |

23) awareness	– информированность; осведомленность
24) individual abilities	– индивидуальные способности
25) to take care of smb	– заботиться о ком-либо
26) to guess	– догадаться
27) all in all	– в общем; в целом
28) the most popular jobs	– самые востребованные профессии
29) waitresses	– официанты
30) hairstylists	– парикмахеры
31) drastic changes	– кардинальные перемены
32) an important issue	– важная проблема
33) to make life filled	– сделать жизнь насыщенной
34) monotonous	– монотонный; однообразный

***Remember the differences:***

***A job*** is the work that a person does regularly in order to earn money.

***A career*** is the series of jobs that a person does in his/her life.

***A profession*** is a job that requires special training and brings other high social status.

***II. Train the pronunciation of the following words:***

career [kə'riə], tough [tʌf], Confucius [kən'fju:ʃəs], absolutely [ˌæbs(ə)'l(j)u:tlɪ], true [tru:], passionate ['pæʃ(ə)nət], succeed [sək'si:d], value ['vælju:], certain ['sɜ:t(ə)n], personality [ˌpɜ:s(ə)'næləti], trait [treɪt, treɪ], identify [aɪ'dentɪfaɪ], suitable ['s(j)u:təbl], conscious ['kɒn(t)ʃəs], decision [dɪ'sɪʒn], grown-up ['grəʊnʌp], essential [ɪ'sen(t)ʃ(ə)l], explore [ɪk'splɔ:, ek-], chase [tʃeɪs], calling ['kɔ:lɪŋ], appropriate [ə'prəʊpriət], awareness [ə'weənəs], individual [ˌɪndɪ'vɪdʒuəl, -dʒuəl], ability [ə'bɪləti], talent ['tælənt], chef [ʃef], instance ['ɪn(t)stən(t)s], therefore ['ðeəfɔ:], veterinary ['vet(ə)rɪn(ə)rɪ], surgeon ['sɜ:dʒ(ə)n], guess [ges], designer [dɪ'zainə], architect ['ɑ:kɪtekt], clerk [klɑ:k], policemen [pə'li:smən], waitress ['weɪtrəs, -rɪs], hairstylist ['heə'staɪlɪst], issue ['ɪʃu:, 'ɪʃu:], monotonous [mə'nɒt(ə)nəs], joyless ['dʒɔɪləs].

**III. Find the sentences with the following words in the text A and translate them into Russian.**

There are people; choosing a career; it is not difficult; according to Confucius; passionate; to succeed; it is high time; have a talent for; the most popular jobs; personality traits; a conscious decision; skills and knowledge; parents' dreams; absolutely wrong; an important issue; not interested to work; to decide for yourself; make a choice; a lot of job options; the choice of professions; dreams of becoming.

**IV. Insert the missing words and word combinations.**

1. It is an important issue that makes life filled, bright, interesting or ... and ... .
2. You should take into account your ... , ... , ... .
3. 3. Today there are a lot of ... ... to choose from out there.
4. If you are... about your work, you have more ... to succeed.
5. ..., if you want to influence your... it is high time to ... ....
6. Well, choosing a proper career is a ... ... of a grown-up person.
7. If you are ... ... to work in a field they want you do, always ... your ....
8. Some people ... ... ... for painting and are not good at the ... ... .
9. ... ... ..., today the most ... ... are office clerks, policemen, teachers, waitresses, hairstylists, drivers and some others.
10. Moreover, when you .. .. , it is also important to get ... ... that will give you all the... skills, knowledge and ... .. .
11. It is not ... to ... that they become painters, designers or architects.

So, popular jobs, conscious decision, monotonous, guess, to have a talent, joyless, values, not interested, appropriate education, chances, stand, interests, skills, future, job options, practical awareness, other things, take actions, necessary, passionate, ground, all in all, make a choice, difficult.

*V. Read and translate the text A.*

**“THE WORLD OF PROFESSIONS”**

Choosing a career is one of the most important and tough decisions people will ever make in life. According to Confucius<sup>1</sup>, "Find a job you love and you will never work a day in your life." It is absolutely true. If you are passionate about your work, you have more chances to succeed. So, if you want to influence your future, it is high time to take actions. At first, you have to learn about yourself. You should take into account your values, interests, skills, as well as certain personality traits which can identify the most suitable professions for you.



Well, choosing a proper career is a conscious decision of a grown-up person, and it is essential to explore job options that match your interests, skills and knowledge. It is absolutely wrong to chase your parents' dreams. If you are not interested to work in a field they want you do, always stand your ground. It is high time for you to decide for yourself what to do for living and to find your real calling. Moreover, when you make a choice, it is also important to get appropriate education that will give you all the necessary skills, knowledge and practical awareness.

Today there are a lot of job options to choose from out there. Anyway, the choice of professions depends on people's individual abilities and talents. Some people have dreams of becoming a doctor and saving people's lives, others like cooking and become master chefs.



There are people, for instance, who like taking care of animals, and therefore become veterinary surgeons. Some people have a talent for painting and are not good at the other things. It is not difficult to guess that they become painters, designers or architects. All in all, today the most popular jobs are office clerks, policemen, teachers, waitresses, hairstylists,

drivers and some others. It is an important issue that makes life filled, bright, interesting or monotonous and joyless.

**References:**

1. **Confucius** (551 – 479 **BC**), Chinese philosopher; Latinized name of Kongfuze (K'ung Fu-tzu) 'Kong the master'. His ideas about the importance of practical moral values, collected by his disciples in the Analects, formed the basis of the philosophy of Confucianism. **BC** (abbreviation) Before Christ is used to indicate that a date is before the Christian era.

**VI. Comprehension check. Answer the following questions.**

1. What is one of the most important and tough decisions people will ever make in life?
2. What did Confucius say about finding a job you love? Is it true or not?
3. What should you do to influence your future?
4. What steps should you take to influence your future?
5. What does choosing a proper career include?
6. Is it absolutely necessary to choose your parents' dreams or not? What should you do if you are not interested to work in a field your parents want you do?
7. What is important when you make a choice what to do for living?
8. Are there a lot of job options to choose from today or not?
9. What does the choice of professions depends on?
10. How can future jobs depend on people's dreams, likings and talents?
11. What are the most popular jobs today?
12. What important issue that makes life filled, bright and interesting?

**VII. Find the English equivalents of the following words and expressions in the text A.**

Важное и трудное решение; скучный; самые востребованные профессии; кроме-того; найти любимую работу; безрадостный; поэтому; принимать во внимание; важнейший; зависеть от чего-либо; важная

проблема; следовать мечтам родителей; призвание; заниматься самообразованием; индивидуальные способности; выбирать; осознание чего-либо; влиять на свое будущее; спасать жизни людей.

**VIII. Match the words and expressions with their translation.**

- |                        |   |
|------------------------|---|
| 1. stand one's ground  | a. карьера                                |
| 2. skills              | b. наполнять (жизнь)                      |
| 3. fill                | c. проявляющий заботу                     |
| 4. taking care of      | d. стоять на своем                        |
| 5. moral values        | e. ученик; последователь                  |
| 6. a career            | f. необходимые знания                     |
| 7. disciple            | g. как бы то ни было;<br>во всяком случае |
| 8. necessary knowledge | h. хирург                                 |
| 9. anyway              | i. соответствовать                        |
| 10. surgeon            | j. принимать решение                      |
| 11. match              | к. умения; навыки                         |
| 12. Chinese            | l. Китайский                              |
| 13. decide             | м. моральные ценности                     |

**IX. Complete the sentences with the following words: occupation, career, creative, architect, vet, responsible, noble, prestigious, librarian, fireman.**

1. A profession of photographer is very... .
2. My sister says that teaching is a ... profession.
3. We have always thought that any job in the hospital is ... .
4. Careers of computer programmer are very ... nowadays.
5. My cousin wants to be an ... .
6. Will you write your... on this form?
7. A ... is a person who works in the library and helps people to choose books and magazines to read.
8. I am sure that the profession of a ... is rather dangerous.
9. His ... as a driver came to an end after a bad road accident.
10. I am going to be a ... because I like animals and birds.

**X. Make up other words with the same root with the help of suffixes -er, -or, -ist, -ian. Translate the words.**

To translate, to teach, photo, to paint, to read, law, journal, farm, garden, electric, to collect, to design, to clean, to bake, to write, to drive, politics, pharmacy, library, optics.

**XI. Match the description and the profession.**

1. This is a person who treats people from different diseases.
2. This is a person who catches criminals and keeps his/her eye on observing the law.
3. This is a person who does sport.
4. This is a man who prevents fire and saves people from fire.
5. This is a person who works in a firm and deals with money.
6. This is a person who works in a shop.
7. This is a person who works with little kids or a person who works in a hospital and helps the doctor.
8. This is a person who treats our teeth.
9. This is a person who delivers letters.
10. This is a person who steers a plane.
11. This is a person who creates buildings before the construction.

**Key words: shop assistant, book-keeper, dentist, doctor, pilot, policeman, fireman, shop assistant, architect, sportsman, nurse, postman.**

**XII. Translate into English.**

1. Выбор правильной карьеры является одним из самых важных решений.
2. Очень важно изучить свой выбор профессий со всех сторон, собрать как можно больше информации.
3. Мы проводим большую часть своей жизни на работе.
4. Сначала начните с себя, составьте список ваших интересов, талантов и способностей.
5. Реальная проблема для миллионов людей-быть безработными.
6. Большинство людей делают свою карьеру в таких областях? как наука, искусство, социальное обслуживание, бизнес, продажи и т. д.

7. В России нет недостатка в рабочей силе, но в настоящий момент растет потребность в квалифицированных кадрах.

8. Мы знаем, что в мире есть много профессий, и все они важные и необходимые.

9. Выбор профессии является одним из самых важных решений для каждого человека.

10. Вероятно, выбранная профессия делает каждого человека счастливым и успешным для остальной части его жизни.

11. Будущая профессия должна быть интересной и удовлетворять потребности человека.

***XIII. Find true explanations of what each person does in that profession.***

Explanation	Profession
1. a person that works with flowers.	a. Mechanic
2. they cut your hair or give it a new style.	b. Politician
2. a person that works in a library.	c. Judge
4. a qualified person that decides cases in a law court.	d. Florist
5. a person that repairs machines, especially car motors.	e. Pharmacist
6. a person that reads the news, normally on television.	f. Tailor
7. a person that checks your eyes and try and correct any problems with your sight.	g. Hairdresser
8. a qualified person that works with and dispenses medicine.	h. Newsreader
9. a person who works in politics.	i. Optician
10. a person that makes clothes for others, many times producing exclusive items of clothing.	j. Librarian

*XIV. Read and translate the following dialogues.*

**A**

**Sergey:** Hello, Mike!

**Mike:** Hi! Sergey.

**Sergey:** How are you?

**Mike:** Very well, thanks! Just a bit worried about the coming exam.

**Sergey:** Why? Is it so difficult to pass?

**Mike:** No, I wouldn't say it's very difficult, but it's definitely important for my future profession.

**Sergey:** I see. Are you worried about Biology?

**Mike:** Yes, I really need good marks in this exam, because I want to enter a Medical college.

**Sergey:** I remember that you've planned to study in the field of medicine. What's so interesting in it? In my opinion, it's a very difficult job to deal with various human illnesses.

**Mike:** You're right. I've never thought it's easy. But I know for sure that working in medical field is interesting and useful. When I imagine that after several years of studying I'll be capable of treating people around me, I want to study even more eagerly. Other than that, I'm interested in various innovations. It would be great if I could make my own discovery in medicine.

**B**

**Victor:** Hi, Sasha !

**Sasha :** Hi, Victor!

**Victor:** Where are you going to study?

**Sasha:** I want to go to a Law school. My parents insist on it.

**Victor:** Are you unhappy with their choice?

**Sasha:** I've always wanted to be an artist. You know, I'm really fond of drawing. But my father says that being an artist is more of a hobby than actual work. He says that I can draw in my free time just for pleasure.

**Victor:** He might be right. However, if you don't want to become a lawyer at all, then better refuse now.

**Sasha:** No, it's fine. It has lots of advantages too. Lawyers sometimes deal with interesting people and cases. I will probably like the process of investigation or negotiations at court.

**Victor:** Sounds interesting! I think, you should pass Social studies to enter the City Law School, is that right?

**Sasha:** Yes, that's true. I'm also a bit nervous before the exams. However, I think we'll do just fine. Thanks for cheering me up! I feel much better now.

**Victor:** No problem! We can talk about it anytime.

[https://www.en365.ru/dialog\\_my\\_profession.htm](https://www.en365.ru/dialog_my_profession.htm)

***XV. Make up your own dialogue with your class-mates using the following words and word combinations.***

Profession; What are you?; to choose; boring; interesting; monotones; high time; to decide; parent's dreams; Do you have any plans?; When I was a kid...; I wanted to become... ; What is your occupation?; the right choice; Good luck! ; I'm not sure; It's a big/not big problem; to work hard; very important; I want to be... ; I want to have ... ; well-paid job; I dream about... ; a lot of work to do; good wages; a realistic view; in a company; at hospital; at bank; I'm not working at present; to develop new ideas; initiate changes; great need and importance; important qualities; great capability persistence; knowledge of science; knowledge of foreign languages.

***XVI. Learn the word engineering and expressions with it. Translate sentences with them from English into Russian***

***Engineering*** 1) прикладной (о науке)

2) технический, инженерный

engineering brain – технический склад ума

engineering library – инженерная библиотека

engineering data – технические данные, технические параметры

- 3) инженерное искусство; машиностроение  
engineering worker – рабочий-машиностроитель
- chemical engineering – химическое машиностроение (технология)
  - civil engineering – строительное дело (техника)
  - computer engineering – компьютерная техника, вычислительная техника (как область знаний)
  - electrical engineering – электротехника
  - heating engineering – теплотехника
  - highway engineering – дорожная техника, дорожное строительство
  - hydraulic engineering – проектирование гидротехнических сооружений, гидротехника, гидравлика
  - marine engineering – судовое машиностроение, морское строительство
  - mechanical engineering – машиностроение, техническое проектирование
  - sanitary engineering – санитарная техника; коммунальные службы (водопровод, канализация); проектирование санитарно-технических сооружений
  - systems engineering – системная разработка, разработка систем
  - traffic engineering – дорожное дело, организация движения транспортных потоков, регулирование трафика
  - transportation engineering – техника уличного движения
  - engineering plant – машиностроительный завод
- Syn: machine-building , machinery construction – машиностроение

- 4) разработка и управление (о процессах, механизмах); инженерия
  - genetic engineering – геновая инженерия
  - software engineering – разработка программного обеспечения
- 5) техника, аппаратура
- 6) махинации, происки

1. **Engineering** is the branch of science and technology concerned with the design, building, and use of engines, machines, and structures. 2. **Engineering** is the work involved in designing and constructing engines and machinery, or structures such as roads and bridges. 3. Some people have **an engineering** brain. 4. **Genetic engineering**, also called genetic modification or genetic manipulation, is the direct manipulation of an organism's genes using biotechnology. 5. **Civil engineering** is a professional engineering discipline that deals with the design, construction, and maintenance of roads, bridges, canals, dams, airports, pipelines, and railways. 6. **Highway engineering** is an engineering discipline branching from civil engineering that involves the planning, design, construction, operation, and maintenance of roads, bridges, and tunnels to ensure safe and effective transportation of people and goods. 7. There are connections between **engineering** and art, for example, architecture, landscape architecture and industrial design. 8. She found work with **an engineering** firm. 9. This control panel is a good example of smart **engineering**. 10. The bridges across Bosphorus are an example of **an engineering** triumph.

**XVII. Read and translate the text B. Pay attention to exercise XVI.**

### **THE ENGINEERING PROFESSION**

Engineering is one of the oldest occupations in history. Without the skills included in the broad field of engineering, our present-day civilization could have never evolved. Engineering is often defined as making practical application of theoretical sciences such as physics and mathematics. Many

of the early branches of engineering were based not on science but on empirical information that depended on observation and experience rather than on theoretical knowledge. This kind of experimentation eventually led to what is known as the Industrial Revolution, which began in the eighteenth century. One result of the rapid expansion of scientific knowledge was an increase in the number of engineering specialties. By the end of the nineteenth century there was established not only mechanical, civil, and mining and metallurgical engineering, but also emerged the newer specialties of chemical and electrical engineering. This growth in the number of specialties was continuing with the establishment of such disciplines as aerospace, nuclear, petroleum, and electronic engineering.

Because there is the large number of engineering fields today there are many different kinds of engineers working on large projects such as the development of nuclear power or new aircraft. In design of a new aircraft mechanical engineers work not only on the plane engines but on other mechanical aspects such as the braking system. When the aircraft goes into production mechanical and industrial engineers are involved in designing the machines necessary to fabricate different parts and the entire system for assembling them. In both phases of such a project mechanical engineers work with specialists in such fields as aerospace and electronic engineering.

Another result of the increase of scientific knowledge is that engineering has become a profession. Today it requires at least four or five years of university study leading to a Bachelor of Science degree. More and more often engineers, especially those engaged in research; get an advanced master's or doctor's degree. Even those engineers who do not study for advanced degrees must keep up with changes in their profession and those related to it. A mechanical engineer who does not know about new materials cannot successfully compete with one who does. All this means that an engineering education is never really finished because the students might be willing to continue the learning process.

In English the word engineer is used in two senses. One, as it has just been indicated, refers to the professional engineer who has a university degree and an education in mathematics, science, and one of the engineering specialties. An engineer, however, is also used to describe a person who operates or maintains an engine or machine. An excellent example of this is

a locomotive engineer who operates a train on a railroad. Engineers in this sense are essentially highly-trained technicians rather than professional engineers.

Especially in the last decade public has become more and more aware of the social and environmental consequences of engineering projects. Countless cars and other mechanical devices are the part of our engineered environment. Engineers are working to solve the problems of environmental pollution by designing devices that reduce pollution and improve fuel efficiency.

Engineering is described as a profession that is a practical application of theoretical science. The work of every successful engineer must increase the practical significance of the work that is safe and necessary for our society.

***XVIII. Answer the following questions. Give a short summary of the text B.***

1. What is the importance of engineering?
2. What is the definition of engineering?
3. What were many early branches of engineering based on?
4. What did this kind of experimentation eventually lead to? When was it?
5. What changes took place in the society at that time?
6. What was a result of the rapid expansion of scientific knowledge?
7. What kinds of engineer were there established in course of time?
8. Why are there many different kinds of engineers working on different projects today?
9. What do a new aircraft mechanical engineers do in design of a new aircraft?
10. Why are there many different kinds of engineers working on large projects today?
11. What do mechanical engineers work on in design of a new aircraft?
12. What do mechanical engineers work on when the aircraft goes into production?
13. What specialists do mechanical engineers work with In both phases of such a project?
14. What is another result of the increase of scientific knowledge?

15. How long is it required to become a Bachelor of Science?
16. Is the university education enough to be a good engineer or not?
17. What is the first and second sense of the word engineer in English?
18. What are the social and environmental consequences of engineering projects? How are they solved?
19. What is the essence of engineering as a profession?

## **GRAMMAR**

### ***XIX. Open the brackets. Use the Passive Voice .***

1. Those magazines (return) to the library yesterday.
2. Why your home task (not/do)?
3. The children (take) to the circus this afternoon.
4. Dictionaries may not (use) at the examination.
5. This room (not/ use) for a long time.

### ***Translate into English.***

1. Его часто посылают за границу.
2. Телеграмма была получена вчера.
3. Когда будет переведена эта книга?
4. Кому поручили это задание?
5. Мне предложили очень интересную работу.

### ***XX. Discuss the following statements.***

1. It is easy to find job in Russia.
2. There are many interesting and useful professions and it is really not an easy task to choose the right one.
3. The profession should be chosen according to the character and hobbies of the person.
4. I hope that I'll never regret my choice and get a well-paid and interesting job afterwards.
5. So, by now I haven't made a final decision regarding my future profession yet.

***XXI. Make up your own project in the form of presentation on the topic: "THE ENGINEERING PROFESSIONS".***

## Unit VII ENVIRONMENT

*Everyone is the creator of one's own fate*  
*Proverb*

### *I. Study and memorize the following words and expressions:*

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1) 1. environment                 | – окружающая среда                   |
| 2) to solve the problems          | – решать проблемы                    |
| 3) water pollution                | – загрязнение воды                   |
| 4) air pollution                  | – загрязнение воздуха                |
| 5) nuclear pollution              | – ядерное загрязнение                |
| 6) destruction of wildlife        | – уничтожение живой природы          |
| 7) to dump                        | – сбрасывать                         |
| 8) waste products                 | – промышленные отходы                |
| 9) the oxygen                     | – кислород                           |
| 10) the ozone layer               | – озоновый слой                      |
| 11) to protect                    | – защищать                           |
| 12) nuclear power station         | – ядерная электростанция             |
| 13) a green and peaceful world    | – зеленый и спокойный мир            |
| 14) planet's biodiversity         | – разнообразие форм жизни на планете |
| 15) earthquake                    | – землетрясение                      |
| 16) to intercept                  | – служить препятствием               |
| 17) a non-profit organization     | – не коммерческая организация        |
| 18) different continents          | – различные континенты               |
| 19) to preserve life on the earth | – сохранить жизнь на планете         |
| 20) to eliminate toxic chemicals  | – уничтожить ядовитые химикаты       |

### *II. Match the synonyms in A and B. Translate them:*

**A:** Peaceful, activist, founder, individual, unique, tiny, declare, waste, earth, inhabitant, intercept, particular, peacemaker, peculiarity, pollution.

**B:** Quiet, enthusiast, establisher, particular, special, microscopic, assert, squander, planet, resident, stop, certain, diplomat, feature, contamination.

**III. Match the antonyms in A and B. Translate them.**

**A.** Sunny, basic, sensible, solid, sense, satisfy, safe, secure, refuse, reduce, rare, quiet, pure, poverty, permit, notice, natural.

**B.** Additional, senseless, cloudy, liquid, nonsense, dissatisfy, dangerous, insecure, agree, increase, common, noisy, impure, wealth, forbid, ignore, artificial.

**IV. Train the pronunciation of the following words:**

Mission ['mɪʃ(ə)n], nuclear ['nju:kliə], tiny ['taɪnɪ], earthquake ['z:θkweɪk], refuge ['refju:dʒ], endanger [ɪn'deɪndʒə, en-], otter ['ɒtə], peregrine ['perɪgrɪn], falcon ['fɔ:(l)k(ə)n], wildlife ['waɪldlaɪf], flurry ['flʌrɪ], sanctuary ['sæŋ(k)ʃuəri], donation [dəʊ'neɪʃ(ə)n], crucial ['kru:ʃ(ə)l], threat [θret], biodiversity [ˌbaɪəʊdaɪ'vɜ:sɪtɪ], genetic [dʒɪ'netɪk], whaling ['(h)weɪlɪŋ], eliminate [ɪ'lɪmɪneɪt, ə-], toxic ['tɒksɪk], chemical ['kemɪk(ə)l], safeguard ['seɪfɡɑ:d], environment [ɪn'vaɪər(ə)nment, en-], ecology [i:'kɒlədʒɪ], pollution [pə'lu:ʃ(ə)n], noise [nɔɪz], destruction [dɪ'strʌkʃ(ə)n], natural ['nætʃ(ə)r(ə)l], resource [rɪ'zɔ:s, -'sɔ:s], fuel [fju:əl, 'fjuəl], poison ['pɔɪz(ə)n], oxygen ['ɒksɪdʒən], pour [pɔ:], sunlight ['sʌnlaɪt], ultraviolet [ˌʌltrə'vaɪələt], radiation [ˌreɪdɪ'eɪʃ(ə)n], cancer ['kæn(t)sə], ozone ['əʊzəʊn], layer ['leɪə], atmosphere ['ætməsfiə], result [rɪ'zʌlt], wrong [rɒŋ], cause [kɔ:z], survive [sə'vaɪv].

**V. Find Russian equivalents to the English words and word combinations.**

To motivate, vision, fishing boat, bald eagles, public interest, voice of reason, international ecological organization, million supporters, headquarters, nongovernmental, non-profit organization, to accept, contribution, struggle for approving and passing laws, the welfare, climate change.

**VI. Find English equivalents to the Russian words and word combinations.**

Генная технология, защита, требовать чего-л., решать проблемы окружающей среды, дефицит природных ресурсов, рост населения,

промышленные отходы, реки и озера также отравлены, растения, заводы производят, чистая вода, здоровье, кожа, говорить об экологии, прямые солнечные лучи, ученые.

***VII. Find the sentences with the following words in the text A and translate them into Russian.***

To survive, water pollution, growth of population, environment means, it happens so, endanger people's lives, destruction of wildlife, many scientists, industrial and nuclear waste, kills fish and sea animals, people understand, can't live in them, nuclear power stations, people all over the world, whole earth.

***VIII. Read and translate the text A.***

### ***ENVIRONMENT AND ECOLOGY***

The word environment means simply what is around us. Some people live in a town environment; for others, their environment is the countryside.

Nowadays people understand how important it is to solve the environment problems that endanger people's lives.

The most serious environmental problems are:

- Pollution in its many forms (water pollution, air pollution, nuclear pollution)
- Noise from cars, buses, planes, etc.
- Destruction of wildlife and countryside beauty
- Shortage of natural resources (metals, different kinds of fuel)
- The growth of population



There is no ocean or sea, which is not used as a dump. Many seas are used for industrial and nuclear waste disposal. This poisons and kills fish and sea animals. "Nucleapoooned" fish can be eaten by people. Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. There is not enough oxygen in the water. In such places all the birds leave their habitats and many plants die. If people drink this water they can die too. It happens

so because factories produce a lot of waste and pour it into rivers. So they poison water. Убратъ совсем Air pollution. Most of the air pollution in big cities comes from transport.



More and more often people are told not to be in direct sunlight, because ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution. Nuclear power stations can go wrong and cause nuclear pollution. Both clean air and clean water are necessary for our health. If people want to survive they must solve these problems quickly. Man is beginning to understand that his environment is not just his own town or country, but the whole earth. That's why people all over the world think and speak so much about ecology.

***IX. Comprehension check. Answer the following questions.***

1. What does the word "environment" mean?
2. What are the most serious environmental problems?
3. What are the forms of pollution?
4. What poisons fish, plants and animals?
5. What factors cause the death of wildlife?
6. What can pollute the air in small and large cities?
7. What, in the opinion of the scientists quoted ultraviolet radiation?
8. What is the role of the ozone layer in the atmosphere?
9. How harmful are nuclear power stations?
10. Why do people think and talk a lot about ecology today?

***X. Choose and fill in the appropriate words from key vocabulary.***

1. There is no ocean or sea, which is not used as a ... .
2. The word ... means simply what is around us.
3. Nowadays people *understand* how important it is ... the environment problems.
4. ... in its many forms are water pollution, air pollution, nuclear pollution.

5. Many seas are used for dumping ... ..
6. This ... and ... fish and sea animals.
7. There is not ... .. in the ... .
8. The ... .. in the atmosphere ... us from ... .
9. Many... think that these ... are the result of ... .
10. Clean ... and clean ... are necessary for our.

***Key vocabulary:***

Enough oxygen	Scientists
Industrial waste	Dump
Radiation	Holes
Pollution	Environment
Ozone layer	Poisons
Air pollution	Water
To solve	Protects
Water	Air
Kills	Health

***XI. Read and translate the dialogues: “Environment and Ecology”.***

**A**

***Nina:*** What do you know about the Environmental Pollution?

***Peter:*** People have always polluted their surroundings. But until now pollution was not such a serious problem.

***Nina:*** You don't say so! What do you mean?

***Peter:*** In past most people lived in uncrowded rural areas and didn't have pollution-causing machines. But with the development of crowded industrial cities the problem of pollution has become more important.

***Nina:*** And what causes the pollution to your mind?

***Peter:*** Using automobiles and other machines made pollution steadily worse.

***Nina:*** Oh, I absolutely agree.

## B

**Dima:** What do you think?

**Vika:** Can the pollution cause any health problems?

**Dima:** Sure! Polluted air can cause illness, and even death. Polluted water kills fish and other marine life. On polluted soil, food products can't be grown.

**Vika:** Oh, I have never thought that it can be that bad!

**Dima:** Yes, and moreover environmental pollution spoils the natural beauty of our planet.

**Vika:** I see, but what can people do to reduce the pollution?

**Dima:** Well, it's not a secret, but people would have to stop using many useful things if they wanted to end pollution immediately. Most people don't agree to do that.

**Vika:** Well, this is clear, but can we do anything now to help our planet?



**Dima:** Scientists and engineers can find the ways to reduce pollution from automobiles and factories. Government can pass the laws that would make enterprises take measures for reducing of pollution. Individuals and groups of people can work together to persuade enterprises to stop polluting environment.

**Vika:** Oh, thank you very much! Your advice is of great help!

## C

**Masha:** Why people all over the world so much concerned about environmental problems?

**Sasha:** The first thing to be said is that they are the problems of all peoples and nations.

**Masha:** Why is water pollution so dangerous?

**Sasha:** There are many reasons to be troubled by the water pollution. The first reason is that water is life for the whole planet.

**Masha:** Is air pollution dangerous?

**Sasha:** Yes, it is. Breathing polluted air causes many diseases, damages buildings and forests.

**Masha:** Can a man in the street help Nature somehow?

**Sasha:** Yes, there are many ways to help Nature. Every man's work will be little but there are many of us and together we can help a lot.

**Masha:** What can you do to help Nature?

**Sasha:** I can reduce the usage of gas, electricity and drinking water, I can reuse many things (clothes, for example), I can recycle paper, cans and bottles. At the same time I can help birds feeding them in winter and also I can stop picking flowers and damaging trees.

***XII. Make up your own dialogue with your class-mates using the following words and word combinations.***

Situation; trouble; to pollute; factories and plants; tonnes of the poisons; to throw in; atmosphere; trouble; wild animals and trees; clean air and clean water; to speak about; nature; conservation; society; ecology movement; harmful emissions; dirty drains; blur the borders of states; global natural threat; together; to fight; cope with.

***XIII. Read and translate the text B.***

***“GREENPEACE”***

In 1971, motivated by their vision of a small team of activists set sail from Vancouver, Canada, in an old fishing boat. These activists, the founders of Greenpeace, believed a few individuals could make a difference.

Their mission was to «bear witness» to US underground nuclear testing at Amchitka, a tiny island off the West Coast of Alaska, which is one of the world's most earthquake-prone regions. Amchitka was the last refuge for 3000 endangered sea otters, and home to bald eagles, peregrine falcons and other wildlife.



Even though their old boat, was intercepted before it got to Amchitka, the journey sparked a flurry of public interest. The US still detonated the

bomb, but the voice of reason had been heard. Nuclear testing on Amchitka ended that same year, and the island was later declared a bird sanctuary.

Today, Greenpeace is an international ecological organization that has 2.8 million supporters worldwide, and national as well as regional offices in 41 countries. Its headquarters are based in Amsterdam, the Netherlands.

Greenpeace is a non-profit organization and nongovernmental. It unites people of different colours living in different continents and speaking different languages. The common mission of this organization is preserving life on the earth in its full variety.

Greenpeace does not accept donations from governments, corporations or political parties but relies on contributions from individual supporters and foundation grants. Greenpeace does not support any political party. Nevertheless, its members carry on a dialogue with all political forces and struggle for approving and passing laws for the welfare of our environment.

As a global organization, Greenpeace focuses on the most crucial worldwide threats to our planet's biodiversity and environment. It campaigns to stop climate change, save the oceans, stop whaling, say no to genetic engineering, stop the nuclear threat, eliminate toxic chemicals.

The goal of Greenpeace is to expose environmental criminals, and to challenge government and corporations when they fail to live up to their mandate to safeguard our environment and our future.

***XIV. Comprehension check. Answer the following questions.***

1. When did a small team of activists set sail from Vancouver, Canada?
2. Who were the founders of Greenpeace?
3. What was their mission?
4. Who lived at Amchitka?
5. What did the journey spark?
6. Was nuclear testing on Amchitka ended?
7. What was the island declared?
8. What can you say about Greenpeace today?
9. Does Greenpeace have many supporters?
10. Where are its headquarters based?

11. What is the common mission of this organization?
12. What do you know about political activities of Greenpeace?
13. What does Greenpeace focus on?
14. What does it campaign?
15. What is the goal of Greenpeace?

***XV. Give a short summary of the text B “Greenpeace”. Use active words and word combinations from the text.***

Greenpeace focus on, green and peaceful world, non-profit organization and nongovernmental, the founders of Greenpeace, the goal, to safeguard, r environment, future, the common mission, to spark, political activities, many supporters, a team of activists, a global organization, to expose environmental criminals, to carry on a dialogue, earthquake-prone regions, endanger, sea otters, wildlife, a flurry of public interest, the voice of reason, sanctuary, an international ecological organization, headquarter, contribution.

## **GRAMMAR**

***XVI. Complete this text using the verbs below.***

should (4)    can (3)    ought (1)    have to (1)    need (1)
---

***How to be a friend of the Earth.***

There are many simple things we \_\_\_ (1) all do to stop the destruction of the environment. First of all, we \_\_\_ (2) not dump our rubbish without thinking which things, such as bottles and paper, \_\_\_ (3) be recycled. We \_\_\_ (4) put objects that we \_\_\_ (5) recycle in recycling bins. Secondly, instead of taking our car wherever we go, we \_\_\_ (6) to leave it at home whenever possible, and go on foot or by public transport. If there is something wrong with our car’s exhaust pipe, we \_\_\_ (7) get it fixed immediately. When we \_\_\_ (8) to drive to the supermarket to do our shopping, we \_\_\_ (9) always remember to take our own bag, so that we don’t \_\_\_ (10) to use the supermarket’s plastic bags.

***XVII. Discuss the following statements.***

1. Our Planet is our home.
2. It is important to think and to act today if we want to save our Planet.
3. Ecology is the sciences of how living things are related to their environment, isn't it?
4. We ought to take care of everything that nature gives us.
5. We can do much to keep our planet clean, healthy for us, for the future generations.

***XVIII. Make up your own project in the form of presentation on the topic: "OUR PLANET".***

## Unit VIII

### IN THE WORLD OF RELIGIONS DIVERSITY

*“All religions must be tolerated,  
for every man must get to heaven in his own way”  
Frederick II (the Great)*

#### *I. Study and memorize the following words and expressions.*

- |  |  |
|--|--|
| 1) ignite  | – возбуждать, разжигать  |
| 2) induce  | – побуждать, склонять, воздействовать на кого-либо                         |
| 3) renounce  | – отказываться, не признавать, отклонять                                   |
| 4) renounce current way of life                                | – отказываться от существующего образа жизни                               |
| 5) adopt   | – принимать, усваивать, перенимать, выбирать                               |
| 6) abandon   | – отказываться, оставлять  |
| 7) encompass   | – заключать в себе, касаться   |
| 8) to encompass beliefs and practices                          | – заключать в себе убеждения и обычаи                                      |
| 9) distinguish   | – различать  |
| 10) coexist  | – сосуществовать   |
| 11) pertaining to  | – относительно, в отношении  |
| 12) a set of beliefs and practices pertaining to sacred things | – совокупность верований и ритуалов в отношении святынь                    |
| 13) promote  | – продвигать, способствовать, содействовать, стимулировать, активизировать |
| 14) consecrate   | – освящать   |
| 15) legitimize   | – узаконивать, легитимировать  |
| 16) persuade   | – убеждать, склонять   |
| 17) entail   | – влечь за собой, вызывать   |
| 18) modernization  | – модернизация   |

- 19) secularization – секуляризация, отделение церкви от государства
- 20) spell – означать, влечь за собой
- 21) countervailing – уравнивающий, компенсирующий
- 22) responsive – чуткий, отзывчивый, быстро реагирующий
- 23) involve – включать, содержать, подразумевать, предполагать
- 24) emphasis – уделение особого внимания, придание особого значения
- 25) spirituality – духовность, духовное начало
- 26) view – взгляд, мнение, суждение

## ***II. Train the pronunciation of the following words:***

Countervail [ˌkauntə'veɪl], ignite [ɪg'naɪt], spirituality [ˌspɪrɪtʃu'æləti,-tju-] emphasis ['emfəsis], secularization ['sekjəl(ə)raɪ'zeɪʃ(ə)n], persuade [pə'sweɪd], legitimize [lɪ'dʒɪtəmaɪz], consecrate ['kɒn(t)sɪkreɪt], pertain [pə'teɪn,pɜː-], coexist [ˌkəʊɪg'zɪst], encompass [ɪn'kʌmpəs, en-], renounce [rɪ'naʊn(t)s], induce [ɪn'djuːs], prayer [preə], worship [wɜːʃɪp]; sacred ['seɪkrɪd]; ritual ['rɪtʃuəl, -tʃuə-]; consume [kən'sjuːm]; sociological [ˌsəʊʃiə'lɒdʒɪkl]; concept ['kɒnsept]; adequate ['ædɪkwət]; capable ['keɪpəbl]; nonreligious [nɒnrɪ'lɪdʒəs]; philosophy [fɪ'lɒsəfi]; propose [prə'pəʊz]; alternative [ɔːl'tɜːnətɪv]; approach [ə'prəʊtʃ]; primarily [praɪ'mer(ə)li]; engage [ɪn'geɪdʒ, en-]; reward [rɪ'wɔːd]; compensate ['kɒmpenset]; supernatural [ˌs(j)u:pə'nætʃ(ə)r(ə)l]; regardless [rɪ'gɑːdləs]; sociologist ˌsəʊʃi'ɒlədʒɪst]; harmoniously [hɑː'məʊniəsli]; authentic [ɔː'tentɪk]; pure [pjʊə]; version ['vɜːʃ(ə)n]; faith [feɪθ]; antisocial [ˌæntɪ'səʊʃ(ə)l]; immigrant ['ɪmɪgrənt]; legitimizing [lɪ'dʒɪtəmaɪz]; sanction ['sæŋ(k)ʃ(ə)n]; countervailing [kauntə(r)veɪlɪŋ].

### ***III. Find English equivalents to the Russian words and word combinations.***

Поглощают только небольшую часть жизни большинства людей; значительные конфликты; стать приверженцем религиозного культа; социологическое понятие; соответствующее (адекватное) определение; высоконравственное общество; организации, занимающиеся главным образом тем, что дают людям надежду на будущее вознаграждение взамен того, что они очень хотели; сверхъестественные силы, существа или места; независимо от того как определяется общее понятие о религии; бескомпромиссное братство людей, которые ищут духовного совершенства; религия соответствует важным требованиям общества и личности, способна убедить нищих и угнетенных смириться с судьбой и стать основой сопротивления; религиозное возрождение; религиозное обновление; тайная, сокровенная религия.

### ***IV. Find Russian equivalents to the English words and word combinations.***

Prayer; worship; sacred rituals; intense conflicts; distinguish; among; religious institutions; induce; people to renounce; current way of life; abandon; powerful force; human behavior; sociological concepts; to define; an adequate definition; broad enough; to include; the great variety of religions; to exist; throughout history; encompasses beliefs and practices; nonreligious; a moral community; an alternative approach; primarily engaged; future rewards; to compensate; promoting social solidarity; reduce conflict and sanctions against antisocial acts; consecrating major life events; religious revival; an effort; to restore more traditional, spiritual features; religious innovation; to create new religions.

### ***V. Find the sentences with the following words in the text 1 and translate them into Russian.***

The hardest sociological concepts; nonreligious philosophies; around religious symbols; current way of life; nonreligious; powerful force; a vital force for humans everywhere; classical definition; a set of beliefs and practices; undergoing many changes; more responsive to people's needs;

accompanied by secularization; two countervailing trends; coexist harmoniously; effort to create new religions; break away from established churches; social solidarity; an alternative approach.

***VI. Insert the missing words and word combinations.***

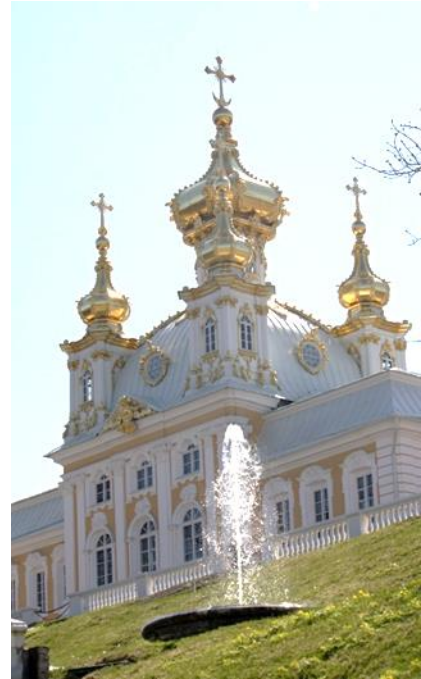
1. ...can even induce people to ... their current way of ... .
2. What is this ... .. that underlies so much of ... ..?
3. The ... .. may not strike you as especially ... .
4. Religion is one of ... .. concepts to define.
5. The ... .., and the one that served for many years, was proposed ... ..
6. This hope is ... .. beliefs in ... forces, beings, or places.
7. Religion serves a number of ... .. for societies and ... .
8. ... has generally been ... .. secularization, which entails a greater ... .. worldly ... than with ... ones.
9. ... distinguish among... .. of religious institutions: ..., ..., and ....
10. A ... is a large, ... religious institution that ... to coexist ... with the larger society.
11. Another ... is the growth of ..., or ... religion.
12. These ... refer to the ..., held by many, that ... is a subjective, personal ..., not a matter of ... ..

***VII. Read and translate the text A.***

***“RELIGION IN THE MODERN WORLD”***

The modern world may not strike you as especially religious. Prayer, worship, sacred rituals consume only a small part of most people’s lives. Yet religion remains a vital force for humans everywhere. It has ignited some intense conflicts. Striking workers in Poland have rallied around religious symbols. Religion can even induce people to renounce their current way of life and adopt an entirely new one, as when someone abandons job, family, and friends to join a religious cult. What is this powerful force that underlies so much of human behavior?

Religion is one of the hardest sociological concepts to define. An adequate definition must be broad enough to include the great variety of religions that have existed throughout history, but not so broad that it also encompasses beliefs and practices generally considered nonreligious. The classical definition, and the one that served for many years, was proposed by Emile Durkheim<sup>1</sup>. Durkheim defined religion as a set of beliefs and practices pertaining to sacred things that unite people into a moral community. This definition is very broad, capable of being applied to nonreligious philosophies as well as to religions. An alternative approach defines religion as the work of organizations primarily engaged in providing people with the hope of future rewards to compensate for things they greatly desire but have not obtained in life. This hope is based on beliefs in supernatural forces, beings, or places.



Regardless of how the general concept of religion is defined, particular religions have certain elements in common. These include religious beliefs, symbols, and practices, as well as a community of followers and a variety of religious experiences.



Sociologists distinguish among three types of religious institutions: church, sect, and cult. A church is a large, conservative religious institution that tends to coexist harmoniously with the larger society. A sect, in contrast, is a small, uncompromising fellowship of people who seek spiritual perfection and tend to reject the larger society. Sects form when people break away from established churches and claim to have adopted a more authentic, purer version of their faith. A cult is like a sect in most respects except its origins. Cults are imported from other cultures or are formed when people create entirely new religious beliefs and practices.

Religion serves a number of important purposes for societies and individuals. These include promoting social solidarity (through norms that



reduce conflict and sanctions against antisocial acts), consecrating major life events, helping immigrants to adapt to a new society, and legitimizing the established social order by sanctioning its social arrangements. Religion is capable of both

persuading the deprived and oppressed to accept their fate, and of offering them a basis of resistance. The political uses to which people put religion depends upon their individual interpretations of it.

Modernization has generally been accompanied by secularization, which entails a greater concern with worldly matters than with spiritual ones. But secularization has not spelled the end of religion. Religion remains a powerful force because of two countervailing trends: religious revival (an effort to restore more traditional, spiritual features to established religions) and religious innovation (an effort to create new religions or to change existing ones to better meet people's needs).

Religion today is undergoing many changes. The mainline churches are trying to become more responsive to people's needs. This has involved both a greater emphasis on spirituality and an increased activism in regard to certain major social issues. Another change is the growth of invisible, or private religion. These terms refer to the view, held by many, that religion is a subjective, personal experience, not a matter of group doctrine.



### ***References:***

1. ***Emile Durkheim*** – Дэвид Эмиль Дюркгейм (15 апреля 1858 г. – 15 ноября 1917 г.) французский социолог. Он официально установил академическую дисциплину социологию.

***VIII. Comprehension check. Answer the following questions.***

1. Do sacred rituals consume a big part of most people's life or not?
2. Why does religion remain a vital force for people although the modern world may not seem to be especially religious?
3. Is it easy to define religion?
4. What must an adequate definition of religion be like?
5. How did Emil Durkheim define religion? Is this definition good? Why?
6. What is an alternative definition of religion?
7. What is the people's hope of future rewards based on?
8. What do particular religions have in common?
9. What types of religious institutions do sociologists distinguish?
10. What important purposes does religion serve for societies and individuals?
11. What has modernization been accompanied with?
12. Why has secularization not spelled the end of religion?
13. What changes is religion undergoing today?
14. What do the terms invisible, or private religion refer to?

***IX. Find the English equivalents of the sentences below in the text A.***

1. Социологи различают три типа религиозных институтов.
2. Религия остается влияющей силой благодаря двум тенденциям, способствующим ее возрождению.
3. Это подразумевает как большее внимание к вопросам духовности, так и возрастающее активное участие в решении ряда основных социальных вопросов.
4. Эти слова отражают разделяемую многими точку зрения о том, что религия субъективное дело каждого, а не вероучение определенной группы людей.
5. Модернизация, как правило, сопровождается секуляризацией, которая влечет за собой бóльшую озабоченность мирскими вопросами, чем духовными.
6. Религия служит ряду важных целей для общества и отдельных людей.

7. Главная цель церкви – это стать более чуткими к нуждам людей.

8. Культ подобен секте во многих отношениях, за исключением его происхождения.

9. Культы импортируются из других культур или формируются, когда люди создают совершенно новые религиозные верования и практики.

***X. Give a short summary of the text A “Religion in the modern world”. Use active words and word combinations from the text.***

Religious; prayer; worship; sacred; rituals; vital force; humans everywhere; ignited some intense conflicts; striking workers in Poland; religious symbols; people to renounce their current way of life; adopt an entirely new; when someone abandons job, family, and friends; to join a religious cult; powerful force; human behavior; religious revival; an effort to restore more traditional, spiritual features; religious innovation; to create new religions; the mainline churches; to become more responsive to people’s needs; greater emphasis on spirituality and an increased activism; major social issues.

***XI. Read and translate the text B.***

### ***“THE STUDY AND CLASSIFICATION OF RELIGIONS”***

The history of mankind has shown the pervasive influences of religion, and thus the study of religion, involving the attempt to understand its significance, its origins, and its myriad forms, has become increasingly important in modern times. Broadly speaking, the study of religion comprehends two aspects: assembling information and interpreting systematically the material gathered in order to elicit its meaning. The first aspect involves the psychological and historical study of religious life and must be supplemented by such auxiliary disciplines as archaeology, ethnology, philology, literary history, and other similar disciplines. The facts

of religious history and insight into the development of the historical religious communities are the foundation of all else in the study of religion. Beyond the historical basis lies the task of seeing the entirety of human religious experience from a unified or systematic point of view. The student of religions attempts not only to know the variety of beliefs and practices of *homo religious* (“religious man”), but also to understand the structure, nature, and dynamics of religious experience. The student of religion attempts to discover principles that operate throughout religious life on the analogy of a sociologist seeking the laws of human social behaviour to find out whether there are also laws that operate in the religious sphere. Only with the attempt to discern the system and structure binding together the differentiated historical richness of religion does a true science of religion, or *Religionswissenschaft*, begin.



The 19th century saw the rise of the study of religion in the modern sense, in which the techniques of historical inquiry, the philological sciences, literary criticism, psychology, anthropology, sociology, and other disciplines were brought to bear on the task of estimating the history, origins, and functions of religion. Rarely, however, has there been unanimity among scholars about the nature of the subject, partly because assumptions about the revealed nature of the Christian (or other) religion or assumptions about the falsity of religion become entangled with questions concerning the historical and other facts of religion. Thus, the subject has, throughout its history, contained elements of controversy.



To some extent, the study of religion has suffered from the barriers between disciplines, and this fact is increasingly recognized in the formulations of the idea of religion as a subject that should be institutionalized in a university department or program in which historians, phenomenologists, and members of other disciplines work together. There are some, however, who consider that there are dangers in such an

arrangement, concerned lest the social sciences overwhelm and distract the interpreter of religious meanings. Similarly, the theological tradition remains powerfully operative in regard to the articulation of the Christian faith and sometimes resist any attempt to treat Christianity itself in the manner dictated by the history and *phenomenology*<sup>1</sup> of religion. Thus, the history of religions and the comparative study of religion still tend to mean in practice “the study of religions other than Judaism and Christianity”. Educational and social pressures have arisen, however, with a secularistic, increasingly pluralistic society, increasing the tendency towards a pluralism in the study of religion that expands in the viewpoint of traditional faculties and departments of theology, both in universities and theological seminaries.



In many ways the present position promises well for an expanding *multidisciplinary*<sup>2</sup> approach to problems in the study of religion. Historians of religion are recognizing some of the contributions to be made by modern sociology and sociologists, sociologists have become more aware of the need for accounting for the particular systems of meaning in religion. An area that may very well exhibit the new synthesis is the study of new religious movements.

After a period of relative unconcern, Christian theology is increasingly aware of the challenge of other religious beliefs, so that there are greater impulses toward blending Christian and other studies.



Meanwhile, the study of religion on a pluralistic and multidisciplinary basis is being increasingly viewed as an important element in the education of secondary school students.

All real science rests on classification. The growth of scientific interest in religion has compelled most leading students of religion to discuss the problem of classification or to develop classification of their own. Classification is basic to all science as a preliminary step in reducing data to manageable proportions and in moving toward the systematic understanding of a subject matter. Classification of religions is a device for

making the wealth of religious phenomena intelligible and orderly and thus avoiding the confusion of too much information. The criteria employed for the classification of religions are very numerous. There are normative classifications distinguishing true religions from false religions. They, however, have no scientific value and are the result of defending against the rivals. A common and relatively simple type of classification is based upon the geographical distribution of religious communities. In addition, there are ethnographic- linguistic classifications, classifications based upon philosophic principles, etc.

***References:***

1. ***Phenomenology*** – the typological classification of a class of phenomena e.g. the phenomenology of religion.

2. ***Multidisciplinary*** – relating to, or using a combination of several disciplines for a common purpose.

***XII. Comprehension check. Answer the following questions.***

1. Why do you think that the study of religion is important in modern times?  
What does the study of religion involve?
2. What aspects does the study of religion comprehend?
3. What does the first aspect involve?
4. What is the foundation of all else in the study of religion?
5. What does a student of religion attempt to do?
6. Where does the true science of religion begin?
7. What did the nineteenth century introduce to the study of religion?
8. Why has there rarely been unanimity among the students of religion?
9. What has the study of religion suffered from?
10. How should religion be institutionalized as a subject in a university department or program?
11. Why are there some scholars considering this approach to be dangerous?
12. What is the attitude of the theological tradition to the study of religion?
13. What do the history of religions and the comparative study of religion mean in practice?

14. Why are there greater impulses toward blending Christian and other studies?
15. What is being viewed as an important element of secondary education today?
16. Why is the classification of religions necessary?
17. What classifications of religions exist today?
18. Is there any satisfactory classification?

***XIII. Translate the following sentences from Russian into English.***

1. В настоящее время мы можем видеть огромное влияние религии на нашу жизнь.

2. Религиоведение должно изучать историю и психологию религии.

3. Ученые, изучающие религию, пытаются обнаружить закономерности, действующие в этой области, могут действовать подобно социологам, пытающимся обнаружить закономерности социального поведения человека.

4. Необходимо собирать информацию и интерпретировать собранный материал.

5. Изучение археологии, этнологии, филологии, истории литературы может дать дополнительный материал для изучения религии.

6. Не имеющие научной ценности классификации, отличающие истинные религии от ложных, должно быть, появились как результат защиты от соперников.

7. В рамках светского становящегося все более плюралистским общества, возможно, изменится богословская традиция.

8. Ученым, изучающим религию, совсем не обязательно быть верующими.

9. Изучение религии на практике может оказаться изучением любых религий.

***XIV. Choose what is true or false speaking about the ideas of the text.***

1. The text deals with the variety of religious beliefs and practice.
2. The text is concerned with the study and classifications of religions.
3. According to the author, Christianity has always played the leading role in history of mankind.
4. According to the text, a true science of religion means the study of the system and structure binding together the differentiated historical richness of religion.
5. As the author puts it, the students of religion must be deeply religious people.
6. As it is described in the text, theology should play the leading role in the study of religions.
7. It is clear from the text that the study of religion should be based on the multidisciplinary approach.
8. It further says that our society is getting more and more religious.
9. According to the author, within a secularistic increasingly pluralistic society there is an increasing tendency in the study of religion.
10. Great importance is also attached to the study of Christianity in secondary schools.
11. One of the problems to be viewed as important is the study of religion in secondary school on a pluralistic and multidisciplinary basis.
12. Finally, according to the opinions from the text, it is necessary to develop a proper classification of religions in order to avoid the confusion of too much material.

***XV. Insert the missing words and word combinations.***

1. The history of ... has shown the ... .. of religion.
2. The study of ... has become increasingly important in ... ..
3. ... speaking, the study of religion ... .. aspects: ... information and ... systematically the material ... in order to ... its meaning.
4. The ... .. involves the ... and ... study of religious life.
5. The ... of religious ... and insight into the ... of the historical religious ... are the ... of all else in the study of religion.

6. The ... .. saw the rise of the study of religion in the ... .. .
7. Thus, the ... has, ... its history, contained elements of ... .
8. In many ways the present position ... .. for an expanding ... .. to problems in the study of religion.
9. ... of religion are recognizing some of the ... to be made by modern ... and ... .
10. ... of religions is a ... for ... the wealth of religious ... .. and orderly and thus ... the confusion of too ... information.
11. The ... .. for the classification of religions are very... .
12. There are ... .. distinguishing true religions from ... religions.
13. They, however, have no ... .. and are the result of ... against the ... .
14. An... that may very well ... the new ... is the study of new religious ... .

***XVI. Read and translate the text C.***

***JESUS CHRIST***

The teachings of Jesus Christ are the basis of the Christian religion. Nearly all we know about him comes from the four Gospels of the New Testament of the Bible. We have no record of the exact date of Jesus birth,



but it was probably around 6BC, several years earlier than historians at first thought.

Jesus Christ was born in Bethlehem on the west bank of the River Jordan to a young girl called Mary who was engaged to be married to a carpenter called Joseph. Some time before the couple were due, to get married the angel Gabriel visited Mary and told her that she was going to have a very special baby: “Thou shall bring forth a son and thou shall call his name Jesus”. This is known as the Annunciation.

According to the Gospels, Jesus was not the son of Joseph in the ordinary sense. He was miraculously conceived by Mary through God, without any human father. That is why Christians say that he was “conceived by the Holy Ghost, bom of the Virgin Mary”. The Bible tells us how the simple people, especially the shepherds, who lived at Bethlehem, welcomed the birth of this baby. It also describes how the wise men from the East brought presents to him in the stable where he was born. They seemed to know that something quite out of the ordinary had happened.

Jesus must have been nearly 30 years old when he met a man called John the Baptist, who had started a religious movement to prepare for the coming of the Messiah, or savior.

Jesus was baptized by John in the River Jordan. Not long afterwards he gathered a small group of followers and started preaching up and down the countryside.

Jesus taught everywhere in the synagogues, in houses, by the lakeside, and on the slopes of hills. Wherever he came, “the common people heard him gladly”. During the first part

of his ministry he made tours from his base at Capernaum in Galilee to the neighbouring towns and villages, proving the authority of his mission by performing miraculous deeds. The Gospels describe various miracles, such as raising the dead, casting out devils, healing the sick, calming the winds and waves by



command, and other wonderful deeds. Jesus often taught by using parables, or short, vivid stories that he made up about ordinary people’s lives and that illustrated his message.

The crowds hailed Jesus as the prophet from Nazareth. He knew, however, that the opposition to him was becoming stronger. Worse still, he knew that one of his own disciples was turning against him. We shall perhaps never know for certain what made Judas Iscariot betray Jesus. Whatever the reason, the danger was great and Jesus knew that he must prepare for the end.

His first concern was for his disciples. He knew that they had scarcely begun to understand what he would have to go through, and that their faith might easily break under the shock of his death. He gathered them together for a final meal, known as the Last Supper, and explained to them that his death was necessary because it would establish a new covenant (bond) between God and men. At the same time the disciples would be taken into a special new bond with God because it would be their duty to spread Jesus' teaching, after he had gone. He took bread and wine, blessed it, and gave it to his disciples saying, "This is my body ... this is my blood". Christians remember this when they celebrate Holy Communion.



After the meal Jesus and the disciples went to the Mount of Olives, a hill on the east side of Jerusalem, and to the Garden of Gethsemane at its foot. It was to this garden that Judas brought men to arrest him. They took him to the Jewish leaders, who tried

him hurriedly during the night. After several questions, the High Priest asked him, "Art thou the Christ, the Son of the Blessed?" and Jesus replied, "I am". The leaders considered that it was wicked for him to make this claim and sentenced him to death.

The sentence they had passed could not be carried out until it had been approved by the Roman governor of Judea, Pontius Pilate. Pilate made a real effort to find Jesus innocent of the charges against him. However, the Jewish leaders insisted that Jesus' claim to be the Christ really meant that he was conspiring against the Roman Emperor. Pilate was therefore uncertain what to do, for if it became known in Rome that he had freed such a dangerous prisoner his reputation would suffer. After consulting the crowd he gave in, and sentenced Jesus to be crucified (this was the Roman method of executing criminals by nailing them to a cross). Then Pilate's soldiers mocked Jesus by making him wear a scarlet robe (this color was often worn by a king) and by putting a crown of thorns on his head, crying out, "Hail, King of the Jews!" After this they crucified him. These things happened on what we call

Good Friday. In the evening of that day the dead body of Jesus was taken down from the cross and laid in a tomb that belonged to one of his followers called Joseph of Arimathea, and a great stone was rolled across the entrance to the tomb.

Early on the Sunday morning, Easter Sunday, a group of women disciples went to the tomb and found the stone rolled back and the body gone. Soon after this discovery Jesus appeared to Mary Magdalene and to the disciples, and the news quickly spread that he had returned from the dead.

***XVII. Give the Russian equivalents of the following:***

The teachings of Jesus Christ; the New Testament of the Bible; she was going to have a very special baby; something quite out of the ordinary had happened; healing the sick; to spread Jesus teachings; to make this claim; he was conspiring against the Roman Emperor; found the stone rolled back and the body gone.

***XVIII. Give the English equivalents of the following:***

Основа христианской религии; “И родишь Сына, и наречешь Ему имя: Иисус”; чтобы подготовить приход Мессии или Спасителя; подтверждая истинность своей миссии сотворением чудес; воскрешение мертвых, изгнание бесов, излечение больных, успокаивание ветра и бури словом; пользуясь притчами или короткими выразительными рассказами; хуже того, он знал, что один из его учеников обратился против него; христиане вспоминают об этом, когда отправляют божественную литургию; “Ты тот самый Христос, Сын Божий?”; посоветовавшись с толпой, он уступил; “Слава Иисусу, Царю Иудейскому!”; это случилось в день, который называется страстной Пятницей.

***XIX. Comprehension check. Answer the following questions.***

1. What is the basis of Christianity?
2. What books tell us about Jesus' life?
3. Who were Jesus' parents?
4. Who baptized Jesus? Where? When?

5. How did Jesus teach?
6. What miracles did he perform?
7. How was Jesus arrested?
8. Why was he sentenced to death?
9. How did Jesus die?
10. What happened on the Easter Sunday morning?

***XX. Tell about the life of Jesus Christ, using the questions below.***

1. Where was he born?
2. Who were his parents?
3. What events preceded his birth?
4. Is anything known about his life before he became 30?
5. Who baptized him? When?
6. How did Jesus preach?
7. Were authorities and priests dissatisfied with Jesus?
8. Who betrayed him?
9. Why did he gather his disciples for the Last Supper?
10. How was Christ arrested?
11. How did he die?
12. What happened on the third day after his death?

***GRAMMAR***

***1. Translate into Russian and explain the use of the modal verbs.***

1. She can sing well.
2. This village could only be reached by a road.
3. They didn't even want to listen to him, but in the end he could convince them.
4. In two years they will be able to buy a house.
5. We couldn't find the necessary book.
6. He could play tennis very well when he was young.
7. I don't think she will be able to do everything in time.

**2. Fill in the gaps with the necessary modal verbs.**

1. In this country you ... get married when you are 16.  
a) could; b) can; c) are able to...
2. Yesterday I ... get into my house because I had forgotten my key.  
a) could; b) can't; c) couldn't.
3. Many night animals ... see very well.  
a) could; b) cannot; c) will be able to...
4. We ... go into the church, it's under the restoration.  
a) are able to .; b) can; c) cannot.
5. I ... do it tomorrow if I have enough time.  
a) can; b) cannot; c) could.
6. In two years he ... speak English fluently, if he has enough practice.  
a) can; b) will be able to.; c) was able to...
7. There was no rain yesterday, so he ... finish his work in the garden.  
a) could; b) was able to.; c) couldn't.

***XXI. Discuss the following statements.***

1. People must study religion to understand its significance, origins and various forms.
2. We can see the pervasive influences of religion in the history of mankind.
3. Can we define religion as belief in God? Prove your answer.
4. Is religion still important nowadays in the time of modernization?
5. Religion serves a number of important purposes for societies and individuals.
6. Is religion important in the life of people nowadays or not? Prove your answer.

***XII. Make up your own project in the form of presentation on the topic: "RELIGION IN THE MODERN WORLD".***

**PART TWO**  
**TEXTS FOR ADDITIONAL READING**

***Text 1. LEARN ENGLISH WITH ENGLISH AUDIO BOOKS***

***I. Study and memorize the following words and expressions.***

- |                     |                               |
|---------------------|-------------------------------|
| 1) To acquire       | – овладевать(чем-либо)        |
| 2) a small fee      | – небольшая плата             |
| 3) pronunciation    | – произношение                |
| 4) unfamiliar       | – незнакомый                  |
| 5) skill            | – умение; навык               |
| 6) variety          | – многообразие, разнообразие  |
| 7) to answer        | – отвечать                    |
| 8) to reflect       | – отражать                    |
| 9) accurately       | – точно; безошибочно          |
| 10) to move up      | – двигаться вперед            |
| 11) to speak slowly | – говорить медленно           |
| 12) speed           | – скорость                    |
| 13) pause           | – пауза                       |
| 14) to increase     | – увеличивать; усиливать      |
| 15) to offer        | – предлагать                  |
| 16) to gain         | – добиваться (цели)           |
| 17) confidence      | – уверенность, убежденность   |
| 18) to build        | – овладеть иностранным языком |
| 19) experience      | – жизненный опыт              |
| 20) engaging        | – привлекательный             |
| 21) overall         | – повсюду; везде              |
| 22) solution        | – решение                     |
| 23) correct         | – правильный                  |

## ***II. Insert the missing words and word combinations.***

1. English audio books are a great ... for students.
2. As you are ... acquire and build your language and reading... ... it will be important to also ... .. and to understand the... as it is spoken.
3. You will need ... .. for topics or authors that ... .. you with ... experience.
4. How ... .. specific ... .. skills when speaking, reading and writing.
5. English audio books ... an easy way to listen to ... of action packed stories and then ... your ... comprehension skills.
6. ..., an English audio book is ... .. solution when you are ... the English language.
7. You ... .. to move up to the ... level.
8. ... many people do not speak slowly with many ... in between words ... .. to increase ... .. that you understand the ... language.
9. As you gain ... in your ... .. you will be able ... .. to a normal speed and still be able ... .. the stories being read.
10. Another ... to English audio books is listening to the language spoken at different ... .
11. Not only will you be able to ... your comprehension.
12. You ... .. learn the ... .. of many everyday words.

## ***III. Find the English equivalents of the following words and expressions in the “Text 1”.***

Аудиокнига; чтение; умение; важно; понимать; также; вы можете найти; чем вы интересуетесь; опыт; слушать аудиокнигу; самый лучший способ; носитель языка; новые слова; как использовать; грамматика; отвечать на вопросы; отражать; следующий уровень; медленно говорить; пауза; скорость; предлагать; правильное произношение.

## ***IV. Find the Russian equivalents of the following words and expressions in the “Text 1”.***

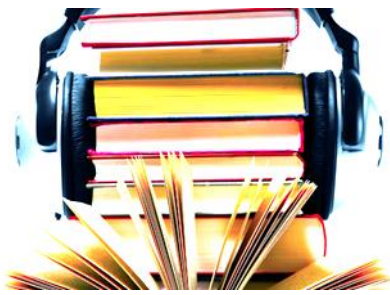
A great resource; to acquire; build your language; reading comprehension skills; it will be important; also; learn pronunciation; to understand the language as it is spoken; a variety of English audiobooks; online; a small

fee; type of stories; you will need ; to search; author; to provide; an engaging experience; the easiest way to do this; different speeds.

*V. Read and translate the “Text 1”.*

***LEARN ENGLISH WITH ENGLISH AUDIO BOOKS***

English audio books are a great resource for students. As you are beginning to acquire and build your language and reading comprehension skills it will be important to also learn pronunciation and to understand the language as it is spoken. You can find a variety of English audiobooks online for free or for a small fee. Depending on the type of stories you are interested



in you will need to search for topics or authors that will provide you with an engaging experience.

When you listen to books you are able to follow along with the text and hear how an English speaker will pronounce different words you are unfamiliar with. This is the best way to learn new vocabulary and how to use specific grammar skills when speaking, reading and writing. English audio books provide an easy way to listen to a variety of action packed stories and then practice your reading comprehension skills. Once you have listened to the English audio book you should be able to answer questions about the story that will reflect your understanding of the



material. Once you are able to do this accurately you should be able to move up to the next level.

Another benefit to English audio books is listening to the language spoken at different speeds. Since many people do not speak slowly with many pauses in between words you will need to increase the speed that you understand the English language. The easiest way to do this is to find English audiobooks that offer one to three different speeds that you can listen to. As you gain confidence in your reading skills you will be able to

move up to a normal speed and still be able to understand the stories being read.

Overall, an English audio book is the perfect solution when you are learning the English language. Not only will you be able to practice your comprehension, but you will also learn the correct pronunciation of many everyday words. Get started today.

*<http://www.5minuteenglish.com/english-audio-books.htm>*

***VI. Comprehension check. Answer the following questions.***

1. What is a great resource for students?
2. What will be important to learn and to understand?
3. What can you find for free or a small fee?
4. What are you able to do when you listen to books?
5. What can provide you an engaging experience?
6. What is the best way to learn new vocabulary?
7. What English audio books provide?
8. What should be able to do after listening English audio books?
9. What is another benefit to English audio books?
10. What do people do who don't speak slowly with pauses?
11. When can you move up to the next level?
12. What will you be able to do as you gain confidence in your reading skills?
13. What do audio books mean for people who learn English?
14. What can you do after listening English audio books?

***VII. Arrange the sentences below in the order they appear in the text. Use them to summarize the text.***

1. You can find a variety of English audiobooks online for free or for a small fee.

2. Depending on the type of stories you are interested in you will need to search for topics or authors that will provide you with an engaging experience.

3. As you are beginning to acquire and build your language and reading comprehension skills it will be important to also learn pronunciation and to understand the language as it is spoken.

4. English audio books are a great resource for students.

5. English audio books provide an easy way to listen to a variety of action packed stories and then practice your reading comprehension skills.

6. This is the best way to learn new vocabulary and how to use specific grammar skills when speaking, reading and writing.

7. When you listen to books you are able to follow along with the text and hear how an English speaker will pronounce different words you are unfamiliar with.

8. As you gain confidence in your reading skills you will be able to move up to a normal speed and still be able to understand the stories being read.

9. Overall, an English audio book is the perfect solution when you are learning the English language.

10. The easiest way to do this is to find English audiobooks that offer one to three different speeds that you can listen to.

11. Get started today.

12. Not only will you be able to practice your comprehension, but you will also learn the correct pronunciation of many everyday words.

13. Once you have listened to the English audio book you should be able to answer questions about the story that will reflect your understanding of the material.

14. Once you are able to do this accurately you should be able to move up to the next level.

15. Another benefit to English audio books is listening to the language spoken at different speeds.

16. Since many people do not speak slowly with many pauses in between words you will need to increase the speed that you understand the English language.

***VIII. Discuss the following statements.***

1. Audio books are a great resource of knowledge.
2. When you listen to audio books you are able to build your language and reading comprehension skills.
3. It will be important to learn pronunciation and to understand the language as it is spoken.
4. Audio books are the perfect solution when you are learning foreign languages.
5. We can find a variety of English audiobooks online for free or for a small fee.

***IX. Make up your own project in the form of presentation on the topic:  
“AUDIO BOOKS ARE A GREAT RESOURCE OF KNOWLEDGE”.***

## ***Text 2. LEARNING ENGLISH WITH AUDIOBOOKS AND PODCASTS***

### ***I. Study and memorize the following words and expressions.***

- |                           |                            |
|---------------------------|----------------------------|
| 1) acquired words         | – приобретенные слова      |
| 2) limited access         | – ограниченная практика    |
| 3) constraint             | – ограничение              |
| 4) contribute             | – способствовать           |
| 5) council                | – совет                    |
| 6) realize                | – выпускать                |
| 7) depth                  | – углубленный              |
| 8) to rank                | – оценивать                |
| 9) extensive              | – всесторонний             |
| 10) terrific              | – потрясающий              |
| 11) tool                  | – инструмент               |
| 12) comprehension         | – понимание; осмысление    |
| 13) truly                 | – действительно            |
| 14) confident             | – уверенный (в себе)       |
| 15) recognition           | – осознание; понимание     |
| 16) particular            | – особенный; специфический |
| 17) benefit               | – польза; выгода           |
| 18) satisfaction          | – удовлетворение           |
| 19) to communicate        | – общаться                 |
| 20) to iron out           | – сгладить                 |
| 21) to accustom(to)       | – приучать к чему-либо     |
| 22) to develop motivation | – развивать мотивацию      |
| 23) goal                  | – цель                     |
| 24) apply for             | – подать заявку            |
| 25) high stakes           | – высший уровень           |
| 26) considerable          | – значительный             |

## ***II. Insert the missing words and word combinations.***

1. We know that English students ... .. find speaking ... more challenging than ... and ... .
2. It's a heady moment of ... for a ... of any ... – speaking to another person using newly ... .. and being understood.
3. Words are, ... and ..., sounds – English ... must be able to speak and listen effectively to ... well.
4. Lack of ..., limited access to ... .. and time and resource constraints all ... to speaking being seen as the most ... ..
5. ..., the British ... released a series of in-depth ... .. on English learning in the... countries.
6. In each country, ... .. ranked behind ... and ... .
7. It's ... for learners to... the ... in their own time.
8. ... to audiobooks created ... for English learners is a ... .. to improve ... and ... skills.
9. Whether your ... is to pass a high stakes ... .., apply for a..., understand English ... or merely get around an English-speaking city, use ... or ... .

## ***III. Find the English equivalents of the following words and expressions in the “Text 2”.***

Триумф; вновь; приобретенные слова; звуки; изучающие английский язык; общение; навыки говорения; носители языка; Британский Совет; аудиокнига; вклад; чтение; письмо; говорение; начинать изучение английского языка; улучшать; возможность слушать; в каждой стране; произношение; преимущества; трудности; возможность.

## ***IV. Find the Russian equivalents of the following words and expressions in the “Text 2”.***

Heady moment; foremost; being understood; effectively to communicate; students around the world; more challenging than reading and writing; many reasons; lack of practice; limited access; research papers; extensive listening; comprehension and speaking skills; context of words; whenever; climb through; considerable; benefit; vocabulary; development; accent; recognition; comfortable; way to improve; messages; merely.

## *V. Read and translate the “Text 2”.*

### ***LEARNING ENGLISH WITH AUDIOBOOKS AND PODCASTS\****

It’s a heady moment of triumph for a learner of any language – speaking to another person using newly acquired words and being understood. Words are, first and foremost, sounds – English learners must be able to speak and listen effectively to communicate well.

We know that English students around the world find speaking skills more challenging than reading and writing. There are many reasons why. Lack of practice, limited access to native English speakers and time and resource constraints all contribute to speaking being seen as the most challenging skill. Recently, the British Council released a series of in-depth research papers on English learning in the largest countries. In each country, speaking proficiency ranked behind reading and writing.



For those who have taken the time to begin learning English, extensive listening is a terrific tool for improving both comprehension and speaking skills. Using a graded audiobook or podcast<sup>1</sup> helps students improve their spoken English skills by providing the opportunity to listen to the pronunciation and context of words. All the advantages and methods of extensive reading apply: learners can choose to listen to a story that interests them, at a difficulty level they’re truly comfortable with. Learners can listen to as much of the story as they want to, whenever they feel like it, and climb through the difficulty levels as they start to feel more confident.

Extensive listening has considerable benefits for vocabulary development, accent recognition, and also students’ productive skills, in particular, pronunciation and speaking. There are also benefits to developing motivation. Many students report great satisfaction when they are first able to understand a news broadcast or a TV program.

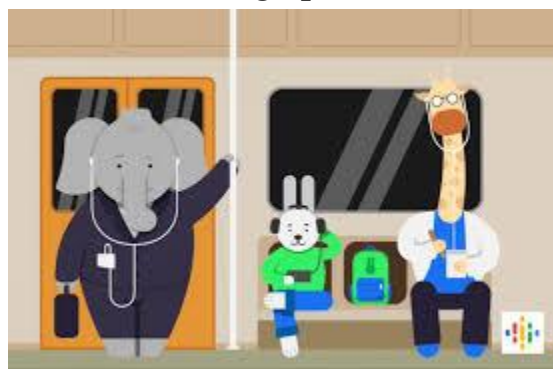
Exam practice benefits from extensive listening, too. Exposure to free-form listening texts helps to iron out early difficulties or common mistakes

that may stick around and come out in times of stress – like an exam. Students become more accustomed to listening for longer periods of time.

Extensive listening doesn't always work well in class. It's better for learners to develop the habit in their own time. Listening to audiobooks created specifically for English learners is a comfortable way to improve speaking and listening skills.

The first, you need to learn the grammar and the vocabulary. The second, thing you need to learn is how the grammar and vocabulary go together to make communicative messages. The best way to do this is to listen to the language which you understand.

It's the 'understand' bit that sets extensive listening apart. At Pearson English, we've published extensive reading and extensive listening resources, aligned to the Global Scale of English, in the newly rebranded Pearson English Readers. There is also an intensive reading and listening series Pearson English Active Readers.



Whether your goal is to pass a high stakes university exam, apply for a job, understand English media or merely get around an English-speaking city, use audiobooks or podcasts.

<https://www.english.com/blog/audiobooks-podcasts-help-develop-spoken-english-skills/>

### **References:**

- \* **PODCASTS** – Подкастом называется либо отдельный аудиофайл, обычно в формате MP3, AAC, Ogg/Vorbis (для аудио); Flash Video и AVI (для видеоподкастов), либо регулярно обновляемая серия таких файлов, публикуемых на одном ресурсе Интернета, с возможностью подписки. Термин впервые использовал британский журналист Бен Хаммерсли 12 февраля 2004 года в статье «Звуковая революция» для раздела «Телевизионная индустрия».

***VI. Comprehension check. Answer the following questions.***

1. What do English students around the world find more challenging?
2. What are the main reasons that can cause difficulties ?
3. What did the British Council release?
4. What is extensive listening?
5. What do help students improve their spoken English skills?
6. What does Extensive listening have?
7. What do students feel when they understand news broadcast or a TV programs?
8. What is the benefit of extensive listening?
9. What does exposure to free-form listening texts do?
10. What is a comfortable way to improve speaking and listening skills?
11. What is the best way to learn English?

***VII. Arrange the sentences below in the order they appear in the text. Use them to summarize the text.***

1. We know that English students around the world find speaking skills more challenging than reading and writing.
2. Extensive listening doesn't always work well in class. It's better for learners to develop the habit in their own time.
3. Listening to audiobooks created specifically for English learners is a comfortable way to improve speaking and listening skills.
4. We know that English students around the world find speaking skills more challenging than reading and writing.
5. There are many reasons why.
6. Lack of practice, limited access to native English speakers and time and resource constraints all contribute to speaking being seen as the most challenging skill.
7. It's a heady moment of triumph for a learner of any language – speaking to another person using newly acquired words and being understood.
8. Words are, first and foremost, sounds – English learners must be able to speak and listen effectively to communicate well.
9. The first, you need to learn the grammar and the vocabulary.

10. The second, thing you need to learn is how the grammar and vocabulary go together to make communicative messages.
11. There is also an intensive reading and listening series Pearson English Active Readers.
12. Many students report great satisfaction when they are first able to understand a news broadcast or a TV program.
13. The best way to do this is to listen to the language which you understand.
14. There are also benefits to developing motivation.

***VIII. Discuss the following statements.***

1. It's very interesting to use newly acquired words.
2. The best way to listen to the language which you understand.
3. There are benefits to learn foreign language.
4. Advantages and disadvantages in using audiobooks or podcasts.
5. It is very important know foreign languages.

***IX. Make up your own project in the form of presentation on the topic: "LISTENING TO AUDIOBOOKS IS A COMFORTABLE WAY TO IMPROVE KNOWLEDGE".***

### *Text 3. SIGN LANGUAGE*

#### *I. Study and memorize the following words and expressions.*

- |                             |  |
|-----------------------------|--|
| 1) sign language            | – язык жестов                                  |
| 2) impossible               | – невозможный, невыполнимый                    |
| 3) practice                 | – практика                                     |
| 4) probably                 | – вероятно                                     |
| 5) speech                   | – речь   |
| 6) express                  | – изображать; выражать                         |
| 7) grimaces                 | – гримасы, ужимки                              |
| 8) unintelligible           | – непонятный; неразборчивый                    |
| 9) deaf                     | – глухой, лишенный слуха                       |
| 10) to bridge the gap       | – преодолеть разрыв                            |
| 11) to trace                | – отслеживать                                  |
| 12) an explicit vocabulary  | – явный; точный словарный запас                |
| 13) gestures                | – жесты; телодвижения                          |
| 14) depicting objects       | – изображающие объекты                         |
| 15) flexible                | – гибкий                                       |
| 16) uneducable              | – необучаемый                                  |
| 17) a manual alphabet       | – предназначенный для работы<br>руками алфавит |
| 18) precursor               | – предшественник; предтеча,<br>предвестник     |
| 19) vow of silence          | – давать обет молчания                         |
| 20) piety or humility       | – набожность или повиновение                   |
| 21) forsworn (forswear)     | – отказываться; отречься                       |
| 22) a silent monastic order | – тихий монашеский образ жизни                 |
| 23) for instance            | – например                                     |
| 24) suffice                 | – быть достаточным; хватать                    |
| 25) coded signs             | – кодовые знаки                                |
| 26) otherwise               | – другой, иной                                 |

## ***II. Insert the missing words and word combinations.***

1. Chinese and ..., whose languages use the ... .. of characters but ... them entirely ... .
2. The ... sign language was ... .. use into an ... vocabulary of... representing or depicting objects, actions, and ideas.
3. Wherever ... .. is impossible, as between speakers of unintelligible ... or when one or more ... is deaf, ... .. can be used to ... the gap.
4. ... .., any means of communication through bodily movements, especially of the ... and ..., used when spoken communication is ... .
5. Members of ... .. who have taken ... of ..., as well as others who for reasons of... or ... have forsworn ..., have need of ... language.
6. It was ... thought in many ... that the ... were uneducable, and the few ... willing to try were... only to the .... .
7. The ... is probably older than ... .
8. We can ... by means of a ... language in which one ... while the other ... mutually understood characters in his or her ... .
9. ... of long use of sign language to communicate ... mutually unintelligible languages exists for ..., ..., and ... .. .
10. ... was brought to the United States in ... by .... .. .

## ***III. Find the English equivalents of the following words and expressions in the “Text 3”.***

Средство общения; пожимать плечами; произносить; полностью; пробел в знаниях; взаимно, обоюднo; ладонь; наглядность, очевидность; существовать; зашифровывать; попытка что-либо сделать; объяснять точно, обстоятельно; иным образом, по-другому; передавать (звуки); делать возможным; слова и звуки; доступно только здоровым людям.

## ***IV. Find the Russian equivalents of the following words and expressions in the “Text 3”.***

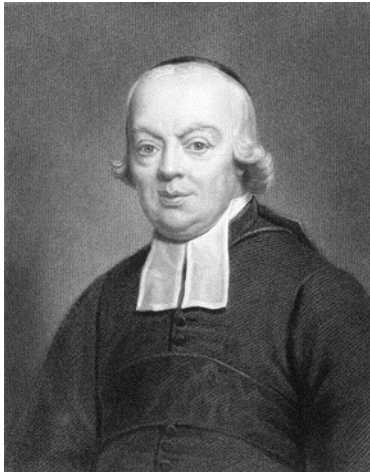
Any means of communication; his or her palm; probably older; speech; grimaces; shrugs; vocal communication; unintelligible languages; communicators; deaf; sign language; can be used; use the same body of

characters; pronounce them entirely differently; around; mutually; unintelligible; exist; the deaf were uneducable; few teachers; conveyed by gestures; several forms of sign language; a manual alphabet.

*V. Read and translate the “Text 3”.*

### ***SIGN LANGUAGE***

Sign language, any means of communication through bodily movements, especially of the hands and arms, used when spoken communication is impossible. The practice is probably older than speech. Sign language may be as expressed as grimaces, shrugs or words spelled out in a manual alphabet. Wherever vocal communication is impossible, as between speakers of unintelligible languages or when one or more communicators is deaf, sign language can be used to bridge the gap.



Chinese and Japanese, whose languages use the same body of characters but pronounce them entirely differently, can communicate by means of a sign language in which one watches while the other traces mutually understood characters in his or her palm. Evidence of long use of sign language to communicate around mutually unintelligible languages exists for Africa, Australia, and North America.

The Indian sign language was codified by use into an explicit vocabulary of gestures representing or depicting objects, actions, and ideas, but it made no attempt to “spell out” or otherwise represent words that could not be conveyed by gestures. Several forms of sign language were developed to enable signers to spell out words and sounds, however. Most of these are as complex and flexible as spoken languages.

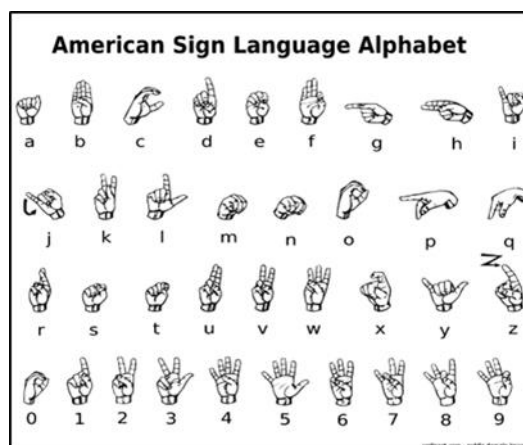
It was long thought in many cultures that the deaf were uneducable, and the few teachers willing to try were available only to the wealthy.

In the middle of 18th century the first educator of poor deaf children Charles-Michel de L'Épée<sup>1</sup> developed a system for spelling out French words with a manual alphabet and expressing whole concepts with simple signs. From his system developed French Sign Language (FSL)<sup>2</sup>, still in use in France today and the precursor of American Sign Language (ASL)<sup>3</sup> and many other national sign languages.



FSL was brought to the United States in 1816 by Thomas Gallaudet<sup>4</sup>, founder of the American School for the Deaf in Hartford, Connecticut. The new sign language was combined with the various systems already in use in the United States to form ASL, which today is used by more than 500,000 deaf people in the United States and Canada; it is the fourth most common language in the United States.

Members of religious orders who have taken vows of silence, as well as others who for reasons of piety or humility have forsworn speech, have need of sign language. Often, in a silent monastic order, for instance, natural gestures such as passing food or pointing to some needed object have sufficed for effective communication, leaving little need for specially coded signs.



**References:**

1. *Шарль-Мишель де л'Эпе* (фр. *Charles-Michel de L'Épée*, также известен как *аббат де л'Эпе*, урожд. *Шарль-Мишель Леспэ*, родился 25 ноября 1712 года, (Версаль, Франция), умер 23 декабря 1789 года (Париж, Франция) – один из основоположников сурдопедагогики.

<https://ru.wikipedia.org/wiki/8C>

2. **FSL – French Sign Language** – (French: langue des signes française, **LSF**) is the sign language of the deaf in France and French-speaking parts of Switzerland. According to Ethnologue, it has 100,000 native signers.

[https://en.wikipedia.org/wiki/French\\_Sign\\_Language](https://en.wikipedia.org/wiki/French_Sign_Language)

3. **ASL – American Sign Language** – Американский жестовый язык, амслен – основной жестовый язык в сообществах глухих США и англоговорящих частей Канады.

4. **The Reverend Thomas Hopkins Gallaudet, LL.D.**, (December 10, 1787 – September 10, 1851) was an American educator. Along



with Laurent Clerc and Mason Cogswell, he co-founded the first permanent institution for the education of the deaf in North America, and he became its first principal. When opened on April 15, 1817, it was called the "Connecticut Asylum (at Hartford) for the Education and Instruction of Deaf and Dumb Persons," but it is now known as the American School for the Deaf. **The Reverend** – is a title used before the name or rank of an officially

appointed religious leader. The abbreviation Rev or Revd is also used.

[https://en.wikipedia.org/wiki/Thomas\\_Hopkins\\_Gallaudet](https://en.wikipedia.org/wiki/Thomas_Hopkins_Gallaudet)

#### **VI. Comprehension check. Answer the following questions.**

1. What language is used when spoken communication is impossible?
2. What ways may sign language be expressed?
3. Which languages use the same body of characters, but pronounce them entirely differently?
4. What was Indian sign language codified by?
5. Several forms of sign language were developed to enable signers to spell out words and sounds. Is it true or false?
6. Who was the first educator of poor deaf children?

7. What language developed from Charles-Michel de L'Epée's system?
8. Who was Thomas Gallaudet and what is he famous for?
9. What language is the fourth most common language in the United States?
10. Who also needs of sign language, except for deaf people?

***VII. Make your own sentences with the following words and expressions.***

a manual alphabet; to bridge the gap; unintelligible languages; an explicit vocabulary of gestures; to spell out words and sounds; simple signs; the precursor; members of religious orders; vows of silence; natural gestures.

***VIII. Arrange the sentences below in the order they appear in the text. Use them to summarize the text.***

1. Sign language may be as expressed as grimaces, shrugs or words spelled out in a manual alphabet.
2. Evidence of long use of sign language to communicate around mutually unintelligible languages exists for Africa, Australia, and North America.
3. Several forms of sign language were developed to enable signers to spell out words and sounds, however.
4. Chinese and Japanese, whose languages use the same body of characters but pronounce them entirely differently, can communicate by means of a sign language in which one watches while the other traces mutually understood characters in his or her palm.
5. In the middle of 18th century the first educator of poor deaf children Charles-Michel abbé de L'Epée developed a system for spelling out French words with a manual alphabet and expressing whole concepts with simple signs.
6. From his system developed French Sign Language (FSL), still in use in France today and the precursor of American Sign Language (ASL) and many other national sign languages.

7. The new sign language was combined with the various systems already in use in the United States to form ASL, which today is used by more than 500,000 deaf people in the United States and Canada.

8. Most of these are as complex and flexible as spoken languages.

9. Members of religious orders who have taken vows of silence as well as others who for reasons of piety or humility have forsworn speech, have need of sign language.

10. Often, in a silent monastic order, for instance, natural gestures such as passing food or pointing to some needed object have sufficed for effective communication, leaving little need for specially coded signs.

***IX. Discuss the following statements.***

1. The importance of body language in our modern society.

2. People socialize all the time when they are not alone even if they are keeping silence.

3. The more sensitive people are, the more bright they feel the body language.

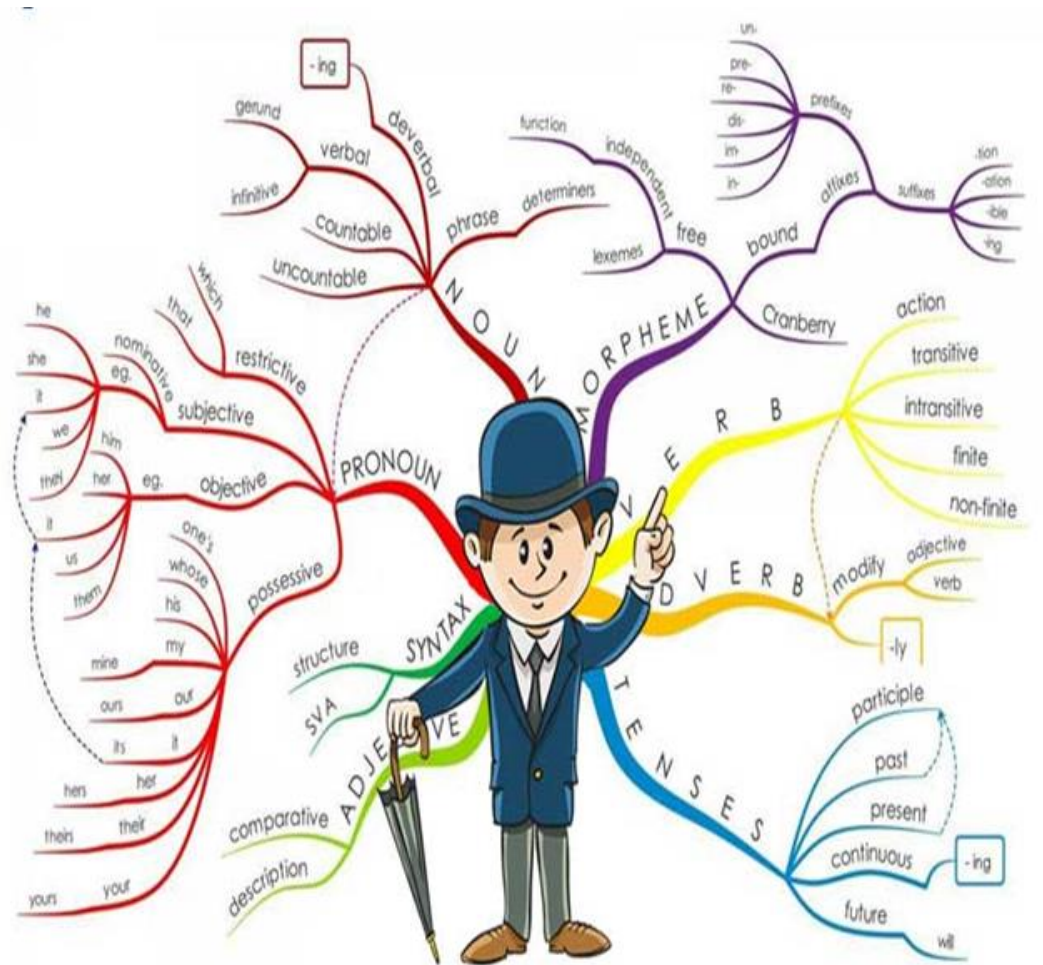
4. People say that knowledge and understanding of body language gives us tremendous opportunities in the field of communication.

5. How we can consider the benefit from the knowledge of body language.

6. We know that most of the information people convey non-verbal ways.

***X. Make up your own project in the form of presentation on the topic: "BODY LANGUAGE IN OUR COUNTRY AND ABROAD".***

**Text 4. TEN INTERESTING FACTS ABOUT THE ENGLISH LANGUAGE THAT YOU DIDN'T KNOW**



**I. Study and memorize the following words and expressions:**

- |                 |                                  |
|-----------------|----------------------------------|
| 1) tip          | – полезный совет                 |
| 2) misspellings | – неправильное написание (слова) |
| 3) save         | – спасать                        |
| 4) dictionary   | – словарь                        |
| 5) punctuation  | – пунктуация                     |
| 6) mistake      | – ошибка                         |
| 7) issues       | – темы                           |
| 8) favorite     | – любимый                        |
| 9) websites     | – веб-сайты                      |

10) to compare	– сравнивать
11) invention	– изобретение
12) needless words	– лишние, бесполезные слова
13) complete	– законченный, завершённый
14) approximately	– приблизительно
15) contain	– содержать в себе, включать
16) particular	– особенный; специфический
17) eventually	– в конечном итоге
18) lung disease	– заболевание легких
19) to inhale	– вдыхать (воздух)
20) ash	– пепел
21) dust	– пыль
22) nonexistent	– несуществующий
23) “ghost word”	– «ложные слова»
24) Medieval manuscripts	– средневековые рукописи
25) crutch words	– слова «паразиты»
26) gender	– пол; род

***II. Pronouns correctly italicized words and phrases from the text given below.***

Tip [tɪp], misspell [mɪs'spel], punctuation [ˌpʌŋktʃu'eɪʃ(ə)n, -tju-], probably ['prɒbəblɪ], misinterpretation [ˌmɪsɪnˌtɜːpri'teɪʃ(ə)n], pangram ['pangram], approximately [ə'prɒksɪmətli], popularize ['pɒpjəl(ə)raɪz, -ju-], movie ['muːvi], eventually [ɪ'ventʃuəli, -tju-], dictionary ['dɪkʃ(ə)n(ə)rɪ], lung[lʌŋ], disease [dɪ'ziːz], cause [kɔːz], inhale [ɪn'heɪl], pronouncing [prə'naʊn(t)sɪŋ], ghost [gəʊst], error ['erə], nonexistent [ˌnɒnɪg'zɪst(ə)nt], known [nəʊn], medieval [ˌmedi'i:v(ə)l] manuscript ['mænjəskript, 'mænjuskript], hour[auə], catch [kæʃ], dissertation [ˌdɪsə'teɪʃ(ə)n], committee [kə'mɪtɪ], project ['prɒdʒekt], crutch [krʌʃ], word [wɜːd], pretty ['prɪti], obvious ['ɒbvɪəs], actually, honestly ['æktʃuəli], basically ['beɪsɪk(ə)li], regardless[rɪ'gɑːdləs], origin['ɔːrɪdʒɪn], initially [ɪ'nɪʃ(ə)li], specific [spə'sɪfɪk], gender ['dʒendə].

**III. Find the English equivalents of the following words and expressions in the “Text 4”.**

Грамматика; ошибки; любимые сайты; другие языки; большинство людей; странные слова; слова «паразиты»; простой; самое короткое предложение; самое длинное предложение; дополнить предложение; буква; интересные факты; означать; ошибка; появляться; верить; напечатать; беседа; внимание; в следующий раз; относится к полу(женский, мужской).

**IV. Find the Russian equivalents of the following words and expressions in the “Text 4”.**

Realize; to make sure; looks great; writing issues; compared to other languages; may seem simple; full of crazy inventions; misinterpretations; let’s take a look; a pangram; every letter in the language; for example; lazy dog; extra long word; movie; you probably didn’t know; believe it or not; go ahead; mean nothing; in the mid of the 20th century; conversation; English is the language of the air.

**V. Read and translate the text without a dictionary.**

**Here’s a tip:** Want to make sure your writing always looks great? Grammar can save you from *misspellings*, grammatical and *punctuation* mistakes, and other writing issues on all your favorite websites.

Compared to other languages, English may seem simple, but that is *probably* because most people don’t realize it is full of *crazy inventions*, *misinterpretations*, mistakes, strange words, and needless words!

Let’s take a look at ten interesting facts about the English language:

**The first** – “I am” is the shortest complete sentence in the English language.

“I-am”.

**The second** – A *pangram* sentence is one that contains every letter in the language.

For example, the sentence “The quick brown fox jumps over the lazy dog” is a pangram.

**The third** – Supercalifragilisticexpialidocious (\*breath\*) is NOT the longest word in English.

This extra long word (that *approximately* means “fantastic”) was *popularized* by the *movie* Mary Poppins and was *eventually* added to the dictionary. What you probably didn’t know is that there is a word that is longer-yes longer-than this one. Pneumonoultramicroscopicsilicovolcanokoniosis is a type of *lung disease caused* by *inhaling* ash and dust.

Go ahead and try *pronouncing* that!



**The forth** – There are “*ghost* words” that mean nothing.

Believe it or not, there are some words that appeared in the *dictionary* because of printing *errors*. The *nonexistent* word “dord” appeared in the dictionary for eight years in the mid-20th century. It became *known* as a “ghost word.”

**The fifth** – The shortest, oldest, and most commonly used word is “I.”

*Medieval manuscripts* reveal that some of the oldest words in English are “I,” “we,” “two,” and “three.” This makes “I” one of the shortest and oldest words in the English language. It is also the most commonly used word in English conversations.



**The sixth** – A new word is added to the dictionary every two *hours*.

Between now and your next meal, a new word will be put into the dictionary. During the course of the year, almost 4,000 new words are added! So, the next time you try to *catch* the attention of the *dissertation committee*, try adding some new words to your *project*.

**The seventh** – There’s a name for words that we repeat often.

Words we always use even *though* they add no meaning or value to a sentence are called *crutch words*. For example, in the sentence “Then I was

like, OMG, then like, he went there, and like...” it is *pretty obvious* that “like” is the crutch word. “*Actually,*” “*honestly,*” and “*basically*” are also commonly used as crutch words.

*The eights* – Swims will be swims even when turned upside down. Such words are called ambigrams.

*The ninth* – English is the language of the air.

This means that all pilots have to identify themselves and speak in English while flying, *regardless of their origin*.

*The tenth* – Girl used to mean small boy or girl.

The word “girl” was not *initially* used to refer to a *specific gender*. It used to mean “child” or “young person” regardless of the gender.

#### ***VI. Complete the sentences.***

1. Words we always use even though they add no meaning or value to a sentence are called ... ..
2. Grammar can save you from ... .
3. Let’s take a look at ten interesting facts about ... ..
4. What you probably didn’t know is that there is a word that ... ..  
.....
5. Believe it or not, there are some words that appeared in the dictionary ...  
.....
6. The word “girl” was not initially used to refer ... ..
7. This means that all pilots have to identify themselves and speak in English ... .., ... ..
8. It used to mean “child” or “young person” ... ..
9. Words we always use even though they add no meaning or value to a sentence ... ..
10. The nonexistent word “dord” appeared in the dictionary for eight years  
.....
11. It became known as a “... ..”.
12. English is the language ... ..
13. A new word is added to the dictionary ... ..
14. Between now and your next meal, a new word ... ..
15. During the course of the year, almost ... .. !

***VII. Fill in the missing words and word combinations in the following sentences.***

1. This extra long word (that ... means “fantastic”) was ... by the ... Mary Poppins and was ... added to the ... .
2. “...,” “...,” and “...” are also commonly used as crutch words.
3. Grammar can save you from ..., grammatical and ... mistakes, and other writing issues on all your favorite websites.
4. Compared to other languages, English may seem simple, but that is ... because most people don’t realize it is full of ... .., ... , mistakes, strange words, and needless words!
5. Pneumonoultramicroscopicsilicovolcanoconiosis is a type of ... .. by ... ash and dust.
6. So, the next time you try to ... the attention of the ... .., try adding some new words to your ... .
7. The ... word “dord” appeared in the dictionary for eight years in the mid-20th century.
8. It became ... as a “ghost word.”
9. This means that all pilots have to identify themselves and speak in English while flying, ... of their ... .
10. The word “girl” was not ... used to refer to a ... ..

***VIII. Give a short summary of the “Text 4”.***

## ***Text 5. FUNCTIONS OF NUMERALS***

### ***I. Study and memorize the following words and expressions.***

- |                       |                                  |
|-----------------------|----------------------------------|
| 1) Numeral            | – числовой; цифровой             |
| 2) figure             | – цифра                          |
| 3) combination        | – сочетание (математика)         |
| 4) presenting number  | – представленное число           |
| 5) cardinal numerals  | – количественные числительные    |
| 6) quantity           | – количество; численность, число |
| 7) ordinal numerals   | – порядковые числительные        |
| 8) parts of speech    | – части речи                     |
| 9) separated (by)     | – разделенный; отделенный        |
| 10) a comma           | – запятая                        |
| 11) the conjunction   | – союз                           |
| 12) word combinations | – словосочетания                 |
| 13) refer to          | – направлять; отсылать           |
| 14) Arabic figures    | – арабские цифры                 |
| 15) the digit         | – цифра; однозначное число       |
| 16) Greek numerals    | – греческие цифры                |
| 17) alphabet          | – алфавит                        |
| 18) context           | – контекст; среда                |
| 19) similar           | – подобный; похожий              |
| 20) elsewhere         | – где-то в другом месте          |
| 21) however           | – однако; тем не менее           |
| 22) to denote         | – обозначать                     |
| 23) in many cases     | – во многих случаях              |
| 24) are used          | – используются (кем-либо)        |
| 25) symbols           | – символы                        |
| 26) Roman numerals    | – римские цифры                  |

***II. Pronouns correctly italicized words and phrases from the text given below.***

numeral ['nju:m(ə)r(ə)l]; Cardinal ['kɑ:dɪn(ə)l]; quantity ['kwɒntəti]; amount [ə'maʊnt]; figure ['fɪgə]; word [wɜ:d]; function ['fʌŋkʃ(ə)n]; serve [sɜ:v]; speech [spi:tʃ]; source [sɔ:s]; include [ɪn'klu:d]; list [lɪst]; both [bəuθ]; higher ['haɪə]; manual ['mænjuəl]; some [sʌm]; difficulty ['dɪfɪk(ə)lti]; meaning ['mi:nɪŋ]; same [seɪm]; example [ɪg'zɑ:mpəl, eg-]; numerical [nju:'merɪkl]; symbol ['sɪmb(ə)l]; arithmetic [ə'rɪθmətɪk]; denote [dɪ'nəʊt]; character ['kærəktə], written ['rɪt(ə)n]; various ['veəriəs]; field [fi:ld]; application [æplɪ'keɪʃ(ə)n]; main [meɪn] concept ['kɒnsɛpt]; mathematics [ˌmæθ(ə)'mætɪks].

***III. Find Russian equivalents for the English words and word combinations.***

Quantity; separated by a comma; amount; odd numbers; round numbers; negative numbers; denoting a number; general character; digit; to refer; language learners; starting with hundreds; a comma; some manuals of style; counting; indicate order; can be written in figures or words; nouns and adjectives; round figures; a system of writing numbers; the meanings of the word; eight parts of speech; style recommend; use digits.

***IV. Find English equivalents for the Russian words and word combinations.***

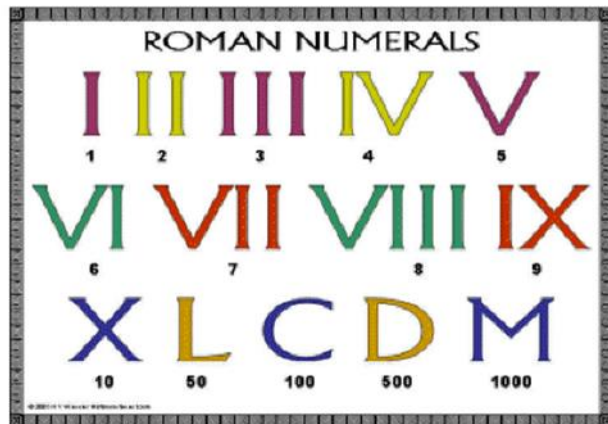
Количественные числительные; порядковые числительные; интересно отметить; часть речи; существительные; прилагательные; сравните; местоимения; глаголы; наречия; предлоги; союзы; междометия; артикли; обычно отделяются запятой; считая справа; некоторые справочники; по стилю; рекомендуют писать; в британском английском; представлять некоторую трудность; для изучающих английский язык.

**V. Read and translate the text with the dictionary.**

A **numeral** is a figure, a letter, a word (or their combinations) representing a number. **Cardinal numerals** indicate number, **quantity or amount** and are used in counting. Ordinal numerals indicate order, that is, the order of things in a series. Numerals can be written in **figures or words** (2 or two; 25 or twenty-five; 17th or seventeenth).

Numerals **function** as nouns and adjectives. In a sentence, a numeral can **serve** as a subject, attribute, object, predicative complement, or adverbial modifier.

It is interesting to note that the numeral is not a **part of speech** in English. The word "numerals" in English **sources** refers **mostly** to figures (not words). Words like "three, six, twenty, forty-five, hundred, third, sixth, twentieth, forty-fifth, hundredth" are nouns and adjectives in English.



Words like "three, six, twenty, forty-five, hundred, third, sixth, twentieth, forty-fifth, hundredth" are nouns and adjectives in English. **Compare** English and **Russian parts of speech**.

There are eight parts of speech in English: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. (In some English sources, articles are **included in this list** as a part of speech.)

There are ten parts of speech in Russian: nouns, pronouns, adjectives, numerals, verbs, adverbs, prepositions, conjunctions, particles, and interjections.

**Both** in British English and in American English groups of three digits in numerals of one thousand and **higher** are usually separated by a comma, counting from the right: 4,286; 12,345; 378,925; 6,540,210. Some **manuals** of style recommend writing four-digit numerals without a comma: 1570; 2358; 5625.

In numbers written as words in British English, the conjunction "and" is used before tens, or before ones if there are no tens, starting with hundreds: one hundred and twenty-three (123); four hundred and seven (407); three thousand five hundred and thirty-eight (3,538); seventy-three thousand and five (73,005); five million three hundred thousand and fifty (5,300,050).

*Note* the use of more than one conjunction "and" in large numbers in **British English**: two million six hundred and twenty-five thousand three hundred and ten (2,625,310).

• BEWARE:



YEAR	AMERICAN ENGLISH	BRITISH ENGLISH
2001	TWO THOUSAND ONE	TWO THOUSAND AND ONE

The words "digit, figure, numeral, number" *may present some difficulty* for language learners. For example, you can say "the digit 3; the figure 3; the numeral 3; the number 3", but

*the meanings* of these word combinations are not *the same*.

The word "digit" refers to any of **Arabic figures** from 0 to 9. **Examples**: the digit 4; the digit 7; a three-digit number; a group of three digits; use digits to write these numbers.

The word "figure" refers to **a numerical symbol** for a number and can also refer to **the numerical value** of a number. **Examples**: the figure 4; Arabic figures; a six-figure number; a figure of 3.5 million; round figures; write these numbers in figures and in words. The word "figures" can also mean **"arithmetic"**: He is good at figures.

Greek numerals, also known as Ionic, Ionian, Milesian, or Alexandrian numerals, are a system of writing numbers using the letters of the Greek alphabet. In modern Greece, they are still used for ordinal numbers and in contexts similar to those in which Roman numerals are still used elsewhere in the West.

For ordinary cardinal numbers, however, Greece uses Arabic numerals.

α	alpha	1	ι	iota	10	ρ	rho	100
β	beta	2	κ	kappa	20	σ	sigma	200
γ	gamma	3	λ	lambda	30	τ	tau	300
δ	delta	4	μ	mu	40	υ	upsilon	400
ε	epsilon	5	ν	nu	50	φ	phi	500
ς	stigma	6	ξ	xi	60	χ	chi	600
ζ	zeta	7	ο	omicron	70	ψ	psi	700
η	eta	8	π	pi	80	ω	omega	800
θ	theta	9	Ϟ	koppa	90	Ϡ	sampi	900

A numeral is a name used *for denoting a number*. Numerals can be in the form of any symbols denoting a number. In texts of *general character*, numerals are usually *written as figures or words*. Examples: the numeral 7; the numeral seven; ordinal numerals; Arabic numerals, Roman numerals.

The word "number" refers to quantity or amount (*in various fields of application*) and is one of *the main concepts* in *mathematics*. Examples: whole numbers; natural numbers; prime numbers; even numbers; odd numbers; large numbers; round numbers; negative numbers; the number 12; the number twelve; the number 165.

One of the meanings of the word "number" is "numeral". Because of that, the word "number" can be used *in many cases* where the word "numeral" is meant, for example, you can say "cardinal numerals" or "cardinal numbers"; "ordinal numerals" or "ordinal numbers".

<http://usefulenglish.ru/miscellany/numbers-and-numerals>

**VI. Fill in the missing words and word combinations in the following sentences.**

1. The word "digit" refers to any of ... .. from 0 to 9.
2. ... : the digit 4; the digit 7; a three-digit number; a group of three digits.
3. Because of that, the word "number" can be used in ... ..
4. ... in ... English and in American ... groups of three digits in numerals of one thousand and ... are usually separated ... ..
5. The word "number" refers to quantity or amount (in ... ..) and is one of the main ... in ... .
6. The word "figure" refers to a ... .. for a number and can also refer to ... .. of a number.
7. The words "..., figure,..., number" may present some... for language ... .
- 8.... the use of more than one ... "and" in large numbers in... English.
9. ... English and .... parts of ... .
10. ... numerals ... number, quantity or amount and are used in ... .

**VII. Translate from Russian into English the sentences given below.**

1. Интересно отметить, что числительное не является частью речи в английском языке.

2. Слово "numerals" в английских источниках имеет в виду в основном цифры (а не слова).

3. В английском языке восемь частей речи: существительные, местоимения, прилагательные, глаголы, наречия, предлоги, союзы и междометия.

4. Как в британском, так и в американском английском, группы из трёх цифр в числительных от одной тысячи и выше обычно отделяются запятой.

5. Некоторые справочники по стилю рекомендуют писать четырёхзначные числительные без запятой.

6. Числительное – это название, используемое для обозначения числа.

7. Числительные могут быть в виде любых символов для обозначения числа.

8. В текстах общего характера, числительные обычно пишутся цифрами или словами.

9. Слово "number" имеет в виду число или количество (в различных областях применения) и является одним из основных понятий в математике.

10. В русском языке десять частей речи: существительные, местоимения, прилагательные, числительные, глаголы, наречия, предлоги, союзы, частицы и междометия.

**VIII. Find numerals from 1 to 10.**

D	T	T	N	H	G	V	J
E	W	H	L	Z	V	V	E
X	O	R	F	V	V	A	G
R	R	E	E	I	G	H	T
S	Q	E	V	N	V	A	F
I	T	E	N	I	I	E	G
X	S	E	V	E	N	N	H
J	P	Q	P	Z	C	J	E
H	F	O	U	R	X	R	T
W	B	W	J	O	N	E	R

**one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten**

**IX. Give a short summary of the "Text 5".**

***Text 6. THE RISE OF THE PHRASAL VERB IN EARLY MODERN ENGLISH AND IN PRESENT-DAY ENGLISH***

***I. Study and memorize the following words and expressions:***

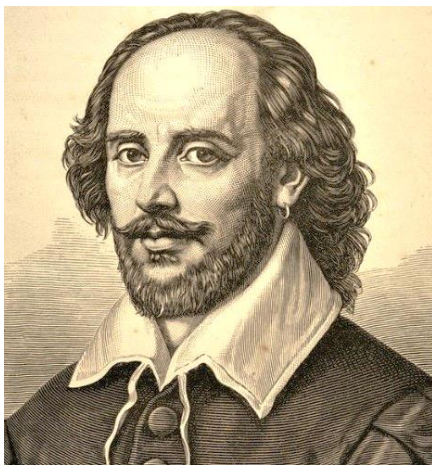
- 1) phrasal verbs – фразовые глаголы
- 2) to apply – применять
- 3) widely – широко
- 4) throughout – на всем протяжении
- 5) incidence – сфера действия; охват
- 6) identify – идентифицировать
- 7) analyze – проанализировать
- 8) remain – оставаться
- 9) per cent – процент
- 10) Early Modern English – начало нового периода в английском языке
- 11) sub-periods – под периоды(классификация)
- 12) exceed – превышать
- 13) onward – вперед
- 14) variable – изменчивый, непостоянный
- 15) extensively – сильно; в значительной степени
- 16) productive – плодотворный; благоприятный
- 17) capacity – способность (что-либо делать)
- 18) occur – происходить; встречаться; попадаться
- 19) frequently – часто
- 20) confirm – подтверждать
- 21) semantic – семантический
- 22) incidentally – случайно
- 23) syntactic – синтаксический
- 24) entrench – зафиксировать (гуманитарные науки)
- 25) compound – сложное слово
- 26) arise – возникать; появляться

**II. Pronouns correctly italicized words and phrases from the text given below.**

Incidence [ˈɪn(t)sɪd(ə)n(t)s], exploded [ɪkˈspləʊdɪd, ek-], Shakespeare [ʃeɪkspɪr], applied [əˈplaɪd], throughout [θruˈaʊt], the Renaissance [rɪˈneɪs(ə)ns, -ɒs] per cent, exceed [ɪkˈsiːd, ek-], extensively [ɪkˈsten(t)sɪvli, ek-], variable [ˈveəriəbl], productive [prəˈdʌktɪv], capacity [kəˈpæsəti], occur [əˈkɜː], frequently [ˈfriːkwəntli], essay [ˈeseɪ], confirm [kənˈfɜːm], Latinate [ˈlætɪneɪt], semantic [sɪˈmæntɪk], incidentally [ˌɪn(t)sɪˈdent(ə)li], syntactic [sɪnˈtæktɪk], entrench [ɪnˈtrentʃ, en-], compound [ˈkɒmpaʊnd], arose [əˈrəʊz], particle [ˈpɑːtɪkl], verbal [ˈvɜːb(ə)l], currently [ˈkʌr(ə)ntli], prepositional [prepəˈziʃ(ə)n(ə)l], movable [ˈmuːvəbl], cousin [ˈkʌz(ə)n], notable [ˈnəʊtəbl], assert [əˈsɜːt], restore [rɪˈstɔː], powerful [ˈpaʊəf(ə)l, -fʊl], productivity [ˌprɒdʌkˈtɪvəti], support [səˈpɔːt], yielding [ˈjiːldɪŋ].

**III. Read and translate the text with the dictionary.**

The *incidence* of phrasal verbs *exploded* in Early Modern English. *Shakespeare*<sup>1</sup> himself applied the form widely *throughout* the plays.



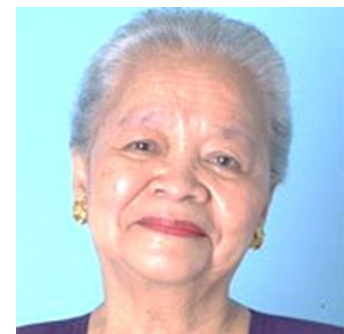
*Hiltunen*<sup>2</sup> cites a study by *Castillo*<sup>3</sup>, in which 5744 phrasal verbs have been identified within the body of the plays. Nevalainen also notes Spasov’s study, which identified 46 plays from *the Renaissance*<sup>4</sup> to Present-Day English, finding that phrasal verbs remained “below ten *per cent* of the total of all verbs from his four Early Modern English sub-periods, but does *exceed* the five per cent level from about 1600 onwards.” Hiltunen explains that phrasal verbs were used *extensively* in Early Modern English dramatic texts because of their *variable* shades of meaning and *productive capacity* “to be expanded to form new idioms”.

Akimoto notes also that “phrasal verbs *occur* more *frequently* in letters and dramas than in *essays* or academic writing” in the eighteenth and nineteenth centuries. This *confirms* that phrasal verbs occupied a lower social position in Early Modern English than, perhaps, single *Latinate verbs* that could fill their *semantic* fields, which gives rise, *incidentally*, to a

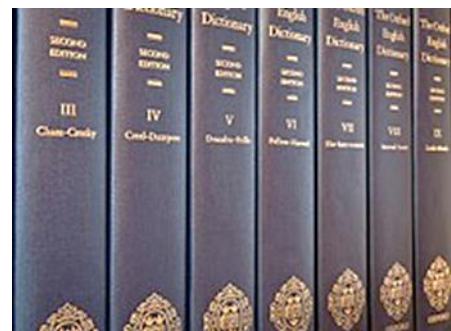
*syntactic* test for phrasal verbs. However, phrasal verbs continued to become *entrenched*. Stage-three *compound* nouns *arose*, such as “breakdown” and “comeback”. The stress on the *particle* in the *verbal* form (we say, “I have to break DOWN these boxes”) moved from the particle to the verbal component when the compound acted as a noun (as in, “he had a BREAKdown”). Phrasal verbs in Early Modern English also could be formed with a noun + particle, such as “to louse up”. It was also in this period that pronominal objects were firmly established before particles (“She put it on” not \*She put on it) as a standard practice, while nominal objects retained movement before and after the particle (She put the dress on / She put on the dress).



Phrasal verbs are still *currently* productive, and there has been the rise of a more complex form, the three-part phrasal-prepositional verb, which includes a verb, a post-positioned particle, and a complementary *prepositional* phrase. Examples of the first type include “put up with” and “do away with”, which qualify as phrasal verbs because they can be translated by the single Latinate verbs “tolerate” and “abolish”, although their particles are not movable: “I put up with traffic every day”, not \*I put with traffic up every day.



A second variation of phrasal-prepositional verbs (type II) in Present-Day English takes a *movable* particle around a noun-phrase direct object as well as a complementary prepositional phrase, as in “she fixed her friend up with her *cousin* / she fixed up her friend with her cousin.” The *notable*



distinctions from type I are (1) that the particle can move, because (2) there is an explicit direct object. The proliferation of the various types of phrasal verbs is alleged to be more productive in North America than in Britain. Traugott *asserts* that the use of phrasal verbs is a distinguishing feature

between British and American English. Her claim that phrasal senses of verbs are often not cited in the *OED*<sup>5</sup> still proves true in some cases, such as “to build up” meaning “to advertise or promote”.

The 32 intervening years between Traugott’s 1972 study and the current state of the OED have seen updates to the dictionary in this respect. The introduction to British English of what Traugott calls “Americanisms” is *restoring* the *powerful productivity* of *phrasal verbs*<sup>6</sup> across regions. In *support* of this, Baugh and Cable cite an interesting fact from Kennedy’s 1920 study, that twenty common English verbs had at that time entered into 155 combinations with particles, *yielding* 600 distinct meanings.

<http://homes.chass.utoronto.ca/~cpercy/courses/6361lamont.htm>

### **References:**

1. **William Shakespeare** (26 April 1564 – 23 April 1616) was an English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist.

2. **Hiltunen – Хилтунен Елена Александровна.** Журналист, педагог, автор книг о воспитании детей в духе педагогики Монтессори. Пропагандист, инициатор и родоначальник возрождения Монтессори – движения в России. Обладатель международного педагогического сертификата немецкой Академии развивающей реабилитации.

3. **Casitllo** – Philippine National Scientist Gelia Casitllo.

4. **The Renaissance** – The Renaissance is a period in European history, covering the span between the 14th and 17th centuries and marking the transition from the Middle Ages to modernity. The traditional view focuses more on the early modern aspects of the Renaissance and argues that it was a break from the past, but many historians today focus more on its medieval aspects and argue that it was an extension of the middle ages.

5. **Oxford English Dictionary** – The Oxford English Dictionary (OED) is the principal historical dictionary of the English language, published by Oxford University Press. It traces the historical development of the English language, providing a comprehensive resource to scholars and academic researchers, as well as describing usage in its many variations throughout the world. The second edition, comprising 21,728 pages in 20 volumes, was published in 1989.

6. **PHRASAL VERBS** – Фразовые глаголы – это глаголы, представляющие собой сочетание глагол + частица. Данное сочетание является идиоматическим: его значение нельзя вывести из значений глагола и соответствующей частицы. Наиболее распространенными частицами, входящими в состав фразовых глаголов, являются слова about, across, along, around, away, back, by, down, forward, in, off, on, out, over, through, under, up. Таким образом, частица, являющаяся частью фразового глагола, может совпадать по форме как с наречием (например, out), так и с предлогом (например, on). В отличие от "настоящих" предлогов, частицы, похожие на предлог, обычно ударны.

***IV. Find Russian equivalents for the English words and word combinations.***

Phrasal verbs; occur; frequently; trace; a comprehensive resource; throughout the world; second edition; traditional view; focuses; modern aspects; argue; scholars and academic researchers; the Middle Ages; modernity; widely regarded as the greatest writer; Latinate verbs; used extensively in Early Modern English; confirm; compound nouns; a movable particle; a post-positioned particle; semantic fields.

***V. Find English equivalents for the Russian words and word combinations.***

Страница; том; описать использование глагола; развитие английского языка; традиционное видение проблемы; инициатор и родоначальник возрождения Монтессори – движения в России; обладатель международного педагогического сертификата немецкой Академии развивающей реабилитации; фразовые значения глаголов; заметные различия в грамматике английского языка; частотность фразовых глаголов; значения глаголов; новые формы глаголов; появление новых идиом; дополнительная предложная фраза; подвижная частица; фразовый глагол; распространение различных типов фразовых глаголов; отличительные черты глаголов.

**VI. Fill in the missing words and word combinations in the following sentences.**

1. ... notes also that “phrasal verbs ... more ... in letters and dramas than in... or academic writing” in the eighteenth and .... centuries .
2. The ... to British English of what ... .. “Americanisms” is restoring the powerful ... .. across regions.
3. In support of this, ... and ... cite an interesting fact from Kennedy’s 1920 study, that ... common English ... had at that time ... into ... combinations with particles, yielding... distinct ... .
4. ... himself applied the ... widely ... the ... .
5. Phrasal ... remained “below ... .. of the total of ... .. from Early Modern English ... .. .
6. This ... that ... .. occupied a ... .. in Early Modern English.
7. Phrasal verbs are ... .. and there has been the rise of a more ... form.
8. There are the ... – ... phrasal-prepositional ..., which includes a..., a post-positioned ..., and a complementary ... .. .
9. Traugott ... that the use of ... .. is a distinguishing... between ... and ... English.
10. The introduction to ... .. of what ... calls “...” is restoring the powerful productivity of ... .. across regions.

**VII. Translate from Russian into English the sentences given below.**

1. Фразовый глагол в английском языке – это сочетание двух или трех слов: глагола и наречия, глагола и предлога либо глагола, наречия и предлога.

2. Фразовые глаголы – изюминка английского языка.

3. Фразовые глаголы представляют собой практически бесчисленную группу глаголов, которые в сочетании с различными предлогами или короткими наречиями могут принимать разнообразные новые значения.

4. Происхождение фразовых глаголов можно отследить до самых ранних древнеанглийских письменных источников.

5. Наречия и предлоги в них использовались в очень буквальном смысле и обозначали, в основном, направление, место или ориентацию объекта в пространстве.

6. Как в русском языке приставка служит мощным инструментом образования различных глаголов от одного корня (ходить, выходить, приходить, сходить, уходить и т. д.), так в английском языке эту же роль выполняют предлоги и наречия.

7. Фразовые глаголы можно встретить в английском тексте любого стиля и жанра, но все же основная сфера их употребления – это разговорная речь.

8. В официально-деловом и научном стиле чаще принято использовать глаголы французского, латинского или греческого происхождения.

9. Большинство фразовых глаголов неразделяемые, то есть предлог или наречие следуют непосредственно за основной частью.

10. Фразовые глаголы возникли в английском языке естественным образом, однако, произошло событие, которое заставило язык развиваться двумя параллельными путями. Этим событием было Нормандское завоевание Англии, произошедшее в 1066 году.

<https://skyeng.ru/articles/vse-sekrety-frazovyh-glagolov-v-anglijskom>

***VIII. Give a short summary of the “Text 6”.***

## CONCLUSION

Стремительное развитие культурных, экономических и политических отношений между странами диктует новые требования к будущим специалистам в разных сферах человеческой деятельности. Молодой специалист должен обладать не только глубокими познаниями в своей профессиональной сфере, но и быть эрудированным, осведомленным и компетентным в других областях науки и техники. Знание иностранного языка в значительной степени повысит профессионализм каждого специалиста. На сегодняшний день владение иностранным языком – не роскошь, а необходимая реальность.

Автор выражает уверенность, что в результате занятий по данному пособию студенты смогут извлекать информацию из профессионально-ориентированного текста, смело вступать в дискуссии и выражать свое собственное мнение в процессе непосредственного общения с собеседником, обмениваться мнениями со специалистами других стран, а также выражать собственные мысли по тому или иному вопросу.

Автор искренне желает всем успехов в овладении иностранным языком!

## LIST OF SOURCES

1. *Барановская, Т. В.* Грамматика английского языка : Сборник упражнений : учеб. пособие / Т. В. Барановская ; Владим. гос. ун-т. – 2 изд., испр. и доп. – Киев : Логос-М, 2009. – 384 с. – ISBN 978-5-8112-3384-7.

2. *Койкова, Т. И.* Computer World (Мир компьютеров) : учеб. пособие по англ. яз. / Т. И. Койкова ; Владим. гос. ун-т. – Владимир : Изд-во ВлГУ, 2010. – 160 с. – ISBN 978-5-9984-0074-2.

3. *Матяр, Т. И.* Instrumentation and Electrical Engineering (Приборостроение и электротехника) : практикум по англ. яз. / Т. И. Матяр, Л. В. Новикова ; Владим. гос. ун-т. – Владимир : Изд-во ВлГУ, 2009. – 160 с. – ISBN 978-5-89368-998-3.

4. *Матяр, Т. И.* Грамматика – правила и упражнения : учеб. пособие по англ. яз. / Т. И. Матяр, Л. В. Новикова, Л. В. Удалова ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. – Владимир : Изд-во ВлГУ, 2016. – 168 с. – ISBN 978-5-9984-0736-9.

5. *Матяр, Т. И.* In The World of Religions Diversity (В мире разнообразных религий) : практикум по англ. яз. / Т. И. Матяр, Л. В. Новикова ; Владим. гос. ун-т. – Владимир : Ред.-издат. комплекс, 2005. – 119 с. – ISBN 5-89368-589-X.

6. *Новикова, Л. В.* Учебное пособие по обучению чтению и развитию навыков устной речи на английском языке : Общеобразовательный курс / Л. В. Новикова ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. – Владимир : Изд-во ВлГУ, 2018. – 122 с. – ISBN 978-5-9984-0877-9.

7. *Новикова, Л. В.* Учебное пособие по обучению чтению и развитию навыков устной речи на английском языке : Профессиональный курс / Л. В. Новикова ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. – Владимир : Изд-во ВлГУ, 2019. – 284 с. – ISBN 978-5-9984-0910-3.

## DICTIONARIES AND REFERENCE BOOKS

1. New English-Russian Dictionary, three volumes, Moscow, Russky Jazyk, 2003.
2. Webster's Third New International Dictionary. Encyclopaedia Britannica, Inc. 1994.
3. Oxford Advanced Learner's Dictionary of Current English, London, Oxford University Press, 1974.
4. Michael Swan Practical English Usage. Moscow, Vysšaja Škola, 1984.
5. Murphy R. English Grammar in Use. A Self-study Reference and Practice Book for Intermediate Students. Cambridge, University Press, 1994.

## INTERNET SOURCES

1. <https://upload.wikimedia.org/wikipedia/commons> (дата обращения: 18.03.2020).
2. <http://lizasenglish.ru/delovoj-anglijskij/dialogi-o-biznese.html> (дата обращения: 12.02.2020).
3. [https://en.wikipedia.org/wiki/United\\_Kingdom](https://en.wikipedia.org/wiki/United_Kingdom) (дата обращения: 28.02.2020).
4. <https://www.picfair.com/pics/04967468-view-of-the-royal-observatory-greenwich-london-england> (дата обращения: 25.02.2020).
5. <https://ru.depositphotos.com/stock-photos/80.html> (дата обращения: 10.04.2020).
6. [https://upload.wikimedia.org/wikipedia/commons/5/51/Premio\\_Pritzker.png](https://upload.wikimedia.org/wikipedia/commons/5/51/Premio_Pritzker.png) (дата обращения: 23.04.2020).

## CONTENTS

ПРЕДИСЛОВИЕ .....	3
-------------------	---

### PART ONE

Unit I. ENGLISH LANGUAGE AS A MEANS OF CROSS-CULTURAL COMMUNICATION .....	4
Unit II. THE RUSSIAN FEDERATION .....	27
Unit III. THE CITY I LIVE AND STUDY .....	40
Unit IV. THE COUNTRY OF THE LANGUAGE WE STUDY GREAT BRITAIN .....	51
Unit V. EDUCATION .....	66
Unit VI. WORLD OF PROFESSIONS .....	82
Unit VII. ENVIRONMENT .....	97
Unit VIII. IN THE WORLD OF RELIGIONS DIVERSITY .....	107

### PART TWO

#### TEXTS FOR ADDITIONAL READING

Text 1. LEARN ENGLISH WITH ENGLISH AUDIO BOOKS .....	126
Text 2. LEARNING ENGLISH WITH AUDIOBOOKS AND PODCASTS .....	132
Text 3. SIGN LANGUAGE .....	138
Text 4. TEN INTERESTING FACTS ABOUT THE ENGLISH LANGUAGE THAT YOU DIDN'T KNOW .....	145
Text 5. FUNCTIONS OF NUMERALS .....	151
Text 6. THE RISE OF THE PHRASAL VERB IN EARLY MODERN ENGLISH AND IN PRESENT-DAY ENGLISH .....	157
CONCLUSION .....	164
LIST OF SOURCES .....	165

*Учебное издание*

НОВИКОВА Людмила Васильевна

УЧЕБНОЕ ПОСОБИЕ ПО ОБУЧЕНИЮ ЧТЕНИЮ И УСТНОЙ РЕЧИ  
НА АНГЛИЙСКОМ ЯЗЫКЕ

Средне-продвинутый уровень

Редактор Е. В. Невская

Технический редактор С. Ш. Абдуллаева

Корректор Н. В. Пустовойтова

Корректор иностранного языка Т. И. Койкова

Компьютерная верстка Л. В. Макаровой

Выпускающий редактор А. А. Амирсейидова

Подписано в печать 30.06.20.

Формат 60×84/16. Усл. печ. л. 9,77. Тираж 50 экз.

Заказ

Издательство

Владимирского государственного университета  
имени Александра Григорьевича и Николая Григорьевича Столетовых.  
600000, Владимир, ул. Горького, 87.