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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ОБЩЕСТВЕННЫХ НАУК

*Сборник текстов и упражнений
для бакалавров 1 курса*

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Сборник соответствует дисциплине «Иностранный язык (английский)» для студентов бакалавров первого курса.

Издание предназначено для студентов бакалавров по направлениям: «История», «Социология», «Социальная работа», «Социально-культурная деятельность», «Государственное муниципальное управление», но может также быть использовано на практических занятиях по английскому языку со студентами первого курса других неязыковых специальностей. Сборник может использоваться как для работы в группах студентов дневного отделения, так и для самостоятельной подготовки студентов как очного, так и заочного отделений.

Пособие составлено в соответствие со стандартами ФГОС 3++.

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Предисловие

Цель данного сборника текстов и упражнений – развитие навыков чтения и понимания текстов по специальности, коммуникативных умений, различных видов речевой деятельности. Тексты, представленные в пособии, носят общественно-исторический характер, они насыщены лексикой, связанной с исследовательской работой в области общественных наук.

Сборник состоит из шести уроков, каждый из которых имеет четкую структуру. Работа над текстом А предполагает подробное изучение представленной информации, выполнение адекватного перевода, совершенствование навыков чтения, овладение новыми лексическими единицами. Послетекстовые упражнения нацелены на отработку навыков говорения, формулирования мыслей и доводов на иностранном языке, установление четких соответствий между английскими и русскими выражениями профессионального характера.

Работа над текстом В предполагает не только развитие навыков чтения, перевода и активизацию словарного запаса студентов, но дает хороший материал для обсуждения, анализа и аннотирования на английском языке. В пособии также представлены тексты, направленные на отработку поискового чтения и интеграцию профессиональных знаний в процесс изучения иностранного языка.

Некоторые упражнения актуализируют и развивают навыки перевода с русского на иностранный язык.

Большинство заданий в пособии представлены на английском языке, что помогает созданию языковой обстановки на занятиях.

Составитель.

Unit 1. MAKING THE INTRODUCTIONS

Topical vocabulary

| | |
|--|--|
| Nice to meet you/ Nice to see you | Рад знакомству с вами! |
| Welcome! | Добро пожаловать! |
| Let me introduce myself. | Разрешите представиться. |
| I am pleased to meet you. | Очень рад встретиться с вами! |
| Meet my friend, Ms. Hughes! | Познакомьтесь с моей подругой, мисс Хьюз. |
| I think we've already met. | Полагаю, мы встречались ранее. |
| I've heard so much about you. | Я наслышан о вас. |
| Is it your first time in Tiraspol? | Вы впервые в Тирасполе? |
| You work in sociology, right? | Вы работаете в сфере социологии, верно? |
| How do you like it here? | И как вам здесь нравится? |
| How long have you been here? | Как долго вы здесь находитесь? |
| I'm sorry, I didn't catch your name | Простите, я не расслышал, как вас зовут. |
| What do you do? / What are you? | Чем Вы занимаетесь (где работаете, какая у вас профессия)? |
| Where are you from/Where do you come from? | Откуда Вы? |
| Could I take your email address? | Вы не могли бы дать мне свой электронный адрес? |

Task 1. Give Russian equivalents to the following words:

Introduce, appearance, complexion, even-tempered, reserved, calm, laugh, appreciate, delight, pleasure, ice-skating, sense, quite, native.

Task 2. Determine the part of speech of the following words and practise their pronunciation.

Appearance, straight, reserved, alone, laugh, humour, younger, literature, future, specialist, pleasure, walk.

Task 3. Match words and their definitions:

| | |
|---------------|--|
| 1. complexion | a. something, such as a funny story or trick, that is said or done in order to make people laugh |
| 2. joke | b. not usually talking about or making obvious your own abilities and achievements |
| 3. profession | c. a pattern of sounds made by musical instruments, voices, or computers, or a combination of these, intended to give pleasure to people listening to it |
| 4. city | d. any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education |
| 5. modest | e. the natural colour, texture, and appearance of a person's skin, especially of the face |
| 6. music | f. a large town |

Task 4. Read and translate the text. Answer the following question: What is Alice's future profession?

TEXT A. ABOUT MYSELF

First of all let me introduce myself. My name is Alice. I am seventeen. I live in Pskov and it's my native city.

As to my appearance I am tall and thin. My face is round and I have a fair complexion. I have large blue eyes, and my hair is black, straight and long.

I think that I'm even-tempered, reserved, calm and modest. But sometimes I can lose my temper and become angry or sad. I like staying alone. But at the same time I like my friends, I like to laugh and joke. I have got a sense of humour. It means I understand humour and appreciate it.

I was born on the 25th of April 2004 in the city of Pskov where I live now together with my parents and my younger brother. I was born in a family of a teacher and a doctor. I went to school when I was 7, and there I was very good at History, Russian literature and English. I really tried hard in them. But I was quite bad at Math.

I have just left school and now I am finally a student of the Ural State Pedagogical University. I am going to be a music teacher. I like my future profession and I am going to do my best to become a good specialist.

I haven't got any special hobby, like collecting something but I'm fond of reading books. And of course I like music. I'm fond of music of the 60-s, like the Beatles, the Rolling Stones and Elvis Prestly. The songs of the Beatles give me much delight and pleasure. If I have some free time, I go to the cinema. I don't like television. My favourite sport is ice-skating. My friends and I often get together to play different games, to go for a walk or to a club.

Task 5. Are the statements given below true or false?

1. Alice is very tall and quite stout. 2. She likes collecting stamps. 3. She is very good at Math. 4. Alice hasn't got any sense of humor. 5. Her favourite sport is ice-skating. 6. She enjoys music of the 60s. 7. There are four people in her family. 8. She is a theatre-goer.

Task 6. Get ready to speak about yourself (12 sentences).

Task 7. Take a look at the visit card and answer the following questions:

1. Whose card is this? 2. What is he? 3. What company is he from? 4. What city is he from? 5. What is his telephone number? 6. What is the address of his company?

| | |
|---|-------------------------------------|
| BIG BEE Real estate agency. | JOHN G. SMITH Financial director |
| 9 North Road, Brighton, BN1 5JE, England Phone: (0273) 543359 Fax: (0273) 559364 | |

Task 8. Make a visit card for yourself.

Please keep in mind that the address is written in reverse order in English-speaking countries. The name of the street is indicated in the nominative case (Example: Repin Street, Lenin Street).

Task 9. Grammar time. Give the appropriate feminine nouns.

A lion, a tiger, an actor, a poet, a man, an uncle, a husband, a brother, a grandfather, a son, a master, a baron, a count, a shepherd, a host.

Task 10. Grammar time. Give the appropriate masculine .

A lady, a girl, a niece, Mrs. Smith, a widow, a stewardess, a French woman, a cow, a queen, a princess, a duchess, a hen, a mother.

Task 11. Grammar time. Use the appropriate forms of “to be” in Present Simple.

1. What ... your name? – My name ... Sean Connery. 2. What ... your address? – My address ... 120 Pushkin Parkway. 3. What... your phone number? – My phone number ... 1286357. Where ... you from? – I ... from New York. I ... a student. 6. My father ... not a teacher, he ... a scientist. 7. ... your aunt a doctor? – Yes, she 8. ... they at home? – No, they ... not at home, they ... at work. 9. My brother ... a worker. He ... at work. 10. ... you an engineer? – Yes, I 11. Helen ... a painter. She has some fine pictures. They ... on the walls. 12. ... your brother at school? – Yes, he 13. ... your sister at work? – No, she ... not at work. 14. Mary ... at home. 15. ... this your watch? – Yes, it 16. Sarah ... an actress.

Task 12. Match words and their definitions:

| | |
|------------------------|---|
| 1.shy | a. always doing a lot of work: |
| 2. hard-working | b. prepare food to be eaten by heating it in a particular way, such as baking or boiling |
| 3.cook | c. a teacher at a British college or university who teaches one student or a small group |
| 4. chess | d. nervous and uncomfortable with other people: |
| 5. tutor | e. A house that is joined to another similar house on only one side |
| 6. semi-detached house | f. a game played by two people on a square board, in which each player has 16 pieces that can be moved on the board in different ways |

Task 13. Clarify the meaning and practise the pronunciation of the words given:

Medium height, slightly, features, rather, service, chestnut, restaurant, these, talker, quiet, natural, science, primary, entertainment, gentle, fair.

Task 14a. Think of English equivalents to the words and word combinations given below.

Он преподает английскую и американскую литературу; правильные черты лица; карие глаза; светлые волосы; высокого роста; стройная; скромный; три дня в неделю; темно-голубые глаза; каштановые волосы; большие серые глаза; похожа на маму; ей восемь лет; темноволосый мальчик 15 лет; он не похож на сестру; она учится в начальной школе; трудолюбивый; поступать в университет; играть в шахматы; неразговорчивый; лучший футболист среди друзей; дружная семья; вечерние развлечения; любимое занятие

Task 14b. Read about a typical British family.

TEXT B. MEET THE CLARKS

The Clarks live in a semi-detached house with a garden in London. They are four in the family: the father, Mr. Clark, the mother, Mrs. Clark, and their two children.

Mr. Clark is a tutor. He works at London University. He teaches English and American Literature. He is a quiet man, rather shy, but strict with his students, a good listener, not much of a talker. He is in his early forties, a little above medium height, with regular features and fair hair slightly grey at the temples. He has hazel eyes.

Charles Clark is fond of music. He plays the piano very well. He is also fond of books. He knows French, German and reads and writes these languages very well.

His wife Mary is two years younger than her husband, tall and slim, with a lovely face and large grey eyes. She has beautiful brown hair. She makes up very little.

Mary works in a service industry for three days a week. She quite likes her job as it gets her out of the house. She meets people and it is close to the children's school. Charlie is proud of his wife, as she is kind and gentle and cooks perfectly.

Their daughter Kitty is a pretty little girl with dark blue eyes and chestnut hair. She takes after her mother. She is eight years old and goes to primary school in London. She is fond of books. Her favourite book is "Alice in Wonderland".

Her brother Bobby is a dark-haired boy of fifteen. He is not like his sister. He is a tall strong boy. He is quiet and hard-working. Bobby does well at school. He is good at natural sciences and he is going to enter the University. He likes to play chess, tennis, football. He is the best football player among his friends.

The Clarks are a friendly family. Their most popular evening entertainment is watching movies or video. Sometimes they visit friends, go to the cinema or a restaurant. Their most popular hobby is gardening.

Task 15. Find in the text Russian equivalents of the following words and word combinations.

He is not much of a talker; he is a good listener; he is in his early forties; above medium height; she makes up very little; his hair is slightly grey at the temples; she works in a service industry; it gets her out of the house; he is proud of his wife; she is gentle; he is not like his sister; broad at the shoulders and thin at the waist; he does well at school; he is good at natural sciences; he is quiet; two years younger than her husband; he is fond of music; she quite likes her job; a lovely face; gardening.

Task 16. Ask your partner questions using "DO YOU":

1. wake up without an alarm clock. 2. feel nervous when you meet new people. 3. drive to the University. 4. have lunch at home. 5. listen to the news before you go to the University. 6. borrow books from the library. 7. go shopping for food more than twice a week. 8. drink tea or coffee in the evening. 9. go to bed late. 10. remember people's telephone numbers. 11. go jogging. 12. sing in the bath or shower.

Task 17.

A. Complete the sentences using words: married, job, name, address, number, you, from

1. What's your _____? 2. Where are you _____? 3. How old are _____? 4. What's your telephone _____? 5. Are you _____? 6. What's your e-mail _____? 7. What's your _____?

B. Insert phrases from part A into the dialogue.

- Hello! _____?
- Hi! I'm Nick.
- Nice to meet you, Nick. My name is Jane. _____?
- I'm twenty. I'm a student at the University. And you?
- Me too. I study History. Do you live in a hostel?
- No, I live with my parents. _____?
- I'm from Pskov. It's not a big city.
- Yeah, I know. My friend works there. Sorry, I must go... I start work at 4. I'll phone you. _____?
- Oh, where do you work? _____?
- I'm a waiter in a restaurant.
- Great! Here, I wrote my phone number for you. And _____?
- It's nick@uspu.ru
- Ok. Bye!

Task 18. Answer the following questions.

1. What place are you from?
2. Are you married or not?
3. How many are you in the family?
4. How old are you?
5. Who is the eldest in your family?
6. What is your occupation?
7. What subjects do you study?
8. Do you play the piano?
9. What languages do you know?
10. How well do you know French and German?
11. How many children do you have?
12. What colour is your hair?
13. What colour are your eyes?
14. What are you fond of?
15. What are you going to do after graduating from the University?
16. What kind of sport do you go in for?
17. What do you usually do in the evening?
18. Are you a friendly person?

Task 19. Describe the picture.



Unit 2. THE WORLD OF WORK

Topical vocabulary

| | |
|--|---|
| I work at/for Google. | Я работаю в компании Google. |
| I start work at 10 a.m. | Я начинаю рабочий день в 10 часов утра. |
| I have a part-time job. | У меня работа на неполную ставку. |
| to look for a job / to seek employment | Искать работу |
| to look through the job lists | Просматривать объявления работодателей |
| To apply for a job | Подать заявку о приеме на работу |
| to submit resume / CV | Подать резюме |
| Cover letter | Сопроводительное письмо |
| Candidates' applications | Заявки от кандидатов |
| employer | работодатель |
| employee | сотрудник |
| Job interview | Собеседование о приеме на работу |
| shortlist | Окончательный список кандидатов |
| Get a job offer | Получить предложение о работе |
| Job training | Подготовка |
| Retraining | Переподготовка |
| Department | Отдел |
| Branch | Филиал |
| Promotion | Повышение в должности |
| To dismiss / to fire | Уволить |
| To resign / to quit | Уйти с работы |
| To retire | Уйти на пенсию |

Task 1. Give Russian equivalents to the following words:

To provide; self-esteem; self-respect; goods; needs; punishment; opportunity; success; sense of pride; value; to be placed in solitary; luxury; career goal.

Task 2. Translate the sentences and determine the part of speech of the underlined.

1. None of us is satisfied only buying the goods, which are necessary. 2. When we feel good about ourselves, it is known as self-esteem. 3. Money is only one reason for working. 4. Your life's work should match your abilities, values, interests and lifestyle goals. 5. Selection a career goal is one of your most important considerations. 6. People need contact with others.

Task 3. Match words and their definitions:

| | |
|----------------|---|
| 1. Money | a. belief and confidence in your own ability and value |
| 2. Job | b. a punishment in which someone is kept alone in a room, especially in a prison |
| 3. Self-esteem | c. the regular work that a person does to earn money: |
| 4. career | d. the importance or worth of something for someone |
| 5. value | e. coins or notes (= special pieces of paper) that are used to buy things |
| 6. solitary | f. doing something regularly for most of your life, especially as your main way of making money |

Task 4. Read, translate and entitle the text.

TEXT A

Why do people work? Basically they work for three reasons:

1. Money (economic) to provide for physical needs.
2. Contact with people (social) for the feeling of loving or belonging.

3. Self-esteem (psychological) for self- respect and pride.

As for the first reason, none of us is satisfied only buying the goods, which are necessary. Our wants exceed our needs. Whatever you desire in addition to the necessities of life is called a luxury. Money is only one reason for working. There are other important ones, for example, the social one.

People need contact with others. One of the most hated forms of punishment is to be placed «in solitary». Work gives opportunities for contact with other people. When we feel good about ourselves, it is known as self- esteem.

How successful you are in life is measured by your success in work. Successful job helps you to develop a sense of pride. It gives you self-respect.

The work you do will have a great influence upon your life. So, selecting a career goal is one of your most important considerations. Your life's work should match your abilities, values, interests and overall lifestyle goal.

Task 5. Choose the correct variant.

1. Economic reason for working is _____ .
a) contact b) self-esteem c) money
2. Usually our wants _____our needs.
a) exceed b) succeed c) examine
3. Successful job helps you to develop _____ .
a) a sense of pride b) a sense of fear c) a sense of humour
4. Life's work should _____your abilities, values, interests.
a) hate b) match c) contradict
5. When we feel good about _____, it is known as self – esteem.
a) themselves b) ourselves c) yourselves
6. Self- esteem is _____ reason for working.
a) social b) psychological c) economic

Grammar time. Formation of plural forms of nouns: a cat – cats a dog – dogs a car – cars a chair – chairs, a dress – dresses, a box – boxes, a dish – dishes, a watch – watches, a boy – boys, a potato – potatoes, a city – cities, a leaf – leaves. But: 1) a piano – pianos; a photo – photos. 2) a roof – roofs; a safe – safes; a handkerchief – handkerchiefs.

Plural for of nouns you should remember: a man – men, a goose – geese, a woman – women, a tooth – teeth, a child – children, a foot – feet, a mouse – mice, an ox – oxen, an Englishman – Englishmen, a Frenchman – Frenchmen, a German – Germans

Task 6. Form plural forms of the following nouns:

A baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato, a secretary, a crowd, the airport, a theatre, the tornado, a shop, the tragedy.

Task 7. Use plural forms for word combinations:

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife, this book, this family, this pie, that answer, that apartment, that teacher, that comedy.

Task 8. Give Russian equivalents to the following words:

Mental and physical activity, set of motivators, human being, needs for survival, receive, achieve, safety needs, support, job satisfaction, step, rather than, conform, of fundamental importance, experience.

Task 9. Determine the part of speech of the following words and practise their pronunciation.

Argue, hierarchy, psychologist, adequate, physiological, survival, communities, necessary, knowledge, healthy, cultural, stereotype, recognition, contribution, congratulation.

Task 10. Match words and their definitions:

| | |
|----------------|---|
| 1. trade union | a. the type of person you are, shown by the way you behave, feel, and think |
| 2. personality | b. something given in exchange for good behaviour or good work, etc. |

| | |
|---------------|---|
| 3. stereotype | c. a chemical element that is a gas with no smell or colour, it forms a large part of the air on earth, and is needed by animals and plants to live. |
| 4. reward | d. a set idea that people have about what someone or something is like, especially an idea that is wrong |
| 5. hierarchy | e. an organization that represents the people who work in a particular industry, protects their rights, and discusses their pay and working conditions with employers |
| 6. oxygen | f. a system in which people or things are arranged according to their importance |

Task 11. Read and translate the text.

TEXT B: WHY DO PEOPLE WORK?

A simple question which goes deeper than the obvious answer, «To earn enough is to live on». Psychologists have found that mental and physical activity - and work in particular - is a dominant human driving force. Some argue that it is the same set of motivators which led a primitive man to hunt and fight in a tribal setting.

Are some motives more basic than others? Many psychologists refer to the theory of Abraham Maslow, a humanistic psychologist, which suggests that motives are ordered. Maslow felt that human beings are born with five systems of needs which are arranged in the hierarchy.

People remain “wanting animals” all their lives. As one set of needs (motives) is taken care of, a new set replaces it. We work our way up through various systems in order. Maslow’s theory begins with physiological needs, such as food, water, oxygen, protection from temperature extremes, activity. These needs for survival are the strongest. They must be satisfied to some degree before other needs appear. If only one of them remains unsatisfied, it may dominate all the others.

Once human physiological needs are satisfied, the other needs arise. Adults want stable jobs, saving accounts, and insurance. Thus adequate pay and working conditions become of fundamental importance.

When safety needs are achieved, people seek to love and be loved. The family is the most important unit where they receive support. In larger organization it is the team, the department, the company, the trade union or the profession which may satisfy the need.

Once love needs are satisfied, needs to be esteemed by oneself and others dominate. People want to be valued in their communities, at work and at home. They want to respect themselves. Self-esteem is an important part of job satisfaction and is another step in the hierarchy. It means that the individual understands the contribution needed from him and is receiving recognition for making it. Words of congratulation and rewards are necessary things for self-esteem.

The final step is the release of potential. This may be a simple ambition to succeed or the desire to make a contribution to a body of knowledge. People struggle to realize their potentials and to fulfill their ideals. Maslow theorized that these needs predominate in healthy personalities. In his view, only 1 per cent of Americans achieve self-actualization. Why is it so rare? Most of us, Maslow believed, are blind to our true potentials. We conform to cultural stereotype rather than for personal needs. Concerns about safety make us fearful of risk taking and closed to new experiences.

Task 12. Answer the following questions:

1. What is a dominant human driving force? 2. What do you know of Abraham Maslow? 3. What system of needs does he suggest? 4. What are the strongest human needs, according to his hierarchy? 5. What do adults want to receive when their physiological needs are satisfied? 6. What do people seek when safety needs are achieved? 7. Where can people receive support? 8. What does self-esteem mean? 9. How do people try to realize their potentials? 10. Why do most people fail to realize their potentials?

Task 13. Agree or disagree with the following statements. Give your arguments.

1. Mental and physical activity is a dominant driving force.
2. Safety needs are the strongest in human beings.
3. In their work people do not think of their self-esteem at all.
4. Most of us are blind to our true potentials.

Task 14. Grammar time. Use plural form where possible.

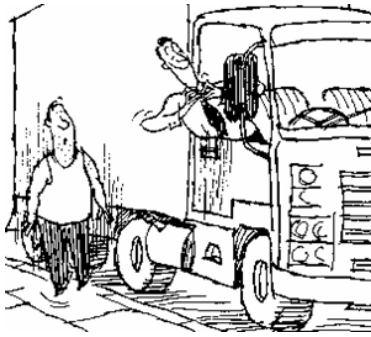
1. This phone in the office is out of order. 2. That blouse is made of silk. 3. This is an excellent painting. 4. His book is very popular and it really interests me. 5. It's a difficult word to write. 6. My son is a journalist and he has been very successful. 7. This purse isn't made of leather. 8. That is my neighbour's car. 9. Has he got a camera? 10. This is my friend's study. 11. This room is very large. 12. There is a match in the box. 13. Has this lady got a knife? 14. There is a man and a woman in the street. 15. This lady is that gentleman's wife. 16. This shoe is too large for my foot. 17. The child is sitting on a bench. 18. My tooth is white. 19. This key is made of steel. 20. A potato is a vegetable and a cherry is a fruit.

Task 15. Insert the verb "to be" in Present Simple.

1. Where ... you? – I... in the kitchen. 2. Where ... Fred? – He ... in the garage. 3. Where ... Lisa and John? – They .. at college. 4. ... you busy? – No, I... not. Mike ... busy. He ... the busiest person I've ever met. 5. It... ten o'clock. She ... late again. 6. How ... you? – I ... not very well today. – I ... sorry to hear that. 7. We ... interested in classical music. 8. Vera ... afraid of snakes. 9. My grandmother ... not nervous and she ... rarely upset. She ... the kindest person I've ever seen. My grandmother ... really wonderful. 10. I ... sorry. They ... not at the office at the moment. 11. Where ... the keys? – In your jacket. 12. What... the time, please? – Two o'clock. 13. It ... the biggest meal I've ever had. 14. Which sport do you think ... the most dangerous? 15. Chess and aerobics ... not as exciting as skydiving and figure skating. 16. Debt... the worst kind of poverty. 17. The game ... not worth the candle. 18. Do you have any idea where he ... ? 19. Used cars ... cheaper but less reliable than new cars. 20. What ... the weather forecast for tomorrow? 21. Art ... long, life ... short. 22. You ... the best friend I've ever had. 23. I don't remember what his telephone number 24. Two heads ... better than one. 25. You ... right. That ... a lot of money! Coffee ... very expensive this week.

Task 16. 1. Read two cases and answer these questions.

- 1) What job did the man do?
- 2) Why were the employers upset?
- 3) Who apologized? Who accepted the change?
- 4) Who intends to sue his employer? Why?



Case 1.

John Humphries, aged 62, is a lorry driver who is proud of being well-dressed for work. However, his employer told him that he must not come to work in a collar and tie to drive his 17- tone lorry. If he did so, he risked to be sacked. When working, Mr. Humphries, an ex-Royal Airforce man, wore dark blue trousers, a

light blue shirt, and a red and grey striped tie. He felt he looked excellent and impressed the customers. "If you present yourself well, you look good and get respect," he said.

Mr. Humphries' employers were not impressed when he refused to give up his collar and tie. They wanted him to conform to the company's new image of clothing such as T-shirts or sweat shirts. They even wanted to sack him if he didn't accept their new dress code. Union officials advised him to accept the change and follow the company's policy. He agreed.

Notes: 1. collar – воротник 2. tie – галстук 3. respect – уважение
4. to conform – соответствовать.

Case 2.

Yoshiaki Nishiura, a 25-year-old lorry driver from western Japan, was sacked because he dyed his hair brown. (This is a popular fashion with a growing number of young Japanese.) Although he apologised and dyed it black again, he was still fired. His employer, Mr. Yamago, believed that behaviour like Mr. Nishiura's one made company discipline worse and ruined morale. He blamed it on American influence. "We need drivers to keep a professional appearance to make a good impression," he said. A Japanese journalist said, "Japanese firms expect all employees to look the same and think the same. When you come into a company, you sign away your human rights."

Mr. Nishiura is going to sue his employer for unreasonable dismissal.

Notes: 1. to dye – красить 2. to apologise – извиняться 3. to fire – разг. увольнять, выгонять 4. to blame – порицать, обвинять.

2. Discuss these questions.

What do you think of: a) the employers' decisions? b) the employees' reactions? How important is your personal appearance at work? Think about formal clothing, uniforms, men with earrings, and tattoos, etc.

Task 17. All of the following sentences could be used to describe jobs. Mark each sentence as follows:

(+) if you think it describes a positive aspect to a job.

(-) if you think it describes a negative aspect to a job.

(?) if it could be either positive or negative.

- It's **well-paid**.
- It's **badly-paid**.
- It's **challenging**.
- It's stressful.
- It's **hard** work physically.
- You work **long hours**.
- You have to **work shifts**.
- You need special **training** and **qualifications**.
- You need good **people skills**.
- There's a lot of **job satisfaction**.
- There's a lot of **variety**.
- There's a lot of **responsibility**.

Task 18. Describe the duties of these professionals.





office worker



computer programmer



veterinarian



street vendor



factory worker



miner



teacher



real estate agent



bellboy



gas station attendant



speaker



delivery man



butcher



pharmacist



receptionist



politician



tour guide



entrepreneur



ballet dancer



astronaut

Unit 3. CITY LIFE

WORDS AND EXPRESSIONS TO BE REMEMBERED

| | | |
|----------------|------------|--------------|
| access | nucleus | tax |
| available | ownership | to bring out |
| clogged street | population | to create |
| countryside | property | to earn |
| crime | proximity | to own |
| din of noise | resident | to provide |
| dwelling | slum | urban |
| impure air | space | urbanization |
| inhabitant | state | |
| law | suburb | |

Task 1. Give Russian equivalents to the following expressions.

To live in close proximity; municipal corporations; to be compared; to own property; to sell property; to borrow money; to serve the special needs; an instrumentality of the state; to obey state laws; to hate the city; to leave the city for...; shortage of parking places; traffic jam; to make the land available; to rehabilitate; apartments; a dense population; to earn a living.

Task 2. Match and translate words and their definitions:

| | | |
|--------|---|---|
| Air | 1 | <p>1 a binding custom or practice of a community; a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority</p> <p>2 the whole body of customs, practices, or rules</p> |
| Street | 2 | <p>a: living in a place for some length of time</p> <p>b: serving in a regular or full-time capacity</p> |

| | | |
|-----------------------------------|---|--|
| Crime | 3 | a: mode or condition of being b: condition of mind or temperament c: a condition or stage in the physical being of something d: a government or politically organized society having a particular character |
| Law | 4 | the invisible gaseous substance surrounding the earth, a mixture mainly of oxygen and nitrogen. |
| Resident | 5 | a charge usually of money imposed by authority on persons or property for public purposes |
| Traffic jam | 6 | a. a compactly settled area usually larger than a village but smaller than a city; b: a compactly settled area as distinguished from surrounding rural territory |
| State | 7 | an illegal act for which someone can be punished by the government |
| Town | 8 | a public road in a city, town, or village, typically with houses and buildings on one or both sides |
| Tax | 9 | a situation in which a long line of vehicles on a road have stopped moving or are moving very slowly |
| Give your own definitions: | | |
| Money | | |
| City | | |
| Population | | |
| Garden | | |
| Talent | | |
| Tomorrow | | |

Notes: 1. Binding – обязательный, обязывающий, связующий 2. Vehicle – автомобиль, транспортное средство 3. Sovereign – суверенный, независимый, верховный 4. Charge – обвинение, заряд, обязанность, расходы, цена, нагрузка, ответственность

Task 3. a. Match the equivalents.

- | | |
|-------------------------------|---------------------------------|
| 1. clogged streets | a. густота населения |
| 2. high taxes | b. уезжать из города в пригород |
| 3. the din of a city | c. житель |
| 4. traffic jam | d. автомобильная пробка |
| 5. to be tolerant | e. шум большого города |
| 6. population | f. население |
| 7. resident | g. загрязненные улицы |
| 8. to leave a city for suburb | h. быть терпимым |
| 9. population density | i. высокие налоги |
| 10. impure air | j. загрязненный воздух |

b. Arrange the following words into pairs of synonyms.

- | | |
|---------------|------------------|
| 1. house | a. to make dirty |
| 2. resident | b. to dislike |
| 3. to hate | c. countryside |
| 4. to pollute | d. inhabitant |
| 5. impure air | e. dwelling |
| 6. suburb | f. polluted air |

Task 4. Read and translate the text.

TEXT A. A MAN AND A CITY

A city is a place where a large number of people live and work in close proximity.

Cities are municipal corporations created by state. Municipal corporations can be compared to private business corporations: they can own property, sell property, borrow money, loan money. Both are created to serve the special needs of their members. The members of a municipal corporation are the residents. But every city remains an instrumentality of the state and must obey state laws.

American sociologists formulated the zone theory of city growth. The essence of which is that cities tend to develop in zones from the center.

Usually there are five zones.

Zone I is the nucleus of city life, the heart of commercial activity.

Zone II. The business district is surrounded by an area known as the slum, which is characterized by low rents and a dense population. This area is a transitional area in the city because it is constantly but slowly changing.

Zone III. This is a world of working-men's homes: two-flat or three-flat dwellings.

Zone IV. It is a far more pleasant district. Here are one-family and two-family dwellings, and there are small lawns and flower gardens in front of them. Here the middle-class family lives, where the husband earns a comfortable living.

Zone V. It is the residential zone of the extremely wealthy. The homes are separated by lawns and set back from the street.

Cities bring out the best and the worst in man. Cities bring out man's most inventive talents. City man is also tolerant of different life styles. And he expects tomorrow to be different. But in many ways man hates the city. He often leaves it for more restful countryside.

Cities have many problems. Everybody can state them clearly: crimes in the streets, impure air and water, din of noise, breakdowns in public transportation, cities are burdened by high taxes and inflationary prices.

Housing and poor transportation are closely related problems. The rise in car ownership has brought many benefits, but it also created some problems. They are clogged streets, polluted air, shortage of parking places, traffic jams.

The housing problem is very much a space problem. The urban specialists say that there are two ways to make the land available. One is to rehabilitate and to renovate apartments and houses where possible. The other is to build outside the old cities in suburbs or further out.

The population of the world increases, so new plans for cities, which use space efficiently, will be developed.

Task 5. Answer the following questions: 1. What is a city? 2. What is the essence of the zone theory of city growth? 3. What do cities bring out in man? 4. Do cities have any problems? 5. Is there any con-

nection between urban housing and transportation problem? 6. What are the ways of solving housing problem?

Task 6. Choose topics for oral and written practice:

1. My reason for liking (disliking) city living.
2. My solutions of the mass transportation problem.
3. My idea how to improve the urban environment.
4. If I were a mayor of my city

Task 7. Try to describe zone-division of your native town.

Task 8. Grammar time. Make the sentences negative and interrogative.

1. He can skate. 2. They can come at five. 3. I can go to the theatre tonight. 4. My friend can play chess. 5. She can stay with us over the week-end. 6. They can work here

Task 9. Grammar time. Keep in your mind the formation of the Possessive case of nouns: the child's toys – the children's toy, the boy's books – the boys' books.

Translate into English using the possessive case

1. Глаза у кошки зеленые. 2. Игрушки детей в большом ящике. 3. День рождения моего отца в мае. 4. И что за совпадение! Это любимый торт и моей мамы. 5. Я люблю книги моего мужа. 6. Как зовут того молодого человека? 7. Он показал мне письмо своей сестры. 8. Она взяла коньки своего брата. 9. Дайте мне тетради ваших учеников. 10. Принесите вещи детей. 11. Вчера дети нашли птичье гнездо. 12. Это семья моего друга. Отец моего друга – инженер. Мать моего друга – преподаватель. 13. Чья это сумка? – Это сумка Тома. 14. Чьи это словари? – Это словари студентов. 15. Вы видели книгу нашего учителя? 16. Мне нравится почерк этого мальчика. 17. Я слышу голос моей сестры. 18. Она открыла окно и услышала смех и крики детей. 19. Она поставила мокрые сапоги мальчиков к печке. 20. Это бабушкино кресло. 21. Я считаю, что ответ этого студента отличный. 22. Мой муж много знает о романах (книгах) Агаты Кристи. 23. В воскресенье у Дианы был день рождения.

Task 10. Grammar time. Open the brackets using the possessive case as in the example: Show me (timetable, Kathy). = Show me Kathy's timetable.

1. Where is (album, Richard)? 2. Is (Tom, school) far from his house? 3. Do you know (Bill, new teacher)? 4. What are (names, their children)? 5. Is (your mother, car) new? 6. (parrot, Kathy) is smart and funny. 7. (birthday, my mum) is on the 8th of July.

Task 11. Read and translate the text.

TEXT B. LIFE IN A MEDIEVAL CITY

Notes:

1. land census - земельная перепись
2. extension - пристройка, продление, расширение, развитие
3. to engage - заниматься, привлекать, вступать, нанимать
4. handicraft - ручная работа, ремесло, кустарный
5. peculiarity - особенность, странность, специфичность, характерная черта
6. spacious - просторный, вместительный, обширный, широкий
7. stalls - стойло, киоск, кабинка, ларек, прилавок
8. wagon - вагон, фургон, повозка, тележка

The medieval city was small. In the Middle Ages, only a small part of the country's population lived in cities. In 1086, the general land census was carried out in England. According to this census, in the second half of the XI century in England, no more than 5% of the total population lived in cities. But these townspeople were not quite what we understand by the urban population today. Some of them were still engaged in agriculture and owned land outside the city walls.

In the late 14th century, in England, a new census was made for tax purposes. It showed that about 12% of the population at that time lived in cities. Even in the XIV century cities with 20-thousand population were considered large ones. On the average, there were 4-5 thousand inhabitants in cities. There were 40 thousand people living in London in the XIV century, and it was considered a very large city. At the same time, semi-agrarian character was the characteristic of

most cities. There were many “cities” of purely agrarian type, that had some handicrafts, but rural trades prevailed. Such cities differed from villages because they were surrounded by walls and represented some peculiarities in management.

Since the walls prevented the cities from expanding in breadth, the streets narrowed to the last degree to accommodate as many buildings as possible, the houses hang over each other, the upper floors stood out above the lower ones, and the roofs of houses on opposite sides of a street almost touched each other. Each house had a lot of extensions, galleries, balconies. Despite the insignificance of the urban population number cities were small and crowded with residents. In any city there was usually a square, the only more or less spacious place. On market days, it was staffed by stalls and peasant wagons with all sorts of goods brought from surrounding villages.

Sometimes there were several squares in a city, each of which had its own special purpose: there was an area where grain trade took place, another traded hay, and so on.

Task 12. Find English equivalents in the text for the following words & write them: Население страны, согласно переписи, все виды товаров, быть переполненным жителями, окрестные деревни, незначительное число городского населения, расширяться, торговля зерном, верхние этажи, специфика управления, сельскохозяйственного типа.

Task 13. Agree or disagree with the following statements:

1. Medieval cities were not large in size.
2. One could see few people in a European city of the 14-th century.
3. Average medieval villages counted about 4-5 thousand inhabitants.
4. All medieval cities were surrounded by walls.
5. There were any distinctions between a city and a town in Medieval Europe.
6. Village life is sometimes called rural.
7. There were many large squares in medieval cities.
8. Trade was very popular in towns.

Task 14. Match two parts of the sentences below:

| | |
|--|---|
| 1. People in cities had their own ... | a. goats, sheep, pigs mainly remained inside the city walls. |
| 2. Every morning, by the sound of the horn, all of the ... | b. ... dirt and stink, it was impossible to walk through the streets of a medieval city without getting soiled in mud. |
| 3. Small cattle, such as ... | c. ... a city because of fetid dust. |
| 4. Pigs could find plenty of food in the city, since all the garbage and remains of food ... | d. ... at a very high level. |
| 5. In the city, therefore, there was an insufferable ... | e. ... vegetable gardens, fields, pastures. |
| 6. After rains, the streets of a city turned into swamps in which carts were stuck ... | f. ... endless, and during the great epidemics, which occurred from time to time in the Middle Ages, the cities suffered most. |
| 7. It was very hard to breathe in such ... | g. ... and a rider on horseback sometimes was drowned. |
| 8. Under such conditions, overwhelming diseases in cities were ... | h. city gates were opened and cattle were driven out to communal pastures, and in the evening this cattle were again driven into the city. |
| 9. Mortality in cities was ... | i. were thrown out right there, on the street. |

Task 15. Insert the missing words from given ones: modern, constant, located, around, invasions, circles, merchants, could, duty, walls.

The feudal city looked completely different in comparison with the one. As a rule it was surrounded by needed to defend the population against the attacks of enemies and to give refuge to rural population in case of

The population of cities would decrease continuously because of epidemics, if it not replenished by newcomers from the villages. Townspeople had to carry a guard..... and were engaged in garrison service. All inhabitants of a city,

and artisans knew how to wield arms. Urban militias even defeat knights.

The ring of walls, behind which the city was, did not give it the opportunity to expand in breadth. Gradually, suburbs appeared these walls, which in their turn were also strengthened. The city thus developed in the form of concentric

Task 16. Questions for discussion:

1. How did cities defend themselves from enemies?
2. What kind of people lived in medieval cities?
3. Can you describe a medieval city from inside the city walls?
4. Where did townspeople get their food?
5. Why did cities need squares?
6. What do you know about living conditions of townspeople?
7. What can you tell about city artisans?
8. Why could one easily see a pig in a medieval city street?

Task 17. Grammar time. Transform the sentences using possessive forms of nouns as in the example. Example: This car belongs to Sam. – This is Sam’s car. These apples belong to the girls. – These are the girls’ apples.

1. This notebook belongs to Jane.
2. These suitcases belong to our guests.
3. This bedroom belongs to my son.
4. These keys belong to Mark.
5. This painting belongs to Picasso.
6. These poems belong to Pushkin.
7. This helicopter belongs to our boss.
8. These dictionaries belong to the students.

Task 18. Grammar time. Determine the function of ‘s in each sentence. It can be a contraction of “to be” form (Ann’s a wonderful wife) or a possessive form (Ann is David’s wife).

1. Peter’s a dentist.
2. My son’s girlfriend speaks four languages.
3. She’s a talented tennis-player.
4. It’s cold today.

5. Kate's uncle has lost his passport.
6. Mary's day was very hard.

Task 19. State the main idea of the text and entitle it:

Medieval cities always arose on lands of feudal lords, who were interested in the emergence of cities on their lands, as crafts and trade brought them additional income. But the desire of feudal lords to get as much revenue from a city as possible led inevitably to a struggle between the city and its lord. Often, cities managed to obtain the rights of self-government by paying a large sum to the lord. In Italy, cities achieved great independence in the XI-XII centuries. Many cities of Northern and Central Italy became city-states (Venice, Genoa, Pisa, Florence, Milan, etc.)

In the Holy Roman Empire there were so-called imperial cities, which in fact were independent city republics since the XII century. They had the right to declare war on their own, conclude peace, and make their coins. Such cities were Lubeck, Hamburg, Bremen, Nuremberg and others. The symbol of freedom of cities of the Holy Roman Empire was the statue of Roland.

Sometimes large cities, especially those located on the royal land, did not receive the rights of self-government, but enjoyed a number of privileges and liberties, including the right to elect city government bodies. However, such bodies acted in conjunction with the representative of the lord. Such incomplete rights of self-government Paris and many other cities in France had, for example, Orleans, Lyon, Nantes, Chartres, and in England - Lincoln, Ipswich, Oxford, Cambridge, Gloucester. But some cities, especially small ones, remained entirely under the administration of the seigniorial administration.

Task 20. Match the antonyms:

- | | |
|-----------------|----------------|
| 1. arise | a. sovereignty |
| 2. income | b. send |
| 3. including | c. war |
| 4. liberties | d. servant |
| 5. receive | e. expenditure |
| 6. independence | f. except |
| 7. lord | g. disappear |
| 8. peace | h. bondage |

Task 21. Match the defined words and their definitions in the following passages:

1. Zurich
2. Madrid
3. Paris
4. Naples
5. London

a) In the XII-XIII century, active strengthening of this city begins. Under King Philip II Augustus, by 1190 the fortified tower of the Louvre had been built on the right bank of the Seine, and by 1210 the fortress wall and tower was being built on the left bank. Also, the construction of several churches began, including the Notre-Dame cathedral. At the site of the present Latin Quarter, several small church schools united in one, which was the predecessor of the Sorbonne University.

b) The history this city began in 43 AD when the Romans invaded Britain. Soon it became the most important settlement of Roman Britain. By the year 100 AD it reaches its dawn and becomes the capital of Britain, replacing Colchester. In the V century, the Romans abandon this city and the British gradually began to colonize it.

c) The city grew around the Alcazar fortress built by the Emir of Cordoba on the border between the Muslim city Al Andalus and the kingdoms of Leon and Castile, in order to protect Toledo against possible Christian incursions. After the collapse of the Cordoba Caliphate, Madrid joined to Toledo. In 1085, Toledo capitulated before the army of King Alfonso VI the Brave, and this city fell under the control of Castile. Soon it received a number of powers and privileges, which undoubtedly had a positive impact on its further development and growth of political influence and economic potential.

d) In 15 B.C. there was a fortress Turicum in the place of this city. There was a border post of Roman Empire. In the V century the settlement was already known under its current name, and since the XIII century it was granted the status of a free Imperial city. In 1351, the city enters the Confederation. The inhabitants of the city were famous for their free-thinking and it became the cradle of the Reformation. Since 1877, when the Exchange was established, the city became a major business center. Now it's one of the largest economic centers of Switzerland.

e) The inhabitants of this city consider themselves a separate ethnic group, which can be traced both in language and culture, and in traditions or cooking. This region is considered the birthplace of pizza (the country's oldest pizzeria is located here), guitar and mandolin, costumed masquerades and a number of art schools. Despite the fact that this overpopulated city, located on a narrow strip between the bay, the mountains and the unpredictable Vesuvius, it is considered a visiting card of Italy and is introduced in the UNESCO World Heritage List. .

Task 22. Think about one more sentence to complete the following statement:

1. A modern city is an attractive place to live.
2. Modern cities have wide streets so that many cars can freely go down there.
3. The city houses are also comfortable and cozy: electricity, gas, hot water, a garbage disposal, sewerage and central heating.
4. Every day a lot of people work to maintain the city's infrastructure good functioning.
5. A lot of people from provinces: small towns, rural areas, come to cities.
6. Berlin is the capital of Germany, the largest city of this country, its political and historical centre.

Task 23. Read the text and answer the questions given below:

SOME FACTS FROM THE HISTORY OF BERLIN

The appearance of modern Berlin is largely determined by its uneasy fate, the city has been constantly changing throughout its history. The consequences of the two World Wars which Berlin played a significant role in are very noticeable there.

Initially, there were two settlements on the territory of the modern capital of Germany, these were Cologne and Berlin, which served as important points of trade routes. The first mention of Cologne dates back to 1237, and this year is considered to be the year of Berlin's founding. Settlements developed and after 70 years they were united in a city with a unified management system. A little later the city became the capital of Prussia, and then the German Empire.

After the end of the World War II, the city was divided by the victorious countries into 4 sectors of occupation. Three of them later merged into West Berlin, and during the Cold War were separated from the rest of the country by the famous Berlin Wall. Only in 1989, the wall that for almost 30 years divided the city into two camps, was destroyed, and parts of the city were reunited.

Later Berlin turned into a huge construction site, the German capital healed its wounds, recovering from a difficult historical period. Today, on the site of the legendary Berlin Wall, ultra-modern business centers rise, and the city successfully flourishes and develops. Berlin Wall became one of the attractions of this amazing city.

Among the most famous sights worth seeing in Berlin, you can note the Brandenburg Gate, the Reichstag, the Berlin TV Tower, the Kaiser Wilhelm Memorial Church, and the Charlottenburg Palace. And just a walk around the city can be very pleasant - many streets are planted with trees, so Berlin is considered a very "green" city. The largest and most famous of the city parks is the Tiergarten park.

Berlin is also considered to be one of the world's cultural capitals due to a large number of museums, architectural monuments, concert halls, theaters. Traditionally, the capital of Germany holds major music festivals, for example the jazz festival "Jazzfest".

Questions: 1. What do you know about the participation of Berlin in the World Wars? 2. When was Berlin made the capital of Prussia? 3. Why does Berlin Wall's history seem so tragic? 4. What are the most famous sights one could see in Berlin? 5. Are there many parks in Berlin? 6. Why is Berlin considered to be one of the world' cultural centers?

Task 24. A. Grammar time. Read the mini-text and identify family ties.

George and Mary are married. They have 2 children: John and Laura. Mary has a sister, Kelly. George has a brother, Rob.

1. George is *Mary's* husband. 2. George is _____ father. 3. Mary is _____ wife. 4. Mary is _____ mother. 5. John is _____ son. 6. Laura is _____ daughter. 7. John is _____ brother. 8. Laura is _____ sister. 9. Kelly is _____ aunt. 10. Rob is _____ uncle. 11. John is _____ nephew. 12. Laura is _____ niece.

B. Grammar time. Use the Past Simple forms of the verb “to be”.

My aunt ... very depressed last Sunday. The weather ... terrible. It ... cold and rainy. Her husband ... not at home. He ... at hospital because he ... sick. Her children ... not at school. They ... not in the yard, they ... in the living room. The TV ... broken. The children ... not only upset, they ... very angry. The neighbours ... not happy because her children ... too noisy.

The house ... not clean. The sink ... broken. There ... dirty dishes on the kitchen table and in the sink. There ... nothing in the fridge. There ... no vegetables for dinner, there ... no juice for her children. There ... not even bread in the house! She ... tired and hungry. She ... just exhausted.

Unit 4. THE IMPORTANCE OF EDUCATION

Topical vocabulary

| | |
|-----------------------------|-----------------------------------|
| Rector (President) | ректор |
| Dean | Декан |
| Full professor | профессор |
| Associate professor | доцент |
| Assistant professor | старший преподаватель |
| Instructor | преподаватель |
| Assistant secretary | лаборант кафедры |
| Department | отделение |
| Full-time department | дневное отделение |
| Part-time department | вечернее отделение |
| Evening courses | вечерние курсы |
| Correspondence department | заочное отделение |
| Distant learning department | отделение дистанционного обучения |
| Staff | штат |
| Researcher | исследователь |
| To apply to university | пытаться поступить в университет |
| To pass examinations | сдать экзамены |
| Grade | оценка |
| Academic year | учебный год |
| Term | семестр |

Task 1. Study the following words and compose sentences with 10 of them.

Professor – профессор, lecturer - лектор, researcher - исследователь, research – исследование, Undergraduate – студент последнего курса, graduate - имеющий учёную степень; выпускник, post-

graduate или post-graduate student - аспирант, Masters student - магистрант, Master's degree - степень магистра, Bachelor's degree - бакалаврская степень, thesis - диссертация; исследовательская работа, dissertation – диссертация, lecture - лекция, higher education - высшее образование, semester - семестр, student union - студенческий союз, tuition fees - плата за обучение, university campus - университетский район; кампус, freshman – первокурсник, sophomore – второкурсник

Task 2. Match words and their definitions.

| Words: college, alms, science, trade, theology, church, patron, crime | | |
|--|---|--|
| | 1 | the systematic study of the structure and behavior of the natural and physical world, or knowledge obtained about the world by watching it carefully and experimenting |
| | 2 | the activity of buying and selling, or exchanging, goods and/or services between people or countries |
| | 3 | a building for Christian religious activities |
| | 4 | any place for specialized education after the age of 16 where people study or train to get knowledge and/or skills |
| | 5 | a person or group that supports an activity or organization, especially by giving money |
| | 6 | illegal activities |
| | 7 | clothing, food, or money that is given to poor people |
| | 8 | the study of religion and religious belief |
| Give your own definitions: | | |
| century | | |
| university | | |
| The Pope | | |
| King | | |
| students | | |
| military service | | |

Task 3. Read, translate and make a vocabulary of 15 words to the text.

TEXT A. THE FIRST UNIVERSITIES IN EUROPE

In the XIV - XV cc. there were secular educational institutions called colleges, which acted as a link between primary and higher education. Until the middle of the XV c. colleges were shelters for children of the poor. Later they became a place of study adjacent to universities. The schoolboys lived for alms. They were located in some obscure places of cities with high crime rate. Then colleges turned into communities of universities and colleges and became institutions of general education.

An important milestone in the development of pedagogical science and education was the creation of the first medieval universities. They were created on the initiative of scientists and people interested in the development of science of urban population, in church schools at the end of the 11th century.

The most prestigious was the University of Paris (1200), which evolved from a theological school-shelter, where once only sixteen students from France, Germany, England and Italy lived. The shelter was founded by the chaplain of Louis IX of France Robert de Sorbon. Since then, the University of Paris was called Sorbonne. The course of study lasted for ten years. At the end of the course, the student was supposed to debate with a group of twenty professors, which was changed every half an hour, from six in the morning until six in the evening. The student who passed such a test received a doctor's degree and a special black hat.

There were other first European universities established in Naples, Oxford, Cambridge and Lisbon. The network of universities expanded quite rapidly. There were 19 universities in Europe in the thirteenth century and 25 more universities were added to the number in the next century in Orleans, Pisa, Cologne, Prague, Vienna, Krakow and other cities. The appearance of universities encouraged the development of public life and trade.

The Church sought to retain and strengthen its influence in university education development. Vatican was the official patron of many universities. The rights of universities were confirmed by privi-

leges that were special documents signed by the Popes of Rome or the reigning persons. The Faculty of Theology was one of the most prestigious ones. Teachers were mostly clergymen. The church held its representatives in universities, they could be chancellors, who were in direct subordination to archbishops. Nevertheless, the universities of the early Middle Ages presented a good secular alternative to church education.

Universities had the privileges of their own courts, independent management, the right to grant scientific degrees, and liberation of students from military service.

Task 4. Answer the following questions:

1. What do you know about European colleges of the XIV –XV cc.? 2. When were the first European universities established? 3. What can you say about Sorbonne? 4. How much time did students study at Sorbonne in the Middle Ages? 5. What European cities were the first universities established in? 6. What was the Church's attitude towards universities? 7. Who could teach in medieval universities?

Task 5. Grammar time. Use the correct tense form of the verb "to be"

A: 1. I _____ 25 years old. 2. George _____ a builder. 3. Nancy and Julie _____ dancers. 4. Bob _____ German. 5. Winters _____ usually cold. 6. Washington _____ the capital of the USA. 7. English _____ easy to learn. 8. Drawing _____ my hobby. 9. My favourite food _____ pizza. 10. Japan and Korea _____ in the east.

B: 1. I (to be not) _____ French, I'm Spanish. 2. Kate (to be not) _____ in my class. 3. Rock (to be not) _____ my favourite music. 4. Jane and Mike (to be not) _____ friends. 5. Our English teacher (to be not) _____ form America, he's from Australia. 6. They (to be not) _____ at home, they're at work. 7. We (to be not) _____ sportsmen. 8. This (to be not) _____ our dog. 9. It (to be not) _____ hot today. 10. Ferrari (to be not) _____ a German car, it's Italian.

C: 1. Harry (be) _____ at school yesterday.
2. John and Tina (be) _____ in the museum last week. 3. I (be) _____ at the station an hour ago. 4. We (be) _____ in Dublin last year. 5. They (be) _____ in Moscow last Tuesday. 6. Mary (be) _____ sick three days ago. 7. He (be) _____ at the cinema last night. 8. It (be) _____ very hot yesterday.

D: 1. He (was/were) _____ a student 2 years ago. 2. The cat (was/were) _____ very small a few month ago. 3. The history lessons at school (was/were) _____ very boring. 4. There (was/were) _____ many students in the hall. 5. It (was/were) _____ sunny yesterday afternoon. 6. We (was/were) _____ in the restaurant last night. 7. I (was/were) _____ late for my English lesson yesterday. 8. People in the village (was/were) _____ very friendly to us.

Task 6. Read and translate the text from the article.

See Sources: *ABC News / Dawn.com / Al Jazeera*

TEXT B. MALALA YOUSAFZAI WINS NOBELPEACE PRIZE ON 14TH OCTOBER, 2014

The 17-year-old girls' rights activist Malala Yousafzai has been awarded the Nobel Peace Prize for 2014. She was one of two Nobel laureates to be declared winners this year. The other is Kailash Satyarthi, who campaigns for children's rights. Malala was given the accolade exactly two years and a day after a Taliban gunman shot her in the head on her school bus. Following her recovery in a British hospital, Malala has toured the world speaking up for the rights for girls to receive an education. She once told reporters that going to school, "is like walking through a magic door to your dreams". Malala becomes the youngest ever recipient of the prize and the second Pakistani to scoop the award*.



The Nobel Committee said Miss Yousafzai and Mr Satyarthi won the prize, "for their struggle against the suppression of children and

young people and for the right of all children to education.”Pakistan’s Prime Minister Nawaz Sharif congratulated Malala, calling her the “pride of Pakistan”. He said: “She has made her countrymen proud. Her achievement is unparalleled and unequalled.” He urged all children to follow her lead. Mr Satyarthi told Al Jazeera that his award was for the, “many voices of children who are victims of servitude...acrossthe world”. He added: “The Nobel Committee regards it as an important point for a Hindu and a Muslim, an Indian and a Pakistani, to join in a common struggle for education.”

* Correction: Pakistani Abdus Salam won the 1979 Nobel Prize in Physics, not the Peace Prize.

Task 7. Make a sentence with each of the following word combinations. *Girls’ rights / Nobel Peace Prize / winners /recovery / education / magic door / dreams / struggle / congratulated / pride / achievement / servitude / an important point*

Task 8. Read the following sentences and define which of them are true or false

- a) Malala was one of two recipients to scoop this year’s accolade.
- b) Malala received news of her two years to the day after she was shot.
- c) Malala once said attending school was like a magical experience.
- d) No other Pakistani has won a Nobel prize.
- e) The Nobel Committee said Malala struggled against suppression.
- f) Pakistan’s Prime Minister said Malala was the pride of her country.
- g) The Prime Minister said other children could not be like Malala.
- h) The Nobel Committee said religion played a part in this year’s prize

Task 9. Match the synonyms

- | | |
|-------------|-------------------|
| 1. awarded | a. accomplishment |
| 2 declared | b. prize |
| 3. accolade | c. win |
| 4. exactly | d. announced |

- | | |
|----------------|-------------------|
| 5. scoop | e. slavery |
| 6. struggle | f. presented with |
| 7. achievement | g. universal |
| 8. lead | h. fight |
| 9. servitude | i. precisely |
| 10. common | j. example |

Task 10. Match the parts of phrases

- | | |
|------------------------------------|----------------------------|
| 1. She was one of two Nobel | a. struggle for education |
| 2. two years | b. door to your dreams |
| 3. Following her recovery | c. her lead |
| 4. walking through a magic | d. suppression of children |
| 5. the youngest ever | e. laureates |
| 6. their struggle against the | f. and a day after |
| 7. She has made her | g. of servitude |
| 8. He urged all children to follow | h. in a British hospital |
| 9. children who are victims | i. countrymen proud |
| 10. join in a common | j. recipient of the prize |

Task 11. Spelling

- The 17-year-old girls' rights iasvtict
- She was one of two Nobel laeeaustr
- Malala was given the odlceaca
- Following her evercoyr
- the youngest ever tcnepiier of the prize
- spoooc the award
- The Nobel meotCimet
- the enrpsusospi of children
- Her vahmeteeinc is unparalleled
- He eudrg all children to follow her lead
- children who are scvtimi

Task 12. Read the text in English paying attention to the highlighted words.

In 2018 Malala Yousafzai, a female *за права человека* **activist**, returned to Pakistan for the *первый раз* since being shot by **Tali-**

ван экстремистами. She was **attacked** and shot in the *голову* on a *школьном автобусе* in 2012 because she had been **demonstrating** for **западные values** and more *образование для девочек*. Malala kept a *дневник* about girls' *жизнь* under Taliban **rule**. It was turned over to the BBC and **made public**.

Yousafzai's **arrival** in Pakistan and her **itinerary** of the *четырёх-дневный визит* was kept **в секрете** by Pakistani *полицией*. Ms Yousafzai *сказала* that it had been her wish to *вернуться* to Pakistan and *поговорить* with **ordinary citizens** *там*. After the attack *6 лет назад* Malala Yousafzai was transported to the *Великобританию* where a bullet was removed from her head. She recovered fully and *начала учиться* at Oxford *Университете*.

In 2013 Yousafzai appeared before the *ООН*, where she received standing ovations for её courageous action. In 2014 she became *самой молодой* person to win the *Нобелевскую премию Мира*. Since then the young activist has been the figurehead of the Malala Fund, an *организация* which raises money *для помощи* girls and young women in need of *образование*.

Yousafzai's return to Pakistan has not been welcomed by *всеми*. Although she has many supporters in her home *стране* Pakistan, the country's male-dominated *общество* has criticized her for actively fighting for female *права*.

Task 13. Find and share information about Malala's present day life and activity (10 sentences).

Task 14. Grammar time. Give full answers to the following questions:

1. Is Russia a small country? 2. Does the sun rise in the East? 3. Are you 3 years old? 4. Can crocodiles fly? 5. Are there 7 days in a week? 6. Was "War and Peace" written by Nekrasov? 7. Do people have two ears? 8. Did the Great Patriotic War start in 1945? 9. Must you fasten the seat-belt in a car? 10. Have you finished doing these English exercises? 11. Will the water boil at +100 C?

Task 15. Grammar time. Replace the highlighted words with personal pronouns in the objective case.

1. I like **Nick**. 2. We like **Bess**. 3. He likes **ice-cream**. 4. Can you show **the pictures to Ben**? 5. You can tell **Helen** my e-mail address. 6. Are you interested in **football**? 7. I want to buy **two bottles of milk** for **Bess**. 8. Do you want to play tennis with **Ben**? 9. We must speak to **Nick**. 10. You should invite **Helen and Bess** to your house for dinner. 11. Do you know **Mary**? 12. Tell **Nick** about **your plan**. 13. I see **my friends** every day.

Task 16. Insert appropriate personal pronouns in the objective case.

1. Where is Nick? I want to play tennis with ... 2. Bess is here. Do you want to speak to ... ? 3. My sister speaks French. She learns ... at school. 4. Look at that man. Do you know ... ? 5. Do you want to read this newspaper? I can give ... to ... 6. If you see Ben and Bess, please, don't tell ... anything. 7. We want to phone Helen and invite ... to the party.

Task 17. Read the text and answer the questions given below:

THE POSITION OF A WOMAN IN THE MEDIEVAL SOCIETY

The Middle Ages borrowed the social status of a woman from the famous Roman law, which gave her, in fact, the only right, or rather, the responsibility to bear and bring up children. In the Middle Ages of XI - XIII centuries the main value in the then subsistence economy was land ownership, so women often acted as a passive tool for seizing land holdings and other real estate. And you do not need to be seduced by the heroism of the knights who won the hand and heart of their beloved; they did not always do it disinterestedly.

The 14-year-old boys and 12-year-old girls were considered to be fit of marriage. Under such conditions the choice of a spouse depended entirely on parental will. It is no wonder that marriage could easily become a lifelong nightmare. The laws of those times regulated penalties for women who killed their husbands in great detail, which can prove that such cases were not uncommon. Desperate criminals were sometimes burned or buried in the ground alive. The medieval morality encouraged husbands to beat their wives and preferably more often, so it's easy to imagine how "happy" a woman was in her family.

Questions: 1. What was the main function of a woman according to the Roman law? 2. How could women help in seizing land holdings? 3. Were the medieval knights polite in their attitudes to women? 4. What age was considered suitable for a woman to get married? 5. Why did medieval wives so often kill their spouses? 6. Why did the medieval law allow men to beat their wives? 7. How could medieval European women achieve happiness?

Task 18. Grammar time. Replace the highlighted words with personal pronouns in either nominative or objective case.

1. **The vase** is on the table. 2. **Mother** often sends **Ben** to buy milk. 3. Are **Bess and Helen** ready to do **the work**? 4. **Nick and Ben** spend **their holidays** at the seaside. 5. **The man** is in the park. 6. **The managers** are not at work now. 7. **Helen and I** are good friends. 8. Is **Ben** at the lesson now? 9. Where is **the calculator**? 10. **The newspapers** are on the table. 11. **The child** is in the garden with **his mother**. 12. **Our parents** are always glad to see us. 13. **My brother and I** are good football players. 14. **Bess** knows **Ben**. 15. I see **the picture** very well.

Task 19. Answer the following questions.

| | |
|--|--|
| 1. What is your first name? | 12. What does the word « lazy » mean? |
| 2. Where do you live? | 13. What do we call a person who expects good things to happen? |
| 3. What is your date of birth? | 14. When did you leave school? |
| 4. What is your address? | 15. How many letters are there in the English alphabet? |
| 5. What are your household duties? | 16. Which variant of the English language do you like more: British or American? |
| 6. Do you always plan your day beforehand? | 17. What other languages besides English would you like to learn? |
| 7. How do you spend your weekends? | 18. Which are the most prestigious professions today? |
| 8. Are you a stay-at-home or do you prefer to go out when you have some time to spare? | 19. Will people work less in the future? Why do you think so? |
| 9. Do you often have parties? | 20. Are you fond of reading? |
| 10. What do you think makes one's home cosy? | |
| 11. What is your hobby? | |

Unit 5. SOCIETY

Topical vocabulary

| | |
|----------------------------------|-------------------------|
| culture | культура |
| opinion | мнение |
| social, public | общественный |
| custom | обычай |
| duty, obligation, responsibility | обязанность |
| prejudice | предвзвешенный |
| freedom, liberty | свобода |
| contemporary, modern | современный |
| to agree | соглашаться/согласиться |
| just, fair | справедливый |
| to wrestle/struggle/fight (with) | бороться (с кем/чем) |
| to prohibit, to forbid, to ban | запрещать/запретить |
| citizenship, nationality | гражданство |
| population | население |
| embassy | посольство |

Task 1. Study the information in the table and do the exercise below.

| <i>Country</i> | <i>Capital</i> | <i>Language / Nationality</i> | <i>People</i> |
|----------------|----------------|-------------------------------|--|
| Australia | Canberra | English | (an) Australian (Australians) |
| Germany | Berlin | German | (a) German (Germans) |
| China | Beijing/Peking | Chinese | Chinese (the Chinese) |
| France | Paris | French | a Frenchman (-woman), (the French) |
| Spain | Madrid | Spanish | a Spaniard (Spaniards, the Spanish) |

| <i>Country</i> | <i>Capital</i> | <i>Language / Nationality</i> | <i>People</i> |
|----------------|----------------|-------------------------------|-------------------------------|
| Japan | Tokyo | Japanese | Japanese (the Japanese) |
| Sweden | Stockholm | Swedish | a Swede (Swedes, the Swedish) |
| Italy | Rome | Italian | (an) Italian (Italians) |
| Russia | Moscow | Russian | The Russian |

Fill proper words in the gaps using the proper word

- are famous for producing very comfortable cars.
- The national dish is pasta.
- IKEA is a company.
- and wines are popular all over the world.
- My business partner comes from Spain. He is
-,,,, are the five of the six official languages of the United Nations Organization.
- People in are called and they speak German.
- The Eiffel Tower is situated in, the capital of.....

Task 2. Give Russian equivalents to the following words and word combinations consulting a dictionary if necessary:

Wealth, individuals, to speculate about, economic rewards, nature of human society, approximately, precious resources, class system, nurses, owners, scientific research.

Task 3. Determine the part of speech of the following words and word combinations and practise their pronunciation.

Prestige, power, social inequality, unequal, society, have directed, a hierarchy, wealthy, types of property, influence, are characterized by, sociologists.

Task 4. Match definitions with the words given below.

Society, prestige, club, sociology, wealth, professional, family, power, hierarchy, culture

| | | |
|---|--|--|
| 1 | <ol style="list-style-type: none">1. people in general thought of as living together in organized communities with shared laws, traditions, and values.2. the people of a particular country, area, time, etc., thought of especially as an organized community | |
| 2 | <ol style="list-style-type: none">1. abundance of valuable material possessions or resources2. abundant supply3. all property that has a money value or an exchangeable value4. all material objects that have economic utility | |
| 3 | <ol style="list-style-type: none">1. widespread respect and admiration felt for someone or something on the basis of a perception of their achievements or quality.2. the respect and admiration that someone or something gets for being successful or important | |
| 4 | <ol style="list-style-type: none">1. an organization of people with a common purpose or interest, who meet regularly and take part in shared activities2. a place that people go to in order to dance and drink in the evening | |
| 5 | <ol style="list-style-type: none">1. the arts and other manifestations of human intellectual achievement regarded collectively.2. the ideas, customs, and social behaviour of a particular people or society.3. the beliefs, customs, arts, etc., of a particular society, group, place, or time | |
| 6 | <ol style="list-style-type: none">1. a system in which people or things are placed in a series of levels with different importance or status2. a system in which members of an organization or society are ranked according to relative status or authority. | |

| | | |
|----|--|--|
| 7 | 1. the study of the development, structure, and functioning of human society. 2. the study of society, social institutions, and social relationships | |
| 8 | 1. a group of one or more parents and their children living together as a unit. 2. a group of people who are related to each other | |
| 9 | 1. the capacity or ability to direct or influence the behaviour of others or the course of events. 2. legal or official authority, capacity, or right 3. possession of control, authority, or influence over others | |
| 10 | 1. relating to a job that requires special education, training, or skill 2. a person who belongs to or engages in one of the professions 3. an expert player of a game who gives instruction, esp. to members of a club by whom he or she is hired | |

Task 5. Read and translate text A, paying attention to the highlighted words:

TEXT A: SOCIAL INEQUALITY

Ever since people began to speculate about the nature of human society, their attention has been drawn to the differences that can be easily observed between individuals and groups within any society. The term **social inequality** describes a condition in which members of a society have unequal amounts of wealth, prestige, or power. **Wealth** accounts for all of a person's material assets, including land and other types of property. **Prestige** refers to the respect with which a person's occupation is regarded by society. **Power** is the ability to exercise one's will over others.

All cultures are characterized by some degree of social inequality. When a system is based on a hierarchy of groups having unequal economic rewards and power in a society, sociologists call it **stratification**.

Stratification is one of the most important and complex subjects of sociological investigation because of its great influence on human interactions and institutions. Of course, each of us wants «fair share» of society's rewards, and we often come into conflict over how these rewards should be divided. Family members argue over who should be given money to buy new clothing or take a vacation; nations go to war over precious resources such as oil or minerals. As a result, sociologists have directed their attention to the implications of stratification in ranking members of a society and the ways in which social inequalities are passed on individuals, groups and generations.

Stratification is universal and social scientific research has revealed that inequality exists in all societies. Viewed from the sociological perspective stratification has several forms:

Stratification by social class is based on income differences and unequal sources of wealth. American sociologists have worked out the class system of the United States using a five-class model. About 1 % of Americans are categorized as upper-class, a group limited to the very wealthy. These people form intimate associations with one another in exclusive clubs and social circles. By contrast, the lower class, consisting of approximately 20 % of Americans, is populated by many of the elderly, as well as single mothers with dependent children and people who cannot find regular work. This class lacks both wealth and income and is too weak politically to exercise significant power.

Between these two classes are the upper middle class, the lower middle class, & the working class. The upper middle class numbering about 10% of the population is composed of professionals such as doctors, lawyers, & architects. They participate extensively in politics & exercise leadership roles in different associations. The lower middle class, which accounts for approximately 30% of the American population, includes less wealthy professionals, such as teachers & nurses, owners of small business & clerical workers. The working class, about 40% of the population, is people holding regular manual or blue-collar jobs (as contrasted to white-collar jobs). Yet, certain members of this class, such as electricians, may have higher incomes than people in the lower middle class.

Grammar time. Pay attention to the formation of the degrees of comparison of adjectives.

| Positive degree | Comparative degree | Superlative |
|-------------------------------------|-------------------------|-----------------------|
| One-syllable and two-syllable words | | |
| small | smaller | the smallest |
| large | larger | the largest |
| big | bigger | the biggest |
| happy | happier | the happiest |
| Polysyllabic adjectives | | |
| interesting | <i>more</i> interesting | the most interesting |
| beautiful | more beautiful | the most beautiful |
| Exceptions | | |
| old | elder older | the eldest the oldest |
| far | farther | the farthest |
| good | better | the best |
| bad | worse | the worst |
| E.g. Tom is taller than Kate. | | |

Task 6. Open the brackets using the proper adjective form.

1. We should eat (healthy) food. 2. Today the streets aren't as (clean) as they used to be. 3. It's (bad) mistake he has ever made. 4. This man is (tall) than that one. 5. Asia is (large) than Australia. 6. The Volga is (short) than the Mississippi. 7. Which building is the (high) in Moscow? 8. Mary is a (good) student than Lucy. 9. The Alps are (high) than the Urals. 10. This garden is the (beautiful) in our town. 11. She speaks Italian (good) than English. 12. Is the word "newspaper" (long) than the word "book"? 13. The Thames is (short) than the Volga. 14. The Arctic Ocean is (cold) than the Indian Ocean. 15. Chinese is (difficult) than English. 16. Spanish is (easy) than German. 17. She is not so (busy) as I am. 18. It is as (cold) today as it was yesterday. 19. She is not so (fond) of sports as my brother is. 20. Today the weather is (cold) than it was yesterday. 21. This book is (interesting) of all I have read this year. 22. January is the (cold) month of the year. 23. My sister speaks English (bad) than I do.

Task 7. Read, translate and make a vocabulary of 20 words to the text of the article from *ENCYCLOPAEDIA BRITANNICA* www.britannica.com DEMYSTIFIED / SOCIETY

How Do You Get a Nobel Prize?

WRITTEN BY: Tim Newcomb

PUBLISHED: Oct 16, 2019

The Nobel Prizes, announced annually in the fall since 1901, cover five different disciplines: chemistry, physics, literature, peace, and physiology/medicine. Additionally, there is an economics prize awarded at the Nobel ceremony (not technically a Nobel prize). That means you've got at least



five—or six, depending on how picky you are—different opportunities every year to win one of these coveted awards. Of course, so does every other person in the world. There is a shot, though. So what does it take to win?

The announcement of winners comes a full year after the process starts. September the year prior kicks things off and is when you'll need to be ready, as the Nobel Committee invites more than 6,000 individuals to submit names—maybe your name!—for consideration. As you can't nominate yourself, you'd best become buddy-buddy with someone who can: the mix includes Nobel laureates (a fancy way of saying past winners), members of the Nobel Committees, holders of chairs in chosen prestigious universities, national governing body members, and other selected notable scientists and leaders in each of the categories.

Don't fret, though. You have until January 31, about four months later, to make your new best friend, because that's when submissions are due. The committee then screens nominations—sometimes over 1,000 names—and gets a working list, up to 350 names, depending on the field (physics and economics, for example, have the most, but the peace award list is much tighter). By spring that list gets whittled down to maybe 15 names in all, with the help of expert consultation.

The recommendations are given to the prize-awarding institutions, which determine final selections: the Royal Swedish Academy

of Sciences confers the prizes for physics, chemistry, and economics; the Karolinska Institute confers the prize for physiology or medicine; the Swedish Academy confers the prize for literature; and the Norwegian Nobel Committee confers the prize for peace. Once you've secured your victory, keep your calendar clear for a December awards ceremony, where you become an official Nobel laureate and can embrace your cash prize, diploma, and gold medal. Good luck!

Task 8. Make the analyses of the article "How Do You Get a Nobel Prize?" according to the following items.

1. The author of the article is.....
2. The article is headlined
3. It was published
4. In the beginning of the article the author speaks about.....
5. In the body of the article the author tells (describes...).....
In the second (third...) paragraph of the article the author speaks about.....
6. The main idea of the article is.....
7. The most interesting fact in the article is.....
8. Having read the article I came to know that
9. In conclusion I can say, that.....
10. The article can be interesting to read for.....

Grammar time: Remember the verbs that are not used in the tenses of the Continuous group: *to be, to know, to understand, to think, to recognize, to want, to like, to see, to hear, to feel, to have* ("To have" – only in its direct meaning "to have". In phrases like "to have breakfast", "to have a lesson", "to have a smoke", the verb *to have* is also used in the tenses of the Continuous group). The above mentioned verbs should be used in Present Simple, even if the action is performed at the moment of speech.

Task 9. Use Present Continuous or Present Simple in the following sentences.

1. I (not to know) what to give my brother for his birthday.
2. They (to want) to publish this book in July?
3. She (to think) he (to

drive) dangerously. 4. He (to understand) that he (to eat) noisily, but he always (to forget) about it. 5. Who that man (to be) who (to stand) in the doorway? – You (not to recognize) him? It (to be) John, my cousin. 6. I (to have) no time now, I (to have) dinner. 7. Your family (to leave) St. Petersburg in summer? – Yes, we always (to go) to the seaside. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier. 8. Where Tom and Nick (to be) now? – They (to have) a smoke in the garden. 9. What you (to do) here now? – We (to listen) to tape recordings. 10. You (to want) to see my father? – Yes, I 11. Michael (to know) German rather well. He (to want) to know English, too, but he (to have) little time for it now.

Task 10. Use Present Simple or Present Continuous in the following sentences.

A. 1. Elephants (not/eat) meat. 2. He (go) to the office once a week. 3. He (not/watch) his subordinates doing their jobs. 4. Aunt Mary always (come) to visit us on Sundays. 5. He (not/work) on Sundays, of course. 6. Look! A big white bird (sit) in our garden.

B 1. –What you (do) here? –I (wait) for a friend. 2. –He (speak) French? –Yes, he (speak) French well. 3. Someone (knock) at the door. 4. Don't go into the classroom. The students (write) a dictation there. 5. The man who (read) a book is our English teacher. 6. Let's go for a walk. It (not/rain). 7. – Where is Joe? – He (look for) his key. 8. Don't disturb Ed. He (do) his homework. 9. We usually (watch) TV One but tonight we (watch) TV Two for a change. 10. –What's that noise? – Sam (play) ball.

Task 11. Read, translate the text, copy and learn the highlighted words.

TEXT B. LEISURE TIME

The problem of **leisure** time is **important** today. People may also have their special interests and hobbies to **occupy** themselves in their free time: writing, **painting**, reading, computer programming, **gardening**, **mountaineering**, walking, working with wood or paper,

learning languages, collecting something. Each person **chooses** his or her own **way of spending free time**, either passive or active.

But sometimes we do not know how to plan our time. We feel **bored**. You must only **wish** to do things. **Frankly speaking** I must say that I don't have much free time. My studies take almost all time of the day. But I try to find some time to **devote** to my favorite pastime and hobbies.

To begin with, I'd like to say a few words about music and its role in my life. Music is a part of my daily life. I **prefer** popular contemporary music but I never **deny** the beauty of classical music. I go to the concerts of my favorite singers. I also have got a DVD at home. **I am fond of** fantastic films.

One of the ways of spending pastime is reading. Books can't be **substituted** by anything else in life. There are books of all kinds: **poems, novels**, biographies, books on history. I **enjoy** reading **science fiction**. These books raise serious problems of our life and our future.

Speaking about my leisure time I can't but **mention** sport. Physical exercises, that's what I need after a hard working day. I am fond of **swimming** and playing tennis.

During the summer or winter holidays I prefer to spend leisure time **traveling**. I prefer to do on a hike to some **picturesque** places with a company of my best friends. Traveling is the most popular and **exciting** way of spending leisure time.

I think that my leisure time should bring happiness to my life. I'd like to say that tastes differ. Pastimes and hobbies are **numerous**: reading, TV, music, sport, museums, theatres, cinemas, Internet and etc. Just choose!

Task 12. Make up words of the anagrams, and use them in the sentences: *usrelei, nangipit, dober, ucocyp, etoved, tonnemoi, putese-qiruc*

When I speak about _____, I can't but _____ two of my friends. They have a very interesting hobby to _____ themselves in their free time. They _____ all their life to _____. They like to draw _____ places. And they are never bored by their hobby.

Task 13. Match the two parts to make sentences:

| | |
|--|---|
| 1. The problem of leisure time | a) types of hobby |
| 2. After a hard working day I need | b) you can see a lot of picturesque views |
| 3. You can choose your way of spending free time | c) a part of my everyday life |
| 4. During holidays I | d) is very important for everybody today |
| 5. Mountaineering, painting and gardening are | e) substituted by anything else in life |
| 6. Music is | f) some physical exercises |
| 7. I think that your leisure time should | g) numerous |
| 8. Pastimes and hobbies are | h) either active or passive |
| 9. Books can't be | i) bring happiness to your life |
| 10. You can't | j) deny the beauty of classical music |
| 11. When you travel | k) travel |

Task 14. Use the following hobby names in 10 sentences of your own.



SKI



DIVE



SKATE



RIDE A HORSE



RIDE MY BIKE



SKIP



SAIL



ROLLERBLADE



SURF



SURF THE NET



CLIMB



SWIM



PLAY THE GUITAR



PLAY THE VIOLIN



PLAY THE PIANO



SING A SONG



JUMP



PLAY TENNIS



PLAY FOOTBALL



PLAY BASKETBALL

Task 15. Tell about your hobby (10 sentences).

Task 16. Grammar time. Change the sentences by replacing the pronoun I with she/he:

1. I work at school. 2. I go to the musical school every day. 3. I write many English exercises every day. 4. I study musical psychology. 5. I get much information from my teachers. 6. I don't like pizza. 7. I usually watch TV in the evening. 8. I never wake up at 6 at the weekend. 9. I always go to bed at 9.30 p.m. 10. I play the guitar very well.

Task 17. Grammar time. Ask general questions to the following statements.

A. 1. The students read many books. 2. Mr. Brown speaks very fast. 3. My friend always gets good marks. 4. You sleep very much! 5. Children ask a lot of questions. 6. They know many French words. 7. My sister flies to the USA ever year. 8. He understands that lesson. 9. He drives to the office every morning. 10. They spend a lot of money.

B. Tell how often you do this:

1. listen to music 2. watch TV 3. play computer games 4. visit your granny 5. go to a club 6. speak English 7. smile 8. cry 9. see UFOs 10. go to the university 11. enjoy your life
Используйте: *once (a day, a week, a month, a year), twice (a day, a week, a month, a year), never, every day, sometimes, from time to time.*

Task 18. Read, translate and pick up 15 words for the vocabulary to the text.

ART IN MY LIFE

Art plays an important role in our life. In the variety of its forms – cinema, television, theatre, music, and literature – it develops our artistic taste and helps to appreciate beauty, to solve the eternal problem of good and evil. It **enriches** our life emotionally and spiritually.

Hundreds of years ago theatre was the only attraction and enjoyed universal popularity. But with the invention of cinema, radio and TV theatre has lost its **prominent** position. Now it is television that **attracts** millions. Theatre has become the entertainment for the elite, a

fashionable pastime for those who really love it. It is almost impossible to get tickets to the best theatres where famous actors **star**.

Some people enjoy occasional visits to the theatre. They **look forward to** seeing an opera, a ballet, a comedy, a **puppet** or a mime **show**, a music or a variety show. **It goes without saying** visiting a theatre is much more a **festive** event than going to the cinema.

Theatres are very much the same everywhere. Passing through the door you come to the **box-office**, where tickets are sold. If you want to get tickets for the first night you'd better take them in advance. The best seats at theatres are in the **stalls** and the **upper-circle**. Then comes the **pit** and the last of all is the gallery, where the seats are the cheapest. **Boxes** of course are the most expensive. Most theatres have good orchestras and popular **conductors**.

When you go to the opera for example you can get the best of everything: an excellent orchestra, famous conductors, celebrated singers and a well-dressed audience. But if you are not fond of music and singing, opera won't interest you. Frankly speaking **I'm not so keen on** opera myself. Drama and ballet are more to my liking.

Task 19. Match words and their definitions:

| Word | Definition |
|---------------|--|
| 1. prominent | a) relating to a festival |
| 2. conductor | b) a man who directs the performance of an orchestra |
| 3. box-office | c) the expression of human creative skill and imagination (in forms of painting, sculpture, literature, music, etc.) |
| 4. to star | d) have a main role in a film, play, or other show |
| 5. festive | e) important; famous |
| 6. box | f) a large group of musicians who play different instruments together |
| 7. orchestra | g) a separate section reserved for a group of people in a theatre |
| 8. ticket | h) a place at a theatre or cinema where you can buy or reserve tickets |
| 9. art | i) a small, official card which shows that you have paid to enter a place (a theatre or a sports ground) |

Task 20. Answer the following questions:

1 Why is art so important for people? 2 What is more popular now: TV, theatre or cinema? Why? 3 Why is visiting a theatre more festive than going to the cinema? 4 Do you often go to the theatre? What performances do you enjoy? 5 What seats do you usually choose? 6 What is the most important factor in a good performance?

Task 21. Grammar time. Open the brackets using Present Simple:

1. She (to learn) English. 2. I (to like) music. 3. My brother (to go) to school. 4. Michael (to do) his lessons every day. 5. She (to live) in the hostel. 6. After supper my sister (to go) for a walk with the dog. 7. We (to visit) our grandparents very often. 8. The girl (to sing) very well. 9. My father (to work) at musical school. 10. I usually (to have) dinner at 5 o'clock. 11. He (to want) to become a teacher. 12. Our mother (to come) home very late. 13. His brother (to go) in for sports. 14. She (to like) reading very much. 15. They often (to take) a bus to get to the University.

Task 22. Grammar time. Ask questions, using the interrogative words in brackets.

1. Irina feels tired. (Why?)
2. They want to buy some presents for their friends. (Where?)
3. Michel wants to catch the 6 o'clock train. (Why?)
4. Julia prefers to have lunch in the canteen. (Why?)
5. Every evening Peter walks with his dog. (Where?)
6. As a rule I get up early every morning. (Why?)
7. Snow melts (таять) in spring. (Why?)
8. He studies English in London (Where?)
9. I hate loud and noisy music. (Why?)
10. Ann usually helps her little brother with mathematics. (How?)
11. The Browns always go to the seaside in summer. (Where?)
12. Jane plays the piano every evening. (When?)

Task 23. Choose the correct variant and present the dialogue "ENGLISH FOR TOURISTS" according to the topic: CUSTOMS/IMMIGRATION.

BORDER GUARD: Welcome to the United States. Where do you live?

YOU: _____. 1. *Germany* 2. *I'm German* 3. *I was born in Germany*

BORDER GUARD: And what's the purpose of your visit to the United States?

YOU: I'm going to _____ my brother. He lives in Boston.
1. *look at* 2. *visit* 3. *view*

BORDER GUARD: How long do you plan to stay in Boston?

YOU: _____ two weeks. 1. *Also* 2. *Along* 3. *About*

BORDER GUARD: And what do you do back home?

YOU: _____? I don't understand... 1. *Where*
2. *Pardon me* 3. *Too fast*

BORDER GUARD: Your job... what do you do?

YOU: Oh, I'm a high-school _____. I teach Physics and Chemistry

1. *teacher* 2. *student* 3. *learner*

Task 24. Practise the Airport Vocabulary in English and translate it into Russian: Plane, flight, gate, departure lounge, boarding pass, board ticket, row, seat, check luggage, check-in, flight attendant, pilot, metal detector, security check, search, baggage claim, customs, arrivals, departures

Select the correct word or word combination.

1. You show your _____ to the flight attendant before you board the plane. . You wait in the _____ before you board your plane 3. You pick up your suitcase after the flight at the _____. 4. You board the plane at the _____. 5. The _____ serves you food during your flight. 6. Before you get to the gate you will need to go through a _____. 7. If you travel internationally you will need to go through _____ to declare what you are bringing into the country. 8. At the security check you will need to pass through a _____. 9. If the security officers detect something in your suitcase when it passes through the X-ray, they will _____ your bag. 10. You can find your seat by looking on your boarding pass to see what _____ your seat is in.

Unit 6. MODERN WORLD PROBLEMS

Topical vocabulary

| | |
|--------------------------------------|--------------------------------|
| humanity, mankind | человечество |
| to influence / to affect | влиять / повлиять на + вин.п. |
| global studies | глобалистика |
| consequences | последствия |
| environment | окружающая среда |
| pollution | загрязнение |
| Poverty | бедность |
| protection | защита |
| местный масштаб | local scale |
| глобальный, международный масштаб | global, international scale |
| human influence | влияние человека |
| to destroy / to be destroyed | уничтожить / быть уничтоженным |
| damage | ущерб |
| fragile | хрупкий |
| Disaster | катастрофа |
| Earthquake | землетрясение |
| to survive | выжить |
| safety | безопасность |
| to take actions | принимать меры |
| a dump | свалка |

Task 1. Give Russian equivalents to the following words:

Arrangement, evaluation, power, property, probably, ancient, powerful, humble, unequal in power, physical strength, unavoidable feature, order of things, to be superior.

Task 2. Determine the part of speech of the following words and practise their pronunciation.

Synonymous, social, society, positions, hierarchy, archeological, group, conditions, characterized, stratification, combination, thousand, dominant, Babylonians, Persians, Greeks, a natural, especially, China, obeyed.

Task 3. Read and translate the text.

TEXT A: SOCIAL STRATIFICATION

The terms “social stratification” and “social inequality” are synonymous. By social stratification we mean the arrangement of any social group or society into a hierarchy of positions that are unequal in power, property and social evaluation.

According to historical and archeological documents, stratification was present even in the small bands that characterized society in the earliest days of men. In such primitive conditions age and gender in combination with physical strength were important criteria of stratification. “Women and children last” was probably the dominant rule of order.

Written historical documents of men dating from several thousand years ago tell us, when we speak of the ancient Babylonians, Persians, or Greeks, that there were rich and poor, powerful and humble, freemen and slaves; that such hierarchical levels were the natural order of things, especially to those at the top of hierarchies.

Also in the better documented period, starting about 2000 years ago, the idea was widespread that a social hierarchy was a natural and unavoidable feature of social life. This was true in China, India and Africa, as well as in Europe and in the New World. Among the ancient American Indian kingdoms, there were nobles and commoners – a few who had many of the world’s goods, and many who had a few of these goods. The poor and the powerless obeyed and served the few who were powerful and rich and believed to be superior.

Task 4. Answer the questions:

1. Are the terms «social stratification» and «social inequality» synonymous?
2. What is social stratification?
3. What do historical documents say about stratification?

4. What were the criteria for stratification?
5. What social strata were there in ancient society?
6. What idea was dominant 2000 years ago? In what countries was it spread?

Task 5. Retell text A in brief.

Task 6. Grammar time. Pay attention to using the possessive pronouns.

What is Molly Adamauer saying? Add “my, your, his, her, our or their”.

_____ first name is Molly. _____ family name is Adamauer. What about you? What’s _____ first name? And what’s _____ family name? I’m married. You can see _____ husband in the picture. _____ name is Aisek. We’ve got one son and one daughter. _____ son is 21. _____ name is Nickolas. _____ daughter is 24. _____ name is Emy. Emy is married. _____ husband’s name is Bred. Emy and Bred have got two children. _____ names are Kevin and Evi.

Task 7. Grammar time. Choose the correct form of the possessive pronouns.

1. Is this yours / your daughter? 2. It’s theirs / their problem, not our/ours. 3. It’s a good idea of your / yours to go to the bar tonight. 4. Are these her / hers shoes? 5. We’re going swimming with some friends of our/ours. 6. Is it yours / your article about spiders? -No, it’s not my / mine. 7. We know their / theirs address but they don’t know our / ours. 8. That’s not my / mine wallet. Mine / my is black. 9. His cottage is bigger than her / hers but her / hers is nicer. 10. My / mine parents live in Vitebsk region, and your / yours?

Task 8. Use necessary word combinations with “own” adding the forms of the possessive pronouns.

1. He really loves to have _____ car.
2. I hope to set up _____ business one day
3. Roman Abramovich had a comfortable plane of _____.
4. We don’t need your tools, we’ve taken _____ drill.
5. They invested the money of _____ in this project.

6. She's always smoking our cigarettes! Why doesn't she buy _____.
7. I have always dreamt to have a room of _____.
8. Liza has left _____ child in infant home!
9. The house was built by _____ great-grandfather. We're proud of this fact.
10. We can believe them. _____ experiment is a good proof for us.

Task 9 . Watch the video to get ready to comprehend the text of the article:

1. <https://www.youtube.com/watch?v=ZgQ85OSvMfo>
 2. <https://www.youtube.com/watch?v=2BHN0-BtVVw>
- Breaking news English lessons 2023-02-06*

Pranksters Target Japan's Sushi Restaurants (February 6, 2023).

Pranksters in Japan are posing potential health issues and harming the reputation of the country's famed conveyor-belt sushi restaurants. This week, several diners have posted prank videos on social media. The pranks include people licking bottles of soy sauce and chopsticks, and licking their fingers and then touching the sushi on the revolving belt. These actions have shocked people in Japan. The actions have been dubbed "sushi-tero," or "sushi terrorism". The incidents have caused the share prices of a leading sushi chain to plummet. Many restaurants have sprung into action and taken measures to combat the pranksters. These include installing security cameras and providing disinfected eating utensils.

Japan's "kaitenzushi" restaurants are ubiquitous in Japan. They offer good quality, inexpensive sushi in an informal, casual environment. They are usually spotlessly clean. Some industry analysts are saying sushi terrorism poses a threat to the future operations of the eateries. One egregious video clip has been viewed 40 million times and has sparked copycat clips. The chain targeted by the prankster is filing a civil lawsuit against him and is claiming compensation for damages. The Guardian newspaper reported that there is a lot of outrage on social media from Japanese people, who believe the pranksters are showing "contempt for the country's high standards of hygiene".

Task 10. Make sentences with the words given.

Tuna \ Avocado \ Omelet \ Hamburger \ Eggplant \ Aubergine \ Natto \ Seaweed \ Wagyu beef

Task 11. Read the following sentences and define which of them are true or false.

1. Pranksters in Japan have harmed the reputation of sushi restaurants.
2. Diners posted videos of themselves licking ketchup and mayonnaise.
3. The share prices of a sushi chain nosedived because of the videos.
4. Restaurants are requiring diners to bring their own eating utensils.
5. Japan's "kaitenzushi" restaurants are very expensive.
6. A video posted by a prankster has been viewed 40 million times.
7. A sushi chain is suing a prankster for damages.
8. A newspaper reports there is little anger among Japanese people.

Task 12. Match the following synonyms from the above mentioned article.

| | |
|---------------|----------------|
| 1. posing | a. equipment |
| 2. reputation | b. tricks |
| 3. pranks | c. cleanliness |
| 4. plummet | d. everywhere |
| 5. utensils | e. occurrences |
| 6. ubiquitous | f. presenting |
| 7. egregious | g. anger |
| 8. incidents | h. nosedive |
| 9. outrage | i. image |
| 10. hygiene | j. shocking |

Task 13. Answer the following comprehension questions:

1. What does the article say the prank videos are harming?
2. What are pranksters licking besides sushi, their fingers and chopsticks?
- 3.

What have the actions in the videos being dubbed? 4. What does the article say plummeted as a result of the pranksters? 5. What are some restaurants doing to eating utensils? 6. How clean does the article say many sushi restaurants in Japan are? 7. What did some analysts say could be a threat to the sushi industry? 8. What is a sushi chain filing against a prankster? 9. What did Japanese people feel, according to a newspaper? 10. What do Japanese people say pranksters are showing contempt for?

Task 14. Take part in the discussion “Sushi Pranksters”.

1. What did you think when you read the headline? 2. What images are in your mind when you hear the word ‘prankster’? 3. What do you think of sushi? 4. How often do you go to sushi restaurants? 5. What do you think of social media pranks? 6. What do you think of the idea of conveyor-belt restaurants? 7. What do you think of the term ‘sushi terrorism’? 8. What makes a good sushi restaurant? 9. Should all restaurants have security cameras? 10. What do you think of when you hear the word ‘sushi’? 11. What do you think about what you read? 12. Do you prefer formal or informal restaurants? 13. What do you do when a café or a restaurant isn’t spotlessly clean? 14. How much compensation should the prankster pay the restaurant? 15. What kinds of videos do you watch on social media?

Task 15. Make the analyses of the article “Pranksters target Japan’s sushi restaurants” according to the following items.

1. The author of the article is.....
2. The article is headlined
3. It was published
4. In the beginning of the article the author speaks about.....
5. In the body of the article the author tells (describes...).....
In the second (third...) paragraph of the article the author speaks about.....
6. The main idea of the article is.....
7. The most interesting fact in the article is.....
8. Having read the article I came to know that
9. In conclusion I can say that.....
10. The article can be interesting to read for.....

Task 16. Grammar time. Open the brackets using the right tense form in the following sentences:

1. Please, don't make so much noise. I (study) now. 2. Let's go out now. It (not/ rain) anymore. 3. Please, be quiet. I (try) to concentrate. 4. Look! It (snow). 5. Why (you/ look) at me like that? Have I said something wrong? 6. Excuse me, I (look for) a phone box. Is there one near hear? 7. I (not/ work) this week. I am on holiday. 8. Why (you/ wear) this coat today? It's very warm. 9. The phone (not/ ring). 10. What (you/ do) tonight? 11. Jake and Mike (work) late today. 12. Silvia (not/ listen to) the music. 13. Maria (sit) next to Paul. 14. How many students (study) in the library with you? 15. When you (leave)?

Task 17. Grammar time. Arrange the words in the correct order:

1. Why everyone is laughing? 2. What for you are looking? 3. Are waiting you me for? 4. Is working at moment John the in USA the? 5. to Olga the listening is opera.

Task 18. Grammar time. Correct the tense forms in the following sentences if necessary:

1. Look! Somebody is climbing that tree. 2 Can you hear those people? What do they talk about? 3 Are you believing in God? 4 Look! That man tries to open the door of your car. 5 The moon goes round the earth. 6 I'm thinking it would be a good idea to leave early. 7 The number of people without jobs is increasing. 8 I'm usually going to work by car.

Task 19. Read and translate paying attention to the highlighted words, state the main idea of the text.

TEXT B. STRATIFICATION BY RACE & ETHNICITY

Stratification by race and ethnicity is based on minority groups division. When sociologists define a minority group, they are primarily concerned with the economic and political power, or powerlessness of this group. Thus, **a minority group** is a subordinate group whose members have significantly less control or power over their own lives than the members of a dominant or majority group have over theirs.

However, in certain instances, a group which constitutes a numerical majority can still be a minority group in sociological terms (for example, women).

The term «**racial group**» is used to describe a minority (sometimes a rather dominant) group which is set apart from others by obvious physical differences. Whites, blacks, and Asian Americans are all considered racial groups within the United States.

Unlike racial groups, **an ethnic group** is set apart from others primarily because of its national origin or distinctive cultural patterns, for example, Jews.

In most societies, physical differences tend to be more visible than ethnic differences, that is why stratification along racial lines is less subject to change than stratification along ethnic lines. But in a biological sense, there are no «pure races» and no «physical» traits that can be used to describe one group to the exclusion of all others.

Racial and ethnic groups can relate to one another in a wide variety of ways, ranging from friendships and intermarriages to behaviors caused **by prejudice**, i.e. a negative attitude towards an entire category of people. This negative attitude can have different forms: **racism** (the belief that one race is superior and all others are innately inferior), **discrimination** (denying opportunities and equal rights to individuals and groups), **genocide** (the deliberate, systematic killing of an entire people or nation), **segregation** (physical separation of two groups of people in terms of residence, workplace, and social functions) and its extreme form **apartheid** (separation of blacks, coloreds, and Asians from the dominant whites), **anti-Semitism** (Anti-Jewish prejudice). Contrasted to all these negative attitudes is pluralism, i.e. mutual respect between the various groups in a society for one another's cultures, which allows minorities to express their own cultures without experiencing prejudice.

Task 20. State the main problems mentioned in the text.

Task 21. Read and translate the article “Digital Detox Leads to Better Health and Lifestyle” dated from March 14, 2022, consulting a dictionary.

March 14, 2022

**DIGITAL DETOX LEADS TO BETTER HEALTH
AND LIFESTYLE**

Taken from <https://breakingnewsenglish.com/2203/220314-digital-detox.html>

Digital devices are increasingly dominating our lives these days. Many, if not most of us are addicted to them. New studies emerge with alarming frequency about the dangers to our physical and mental health of being glued to our small screens. Children are not exercising; people are worrying about their body image because of online pressure from “perfect body” sites; and people are being bullied (or worse) by cyber- criminals. In a study of 1,000 adults in Japan, researchers discovered that nearly 50 per cent of the participants were addicted to their smartphones, but were unaware of their smartphone dependence. The study is one of many clarion calls for “digital detox” to become part of our lives.

The practice of digital detox involves switching off from the Internet to enjoy something called “real life”. This involves the bygone custom of conversing with people face to face and “doing everyday stuff”. The organisation Digital Detox Japan said: “We want detox to be a catalyst for people to rethink their distance from their devices...to set aside time to get ample rest.” People need to rely less on devices to avoid the new phenomenon of “nomophobia” - NO MOBILE PHOBIA. Psychologist Dr Kia-Rai Prewitt warned of the dangers of being too absorbed in smartphones. She wrote: “If you ignore responsibilities at home or work because of the amount of time you spend online, then consider a digital detox.”

Task 22. A. Write down 10 different words you associate with the word “online”.

B. Make a sentence with each of the words and word combinations given below: digital devices / addicted / mental health / glued to screens / bullied / smartphone / detox / real life / custom / catalyst / distance / phenomenon / responsibilities / time

Task 23. Answer the following questions:

1. What is becoming increasingly dominant in our lives? 2. What are we being glued to? 3. What are children not doing? 4. How many

people took part in a survey on smartphones? 5. What does the article say should become part of our lives? 6. What does the article say we should enjoy when detoxing? 7. What does the article say is a bygone custom? 8. What did an organisation say we needed more time for? 9. What is the name of a new condition caused by having no phone? 10. What does a psychologist warn against ignoring?

Task 24. and Read the text and choose the correct word.

Digital devices are *increased* / *increasingly* dominating our lives these days. Many, if not most of us are *addicted* / *addiction* to them. New studies emerge with alarming *frequently* / *frequency* about the dangers to our physical and mental health of being *glued* / *adhesive* to our small screens. Children are not exercising; people are worrying about their *bodily* / *body* image because of online pressure from “perfect body” sites; and people are being bullied (or worse) *by* / *of* cyber-criminals. In a study *at* / *of* 1,000 adults in Japan, researchers discovered that *nearly* / *near* 50 per cent of the participants were addicted *to* / *on* their smartphones, but were unaware of their smartphone dependence. The study is one of many *collect* / *clarion* calls for “digital detox” to become part of our lives.

The practice of digital detox involves switching *on* / *off* from the Internet to enjoy something called “real life”. This involves the *going* / *bygone* custom of *conversing* / *conserving* with people face to face and “doing everyday stuff”. The organization Digital Detox Japan said: “We want detox to be a *catalyst* / *catalytic* for people to rethink their distance from their devices...to set *beside* / *aside* time to get ample rest.” People need to *rely* / *believe* less on devices to avoid the new *phenomena* / *phenomenon* of “nomophobia” – no mobile phobia. Psychologist Dr Kia-Rai Prewitt warned of the dangers of being too *sorbet* / *absorbed* in smartphones. She wrote: “If you *ignore* / *gnaw* responsibilities at home or work because of the amount of time you spend online, then *consider* / *considerable* a digital detox.”

Task 25. Answer the following questions for discussing new technologies in our life.

1. What did we do before we had digital devices?
2. How addicted are you to your smartphone?

3. Would it be easy for you to leave your phone alone for 24 hours?
4. Have digital devices affected your health?
5. What do you think of 'perfect body' websites?
6. What advice do you have for people with a smartphone addiction?
7. Did you like reading this article? Why/not?
8. What do you think of when you hear the word 'detox'?
9. Why is being glued to a smartphone not 'real life'?
10. Do you prefer talking face to face or over the phone?
11. Should we leave our smartphones outside the bedroom?
12. How can we help people with nomophobia?
13. Would the world be better without the Internet?

Task 26. Make sentences with the following words, put them in the correct order.

1. most – the Mona Lisa – in – is – painting – the – famous – the – world.
2. longer – the Don – is – the Volga – than.
3. more – Spain – Germany – than – beautiful - is.
4. London – city – in – biggest – the – England – is.
5. the – team – Adam – is - worst – the – player – in.

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