



**N.E. Pochitalkina
E.V. Kalugina**

**Achieving Excellence in English:
Tests & Exercises**



MINISTRY OF EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«SOUTH URAL STATE HUMANITARIAN PEDAGOGICAL UNIVERSITY«

N.E. POCHITALKINA

E.V. KALUGINA

Achieving Excellence in English:
Tests & Exercises
English language workshop

Chelyabinsk

2025

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«ЮЖНО-УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ
ГУМАНИТАРНО-ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»

**Н.Е. ПОЧИТАЛКИНА
Е.В. КАЛУГИНА**

**Достижение совершенства в
английском языке: тесты и
упражнения**

Практикум по английскому языку

Челябинск

2025

УДК 42-8(076)(021)

ББК 81.432.1-923

П 65

Почиталкина, Н.Е. Achieving Excellence in English: Tests & Exercises: практикум по английскому языку / Н.Е. Почиталкина, Е.В. Калугина. – Челябинск: Изд-во Южно-Урал. гос. гуман.-пед. ун-та, 2025. – 152 с. – Текст: непосредственный.

ISBN 978-5-907869-95-0

Данное пособие предназначено для проверки знаний по английскому языку у студентов 1–2 курсов направления подготовки 44.03.05 «Педагогическое образование» в рамках дисциплины «Иностранный язык» (английский). Пособие содержит авторские задания для контроля устной речи (монологическое высказывание), тестовые упражнения для оценки грамматических навыков, а также адаптированные тексты по различным профилям подготовки.

Рецензенты:

**А.Ю. Серебрякова, канд. филол. н., доцент ЮУрГУ
Е.В. Челпанова, канд. пед. н., доцент ЮУрГПУ**

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ВВЕДЕНИЕ

Английский язык является ключевым средством коммуникации, играющим решающую роль в функционировании и развитии современного цивилизованного сообщества. Глобальные трансформации, происходящие в настоящее время, способствуют росту значимости дисциплины «Иностранный язык», определяемой необходимостью формирования коммуникативной компетенции студентов. Данная компетенция подразумевает овладение способностью эффективно взаимодействовать в межличностном и межкультурном пространстве, обеспечивая успешную коммуникацию с представителями других лингвокультурных сообществ.

Иностранный язык как учебный предмет характеризуется: – межпредметностью (содержанием речи на иностранном языке могут быть сведения из разных областей знания); – многоуровневостью (овладение различными языковыми средствами, соотносящимися с аспектами языка: лексическим, грамматическим, фонетическим, умениями в четырех видах речевой деятельности); – полифункциональностью (может выступать как цель обучения и как средство для получения знаний в рамках различных образовательных направлений).

Таким образом, необходимо создание условий для формирования и развития способности использовать систему лингвистических знаний и умений для решения профессиональных производственных и научно-

исследовательских задач, для эффективного взаимодействия и коммуникации в межличностных и межкультурных ситуациях. В связи с чем необходимо обеспечить условия для развития умений логически верно, аргументированно и ясно строить устную и письменную речь и формировать у студентов готовность к коммуникации в письменной и устной форме с целью межличностного и межкультурного, в том числе и профессионального взаимодействия; способствовать развитию умений воспринимать и обрабатывать информацию на иностранном языке, полученную из печатных и электронных источников в рамках социокультурной сферы общения для решения коммуникативных задач.

Пособие «Achieving Excellence in English», структурно состоящее из трех модулей, содержит задания для контроля устного монологического высказывания, тестовые грамматические упражнения для оценки качества освоения базовых грамматических конструкций, предусмотренных рабочей учебной программой по иностранному языку, а также профессионально ориентированные адаптированные тексты с заданиями, предназначенными для проверки уровня сформированности профессиональной языковой компетенции обучающихся. Данное пособие отражает основное содержание предмета и позволяет получить достоверную информацию о соответствии знаний и умений студентов требованиям ФГОС ВО.

**Задания для контроля устного монологического
высказывания по теме**
QUESTION-BASED DISCUSSION
Appearance

Task 1: Description of an ideal friend

Describe your ideal friend, both in terms of their physical appearance and their personality. Use the vocabulary provided to create a vivid and engaging description. Discuss what makes this person attractive and what qualities you admire most. Consider their hobbies and interests, using the phrases to describe their lifestyle.

Possible Structure:

- Introduction: Briefly state that you will be describing your ideal friend.
- Physical Appearance: Use adjectives like attractive, good-looking, tall, slim, short, plump, etc. to describe their physical features. Mention who they resemble, for example, «He takes after his father in appearance...».
- Personality: Describe their personality traits, using words like kind, intelligent, humorous, etc.
- Hobbies and Interests: Use phrases like a bookworm, a sports fan, a homebody, a party animal, etc. to describe their lifestyle and interests.
- Conclusion: Summarize why this person would be your ideal friend.

Task 2: Description of a celebrity

Choose a celebrity (actor, musician, athlete, etc.) and describe them to someone who has never seen or heard of them before. Use the provided vocabulary to paint a picture of their appearance and personality. Speculate on their hobbies and interests based on what you know about them.

Possible Structure:

- Introduction: Briefly introduce the celebrity you will be describing (name, profession, etc.).
- Physical Appearance: Use adjectives like beautiful, handsome, good-looking, tall, slender, medium height, etc. to describe their physical features.
- Personality (Based on Public Image): Describe what you perceive their personality to be based on interviews, public appearances, or their work.
- Hobbies and Interests (Speculation): Based on their profession and known activities, speculate on what they might do in their free time, using phrases like a workaholic, a music fan, a sports fan, etc.
- Conclusion: Briefly summarize why this celebrity is interesting or admirable.

Topical Vocabulary

attractive, good-looking (good-looking man (woman, girl, boy) – привлекательный, красивый (красивый мужчина (женщина, девушка, мальчик)

beautiful (a beautiful woman) – красивый (красивая женщина)

handsome (a handsome man) – красивый (красивый мужчина)

pretty (a pretty girl) – красивый (красивая девушка)

tall – высокий

short – низкий

medium height; middle height – средний рост

thin, slim, slender – тонкий, стройный

plump, chubby, stout – пухлый, пухленький, полный

He takes after his father in appearance, but he is like his mother in character. –

Внешне он похож на отца, но характером он похож на мать.

He looks like his mother. – *Он похож на мать.*

a bookworm – книжный червь; *a sports fan* – спортивный фанат; *a music fan*

– меломан

a homebody – домосед

a couch potato – домосед, лежебока

lazybones – лентяй

a workaholic – трудоголик

a party animal – тусовщик.

Friends and Friendship

Task 1: My Best Friend

Describe your best friend. Talk about how you met, what you enjoy doing together, and what makes your friendship special. Use as much of the provided vocabulary as possible.

Possible Structure:

- Introduction: Introduce your best friend (name, how long you've known them).
- How you met: Describe the circumstances of your first meeting.

- Shared Interests: Talk about the activities you enjoy doing together. Mention that you have much in common.
- Qualities of your friendship: Discuss how you share ideas, phone each other, and help in trouble. Talk about if you see each other often, or if you miss each other when you are apart.
- Future Plans: Talk about your hopes for the future of your friendship («friends forever»).
- Conclusion: Briefly summarize what makes this friendship so important to you.

Task 2: The Value of Friendship

Speak about the importance of friendship in general. Why is it important to make friends? How can friends help in trouble? What qualities make a good friend? Use the provided vocabulary as you explore the value of friendship.

Possible Structure:

- Introduction: State your belief about the importance of friendship.
- Why it's important to make friends: Discuss the benefits of having friends (e.g., support, companionship, new experiences).
- How friends help in trouble: Provide examples of how friends can offer support and assistance during difficult times.
- Qualities of a good friend: Describe the qualities that you believe are essential for a strong and lasting friendship (e.g., loyalty, honesty, empathy).

- The importance of shared interests: Discuss how important it is to have much in common and enjoy doing things together.
- Conclusion: Reiterate your belief in the importance of friendship and its positive impact on life. You could talk about friends forever and the hope to maintain friendships.

Topical Vocabulary

make friends – подружиться

fall out with a friend – ссориться с другом

friends forever – друзья навсегда

see each other – видеть друг друга

miss each other – скучать друг без друга

meet each other – встречаться друг с другом

enjoy doing together – делать что-то вместе с удовольствием

have much in common – иметь много общего

share ideas – делиться идеями

phone each other – звонить друг другу

help in trouble (in need) – помогать в беде

Occupation / Work

Task 1: My Career Path and Plans

Describe your ideal career path. Discuss what type of job you are looking for and what steps you are taking to find a job in that field. Talk about the kind of work you would enjoy (e.g., a teaching job, a job in electronics, a position as a secretary), and whether you would prefer a full-time job or a part-time job. Also, mention how you would feel if you received a promotion in the future.

Possible Structure:

- Introduction: Briefly state your career aspirations and the type of job you hope to have.
- Current Situation: Discuss your current studies or work experience.
- Job Search Strategies: Describe the steps you are taking to look for a job (e.g., networking, attending job fairs, applying for jobs online).
- Ideal Job Characteristics: Discuss what is important to you in a job (e.g., interesting work, good salary, opportunities for advancement). Mention whether you prefer a full-time job or a part-time job.
- Future Aspirations: Describe your long-term career goals and how you would feel if you received a promotion.
- Conclusion: Summarize your career aspirations and express your determination to achieve your goals.

Task 2: Job History: From Hiring to Leaving / Retiring

Tell a story about a hypothetical (or real, if you have the experience) job that you held. Describe how you applied for a job, how you prepared for the job interview, whether it was a permanent job or not, and whether you worked full-time or part-time. Then, explain the circumstances that led you to quit the job, be fired, or retire.

Possible Structure:

- Introduction: Briefly introduce the job you will be describing (e.g., «I once had a part-time job as a waiter...»).
- Applying for the Job: Describe how you looked for a job and applied for the job. Mention the letter of application and resume or CV you prepared.
- The Job Interview: Describe the job interview process. What questions were you asked? How did you prepare?
- The Job Itself: Describe the duties and responsibilities of the job. Did you enjoy the work?
- The Ending: Explain how the job ended. Did you quit because you found a better opportunity? Were you fired? Or did you eventually retire?
- Reflection: What did you learn from this job experience?
- Conclusion: Briefly summarize your feelings about the job and its impact on your career.

Topical Vocabulary

to look for a job – искать работу

to find a job – найти работу

to apply for a job – подать заявку на работу

to fire – уволить; to be fired – быть уволенным

to quit; to quit one's job – увольняться; увольняться с работы

to retire – уходить на пенсию

unemployed – безработный

letter of application for a job – письмо-заявление о приеме на работу

resume – резюме

CV (Curriculum Vitae) – подробный документ, который представляет собой хронологическое описание жизни, образования, работы и профессиональных навыков

job interview – собеседование при приеме на работу

promotion – продвижение по службе

a job in electronics – работа в сфере электроники

a teaching job – преподавательская работа

a position as secretary – должность секретаря

a full-time job – работа на полный рабочий день

a part-time job – работа на неполный рабочий день

a permanent job – постоянная работа

to work full-time – работать полный рабочий день

to work part-time – работать неполный рабочий день

to have a part-time job – иметь работу на неполный рабочий день.

Hometown / Accommodation

Task 1: My Ideal Home

Describe your ideal house and home. What kind of accommodation would you choose if money was no object? Would you prefer a large property or something smaller and more manageable? Discuss the architectural style, the location, and the overall atmosphere you would want to create. Would it be two-storey or something else? Explain why this particular house would also be your home.

Possible Structure:

- Introduction: Briefly state that you will be describing your ideal home.

- The Exterior: Describe the exterior of the house. Use adjectives to describe the style, size, and features. Mention whether it is two-storey or has a different configuration.
- The Location: Discuss the location of the property. Would it be in the city, the countryside, by the sea? Why did you choose this location?
- The Interior: Describe the interior of the accommodation. What kind of furniture would you have? What colors would you use? What features would make it comfortable and inviting?
- What Makes it a Home: Explain why this house would also be your home. What feelings and experiences would you associate with this place?
- Conclusion: Summarize the key features of your ideal home and explain why it is so important to you.

Task 2: Moving House

Tell a story about a time when you (or someone you know) moved house. Describe the challenges and rewards of finding new accommodation. Was it difficult to leave their old home? What were the key factors in choosing the new property? Did they choose a two-storey house or something else?

Possible Structure:

- Introduction: Briefly introduce the story and state that you will be talking about moving house.

- The Old Home: Describe the old house and explain why it was home to the person (or family).
- The Reasons for Moving: Explain why they decided to move. Were they looking for something bigger, smaller, or in a different location?
- The Search for New Accommodation: Describe the process of looking for new accommodation. What were the challenges and what were the key factors in their decision (e.g., price, location, size)?
- The New Property: Describe the new property. Is it two-storey? What are its key features?
- The Transition: How did they feel about leaving their old home and settling into the new house? Did it quickly become home?
- Conclusion: Reflect on the experience of moving house and what you learned from it.

Topical Vocabulary

house – building where people (usually one family) live – дом – здание, где живут люди (обычно одна семья)

home – place where someone lives, where they feel they belong – жилище – место, где кто-то живет, где он чувствует себя на своем месте

accommodation – a building or set of rooms where someone lives or stays – жилье – здание или набор комнат, где кто-то живет или останавливается

a property – недвижимость

two-storey – двухэтажный

Age / Name

Task 1: My family and Me

Describe your family, focusing on the ages and relationships of the members. Use the provided vocabulary to talk about who is younger or older than you, and who looks their age. Include your birthdate and explain how to spell your last name.

Possible Structure:

- Introduction: Begin by introducing yourself («My name is...« and spell out your last name: «How do you spell your last name, please? T-U-M-A-N-O-V«).
- Your Age: Mention when you were born («I was born in April.« and «I was born on the 15th of April, 1993.«).
- Siblings: Describe any siblings you have. Are they younger or older than you? Do they look their age?
- Parents and Grandparents: Describe your parents and grandparents. Would you consider them elderly people/mature people/senior citizens?
- Other Family Members: Describe any other family members you feel are relevant.
- A Story Involving Age: Tell a brief anecdote about a situation where age was important in your family, for instance, when you or someone else became a young adult or were considered under age for something.
- Conclusion: Briefly summarize what you appreciate about your family.

Task 2: Description of generation

Choose a generation (e.g., Millennials, Generation Z) and discuss the characteristics associated with people in that age group. Consider the challenges and opportunities that young adults face today. Use the provided vocabulary when discussing the different age groups.

Possible Structure:

- Introduction: Identify the generation you have chosen and explain why you find it interesting.
- Range: Define the age range of the generation you are describing.
- Characteristics: Describe the characteristics and traits that are commonly associated with this generation. Do people in this generation look their age, or do they tend to look younger or older?
- Challenges and Opportunities: Discuss the challenges and opportunities that young adults in this generation face, such as education, employment, and social issues. Are there any laws that affect this generation when they are still under age?
- The Elderly: How do the values of this generation compare to those of elderly people/mature people/senior citizens?
- Conclusion: Provide a summary of your perspective on this generation and its impact on society. Mention your own date of birth «I was born in...» for context. Be sure to spell out your last name by explaining «How do you spell your last name, please?»

Topical Vocabulary

younger/older – младше/старше

under age – несовершеннолетний

elderly people/mature people/senior citizens – пожилые люди, представители старшего поколения

young adult – молодой взрослый (18–24 года)

to look your age – выглядеть на свой возраст

I was born in April. – Мой день рождения в апреле.

I was born in 1993. – Я родился в 1993.

I was born on the 15th of April, 1993. – Я родился 15 апреля 1993 года.

My name is – Меня зовут Алексей Туманов.

How do you spell your last name, please? – Извините, Как пишется Ваша фамилия?

Walking / Public transport

Task 1: My Daily Commute

Describe your daily commute to university (or work, if you have a job). Explain how you reach/get to your destination. Do you go on foot/walk, cycle, drive a car, take a taxi, or catch a bus/train? What challenges do you face on your way? Do you often get stuck in traffic jams or miss a bus/train? How long does it take you to get to your destination each day? Describe the pedestrian (zebra) crossings and traffic lights you encounter.

Possible Structure:

- Introduction: Briefly describe where you need to go each day (e.g., university, work).

- The Beginning of the Journey: Explain how you leave your house/accommodation. Do you go on foot or do you immediately use transportation?
- Mode of Transportation: Describe the primary mode of transportation you use (e.g., bus, train, car). Use the specific phrases like «get on a bus», «get off a train», «drive a car», etc.
- Challenges and Delays: Discuss any common problems you encounter during your commute, such as traffic jams, missing a bus/train, or difficulties finding parking.
- Specific Locations: Mention any significant landmarks or places you arrive in/at during your journey (e.g., «I arrive at the train station at 7:30.»).
- Timing: State how long it takes you to get to your destination.
- Conclusion: Summarize your overall experience of your daily commute. Is it stressful or enjoyable? Why?

Task 2: An Unforgettable Journey

Tell a story about a memorable journey you have taken. Explain how you planned the trip, what modes of transportation you used, and any unexpected events that occurred along the way. Utilize the provided vocabulary to make your story vivid and engaging. Did you go hitchhiking at any point? Did you miss a bus/train and have to find an alternative way to travel?

Possible Structure:

- Introduction: Briefly introduce the journey you will be describing and why it was memorable.
- Planning the Trip: Describe how you planned your journey. What were your destinations and how did you decide to reach/get to them?
- Modes of Transportation: Explain what modes of transportation you used (e.g., bus, train, car, taxi). Use specific phrases such as «I got on a train...», «I drove a car...», «I took a taxi...».
- Unexpected Events: Describe any unexpected events that occurred during your journey, such as getting stuck in a jam, missing a bus/train, or having to change your plans. Did you go hitchhiking at any point?
- Arriving at Destinations: Describe your arrival at each destination. Use the phrases «arrive in/at» to specify the location.
- Reflections: What did you learn from this journey? What made it so memorable?
- Conclusion: Summarize your overall experience and explain why this journey will always be special to you.

Topical Vocabulary

reach / get to – *добраться до*

arrive in/at – *прибывать в (большой город / место)*

go on foot / walk – *идти пешком*

pedestrian (zebra) crossings – *пешеходные переходы*

go by car/ bus/ etc. – *ехать на машине*

cycle [‘saɪkl] – *ехать на велосипеде*

drive a car – водить машину
ride a bike/ a horse – кататься на велосипеде/ лошади
take a taxi – взять такси
catch a bus/ a train – успеть на автобус/ поезд
miss a bus/ a train – опоздать на автобус/ поезд
get on a bus/ a train – сесть в автобус/ поезд
get off a bus/ a train – сойти с автобуса/ поезда
get into a car/ a taxi – сесть в машину / такси
get off a car/ a taxi – выйти из машины/ такси
traffic lights – светофоры
traffic jams – пробки
get stuck in a jam – застрять в пробке
go hitchhiking [‘hitʃhaɪkɪŋ] – путешествовать автостопом
it takes me (...) to get to – Мне требуется (время), чтобы добраться до ...

Art / Songs and singing / Photos / Robots

Task 1: My Creative Outlet

Describe your favorite hobby or artistic pursuit. Do you consider yourself an art-lover or a music fan? Do you draw or paint? What kind of music genre do you enjoy the most? Have you ever tried to do a painting or are you thinking about taking up the guitar? Talk about whether you think you are talented and musical.

Possible Structure:

- Introduction: Briefly introduce your favorite hobby or artistic pursuit.
- Description of the Activity: Explain what you do and how you do it. If it's visual art, do you draw in a sketchbook or paint on canvas? If it's music,

what instrument do you play, or what kind of music genre do you enjoy listening to? («My favourite music genre is...»).

- Your Skill Level: Do you consider yourself talented? Have you ever performed your art for others or shown it at an art exhibition or art gallery? Do you think you have a great voice or are you musical?
- Benefits of the Activity: Explain why you enjoy this hobby. What does it do for you emotionally, mentally, or socially?
- Future Plans: Are you planning to continue pursuing this hobby? Are you thinking about taking up the guitar or trying something new?
- Conclusion: Summarize your passion for this activity and why it's important to you.

Task 2: A Famous Artist/Musician

Choose a famous artist or musician whose work you admire. Describe their style, what makes them talented, and why you appreciate their work. Have you ever seen their work in an art gallery or at a concert? What music genre do they belong to? If they are a painter, do you like their use of color and composition? If they are a musician, do you think they have a great voice or are musical?

Possible Structure:

- Introduction: Briefly introduce the famous artist or musician you will be discussing.
- Background: Provide some basic information about their life and career.

- Description of Their Style: Describe their artistic or musical style. What are the key characteristics of their work? If it's painting, do they draw sketches first, and then paint a finished piece? What kind of techniques do they use? If it's music, what instrument do they play?
- Talent and Skill: Explain what makes them talented. What are their unique skills or abilities? Do they have a great voice? Is their work technically impressive?
- Personal Connection: Explain why you personally appreciate their work. Have you ever seen their work in person at an art exhibition or art gallery, or have you attended their concerts?
- Influence: Has this artist or musician influenced your own creative pursuits? Have they inspired you to take up the guitar or do a painting?
- Conclusion: Summarize your admiration for this artist and their lasting impact on the world of art or music.

Topical Vocabulary

art-lover – любитель искусства

do a painting – написать картину

art exhibition – художественная выставка

art gallery – художественная галерея

sketch-book – альбом, тетрадь для рисования

draw – чертить, рисовать, набрасывать рисунок

paint – писать красками

music genre – музикальный жанр

My favourite music genre is rap. – Мой любимый музикальный жанр – рэп.

I find that classical music really... – Я считаю, что классическая музыка действительно...

I'm going to take up the guitar. – Я собираюсь взяться за гитару.

talented – талантливый

to be musical – быть музыкальным

to have a great voice – иметь отличный голос

famous – знаменитый

Food and cooking

Task 1: My Signature Dish

Describe your signature dish, the one you cook best. Give the recipe, listing the ingredients and explaining how to prepare it. Is it a healthy food option, or more of a dessert? Would you consider it vegetarian? How does this dish fit into your overall diet or balanced diet? Is it often served as a starter or main course?

Possible Structure:

- Introduction: Introduce your signature dish and explain why it's your favorite to cook.
- The Recipe: Describe the recipe in detail. What are the key ingredients? How do you prepare the dish step-by-step?
- Dietary Considerations: Is it healthy food? A rich dessert? Is it suitable for someone on a vegetarian diet? Does it fit into a balanced diet?
- Course Placement: Is it typically served as a starter or main course? Or perhaps it's a side dish?

- Personal Connection: Why do you enjoy making and eating this dish? What memories or experiences do you associate with it?
- Conclusion: Summarize the key elements of your signature dish and express your enthusiasm for it.

Task 2: Dining Out. Cooking at Home

Compare and contrast eating at restaurants with cooking at home. Discuss the advantages and disadvantages of both options. Do you prefer to order takeaway or cook from scratch using fresh ingredients? What are your thoughts on fast food? How important is it to you to maintain a balanced diet and eat healthy foods? When you eat out, what do you usually order as a starter and main course?

Possible Structure:

- Introduction: Briefly state your general preference for dining out or cooking at home.
- Dining Out: Discuss the pros and cons of eating at restaurants. Do you often order takeaway? What kind of cuisine do you enjoy? What do you usually order as a starter and main course?
- Cooking at Home: Discuss the advantages and disadvantages of cooking at home. Do you enjoy preparing meals using fresh ingredients?
- Fast Food: Share your opinions on fast food. Do you eat it often? Why or why not?

- Healthy Eating: How important is it to you to maintain a balanced diet and eat healthy foods?
- Conclusion: Summarize your overall perspective on dining out versus cooking at home, and explain how you typically balance these two options in your life. You could also discuss if eating a dessert often impacts your diet!

Topical Vocabulary

recipe – рецепт

menu – меню

fast food – быстрая еда

takeaway – еда на вынос

ingredients – ингредиенты

balanced diet – сбалансированная диета

dessert – десерт

healthy foods – здоровая пища

vegetarian – вегетарианская

diet – диета

starter – закуска

main course – основное блюдо

Weekends

Task 1: My Perfect Day Off

Describe your perfect day off. How do you escape the daily round? Do you prefer to take a rest or do you prefer to be active? What do you do with your leisure

time? What makes it a well-earned rest? Do you have your sleep out, or do you get up early? If you had a long weekend, what would you do?

Possible Structure:

- Introduction: Briefly introduce the concept of a day off and its importance.
- Escaping the Daily Round: Describe how you escape from your usual routine on a day off.
- Relaxation vs. Activity: Do you prefer to take a rest and relax, or do you prefer to be active and engage in hobbies?
- Using Your Leisure Time: What specific activities do you enjoy doing with your leisure time? Do you make a day of it and pack it full of activities? Or do you prefer to take your ease?
- Sleep: Do you have your sleep out on your day off, or do you wake up early? Do you believe in beauty sleep?
- A Long Weekend: If you had a long weekend, how would you spend it? Would you go on a day out, or would you prefer to stay at home?
- Conclusion: Summarize what makes your perfect day off so special and restorative. Do you feel as free as a bird?

Task 2: Describing a Memorable Holiday

Describe a holiday or vacation that was particularly memorable and enjoyable.

Where did you go? Did you feel like a lady/gentleman of leisure? What activities

did you do during your free time or in your hours of ease? Did you have a fine time or have the time of your life? Was it a change of air from your usual environment? Was it a busman's holiday in any way?

Possible Structure:

- Introduction: Introduce the holiday you'll be describing and explain what made it so special.
- The Destination: Where did you go for your holiday? Describe the location and its atmosphere.
- Feeling of Leisure: Did you feel relaxed and carefree, like a lady/gentleman of leisure? Did you have all the time in the world?
- Activities and Enjoyment: What did you do during your holiday? Did you enjoy oneself participating in certain activities? Did you make new friends?
- A Change of Air: Was the holiday a change of air from your usual environment? Did it help you to feel refreshed and rejuvenated?
- Memorable Moments: Describe any specific moments that made the holiday particularly enjoyable or memorable. Did you have the time of your life?
- A Busman's Holiday? Was there any aspect of the holiday that felt like work or your usual routine?

- Conclusion: Summarize the key aspects of the holiday and explain why it was so memorable and enjoyable.

Topical Vocabulary

a day off – выходной день

the daily round – круг ежедневных занятий

take a rest – отдохнуть

a well-earned rest – заслуженный отдых

leisure time – свободное время

lady / gentleman of leisure – тот, кто не должен работать (юмор.)

have one's sleep out – выспаться

beauty sleep – сон днем; ранний сон (до полуночи)

a long weekend – пятница, суббота, воскресенье, понедельник

enjoy oneself – хорошо проводить время

have time on one's hands / have time to burn – иметь массу свободного времени

a change of air – перемена обстановки

a day out – день, проведенный вне дома

as free as a bird – свободный, как птица

free time – свободное время

in one's hours of ease – на досуге

make a day of it – весело провести время

take one's ease – наслаждаться отдыхом, досугом

have a fine time – хорошо проводить время

have all the time in the world – иметь уйму времени

have the time of one's life – весело провести время

a busman's holiday – день отдыха, проведенный за обычной работой.

Holidays

Task 1: Planning My Dream Holiday

Describe your dream holiday. What type of vacation would you choose, and why? Would you prefer a relaxing package holiday at a holiday resort, or an active holiday filled with adventure? Would you go camping in a tent, embark on a safari, or prefer a staycation? Discuss your planned activities, considering options like canoeing, climbing/rock-climbing, sightseeing, skiing, or snowboarding. Mention the rucksack/backpack you would pack and how important nature is to your travel plans.

Possible Structure:

- Introduction: Briefly introduce your dream holiday.
- Type of Vacation: Is it a summer holiday or winter holiday? Is it a package holiday or something more independent? Is it an active holiday or more relaxed?
- Location: Where would you go? Why did you choose this location? Is it a holiday village or a bustling city?
- Activities: Describe the activities you would participate in during your holiday. Would you go sightseeing, skiing, or perhaps canoeing? Would you spend time enjoying nature?
- Accommodation: Where would you stay? Would you stay in a luxurious hotel at a holiday resort, or would you go camping in a tent?
- Packing: What would you pack in your rucksack/backpack?

- The Importance of Safety: You hope to arrive home safe and sound after your adventure.
- Conclusion: Summarize why this particular holiday is your dream vacation.

Task 2: A Memorable Summer (or Winter) Experience

Describe a particularly memorable summer or winter holiday experience you've had. Perhaps you went on a trek, tried snowmobiling, or enjoyed a walking holiday. Did you go on an excursion to see famous landmarks? Did you spend time sunbathing? If it was a more rural experience, did you bring in crops or feed animals? Did you prefer an active holiday or something more relaxed? Use the provided vocabulary to bring your story to life.

Possible Structure:

- Introduction: Briefly introduce the memorable summer or winter holiday you will be describing.
- Type of Holiday: What type of holiday was it? Was it a summer holiday or a winter holiday? Was it a package holiday or something more independent?
- Location: Where did you go? Was it a holiday resort, or did you explore a more remote area?

- Activities: Describe the activities you participated in during your holiday. Did you go sightseeing? Did you try skiing or snowboarding? Did you go on an excursion? Did you spend time enjoying nature?
- Rural Experience (If Applicable): If the holiday involved a rural setting, did you participate in any agricultural activities, such as bringing in crops or feeding animals?
- The Rucksack/Backpack: What essentials did you pack in your rucksack/backpack?
- A Moment of Reflection: What was the most memorable part of the trip? Why was it so special?
- Arriving Home Safe and Sound: Talk about your return. Were you happy to arrive home safe and sound?
- Conclusion: Summarize your overall experience and explain why this particular holiday stands out in your memory.

Topical Vocabulary

a holiday season – сезон отпусков

a holiday village / a holiday resort – курорт, курортный город

a package holiday = a package tour – отпуск по путевке

a rucksack (Br.E.)/ a backpack (Am.E., Br.E.) – рюкзак

a safari – сафари

a staycation – отпуск, проведенный дома

a study tour – образовательная/учебная поездка

a summer holiday – летний отпуск

a tent – палатка

a trek – поход

a walking holiday = a walking tour – пеший тур

a winter holiday – зимний отпуск

an active holiday / an adventure holiday – активный отдых

camping – кемпинг

canoeing – гребля на каноэ

climbing/rock-climbing – скалолазание

gardening – садоводство

nature – природа

painting – рисование

sightseeing – осмотр достопримечательностей

skiing – катание на лыжах

snowboarding – катание на сноуборде

snowmobiling – катание на снегоходах

to arrive home safe and sound – вернуться домой живым и здоровым

to bring in crops – собирать урожай

to feed animals – кормить животных

to go on an excursion – отправиться на экскурсию

to sunbath – загорать

Clothes / shoes

Task 1: Describing My Personal Style

Describe your personal style, including the types of men's clothing or women's clothing you prefer. Do you prioritize comfort or fashion? What kinds of footwear and accessories do you usually wear? Do you enjoy dressing up for special occasions, or do you prefer a more casual look? Where do you usually buy your clothes, and do you ever buy online? Think about your underwear, sleepwear, and sportswear preferences as well.

Possible Structure:

- Introduction: Briefly introduce the topic of personal style and state your overall approach.
- General Style: Describe your overall style in a few words (e.g., casual, classic, trendy). Do you consider yourself fashionable or practical?
- Preferred Clothing: Describe the types of men's clothing or women's clothing you typically wear. Mention specific items that you like, such as jeans, dresses, t-shirts, etc.
- Footwear and Accessories: What types of footwear do you usually choose (e.g., sneakers, boots, sandals)? What kinds of accessories do you like to wear (e.g., hats, scarves, jewelry)?
- Special Occasions: Do you enjoy dressing up for special occasions? What kind of outfit would you choose for a formal event?
- Comfort and Everyday Wear: Talk about your underwear, sleepwear, and sportswear preferences.
- Shopping Habits: Where do you usually shop for clothes? Do you prefer to go to physical stores, or do you buy online?
- Conclusion: Summarize your personal style and explain why it's important to you.

Task 2: A Fashion Disaster (or Triumph!)

Tell a story about a time when you had a fashion disaster (or a fashion triumph!). Describe the situation, the clothes you chose to wear, and what happened. Did you need to dress up for a special event? Did you try on several outfits before making a decision? Did you forget to button up your shirt or zip up your jacket? Did you have to undress quickly because you were too hot? Did you buy online without trying something on first?

Possible Structure:

- Introduction: Briefly introduce the story and state whether it was a fashion disaster or a triumph.
- The Event: Describe the event or situation for which you needed to choose an outfit. Was it a formal party, a casual outing, or something else?
- Choosing the Outfit: Explain the process of choosing your outfit. Did you try on several different items before making a decision? Did you buy online without trying something on?
- The Outfit: Describe the clothes you chose to wear. Mention specific items, such as a dress, a suit, a t-shirt, etc. Describe the footwear and accessories you chose to complement your outfit.
- The Disaster (or Triumph): Describe what happened during the event. If it was a disaster, what went wrong? Did you forget to button up your shirt or zip up your jacket? Did you have to undress quickly because you were too

hot? If it was a triumph, how did you feel and what kind of compliments did you receive?

- The Aftermath: What did you learn from this experience?
- Conclusion: Summarize the story and explain why it was a memorable fashion experience.

Topical Vocabulary

men's clothing – мужская одежда

women's clothing – женская одежда

children clothing / kids clothing / kids' fashion – детская одежда

underwear – нижнее белье

sleepwear – одежда для сна

sportswear – спортивная одежда

knitwear – трикотажные изделия

swimwear – купальные костюмы, купальники

footwear – обувь

accessories – аксессуары

wear – носить

put on – надевать

take off – снимать

button up – застегивать (пуговицы)

zip up – застегивать (на молнию)

dress up – наряжаться

undress – раздеваться

try on – примерять

buy online – покупали онлайн

Social media / Music / Television

Task 1: Social Media in My Life

Describe your use of social media websites and social networks. Which ones do you use most often? Which are the most popular in your country? Do you accept friend requests from strangers? How often do you check your account? Do you use social media to share music, photos, and videos? What are your thoughts on the impact of social media on society?

Possible Structure:

- Introduction: Briefly introduce the topic of social media and state your overall relationship with it.
- Social Media Platforms: Which social media websites and social networks do you use most frequently? Why do you prefer those platforms?
- Popularity in Your Country: Which platforms are the most popular and which are the least popular in your country? Which one is considered leading?
- How You Use Social Media: Do you accept friend requests from people you don't know? How often do you check your account? Do you use it primarily to chat with friends and post pictures, or do you use it for other purposes?
- Sharing Content: Do you frequently share music, photos, and videos on social media? What kinds of content do you share?

- Impact on Society: What are your thoughts on the positive and negative impacts of social media on society?
- Conclusion: Summarize your perspective on social media and its role in your life.

Task 2: How I Consume Media

Compare and contrast the way you consume media now compared to how people did in the past. Do you still watch traditional TV, or do you primarily watch TV on a streaming service? Do you stream everything, or do you watch something live occasionally? Do you choose the channel, or do you rely on algorithms to suggest content? Do you ever just put something on in the background while you do other things? Are you excited about any particular films or TV shows that are going to be released or coming out soon? What music genres do you listen to? I mostly watch..., or I watch a bit of everything – what phrase best describes you? Is it difficult to find time for media consumption when I am too busy, and I don't have the time?

Possible Structure:

- Introduction: Briefly state how you generally consume media today.
- Traditional TV vs. Streaming: Do you still watch traditional TV, or do you primarily watch TV on a streaming service? Why do you prefer one over the other?

- Live vs. On-Demand: Do you ever watch something live, such as sports or news, or do you prefer to stream everything on demand?
- Choice and Algorithms: Do you enjoy the freedom to choose the channel, or do you rely on algorithms to suggest content for you?
- Background Noise: Do you ever just put something on in the background while you do other tasks?
- Upcoming Releases: Are you looking forward to any particular films or TV shows that are going to be released or coming out soon? What kind of sitcom would you put on if you were in charge?
- Music Preferences: What music genres do you enjoy listening to?
- Time Constraints: Do you struggle to find time for media consumption because I am too busy, and I don't have the time?
- Conclusion: Summarize your overall approach to media consumption and how it fits into your life.

Topical Vocabulary

social media websites – сайты социальных сетей

social networks – социальные сети

share music, photos and videos – делиться музыкой, фотографиями и видео

the most popular – самый популярный

widely spread – широко распространенный

the least popular – наименее популярный

leading (The first leading social network in Russia is VK.) – ведущий

accept friend requests from – принимать запросы на добавление в друзья от

check his/her account – проверить его/ее аккаунт

chat with friends and post pictures – общаться с друзьями и публиковать фотографии

play games – играть в игры

to watch traditional TV – смотреть телевизор

to watch something live – смотреть прямую трансляцию

to watch TV on a streaming service – смотреть потоковый сервис (онлайн-кинотеатр)

to stream everything – транслировать все

to choose the channel – выбирать канал

put something on in the background – включить что-нибудь в фоновом режиме

be going to be released – должен выйти (фильм)

be coming out – выходит (фильм)

to put on a sitcom – выпускать ситком

I mostly watch... – Я в основном смотрю ...

I watch a mix of... – Я смотрю микс ... –

I watch a bit of everything. – Я смотрю все понемногу.

I am too busy, and I don't have the time. – Я слишком занят, и у меня нет времени.

Animals / plants

Task 1: My Relationship with Animals

Describe your relationship with animals, both domestic animals and wild animals. Do you have any pets? What kinds of animals do you admire? Do you think humans have a responsibility to protect endangered species? How do you feel about animals that belong to humans?

Possible Structure:

- Introduction: Briefly introduce your general feelings about animals.

- Domestic Animals: Do you have any pets? If so, describe them. What do they do (e.g., bark, purr, squeak)? What role do they play in your life? Are they useful in any way (e.g., guarding the house)?
- Wild Animals: What wild animals do you find particularly fascinating or admirable? What are their characteristics? Where do they live?
- Human Responsibility: Do you think humans have a responsibility to protect animals that are endangered or becoming isolated? What actions can people take to help protect them?
- Animals and Humans: Do you think it's ethical for humans to tame animals and keep them as pets, or should all animals be allowed to live freely in the wild?
- A Specific Animal: Is there a specific animal that is very special to you? How does it make you feel?
- Conclusion: Summarize your overall perspective on the relationship between humans and animals.

Task 2: The Plight of Endangered Species

Choose a specific wild animal that is currently endangered. Describe its habitat, its role in the ecosystem, and the threats that it faces. What is being done to help the species survive? What can be done to prevent them from disappearing entirely? Use the vocabulary related to animal behavior and kinds of dogs if you are talking about the animal that is closely related to them.

Possible Structure:

- Introduction: Introduce the endangered wild animal you have chosen and explain why you are concerned about its fate.
- Habitat and Role: Describe the animal's natural habitat and its role in the ecosystem. What does it eat? What animals hunt it?
- Threats: What are the primary threats facing this animal? Is it habitat loss, poaching, climate change, or something else?
- Conservation Efforts: What actions are currently being taken to help the species survive? Are there any breeding programs or habitat restoration projects?
- What More Can Be Done?: What additional steps could be taken to protect this animal and prevent it from going extinct? What factors make them endangered? For example, being isolated and not having a place to hunt. And how many are left in the wild?
- A Personal Connection: If there are kinds of dogs similar to this animal in character, how can we use that to improve the situation?
- Conclusion: Summarize the importance of protecting this animal and its role in the ecosystem. What does it mean to be a master in relation to nature?

Topical Vocabulary

master – хозяин

domestic animals – домашние животные

wild animals – дикие животные

to bark – лаять
to purr – урчать
to roar – рычать
to squeak – пищать
guard – охранять
train – тренировать
hunt – охотиться
belong to – принадлежать
tame – приручать
useful – полезный
kinds of dogs – породы собак
survive – выживать
be isolated – быть изолированным
take off – увозить
endangered – находящихся под угрозой исчезновения
are left – осталось

Dreams

Task 1: My Sleep Habits

Describe your typical sleep habits. How many hours of sleep do you usually get each night? Do you fall asleep easily, or do you struggle with insomnia? Do you usually wake up feeling rested? Do you ever take a nap during the day? What do you do to relax before bed? Do you remember your dreams?

Possible Structure:

- Introduction: Briefly introduce the topic of sleep and its importance in your life.

- Sleep Schedule: How many hours of sleep do you usually get each night? Do you have a regular sleep schedule, or does it vary depending on the day?
- Falling Asleep: Do you fall asleep easily, or do you often struggle with insomnia? What techniques do you use to help you fall asleep?
- Waking Up: How do you usually wake up in the morning? Do you feel refreshed and energized, or do you feel tired and groggy?
- Naps: Do you ever take a nap during the day? If so, how long do you usually nap for? Does it help you to feel more alert?
- Relaxation: What do you do to relax before bed? Do you read, listen to music, or take a bath?
- Dreams: Do you usually remember your dreams? Do you ever have nightmares?
- Beliefs about Dreams: Do you believe in dream interpretation?
- Conclusion: Summarize your overall sleep habits and your attitude towards sleep.

Task 2: A Memorable Dream or Nightmare

Describe a memorable dream or nightmare that you have had. What happened in the dream? How did you feel while you were dreaming? Did you try to find a dream interpretation for it? How did the dream affect you when you wake up?

Possible Structure:

- Introduction: Briefly introduce the dream or nightmare you will be describing.
- The Setting: Describe the setting of the dream. Where were you? What was the atmosphere like?
- The Events: Describe the events that happened in the dream. What did you see, hear, and feel?
- Emotions: How did you feel while you were dreaming? Were you happy, scared, confused, or something else?
- Dream Interpretation: Did you try to find a dream interpretation for the dream? What did the interpretation suggest?
- Waking Up: How did the dream affect you when you wake up? Did it linger in your mind? Did it affect your mood?
- Impact: Has this dream changed something about you?
- Conclusion: Summarize the dream and its impact on you. Reflect on what the dream might mean.

Topical Vocabulary

sleep – спать, сон

fall asleep – засыпать

wake up – просыпаться

nap – короткий сон, дневной сон

insomnia – бессонница

rest – отдых

relax – расслабляться

dream – сон, сновидение

dreaming – сновидение (в процессе), во сне

nightmare – кошмар

dream interpretation – толкование снов

Shopping

Task 1: My Shopping Habits

Describe your typical shopping habits. Do you enjoy doing shopping or go shopping? Are you a shopaholic? Do you usually make a shopping list before you go to the shop or the supermarket? Where do you prefer to buy your food (foodstuffs) and other items? Do you prefer shopping at a market or supermarket? How do you usually pay for your purchases – pay in cash or pay by credit card?

Possible Structure:

- Introduction: Briefly introduce the topic of your shopping habits.
- Enjoyment of Shopping: Do you enjoy doing shopping or go shopping, or do you consider it a chore? Are you a shopaholic?
- Planning and Preparation: Do you usually make a shopping list before you go to the shop or the supermarket? How do you organize your list?
- Preferred Shopping Locations: Where do you prefer to buy your food (foodstuffs) and other items? Do you prefer the atmosphere of a market or the convenience of a supermarket?
- Payment Methods: How do you usually pay for your purchases – pay in cash or pay by credit card? Why do you prefer that method?

- Impulse Purchases: Do you ever make impulse purchases, or do you stick to your shopping list?
- Looking at Shop Windows: Do you like to look at shop windows?
- Conclusion: Summarize your overall shopping habits and preferences.

Task 2: A Shopping Trip Gone Wrong (or Right!)

Tell a story about a memorable shopping trip you have taken. Describe what you were trying to buy, where you went, and what happened. Did you find what you were looking for? Was it at a price you were willing to pay? Did you need to go to a specific department in the store? Did you try on any clothes to make sure they were the right size, or did you accidentally buy something in the wrong size?

Possible Structure:

- Introduction: Briefly introduce the shopping trip you will be describing.
- The Purpose: What were you trying to buy on this shopping trip? Was it food (foodstuffs), clothing, electronics, or something else?
- The Location: Where did you go shopping? Was it a market, a supermarket, or a department store?
- The Search: Describe your experience at the shop. Did you find what you were looking for easily, or did you have to search for it?
- Price and Value: Was the item at a price you were willing to pay? Did you feel like you were getting a good value for your money?

- Trying Things On: If you were buying clothes, did you try on any items to make sure they were the right size? Did you accidentally buy something in the wrong size and have to return it later?
- Departments: In which department were you at a supermarket?
- The Outcome: Did you ultimately find what you were looking for and buy it? Were you satisfied with your purchase?
- Conclusion: Summarize the shopping trip and explain what made it memorable. Was it a positive or negative experience?

Topical Vocabulary

shop – магазин

food (foodstuff) – продукты

at the shop – в магазине

at the supermarket – в супермаркете

do shopping – делать покупки

go shopping – ходить по магазинам

shopaholic – шопоголик

shopping list – список покупок

buy – покупать

sell – продавать

market – рынок

supermarket – супермаркет

at a price – по цене

department – отдел

to look at shop windows – рассматривать витрины магазинов

cost – стоить

pay for – платить за

pay in cash – оплата наличными

pay by credit card – оплата кредитной картой

try on – примерять

size – размер

the right size – подходящий размер

the wrong size – не тот размер

School

Task 1: My Memories of Secondary School

Describe your experiences at a secondary school. What kind of education did it give general education? What were your favorite classes in? Was the school well-equipped? What do you remember about the headmaster/headmistress? What was your favorite or least favorite subject on the curriculum?

Possible Structure:

- Introduction: Briefly introduce your secondary school.
- General Information: What kind of school was it (e.g., public, private, specialized)? What ages of students did it serve?
- The Curriculum: What were the key subjects on the curriculum? What was your favorite subject? What subject did come easy to you?
- Classes: What were your favorite classes in? Describe a memorable lesson or activity.
- The School Environment: Was the school well-equipped with resources and facilities? What was the atmosphere like?

- The Headmaster/Headmistress: What do you remember about the headmaster/headmistress?
- Breaks and Lunch: What did you do during break and lunch?
- Exams and Grades: How did you feel about taking exams? What kind of grade do you usually get?
- Prom and Graduation: Did you attend the prom? How did you feel at your graduation?
- Overall Impression: What is your overall impression of your secondary school experience? How has it influenced you for the rest of one's life?
- Conclusion: Summarize your experience and its impact on you.

Task 2: My Dream School

Imagine you are designing your own perfect secondary school. What would the curriculum be like? How would the school be well-equipped? What kind of headmaster/headmistress would you choose? What would you do to make sure that all students enjoy their time there and get a good grade?

Possible Structure:

- Introduction: Briefly introduce the concept of your dream school and your goals for it.
- Curriculum: What subjects would be included in the curriculum? What emphasis would you place on different subjects?

- Equipment and Resources: How would the school be well-equipped with resources and facilities?
- The Headmaster/Headmistress: What qualities would you look for in a headmaster/headmistress?
- Classes: What teaching methods would you use in the classroom? How would you make the classes engaging and effective? How would you help students who are not very good at communicating in English?
- Breaks and Lunch: What would you do to make break and lunch enjoyable for students?
- Grading and Assessment: How would you assess student learning? Would you use traditional exams? What would be your system for issuing grades?
- Prom and Graduation: How would you make the prom and graduation memorable experiences for students?
- Overall Atmosphere: How would you create a positive and supportive learning environment?
- The Sound of the Bell: What song would you pick for the bell?
- Conclusion: Summarize your vision for your dream school and explain why it would be a great place for students to learn and grow.

Topical Vocabulary

a secondary school – средняя школа

to give general education – давать общее образование

classes in – занятия по

to be well-equipped – быть хорошо оборудованным

headmaster/headmistress – директор школы

curriculum /kə 'rikjuləm/ – учебный план

to come easy to smb. – легко даваться кому-либо

exam – экзамен

bell – звонок

classroom – классная комната

school bag – сумка, портфель

to be not very good at communicating in English – не очень хорошо уметь общаться по-английски

break – перемена

lunch – обед

grade – оценка

prom – выпускной бал

for the rest of one's life – на всю оставшуюся жизнь

graduation – выпуск

Travel / travel habits

Task 1: Why I Love to Travel

Explain why you are fond of travelling. What are the main reasons you to spend one's holidays travelling? Do you enjoy to discover different ways of life and to try different food? Do you like to visit museums and art galleries or to laze in the sun? What kind of means of travel do you prefer? What are the advantages and disadvantages of different modes of transportation according to their plans and destinations?

Possible Structure:

- Introduction: State your general feelings about travel.
- Reasons for Traveling: Explain why you are fond of travelling. What motivates you to explore new places?
- Experiencing New Cultures: Do you enjoy to discover different ways of life? How does travel broaden your perspective?
- Trying New Food: Do you enjoy to try different food? How important is food to your travel experiences?
- Activities and Sightseeing: Do you like to visit museums and art galleries? Are you interested in seeing the ruins of ancient towns or to enjoy picturesque places? Or do you prefer to laze in the sun on a beach?
- Means of Travel: What means of travel do you prefer (to travel by train/car/plane/ship)? What are the advantages and disadvantages of each mode of transportation according to their plans and destinations? Do you prefer a package tour or independent travel?
- Photography: Do you like to take pictures of smth. during your travels?
- Dine at Exotic Restaurants: What makes you excited to dine at exotic restaurants?
- Conclusion: Summarize why you love to travel and what it brings to your life.

Task 2: My Most Memorable Trip

Describe your most memorable travel experience. Where did you go? What means of travel did you use? Did you go on a package tour or travel independently? What sights did you see? Did you take pictures of smth.? Did you get to enjoy picturesque places? What did you learn about different cultures? Did you try different food? Was it easy to book tickets?

Possible Structure:

- Introduction: Briefly introduce the trip you will be describing and why it was so memorable.
- Destination and Means of Travel: Where did you go? How did you get there (e.g., to travel by train/car/plane/ship)? Did you go on a package tour or travel independently?
- Sights and Activities: What sights did you see? Did you take pictures of smth.? Did you visit any historical sites, such as the ruins of ancient towns? Did you enjoy picturesque places? What views of valleys, plains, waterfalls did you see?
- Cultural Immersion: What did you learn about different cultures during your travels? Did you try different food? Did you dine at exotic restaurants?
- Challenges and Rewards: What were some of the challenges you faced during your trip? What were the most rewarding moments?
- Booking Tickets: Was it easy to book tickets for travel and accommodations?

- A Change of Scene: How was your trip for a change of scene?
- Conclusion: Summarize your overall experience and explain what made the trip so memorable. Did you realize you to be fond of travelling?

Topical Vocabulary

to spend one's holidays travelling – проводить отпуск в путешествии
the ruins of ancient towns – развалины древних городов
to enjoy picturesque places – наслаждаться живописными местами
for a change of scene – для смены обстановки
to discover different ways of life – открыть для себя разные стили жизни
to try different food – попробовать разную пищу
to visit museums and art galleries – посещать музеи и картинные галереи
to dine at exotic restaurants – обедать в экзотических ресторанах
to laze in the sun – нежиться на солнце
package tour – путешествие по туристической путевке
to book tickets – заказать билеты
to travel by train/car/plane/ship – путешествовать на поезде/машине/самолете/корабле
to take pictures of smth. – делать снимки чего-либо
a sight – достопримечательность
views of valleys, plains, waterfalls – виды долин, равнин, водопадов
means of travel – способы путешествовать
advantages and disadvantages – преимущества и недостатки
according to their plans and destinations – в соответствии со своими планами и конечным пунктом путешествия
to be fond of travelling – любить путешествия

Sports and Exercise

Task 1: My Favorite Sport

Describe your favorite sport, whether you do it, play it, or just be a fan of it. Why do you enjoy it? Do you do sports regularly? Did you ever join a sports club? Have you ever gone in for any sport seriously? If you were a football player, what position would you play? What are the main rules of the sport? Do you prefer to train alone or with others?

Possible Structure:

- Introduction: Briefly introduce your favorite sport.
- How You Engage with the Sport: Do you do the sport yourself, play the sport (if it's a game), or are you mostly a fan of watching it?
- Reasons for Enjoyment: Why do you enjoy this particular sport? Is it the physical challenge, the social aspect, or something else?
- Training and Practice: Do you train regularly for this sport? Do you do training at the sports ground or in the gym? Did you ever join a sports club related to this sport?
- Rules and Objectives: What are the main rules of the sport? What is the ultimate goal?
- Watching the Sport: Are you a fan of watching professional athletes compete in this sport?
- If You Played: If you were a professional football player or played another sport, what position would you play and why?

- Conclusion: Summarize why this is your favorite sport and what it means to you.

Task 2: A Memorable Sporting Event

Describe a memorable sporting event that you either participated in or watched.

What competition was it? Where did it take place in (e.g., at/in the stadium, at the football pitch, in the swimming pool)? Did your team win or lose? Did you see anyone win a prize/a cup? How did you feel during the match? If you were to take part in a competition, what would it be?

Possible Structure:

- Introduction: Briefly introduce the sporting event you will be describing.
- The Competition: What competition was it (e.g., a local football match, an international swimming event, a chess tournament)?
- The Venue: Where did the event take place in (e.g., at/in the stadium, at the skating rink)?
- Your Role: Did you participate in the event, or were you just a spectator?
- The Atmosphere: Describe the atmosphere at the event. Was it exciting, tense, or something else?
- The Outcome: Did your team or the athlete you were supporting win or lose? Did you see anyone win a prize/a cup? What was the final score or result of the competition?

- Your Feelings: How did you feel during the match or competition? Were you nervous, excited, disappointed, or something else? Did you cheer?
- To Take Part In: What competition would you like to take part in?
- Remembering a Winner/Loser: Even if your favorite team or player was a loser, remember to say how they handled the experience!
- Conclusion: Summarize your overall experience and explain what made the event so memorable.

Topical Vocabulary

do sports – заниматься спортом

do wrestling – заниматься борьбой

play sports (games) – играть в спортивные игры

play basketball (chess) – играть в баскетбол (шахматы)

go skateboarding – кататься на скейтборде и т.п.

go in for – заниматься

go in for swimming – заниматься плаванием

football player – футболист

be a fan of ... – болельщик

join a sports club – записаться в спортивный кружок (клуб)

to take part in.... (competitions) – принимать участие в ... (соревнованиях)

to take place in.... – проходить в ...

to win / to lose – выиграть / проиграть ...

to win a prize / a cup – выиграть приз / кубок

a winner / a loser – победитель / проигравший

match – матч

competition – соревнование

train – тренироваться

do training –ходить на тренировки

at/in the skating rink – на катке

at/in the stadium – на стадионе

at the football pitch – на футбольном поле

at the sports ground – на спортивной площадке

in the gym – в спортивном зале

in the swimming pool – в бассейне

The role of a foreign language in people's lives

Task 1: My Journey with the English Language

Describe your experience learning English. How long have you been studying it?

What methods have you found most effective for you to make progress in English and improve knowledge of English? Do you revise grammar rules regularly? How often do you practice English a lot? Have you ever tried to have extra lessons in English or have private lessons? Do you think you have a good command of the language?

Possible Structure:

- Introduction: Briefly introduce your history with learning English.
- Length of Study: How long have you been studying English?
- Effective Methods: What methods have you found most effective for make progress in English and improve knowledge of English? Do you prefer textbooks, online resources, or something else?
- Grammar Practice: Do you revise grammar rules regularly? Do you find grammar challenging or relatively easy?

- Speaking Practice: How often do you practice English a lot? Do you try to speak with native speakers?
- Additional Lessons: Have you ever tried to have extra lessons in English or have private lessons? Did they help you?
- Current Proficiency: Do you think you have a good command of the language? Are you able to speak fluently and speak confidently?
- Goals: What are your goals for your English language learning journey? Do you hope to master the language someday?
- Conclusion: Summarize your experience and your future plans for learning English.

Task 2: The Importance of English in the Modern World

Discuss the importance of English as a means of communication in the modern world. Why is it useful for foreigner to learn English? How can knowing English help people to access information, connect with others, and advance their careers? If you want to be understood by native speakers, you need to

Possible Structure:

- Introduction: Briefly introduce the topic of the importance of English.
- English as a Means of Communication: Explain why English is such an important means of communication in the world today.
- Benefits for Foreigners: Why is it useful for foreigner to learn English? How can it help them to discover different ways of life?

- Access to Information: How can knowing English help people to access information online, in books, and in other media?
- Connecting with Others: How can English help people to connect with others from different cultures and backgrounds?
- Career Advancement: How can English help people to advance their careers in international business, science, and other fields?
- Reaching Native Speakers: If you want to be understood by native speakers, you need to.... (Elaborate on the best techniques).
- Challenges: What are some of the challenges of learning English as a second language?
- Conclusion: Summarize the importance of English and encourage others to learn it. Do you think spoken English is easier or harder than write English?

Topical Vocabulary

a means of communication – *средство общения*

convey – *передавать*

have a good command of the language – *хорошо владеть языком*

native speaker – *носитель языка*

foreigner – *иностраниец*

spoken English – *разговорный английский*

speak English – *говорить по-английски*

write English – *писать по-английски*

read English – *читать по-английски*

make progress in English – *делать успехи в изучении английского языка*

improve knowledge of English – *улучшить знание английского*

revise grammar rules – повторять правила грамматики

practice English a lot – много практиковаться

have extra lessons in English – брать дополнительные уроки

have private lessons – заниматься с репетитором

attend English courses – посещать курсы английского языка

speak with native speakers – говорить с носителями языка

speak fluently – говорить свободно

speak confidently – говорить уверенно

be understood by native speakers – быть понятым носителями

master the language – знать язык в совершенстве

The Environment

Task 1: Our Responsibility to the Environment

Discuss our responsibility to protect the environment. What are the biggest threats to the environment today, such as pollution? How does human activity have a strong influence (effect) on the planet? What actions can individuals and governments take actions to try to solve the problem? How do you personally contribute to protecting the environment?

Possible Structure:

- Introduction: State your belief in the importance of protecting the environment.
- Threats to the Environment: What are the most pressing environmental problems facing the world today? Discuss issues such as pollution, destruction of the ozone layer, and the greenhouse effect.

- Human Impact: How does human activity have a strong influence (effect) on the environment? Discuss the ways in which we damage nature and cause illness through our actions.
- Individual Actions: What steps can individuals take to protect the environment in their daily lives? Consider actions such as reducing waste, recycling, and conserving energy.
- Governmental Actions: What actions can governments take to try to solve the problem of environmental destruction?
- Personal Contributions: What specific steps do you take in your own life to protect the environment? Do you recycle and reuse materials? Do you avoid packed goods?
- The Importance of a Safe Place: Why is it so important to keep our planet a safe place to live?
- Conclusion: Summarize your overall perspective on our responsibility to the environment and encourage others to take action.

Task 2: The Consequences of Environmental Neglect

Describe a scenario where the environment has been severely damaged due to human actions. What were the consequences of this destruction? How did it have a strong influence (effect) on the local community? What actions were taken (or should have been taken) to try to solve the problem and to prevent an ecological

disaster? How did the increase of packed goods lead to more rubbish/garbage?

What happens when people drop litter?

Possible Structure:

- Introduction: Briefly introduce the scenario you will be describing and emphasize the severity of the environmental damage.
- The Environmental Damage: Describe the specific environmental damage that occurred. Was it pollution of a river, destruction of the ozone layer, or something else?
- Causes of the Damage: What caused this destruction? Was it a natural disaster, or was it due to human actions?
- Impact on the Community: How did the destruction have a strong influence (effect) on the local community? Did it cause illness? Did it displace people from their homes?
- Actions Taken (or Not Taken): What actions were taken (or should have been taken) to try to solve the problem and to prevent an ecological disaster? Were these actions effective? What else could have been done?
- The Increase of Waste: Discuss how the increase of packed goods contributed to the problem of rubbish/garbage.
- Littering: What were the consequences when people began to drop litter everywhere?

- Recycling and Reuse: What role did recycling and reuse play in the situation? Were materials recycled or reused effectively?
- A Call to Action: What did this scenario teach you? How can we prevent similar disasters from happening in the future?
- Conclusion: Summarize the consequences of environmental neglect and emphasize the importance of protecting our planet?

Topical Vocabulary

environment – окружающая среда

to protect the environment – защищать окружающую среду

pollution – загрязнение

to have a strong influence (effect) on – оказывать сильное влияние на

to destroy / to be destroyed – разрушить, уничтожить / быть уничтоженным

destruction of ozone layer – разрушение озонового слоя

to damage nature – наносить ущерб природе

to cause illness – вызывать болезнь

a safe place to live – безопасное место для жизни

ecological crisis – экологический кризис

packed goods – упакованные товары

rubbish / garbage – крупный мусор

to drop litter – выбросить мусор

try to solve the problem – попытаться решить проблему

to prevent an ecological disaster – предотвратить экологическую катастрофу

to take actions – принимать меры

greenhouse effect – парниковый эффект

to recycle / to be recycled – перерабатывать / перерабатываться

to reuse – использовать вторично

**Тестовые задания для контроля сформированности
грамматических навыков**

ENGLISH TESTS – MULTIPLE CHOICE QUESTIONS

**TEST 1. VERB TO BE: AM/IS/ARE – POSSESSIVE ADJECTIVES: MY, YOUR, HIS,
HER – SUBJECT PRONOUNS – PLURAL NOUNS & NUMBERS**

Task 1. For the following questions, choose A, B, C or D

1. A – Hello, what _____ your name?
A) am B) is C) are D) be
2. _____ name is Peter. And my _____ is Green.
A) I / name B) My / surname C) I / surname D) Your / surname
3. My name is Helen. _____ Helen Jameson.
A) I B) I is C) My am D) I am
4. _____ name is Nelly. _____ Nelly Andrews.
A) His / She B) His / He's C) Her / She's D) His / Her
5. «Where _____ Nick from? » «_____ from the UK.»
A) is / She's B) is / His C) am / He's D) is / He's
6. _____ are you from? – Sweden.
A) When B) Where C) Who D) What
7. _____ from Italy. I'm Mario.
A) I'm B) She's C) You're D) He's

8. Where _____ you _____?

A) are / from B) are / is C) are / in D) is/ from

9. Michelle is a French girl. _____ from _____.

A) She's / France B) She's / French
C) His / France D) She / France

10. Linn and Mike are Americans. _____ from USA.

A) Their' re B) Their C) They're D) There

11. «What _____ their _____?» – «Alex and Phil.»

A) is/name B) are / name C) is / names D) are / names

12. I _____ 23 years old, but Kevin _____ 21.

A) are / am B) am / am C) are / are D) am / is

13. Jason _____ 22, but Harry and Den _____ 24 and 25.

A) are / is B) is / are C) are / are D) am / are

14. Cambridge is _____ English university.

A) a B) an C) the D) *

15. «What _____ this? » – «It's _____ cucumber.»

A) are / a B) is / a C) is / an D) its / an

16. Nissans _____ Japanese _____.

A) is a / car B) is / car C) is / cars D) are / cars

17. «What is _____?» – «He is a bank manager.»

A) he job B) she job C) his job D) her job

18. 0/2/11/18/20 Find the correct alternative.

- A) oh / twelve / eighteen / twenty
- B) zero / two / eleven / eighty / twenty
- C) zero / two / eleven / eighteen / twenty
- D) zero / two / one-one / eighteen / twenty

19. «How old is your uncle?» – «_____ is 33.»

- A) He
- B) She
- C) She's
- D) He's

20. «Where _____ he from?» – «He _____ from Denmark.»

- A) am / is
- B) is / am
- C) is / is
- D) are / is

Task 2. Fill in the gaps with the right form of given words.

1. Con's family (to be) in the process of having tea when we arrived.
2. The police (to know) about him for years.
3. The public (to request) not to leave litter in these woods.
4. There (to be) two fish in his basket now.
5. The team (to play) tomorrow morning.
6. My trousers (to be) clean now.
7. Do you know what the news (to be)?
8. He is reserved as a person, but he's a fluent talker when politics under discussion.
9. Ethics (to be) a difficult study.
10. You've bought yourself a nice car. Your money (to be) well spent.

**TEST 2. MUCH, MANY / SOME, ANY / HOW MUCH, HOW MANY / SOMETHING,
ANYONE, NOBODY, EVERYWHERE / A FEW, A LITTLE, A LOT OF / ARTICLES**

Task 1. For the following questions, choose A, B, C or D

1. A: Let's go _____ hot and sunny for our vocation.

B: But we can't go _____; that's too expensive.

A) nowhere / everywhere B) anybody / nobody

C) anywhere / everywhere D) somewhere / anywhere

2. A: Did you meet _____ at the meeting?

B: Yes, I met _____ who knows you!

A) someone / anyone B) anything / nobody

C) everybody / nothing D) anybody / somebody

3. A: Ouch! There's _____ in my eye!

B: Let me look. No, I can't see _____.

A) someone / everywhere B) anything / anywhere

C) something / anything D) something / nobody

4. A: I don't want to talk to _____.

B: And I want to talk to _____ either.

A) anyone / no one B) everybody / someone

C) everybody/anybody D) nobody / somebody

5. We don't need _____ eggs. Six will do.

A) a little B) a few C) much D) many

6. I have _____ true friends. One or two.

A) a lot of B) many C) a few D) little

7. I don't know _____ pupils in this class. Because I am new.

A) much B) a few C) some D) many

8. Have you got _____ housework?

A) much B) many C) some D) a few

9. Is there _____ traffic in your city?

A) a few B) some C) many D) much

10. How _____ students study in your group?

A) any B) much C) many D) a lot of

11. A: Have you got _____ books?

B: Yes, hundreds.

A) much B) a little C) few D) many

12. He has _____ money. He's a billionaire.

A) many B) a lot of C) a lot D) a little

13. A: Do you take sugar in your tea?»

B: Just _____. Half a spoonful.»

A) a few B) a little C) much D) many

14. My favorite subject is _____ biology, but I'm not very good at _____

history.

A) – / the B) – / a C) the / a D) – / –

15. Rome is _____ capital of Italy.

A) an B) a C) – D) the

16. This morning _____ taxi was late.

A) a B) an C) – D) the

17. A: How much are the driving lessons?

B: Twenty dollars _____ hour.

A) the B) – C) a D) an

18. I work in _____ company that makes _____ carpets.

A) a / – B) the / a C) the / – D) an / a

19. I was at _____ work all day yesterday.

A) the B) a C) an D) –

20. My friend works in _____ same company as me.

A) a B) an C) the D) –

Task 2. Fill in the gaps with one of the following Quantifiers: some, any, much, many, a lot of, few/ a few, little/ a little.

1. How _____ money have you got?

2. How _____ bottles of juice have you got?

3. You must be quick. You have _____ time.

4. There's not _____ butter in the fridge. We need to buy _____.
5. He knows _____ French.
6. We need _____ cheese if we want to make a sandwich.
7. Do you want _____ groceries from the shop?
8. My mother doesn't want _____ kitchen appliances for her birthday.
9. There weren't _____ people at the concert.
10. There were _____ people at the cinema yesterday.
11. I must go now. I've got _____ work to do.
12. I've heard _____ interesting news this morning.
13. They don't want _____ help moving to their new house.
14. Are there _____ problems with your work?
15. There aren't _____ people in this village.
16. We've got _____ lemons. We need to buy _____.
17. There's not so _____ work to do this week.
18. There were too _____ people at the concert – we couldn't see the band.
19. It's a problem when there are so _____ people.
20. We are going away for _____ days.

**TEST 3. HAVE GOT, HAS GOT / POSSESSIVE ADJECTIVES: MY, YOUR, HIS, HER /
POSSESSIVE 'S / PREPOSITIONS**

Task 1. For the following questions, choose A, B, or C

1. The Hilton _____ a swimming pool.
A) has got B) have got C) does have D) do have
2. He doesn't _____ a problem with this task.
A) has got B) have C) to have D) has
3. Have you _____ any bread?
A) having B) got C) had D) have got
4. It _____ Jill's birthday three days ago.
A) is B) are C) was D) were
5. Where _____ she now?
A) do B) were C) is D) are
6. Betty _____ got any enemies.
A) not B) hasn't C) doesn't D) has no
7. They are not your _____ toys.
A) children' B) childrens C) children's D) childs
8. They're not her _____ mistakes.
A) friends B) friend C) friend's D) friends's
9. This is these _____ ball.
A) kids B) kid C) kids' D) kids's
10. «How old _____ Mr. & Mrs. Green?» – «_____ 55 and 50.»

A) */ They are B) are / They're C) is / They D) are / They

11. «How old ___, Rachel?» – «_____ 24 years old.»
A) are you / I B) is she / She's C) is / She is D) are you / I'm

12. «_____ they now?» – «They're at the home.»
A) Where're B) Where C) Where's D) Where're are

13. «Where _____ now?» – «In her lab.»
A) is he B) is it C) is she D) is you

14. This is my elder brother. _____ name is Howard.
A) His B) Its C) Her D) My

15. «How old ___, Rachel?» – «_____ 24 years old.»
A) are you / I B) is she / She's C) is / She is D) are you / I'm

16. He has _____ sister. _____ name is Maryl.
A) a / His B) an / Her C) a / Her D) * / Her

17. Hi! My ____ Jacob. I ____ France.
A) name am / from is B) is name / from am C) name is / am from
D) name is / from

Task 2. Fill in the gaps with one of the following prepositions: in, at, on.

1. Let's meet ____ the entrance of the theatre.
2. There's a beautiful poster ____ the wall.
3. Amanda never keeps her money ____ her bag.

4. Don't sit ____ the ground.
5. Do you see anything strange ____ water?
6. It seems like her apartment is ____ the third floor ____ this building.
7. Who is that man ____ this photo?
8. The car was parked ____ the corner of the street.
9. The children are playing ____ the garden.
10. My aunt spent his vacation ____ a small village ____ the mountains.
11. The night is very dark. There are no stars ____ the sky.

TEST 4. THERE IS/ARE – COMPARATIVE AND SUPERLATIVE ADJECTIVES

Task 1. For the following questions, choose A, B, C or D

1. A – _____ there three armchairs in the living room?

B – No, there _____.

A) Are / aren't B) Are / not C) Are / are D) Is / *

2. Is there _____ orange in the basket?

A) an B) a C) the D) *

3. There _____ 4 _____ on the coach.

A) are / man B) is / men C) * / man D) are / men

4. A – _____ there _____ computer?

B – Yes, _____ is.

A) Are / * / there B) Are / the / they C) Is / one / they D) Is / a / there

5. There _____ one cat. There _____ 3 cats.

A) isn't / are B) is / is C) not / aren't D) aren't / aren't

6. _____ any women in the room?

A) Are they B) Are their C) Are there D) Is there

7. A: _____ there many rats in the house?
B: No, there _____.
A) Are / not B) Are / are C) Are / aren't D) Are / isn't

8. Everything is _____ in our city.
A) cheaper B) cheaper C) more cheap D) cheapest

9. There _____ 3 fridges, but _____ isn't a cooker.
A) is / they B) is / their C) are / there D) are / theirs

10. Athens was hotter _____ I expected.
A) that B) than C) as D) none

11. She's _____ girl in the class.
A) funnier B) more funniest C) the funnier D) the funniest

12. Irene's _____ than Sally.
A) intelligent B) more intelligent C) much intelligent D) intelligenter

13. He's _____ than his cousin.
A) much more nicer B) more nice C) much nicer D) more nicer

14. She's _____ older than she looks.

A) more B) much C) * D) as

15. Cambridge is one of ____ oldest universities in Europe.
A) the B) * C) much D) an

16. Nessie's as tall ____ her mother.
A) than B) as C) much D) like

Task 2. Fill in the gaps with the comparative or superlative forms of the words in brackets.

1. This exam was ____ (easy) than the exam in May.
2. You should drive ____ (slowly) or you'll have an accident.
3. My new home is ____ (near) to work than the old one.
4. The test wasn't as ____ (difficult) as I thought.
5. This is the ____ (far) place I've ever travelled to.
6. You look much ____ (thin) than the last time I saw you.
7. My new computer is a bit ____ (good) than the old one.
8. September is the ____ (busy) month of the year for us.
9. There are ____ (few) people today because it's been raining a lot.
10. The ____ (tricky) part of the exam was the listening.

TEST 5. PRESENT, PAST, FUTURE SIMPLE TENSES

Task 1. For the following questions, choose A, B, C or D.

1. We _____ our teeth every morning.
A) brush B) brushing C) brush D) to brushes
2. A: Where _____ his parents _____?
B: In the Ministry of Foreign Trade.
A) do / work B) do / do C) are / work D) work / *
3. Where _____ they _____ on holiday last summer?
A) did / go B) go / did C) did / went D) do / go
4. He usually _____ for 6 hours a day, but he _____ for 8 hours the day before yesterday.
A) works / worked B) work / worked
C) worked / worked D) work / work
5. She'll phone Mark as soon as she _____ any news.
A) gets B) will get C) had got D) got
6. A: _____ century is it now?
B: It is _____.
A: What _____ the last century?
B: It was _____.
A) What / the 21st century / was / the 20 century
B) When / the 21st century / was / the 20th century
C) What / the 21 century / is / the 20 century
D) What / the 21st century / was / the 20th century

7. Matilda buys a newspaper every day. _____ reads _____ at home.

A) It / she B) Her / it C) She / it D) Her / it

8. We will _____ tired after work.

A) be B) are C) being D) been

9. I _____ a cigarette, but my uncle _____ smoke.

A) smoke / don't B) smoke / doesn't

C) smokes / smokes D) don't / smokes

10. «My phone isn't working.»

«Ask Jim to look at it. He _____ you.»

A) helps B) will help

C) is going to help D) helped

11. Water _____ at 100 centigrade degrees.

A) was boiling B) boil C) boils D) is boiling

12. She'll phone Mark as soon as she _____ any news.

A) gets B) will get C) had got D) got

13. I always brush my teeth before I _____ to bed.

A) don't go B) go C) am going D) will go

14. We'll stay home if it _____.

A) will rain B) rained C) rains D) won't rain

15. I _____ the famous actor last year.

A) saw B) see C) have seen D) seen

16. Please _____ a bottle of milk, Kathy.

A) buy B) is buying C) buying D) buys

Task 2. Fill in the gaps with the correct form of the verb in brackets.

1. I ___ (not to know) what to give my brother for his birthday.

2. Languages ___ (to disappear) very fast. Half of world's languages will disappear by 2100.

3. She ___ (to be) so happy but I ___ (not to know) why.

4. Where you ___ (to go)? — I ___ (to go) to the stadium to see the football match.

5. You ___ (to know) that a very interesting match ___ (to take) place last Sunday?

6. He ___ (to go) to the south a week ago.

7. When I ___ (to be) about fifteen years old, I ___ (to enjoy) playing football.

8. Our football team ___ (to win) many games last year.

9. In Johannesburg most people ___ (to speak) at least five languages.

10. I ___ (not/to earn) much last year.

11. Yesterday Tom ___ (to tell) me that he would be here today, but he isn't here.

12. My mother ___ (to grow) in Scotland.

TEST 6. PREPOSITIONS

Task 1. For the following questions, choose A, B, C or D.

1. Please go on ___ your work while I am out.

A) up B) with C) in D) to E) at

2. He came ___. I told him about my plan and he __ once agreed __ it.
A) into/at/with B) – /at/to C) in/ – /with D) out/for/ – E) in/at/to

3. We arrived __ Paris __ 6 p.m. __ a sunny September day.
A) to/at/in B) in/at/on C) at/in/in D) on/of/ – E) – /in/on

4. She started going __ school __ the age of six.
A) to/at B) at/on C) to/in
D) before/of E) into/on

5. The old man could go __ foot, but he preferred going __ car.
A) without/at B) with/in C) in/on D) on/to E) on/by

6. They have worked __ the plan __ the new district __ seven months.
A) of/at/for B) at/of/for C) of/in/in D) about/of/to E) over/off/about

7. There is a girl sitting __ the TV set __ the hall.
A) to/at B) in front of/in C) near/at D) towards/or E) before/on

8. __ the top of the hill the tourists could see hundreds of cars
running quickly __ the road.
A) from/in B) at/to C) with/for D) from/along E) on/along

9. Did you enjoy __ your trip down the river?
A) into B) – C) in D) for E) with

10. I think Howard fell __ love with Kelly.
A) in B) with C) for D) to E) into

11. «Be careful ____ the crossing,» she said ____ the children.

A) on/for B) for/to C) at/to D) to/at E) for/at

12. He was ____ duty and had to stay ____ the classroom ____ classes.

A) on/with/at B) on/in/after C) on/at/at D) in/in/in E) after/at/at

13. They thought ____ a plan and stayed there ____ a few weeks.

A) on / for B) of / for C) of / in D) about / at E) on / of

14. It was difficult ____ them to earn money ____ the country, so they went
____ town.

A) at/in/after B) on/at/before C) for/in/to D) through/under/to
E) for/to/in

15. We drove ____ London ____ Paris, stopping ____ Vienna.

A) from/to/in B) from/to/on C) to/for/near D) into/from/at
E) to/from/on

16. She lived ____ the suburb ____ a big city ____ the factory where father
worked.

A) in/of/near B) of/by/to C) in/before/of D) through/at/on E) at/in/at

17. We're going to wait ____ it stops raining.

A) on B) before C) till D) at E) for

18. My parents went ____ a cycling tour last month.

A) to B) on C) before D) for E) in

Task 2. Fill in the gaps with in, into, from, at, to, by.

1. The cat is on the table. You say: «Get down ____ the table!»
2. Steve went to see John to watch the football. Steve is ____ John's living-room watching football.
3. «Where's John?» «He didn't want to come out this evening.» John is ____ home.
4. We saw some interesting birds flying among the trees. The birds were ____ the forest.
5. Does she come ____ school ____ bus?
6. My car will be ready ____ 3 days.
7. I got my driving license ____ 2004 ____ the age of 23.
8. He likes skiing ____ the forest.
9. I'll see him ____ the morning.
10. He'll be ____ work until 6 o'clock.
11. Please be quiet. There is an examination ____ progress.
12. My dad got ____ the car and drove away two hours ago.

TEST 7. MODAL VERBS (CAN, COULD, MUST, HAVE TO, MAY, SHOULD) AND THEIR EQUIVALENTS

TASK 1. For the following questions, choose A, B, C or D

1. Hurry up! It is a quarter past seven! We really ____ be late.
A) don't have to B) mustn't C) wouldn't rather D) needn't

2. We liked the hotel because we _____ do any cooking.
A) didn't have to B) had to C) should D) have to

3. Sophia wants to be a politician. Who knows? One day she _____ Prime Minister!
A) is going to be B) will be C) is D) might be

4. I can't see the small print well enough. I think I _____ wear glasses soon.
A) will have to B) have to C) won't have to D) don't have to

5. Don't wait for us. We _____ late. It depends on the traffic.
A) am B) will be C) am going to be D) might be

6. Kate and Mary saved and saved, and finally they _____ buy the house of their dreams.
A) couldn't B) could C) can

7. Women _____ vote in England until 1922.
A) managed to B) are able to C) can D) couldn't

8. Lucy has a temperature. She _____ be ill.
A) used to B) had better C) cannot D) must

9. I _____ not translate this task yesterday. _____ you help me to translate it tonight?
A) could / can B) can / must C) may / may D) had to / could E) can / can

10. We _____ play an instrument to enjoy classical music.

A) mustn't B) didn't used to C) didn't have to D) don't have to

11. He's got toothache. He _____ go to the dentist.
A) have got B) couldn't C) must D) needed to

12. They _____ do it now. They can do it this afternoon.
A) needn't B) had better C) mustn't D) should

13. _____ you help me with my housework?
A) Can B) May C) Are D) Need

14. Her illness got worse and worse. In the end she _____ go into hospital for an operation.
A) ought to have B) must C) had to D) will have to

15. «I can't sleep.»
«You _____ drink coffee at night.»
A) must B) have C) don't have to D) shouldn't

Task 2. Fill in the gaps with the most appropriate modal verb: can – could – must – mustn't – should – shouldn't – have to – don't have to – ought to – ought not to – were able to

1. Are you any good at athletics? How fast _____ you run?
2. The advice from the health committee is that all people with symptoms _____ go to the doctor.
3. This is a non-smoking area, you _____ smoke here.

4. I hate big multinational companies. I think they _____ pay more taxes.
5. When she was 4 years old, she _____ read perfectly well.
6. I _____ get up early tomorrow; I want to go running very early.
7. You _____ eat so many sweets. They are bad for you.
8. We _____ wear a tie at work. I hate it!
9. The board agreed that employers _____ have access to an employee's medical file.
10. There was a lot of traffic, but fortunately we _____ arrive on time.
11. I'm not working tomorrow, so I _____ get up early.

TEST 8. PASSIVE VOICE

Task 1. For the following questions, choose A, B, C or D

1. 10.000 cars _____ in a year.
A) produced B) will produce C) are produced D) will be produced
2. The cottage is going _____.
A) to knock down B) to be knocked down C) knocking down D) to been
knocked down
4. Rolls Royce cars _____ in England.
A) are made B) is made C) makes D) were made
5. Nylon _____ in the early 1930s by an American chemist, Julian Hill.
A) invented B) has been invented C) was invented D) is invented

6. English _____ all over the world.
A) has been spoken B) is spoken C) was spoken D) speaks

7. The animals _____ by a loud noise.
A) frightened B) has been frightened C) were frightening D) were frightened

8. Where _____ these trainers made?
A) were B) was C) did D) is

9. The thieves _____ by anyone.
A) didn't seen B) have been seen C) weren't seen D) saw

10. _____ last night?
A) Are they watered
B) Were the plants watered
C) Did the plants water
D) Have the plants been watered

11. Driving should _____ in city centers.
A) ban B) banned C) be banned D) being ban

12. My children _____ with their homework.
A) are helping B) help C) helped D) aren't helped

13. America _____ by Christopher Columbus.
A) was discovered B) had been discovered C) have discovered D) has discovered

14. The television _____ by Bell.
A) was invented B) wasn't invented C) invented D) is invented

15. Coffee _____ in Scotland.
A) grows B) grew C) isn't grown D) have been grown

16. I was given this shirt _____ my sister.
A) to B) by C) * D) from

Task 2. Fill in the gaps with the correct form, active or passive, to complete the sentences below.

1. Hundreds of people ____ (to employ) in this factory and many of them ____ (to lose) their jobs.
2. Three men ____ (to arrest) after the incident, and five others ____ (to take) to hospital.
3. About 71 percent of the Earth's surface ____ (to cover) by water, and oceans ____ (to hold) about 96% of all Earth's water.
4. The package ____ (to send) more than a week ago, but it ____ (to arrive) until yesterday.
5. The building ____ (to destroy) by the fire yesterday.
6. My camera ____ (to steal) and I ____ (to lose) all the photographs from my last trip.
7. You should ____ (to arrest) for what you ____ (to do).

8. I know red wine should ____ (to drink) cold, but we ____ (to drink) it at room temperature.
9. I ____ (not/to allow) to see you anymore, so you shouldn't ____ (to come) again.
10. Please, ____ (to stay) away from the places where you can ____ (to see).

Тексты для чтения по направлению подготовки
TEXTS FOR READING AND TRANSLATION

Направленность (профиль): Физическая культура. Безопасность жизнедеятельности / Физическая культура. Дополнительное образование (менеджмент спортивной индустрии)

SPORTS IN GREAT BRITAIN

Whenever you strike up a conversation in Britain maybe at the barber's, in the street or on a train journey, you inevitably get around to two subjects – the weather and sport, which are as much part of English life as roast beef and the Houses of Parliament.

English people are fond of all kinds of sports. England is a sports-loving nation. Sports in England take many forms: organized competitive sports, which attract huge crowds to encourage their favourite team to victory, athletic games played for recreation and others. The British are proud that many sports originated in their country and then spread throughout the world. The national British sports are: football, golf, cricket, table tennis, lawn tennis, snooker, steeplechase, racing, and darts.

The game peculiarly associated with England is **cricket**. Cricket is an English game. Not many Scots, Irish or Welsh play it. Many other games that are English in origin have been accepted with enthusiasm in other countries; cricket

has been seriously and extensively accepted only in the Commonwealth, particularly in Australia, India, and Pakistan. Cricket is played in schools, colleges, universities. Test matches with other countries are held regularly. Cricket is slow, and a spectator, sitting in the afternoon sun after his lunch, may be excused for having a little sleep for half an hour. Cricket is making no progress in popularity. Most popular is football.

Football, the most popular game in the world, is of two kinds in Britain: association football (soccer) and rugby. Soccer played almost in all countries remains one of the most popular games in Great Britain. It is the national sport and British club teams are often successful in Europe. The football season in Britain lasts from late summer (end of August) to late spring (early May). Football, or soccer, as it is sometimes called to distinguish it from rugby football, is the most popular sport. Most young lads begin by kicking a tennis ball or tin-can up and down the street, and some of them end by playing for their town club. Football clubs in England are based on towns like Manchester, Birmingham, Portsmouth, and all have nicknames – Norwich are the Canaries, because of their yellow shirts, Portsmouth – the Sailors, because the town is a port, Wolverhampton – the Wolves, and so on. The big event of the week usually begins at 3 o'clock on Saturday afternoon, when most matches are played. Many footballers in England are fulltime, professionals – they are paid by their club and work only in football. Nearly 40 million spectators each year attend matches

between the great professional teams organized by the Football League. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb. But British football today has a bad name at home and abroad because of the violence of some groups of supporters.

The next popular sport after football is **rugby**, which is largely an amateur game. Rugby football (or rugger) has existed in Britain since the beginning of the 19th century, when a teacher at Rugby school, while playing football, decided that it would be better to pick up the ball and run with it. Rugby is especially popular in Wales and the north of England. It is played with an oval shaped ball on a field by teams of 15 men.

Swimming is also very popular and there are many public swimming baths. Rowing and canoeing are practiced less because there are not so many facilities. The annual Boat Race between Oxford and Cambridge universities on the river Thames is, however, one of the most popular sporting events of the year. It first started in 1820 and has been held almost every spring since 1836. A lot of people come to watch it. Other popular water sports are water skiing and surfing.

Winter sports such as ice-hockey, skiing and ice-skating are generally impossible in Britain (except in Scotland) because of the climate, they have no great following because of the lack of ice and snow, but many people spend winter holidays on the Continent in order to take part in them.

Englishmen like **all kinds of racing**. Horse-racing, motor-car racing, boat-racing, dog-racing, donkey-racing are very popular in England. The interest in such sports as horse-racing and dog-racing can be explained by the Englishman's fondness for gambling. Anyway, most Englishmen have some interest in at least one kind of sport.

Words and expressions

inevitably – *неизбежно*

to strike up a conversation – *завязать разговор*

lawn tennis – *большой теннис*

snooker – *снукер (разновидность бильярдной лузной игры)*

steeplechase – *бег с препятствиями*

Answer the questions

1. What subjects do you inevitably discuss in Britain?
2. What kinds of sports are English people fond of?
3. What are the British proud of?
4. What game is associated with England?
5. Where is cricket played?
6. What game is most popular?
7. How long does the football season last?

8. Where are football clubs based in England?
9. How many spectators attend matches each year between the great professional teams organized by the Football League?
10. What sport is popular after football?
11. What kind of racing do the Englishmen like?

Mark the sentences true or false

1. The football season in Britain lasts from late summer (end of July) to late spring (early May).
2. Winter sports such as ice-hockey, skiing and ice-skating are generally impossible in Britain.
3. Cricket is played in schools, colleges, universities.
4. English people are not fond of all kinds of sports.
5. The British are proud that many sports originated in their country and then spread throughout the world.
6. Rugby is especially popular in Scotland and the north of England.
7. The biggest event in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb.
8. Most popular is football.
9. Cricket has been seriously and extensively accepted only in the Commonwealth, particularly in Russia, Australia, India, and Pakistan.

10. The national British sports are: football, golf, cricket, table tennis, lawn tennis, snooker, steeplechase, racing, and darts.

AIR JORDAN

Michael Jordan is one of the most talented athletes in history. He's won six NBA titles, he's had sports shoes named after him, he's even starred in a Hollywood movie. Jordan is an international superstar. But success for Michael Jordan was never a matter of luck. It was always a matter of talent and hard work.

Michael Jordan was born in Brooklyn, New York, in 1963. He was the fourth of five children, so he learned to compete young. As a child, Michael was very athletic. He played baseball, basketball and football, but his favourite sport was baseball. However, this soon changed when he started playing basketball with his older and taller brother Larry. Larry kept on beating Michael when they played one-to-one. Unsurprisingly, Michael didn't like losing, so he worked hard to become a better player.

Jordan's basketball gradually improved, but in 1978 he suffered a big disappointment. He was dropped from his High School basketball team! However, Michael didn't give up. Instead, he trained harder and longer, and as a result was soon playing again. 'The better I got, the better I wanted to become,' he said later. Nobody knew then that Jordan would become the greatest player of all time.

Today Michael Jordan has scored over 30,000 points in basketball games all over the world. Over 50 % of American children have voted him their idol. However, it's not just his basketball skills that have made Jordan popular; it's his courage, determination and positive approach to life. «I can accept failure,» he once said, «but I can't accept not trying.»

Words and expressions

success – успех

unsurprisingly – неудивительно

to improve – улучшать

to suffer a big disappointment – испытать большое разочарование

to score – забить, набрать

Answer the questions

1. What did Michael Jordan win?
2. Where was Michael Jordan born?
3. What was his favourite sport?
4. Who played basketball with Michael?
5. How many points has Michael Jordan scored in basketball games all over the world?
6. What have made Michael Jordan popular?

Mark the sentences true or false

1. Michael Jordan is one of the most talented athletes in history.
2. Michael Jordan was born in Brooklyn, New York, in 1953.
3. He played baseball, basketball and football, but his favourite sport was hockey.
4. Jordan's basketball gradually improved, but in 1978 he suffered a big disappointment.
5. Nobody knew then that Jordan would become the greatest scientist of all time.
6. Over 50% of American children have voted him their idol.
7. 'I can accept failure,' he once said, 'but I can't accept not trying.'

Направленность (профиль): История. Обществознание /

История. Право

THE HISTORY OF THE OLYMPIC GAMES

The Olympic Games were originally an ancient Greek religious festival in honour of Zeus, held in Olympia near Mount Olympus, the mythical home of the gods. An athletic festival with competitions in music and poetry was held every four years on the island of Peplos in Southern Greece. The period between the games was called an Olympiad.

The initial date for the beginning of the Games was 776 B.C. They were held every four years, in the middle of the summer, and lasted five days; the main

condition of the festival was that there should be peace throughout Greece. The festival became a symbol of peace and friendship.

The ceremonies included contests in oratory, poetry, music and art, as well as in athletic skills like wrestling, boxing, horse and chariot racing, throwing the javelin and running.

The Olympic Games were an exclusively male festival, open to young men from all the Greek cities. Women were not allowed to compete in the Olympic Games, or even to attend and watch them, though there are legends of girls having done so in disguise. The winners were given laurel wreaths in the temple of Zeus. To be a victor in the classical Olympic Games was a great honour not only for the athlete but for his *city* too.

The Olympic Games were held for nearly twelve centuries. Factionalism and controversies over the status of competitors became so fierce and disruptive in later years that the Games were finally abolished by the Roman Emperor Theodosius in 392 A.D. as a disturbance of Roman peace.

The Olympic Games were revived only at the end of 19-th century due to Baron Pierre de Coubertin. In 1894 he addressed the International Congress of Athletes and pointed out the importance of sports in the peoples' life.

The first modern Olympic Games were held in Athens in 1896 to signify the succession of the tradition. In 1896 311 athletes, competing in nine sports represented 13 countries in the Olympic Games. Since then, except in 1916, 1940

and 1944, the Olympic Games have been held every leap-year in different countries of the world. The International Olympic Committee is responsible for the programme, the number of participants, and the city-host for the Games.

At first the modern Games were limited to men. Women first competed in the Games in 1910, playing golf, but real women's participation only began in Paris in 1924 with the inclusion of women's athletics in the programme. In recent Olympiads the women's programme has been greatly extended.

Winter sports were brought into the Olympic programme through the organization of special Winter Games, first held in France at Chamonix in 1924, with competitions in ice hockey, speed skating, figure skating and skiing. These are still the basic events of the winter programme, with the addition of bobsleigh and toboggan races.

Each Olympiad the size of the Olympic Games has been growing in the scale of competition, number of competitors, and size of the audience watching them.

Nowadays the Olympic Games have become a wonderful tradition which helps to bring people closer together.

Words and expressions

in honour – в честь

the initial date – начальная дата

the main condition – главное условие

to compete – соревноваться, состязаться

chariot racing – гонки на колесницах

extend – расширять

toboggan races – гонки на санях

speed skating – конькобежный спорт

skiing – катание на лыжах

to abolish – отменять, упразднять

disruptive – разрушаительный, деструктивный

Answer the questions

1. What were the Olympic Games in ancient Greece?
2. What was the name of the period between games?
3. What is the initial date for the beginning of the Games?
4. What did the ceremonies include?
5. Were women not allowed to compete in the Olympic Games?
6. When were the Olympic Games revived?
7. When were the first modern Olympic Games held?
8. What is the International Olympic Committee responsible for?
9. What kind of winter sports were brought into the Olympic programme?
10. What is characterized each Olympiad?

Mark the sentences true or false

1. The Olympic Games were originally an ancient Greek religious festival in honour of Zeus, held in Olympia near Mount Olympus, the mythical home of the gods.
2. The initial date for the beginning of the Games was 777 B.C.
3. The festival became a symbol of peace and friendship.
4. The Olympic Games were held for nearly ten centuries.
5. The Olympic Games were an exclusively male festival, open to young men from all the Greek cities.
6. The International Olympic Committee is responsible for the programme, the number of participants, and the city-host for the Games.
7. The first modern Olympic Games were held in Athens in 1896 to signify the succession of the tradition.
8. At first the modern Games were limited to women.
9. Winter sports were brought into the Olympic programme through the organization of special Winter Games, first held in France at Chamonix in 1924, with competitions in ice hockey, speed skating, figure skating and skiing.
10. The winners were given laurel wreaths in the temple of Zeus.

CHARACTERS LARGER THAN LIFE

In any book, cartoon or film we all love to see the heroes defeat the villains, save the world, win the girl and live happily ever after. But just between you and me, don't we feel a little bit sorry for the villains as well?

Saruman, from The Lord of the Rings, is an all-time favourite villain, the type of villain I like. He is a tall wizard with a long white beard and cold dark eyes. He wears a long white robe and carries a magic staff. Once he was a good wizard but the power of a magic ring has made him evil and greedy and now he wants to rule the world. Only Frodo, the small ring bearer, can stop him.

Frodo Baggins, a Hobbit, is small, brave and honest, with bright eyes, curly brown hair and very large hairy feet! His mission is to take the magic ring to Mordor where it will be destroyed. He travels with some friends and together they have to face many dangers. Gandalf a wise wizard, protects them and shows them the way.

Another of my favourite heroes is Peter Pan, a mischievous, daring boy with pointed ears who can fly and never grows older. Peter and his friends, the Lost Boys, have a dangerous enemy called Captain Hook.

With his black moustache, cruel laugh and a sharp metal hook instead of a hand, the cunning Captain Hook is a perfect villain. He always wears a broadbrimmed hat and fine clothes. He lives with a band of pirates on his ship, the Jolly Roger, making plans to kidnap the Lost Boys and capture the boy he hates.

Not all villains are men. The Wicked Queen in Snow White is one of the most cold-hearted villains ever. Beautiful but vain, the queen asks her mirror every day, «Mirror, mirror on the wall, who is the fairest of them all?» The answer always pleases her, until one day the mirror replies that kind and caring Snow White is even prettier than her. The jealous queen is so angry that she dresses up as an old woman and gives Snow White a poisoned apple.

Whether heroes or villains, these are the characters I admire the most. I love to watch the heroes fight the villains and eventually see good win over evil. I also can't help feeling for the villains and their weaknesses; I just love to hate them! These stories are timeless and the characters are definitely larger than life.

Words and expressions

defeat – победа

all-time – непревзойденный

once – однажды

cruel – жестокий

laugh |la:f| – смех

kidnap – похищать

poisoned – отравленный

win over – победить

can't help feeling for – не могу не сочувствовать

Answer the questions

1. What is the writer's main purpose in writing the text?
2. What does the writer say about Saruman?
3. Which of the statements is true of Captain Hook?
4. What is the writer's opinion of villains?
5. What do we call a person who is very proud of their looks?
6. What does the title of the text mean?
7. Which of the characters in the text are heroes/heroines and which are villains?
8. Who has got a sharp metal hook instead of a hand?
9. Who has got a long white beard?
10. Have you already watched these films? Did you like them? Why/why not?

Mark the sentences true or false

1. Frodo Baggins, a Hobbit, is a tall wizard with a long white beard and cold dark eyes.
2. These stories are timeless and the characters are definitely larger than life.
3. The heroes usually defeat the villains, save the world, win the girl and live happily ever after.

4. Peter Pan, a mischievous, daring boy with pointed ears became evil and greedy and now he wants to rule the world.
5. All villains are men.
6. Good always triumphs over evil.
7. Captain Hook has a black moustache, cruel laugh and a sharp metal hook instead of a hand.
8. Snow White is so angry that she dresses up as an old woman and gives the queen a poisoned apple.

Направленность (профиль): Русский язык. Литература

INTERPERSONAL COMMUNICATION

Interpersonal communication is usually defined by communication scholars in, usually describing participants who are dependent upon one another. It can involve one on one conversations or individuals interacting with many people within a society. It helps us understand how and why people behave and communicate in different ways to construct and negotiate a social reality. While interpersonal communication can be defined as its own area of study, it also occurs within other contexts like groups and organizations. Interpersonal communication is the process that we use to communicate our ideas, thoughts, and feelings to another person. Our interpersonal communication skills are

learned behaviours that can be improved through knowledge, practice, feedback, and reflection.

Interpersonal communication includes message sending and message reception between two or more individuals. This can include all aspects of communication such as listening, persuading, asserting, non-verbal communication, and more. A primary concept of interpersonal communication looks at communicative acts when there are few individuals involved unlike areas of communication such as group interaction, where there may be a large number of individuals involved in a communicative act. Individuals also communicate on different interpersonal levels depending on who they are engaging in communication with. For example, if an individual is communicating with a family member, that communication will more than likely differ from the type of communication used when engaged in a communicative act with a friend or a significant person.

Overall, interpersonal communication can be conducted using both direct and indirect mediums of communication such as face-to-face interaction, as well as computer-mediated communication. Successful interpersonal communication assumes that both the message senders and the message receivers will interpret and understand the messages being sent on a level of understood meanings and implications.

Words and expressions

interpersonal communication – *межличностное общение*

to interact with people – *взаимодействовать с людьми*

to communicate in different ways – *общаться разными способами*

to occur |ə 'kɜ:| within other contexts – *возникать при других условиях*

non-verbal communication – *невербальное общение*

feedback and reflection – *ответная реакция и размышление*

to be engaged in a communicative act – *участвовать в акте коммуникации*

to understand meanings and implications – *понять значение и скрытый смысл*

message sending and message receiving – *передача и прием сообщения*

Answer the questions

1. What can interpersonal communication involve?
2. What does interpersonal communication include?
3. What do different interpersonal levels depend on?
4. What does successful interpersonal communication involve?

Mark the sentences true or false

1. Interpersonal communication can occur within different contexts.
2. Interpersonal communication is the process that we use to communicate our ideas, and feelings.

3. Interpersonal communication skills can't be improved through knowledge and practice.
4. Non-verbal communication as well as persuading is included into communication.
5. Individuals communicate on different interpersonal levels.
6. Interpersonal communication can be conducted using both face-to-face interaction and computer mediated-communication.
7. Message receivers can not as a rule interpret and understand the messages being sent.

The Early Days Of Telephone

After Jerome K. Jerome

I think the telephone is really a good thing. All people say it is. But perhaps I don't know how to use it. I once lived in a room with a telephone and I must say it was a very hard life for me.

Suppose you want to see a man who lives near your house. You can put on your hat and go over to his house. But you look at the telephone. You think it is better to phone him before you go. You ring up many times, but you get no answer. You get very angry and sit down to write a letter to the Company. You want to ask why their girls don't answer you. But then you ring up once more and this time you get an answer. You shout:

«Why don't you answer? I have rung twenty times in the last half hour.» (It is not quite so. You have rung only six times but you are very angry.) «I shall write to the Company. I cannot get an answer when I ring.» You have finished. Now you wait for the answer. In some minutes it comes from very, very far away.

«What – what do you say? I can't hear what you say.»

«I say I have rung twenty times and I cannot get any answer. I shall write about it to the Company.»

«You want what? What number?»

«I don't ask any number. I say, 'Why don't you answer when I ring?'»

«Eight hundred and what?»

You cannot repeat your question once more, so you say you want number four-five-seven-six.

«Four-nine-seven-six?» says the girl.

«No; four-five-seven-six.»

«Did you say seven-six or six-seven?»

«Six-seven – no. I say seven-six, no – wait a minute. I don't know what I want now»

«Well, you must know,» says the young lady. «I cannot wait here all the morning.»

So you find the number in the book again, repeat it, and then she tells you that you are in connection. Then you stand waiting for some time.

«Are you there?» you cry many times, and then—oh, how glad you are! – you hear:

«Yes; what is it?»

«Oh; are you four-five-seven-six?»

«What? Who are you?»

«Eight-one-nine, Jones.»

«Bones?»

«No, Jones. Are you four-five-seven-six?»

«Yes; what is it?»

«Is Mr Williamson at home?»

«Will I what – who are you?»

«Jones! Is Mr Williamson at home? Will-i-am-son!»

«You are the son of what? I can't hear what you say.»

When he understands that you wish to know if Williamson is at home he says – or so you think – «Will be at home all the morning.»

So you take your hat and go to his house.

«I've come to see Mr Williamson,» you say.

«Very sorry, Sir,» is the answer, «but he is not at home.»

«Not at home? But you've just said to me over the telephone, 'He will be at home all the morning.»

«No, it was: 'He will not be at home all the morning.'»

You go back to your room, sit down before the telephone and look at it. What can you do? Nothing.

Words and expressions

suppose – предполагать

ring up – позвонить

repeat – повторять

cry – кричать; плакать

Answer the questions

1. Did the storyteller think the telephone was a good thing or did he think it made life harder?
2. What was it the storyteller wanted to write to the Company about?
3. Why did he have to look for the number in the book again?
4. What did the person at Williamson's house hear when the storyteller said over the phone 'Jones' and later 'Will-i-am-son'?
5. How did it happen that Jones went to Williamson's house and didn't find him at home?
6. Do you think the telephone in its early days was a convenience?
7. Is it a convenience now?

CROSS-CULTURAL COMMUNICATION

Cross-cultural communication (also frequently referred to as intercultural communication) is a field of study that looks at how people from different cultural backgrounds communicate in similar and different ways among themselves.

In the past decade, there has become an increasing pressure for universities across the world to incorporate intercultural and international understanding and knowledge into the education of their students. International literacy and cross-cultural understanding have become critical to a country's cultural, technological, economic, and political health. It has become essential for universities to educate, or more importantly, «transform», to function effectively and comfortably in a world characterized by close; multi-faceted relationships. Students must possess a certain level of global competence to understand the world they live in and how they fit into this world.

Cross-cultural communication, as many scholarly fields, is a combination of many other fields. These fields include anthropology, cultural studies, psychology and communication.

The study of languages can not only serve to help us understand what we as human beings have in common, but also assist us in understanding the diversity which underlies not only our languages, but also our ways of constructing and organizing knowledge, and many different realities in which we all live and interact. Such understanding has profound implications with respect to developing a critical awareness of social relationships. Understanding social relationships and

the way other cultures work is the groundwork of successful globalization business efforts.

Language socialization can be broadly defined as «an investigation of how language both presupposes and creates new social relations in cultural context». It is imperative that the speaker understands the grammar of a language, as well as how elements of language are socially situated in order to reach communicative competence. Human experience is culturally relevant, so elements of language are also culturally relevant. One must carefully consider semiotics and the evaluation of sign systems to compare cross-cultural norms of communication. There are several potential problems that come with language socialization, however. Sometimes people can over-generalize or label cultures with stereotypical and subjective characterizations.

Words and expressions

to incorporate into the education – ввести в систему образования

cross-cultural understanding – межкультурное понимание

multi-faceted relationships – многогранные взаимоотношения

to possess a certain level of global competence – формировать критическое осознание чего-либо

to fit into this world – вписаться в окружающий мир

a diversity – многообразие

to have profound implications – иметь большой скрытый смысл

to develop a critical awareness of – *формировать критическое осознание*
чего-либо

to reach communicative competence – *достичь формирования*
коммуникативной компетенции

to over-generalize or label cultures – *чрезмерно обобщать и навешивать*
ярлыки на другие культуры

Answer the questions

1. Does the American system of education differ from the systems of other countries?
2. Are most public schools coeducational?
3. Has the federal government power to make laws in the field of education?
4. What do state laws determine?
5. What do state and national accreditation agencies insist on?
6. Is education compulsory for every child?
7. What does the program of studies for elementary school children in the US include?
8. What is the junior high school?
9. What is the high school?
10. What is an important part of high school life?

Mark the sentences true or false

1. International literacy and cross-cultural has become very important for all countries.
2. Students must have a certain level of global competence to understand the world they live in and their place in that world.
3. The study of languages can only serve to help us understand each other.
4. Successful globalization business efforts depend on proper understanding of social relationships.
5. To reach communicative competence it is enough to learn the grammar.
6. To reach communicative competence it is necessary to compare cross-cultural norms of communication.

Направленность (профиль): Начальное образование. Управление

GIFTED KIDS ARE BORED BY US SCHOOLS

By Tamara Henry

USA TODAY

Talented and gifted students in the USA aren't challenged, are bored and are often ill-prepared for the workforce, says an Education Department report out today.

Students lag behind those in other countries while the United States is «squandering one of its most precious resources», the report says.

The department's Pat O'Connell Ross told the National Association for Gifted Children conference in Atlanta Thursday that educators tend to focus most

of their attention on the needs of average students or slow learners. Little is done to accommodate the needs of gifted children, she said. Talented and gifted children typically excel in math, writing, dance, history, athletics or any other intellectual or artistic endeavors that are complex, difficult and novel. In 1990 38 states served more than 2 million gifted students at all levels.

The USA has an «ambivalence toward intellectual accomplishment», Ross says. «We have names for kids that we think are too smart» – nerd or dweeb. Fred Brown, principal of Boyer-town Elementary School in Pennsylvania, says gifted children often aren't seen as having special needs. Also, Brown says, «there is a problem with limited funds», with gifted programs often getting «leftovers».

Compared with top students in other countries, the report shows the USA's brightest students are undistinguished at best and poor at worst.

– U.S. seniors taking Advanced Placement courses in science were last in biology compared with top students in 13 other countries: 11th out of 13 in chemistry and ninth out of 13 in physics.

– In math, the top 1 % of U.S. students ranked 13th out of 13 in algebra and 12th of 13 geometry and calculus.

When comparing U.S. and Japanese high school seniors enrolled in college preparatory math classes, Japanese students at the 50th percentile scored slightly higher than the top fifth of U.S. students.

Words and expressions

to accommodate the needs – удовлетворять потребности

to tend to focus стремиться – сосредоточиться

to excel in – преуспеть в

undistinguished – непримечательный, незаметный

leftover – пережиток, остаток

Answer the questions

1. What did an Education Department report out about talented and gifted students in the USA?
2. Do the educators tend to focus most of their attention on the needs of average students or slow learners?
3. What subjects do talented and gifted children typically excel in?
4. What does the report show about the USA's brightest students?

Mark the sentences true or false

1. Students lag behind those in other countries while the United States is «squandering one of its most precious resources», the report says.

2. Talented and gifted children typically don't excel in math, writing, dance, history, athletics or any other intellectual or artistic endeavors that are complex, difficult and novel.

3. Fred Brown, principal of Boyertown Elementary School in Pennsylvania, says gifted children often aren't seen as having special needs.

4. When comparing U.S. and Japanese high school seniors enrolled in college preparatory math classes, Japanese students at the 90th percentile scored slightly higher than the top fifth of U.S. students.

EDUCATION IN BRITAIN

In Great Britain education is compulsory for all children from 5 to 16 years of age. Before 5 some children attend Nursery Schools, while most children start their basic education in an Infant School, which is the first stage of Primary Education. From 7 to 11 they attend Junior Schools, the second stage of Primary Education. In Primary School children are taught the so-called 3R's – reading, writing and arithmetic, as well as elementary science and information technology. They also have music, physical training and art classes.

At the age of eleven children transfer to Comprehensive Schools. These schools give general education and a wide range of academic courses leading to the public examinations taken at 16. They also provide some vocational courses.

Before the 1960s there were two main kinds of state schools in Britain: «grammar» schools and «modern» schools. The grammar schools were for the most intelligent children and the secondary modern schools were for the less intelligent children. Children were selected for secondary education by means of an examination known as «eleven-plus» which they took at the age of 11. Many people thought that this system was unfair and now more than 80 % of the state secondary schools in Britain are comprehensive (which are for children of all abilities).

Along with the state schools, there are about 500 private schools in Britain that comprise about 6 % of the school population. Most of these Independent or Public Schools charge fees and there are boarding schools, where the children actually live in the school.

Any child may leave school at 16 when all children take the school-leaving examinations and get a certificate of secondary education. Those who want to continue their education at a University have to stay on at school for two more years and take another exam (at an advanced level). Advanced level examination is very important, because on the results of this examination the Universities and Polytechnics choose their students, as there are no entrance examinations.

The leading universities in England are Oxford, Cambridge and London. Each University consists of a number of faculties: medicine, arts (philosophy), law, music, natural science, commerce and education. After three years of study,

a student receives a Bachelor's degree. Some may continue their studies for two or more years to get the degrees of Master and Doctor. Besides universities, there are other types of higher educational institutions: Polytechnics and Colleges of different kinds.

Words and expressions

compulsory – обязательный

primary education – начальное образование

comprehensive school – общеобразовательная школа

secondary education – среднее образование

vocational courses – профессиональные курсы

advanced level examination – продвинутый уровень экзамена

comprehensive – комплексный

entrance examinations – вступительные экзамены

Bachelor's degree – степень бакалавра

higher educational institutions – высшие учебные заведения

Answer the questions

1. Is education In Great Britain compulsory for all children?
2. What subjects are taught in primary school children?
3. What school are children transferred at the age of eleven to?

4. What state schools were in Britain before the 1960s?
5. Are there private schools in Britain?
6. What must children do who want to continue their education at a University?
7. Are there entrance examinations in Britain?
8. What are the leading universities in England?
9. What types of higher educational institutions are there besides universities?

Mark the sentences true or false

1. In Great Britain education is compulsory for all children from 6 to 16 years of age.
2. Primary School children are taught the so-called 3R's – reading, writing and arithmetic, as well as elementary science and information technology.
3. At the age of eleven children don't transfer to Comprehensive Schools.
4. Before the 1960s there were two main kinds of state schools in Britain: «grammar» schools and «modern» schools.
5. Any child may leave school at 16 when all children take the school-leaving examinations and get a certificate of secondary education.
6. After three years of study, a student receives the degrees of Master and Doctor.

MARIA MONTESSORI

Montessori, Maria (1870–1952), Italian educator and physician, best known for developing the Montessori method of teaching young children. She introduced the method in Rome in 1907, and it has since spread throughout the world. The Montessori method stresses the development of initiative and self-reliance by permitting children to do by themselves the things that interest them, within strictly disciplined limits. Montessori believed that her methods would prove even more effective with children of normal intelligence. In 1907 she opened the first Montessori school, or Children's House, in a slum district of Rome. Within a year, observers came from around the world to see the progress made by Montessori's students. Before the age of five the children learned to read and write, they preferred work to play, and they displayed sustained mental concentration without fatigue.

Montessori based her educational method on giving children freedom in a specially prepared environment, under the guidance of a trained director. She stressed that leaders of the classroom be called directors rather than teachers because their main work was to direct the interests of children and advance their development. According to Montessori, when a child is ready to learn new and more difficult tasks, the director should guide the child from the outset so that the child does not waste effort or learn wrong habits.

Montessori was convinced that universal adoption of her teaching method would be of immense value in bringing about world peace, and she stressed the importance of education as the «armament of peace». A Roman Catholic, she also worked extensively to apply her principles to the teaching of religion. Among her published works are «The Montessori Method,» 1912; «Pedagogical Anthropology,» 1913; «The Absorbent Mind,» 1949; and «The Child in the Family,» 1970.

Words and expressions

physician – врач

fatigue – усталость

a slum district – район трущоб

wrong habits – неправильные привычки

specially prepared environment – специально подготовленная среда

immense value in bringing about world peace – огромное значение в обеспечении мира во всем мире

Answer the questions

1. What is Montessori best known for?
2. What does The Montessori method stress?
3. When did she open the first Montessori school?

4. What did the children learn before the age of five?
5. What did Montessori base her educational method on?
6. What was Montessori convinced of?

Mark the sentences true or false

1. Montessori, Maria (1870 – 1952), Italian educator and physician, best known for developing the Montessori method of teaching young children.
2. The Montessori method doesn't stress the development of initiative and self-reliance by permitting children to do by themselves the things that interest them, within strictly disciplined limits.
3. Montessori based her educational method on giving children freedom in a specially prepared environment, under the guidance of a trained director.
4. Montessori was convinced that universal adoption of her teaching method would be of immense value in bringing about world peace, and she stressed the importance of education as the "armament of peace".
5. She introduced the method in Rome in 1977, and it has since spread throughout the world.

IT'S ALL IN YOUR GENES

What colour hair have you got? Is it straight, wavy or curly? What colour are your eyes? Why are some people tall and slim while others are short and stocky? It's all in your genes. Each person on this planet is unique, because everyone has got a different combination of genes. These are contained in the DNA structure. Your genes determine your general shape and size, the colour of your skin, eyes and hair, the shape of your face, nose, ears, mouth and teeth.

For every part of your body, you have got two genes. You inherit one from your mother and one from your father. One of the two genes is dominant, but you can pass either gene on to your children. Look at this couple, for example. The man and the woman both carry a gene for blue eyes and a gene for brown eyes, which they have inherited from their own parents, but they have both got brown eyes, because the brown gene is always dominant.

In this ideal example the couple have two sons and two daughters and each one has received one of the four possible combinations of the parents' genes. As we can see, one of them is blue-eyed and the other three have got brown eyes, but three of them carry a blue gene.

A gene can stay hidden in a family for generations. For example, the second daughter is married. Her husband's eyes are brown, but he also carries a blue gene. This couple has got four children and each child has got a different combination of the parents' genes. So, one child has got blue eyes, although her parents and grandparents have all got brown eyes.

Knowledge about genes has been used since the eighteenth century to improve plants and animals. Scientists and farmers select the best possible specimens to breed from. In this way they have been able to produce bigger fruit and vegetables, animals that produce more meat, kinds of wheat or rice that are more resistant to disease, and so on. This is known as selective breeding.

Now scientists can actually identify the genes for particular characteristics. In the new science of genetic engineering, genes can be removed, added or replaced to produce the characteristics that – we want. New and better plants and animals will be produced by genetic engineering. Will we be able to design the perfect human being, too? «Nobody's perfect», we say. Perhaps one day everyone will be.

Words and expressions

DNA structure – структура ДНК

inherit – наследовать

possible specimens to breed – возможные экземпляры для размножения

resistant to disease – устойчив к болезням

hidden in a family for generations – скрытый в семье на протяжении многих поколений

identify the genes for certain characteristics – выявлять гены для определенных характеристик

Answer the questions

1. What do your genes determine?
2. What do you inherit from your mother and father?
3. Can a gene stay hidden in a family for generations?
4. What was the use of knowledge about genes in the eighteenth century?
5. Can scientists actually identify the genes for particular characteristics?

Mark the sentences true or false

1. Each person on this planet is unique, because everyone has got a different combination of genes.
2. Your genes don't determine your general shape and size, the colour of your skin, eyes and hair, the shape of your face, nose, ears, mouth and teeth.
3. For every part of your body you have got three genes.
4. A gene can stay hidden in a family for generations.
5. Knowledge about genes has been used since the eighteenth century to improve plants and animals.
6. Now scientists can't identify the genes for particular characteristics.

K.D. USHINSKY – THE GREAT RUSSIAN EDUCATIONIST

K.D. Ushinsky was in the fullest sense of the word the founder of the Russian primary school and pedagogical training for teachers. His contribution to Russian education was great. Ushinsky's pedagogical ideas outstripped his time in many ways and were implemented only after his death. His works are not only of historical value today but greatly assist the course of the genuinely people's education that was the lifetime dream of the outstanding pedagogue, patriot and citizen.

Ushinsky was born in 1834 in Chernigov gubernia (region) in the family of a well-to-do landowner. He learned very early to study independently and, after making a fine record in the gymnasium, Ushinsky was enrolled in Moscow University at the age of 16. He graduated from the University with high honors when he was 20 years old. Two years later, despite his youth, Ushinsky was appointed Professor of Jurisprudence at the Demidov Lyceum in Yaroslavl. His lectures were an immediate success for they were based upon his already considerable erudition. It was then that Ushinsky started criticizing the present educational system in Russia and was forbidden by the Ministry of Education to teach even in elementary school.

In 1855 many teachers who had lost work before could find jobs again. In 1859 Ushinsky was appointed inspector at Smolny Institute in St. Petersburg. In 1860 Ushinsky became editor of the Journal of the Ministry of Education and in two years completely changed its character. Under his editorship its focus was

centered upon real problems of teaching, theories of pedagogy and psychology, accounts of educational activities and criticism of current pedagogical literature. Ushinsky's name became popularly known throughout Russia and at the end of his three years of work there he was already well-known as one of the foremost teachers and guides of educational movement in Russia.

Ushinsky was not only concerned with Russian affairs but was a devout patriot. One of the basic principles of his pedagogical system is the inculcation of a feeling of patriotism in the young people. In his early articles he expressed this view and never changed his basic concept that «education must be based on patriotism». Ushinsky thought that this could be done best with the help of native language, taught at school. «Rodnoe Slovo» (Native Word) was one of his most famous works.

Ushinsky believed that education should devote itself primarily to the formation of character. According to Ushinsky, «life without serious work can be neither worthy nor happy». Ushinsky underlined the personal influence of the teacher as an educational force. Ushinsky was interested in foreign educational systems. He made trips to Germany, Switzerland, France, Italy and Belgium to observe school organization there. He analysed merits and defects of foreign educational systems comparing them with actual conditions in Russia.

After coming back to Russia from abroad in 1867 Ushinsky devoted his energies to St. Petersburg Pedagogical Society. He traveled, lectured, held

conferences and continued his research work.

Words and expressions

contribution – вклад

devout – преданный, истовый

an immediate success – непосредственный успех

to outstrip – опережать, обгонять

to enroll – зачислять

to appoint – назначать

outstanding pedagogue – выдающийся педагог

the inculcation of a feeling of patriotism – формирование чувства патриотизма

to express – выражать, высказывать

to graduate from the University with high honors – окончить университет с отличием

Answer the questions

1. Who was K.D. Ushinsky?
2. When was Ushinsky born?
3. Why was Ushinsky forbidden by the Ministry of Education to teach?
4. What did he discuss as an editor of the Journal of the Ministry of Education?

5. Why did Ushinsky's name become popularly known throughout Russia?
6. What was one of the basic principles of his pedagogical system?
7. Was Ushinsky interested in foreign educational systems?
8. What is the life according to Ushinsky?

Mark the sentences true or false

1. Ushinsky's pedagogical ideas outstripped his time in many ways and were implemented only after his death.
2. Ushinsky was born in 1836 in Chernigov gubernia (region) in the family of a well-to-do landowner.
3. His lectures were an immediate success for they were based upon his already considerable erudition.
4. In 1859 Ushinsky was appointed inspector at Smolny Institute in St. Petersburg.
5. Under his editorship its focus wasn't centered upon real problems of teaching, theories of pedagogy and psychology, accounts of educational activities and criticism of current pedagogical literature.
6. Ushinsky was not only concerned with Russian affairs but was a devout patriot.
7. Ushinsky underlined the personal influence of the teacher as an educational force.

Written Communication

Written communication includes traditional pen and paper letters and documents, typed electronic documents, e-mails, text chats, SMS and anything else conveyed through written symbols such as language. This type of communication is indispensable for formal business communications and issuing legal instructions. Communication forms that predominantly use written communication include handbooks, brochures, contracts, memos, press releases, formal business proposals, and the like. The effectiveness of written communication depends on the writing style, grammar, vocabulary, and clarity.

A memo is a document typically used for communication within a company. Memos can be as formal as a business letter and used to present a report. Usually, you write memos to inform readers of specific information. You might also write a memo to persuade others to take action, give feedback on an issue, or react to a situation. However, most memos communicate basic information, such as meeting times or due dates. Before writing a memo, outline what your purpose is for doing so, and decide if the memo is the best communication channel.

Email is used to communicate in many settings. Effective use of email requires a clear sense of the purpose for writing, as well as a clear statement of the message. Email is not the same as talking to someone face-to-face or even over the telephone. When we talk face-to-face, we pick up meaning from facial expressions, body language, specific gestures, and, of course, tone of voice. Even telephone conversations preserve the meanings conveyed by tone of voice. But

email messages lose these extra ways of conveying meaning as we exchange messages, and so writers need to take care when writing email messages, even though they seem impromptu or off-the-cuff.

The best general advice: What you include in your email message depends on why you are writing and to whom. Effective email messages are short and to the point. Receivers don't want to scroll through two or more screens of text to get your message. On the other hand, don't make your messages so short that the receiver doesn't understand you. Provide enough information so that the receiver understands both the context and the details of the message.

Because email messages lack tone of voice and gestures that communicate so much during face-to-face and telephone conversations, some email writers include emoticons* to indicate humor, sarcasm, excitement, and other emotions; for example, :) is a happy face. As a writer, you'll know which personal messages can include these touches, but they're generally frowned upon in professional contexts.

Similarly, you may feel comfortable writing personalized abbreviations (such as imho for «in my humble opinion») in personal or social messages, but they are generally not considered appropriate for professional communications.

*emoticons – знаки, выражающие эмоции, смайлики

EMOTICONS	
:) or :-)	happiness, sarcasm, or joke
:(or :-(unhappiness
:] or :-]	jovial happiness
:[or :-[despondent unhappiness
:D or :-D	jovial happiness
:I or :-I	indifference
:-/ or :-\	undecided, confused, or skeptical
:Q or :-Q	confusion
:S or :-S	incoherence or loss of words
@: or :-@	shock or screaming
:O or :-O	surprise, yelling or realization of an error
Abbreviations	
AAMOF	as a matter of fact
BBFN	bye bye for now
BTW	by the way
BYKT	but you knew that
CMIIW	correct me if I'm wrong
EOL	end of lecture
FAQ	frequently asked question(s)
FITB	fill in the blank
FWIW	for what it's worth
FYI	for your information
HTH	hope this helps
IAC	in any case

Words and expressions

to convey /kən'vei/ – сообщать; передавать

indispensable – необходимый, незаменимый

to give feedback – осуществлять обратную связь

to outline – изложить вкратце, обрисовать, наметить в общих чертах

to lack – испытывать недостаток (в чем-либо.)

Answer the questions

1. What does written communication include?
2. What does the effectiveness of written communication depend on?
3. What communication forms are described in the text?
4. What are the aims of writing memos?
5. What should you do before writing a memo?
6. What does effective use of emails require?
7. What is the best advice for writing emails?

Mark the sentences true or false

1. Written communication is indispensable for formal business communications and issuing legal instruction.
2. Writing style, grammar, vocabulary and clarity do not affect the effectiveness of written communication.
3. Email is used for communication in many situations.
4. Email messages should be neither too short nor too long
5. Some email writers include emoticons in their emails to convey emotions.

HISTORY OF SOCIAL PSYCHOLOGY. EARLY INFLUENCES

Aristotle believed that humans were naturally sociable, a necessity which allows us to live together (an individual centered approach); whilst Plato felt that the state controlled the individual and encouraged social responsibility through social context (a socio-centered approach).

Hegel (1770–1831) introduced the concept that society has inevitable links with the development of the social mind. This led to the idea of a group mind, important in the study of social psychology.

Lazarus & Steinthal wrote about Anglo-European influences in 1860. «Volkerpsychologie» emerged, which focused on the idea of a collective mind. It emphasized the notion that personality develops because of cultural and community influences, especially through language, which is both a social product of the community as well as a means of encouraging particular social thought in the individual. Therefore Wundt (1900–1920) encouraged the methodological study of language and its influence on the social being. Texts focusing on social psychology first emerged at the start of the 20th century. The first notable book in English was published by McDougall in 1908 (An Introduction to Social Psychology), which included chapters on emotion and sentiment, morality, character and religion, quite different to those incorporated in the field today.

He believed that social behavior was innate/instinctive and therefore individual, hence his choice of topics. This belief is not the principle upheld in modern social psychology, however.

Allport's work (1924) underpins current thinking to a greater degree, as he acknowledged that social behavior results from interactions between people. He also took a methodological approach, discussing actual research and emphasizing that the field was one of a «science ... which studies the behavior of the individual in so far as his behavior stimulates other individuals, or is itself a reaction to this behavior» (1942: p. 12). His book also dealt with topics still evident today, such as emotion, conformity and the effects of an audience on others.

The first handbook on social psychology was published by Murchison in 1935. Murphy & Murphy (1931/37) produced a book summarizing the findings of 1,000 studies in social psychology. A text by Klineberg (1940) looked at the interaction between social context and personality development by the 1950s a number of texts were available on the subject.

Words and expressions

inevitable – неизбежный

the individual and encouraged social responsibility – индивидуальная и поощряемая социальная ответственность

to underpin – укреплять, поддерживать

to emerge – появляться, выходить

Answer the questions

1. What did Hegel introduce?
2. What did Aristotle think about the humans?
3. What is Volkerpsychologie?
4. When did texts emerge focusing on social psychology?
5. What did Allport think about social behavior?

Mark the sentences true or false

1. Aristotle didn't believe that humans were naturally sociable, a necessity which allows us to live together.
2. Hegel introduced the concept that society has inevitable links with the development of the social mind.
3. Texts focusing on social psychology first emerged at the start of the 19 th century.
4. The first handbook on social psychology was published by Murchison in 1935.
5. Therefore, Wundt encouraged the methodological study of language and its influence on the social being.

DEVELOPMENTAL PSYCHOLOGY

Developmental psychology is a scientific approach which aims to explain growth, change and consistency through the lifespan. Developmental psychology looks at how thinking, feeling, and behavior change throughout a person's life.

A significant proportion of theories within this discipline focus upon development during childhood, as this is the period during an individual's lifespan when the most change occurs.

Developmental psychologists study a wide range of theoretical areas, such as biological, social, emotion, and cognitive processes. Empirical research in this area tends to be dominated by psychologists from Western cultures such as North American and Europe, although during the 1980s Japanese researchers began making a valid contribution to the field. The three goals of developmental psychology are to describe, explain, and to optimize development (Baltes, Reese, & Lipsitt, 1980). To describe development, it is necessary to focus both on typical patterns of change (normative development) and on individual variations in patterns of change (i.e., idiographic development). Although there are typical pathways of development that most people will follow, no two persons are exactly alike.

Developmental psychologists must also seek to explain the changes they have observed in relation to normative processes and individual differences.

Although, it is often easier to describe development than to explain how it occurs. Finally, developmental psychologists hope to optimise development, and apply their theories to help people in practical situations (e.g. help parents develop secure attachments with their children).

Words and expressions

developmental psychology – *психология развития*

a scientific approach – *научный подход*

empirical research – *эмпирические исследования*

typical pathways of development – *типичные пути развития*

Answer the questions

1. What is developmental psychology?
2. What are the three goals of developmental psychology?
3. Who dominated in empirical research of developmental psychology?
4. What do developmental psychologists hope to optimize
5. Developmental psychologists study a wide range of theoretical areas, such as biological, social, emotion, and cognitive processes.
6. The three goals of developmental psychology are to describe, explain, and to optimize development.

7. To describe development it isn't necessary to focus both on typical patterns of change (normative development) and on individual variations in patterns of change (i.e., idiographic development).
8. Developmental psychologists must also seek to explain the changes they have observed in relation to normative processes and individual differences.

Направленность (профиль): Математика. Информатика /

Математика. Физика

SUFFERING SCIENTISTS

Four scientists who were injured or killed by their own experiments

Sir Humphry Davy, the British chemist and inventor, had a very bumpy start to his science career – as a young apprentice he was fired from his job as an apothecary because he caused too many explosions! When he eventually took up the field of chemistry, he had a habit of inhaling the various gases he was dealing with. Fortunately, this bad habit led to his discovery of the anaesthetic properties of nitrous oxide. Unfortunately, the same habit led him to nearly kill himself on many occasions and the frequent poisonings left him an invalid for the last two decades of his life. During this time, he also permanently damaged his eyes in a nitrogen trichloride explosion.

Alexander Bogdanov was a Russian physician, philosopher, economist, science fiction writer, and revolutionary. In 1924, he began experiments with

blood transfusion – in a search for eternal youth. After 11 transfusions (which he performed on himself), he declared that he had stopped going bald, and had improved his eyesight. Unfortunately for Bogdanov, the science of transfusion was not very advanced and Bogdanov had not been testing the health of the blood he was using, or of the donors. In 1928, Bogdanov took a transfusion of blood infected with malaria and tuberculosis, and died soon after.

Thomas Midgley was an American chemist who helped to develop leaded petrol (lead was added to petrol to make car engines less noisy). General Motors commercialized Midgley's discovery, but there were several deaths from lead poisoning at the factory where the additive was produced. In 1924, Midgley took part in a press conference to demonstrate the safety of his product and he inhaled its vapour for a minute. It took him a year to recover from the harmful effects! Weakened by lead poisoning, he contracted polio at the age of 51, which left him disabled. He invented a system of ropes and pulleys so that he could pull himself out of bed, but his invention caused his death when he was strangled by the ropes. The negative impact on the environment of leaded petrol seriously damaged his reputation and he has been described as «the human responsible for most deaths in history».

Louis Slotin, a Canadian physicist, worked on the Manhattan project (the American project which designed the first nuclear bomb). In 1946, during an experiment with plutonium, he accidentally dropped a container causing a critical

reaction. Other scientists in the room witnessed a «blue glow» and felt a «heat wave». Slotin had been exposed to a lethal dose of radiation. He rushed outside and was sick and then was taken to hospital. Although volunteers donated blood for transfusions, he died nine days later. Three of the other scientists who were present died later of illnesses related to radiation.

Words and expressions

chemist – химик, аптекарь

fortunately – к счастью; по счастью

nitrous oxide – веселящий газ, закись азота

explosion – взрыв

blood transfusion – переливание крови

lead – свинец

to take part – участвовать, принимать участие

he contracted polio – он заболел полиомиелитом

accidentally – случайно

Answer the questions

1. How many of the scientists were killed by their experiments or inventions?

2. Which scientist or scientists got ill after trying to show that his discovery was harmless?
3. Which scientist or scientists made a fatal mistake during an experiment?
4. Which scientist or scientists died of diseases he caught as a result of his experiment?
5. Which scientist or scientists caused the death of other scientists?
6. Which scientist or scientists used to breathe in toxic substances?
7. Which scientist or scientists was doing his experiments to reverse/ stop the ageing process?
8. Which scientist or scientists is remembered today for the negative effects of his discovery?
9. Which scientist or scientists was not very successful in his first job?

Mark the sentences true or false

1. Sir Humphry Davy discovered the anaesthetic properties of nitrous oxide due to a habit of inhaling the various gases he was dealing with.
2. In 1924, Midgley died accidentally when he was strangled with ropes.
3. Sir Humphry Davy was a Canadian physicist, who worked on the Manhattan project.
4. Slotin had been exposed to a lethal dose of radiation.

5. In 1924, Alexander Bogdanov began experiments with blood transfusion in a search of eternal youth.

WHAT IS A COMPUTER?

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols). The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores. The basic job of computers is processing of information. For this reason, computers can be defined as devices which accept information in the form of instructions, called a program, and characters, called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory. It is considered that computers have many remarkable powers. However, most computers, whether large or small, have three basic capabilities. First, computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication, and exponentiation.

Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information into the computer. For outputting information two common devices used are: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

Third, computers have circuits, which can make decisions. The kinds of decisions that computer circuits can make are not of the type: «Who would win the war between two countries?» or «Who is the richest person in the world?» Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? In addition, is one number greater than another? A computer can solve a series of problems and make thousands of logical decisions without becoming tired. It can find the solution to a problem in a fraction of the time it takes a human being to do the job. A computer can replace people in dull, routine tasks, but it works according to the instructions given to it. There are times when a computer seems to operate like a mechanical «brain», but its achievements are limited by the minds of human beings.

A computer cannot do anything unless a person tells it what to do and gives it the necessary information; but because electric pulses can move at the speed of

light, a computer can carry out great numbers of arithmetic-logical operations almost instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

Words and expressions

Intricate – запутанный, сложный

electronic circuit – электронная схема

to operate switches – управлять переключателями

to store numbers – для хранения чисел (цифр)

to manipulate – обрабатывать

to input / to feed in – вводить

to turn on = to switch on – включать

to turn off = to switch off – выключать

to process data – обрабатывать данные

to supply – поставлять, поставить

addition – дополнение, сложение

subtraction – вычитание

division – деление

multiplication – умножение

exponentiation – возведение в степень

user – пользователь

input device – входное устройство

disk drive – дисковод

tape drive – магнитная лента

cathode-ray tube – электронно-лучевая трубка

to make decisions – принимать решения

instantaneously – мгновенно

Answer the questions

1. What is a computer?
2. What are the two possible states of the switches?
3. What are the main functions of a computer?
4. In what way can we make the computer do what we want?
5. What is the basic task of a computer?
6. In what form does a computer accept information?
7. What is a program?
8. What are data?
9. What is memory?
10. What three basic capabilities do computers have?
11. What are the ways of inputting information into the computer?
12. What is the function of an input device?
13. What devices are used for outputting information?

14. What decisions can the computer make?

15. What are the computer's achievements limited by?

Mark the sentences true or false

1. The machine isn't capable of storing and manipulating numbers, letters, and characters (symbols).

2. The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores.

3. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, aren't kept inside the computer in a place called memory.

4. Computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication, and exponentiation.

5. Computers haven't circuits, which can make decisions.

6. A computer cannot do anything unless a person tells it what to do and gives it the necessary information.

7. For outputting information two common devices used are: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

Don't Know What To Say? Talk about the weather!

«It is commonly observed,» wrote Dr Johnson in 1758, «that when two Englishmen meet, their first talk is of the weather; they are in haste to tell each other, what each must already know, that it is hot or cold, bright or cloudy, windy or calm.» Not much has changed. A survey published earlier this year found that the average British person mentions the weather at least once every six hours, and that 70 % of us check the weather forecast every day, even when nothing unusual is happening.

Last week, as temperatures soared to 29°C – the highest recorded lo end-of-September temperature for 116 years – there was a sense of both delight (at the lovely hot weather) and worry (about the threat of global warming). On television and in the newspapers, experts argued earnestly over what such extreme weather meant, and if there was even a term for it. While many called it an Indian summer, the Met Office ruled that it couldn't be properly called an Indian summer, which only occurs «as a warm spell in autumn, especially in October and November». The BBC's main weatherman also agreed that the heat had arrived a bit too early to be described as an Indian summer.

Indian summer has different names across the globe. In Britain, until around the end of the First World War, late heatwaves were known as «St Martin's summers» – the feast of St Martin falling on 11th November – and in much of

Europe they still are. Other countries have their own names – in Russia it's an «Old Ladies' summer»; in Bulgaria a «Gipsy summer»; and in China a «Tiger autumn».

But the big difference between the British and other nationalities is that they talk about Indian summers much more. «Britons need weather-talk to help us overcome our reserve,» explains Kate Fox, author of *Watching the English*. «We talk about it a lot, but not because it is an intrinsically interesting topic. People use weather-talk to facilitate social interaction.»

The writer Sir John Mortimer saw a deeper reason for Britain's peculiar obsession with the weather. «There's nothing personal about it,» he wrote. «It gives away no secrets. Talking to our next-door neighbours over the fence, we, as a nation, are reluctant to make such uncomfortable confessions as «I can't stand your children», or «I'm passionately in love with your wife». It's far easier to say, «I think we'll be having rain over the weekend».»

Words and expressions

survey – опрос

weather forecast – прогноз погоды

average – среднестатистический

Indian summer – бабье лето

weatherman – синоптик

peculiar obsession with – своеобразная одержимость

reluctant – вынужденный, неохотный

confession – признание

Answer the questions

1. What is an Indian summer?
2. Do you have an expression for Indian summer in your language?
3. Do people in your country often talk about the weather?
4. What kind of weather do you associate with the different seasons where you live?

Mark the sentences true or false

1. British people talk about the weather more than they used to.
2. People had mixed feelings about the hot weather.
3. Some weather experts said that the warm weather was not an Indian summer because it happened in September.
4. The older English term for Indian summers is still used in some parts of the UK.
5. Kate Fox says that the British talk about the weather because they are shy.
6. Sir John Mortimer believes that the British talk about the weather to avoid saying what they really think.

Deforestation, American-Style

While rainforest destruction is a globally significant issue, the cutting down of old-growth forests in the United States has developed into a national controversy. Since the turn of the century, the U.S. Forest Service has been overseeing the management and protection of national forests. In total, there are 156 national forests, covering 191 million acres. In September of 1986, the agency released its plans to nearly double the timber harvest from the national forests by the year 2030.

Much of the bitter controversy between environmental groups, the timber industry, and the federal government has been directed toward the fate of the old-growth forests. At one time, old growth covered some 15 million acres in the Pacific Northwest. Some areas included trees ten feet wide, 275 feet tall and 1,120 years old. But because of their size and bulk, old-growth trees represent valuable lumber to loggers. During the past century, some 12 million acres have been cleared. Less than five per cent of the nation's original, virgin forests remain today, compared with Japan's 26 per cent. Less than one per cent of the nation's native forests are protected from logging. According to the Native Forest Council, US forests are cut at the rate of two football fields every minute.

Both tropical and old-growth forests are rapidly disappearing because they are being logged and burned far faster than they are being replenished. Many of the effects of deforestation are the same for both tropical rainforests and old-growth forests. One of the catastrophic consequences of continued deforestation is mass species extinction, especially in the rainforests, home to more than 80 million species.

Additionally, deforestation causes forests to lose their mediating effects on rainfall, resulting locally in erosion, drought and flooding. Globally, deforestation affects the world's climate. A broad uprising of air follows the rainforest around the equator, driven, in part, by heat absorbed by tropical forests. This massive uprising helps drive the circulation patterns of the entire global atmosphere. Tropical deforestation can disrupt this process, resulting in reduced rainfall and altered weather conditions over a large portion of the globe.

All deforestation adds to the atmospheric pool of rising carbon dioxide emissions, hastening the onset of global warming. An intact forest naturally removes carbon dioxide from the air and stores it through the process of photosynthesis. When trees are cut down, this carbon dioxide is released into the atmosphere.

Words and expressions

contaminant / pollutant – загрязнитель

expose to – подвергаться воздействию

exposure to – воздействие чего-либо на кого-либо

cancer – рак

volatile organic compound – летучее органическое соединение

benzene – бензол

dry-clean – чистить при помощи химических веществ

treat – обрабатывать запасы воды

carbon monoxide – угарный газ

incomplete combustion – неполное сгорание

fine particles – мельчайшие частицы

repellent – репеллент (вещество, отпугивающее насекомых)

Answer the questions

1. What is «deforestation»?
2. Why do we depend on the world's forests?
3. What are «rainforests»? What factors are they defined by?
4. How many acres of rainforests does our planet lose every year? Where do they go?
5. What drives human to destroy this precious ecosystem?
6. Why do rainforests grow all year long?
7. Are the effects of rainforest destruction felt by every community in the world?

8. How many square miles of tropical forests remain?

9. What can you offer to prevent deforestation?

Mark the sentences true or false

1. The world is made up of many different ecosystems.

2. Of primary global concern is the increase of the Earth's tropical rainforests.

3. The effects of rainforests destruction are not felt by every community at all.

4. Rainforests are a treasure house of foods, medicines and other resources.

5. The World Resources Institute estimates that the planet loses 51 million acres of rainforest every year.

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Учебное издание

**Наталия Евгеньевна Почиталкина
Елизавета Владимировна Калугина**

**ACHIEVING EXCELLENCE IN ENGLISH: TESTS & EXERCISES
ПРАКТИКУМ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

ISBN 978-5-907869-95-0

Работа рекомендована РИС ЮУрГГПУ

Протокол № 21, 2025 г.

Редактор Е.М. Сапегина

Технический редактор

Издательство ЮУрГГПУ
454080, г. Челябинск, пр. Ленина, 69

Подписано в печать

Объем 12,1 усл. п. л.; 6,4 уч.-изд. л.

Формат 84x108/16 Тираж 100 экз.

Заказ №

Отпечатано с готового оригинал-макета в типографии ЮУрГГПУ
454080, г. Челябинск, пр. Ленина, 69