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АНГЛИЙСКИЙ ЯЗЫК GENERAL ENGLISH

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Основная цель учебника — формирование иноязычной коммуникативной компетенции, необходимой для коммуникации в бытовой сфере деятельности. Учебник имеет единую, четко градуированную по уровню сложности структуру. Комплекс упражнений, составленный на основе аутентичного текстового материала, направлен на формирование речевых умений студентов и обеспечивает высокий уровень практического владения иностранным языком.

Соответствует актуальным требованиям Федерального государственного образовательного стандарта среднего профессионального образования и профессиональным требованиям.

Для студентов образовательных учреждений среднего профессионального образования. Также может быть интересен преподавателям английского языка и всем, изучающим английский язык.

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Введение

В условиях глобализации и всеобщей интеграции знание иностранного языка приобретает особо важное значение. Известно, что обучение иностранному языку в неязыковых учебных заведениях подчинено специальности, которой овладевают студенты во время учебы. Таким образом, бытовая сфера знаний остается без заслуженного внимания со стороны педагогов и преподавателей. Тем не менее указанные сферы деятельности также должны иметь место в обучении иностранному языку студентов неязыковых учебных заведений. Формированию иноязычной коммуникативной компетенции в рамках изучения так называемого «общего» иностранного языка необходимо также уделять внимание для осуществления успешной коммуникации студентов в рамках бытовой сферы общения.

Таким образом, предлагаемый модуль охватывает блок «общего» английского языка. Он рассматривает тематику, которая является востребованной в рамках бытового общения, а именно: установление контактов, жизнь в городе и деревне, свободное времяпрепровождение, национальные традиции и обычаи, путешествия и туризм, выдающиеся личности современности, глобализация языка и культуры. Все разделы блока подчинены единой структуре и каждый из них содержит четыре тематически связанных аутентичных текста, на основе которых был разработан комплекс лексико-грамматических и коммуникативных упражнений, соответствующий уровню A2 Европейской компетенции владения иностранным языком. Каждый подраздел имеет тематический словарь, упражнения на работу с которым направлены на автоматизацию необходимых лексических единиц и на активное и осознанное их употребление в речи. Коммуникативные упражнения представлены в основном ролевыми и деловыми играми в рамках изучаемой тематики.

В конце раздела обучаемым предлагаются 5 тематических англоязычных веб-ресурса для дальнейшей самостоятельной работы и начального формирования информационной компетенции студентов.

Таким образом, тщательно изучив материал, изложенный в предлагаемом модуле, обучающиеся должны освоить:

трудовые действия

- навыки работы с учебной, учебно-научной, научно-публицистической, справочной литературой в области общего английского языка;
- навыки перевода учебной, учебно-научной, научно-публицистической, справочной англоязычной литературы общей сферы на русский язык;
- навыки коммуникации в поликультурном обществе;
- навыки анализа и синтеза изученной информации;

- навыки осуществления устного речевого взаимодействия в рамках пройденных тем;
- навыки построения монолога сообщения в рамках изучаемых тем;
- основные приемы публичного выступления на английском языке;
- навыки и стратегия письменного изложения своих мыслей на английском языке;
- навыки ведения личной, деловой переписки, в том числе средствами электронной коммуникации;
- навыки самостоятельной работы по критической оценке своих знаний, умений, навыков;
- навыки грамотного и эффективного поиска необходимой информации в сети Интернет;

необходимые умения

- понимать информацию при чтении учебной, учебно-научной, научно-публицистической, справочной литературы в соответствии с конкретной целью (ознакомительное, изучающее, просмотровое, поисковое чтение) в области общего английского языка;
- переводить учебную, учебно-научную, научно-публицистическую, справочную англоязычную литературу общей сферы на русский язык;
- осуществлять устное речевое взаимодействие на английском языке;
- анализировать информацию на английском языке в рамках пройденных тем;
- создавать монологическое тематическое высказывание;
- создавать точное, детальное, хорошо выстроенное сообщение — монолог на заданную тему;
- делать информационные обзоры и представлять информацию в форме мультимедийных презентаций;
- выступать публично на английском языке на заданную тему;
- письменно фиксировать информацию, полученную при чтении текста;
- письменно излагать свое мнение по указанным проблемам в форме письменного монолога-рассуждения;
- вести личную, деловую переписку для выполнения поставленной коммуникативной задачи, в том числе средствами электронной коммуникации;
- грамотно и эффективно пользоваться ресурсами сети Интернет для поиска необходимой информации;

необходимые знания

- основной языковой материал в области общего английского языка;
- основные лексические единицы в области изученных тем общего английского языка;
- основные правила грамматики английского языка;
- некоторые виды деловых писем;
- основы личной, деловой переписки, в том числе в области электронной коммуникации;
- правила написания резюме и сопроводительного письма;
- основы публичного выступления на английском языке;
- основные веб-ресурсы на английском языке в рамках изучаемых тем.

Unit 1

MAKING CONTACTS

Introduction

Lead-in

Phrase Bank I		
Verbs	Nouns	Adjectives
to name	a name	familiar to someone
to introduce smb to smb	introduction	long-lasting
to shake	hands	acquainted with someone
to meet smb	meeting	
to communicate	communication	
to greet someone	each other	
to kiss someone	greetings	
to hug someone	friends with someone	
to make	friendship	

Exercise 1. Express your opinion about the statements beginning with

- I don't really agree that...
- I completely agree that...
- I don't agree at all that...
- I couldn't agree more that...
- That's right...

- 1) A great introduction can be the start of a long-lasting friendship.
- 2) Communication is the key to personal and professional success.
- 3) Every country has its way of saying things.

Exercise 2. A) Use the phrases from Phrase Bank I to say how people greet each other.

to shake	hands
to hug	each other
to introduce	yourself
to make	friends
to name	yourself
to kiss	somebody on the cheek

B) Match verbs and nouns from Phrase Bank I to get sentences.

**Exercise 3. Do the quiz in pairs, mark the statements as “True / False / Don’t know”.
Check your answers in the article below.**

STATEMENTS	True	False	Don't know
1. Introduce women to men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Introduce young people to older ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In a group, shake men’s hands first (if you’re a man).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In some countries a touch of the hand (like in a hand-shake) is enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Japanese prefer to make a quick bow. The more important the person, the lower the bow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The British kiss each other and smile friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Americans prefer a touch of the hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The French greet each other with two kisses from the right cheek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In Italy they greet each other with a handshake or hug. Women usually kiss each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The Spanish usually hug when they see each other for the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading & Speaking

Exercise 4. Read the text and check your answers. Say if your answers were right or wrong.

Introductions are the first phrases we say when we meet someone new. A great introduction is the start of a rewarding friendship. It is necessary to know some rules of etiquette to start successful communication.

When you first meet someone in a formal situation, it is necessary to greet the person with “How do you do?”; the correct response is “How do you do?”. To introduce themselves they use the phrase “Let me introduce myself... My name is...” or “I’d like to introduce myself. My name is... I am...”.

When they introduce somebody to somebody they say “May I introduce you to (name)” or “I’d like you to meet (name)”. The response to these phrases is “It’s a pleasure to meet you, Mr./Ms.”, or “Pleased to meet you”, or “Nice to meet you”.

If they introduce someone to you, smile and say, “It is very nice to meet you, Mr./Madam”. It is necessary to extend your hand for a handshake with the British or Americans. In Japan they prefer to make a quick bow. The more important the person is, the lower the bow. In China it is enough to touch the hand as a handshake.

If they introduce a man to a woman, a woman usually extends her hand first. They usually introduce men to women. In a group, shake the woman’s hand first

(if you are a man). And if you are a woman, shake the hand which is extended to you first. Stand when they introduce someone to you.

In informal situations, especially in North America, introductions are also made simply by saying: "This is (name)". It is also common to just say "Hi" or "Hello" as a response in informal situations.

It is also quite common to shake hands when you are introduced. Otherwise, people just say "Hi".

In France they give two kisses from the left cheek, in Spain or Italy they shake hands or hug; women may kiss each other.

There are a number of farewell phrases, for example, "Goodbye. See you later" or in formal situations "It's been most interesting talking to you. I look forward to seeing you again".

Exercise 5. Language practice.

A) Fill in the gaps with words from the text.

1) **Ken:** Peter, I'd like you to ... Mary.

Peter: It's ... you.

Mary: How

Ken: Mary works for Cisco International.

2) "Mr. Trump, I would like ... Bill Rancic. He is a new member of our marketing team."

"Bill, ... is our CEO, Mr. Trump."

Bill: "It is ... you, Mr. Trump."

3) **Andrew Thompson:** Hello, ... Andrew Thompson.

Tom Brown: ... , Mr. Thompson. ... Tom Brown. Is it your first day here?

Andrew Thompson: Oh, yes. ... too, Mr. Brown. You can call me Andrew.

Tom Brown: Sure. Welcome!

B) Fill in the table. Use the article above.

Formal introduction	Informal introduction

C) Complete the dialogues with the words and phrases from the table. Practice them in pairs using all possible substitutions.

1) Introductions at a Party.

Rod: Hey (A) *Samantha!* ... Will Rogers. He's (B) *in my office.*
Will, this is (B) *Samantha*, she's my girlfriend.

Samantha: Hi Will! It's

Will: The pleasure is all mine, (A) *Samantha.*

Samantha: Thanks. Enjoy the party!

<p>A: my neighbour, my classmate, my old friend, my cousin B: Jane, Mary, Laura, Ginger</p>
--

2) Sales Meeting.

Robert: Hello. ... is (A) *Robert Williams.* I'm from (B) *DRP Enterprises.*

Gary: Hello, Robert. My name is Gary. I am the (C) *Technology Manager* here.
Robert: ... ! I've come here to talk to you about our new product.
Gary: Sure! Please, have a seat.

A: James Wilson, Samantha Fitzgerald, Gary Plum, Richard Cameron
B: ABI Electronics Ltd, ABSL Power Solutions Ltd, KABA Door System Ltd, PDM Training and Consultancy
C: Chief Accountant, Technical Expert, Marketing Consultant, Sales Manager

3) A Chance Meeting at a Library.

Gary: Excuse me. Hi. You look so familiar.
Samantha: Really? Do you think we've met before?
Gary: ... (A) *Gary* and I'm a student of (B) *the Management Faculty*.
Samantha: Oh, yes! The Management faculty! I have a friend there. ... Samantha.
Gary: ... , *Samantha*. Fancy meeting you here!
Samantha: Yeah! It seems we both like books a lot.
Gary: I guess so. ...
Samantha: Sure! See you at the university!

A: Mike, James, Bob, Andrew
B: the International Economics Relations, the Faculty of Taxation and Accounting, the Faculty of Law and Politics

Occupations

Phrase Bank II			
Verbs		Nouns / Noun Phrases	Adjectives
to treat	to work in/at/for	paperwork	responsible for smth
to order smth	to sell	a job	
to examine smth	to teach	research	
to file	to take	goods and services	
to go on	to present smth	photographs	
to manage smth/smb	to consult smb	news	
to study smth	to tell	reports	
to do	to write	phone calls	
to assist smb	to handle	trips	
		papers	

Exercise 6. A) Match the verbs to the nouns to get word combinations. Check your answers in B) below.

B) Match activities from Phrase Bank II to the occupations in the table.

Occupation	Activity
an economist	to tell news
a secretary	to drive a car
a manager	to sell goods
a journalist	to make financial reports
a student	to teach children and students
an accountant	to make forecasts of economic development
a driver	to handle telephone calls
a teacher	to study at university
a shop-assistant	to plan and control

Language Note 1**Forming the plural of nouns.****Study the information.**

To use a noun in the plural it is necessary to add the **-s** ending. If the noun ends in **-ch/-ge/-sh/-ss/-x**, we add **-es**.

For example, *a fox – foxes, a kiss – kisses, a watch – watches.*

If a noun ends in **-y**, it changes into **-i + -es**.

We read the **-s/-es** in three ways. If a noun ends in [t, k, p, f, q] – [s]; [b, d, w, v, z, n, m, l] – [z]; [ʃ, tʃ, s, z, ʒ, dʒ] – [iz].

Exercise 7. Form the plural of the following nouns.

a secretary	a student	a teacher
a manager	an accountant	a shop-assistant
a journalist	a driver	an economist

Reading & Speaking**Exercise 8. Read the text and underline nouns in the plural.**

My parents' names are Alexander and Maria. They are economists by education. Economists **study** how people use such resources as land, labor, raw materials. Economists also **do research** and **make forecasts** of economic development. My father works as a senior manager of the sales department at a construction company. He doesn't **do any research** but he **sells** newly built houses. My mother is a chief accountant at a bank. She works on financial reports, contracts and other important financial documents.

I also have a brother and a sister. My brother is a journalist. Journalists are writers that find and **present information** about many events and people in news-

papers, magazines, radio, television stations or the internet. My brother often **goes on trips** to different countries. He **takes photographs** to tell the news.

My sister is a secretary. She works in an office. She makes appointments, **handles telephone calls**, writes letters, schedules events, **files documents** for her boss.

My father's sister also lives with us. She is a doctor. Doctors **treat people** for illnesses and injuries. General practitioners usually work in hospitals and clinics. They **examine** patients, **take down** their histories and **order** laboratory tests.

Exercise 9. Language practice.

A) Fill in the gaps.

1. My father is ... He does economic research.
2. My mother is ... She makes financial reports.
3. My brothers are ... They sell goods in a shop.
4. My sister is ... She manages a department.
5. Our neighbours are ... They work in a hospital.
6. All my friends are ... They drive taxis.
7. We are ... We work at schools.
8. My daughter is ... She writes articles for a very famous journal.
9. Her son is ... He studies how our universe is organized.
10. They are ... They go to their university every day.

B) Work in pairs. Respond using the model:

Model: *I teach children. — Oh, you are a teacher.*

Mind that we use the indefinite article to name our profession or occupation.

Language Note 2

Names of occupations

In order to form a noun from a verb it is necessary to add the suffix
-er/-or: *to manage — a manager, to translate — a translator.*

Some professions are formed with the suffix **-ant:** *to assist — an assistant.*

Some names of professions have the suffix **-ian:** *a musician, a physician.*

manage staff, assist people in shops, treat the sick, take photos, drive, study at university, do scientific research, swim, play football, play tennis, write novels and stories

C) Fill in the gaps: substitution dialogues (use the exercise above and make as many substitution dialogues as possible).

A: What do you do for a living? What is your occupation?

B: I'm a ____.

A: A ____? That must be a lot of work.

B: It is. Every day I ____.

A: How interesting. How many ____ do you ____?

B: I ____ about _____ every day.

The Present Simple Tense Form

We use the Present Simple to speak about regular actions or events that happen *every day/week/month/year; sometimes, often, seldom, always, never*.

It is necessary to add the **-s** ending to the verb in the third person singular (pronouns *he/she/it*).

D) Open the brackets: use the verbs in the Present Simple.

Econnie Francis 1 _____ (to wake up) one minute before her alarm clock 2 _____ (go off). Her train 3 _____ (run) at 7.30 so she 4 _____ (to be) at the train station at 7.15. She 5 _____ (need) to be on time in order to prepare Federal Open Market Committee briefings for the president of the bank. As part of an economist team at the Federal Reserve Bank, she 6 _____ (to be) responsible for helping other economists prepare briefings. Her colleagues 7 _____ (to conduct) economic research for the Board of Governors and 8 _____ (to write) working papers. Sometimes Econnie 9 _____ (to analyze) policies and 10 _____ (to produce) economic forecasts on her own. On Tuesdays, the team 11 _____ (to help) the president decide whether or not to lower or raise interest rates. Because their work 12 _____ (to affect) millions of people, her position is high stress but exhilarating. Econnie 13 _____ (to use) a software program. This program 14 _____ (to help) economists see how theories are applied to data.

E) Complete the sentences using the text above (partial translation).

1. Shop assistants usually _____ (продавать товары и услуги) to customers.
2. At a car service centre mechanics always _____ (осмотреть машину и заказать необходимые запчасти).
3. A good journalist often _____ (записывает рассказ и пишет статью на его основе).
4. I am a doctor. So it is my job _____ (осмотреть пациента и заказать лабораторный тест).
5. My husband is an economist. He _____ (анализирует данные и делает прогноз) everyday.
6. You are a shopping floor supervisor. People of your profession sometimes _____ (управляют командой продавцов).
7. Scientists constantly _____ (изучают важные явления).
8. My sister is a secretary. She regularly _____ (принимает звонки и документирует информацию).
9. Dear students, your task is _____ (представить информацию в виде доклада).
10. Marketers often _____ (представляют новый товар или услугу) to public.

Exercise 10. Role play: guessing the occupation.

Student A

Act out an interview with a representative of a certain profession. Ask him or her about his/her occupation, duties and responsibilities at work.

Then try to make a guess.

Ask such questions as

“Do you work with people?”

“Do you do research?”

“Do you write reports?”

“Do you make things?”

Student B

You are a veterinarian, a computer programmer, a marketing manager.

Family

Phrase Bank III			
Verbs	Nouns / Noun Phrases		Adjectives
to be born in	mother	mother/father-in-law	divorced
to be ... years old	father	sister/brother-in-law	married to
to marry someone	granddaughter	uncle/aunt	
to divorce	grandson	nephew	
	great-grandmother	niece	
	sister	husband	
	brother	wife	
	cousin		

Language Note 4

Pronounce the names of family members according to the transcription.

[ɑ]

father

aunt

[ʌ]

mother

brother

cousin

great-grandmother

uncle

Language Note 5

The Possessive Case

To show that something belongs to somebody or that somebody is related to somebody we add the 's ending to the owner:

My sister's book or *my husband's mother.*

Exercise 11. Read the names of family members from Phrase Bank III, beginning with the closest family members.

Exercise 12. Guess the word by its definition:

Who is	a) your uncle's son?
	b) your mother's sister?
	c) your brother's daughter?
	d) your wife's or husband's mother?
	e) your daughter's daughter?

Reading & Speaking

Exercise 13. Read the text and draw the family tree of the British Royal Family (the Windsor Family tree).

Elizabeth II is Queen of the United Kingdom of Great Britain and Northern Ireland, and Head of the Commonwealth of Nations.

Queen Elizabeth II is head of the British Royal Family. She has 4 children, 8 grandchildren and 4 great-grandchildren. The Queen was born in 1926. She is the 32nd great-granddaughter of King Alfred the Great.

Her eldest son Charles Prince of Wales was born in 1948. Now he is married to Camilla Parker Bowles. His ex-wife Lady Diana Spencer (divorced in 1996) died in 1997.

Queen's husband Prince Philip, Duke of Edinburgh, was born in 1910.

The Queen's grandson Prince William is married to Catherine (Kate) Middleton. They are now the Duke and Duchess of Cambridge. On 22 July 2013 their first child Prince George was born.

Prince Harry of Wales was born in 1984. He is the son of Lady Diana and Prince Charles. He is Prince William's brother and Prince George's uncle.

Zara Phillips is Queen Elizabeth's granddaughter. She was born in 1981 and is married to Captain Mark Phillips. Peter Phillips is her brother. He is Queen's grandson and the son of Queen's daughter Anne Princess Royal. She was born in 1950.

Andrew Duke of York is Queen's son. He was born in 1960. He has two children. They are Princess Beatrice of York, born in 1988 and Princess Eugenie of York, born in 1990.

The fourth child of the Queen is Edward Earl of Wessex, born in 1964. He has 2 children and is married to Sophie Rhys-Jones.

(<http://www.britroyals.com/kings.asp?id=elizabeth2>)

Exercise 14. Language practice.

A) Answer the questions to the text about British Royal Family.

1. What is the Queen's name?
2. Who is the Queen married to?
3. How many children does the Queen have?
4. Does the Queen have any grandchildren? What are their names?
5. How old is the Queen?
6. What is the Queen's last name?

B) Ask similar questions about Prince Charles of Wales; Prince Harry of Wales.

C) Make your own family tree and present it to the class.

The Place of Living

Phrase Bank IV			
Verbs	Nouns / Noun Phrases		Adjectives
to match smth to furnish smth with smth	a house home a palace a living room a drawing room a kitchen a toilet bathroom facilities kitchen utensils	a light bulb curtains a fountain a garden a pool a helicopter landing area décor	comfortable cosy well-furnished built-in air-conditioned painted with lined with

Exercise 15. Match the definitions to some of the nouns / noun phrases in Phrase Bank IV.

- a hanging piece of fabric used to shut out light;
- a spring or source of water;
- things used to cook food;
- a plot of ground near a house where plants are cultivated.

Exercise 16. Work with nouns in Phrase Bank IV. Provide their forms in the table. Compose sentences to illustrate the meaning of words.

Verb	Noun	Adjective	Adverb

Exercise 17. Match verbs and nouns from Phrase Bank IV to compose your own sentences.

Language Note 6

Mind the pronunciation. Practice pronouncing the words in pairs.

Buckingham Palace ['bʌkɪŋəmə, pæls]

artificial [ˌɑːtɪ'fɪʃ(ə)l]

fountain ['faʊntɪn]

comfortable ['kʌmfətəb(ə)l]

furniture ['fɜːnɪʃə]

garage [gə'raːʒ]

drawing room ['drɔːɪŋrʊm]

décor ['deɪkɔː]

Reading & Speaking

Exercise 18. Read the descriptions of a palace and a house. Compare the two places of living. Use the structure “There is... / There are...”.

I want to live in the house because there is... / there are...

I would like to live in the palace because there is... / there are...

My house has four rooms with a well-furnished kitchen and modern bathroom facilities. The living rooms are on the left. The three living rooms are comfortable and cozy. There is very comfortable furniture there. The walls are painted with soft colors to match the curtains.

The drawing room is elegantly furnished with sofas, chairs, and a central table. The walls are lined with built-in cupboards and a library. All the rooms are airy and air-conditioned. There is a bathroom with a shower, a kitchen, and a toilet. They are air-conditioned and well-furnished too.

There is electric grill and other kitchen utensils in the kitchen. In front of the house there is an artificial pool with a fountain spray. There is a garage at the side of the house.

Buckingham Palace is Queen’s official London residence. There are 775 rooms in Buckingham Palace. There are 19 State rooms, 52 Royal and guest bedrooms, 188 staff bedrooms, 92 offices, and 78 bathrooms there.

Buckingham Palace is 108 metres long and 24 metres high.

There are 1,514 doors and 760 windows in Buckingham Palace.

Today there are over 40,000 light bulbs in the Palace. Some rooms at Buckingham Palace have Chinese décor in furniture.

There is a garden around Buckingham Palace. There is a helicopter landing area, a lake, and a tennis court. It is home to 30 different species of birds and more than 350 different wild flowers, some extremely rare.

Exercise 19. Language practice.

A) Complete the sentences with *There is...* / *There are...*:

1. On the left there ___ a comfortable and cozy kitchen.
2. On the right there ___ arm-chairs and a sofa.
3. In front of the house there ___ a garden.
4. Opposite to the kitchen there ___ a bathroom.
5. Behind the garden there ___ fruit trees and a garage.
6. There ___ a shop around the corner.
7. Near my house there ___ three schools and a kinder garden.
8. There ___ a lot of flowers in our garden.
9. There ___ much light in this room.
10. ___ there a museum near here?

B) Select the phrases from the two texts to describe.

A Living Room	A Kitchen	A Palace	A Flat

C) Find the odd word.

1. electric grill, a shower, kitchen utensils, a mixer
2. a garage, a garden, a house, a bedroom table
3. well-furnished, cosy, comfortable, square
4. a bathroom, a garage, a kitchen, a living room

D) Respond using the model. Work in pairs.

Model: *There are cups in the cupboard. — Yes, that's true. There are five cups.
There is a pool in the house. — Oh, no, there is no pool in the house.*

1. There is electric grill in the kitchen.
2. There are chairs and arm-chairs in the garage.
3. There is a helicopter in the yard.
4. There are bathroom facilities in the kitchen.
5. There is a TV set in the kitchen.

E) Answer the questions.

1. How many rooms are there in the house?
2. Are there guest rooms in the Palace?
3. Is the house a comfortable place to live in? And is the Palace?
4. Do the house and the Palace have much in common?
5. What kind of décor do the house and the Palace have?

F) Complete the questions below and ask your partner about his/her flat (house).

1. How many rooms are there ...
2. Who lives ... ?
3. There are ... , aren't there?
4. Do you live in a house or in a flat?

G) Find a picture or a photo of a flat or a house and describe it.

Writing

Exercise 20. Read a letter from a friend. Write a reply to him/her. Describe your new flat or house.

Address

Date

Dear Dorothy,

Thank you for your letter. It was nice to hear from you. How are the things with you? Is your mom okay? I am thinking about my trip to Russia this summer as you invited me to your place. Where am I going to stay? Is there a room for me?

You wrote me about your new house. Can you describe it?

I am looking forward to seeing you and your new room!

Best wishes,
Mike

Exercise 21. Mingle with the class to fill in the table.

Name	Place of living	Occupation	Family

Follow these for further research:

- <http://www.britroyals.com/kings.asp?id=elizabeth2>
- <http://internationalservices.ncsu.edu/local-customs-cultural-adjustment>
- http://www.eslgold.com/speaking/talking_about_occupations.html

Unit 2 CITIES AND VILLAGES

Advantages & Disadvantages of Living in a City

Lead-in

Phrase Bank I		
Verbs	Nouns	Adjectives
to live	a city	rural
to have	a town	urban
to find	a village	crowded
to visit	a settlement	convenient
to relax	a metropolis	heavy
to go	in the country	expensive
to move to...	public transport	cheap
to spend	a city dweller	willing
to cover	traffic	
to settle down	outdoors	
	a monument	
	a capital	
	an area	

Language Note 1

Pronunciation of geographic names.

Read the words according to the transcription:

London ['lʌndən]

Moscow ['mɒskəʊ]

Paris ['pærɪs]

Rome ['rəʊm]

the United Kingdom [ju:'naɪtɪd 'kɪŋdəm]

France [frɑ:ns]

Italy ['ɪtəlɪ]

Belarus [ˌbelə'ru:s]

Kazakhstan [ˌkæzæk'stɑ:n]

Saint Petersburg [sənt'pi:təzbɜ:g]

Washington ['wɒʃɪŋtən]

Moscow region ['ri:dʒən]
 the Russian Federation ['rʌʃ(ə)n, fedə'reɪʃ(ə)n]
 Buenos Aires ['bweɪnəs 'aɪərɪz]
 Cambridge ['keɪmbɪdʒ]
 Oxfordshire ['ɒksfədʃɪə]
 Yorkshire ['jɔ:kʃɪə]

Exercise 1. Express your opinion about the statements beginning with

- I agree that
 - I disagree that
 - As far as I am concerned
 - I am at one with
 - I am afraid that
- 1) "... the city is a natural human environment, but it is necessary to humanize it." (Antony Gormley)
 - 2) "The city is not a concrete jungle, it is a human zoo." (Desmond Morris)
 - 3) "The two things that the traveler first sees in the big city are extra human architecture and furious rhythm. Geometry and anguish." (Federico Garcia Lorca)
 - 4) "To live all the time away from the country is a form of slow death." (Esther Meynell)
 - 5) "It is only in the country that we can get to know a person or a book." (Cyril Connolly, *The Unquiet Grave*, 1945)

Exercise 2. A) Look at the nouns in Phrase Bank I. Read those words and phrases that help you to speak about living in a city / in a village.

B) Work in pairs. Read the geographical names aloud: first read the names of cities. Then read the names of countries, after that the names of regions.

C) Match verbs and nouns from Phrase Bank I and compose as many sentences as you can.

Exercise 3. Express agreement or disagreement in the suitable column.

Statements	You		The Author of the Article	
	Agree	Disagree	Agrees	Disagrees
1. Cities are the best places to live in.				
2. Cities give better educational opportunities.				
3. It is very difficult to find a place to relax in a city.				
4. There is no good food in cities.				
5. People in cities are lonely because they don't have friends.				
6. Traffic jams are the biggest problem of large cities.				

Statements	You		The Author of the Article	
	Agree	Disagree	Agrees	Disagrees
7. It is very convenient that shops are open clock round.				
8. City life is very expensive.				
9. Many people prefer to live in cities.				
10. There are no wild animals or birds in large cities.				

Reading & Speaking

Exercise 4. Read the article and see if the author of the article shares your opinion (complete the author's columns).

Urbanization is the demographic transition from rural to urban. It is associated with shifts from an agriculture-based economy to mass industry, technology, and service. For the first time ever, the majority of the world's population lives in a city, and this proportion continues to grow.

A city means a large and important settlement. A town is a human settlement larger than a village but smaller than a city. London, Moscow, Paris, Rome, Madrid, Berlin, Mumbai, Saint Petersburg, Washington, Los Angeles, Ottawa, Sydney, Minsk, Astana, Buenos Aires are very large cities or metropolises. Some people say that a city is the best place to live in. Nowadays, more and more people are willing to leave their houses and move to cities.

City centres are the places where all the business, educational, official and trade activity centres are. It is easy and convenient to get to work, shops, theatres, and museums or concerts.

If somebody lives in a city, he or she has better chances to get a better education because they can go to a better school, colleges or universities. The best universities, colleges, and schools are in cities. It is also easier to find a good job and a higher salary.

There are good restaurants and cafes with excellent food in cities. Besides, there are a lot of supermarkets where it is easy to find ready-made food.

There are a lot of interesting things to do and places to see, for example, museums, cinemas and art galleries. Besides, there are famous monuments and imposing buildings.

What is more, it is possible find a park to relax and spend some time outdoors, feeding ducks or doves or just sitting on a park bench and reading a book.

Cities cover large areas but it is quite convenient to get from one part of a city to another. There is usually a choice of public transport. We can choose transport like busses, underground or monorail.

But it is not necessary to go too far: hospitals are near and many shops are open 24 hours a day.

However, there are some disadvantages. Living in a city is often very expensive. It is particularly difficult to find good, cheap accommodation. What is

more, public transport is sometimes crowded and dirty, especially in the rush hour, and even the parks can be crowded, especially on Sundays because a lot of people decide to spend time in the open and look for some open space and green grass.

It is difficult to make friends in a city where there are a lot of strangers. The air is polluted, and there is a high crime rate. To crown it all, cities and towns are packed with people.

Exercise 5. Language practice.

A) Fill in the gaps with words and word combinations from the text.

1. More and more people are _____ from villages to cities.
2. Some people think that capital cities are the best place _____.
3. It is _____ to work, shops, theaters, and museums or concert halls.
4. If somebody lives in a city, he or she has better chances _____ because they can go to a better school, colleges or universities.
5. There are a lot of supermarkets where it is easy _____ food.
6. Cities _____ but it is quite convenient to get from one part of a city to another.
7. It is particularly difficult to find good and cheap _____.
8. Public transport is _____, especially in the rush hour.

B) Fill in the table “Advantages and disadvantages of living in a city”. Use the text.

Advantages	Disadvantages

C) Complete the dialogue with the words from the table and from the text above.

Martha: Tasha! Hi! How are you?

Tasha: Hi, Martha! I am fine, thank you! And you?

Martha: Fine, thanks! I want to write an essay about living in a big city.

Tasha: Living in a big city? And what is the problem? Aren't you a city dweller?

Martha: Oh, yes, I am. But I see only advantages of living in a city and I have to write about _____ as well.

Tasha: As for me, I see only disadvantages. To start with, cities are _____. It is very difficult to _____.

Martha: You are right. But what about education? There are _____ in large cities. Besides, there are better chances to _____.

Tasha: But they say that people in big cities are lonely. It is difficult _____.

Martha: I can't say that I agree with you. Cities are _____ with people.

Tasha: So, you mean that _____?

Martha: Absolutely right! And do you know why people continue to move to large cities?

Tasha: Sure, they do it because _____.

Martha: Thank you. Now I have a lot of ideas for my essay.

D) Answer the questions to the text:

1. What proportion of population continues to grow according to the text?
2. What is the majority of people willing to do?
3. What chances do city dwellers have?
4. What kind of entertainment is available in big cities?
5. Do city dwellers have communication problems?
6. Are there any disadvantages of living in a big city?

Advantages and Disadvantages of Living in the Country

Phrase Bank II		
Verbs	Nouns	Adjectives
to disturb	privacy	tranquil
to lack	atmosphere	peaceful
to observe	wildlife	clean
to grow	open space	breathtaking
to enjoy doing smth	accommodation	quiet
to afford to do	a landscape	
to admire smb/smith	a meadow	
to consume	consumption	

Exercise 6. Match verbs and nouns from Phrase Bank II and compose as many sentences as you can.

Before reading the text, mind the following:

Language Note 2

Degrees of comparison.

How to compare?

	The comparative degree	The superlative degree
1-syllable adjectives	+ <i>-er</i>	the + <i>-est</i>
2-syllable adjectives ending in <i>-y/-re/-le</i>	+ <i>-er</i>	the + <i>-est</i>
2 and more syllable adjectives	more	the most
Irregular forms:		
far	farther/further	the farthest/furthest
good	better	the best
bad	worse	the worst
little	less	the least

Exercise 7. Form the degrees of comparison of the following adjectives.

	The comparative degree	The superlative degree
tranquil		
good		
low		
heavy		
quiet		
peaceful		

Reading & Speaking

Exercise 8. Read the text and entitle the paragraphs with the titles from the box. One heading is extra.

Peace and tranquility; Open space; Producing your own food; Clean air; Friendlier people; Safer living; Closer to nature; Not so good

Living in the countryside has a lot of advantages, but also many disadvantages. There are many reasons why more and more people decide to move to the country.

1. _____ Many large cities never sleep. In the country, people have no problems with privacy or noise from the traffic. Villages are quieter and more tranquil than cities or towns. The traffic is not as heavy as in cities.

2. _____ In the country, there are more chances to see and hear wildlife such as birds, butterflies, hedgehogs, foxes, rabbits. Birds sing in trees, there are no cars and noise from traffic. In the country you are free to admire the breathtaking landscapes such as huge meadows, peaceful hills or forests. You can enjoy walking in the forest and picking mushrooms or hunting.

3. _____ City dwellers chronically lack open spaces and children play computer games with less outdoor activities. But in the country it is possible to play with a ball, learn to ride a bicycle or simply have some fun outdoors.

4. _____ In the country, you can easily grow enough fruits and vegetables for own consumption. Clean air is without a doubt one of the main advantages of country life over city dwelling. The air and water are very clean.

5. _____ In the country, everyone knows everyone and people actually say “hello”. People in the country are really friendlier and are willing to help without asking anything in return.

6. _____ Life in the country is much safer than in cities. There are fewer crimes. Living in the countryside is cheaper than it is in the city, so you probably may afford many other things, because the prices are lower.

7. _____ Living in the country is slower. People don't need to hurry and have a lot of time. People in the country don't have to work so many hours as they do in the city. On the other hand, they don't earn so much money. Moreover, there aren't such interesting things to do during free time. There are more people who are unemployed.

Exercise 9. Language practice.

A) Fill in the gaps with comparative structures.

1. Villages are _____ (quiet) and _____ (tranquil) than cities or towns
2. The traffic is not _____ (heavy) as in cities.
3. The air is much _____ (clean) in this area.
4. My neighbours are _____ (friendly) than your neighbours and are willing to help.
5. Life in Moscow is _____ (safe) than in Buenos Aires.
6. Living in rural areas is _____ (cheap) than it is in cities because the prices are _____ (low).
7. People in the country can work _____ (little) time than they do in the city.

B) Substitution table: say what advantages or disadvantages people have in rural areas. Use the information in the table to compose full sentences. Use linking words and phrases such as “besides, more than that, however, but, in addition”.

Young people	have	better chances	to get a good job.
Children	find	more opportunities	to find delicious food.
Students	enjoy	more/less time	to find cheap accommodation.
Middle-aged people	prefer	spending	to make friends.
People of mature age	live	to live	to relax.
Pensioners	choose	to move	to enjoy wildlife.
...	are willing	to work	to grow fruit and vegetables.
	...	to get	to spend a lot of time outdoors.
		...	to cook barbecue.
			...

C) Role play: discussing living in the country. Use the text above.

Student A – Your parents want to sell their flat in a big city and move to the country. You want to continue studying at your university, besides you have a lot of friends in the city. And in general, you enjoy city life. Talk your parents out of leaving the city.

Student B – You are mother/father of a teenager. You want to sell your flat in a big city and buy a house in a rural area. Your son/daughter is against this. But you are tired of the noise, heavy traffic and high prices. The city is crowded and dirty, besides, you want to grow flowers and see wildlife and be closer to nature. Discuss possible actions with your child.

Describing Places

Phrase Bank III			
Verbs	Nouns	Adjectives	
to flow to divide to outnumber to walk to take	a port city a river a name architecture a building suburbs a skyscraper an antique shop a bar distance a taxi diversity	ancient boring charming contemporary exciting famous huge popular polluted	dirty touristic situated imposing long reasonable cultural adapted

Exercise 10. Select the words from Phrase Bank III to describe the following cities: Moscow, New York, London, Paris, Rome, Buenos Aires. What do you notice?

Exercise 11. Match the synonyms or explanations to the adjectives in Phrase Bank III.

- having the qualities of age or long existence
- monotonous, not interesting
- pleasing, delightful
- living or existing at the same time
- breathtaking
- well or widely known
- extraordinarily large
- commonly liked
- dirty
- catering for tourists
- located, placed

Exercise 12. Match verbs and nouns from Phrase Bank III and compose as many sentences as you can.

Language Note 3

Mind the pronunciation. Practice pronouncing the words in pairs.

South America ['səʊθə'merɪkə]

the River Glyme ['rɪvərgləɪm]

New Woodstock ['nju: 'wʊdstɒk]

Hensington ['hensɪŋtən]

the Marlborough School ['mɑ:lbərəsku:l]

the Church of St. Mary Magdalene ['mægdəlɪn]

the Oxfordshire Museum ['ɒksfədʃɪə mju:'zi:əm]

Reading & Speaking

Exercise 13. Read the two descriptions and answer the questions below:

Buenos Aires is often called the Paris of South America. It is a large and very energetic port city. There are around 13 million city dwellers in Buenos Aires with rich and diverse cultural identity. Here Italian and German names outnumber Spanish ones but the lifestyle and architecture are more European than any other city in the Americas.

The city is an interesting blend of modern skyscrapers with 19th century houses, tango bars and antique shops. For transportation there are trains and buses. There is a subway but it is more convenient to take a taxi or walk for short distances.

The people are really friendly but not many speak anything but Spanish.

There is a lot to see in Buenos Aires. Here antique shopping and eating are reasonable and fun. For eating even the tourist restaurants are of good value, offering some really great beef and seafood.

The little River Glyme flows in a steep and picturesque valley. It divides the town into New and Old Woodstock.

Woodstock has two main suburbs – Hensington to the south and east of the town centre, and Old Woodstock directly to the north. The town hall of Woodstock was built in 1766, and there are a number of the 17th century buildings in the centre.

The primary school and the Marlborough School, the secondary school, are both situated on Shipton Road. Nursery provision is available through WUFA (Woodstock Under Fives Association). The Church of St. Mary Magdalene has a musical clock that chimes every hour.

The Oxfordshire Museum occupies a large historic house, Fletcher's House, in the centre of Woodstock. The museum has a garden containing works of art and a Dinosaur Garden with a full-size replica of a dinosaur.

(<http://www.absoluteastronomy.com/>)

- 1) Which description places a greater emphasis on entertainment?
- 2) Which description can look attractive for a tourist interested in antiques?
- 3) Which description looks more picturesque?
- 4) Which place is a blend of several cultures?
- 5) Which place has more tourist attractions?
- 6) Which place offers more means of transportation?
- 7) In which place is it possible to eat out at a reasonable price?

Exercise 14. Language practice.

Language Note 4

Comparative structures.

as... as

Moscow is as culturally remarkable as Saint Petersburg.

both... and...

Both London and Tokyo are financial centres.

neither... nor...

The capital of the UK is neither Paris nor Rome.

unlike/like smth, smth...

Unlike San Francisco, Cambridge is a town, not a city.

A) Join the fragments in one sentence using the phrases from Language Note 4.

a) Cities are melting pots for cultural diversity. People from nearly every corner of the world flow in and out. Rural communities are stable.

b) City life causes people to feel more stress and anxiety. Country life is different.

c) Cities never sleep. Villages are quiet and peaceful.

d) There is the lack of nature in cities. Living in the country, people can feel and see birds and animals near their houses.

e) Amsterdam is amazing, educational, active and beautiful. Los Angeles and New York are beautiful and energetic cities, offering a lot of educational opportunities.

f) Dublin (Ohio) is ranked as the second safest place for families with children. Seattle is ranked as the first America's most stressful city.

(<http://www.bestplaces.net/city/>)

B) Do partial translation.

a) Most city dwellers have _____ **более высокий** income and _____ **более хорошие возможности** than small town people.

b) The country people are _____ **более дружелюбные** and _____ **более миролюбивые** than city people.

c) For the country people driving to work / school is _____ **более приятно** than for city dwellers.

d) The city people are _____ **более адаптированы** to the diversities and changes.

e) County lifestyle is _____ **более простой** and their life expectancy rates are _____ **более высокие** than urban people's life expectancy.

C) Work in pairs. Ask each other about your favourite place.

D) Do Internet search to find key facts about different places. Report your findings in class. Fill in the table.

Name	The city's name is...	
Location	It is situated in...	
Population	The population is...	
Status	It is the capital city of... <i>Or:</i> the financial / cultural / educational centre of the country / region	
Transportation	For transportation there are...	
Places of interest	There are a lot of tourist attractions...	

Architecture	The city's skyline is dominated by skyscrapers... <i>Or:</i> Most buildings in the town are one or two-storey houses...	
Atmosphere or other specific features	People are friendly...	

E) Describe your home town / city.

Major Problems of Urbanisation

Phrase Bank IV			
Verbs	Nouns & Noun Phrases		Adjectives
to migrate	family ties	health care	global
to urbanise	a job opportunity	playground	major
to fight	urbanization	congestion	negative
to produce	population	tension	social
to threaten	impact	deficit	public
to pose	sanitation	threat	fast-growing
to affect	water supply	migration	rapid
	schooling		livable
			populated

Exercise 15. Match the verbs to nouns and adjectives from Phrase Bank IV to form phrases. Make up as many sentences as possible.

Exercise 16. Match explanations to words from Phrase Bank IV.

- a lack or shortage of smth;
- a situation in which a place is crowded with people or vehicles;
- the possibility that something bad is going to happen;
- the process by which towns and cities grow bigger and more and more people go to live in them;
- conditions and processes relating to people's health, especially the systems that supply water and deal with human waste;
- the process of damaging the air, water, or land with chemicals or other substances;
- the education that you get at school.

Exercise 17. Fill in the gaps with appropriate forms.

Verb	Noun	Adjective
to migrate		
	threat	
	urbanization	

Verb	Noun	Adjective
		populated
to produce		

Language Note 5

Mind the pronunciation. Pronounce the words in pairs.

urbanisation [3:(r)bənaɪzeɪʃ(ə)n]

congestion [kən'dʒestʃən]

pollution [pə'lu:ʃən]

sanitation [ˌsæni'teɪʃən]

recognized ['rekəɡnaɪzd]

deficit ['defɪsɪt]

livable ['lɪvəbl]

Reading & Speaking

Exercise 18. Read the text and fill in the chart.

People migrate to cities for many reasons, for example, because of family ties and job opportunities. Urbanization changes the economic, social and political setup of a country or region and has several major negative impacts. The global population mainly lives in urban areas, so it is time to speak about global urbanization. This is true for both small and large countries like China. Not all countries are prepared for this situation.

People leave rural areas and form settlements. However, there are a lot of problems connected with such settlements. They are not recognized as urban. The problems of water supply, sanitation, schooling, management of waste, health care, public parks, playgrounds are not solved and strategies to fight pollution are not found.

To leave the problem of chaotic settlements alone, congestion, pollution and social tensions characterize megacities.

Urbanization leads to a deficit in jobs. Businesses and governments cannot produce enough jobs to meet the demand of a fast-growing population.

Another problem of urbanization is pollution. Because of heavy traffic and industrial production soot, dust, lead, and smoke pose a serious threat to health. They can cause brain damage, and learning disabilities, and premature death in children.

One more threat is infectious diseases. Air travel carries bacteria and viruses from one country to the next.

Rapid urbanization affects crime rates. There is widespread poverty in cities, which leads to thefts and violence. Young people from poor families have limited access to education, money, and other resources.

However, neither governments nor ordinary people seem to worry about policies to make life more livable in the small towns of the developing world.

(<http://www.theguardian.com/>

http://www.ehow.com/info_10056161_5-major-problems-urbanization.html)

Problem 1	Cause	Example
Problem 2	Cause	Example
Problem 3	Cause	Example
Problem 4	Cause	Example
...	Cause	Example

Exercise 19. Language practice.

A) Fill in the gaps with the phrases from the text.

1. People _____ to cities because of _____ and _____.
2. The global population mainly _____.
3. People leave _____ and form _____.
4. Heavy traffic and industrial production _____ to health.
5. Businesses and governments are willing _____ to meet the demand of a fast-growing population.
6. There is _____ in cities, which leads to high crime rates.
7. It is necessary to make life _____ in cities and small towns.
8. _____, _____ and _____ characterize megacities.

B) Group the words that represent the “cause-effect” relationship, work in pairs.

congestion, pollution, growth of urban settlements, industrial production, family ties, migration, job opportunities, social tension, poverty, bad health, high crime rates, limited access to education, dirty water, lack of public parks and playgrounds, the spread of infectious diseases

C) Translate the phrases in Russian using the word combinations from the text (partial translation).

1. (Семейные связи и возможности трудоустройства) _____ attract people to large cities and towns.
2. (Загрязнение) _____ of environment in urban areas has _____ (серьезные последствия).
3. Businesses and governments (создают рабочие места) _____ to meet the demand of a fast-growing population.
4. (Рост городов) _____ leads to (нехватке рабочих мест) _____.
5. (Перенаселенность, загрязнение и социальная напряженность) _____ characterize megacities.
6. (Серьезная угроза) _____ is infectious diseases.
7. Governments and municipal authorities should make (жизнь в больших городах более сносной) _____.

D) Make up a monologue on the basis of the substitution table. Link your ideas with linking phrases and words “besides, more than that, in addition, but, however, unlike smth, neither... nor..., both... and...”.

Urbanization	always	migrate(s) to cities	because of family ties.
--------------	--------	----------------------	-------------------------

Megacities	never	produce(s) no enough jobs	because of better job opportunities.
Rural population	seldom	affect(s) health of people	to make cities livable.
Congestion	sometimes	has (have) negative impacts	on children and young people.
The government	regularly	form urban settlements	in a negative way.
Pollution	often	characterize(s) megacities	to threaten the future of...
Businesses	as a rule	build (don't build) playgrounds and public parks	so they form organized criminal gangs.
Young people from poor families		have (has) no access to education	to meet the demand of the population.

E) Role play: discussing pluses and minuses of urbanization.

Student A

You believe that urbanization must go on. There are more advantages than disadvantages in this process.

Use the text.

Student B

You are against urbanization because you know negative impacts that are connected with urbanization.

Use the text.

Useful phrases:

I strongly believe... / I am afraid I can't agree with you on that. / But don't you think that... / On the one hand..., on the other hand... / I don't think so. / It is controversial.

Writing

Exercise 20. Present your Internet search findings in the written form.

Exercise 21. Imagine that you are on a trip in a city / town / village. Write a post-card to your family or friends.

If You Remember?

1. A very large city is a _____.
2. "_____" means suitable for living.
3. Buenos Aires offers different means of transportation such as _____.
4. Cities offer _____ than rural areas.
5. The Oxfordshire Museum houses _____.

6. There are more _____ and _____ names in Buenos Aires than Spanish ones.
7. Megacities are melting pots for _____.
8. People leave rural areas because of _____.

Follow these for further research:

- http://www.ssc.wisc.edu/~munia/475/Presentations/Argentinabrief_history.pdf
- <http://www.bestplaces.net/city/>
- <http://www.theguardian.com/global-development/poverty-atters/2012/oct/02/challenges-urbanisation-greater-small-towns>
- http://www.ehow.com/info_10056161_5-major-problems-urbanization.html

Unit 3

LEISURE TIME

Sports

Lead-in

Phrase Bank I			
Verbs	Adjectives	Nouns / Noun Phrases	
to spend to do smth to be to compete in	free good at indoor/outdoor spectator/amateur/ professional	time for fun activity sports cricket football golf rugby tennis boxing working out polo	darts swimming martial arts darts horse racing greyhound racing boxing judo karate hobby pastime tournament

Language Note 1

Mind the usage of the names of sports.

Most names of sports and exercises are used with the verbs **do**, **play** or **go**:
play board games, play chess; do sports, do cycling; go for walks.

Work out doesn't need additional verb:

*He **works out** once a week = He takes some exercises.*

Exercise 1. Express your opinion about the statement beginning with

- I agree that...
 - I disagree with...
- 1) "The end of labour is to get leisure." (Aristotle)
 - 2) "Leisure is the time to do something useful." (Benjamin Franklin)
 - 3) "The best intelligence test is what we do with our leisure." (Laurence J. Peter)

- 4) "Sports do not build character. They reveal it." (Heywood Broun)
 5) "Reading is my favourite occupation, when I have leisure for it and books to read." (Anne Brontë)

Exercise 2. Use the phrases from Phrase Bank I to name games, sports, keeping fit.

Exercise 3. Put down the words from Phrase Bank I in the table according to the verb used.

<i>do</i>	
<i>go</i>	
<i>play</i>	

Reading & Speaking

Exercise 4. Do the quiz in pairs, mark the statements as "True / False / Don't know". Check your answers in the article below.

STATEMENTS	True	False	Don't know
1. People in Britain spend most of their free time watching television.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sports are not a popular activity in Britain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cricket, football, lawn tennis, golf and rugby come from Great Britain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A game in which players carry an oval ball and tackle each other is called soccer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The world's most famous golf tournament is Wimbledon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Polo is called the sport of Kings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The Queen has a lot of racehorses and likes to watch racing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Darts is a very popular outdoor game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 5. Read the text and check your answers. Say if your answers were right or wrong. Mind the words in bold.

A recent Euro stat survey, the EU's statistical office, shows that people in Britain **spend** about 45% of their **free time** watching television, 24% of their free time socializing, 22-23% on such **leisure activities** as **sport**, **hobbies** and **working out**, and 10% on other activities.

People enjoy various **indoor** and **outdoor activities** in Britain. Sports play an important part in the life in Britain.

Many of the world's famous sports come from Britain, such as **cricket**, **football**, **lawn tennis**, **golf** and **rugby**. England's **national sport** is cricket.

Cricket is played on village greens and in towns/cities on Sundays from April to August.

The British are **good at** playing football. Some of England's football teams, such as Manchester United, Arsenal and Liverpool are famous all over the world. A lot of people also play football in parks and playgrounds **just for fun**.

Rugby is similar to football, but it is played with an oval ball. **Players** carry the ball and tackle each other. The best rugby teams **compete in** the Super League final each September.

The world's most famous **tennis tournament** is Wimbledon. It begins on the nearest Monday to June 22. Millions of people **watch** the Championships **on TV live**.

Scotland is traditionally regarded as the home of golf. There are over 400 golf courses in Scotland alone.

Horse racing is the sport of Kings. Horse racing and **greyhound racing** are popular **spectator sports**. People usually **place bets** on the races.

Royal Ascot, a small town in the south of England, is called so because the Queen, who has a lot of racehorses and likes **to watch racing**, always goes there.

Polo is the fastest ball sport in the world. There are four men on horses in each **team**. They hit a ball with a stick towards the goal, one at each end of a 300 yard long by 160 yard wide field.

In the UK **boxing** is both **amateur** and **professional**, with strict medical regulations. **Swimming** is also a popular **pastime** and people of all ages **enjoy** it. People in the UK practise various **martial arts**, such as **judo** and **karate**. **Darts** is a very popular pub game.

(<http://resources.woodlands-junior.kent.sch.uk/customs/questions/sport.html>)

<http://www.projectbritain.com/sport.html>)

Exercise 6. Language practice.

A) Fill in the gaps with the words and word combinations from the text.

1. In their _____ people watch television, socialize, go in for sports or work out.
2. Cricket, golf and rugby are _____ activities.
3. I am not a professional footballer; I play it just _____.
4. All teams want to _____ in the Super League.
5. Everybody likes to watch the Championship in Wimbledon on _____.
6. Most people new to _____ usually know only the big races like the Kentucky Derby or Breeders' Cup.
7. Greyhound racing belongs to popular _____ sports: many people like to watch it and place bets.
8. There are 4 men on horses in each polo _____.
9. What sport are you _____ at?
10. Judo and karate derive from the Far East _____ arts.

B) Fill in the table. Use the text.

Indoor sports	Outdoor sports

C) Complete the dialogues with the words from the table.

- Tom:** How are you doing, Sam?
Sam: Hi, Tom! How are you?
Tom: Fine, you look well.
Sam: That's because I play a lot of sport.
Tom: What sports do you play?
Sam: On Mondays and Wednesdays I play _____, on Tuesdays I go _____.
Tom: And do you have time for any other leisure activities?
Sam: Certainly! In the evening I _____.
- Mary:** Hello, Jane! Glad to see you here, at the tournament!
Jane: Mary, what a surprise! Do you like _____?
Mary: Indeed! You know I'm good at it!
Jane: Really? Do you play any other sports?
Mary: Oh, yes, I do! I play _____ and _____.
Jane: My sister also enjoys _____.
- Ken:** Hey, guys, why don't we go to the pub and play _____ there?
Stan: I'm in!
Susan: Unfortunately, I can't go! Tomorrow we are leaving for Ascot!
Ken: Lucky you are! I think _____ is wonderful!
- Sean:** I believe that playing sports helps people work better as a team at work.
Karen: Do you mean professional sports _____ or amateur sports?
Sean: Both, in fact! As for me, I'm good at such amateur sports as _____.
Karen: And I like watching professional sports on TV! For example, _____ is my favourite!

Hobbies

Phrase Bank II			
Verbs	Nouns	Gerunds	
do it yourself (DIY) to make models to play music do some gardening	photography pottery	cycling skiing weight training ice skating running building painting fixing restoring sanding	screwing sculpting singing dancing writing cooking collecting sewing knitting

Exercise 7. A) Add *-ing* to each word and pronounce. Pay attention to the sound [ŋ] at the end.

cycle, ski, train, skate, run, build, paint, fix, restore, sand, screw, sing, dance, play, garden, cook, collect, sew, knit

E.g.: cycle – cycling ['saɪklɪŋ]

B) Use the verbs in a) with the ending *-(e)s* (3rd person singular). Match the words to the correct final sound: [s] – [z] – [ɪz].

E.g.: cycle – cycles ['saɪklz]

Exercise 8. Classify the activities in Phrase Bank II according to the descriptions in the table below.

Takes no physical effort	Improves stamina	Develops muscle tone	Expend energy	Is a bit of fun

Language Note 2

Mind the usage of the Present Indefinite tense in Conversation openers.

What are you into?

What are your interests / hobbies?

What do you like to do in your free / spare time?

Do you do anything for fun?

Do you have any interests / hobbies?

What sort of things do you do to relax? / What sort of things like to do to help you relax?

What sort of hobbies do you have?

What are you keen on?

Exercise 9. Answer the questions in Language Note 2 matching the parts of the sentences in the table. Complete the sentences with the words from Phrase Banks I and II.

I am really / quite into...	...because it's a great way to relieve stress.
My interests and/or hobbies are...	...because it helps me to relax.
I really like / enjoy...	..because it's fun and interesting.
In my spare / free time I like to...	...because it helps me to clear my mind.
I like to...	...because it helps me to think.
I am really keen on...	...because it's a great way to escape / get away from the everyday.
My hobby is / hobbies are...	...because it's a great form of meditation.
I relax by...	...because my mom / dad / friend introduced me to it.

Reading & Speaking

Exercise 10. Read the text and underline all the nouns. Pay attention to the articles used with them.

Rose has a lot of hobbies and interests. She usually gets up early to have time to run before work. She doesn't often have time to ski, but she sometimes goes on Saturdays during the winter. Rose often rides a horse at a stable near her home. From time to time she goes there after work, but she usually goes horseback riding on Sundays. Rose adores music. She plays the piano and often listens to the radio. Rose goes to choir practice on Thursday evenings and sings in church on Sundays. Rose has got little extra money, so she rarely goes to the theatre or cinema in the city. She seldom watches TV because she prefers doing things outside. Rose often goes to the gym if it's raining outside. She isn't often alone because she has a lot of friends. She occasionally does something alone, but she usually does her activities with one of her friends. For example, Rose and her friend Sally like knitting and sewing. It helps them clear their minds and relax.

Exercise 11. A) Work in pairs. Read the questions aloud and answer them in turn. Mind the usage of the articles.

- 1) When do you prefer to work out?
- 2) Do you run before work?
- 3) Do you like to go to the theatre or to the cinema?
- 4) Do you play any musical instrument?
- 5) What helps you to relax: listening to the radio or watching TV?
- 6) When do you prefer to go to the gym?
- 7) Have you got a lot of friends?
- 8) Which kind of activities do you love?

B) Put similar questions to the text.

Exercise 12. Work in pairs. Make up a dialogue about your hobbies.

Student A: You want to get to know your group mate better. Ask him/her about his/her favourite sports, hobbies and interests.

Student B: You don't mind telling your group mate about your interests and hobbies. Ask him/her what leisure activities he/she prefers.

Theatres and Museums

Phrase Bank III		
Verbs / Verb Phrases	Nouns	
to book tickets in advance	performance plays	cast actor/actress
to perform	musicals	ballerina
to clap	ballet	composer
to applaud	opera	orchestra
to exhibit	stalls	audience
to wander (around)	circle	critics

Phrase Bank III		
Verbs / Verb Phrases	Nouns	
to trudge	box aisle row stage pit	reviews admission fee exhibition attendant brochure

Exercise 13. Write the words for the transcription. Read them aloud.

['bæleɪ]	
['nɒp(ə)rə]	
['aɪl]	
['ɔ:kɪstrə]	
['ɔ:dɪən(t)s]	
[ə'plɔ:d]	
[,ɛksɪ'biʃ(ə)n]	
[ɪg'zɪbrɪ]	
['brəʊʃə]	
['wɒndə]	

Exercise 14. Match definitions with the words in Phrase Bank III.

1. A play or a film in which part of the story is sung to music.
2. The total number of actors in a play or a film.
3. The people who watch a play at the theatre.
4. A journalist who writes articles about plays.
5. To reserve tickets before the performance.
6. A fee to enter a museum.
7. A show of paintings, photographs, or other objects that people can go to see.
8. A person whose job is to look after or help customers in a public place (e.g., in a museum)
9. To walk slowly across or around an area, usually without a clear direction or purpose.
10. To walk with slow heavy steps, especially because you are tired or it is difficult to walk.

Language Note 3

Mind the ways of giving advice and recommendations.

- I think (I really think) you need to / must / should ...
- How about ...?
- It is usually a good idea to ...
- My suggestion / advice is (to) ...

- Why don't you ...?
 - You could (try) ...
 - You probably / definitely / really should ...
 - I (would) (strongly) suggest / advise that ...
 - In my experience, ... works really well.
 - It's generally best / a good idea to ...
 - One idea is to ...
 - The best / most important thing (to do) is to ...
-

Exercise 15. A) Read the 1st part of a dialogue between two friends discussing theatres and museums and answer the questions after it.

- Lena:** Hello, Mary! What a surprise! How are you doing?
- Mary:** Hi, Lena! Nice to see you! I'm fine, thank you! What about you?
- Lena:** Not bad, thanks! What are you doing here, in St. Petersburg?
- Mary:** I'm on my holidays, you know! I'm here to visit one of the most famous theatres in your country — Mariinsky theatre!
- Lena:** You're a theatre-goer, I remember! What about tickets?
- Mary:** I want to book them in advance! I know how difficult it's to get them here!
- Lena:** That's a good idea!
- Mary:** Lena, can you tell me what the rules of conduct in the Russian theatre are!
- Lena:** Mary, I believe they're much the same worldwide! I can just say that after passing through the entrance, you should go to the cloak-room, and then go to the hall with rows of seats there. Sometimes during the premieres people stand even in the aisles! Which seat are you going to book?
- Mary:** Well, I hope to get one in the stalls!
- Lena:** Oh, that's wonderful! There you have a chance to see all the beauties of the theatre: the stage, the orchestra and the splendid chandelier!
- Mary:** Great! Thank you!
- Lena:** By the way, what do you want to watch?
- Mary:** Ballet, actually! I know there are a lot of talented ballerinas in Russia! I just fancy how the curtain rises and we see nice scenery and the spectators begin to applaud...
- Lena:** Usually there is a storm of applause before and after each play!
- Mary:** I understand why! I adore such performances! I'm only sometimes irritated when people do not turn off their electronic devices!
- Lena:** So am I! Phone calls and people who are late really distract actors and spectators!
- Mary:** They really do! That occasionally happens in Britain, too!

1. Who are the main characters of the dialogue?
2. Which city are they in?
3. How does Mary want to get a ticket to the theatre?

4. Mary thinks that the rules of conduct in theatres are the same worldwide, doesn't she?
5. Do people stand during the theatre premieres in the aisles?
6. Does Mary want to get a ticket in the stalls or the circle?
7. What kind of performance does Mary prefer?
8. What is Mary sometimes irritated by during plays?

B) Read the 2nd part of the dialogue. Complete the questions and answer them.

Lena: Incidentally, Mary, can you recommend theatres in Britain? I'm going there this summer to practise my English!

Mary: In fact, there are hundreds of theatres to see all manner of productions, plays and performances! But I strongly recommend the most iconic and must-see theatres such as Shakespeare's Globe in London, Liverpool Empire Theatre, The Royal Shakespeare Theatre in Stratford-upon-Avon, Theatre Royal in Newcastle and of course London Palladium!

Lena: Thank you, Mary! I'm sure people have great pleasure visiting them!

Mary: Indeed!

Lena: We're talking about theatres with you and forget about museums as places that make us feel good together with theatres!

Mary: Frankly speaking, I don't think museums are as interesting as theatres are!

Lena: You don't say so! I'm keen on museums! The best thing about museums is that they make us smarter and provide an effective way of learning! They really inspire! They are a great way to spend time with friends and family!

Mary: Now I see what you mean, Lena! Nowadays museums are a lot more than collections of artifacts; they allow meeting with friends, discuss thoughts and opinions!

Lena: Exactly! Why don't we meet tomorrow and visit some local museum! The Hermitage?

Mary: Marvelous! What time?

Lena: Its opening hours are 10.30-18.00.

Mary: Then see you at 10.30 there!

Lena: Fine! See you!

1. Lena ..., isn't she?
2. Are there ...?
3. Which theatres ...?
4. Is Lena keen on ... or ...?
5. Who thinks that nowadays ...?

Internet research

Search for the keywords "London museums". What are major museum of the UK's capital? Prepare a report on 3 museums which you find most interesting.

C) Fill in the table below with phrases from the whole dialogue with the meaning of greeting, expressing personal point of view, etc.

Greeting	Personal Point of View	Agreeing with an Opinion	Disagreeing with an Opinion	Suggesting an Idea, Recommendation, etc.

Exercise 16. Work in pairs. Discuss theatres and museums of your city / town / village.

Healthy Way of Life

Phrase Bank IV			
Verbs	Adjectives	Nouns / Noun Phrases	
to keep fit	unhealthy	one's health	lifestyle
to preserve	balanced	a disease	exercise
to protect from	physical	sports activities /	jogging
to participate in	healthy	events	yoga
to give up	sedentary	habits	aerobics
	regular	diet	obesity
		fitness	life expectancy
		meals	overweight

Exercise 17. In Phrase Bank IV find words with stressed vowels [e], [ɜ:], [æ], [ɪ], [i:]. Put the words down into the table and read them aloud.

[e]	
[ɜ:]	
[æ]	
[ɪ]	
[i:]	

Exercise 18. Match the halves of the phrases and use them in the sentences of your own.

healthy	lifestyle
to protect	-weight
sedentary	fit
physical	from a disease
regular	one's health
life	exercise
over-	diet
to keep	fitness

to preserve
balanced

meals
expectancy

Language Note 4

Mind that a limited number of nouns have irregular plural forms.

- Some nouns have the same singular and plural form, e.g., *fish, flatfish, herring, salmon, trout, tuna, carp, cod, shrimp*.

However, we may use with the plural ending *-s/-es* when referring to different kinds of species in scientific literature, e.g., *freshwater fishes, aquarium fishes*.

- *Food* is also used in singular when we talk about different kinds of food: *fast food; junk food; healthy food*.
- It's possible to say *foreign foods* to describe the food from different countries:

foreign foods = Chinese food, Italian food, Indian food, Japanese food, German food, etc.

- Usually *fruit* is an uncountable noun. In English, we usually count *fruit* by saying *1 piece of fruit, 2 pieces of fruit, a bowl of fruit*, etc.

It is possible to use *fruits* talking about many different kinds of fruit:

You can find bananas, grapes and other fruits in this shop.

Reading & Speaking

Exercise 19. Read the text and choose one or two sentences or phrases which can sum up your personal attitude to healthy way of life.

Everybody knows that life expectancy is going up. However, many factors affect the life of a modern person. They are the rising pollution of the environment by industry and transport; sedentary lifestyle of people living in cities and towns, the quality of food and water which leads to many diseases. Unhealthy life results in the fact that many people are overweight.

To avoid the negative effects, people should preserve their health by keeping fit, balanced meals, and giving up unhealthy habits like smoking, drinking alcohol, and, of course, drugs.

Physical fitness is a general state of good physical health. Fitness becomes an important part of life for a person who really wants to be healthy. Nowadays many people participate in sports activities. Even a slight physical activity protects people from heart diseases and obesity. There are many ways of keeping fit: visiting health and fitness clubs, public leisure centres, indoor and outdoor water parks. Everyone should keep in mind that regular exercise is necessary. People of different ages can choose exercises that fit them. Some people do aerobics or yoga; others prefer weight training in a gym. Many people like walking or jogging which are the cheapest and most accessible sports. Doing some sport or exercises regularly is the best way to keep fit. There is a growing positive tendency on the part of the local and state authorities to support mass sporting events, such as running competitions or bicycle marathons.

A healthy diet is also an important part of staying healthy. Such a diet contains reduced amounts of cholesterol, fat, sugar and salt. Food variety means eating a wide variety of foods from each of the five food groups (vegetables; fruit; lean meats and poultry, fish, eggs; grain (cereal) foods; milk, yoghurt, cheese, mostly reduced fat). Eating a variety of foods promotes good health and can help reduce the risk of disease.

(<http://easyenglishsp.blogspot.ru/2013/04/healthy-way-of-life.html>)

Exercise 20. Language practice.

A) Complete the sentences choosing the correct form of the noun.

1. People who take care of their health usually don't eat a lot of *food/foods*.
2. To keep fit, please, make sure to eat five servings of *fruit/fruits* and vegetables daily.
3. There is so much *food/foods* at our Thanksgiving dinner!
4. Healthy *food/foods* can preserve our health.
5. I prefer to eat organic *fruit/fruits* and vegetables.
6. If you want to taste something exotic, there are special sections for foreign *food/foods*.
7. The *fish/fishes* which we order at this restaurant is delicious!
8. The lake is alive with *fish/fishes*, plainly visible to the eye, because the water is very clear.

B) In the text select 5 phrases describing factors of healthy lifestyle and 5 phrases describing unhealthy way of life.

C) In each line find the odd word.

- jogging; obesity; yoga; aerobics
- sedentary lifestyle; overweight; to keep fit; unhealthy habits
- egg; fruit; food; fish

D) Find one mistake in each line. The 1st one is done for you.

There are many people today who suffers from a variety of	suffers	Line 0
diseases: food health problems can cause them. Personal		Line 1
allergies are one of the major food health problem today.		Line 2
There is many people all over the world that suffer from		Line 3
sensitivities to as certain types of foods including nuts,		Line 4
dairy and others. If people have any food healthy problems		Line 5
its important to find alternatives to their food habits.		Line 6
Soy products does replase dairy items. Many professionals		Line 7
attribute food health problems such as fust food to		Line 8
childhood obesitism. For children and adults a rise		Line 9
in fatty convenience foods causes side affects.		Line 10

Exercise 21. A) Work in pairs. Make up questions using the phrases in the table below. Answer them in turn.

How often		you	eat	healthy food?
How much	do	John	prefer	in a sports club?
What	does	adults	drink	coffee?
When		youngsters	train	in your city?
Where		the old	work out	to feel good?
		a person	participate in sports activities	protein food?
			keep fit	fish?
			do exercises	fish or meat?
				indoors or outdoors?

B) Find information about a celebrity who prefers healthy lifestyle. In class describe his/her way of life: the ways of keeping fit, healthy diet, participating in sports events, etc.

Writing

Exercise 22. Write 10 sentences about sports and food habits in your country.

Exercise 23. Write a letter to your British pen friend telling him/her how you spend your free time. Ask him/her about his/her hobbies and preferences.

Follow these for further research:

- <http://www.saintelizabethonline.com/body.cfm?id=519>
- <https://www.englishclub.com/vocabulary/sports.htm>
- http://www.speakenglish.co.uk/vocab/sports_and_games
- <http://www.performingartscollections.org.uk/>
- <http://esl.about.com/od/related-words/a/Hobbies-Vocabulary.htm>

Unit 4

NATIONAL CUSTOMS AND TRADITIONS

Cultures

Lead-in

Phrase Bank I		
Verbs	Nouns / Noun Phrases	
to keep to share to maintain to acquire to come from to follow to demand to communicate with to have to be to distinguish	customs tradition(s) ritual(s) belief(s) peace and order a guide for interaction specific society culture much of original cultural traditions common identity food tradition	their common background and experience cultural universals blind following and mute imitations behavior patterns a verbal language blind following and mute imitations

Exercise 1. Express your opinion about the following statements beginning with

- I agree that...
 - I disagree that...
 - As far as I am concerned...
 - I am at one with...
 - I am afraid that...
- 1) “Traditions are a common part of our lives. They can be good, and not all traditions are wrong, but sometimes they can take the joy out of life.” (Joyce Meyer)
 - 2) “I think that food ties us to our community and our traditions, and it is the thing that makes us feel good and connected.” (Kathy Freston)
 - 3) “I like traditions, and the national anthem is important.” (Kate Mara)
 - 4) “Ritual is important to us as human beings. It ties us to our traditions and our histories.” (Miller Williams)
 - 5) “I don’t think culture is something you can describe.” (Bill Gates)

Exercise 2. A) Look at the nouns in Phrase Bank I. Say how they refer to national customs and traditions.

B) Work in pairs and make lists of national customs, traditions, beliefs and rituals that you and your partner know.

C) Match verbs and nouns from Phrase Bank I and compose as many sentences as you can.

Reading & Speaking

Exercise 3. Do the quiz in pairs, mark the statements as “True / False / Don’t know”. Check your answers in the article below.

STATEMENTS	True	False	Don't know
1. All cultures of the world have similar traditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Culture helps people to survive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Traditions and customs are part of culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Any culture has some levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A person acquires traditions and customs in the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In any society there are people from different parts of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. People all over the world do not share universal things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. There is one group of people in the USA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Any tradition has some story behind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Traditions do not have any negative features.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 4. Read the text and check your answers. Say if your answers were right or wrong.

Culture is a powerful tool for survival. All cultures and societies of the world have their unique customs and traditions. Every society wants to maintain peace and order among its people, so customs and traditions are a guide for interaction between the members of the society. There are three levels of culture that are part of our behavior.

The first level is the body of cultural traditions and customs that distinguish your specific society. When people speak of Italian or Japanese culture, they speak about language, traditions, and beliefs that set Italian and Japanese people apart from each other. In most cases, people who share your culture do so because they acquired it when they were raised by parents and other family members who have it.

The second level of culture is a subculture. There are societies in which people have come from many different parts of the world and these people keep much of their original cultural traditions. As a result, they are the part of an identifiable subculture in their new society. Examples of easily identifiable sub-

cultures in the United States include ethnic groups such as Vietnamese Americans, African Americans, and Mexican Americans. Members of each of these subcultures share a common identity, food tradition, dialect or language, and other cultural features that come from their common background and experience.

The third level of culture consists of cultural universals. These are behavior patterns that people all over the world share collectively. No matter where people live in the world, they share these universal features. Examples include communicating with a verbal language and using age and gender to classify people.

There is a story behind every tradition; but unfortunately, after a number of generations, the story gets forgotten while the tradition remains nothing more than a ritual that people simply follow because: "It's the tradition"! That is the negative aspect of traditions: they demand blind following and mute imitations.

(http://anthro.palomar.edu/culture/culture_1.htm)

Exercise 5. Language practice.

A) Fill in the gaps with words and word combinations from the text:

1. All societies have their _____.
2. People use customs and traditions to _____ among its members.
3. When children are raised by their parents, they _____ from them.
4. Different subcultures have _____ so they share a common identity.
5. People all over the world have similar _____.
6. All people use languages to communicate with each other, it means that they _____.
7. Any tradition has _____ behind.
8. Blind following and mute imitations are _____ of traditions.

B) Fill in the table. Use the text.

Levels of culture	Explanation	Examples

C) Complete the dialogue with the words from the table and from the text above.

- Bill:** Cliff! Hi! How are you?
Cliff: Hi, Bill! I am fine, thank you! And you?
Bill: Fine, thanks! I want to write a report about the first level of culture.
Cliff: The first level of culture? What is this?
Bill: Oh, that's very simple. It is _____.
Cliff: And why do we need to have all these customs and traditions?
Bill: We need to have them because _____.
Cliff: Can you give examples of the first level of culture?
Bill: Sure, for example _____.

- Cliff:** So, you mean that _____ and _____ set their nations apart from each other?
- Bill:** Absolutely right! And do you know why people share culture?
- Cliff:** No! Tell me!
- Bill:** They share it because they _____ when they were raised by their parents.

D) Make up similar dialogues about the second and the third levels of culture. Use the table from Exercise 5 (B) and the text.

National Traditions and Customs: The United Kingdom

Phrase Bank II	
Verbs / Verb Phrases	Nouns / Noun Phrases
to circulate to attend to mark to meet to serve to reward to play to invite to take place	the Royal Garden Parties the British Establishment public service and outstanding contributions the National Anthem among the guests the Royal Family guests tea tents tea and other refreshments the end of the party

Exercise 6. Match verbs and nouns from **Phrase Bank II** and compose as many sentences as you can. Check your answers in the text below.

Exercise 7. Make up 5 questions with the phrases from **Phrase Bank II** and discuss them in pairs.

E.g.: What do you know about the Royal Family?

Before reading the text mind the following:

Language Note 1

Mind the pronunciation. Practice pronouncing the words in pairs.

Establishment	[ɪ'stæblɪʃmənt]
to reward	[rɪ'wɔ:d]
Anthem	['ænthəm]
The Duke of Edinburgh	[dju:k] ['edɪnbərə]
Her Majesty	[hɜ:'mædʒɪstɪ]
London	['lʌndən]

Time and numerals.

Find all the numerals in the text, practice pronouncing them.

3 p.m. (pm) = 3 post meridiem, i.e. 3 часа пополудни, 3 часа дня
after noon

400 = four hundred

hundred — сотня, сто

30,000 = thirty thousand

thousand — тысяча

Reading & Speaking

Exercise 8. Read the text and find active words and word combinations. Translate them into Russian.

Over 30,000 people attend the Royal Garden Parties each year. National organizations invite different people from all over Britain. The British Establishment uses the Royal Garden Parties to reward public service and outstanding contributions to the British society.

Garden Parties take place between 4.00 pm and 6.00 pm, although the Palace gates are open from about 3.00 pm. The Queen and The Duke of Edinburgh, accompanied by other members of the Royal Family, enter the garden at 4.00 pm, when the National Anthem is played by one of the two military bands. After the playing of the National Anthem, The Queen and The Duke of Edinburgh, together with other members of the Royal Family, circulate among the guests. Each takes a different way and makes random presentations so that everyone has an equal chance of speaking to Her Majesty and members of her family. The Queen and other members of the Royal Family arrive at the Royal tea tent, where they meet further guests.

In both London and Edinburgh there are tea tents for other guests. Special staff serve tea and other refreshments from long tables. The quantities of food are enormous. At a typical garden party, people drink around 27,000 cups of tea, eat about 20,000 sandwiches and 20,000 slices of cake. About 400 staff serve the Royal Garden Parties.

At about 6.00 pm, The Queen and other members of the Royal Family leave the garden, when the National Anthem is played to mark the end of the party.

(<http://www.learnenglish.de/culture/gardenparties.html>
<https://www.royal.gov.uk>)

Internet research

Search any browser for “What happens at a garden party?”. Get ready to report your findings to the class.

Exercise 9. Language practice.

A) Fill in the gaps with words and word combinations from the text.

1. Many people from all over Britain _____ every year.

2. There is one military band that _____ at the Royal Garden Parties.
3. The Queen and The Duke of Edinburgh _____ so that the all the guests have the chance of speaking to Her Majesty.
4. Special staff serve _____ at tea tents.
5. The Queen and other members of the Royal Family _____ when they arrive at the Royal tea tent.
6. The British Establishment rewards the guests of the Royal Garden Parties for _____ to the British society.
7. The Queen leaves the garden at 6 p.m. and the military band plays the National Anthem to _____ .

B) Say what these numbers refer to. Use the information from the table to compose full sentences.

3	People attend the Royal Garden Parties every year
4	Slices of cake that people eat
6	Staff serve the Royal Garden Parties
400	The time when the Queen leaves the garden
20,000	The time when the Palace Gates are open
27,000	The time when the Queen enters the garden
30,000	Sandwiches that people eat
	Cups of tea that people drink

C) Role play: discussing the Royal Garden Parties. Use the text and the findings of your Internet research.

1. Student A – you are the Queen. **Student B** – you are a reporter. Ask Student A about the Royal Garden Parties.

2. Student A – you are a guest at the Royal Garden Party. **Student B** – you are a reporter. Ask Student A about the Royal Garden Parties.

National Traditions and Customs: The United States

Phrase Bank III		
Verbs	Nouns / Noun Phrases	
to celebrate	origin	the Groundhog King and Queen
to honour	legend	school assemblies
to fill with	earliest settlers	craft shows
to crown	trip	trek
to make	activities for entire families	Groundhog Day
	the annual banquet	

Exercise 10. Match the definitions to the nouns in Phrase Bank III.

- a day celebrated on February 2nd;
- a ceremonious public dinner, especially one honoring somebody or something;
- people who first come to live in a new country or a colony;
- the beginning of something; first stage or part;
- a journey or trip, especially one involving difficulty;
- a journey or voyage;
- a popular story handed down from earlier times whose truth has not been cleared up;
- performance of people with occupations that require special skills;
- performances in which all the family members take part;
- performances that schoolchildren prepare specially for some celebration;
- a boy and a girl from upper classes who are crowned on February 2nd.

Exercise 11. Match verbs and nouns from Phrase Bank II and compose as many sentences as you can.

Language Note 3

Mind the pronunciation. Practice pronouncing the words in pairs.

groundhog	['graʊnd 'hɒg]	североамериканский лесной сурок
couplet	['kʌplɪt]	рифмованное двустишие
Candlemas Day	['kændlməs 'deɪ]	День Сретения Господня
Pennsylvania	[,pensɪl'veɪniə]	Пенсильвания (штат США)
Punxsutawney	[pʌŋksə'tɔ:ni]	Панксатони (город в Пенсильвании)
banquet	['bæŋkwɪt]	торжественный обед, пиршество
Gobbler's Knob	['gɒbləz 'nɒb]	название фермы, где происходит празднование Дня сурка

Reading & Speaking

Exercise 12. Read the text and answer the questions in pairs.

The Groundhog Legend

The origin of the groundhog legend is based on the old Scotch couplet, "If Candlemas Day is bright and clear, there'll be two winters in the year."

During the conquering of Northern Europe, the Romans brought this tradition to the Germans. They concluded that if the sun made an appearance on February 2nd, which is Candlemas Day, an animal would cast a shadow, there would be six more weeks of bad weather, known as two winters.

Pennsylvania's earliest settlers were Germans. They found many groundhogs in the state. They determined that the groundhog was the most intelligent and sensible animal.

Records showed that in the early 1800's people from Punxsutawney, Pennsylvania began to celebrate every year by going into the woods to honour the Punxsutawney Groundhog as the only true weather forecaster. This group soon became known as the Punxsutawney Groundhog Club and they placed the official groundhog home just outside of town on Gobbler's Knob.

The group made the first official trek to Gobbler's knob on February 2, 1887. Each February 2nd since, thousands of people celebrate Groundhog Day by making the trip to Gobbler's Knob to get the official word of the world's only true weather forecaster. The rest of the day is filled with activities including: the annual Groundhog Banquet, crowning of the Groundhog King and Queen, school assemblies, craft shows, and activities for entire families.

(<http://www.groundhog.org>)

- When is Candlemas Day?
- Who brought the tradition of celebrating Candlemas Day to the Germans?
- What did Pennsylvania's earliest settlers find in the state?
- What did they determine about the groundhog?
- How did people from Punxsutawney, Pennsylvania begin to celebrate Groundhog Day?
- Where did people from Punxsutawney, Pennsylvania place the official groundhog home?
- What happens each February 2nd?

Exercise 13. Language practice.

A) Write out all the verbs in the Past Simple. Classify them into two columns: regular and irregular verbs. Provide their Present Simple forms.

Regular verbs		Irregular verbs	
Present Simple	Past Simple	Present Simple	Past Simple
	concluded		brought

B) Write out all the rest of the verbs from the text; put them into the Past Simple.

E.g.: to celebrate – celebrated

C) Choose any five verbs from Exercise 1 and Exercise 2 and compose 5 affirmative sentences, then turn them into negative sentences and questions.

D) Complete the story about Mary's holiday. Use the Past Simple.

Last summer holiday Mary _____ (go) went to Miami with her family. She _____ (be) very excited before the journey because it _____ (be) the first time she _____ (travel) by plane. They _____ (stay) at the hotel near the sea. The weather _____ (be) sunny and very hot. In the morning they usually _____ (go) to the beach. Mary and her mum _____ (sunbathe) and the children _____ (play) with the ball and _____

(make) sandcastles. Dad _____ (swim) in the sea and _____ (read) newspapers. In the afternoon they _____ (visit) interesting places. One day they _____ (go) in a boat. It _____ (be) amazing! They _____ (see) different fishes; they also _____ (watch) some people feed the fish. Mary _____ (take) a lot of pictures. The family _____ (enjoy) it a lot. The last day it _____ (rain). The whole family _____ (go) to a shopping centre. They _____ (buy) some souvenirs. In the afternoon they _____ (return) home. Mary and her family _____ (have) a great time there!

E) Work in pairs. Ask each other about your last holiday / trip / celebration.

F) Find information about Russian popular holidays. Get ready to report to the class.

National Traditions and Customs: National Cuisines

Phrase Bank IV			
Verbs	Nouns / Noun Phrases		Adjectives
to serve	beef	sweet potato pie	sweet
to cook	pudding(s)	apple pie	savoury
to roast	fish & chips	clam chowder	stewed
to steam	custard	hamburger(s)	fresh
to bake	pie(s)	cheeseburger(s)	grilled
to stew	pasty(-ies)	hotdogs	smoked
to grill	cereals	hot chicken wings	stuffed
to smoke	bacon	pot roast	heavy
to slice	egg(s)	bean(s)	spiced
to butter	sausages	lobster	marinated
to fry	tomato	sausages	fried
to stuff	mushroom(s)	cutlet	
to spice	marmalade	barbeque	
to marinate	salmon	pork ribs	
to sprinkle	cucumber	greens	
	mustard	black-eyed pea(s)	
	scone(s)	corn bread	
	jam	pecan pie	
	cream	peach cobbler	
	cake(s)	banana pudding	
	muffin(s)	peanut sauce	
	chicken	salsa	
	turkey	gravy	
	meatloaf	steak	
	corn on the cob		

Exercise 14. Work with words in Phrase Bank IV, transcribe and translate them.

Exercise 15. Classify the nouns from Phrase Bank IV into different categories.

Meat and meat dishes	Vegetables	Seafood	Desserts	Dressings	Fast food	Bakery

Exercise 16. Match the adjectives and the nouns from Phrase Bank IV to get different dishes.

E.g.: fried chicken

Exercise 17. Match verbs and nouns from Phrase Bank IV to see how you can cook different dishes.

E.g.: to smoke salmon

Exercise 18. Compose 5 questions to ask your partner about his/her food preferences. Use Phrase Bank IV.

E.g.: Do you like fried chicken?

Reading & Speaking

Exercise 19. Read the texts A and B and say which cuisine you like more (British or American). Explain.

A.

England has three national dishes: roast beef, Yorkshire puddings and Fish and Chips. British puddings are renowned, often steamed or baked and served with custard. But, puddings are not always sweet. Steak and Kidney Pudding and Yorkshire Pudding are savoury. Pies and pasties are another English favorite, again sweet and savoury. There are three main English meals: full English breakfast, afternoon tea, Sunday lunch.

The full English breakfast is traditionally served at breakfast time. Breakfast may begin with orange juice, cereals, stewed or fresh fruits but the heart of the Full breakfast is bacon and eggs. They are variously accompanied by sausages, grilled tomato, mushrooms, tea, toast and marmalade.

Many leading hotels serve Afternoon Tea from about 3 pm until 5 as well as cafes and tea shops. Afternoon tea traditionally starts with savoury finger – sized smoked salmon, cucumber, or egg and mustard cress sandwiches – followed by scones with jam and cream, and finally a selection of cakes. Variations include the serving of English Muffins, thinly sliced, hot buttered toast, crumpets, and in Scotland even a hot main course dish; bacon and eggs or a steak pie as favorites. Milk or lemon served with the tea is still a personal preference. The sandwiches, the scones and the cakes should arrive at table on tired cake stands.

A traditional British Sunday lunch is roast beef. When it is cold it includes Yorkshire Puddings, gravy, vegetables; when it is hot a dessert is desirable.

The great British pub sadly is in decline.

(<http://britishfood.about.com/od/introtobritishfood/a/England.htm>)

Names of meals and different dishes are usually used without articles:

E.g.: *breakfast, lunch, dinner, tea, etc.*

If we mean a portion of food or drink, we use *a/an*:

E.g.: *a salad, a cup of tea, a bottle of milk.*

But if there is an adjective before the name of the meal, or a phrase or clause after it, an article is used:

E.g.: *The breakfast that they served was perfect.*

I had a quick lunch at Wendy's.

That was the most delicious dinner I've ever eaten.

B.

The United States is a rich and varied blend of peoples, religions, and cultures, and this diversity is reflected in its cuisine. There's no shared definition of traditional American cooking, but simple dishes like roast beef, fried chicken, grilled steak, stuffed turkey, meatloaf, corn on the cob, potato salad, apple pie, clam chowder, hamburgers, hotdogs and hot chicken wings would be on most lists.

Cuisine in different parts of the United States developed independently. New England is the land of Yankee pot roast and Boston baked beans. When visiting New England, sample the seafood and be sure to try New England clam chowder and Maine lobster.

Southeastern states are characterized by farm-style cooking with plenty of deep fried foods, heavy sauces and sweet desserts. Deep-fried chicken, known as southern-fried chicken, and chicken-fried steak, a deep-fried beef cutlet, are often served with a thick white sauce called home-style gravy.

Southerners love barbeque, but unlike westerners, they do not favour sweet tomato-based sauces. Eastern barbeque usually means pork, especially pork ribs, well spiced or marinated and slowly cooked over glowing coals. Greens, black-eyed peas and corn bread are common side dishes. Pecan pie, peach cobbler, banana pudding and sweet potato pie are some favourite desserts.

Southwestern cuisine includes a wide variety of dishes prepared with local ingredients and liberally sprinkled with Mexican spices.

California is blessed with a plentiful supply of fresh fruits, vegetables and seafood in all seasons. Fresh green salads topped with avocados and citrus fruits might be served with Asian spiced peanut sauce. Fish could be lightly grilled in salsa and served with Chinese vegetables and Native American fry bread.

Americans themselves name as typically American, hamburgers and cheeseburgers (29%), apple pie (20%) and hot dogs (13%).

(<http://www.usconsulate.org.hk/pas/kids/food.htm>)

Exercise 20. Language practice.

A) Complete the sentences choosing the correct answer.

1. *Banana pudding and sweet potato pie / pies and pasties* are English favourites.
2. When in New England, one should try *seafood / smoked salmon*.

3. Afternoon tea consists of *fresh green salads / scones with jam and cream*.
4. Yorkshire Pudding is *sweet / savoury*.
5. Southeastern states favour *sweet tomato-based / heavy* sauces.
6. The full English breakfast is *bacon and eggs / steak pie*.
7. California serves *fish grilled in salsa / stuffed turkey*.
8. Typically American food is *fish and chips / hot dogs*.
9. It is a pity but *British / American* pub is in decline.
10. Puddings are cooked by *roasting / baking*.

B) Choose one or two British and American dishes that you would like to try. Search the Internet for their recipes. Report to the class.

C) In each line find the odd word.

- hamburger; cheeseburger; cucumber; hot dog
- meatloaf; beef; marmalade; barbecue
- lobster; mustard; salsa; gravy
- tomato; potato; apple; bean
- grilled; steamed; fried; fresh

D) Complete the dialogue with the articles where necessary.

Waiter: Good afternoon.

Dave: Good afternoon.

Waiter: Are you ready to order?

Dave: I think so, but can I ask? What is _____ Yorkshire Pudding?

Waiter: It's _____ savoury pudding.

Dave: Ok, that sounds good. I'll have that.

Waiter: Excellent. And that comes with your choice of _____ fish and chips, _____ fried mushrooms, or _____ cereals.

Dave: I'll have _____ fish and chips.

Waiter: Would you like _____ sauce?

Dave: Yes, _____ mustard.

Waiter: Anything to start?

Dave: I'll have _____ Boston baked beans.

Waiter: Perfect choice! We have _____ best Boston baked beans in the city!

Dave: And, I'd like _____ salad also.

Waiter: Which one?

Dave: _____ fresh green salad topped with _____ avocado and _____ citrus fruits.

Waiter: Very good. And what can I get you to drink?

Dave: I'll have _____ tea with _____ milk and _____ lemon.

Waiter: Excellent. Would you like anything for _____ dessert?

Dave: Yes, I'd like _____ muffin, _____ jam and _____ marmalade.

Waiter: All right! Here you are! Enjoy your meal!

E) Work in pairs.

Student A – you are an Englishman / Englishwoman.

Student B – you are an American. Ask each other about your national cuisines.

F) Find information about Russian national cuisine. Get ready to report your findings to the class.

G) Role play.

Student A – you are Russian. Your American / English friend is coming to visit you. You plan to treat him to national Russian dishes.

Student B – you are American / English and you are visiting your Russian friend. You want to try some national Russian dishes.

Discuss your preferences and ideas.

Writing

Exercise 21. Write a recipe of your favourite dish.

Exercise 22. Imagine that today is your birthday and all your friends are coming to your birthday party. Work out a menu for this special event.

If You Remember?

1. There are ____ levels of culture.
2. There is a _____ behind any tradition.
3. The _____ is played to mark the end of Royal Garden Party.
4. Groundhog Day is celebrated on _____.
5. England has _____ national dishes.
6. Americans name _____, _____, _____ as typically American dishes.
7. The great British _____ is in decline.
8. At Royal Garden Parties the guests eat and drink in _____ .

Follow these for further research:

- <http://www.bbcamerica.com/mind-the-gap/2013/12/04/christmas-traditions-britain-vs-america/>
- <http://listverse.com/2010/04/02/10-very-strange-british-traditions/>
- <http://www.learnenglish.de/britishculture.html>

Unit 5

TRAVELLING AND TOURISM

Types of Holidays

Lead-in

Phrase Bank I		
activity holiday	getaway	self-catering
adventure holiday	holiday / hols	self-drive
break	honeymoon	special interest holiday
daycation	house swap	staycation
escape	jeep safari	study tour
excursion	lecture tour	summer camp
farm stay	minibreak	vacation
fly-drive	package deal	walking tour
gap year	safari holiday	working holiday

Language Note 1

Mind the difference between the notions.

- Trip:** A journey that you make to a place and back again.
Travel: Going from one place to another often to a place far away.
Journey: Travel from one place to another (formal use).
Tour: Organized trip, e.g. *spirituality tour* (churches, temples, etc.).

Exercise 1. Express your opinion about the statements. Read them aloud beginning with the statement of agreement or disagreement:

Agreement	Disagreement
<ul style="list-style-type: none"> • I agree with it 100 per cent. • I couldn't agree with it more. • That's so true. • That's for sure. • That's exactly how I feel. • No doubt about it. 	<ul style="list-style-type: none"> • I don't think so. • I'm afraid I disagree. • (strong) I totally disagree. • I beg to differ. • (strong) I'd say the exact opposite. • That's not always true.

STATEMENTS	True	False	Don't know
5. Inbound tourism implies non-residents travelling within another country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Alphetourism is responsible travel to natural areas that conserves the environment and improves the well-being of local people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ecotourism is one of the modern trends in travelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 5. Read the text and check your answers.

Tourism is travelling to another destination for the purposes of recreation, leisure, or business. A person who travels to a destination and stays outside of where they usually live for more than 24 hours but less than one year is considered as a tourist by the World Tourism Organization. Some people differentiate “a tourist” from “a traveler”. A tourist carries a camera, guidebook and map at all times and wears the same clothing as at home. Tourists tend to stay in their comfort zones, they may speak only their native language instead of trying to learn phrases in the local language, stick to major cities instead of taking risk of visiting smaller towns. A traveler may try to explore the less-traveled areas and explore locations where tourism doesn't drive the economy. Such people interact with locals. Their goals for a trip are to learn and experience new things, rather than to take a relaxing break from everyday life. A traveler may consider a trip a journey rather than a vacation.

The type of tourism depends on the reason for travel. Destinations may be domestic or international.

Domestic tourism involves residents travelling only within their country.

Inbound and outbound tourism are referred to as types of international tourism. Inbound tourism implies non-residents travelling within a country.

Outbound tourism presupposes that residents travel within another country.

There are also many other types of tourism according to their “niche” or specialty travel category. Among them there are adventure tourism, agritourism, culinary tourism, dark tourism, disaster tourism, ecotourism, extreme tourism, health tourism, sports tourism, wildlife tourism and many others. There exist extraordinary types of tourism such as alphetourism, when a tourist finds the first street alphabetically on a map, and the last street alphabetically, draws a straight line (or any other figure they desire) between them, and walks the path between the two points.

One of the modern trends in travelling is ecotourism which is defined as “responsible travel to natural areas that conserves the environment and improves the well-being of local people”. Ecotourism is about uniting conservation, communities, and sustainable travel.

(http://www.hkhk.edu.ee/natureguide/types_of_tourism.html)

Internet research

Search for the keywords “World Tourism Organisation”. On their official Web site find the Global Code of Ethics for Tourism. Make a report. What points do you want to add to the list?

Exercise 6. Language practice.

A) Fill in the gaps with the words and word combinations from the text, Phrase Bank I and Language Note 1.

1) John is not a risk-taker, while travelling he prefers to stay in his _____.

2) This year I'm going to _____ all around the British Isles.

3) The _____ from Moscow to St. Petersburg by train can now be completed in under four hours.

4) A _____ holiday or place is one where you can cook your own food.

5) This year my daughter is going to a _____ where she will spend her summer holiday and participate in various activities.

6) Efforts are being made to promote local environmental awareness of the importance of the area and to encourage _____.

7) Candy is among those who are keen on getting new information, she likes to _____.

8) I prefer travelling _____ a _____ because I think there are many places of interest in my own country.

9) I'm so tired! I need to take a _____ break!

10) I went on a day _____ to Prague. We left at 5.30 in the morning and returned before midnight the same day.

B) Fill in the table using the words: “ecotourism; farm stays; camping; religious; cultural; Niche tourism; business; environmental; exhibition; adventure”. Comment upon the tourism activities.

Tourism Activities				
Mass tourism	_1_			
	2	urban	rural	_3_
	– heritage – _4_ – educational – research	– _5_ – conference – _6_ – sports – galleries	– _7_ – _8_ – wine, gas- tronomy – sports – festivals – arts & crafts	– _9_ – nature – _10_

(www.englishstrategies.wordpress.com)

C) Complete the dialogues. Act them out in class.

A: What kind of tourism activity do you prefer?

B: Frankly speaking, I work so much that the only type of travelling I have is _____.

A: Which places do you usually go to?

B: Usually I go to _____ and _____. There I have time to _____.

A: I'm glad to hear it!

A: What do you like about visiting _____?

B: Usually I go there for a _____ tour/trip because this country is famous for _____.

A: Do many people share your interest?

B: Well, yes, indeed! Quite often I meet the same guys! We adore _____ and _____.

A: That's great!

A: They say that _____ is one of the best places for _____ tourism!

B: I'm not surprised! There are so many _____ and _____, they really attract tourists from all over the world!

A: I'm going to _____ this weekend! I hope I'll have a chance to _____.

B: Wonderful! Good luck!

A: Good morning! I need help to plan my _____.

B: Hello! Sure, where do you like to go?

A: I haven't decided it yet.

B: What do you enjoy?

A: As a matter of fact I really like to _____.

B: I have some brochures here that you may look at.

A: These look great!

B: Do you know how much you want to spend on this _____?

A: I have about two thousand rubles to spend on this _____.

B: Well, take these brochures, and get back to me when you want to make your reservations.

A: Can you help me with _____ plans?

B: Do you know where you want to _____?

A: I'm open to suggestions here.

B: Would you like to _____ to a tropical climate, or would you like to go somewhere with a cooler climate?

A: I would like to go to a cooler _____.

B: I can give you some booklets that could give you some ideas.

A: I'd like to have a look at them now.

B: What is your budget for this _____?

A: I guess I can spend about five hundred rubles a day.

B: Take your time choosing a _____ !

Travelling around the World

Phrase Bank II		
Verbs	Nouns	
to go by to go to board to take to fly to take off to land to sail	rail / bus / car / plain / train on foot a ship a taxi airport check-in bicycle bike bus station	coach railway station traffic tube / underground / subway boat ferry port voyage

Exercise 7. In Phrase Bank II find words to illustrate the sounds below and put them down into the table.

[eɪ]	[æ]	[aɪ]	[ʌ]

Exercise 8. Classify the words in Phrase Bank II according to the descriptions in the table below.

Air	Land	Sea

Language Note 2

Mind the usage of the Present Continuous tense for *the present* and for *the future*.

I'm going by bus to St. Petersburg at the moment! I hope to be there in 2 hours!
 (action happening exactly now)

Paul Theroux is writing a book about his final trip to Africa. (action happening around now)

Where are you planning to spend your vacation? (planned future action)

We use a special expression **to be going to** when we have the intention to do something before we speak. We have already made a decision before speaking:

Jo has won the lottery. He says he's going to buy a ticket to Paris.

Exercise 9. Open the brackets using the verbs in the Present Continuous Tense. For each case explain why this tense is used.

- Hurry up! The bus _____ (*approach*).
- Excuse me, what language _____ you (*speak*)?

3. I hear Mr. Gohnes _____ (*stay*) in the Hilton.
4. _____ you (*leave*) for Chicago tomorrow?
5. My parents _____ (*come*) back from Europe.
6. Mary _____ (*travel*) abroad now.
7. Look! Somebody _____ (*carry*) your bags.
8. I can't believe a word she says. She _____ (*lie*) all the time.

Reading & Speaking

Exercise 10. Read the text and underline all the geographical names. Pay attention to the articles used with them. Explain their usage.

Why am I planning to spend my vacation in Russia? Russia is a country which stretches along Eastern Europe and Northern Asia. Its population ranks 7th in the world after China, India, the USA, Indonesia, Brazil and Pakistan. There are so many places to see and to visit in Russia.

Motherland Monument (named The Motherland calls) is the largest statue in Mamaev Kurgan in Volgograd, the city which is also famous for its river — the Volga.

Lake Baikal is located in the south of the Russian region of Siberia. Lake Baikal is the world's deepest lake and the largest fresh-water tank on Earth.

Mount Elbrus is located in the western Caucasus mountain range, in Kabardino-Balkaria. Mount Elbrus is an inactive volcano, with altitude around 5,645 metres.

Peterhof in St. Petersburg has a worldwide fame as the capital of fountains. Actually, St. Petersburg is the concentration of historically well-known places: the Hermitage, Kunstkamera, its beautiful cathedrals, etc.

And of course Moscow! The capital of Russia which is famous for the Kremlin, Red Square, the Bolshoi Theatre, the Arbat and many others.

(http://mostamazingplace.blogspot.ru/2011_10_19_archive.html
<http://annirhiannon.blogspot.ru/2011/10/the-most-beautiful-places-in-russia.html>)

Exercise 11. A) Work in pairs. Put a question to each sentence. The beginning is given. Mind the usage of the articles.

1. Glacier National Park contains some of the most beautiful, primitive wilderness in the Rocky Mountains. — Which ...?

2. With as many as 40 floods per year between March and September, Venice is slowly sinking at an estimated rate of 2.5 inches every 10 ten years. — What rate ...?

3. Since the Dead Sea is located in a very hot and dry region, it loses much water through evaporation, causing its level to fluctuate during the year. — Why ...?

4. A mausoleum in northern India on the Yamuna River, the Taj Mahal is considered one of the most beautiful buildings in the world and the finest example of the late style of Indian Islamic architecture. — What ...?

5. One of the original Seven Wonders of the Ancient World, the Pyramids of Giza, located outside modern Cairo, consist of three magnificent royal tombs guarded by a Sphinx. – How many ...?

6. Situated in the center of London, Little Green Street, is one of a few surviving streets from Georgian England. – What kind of ...?

7. Next week the Smiths are leaving for the UK: they are planning to visit Stonehenge, one of the wonders of the world and the best-known prehistoric monument in Europe. – When ...?

8. The Queen is Head of State of the UK and 15 other Commonwealth realms. – Which realms ...?

B) Put similar questions to the text above.

Exercise 12. A) Work in pairs. Make up a dialogue about the most attractive touristic destinations. Share your plans for vacations.

Student A – Try to prove that your country is the best place to visit. Give reasons. Tell your partner about your plans for the coming vacation. Make use of the colloquial expression in the table below.

Student B – You share your partner's point of view that there are many places of interest in your country but they also think that nowadays people should take their chance to see the whole world. Tell your partner which countries you are going to visit and what you are planning to see there. Make use of the colloquial expression in the table below.

To state your opinion	To ask for an opinion
<ul style="list-style-type: none">• In my opinion...• The way I see it...• If you want my honest opinion...• As far as I'm concerned...• If you ask me...	<ul style="list-style-type: none">• What's your idea?• What are your thoughts of...?• How do you feel about that?• What do you think?• Do you agree?• Wouldn't you say...?

B) Work in pairs. Choose one of the English-speaking countries. What attractive places are there? Which manners are considered to be appropriate there? Study additional sources of information. Discuss the details.

Student A – You are a tourist in the chosen country. Ask the guide about the sights, the traditions, and the etiquette of the country.

Student B – You are a guide. Get ready to answer all the questions of your client.

Exercise 13. Prepare a monologue giving reasons why it is so important to visit the country the language of which you are learning, to get acquainted with its history and culture, its symbols and traditions. What would you like to see in the UK? Why?

Choosing a Hotel

Phrase Bank III			
Verbs / Verb Phrases	Adjectives	Nouns / Noun Phrases	
to be easily to have to be located / situated on to check in to check out	accessible unique free single / double / family luxury	locations the outskirts of airport shuttle service bedrooms hotel motel resort youth hostel accommodation reservation suite Full Board (FB) / Half Board (HB) / Bed and Breakfast (B&B)	air-conditioning hotel facilities internet access 24-hour room service parking kids' club no smoking room conference centre cable / satellite TV safe in room laundry service gift shop

Exercise 14. Fill in the gaps. Use the words from Phrase Bank III. Read them aloud.

1	[hə(ʊ)'tel]
motel	2
3	['hɒst(ə)l]
facilities	4
5	[swi:t]
luxury	6
7	['ækses]
laundry	8
9	['hændɪkæpt]
sauna	10

Exercise 15. Match definitions with the words in Phrase Bank III.

- a service provided by a hotel that allows you to have food and drink to your room at any time;
- a shop selling things that people like to give and receive as presents;
- a small hot wooden room that people sit in in order to sweat and relax;
- the service that you get at a hotel when you eat all your meals there;
- a shop where you can get beauty treatments for your skin and hair;
- to be situated not in the city centre;
- a hotel for people who are travelling by car;

- a cheap place where travelers, especially young people, can stay for a short period of time;
- the service at a hotel of providing a room for the night and a meal the next morning;
- an arrangement in which you stay in a hotel and have breakfast and an evening meal there, but not lunch.

Reading & Speaking

Exercise 16. A) Work in groups and discuss the questions.

- What do people expect from a good hotel?
- What do you consider to be the most important in choosing a hotel: *price, facilities, service, location*?

B) Read the description of one of the most famous hotels – the Hilton, and fill in the table after the text.

The most recognized name in the industry, Hilton Hotels & Resorts stands as the stylish, forward thinking global leader of hospitality. With over 92 years of experience, Hilton continues to be synonymous with hotel because of our innovative approach to products, amenities and service. We help make travelling easier with our smart design, innovative restaurant concepts, authentic hospitality and commitment to the global community. With more than 540 locations in 78 countries, Hilton provides an authentic and contemporary experience for our guests worldwide. Our guest rooms feature a smart, functional design plus thoughtful amenities. And our Request Upon Arrival service ensures that your room will be unique to your specifications from the moment you check in.

We know that food and drink are an important part of any stay. Whether dining in one of our innovative on-site restaurants or having a healthy Hilton Breakfast in-room, you'll find delicious and accessible options to satisfy any craving.

Our Team Members are always ready to provide friendly, individualized service to our guests. We're also happy to offer a range of services to meet your needs. Keep up your workout routine at our on-site fitness centers or relax at one of our spas. From booking to checkout, we're here to make your stay as enjoyable as possible.

Hilton and our Team Members support a variety of charitable efforts. We make it easy for Hilton Honors members to do the same by converting points into assistance for those in need. We also support global sustainability. In fact, a Hilton hotel was the first to earn both LEED and Green Seal environmental certifications. We're more than just a hotel – we're a global citizen.

(<http://www.hilton.com/>)

1. Full name of the hotel	
2. Experience	
3. Number of locations	
4. Issues of innovative approach	
5. Services provided	

Exercise 17. A) Answer the questions to the text.

- 1) How does the Hilton make travelling easier?
- 2) What kind of experience does the Hilton provide for their guests?
- 3) What are the ways to have a meal at the Hilton?
- 4) How does the Hilton support global sustainability?
- 5) In the text find the arguments that the Hilton is a global leader of hospitality.

B) Work in pairs. Ask and answer similar questions about other well-known hotels and resorts.

Language Note 3

Pronouncing dates and numbers.

Dates

In English, we can say dates either with the day before the month, or the month before the day:

The first of January / January the first.

Remember to use ordinal numbers for dates in English.

(The first, the second, the third, the fourth, the fifth, the twenty-second, the thirty-first, etc.)

Years

For years up until 2000, separate the four numbers into two pairs of two:

1871 = eighteen seventy-one

1999 = nineteen ninety-nine

For this decade, you need to say “two thousand and –”:

2001 = two thousand and one

2014 = two thousand and fourteen

or sometimes it’s possible to pronounce them as

twenty fourteen

Large numbers

Divide the number into units of hundreds and thousands:

400,000 = four hundred thousand (no -s plural)

If the number includes a smaller number, use “and” in British English:

450,000 = four hundred and fifty thousand

400,360 = four hundred thousand and three hundred and sixty

Saying 0

Depending on the context, we can pronounce “zero” in different ways:

2–0 (football) = two nil

30–0 (tennis) = thirty love

604 7721 (phone number) = six oh four... (remember to pronounce the figures separately)

0.4 (a number) = nought point four / zero point four

0°C (temperature) = zero degrees

Room 701 = seven oh one

Exercise 18. A) Fill in the gaps in the dialogue with the appropriate phrases from the box. Act out the dialogue.

Should you have any questions or requests...	So what does this cost include?	My pleasure, sir!	Also, the hotel provides room service at an additional charge.
Would you, please, sign the receipt along the bottom!	Thank you, and what time is check-out?	Can you please spell that for me, sir?	We are a five star hotel after all.

Checking-in

Receptionist: Good morning! Welcome to the Metropol. How can I help you?

Guest: I have a reservation for today. It's under the name of Jefferson.

Receptionist: 1

Guest: Sure. J-E-F-F-E-R-S-O-N.

Receptionist: Yes, Mr. Jefferson, we've reserved a single room for you with a view of the sea for a week. Is that correct?

Guest: Yes, it is.

Receptionist: Fine! We already have your credit card information on file. 2

Guest: Oh! Six hundred and eighty dollars a night!

Receptionist: Yes, sir. 3

Guest: Alright, I'm here on business anyway, so my company is paying for everything. 4

Receptionist: An FB, free airport shuttle service, and use of the hotel's safe!

Guest: So what's not included in the price?

Receptionist: Well, there is a mini-bar in your room. Use of it will be charged to your account. 5

Guest: Ok, so what room am I in?

Receptionist: Room 309. Here is your key. To get to your room, take the elevator on the left up to the third floor. Turn right when you exit the elevator and your room will be on the right hand side. A bellboy will fetch your bags.

Guest: Good! Thanks.

Receptionist: 6, please dial "O" from your room. Oh, and there is Internet available in the lobby 24 hours a day.

Guest: 7

Receptionist: At midday, sir.

Guest: Ok, excellent.

Receptionist: 8. Have a wonderful stay at the Metropol Hotel.

B) Some of the sentences in the dialogue below have been jumbled. Put them in the right order. Give the general idea of the dialogue.

Checking-out

Receptionist: *stay us you your Did with enjoy? 1*

Guest: Yes, very much. And I now need to get to the airport. I have a flight in three hours, so what is the quickest way to get there?

Receptionist: service have airport We a free shuttle. **2**

Guest: That sounds great!

Receptionist: The next shuttle leaves in 20 minutes, and it takes about 30 minutes to get to the airport.

Guest: Excellent! the lounge just in I'll area wait. **3** Will you please let me know when it arrives?

Receptionist: Of course, Madam! And before you go would you, please, settle the mini-bar bill?

Guest: Oh yes certainly. How much is it?

Receptionist: Let me see. The bill is \$23.50. would that for you like to pay How? **4**

Guest: I'll pay with my credit card.

Receptionist: Good! By the way, you can leave your bags with our porter and he could load them onto the shuttle for you when it arrives.

Guest: would great That be! **5** Thank you!

Exercise 19. A) Work in groups. Prepare a project of your own hotel. Dwell on the location, price, services, types of accommodation, and design of the hotel, etc.

B) Listen to your group mates, fill in the form:

Name of the hotel	
Location	
Prices	
Accommodation	
Services	

Booking Procedure

Phrase Bank IV		
Verbs	Nouns / Noun Phrases	
to enquire about...	a flight	economy class ticket /
to confirm smth	airport tax	coach ticket (Am.)
to be delayed	flight availability	arrival
to be cancelled	non-stop flight	departure
to book	direct flight	aisle seat
to include	connecting flight	window seat
	layover	customs
	first class ticket	jet lag
	business class ticket	

Exercise 20. In **Phrase Bank IV** find words with the unstressed vowel [ɪ], e.g. *include* [ɪn'klu:d]. Put them down with their transcription. Read them aloud. Use these words in the sentences of your own.

Exercise 21. Complete the sentences using the words and word combinations from **Phrase Bank IV**.

1. I'm buying a _____ ticket. It's going to be great. Passengers are served wine during the entire flight, and the food is fantastic.

2. We have a _____. We're going to stop briefly in Berlin, but we'll not have to get off the plane.

3. There are a lot of _____ at the same time. That's why we have to wait a long time to get our luggage.

4. We had a six-hour _____ in Beijing. It was awful.

5. _____ in advance is always cheaper.

6. _____ is tiredness travelers experience when they travel from one time zone to another.

7. A _____ is when the plane stops and passengers change planes.

8. How long is our flight _____? Does the on-line screen say when the new departure time is?

9. I prefer _____ seats because it is easier to get up and use the rest-room.

10. _____ tickets are the cheapest tickets that airlines offer.

Language Note 4

Mind the usage of the modal verbs *Can* and *Could*

Possibility:

We use the modal **can** to make general statements about what is possible:

It can be very cold in winter. (= It is sometimes very cold in winter)

We use **could** as the past tense of *can*:

It could be very cold in winter. (= Sometimes it was very cold in winter.)

We use **could** to show that something is possible in the future, but not certain:

If we don't hurry, we could be late. (= Perhaps / Maybe we will be late)

Impossibility:

We use the negative **can't** or **cannot** to show that something is impossible:

That can't be true.

We use **couldn't** / **could not** to talk about the past:

We knew it could not be true.

Ability:

We use **can** to talk about someone's skill or general abilities:

She can speak several languages.

He can swim like a fish.

We use **can** to talk about the ability to do something at a given time in the present or future:

*You **can make** a lot of money if you are lucky.*

*Help. I **can't breathe**.*

We use **could** to talk about past time:

*She **could speak** several languages.*

*They **couldn't dance** very well.*

Permission:

We use **can** to ask for permission to do something:

***Can I ask** a question, please?*

***Can we go** home now?*

Could is more formal and polite than **can**:

***Could I ask** a question, please?*

***Could we go** home now?*

We use **can** to give permission:

***You can go** home now if you like.*

***You can borrow** my pen if you like.*

Instructions and requests:

We use **could you** and **could I** as a polite way of telling or asking someone to do something:

***Could you take** a message, please?*

***Could I have** my bill, please?*

Can is less polite:

***Can you take** a message, please?*

Offers and invitations:

We use **can I...** to make offers:

***Can I help** you?*

***Can I do** that for you?*

We sometimes say **I can...** or **I could...** to make an offer:

***I can do** that for you if you like.*

***I can give** you a lift to the station.*

Reading & Speaking

Exercise 22. Read the dialogue between two people and guess what they are. Mind the phrases in bold. In which meanings are the modal verbs **can** and **could** used in the dialogue?

Kathrine: Hello! Kathrine speaking...

Tom: Hello! **I'd like to enquire about flights** to Toronto from Charles De Gaulle in Paris, please. I'm going to a seminar at the end of the week — Thursday 12th until Sunday 15th. **Could you tell me about the flight availability** and prices, please?

- Kathrine:** Certainly. **Which class do you prefer: economy, business or first class?**
- Tom:** Well, personally I'd like to go first class, but unfortunately I'll have to go economy due to the company rules.
- Kathrine:** Yes, sure, I see. **How many of you are going to travel?**
- Tom:** Just me.
- Kathrine:** Okay, so that's one seat... economy... Paris — Charles De Gaulle to Toronto Airport.
- Tom:** So how much is it?
- Kathrine:** Let me see... to qualify for the discount rate, you need to stay over a Saturday, which you are doing... Yes, that is 980 EUR.
- Tom:** Okay, and **does that sum include the airport tax?**
- Kathrine:** **No, the tax is another 50 EUR on top of that.**
- Tom:** Okay, thanks! **Can I book that, then?**
- Kathrine:** Certainly.
- Kathrine:** Can I help you with anything else?
- Tom:** Yes, **I'd like to book a hotel room** too, for the full 3 nights. **Could you check if there are any free rooms in the Hilton Hotel, please?**
- Kathrine:** Let's see. Oh, yes, they do.
- Tom:** Fine, could I **book it provisionally** for now and **I'll call you back later to confirm?** I just need to check some details.
- Kathrine:** Alright, sir. Can I help you with anything else?
- Tom:** No, that's all for now. I'll call you back. Thank you!

(<http://www.bbc.co.uk/>)

Exercise 23. Language practice.

A) Paraphrase the sentences using can or could.

- 1) It's sometimes really hot in Moscow in summer.
- 2) Old people often get confused when they book their tickets on-line.
- 3) Sometimes I was quite nervous while flying over the sea.
- 4) Perhaps, we'll be late for our flight, if you don't hurry!
- 5) You're not serious! Why don't you like this FB system?
- 6) I envy you for that skill of swimming like a fish!
- 7) If you are lucky, John, it's possible for you to win a lot of money in Las Vegas!
- 8) Give me my bill, please!

B) Which information do you need to provide to book a flight on-line? Search the Internet for the details. Report to the class.

C) In each line find the odd word.

- to reserve; to book; to cancel
- non-stop flight; layover; direct flight
- to enquire; to delay; to cancel
- unique; luxury; accessible
- kid's club; checking-in; parking

D) Find one mistake in each line. The 1st one is done for you.

- A:** Hello! Can I helping you? helping Line 0
- B:** I'm need help in booking some tours. Line 1
- A:** We can book your tours here. How much will you be here? Line 2
- B:** I am only stailing for four days. Line 3
- A:** Is this your first voyage in our city? Line 4
- B:** I was on a business journey here but didn't have a chance to see much. Line 5
- A:** Have you got an idea of what types of things you want- ing to see? Line 6
- B:** I love being indoors and would like to spend some time at the beach. Line 7
- A:** We have a tour that can take you where you can to see all of that. Line 8
- B:** Do you have a tour where can I get a quick overview of the city? Line 9
- A:** We do, indeed! I'm going present them to you. Line 10

E) Work in pairs. Make up questions using the phrases from the table below. Answer them in turn. Act out the dialogue between a receptionist and his guest.

Can	you	like to register?
Do	will you	is it?
Who	I	help you?
Would	name	spell the name, please?
What	you	pay?
Could	is	be staying?
How long	will you	have a reservation?
Could	you	sign here?
How	you	the reservation for?

F) Find information about the peculiarities of business trips in different countries. Get ready to report your findings to the class.

G) Role play "Customer complaint".

Student A – You are staying at a famous hotel. Unfortunately there are many things that really trouble you: no clean towels, noisy neighbours, loud air conditioning. You are complaining to the hotel manager. Find out what can be done and what compensation you can get. Be insistent.

Student B – You are a hotel manager. One of your guests is not satisfied with his/her room (no clean towels, noisy neighbours, loud air conditioning). He/she wants to claim compensation. Try to solve the problem. Be polite.

Follow these for further research:

- <http://www.businessenglishresources.com/31-2/student-section/business-vocabulary/>
- <http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/5flights.shtm>
- <http://www.vocabulary.cl/Lists/Hotel-Dialogues.htm>
- <http://www.eslflow.com/Tourismlessons.html>
- <http://www.agendaweb.org/vocabulary/travelling-tourism-exercises.html>

Unit 6

OUTSTANDING PERSONALITIES OF THE MODERN ERA

Fame

Lead-in

Phrase Bank I	
Verbs	Nouns / Noun Phrases
to be born with	fame
to study	celebrity
to think about	idol(s)
to take	human behaviour
to become	hard work
to earn	big success
to get	professional success
to make	natural talents
to succeed	impression on people
to adore	advantages/disadvantages
to receive	appreciation
to achieve	

Language Note 1

Mind the pronunciation. Practice pronouncing the words in pairs.

achieve	[ə'tʃi:v]
appreciation	[ə,prɪ:'ʃi:ej(ə)n]
behaviour	[bi'hɛvjə]
elite	[ɪ'li:t] / [eɪ'li:t]
idol	['aɪd(ə)l]
paparazzi	[,pæp(ə)'rætsɪ]
succeed	[sək'si:d]
success	[sək'ses]

Exercise 1. Express your opinion about the statements beginning with

- I don't really agree that...
- I completely agree that...

- I don't agree at all that...
 - I couldn't agree more that...
 - That's right...
- 1) "Outstanding people have one thing in common: an absolute sense of mission." (Zig Ziglar)
 - 2) "The higher your energy level, the more efficient your body. The more efficient your body, the better you feel and the more you will use your talent to produce outstanding results." (Anthony Robbins)
 - 3) "To be Outstanding is to do the same thing others have done in a different way. But to STAND-OUT is to do what no one has ever done before. Being outstanding is good, but STANDING-OUT is better." (Olaotan Fawehinmi)
 - 4) "A lot of things come with fame, whether it's losing friends or losing family." (Young Jeezy)
 - 5) "Fame should be left to the film stars." (Alexander McQueen)

Exercise 2. A) Work with nouns in Phrase Bank I. Provide their forms in the table. Compose sentences to illustrate the meaning of words.

Noun	Verb	Adjective	Adverb
fame			
success			
appreciation			
impression			

B) Match verbs and nouns from Phrase Bank I to get sentences about fame and success.

C) Turn your sentences from Exercise 2 (B) into questions about fame and success. Discuss them in pairs/groups.

Reading & Speaking

Exercise 3. Do the quiz in pairs, mark the statements as "True / False / Don't know". Check your answers in the article below.

STATEMENTS	True	False	Don't know
1. Fame has appeared recently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is very easy to become a big success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Fame and celebrity are the same things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Not many people can achieve fame.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Fame is about promoting oneself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Fame is a better and more effective way to live your life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Fame has advantages only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENTS	True	False	Don't know
8. Famous people lead a healthy lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Famous people have more opportunities than ordinary people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Famous people are usually lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 4. Read the text and check your answers. Say if your answers were right or wrong.

For most of its existence, the field of psychology has ignored fame as a primary motivator of human behaviour: it was considered too shallow, too often mingled with other motives to be taken seriously. But in recent years, some scientists have begun to study and think about fame in a different way.

Our parents and teachers tell us that it takes hard work to become a big success; others say that some people are born with natural talents that raise them to the top of their field. Fame can be created and used in any field. We should separate fame and celebrity. Fame is professional success enjoyed by society's true elite; celebrity is about paparazzi and selling baby pictures for millions.

Fame is special and not many people will do what it takes to earn it for themselves. Consider these points:

- Fame is a powerful tool you can use to get many things that money can't buy.
- Fame is based to some extent on making impressions on people. The successful fame seekers use techniques to promote themselves.
- Fame is the key to admission into the special group we call society's elite.
- Fame determines who succeeds and who doesn't in many cases.
- Fame is simply a better and more effective way to live your life.

So, many people want to become famous, to have lots and lots of money in order to do what they please, to be well-known all over the world. But almost every one of them doesn't take into consideration the disadvantages of being famous.

You don't have a single moment of privacy as you are always on the spot lights and paparazzi follow you everywhere. Many famous people start drinking, smoking and drugs. So fame destroys lives.

We should also mention some advantages, such as famous people have fans. Fans are the people who adore their idols. Fan mail and other forms of appreciation that celebrities receive can be inspirational, motivational. Also, many opportunities arise when people become famous. Being famous definitely opens many doors in life which would have remained shut if fame had not been achieved.

(<http://www.nytimes.com/>)

Exercise 5. Language practice.

A) Fill in the gaps with words and word combinations from the text.

1. Fame is the driving force of _____.

2. For people without any talents it is difficult to _____.
3. Fame and celebrity are different, fame means your _____.
4. If you want to be famous, you should _____ on people.
5. If you are famous, you _____ better.
6. Fame as any other notion has its _____ and _____.
7. Fame is not always positive, when people start smoking and drinking they _____.
8. Famous people have fans: these are people who _____.

B) Fill in the table. Use the text.

	Explanation	Features	Advantages	Disadvantages
FAME				

C) Paraphrase the combinations in italics using your active vocabulary.

1. Some people say *it is not easy to become successful* because you should spend much time and energy to achieve this.
2. The main reason why people want *to be known all over the world* is to become very rich and wealthy.
3. Fame as any other phenomenon has *positive and negative features*.
4. For some people fame is a natural thing because they have *a lot of unique inborn qualities*.
5. It can sometimes be very difficult to be famous because of a lot of *admirers who idolize their favourite*.
6. Before nobody studied and thought about fame as *the way of people's conduct*.
7. If you are famous you can *follow different ways and do what you want*.
8. We should distinguish fame and celebrity because fame usually means *achievements in one's job*.

D) Work in pairs. Use the table from Exercise 5 (B), the text and your own ideas.

Student A – believes that fame is all about advantages.

Student B – believes that fame is all about disadvantages. Discuss your ideas in pairs.

Outstanding Personalities: Economics

Phrase Bank II	
Verbs	Nouns / Noun Phrases
to contribute to	an economist and a professor
to major in	a number of researches
to shape	a part of famous organizations and universities
to share	one's thinking
to gain	one to take the decision

Phrase Bank II	
Verbs	Nouns / Noun Phrases
to be involved in	economics
to play	academic positions
to inspire	microeconomics
to hold	a number of policy and government roles
to carry out	recognition
to be	research
to found	the Nobel Memorial Prize
to author	one of the leading economics journals
to edit	

Exercise 6. Match the definitions to some of the nouns in Phrase Bank II.

- systematic investigation to establish facts or principles or to collect information on a subject;
- the social science concerned with the production and consumption of goods and services and the analysis of the commercial activities of a society;
- a prize for outstanding contributions to chemistry, physics, physiology or medicine, literature, economics, and peace that may be awarded annually;
- a specialist in economics;
- the acknowledgement of achievement;
- the branch of economics concerned with particular commodities, firms, or individuals and the economic relationships between them;
- a post of employment, a job at university;
- a periodical or magazine, especially one published for a special group, learned society, or profession.

Exercise 7. Match verbs and nouns from Phrase Bank II and compose as many sentences as you can. Check your answers in the text below.

Language Note 2

Mind the pronunciation. Practice pronouncing the words in pairs.

mathematics	[,mæθ(ə)'mætiks]
philosophy	[fɪ'lɒsəfi]
chemistry	['kemɪstri]
biology	[baɪ'ɒlədʒi]
globalization	[,glɒb(ə)laɪ'zeɪʃ(ə)n]
economics	[,i:kə'nɒmɪks]
Vice President	['vaɪs 'prezɪdənt]
Chief Economist	['tʃi:f i'kɒnəmɪst]
contribution	[,kɒntrɪ'bju:ʃ(ə)n]
colleague	['kɒli:g]
dozen	['dʌzn]

Reading & Speaking

Exercise 8. Read the text and find active words and word combinations. Translate them into Russian.

Joseph Eugene Stiglitz (born February 9, 1943) is an American economist and a professor at Columbia University. He is known for his critical view of the management of globalization, free market economics and some international institutions like the International Monetary Fund and the World Bank. Stiglitz has been involved in a number of researches and has been a part of famous organizations and universities. He is associated with most of the Ivy League institutions. Stiglitz is one of the most cited economists.

At school Stiglitz studied mathematics, history, English, philosophy, and introductory chemistry and biology. This knowledge in various fields shaped Josephs thinking, especially his ideas about globalization. Joseph liked economics most of all. Three of his teachers showed him the range of the subject and inspired him to take the decision of majoring in economics.

Stiglitz held academic positions at Yale, Stanford, Duke, Oxford, and Princeton. Currently Stiglitz is a Professor at Columbia University.

In addition to contributing to microeconomics, Stiglitz has played a number of policy and government roles. He served in the Clinton Administration as the chair of the President's Council of Economic Advisors (1995–1997). At the World Bank, he served as the Senior Vice President and Chief Economist (1997–2000). Stiglitz has advised American President Barack Obama, but has also been sharply critical of the Obama Administration's financial-industry rescue plan.

Joseph Stiglitz has had many vital contributions to economics. His researches and techniques gained him recognition and earned him many prizes. One of Stiglitz's most famous researches is a technique called screening. This research was carried on with his two colleagues and Stiglitz went on to share the Nobel Memorial Prize in Economics in 2001 with them.

Along with the technical economic publications and many articles (over 3000), Stiglitz has authored and edited many books. He has written books related to patent law and abuses in international trade. He founded one of the leading economics journals – “The Journal of Economic Perspectives”. His papers have been translated into more than a dozen languages.

(<http://www.thefamouspeople.com/profiles/joseph-e-stiglitz-286.php>)

Note

Ivy League institutions – университеты Лиги Плюща – are 8 private, east-coast colleges and universities famous for providing an excellent education and their significant history.

the International Monetary Fund – Международный валютный фонд

the World Bank – Мировой банк

Exercise 9. Language practice:

A) Fill in the gaps with words and word combinations from the text.

1. It is a dream of any professor to hold _____ at Ivy League institutions.

2. It is important to study different sciences such as mathematics and philosophy because they help to _____.

3. It is difficult to _____ by oneself, you'd better do it with your colleagues.

4. It is a great honour for any academic team to _____ for their achievements in their research.

5. Any professor writes a lot of different papers and books, that means that he _____ and _____ papers and books.

6. Any economist tries to develop economics, that's why he/she _____ all his/her ideas, researches and techniques.

7. When all people know you because of your researches, that means that your researches _____ you _____.

B) Write out all the sentences in the Present Perfect. Turn them into negative sentences and questions.

C) Complete the sentences choosing the correct form of the verb.

1. Stiglitz *have / has / hasn't / haven't* been involved in a number of researches.

2. Stiglitz liked many subjects, but he *has liked / liked / have liked / didn't like* economics most of all.

3. His teachers *has inspired / have inspired / did inspired / inspired* him to major in economics.

4. Stiglitz *has / have / hasn't / haven't* advised American President Barack Obama.

5. In 2001 Stiglitz *didn't share / haven't shared / shared / has shared* the Nobel Memorial Prize with his two colleagues.

6. He *found / founded / didn't found / didn't find* one of the leading economics journals – “The Journal of Economic Perspectives”.

7. His papers *has / have / hasn't / haven't* been translated into more than a dozen languages.

D) Answer the questions.

1. Who and what is Joseph Eugene Stiglitz?

2. Where is he currently working?

3. What shaped his thinking?

4. What gained him recognition?

5. What is his most famous research?

6. What happened in 2001?

7. What did he found?

8. Are his papers written in English only?

9. What are the achievements of Joseph Eugene Stiglitz? What do you think of them?

E) Role play.

Student A – you are Joseph Eugene Stiglitz.

Student B – you are a reporter for the Economist. Interview Student A about his life, interests, career, etc.

F) Make a list of your own achievements. Discuss them with your partner(s).

Outstanding Personalities: Cinema

Phrase Bank III	
Verbs	Nouns / Noun Phrases
to turn oneself into	the sport of competitive bodybuilding
to serve as	the title
to blow up	a new international audience for bodybuilding
to dominate	a sports icon
to commit	acting
to hit	a college degree
to catapult oneself into	a citizen
to earn	the pseudonym
to dedicate oneself to	box office gold
to generate	the screen
to donate	cinema history
to work under	governor, coach and international torch-bearer
to promote	an era of innovative leadership and extraordinary public service
to win	his time, energy, and personal finances to serving others all over the world
to usher in	physical education and after-school programs
to become	time, energy and personal finances to charitable organizations around the world

Exercise 10. Match verbs and nouns from **Phrase Bank III** to get word combinations.

Exercise 11. Classify word combinations from **Exercise 10** into three big groups. Explain.

Sports	Cinema	Politics

Exercise 12. Use word combinations from **Exercise 10** to compose your own sentences.

Language Note 3

Mind the pronunciation. Practice pronouncing the words in pairs.

Schwarzenegger	['ʃwɔ:tʃə, negə]
athlete	['æθli:t]
icon	['aɪkɒn]

Thal	[ta:l]
Austria	['ɒstriə]
pseudonym	['(p)s(j)u:dənɪm]
Hercules	['hɜ:kjʊli:z]
sword and sorcery epic	[sɔ:d ænd 'sɔ:s(ə)rɪ 'epɪk]
sci-fi thriller	['saɪ faɪ 'θrɪlə]
torch-bearer	['tɔ:tʃ be(ə)rə]
catapult	['kætəpʌlt]
era	['ɪərə]
innovative	['ɪnəʊveɪtɪv]
extraordinary	[eks'trɔ:d(ə)n(ə)rɪ]
usher	['ʌʃə]
charitable	['tʃærɪtəbl]

Reading & Speaking

Exercise 13. Read the text and find active words and word combinations. Translate them into Russian.

Arnold Schwarzenegger, a world-famous athlete and actor was born in Thal, Austria in 1947, and by the age of 20 was dominating the sport of competitive bodybuilding, becoming the youngest person ever to win the Mr. Universe title.

By generating a new international audience for bodybuilding, Schwarzenegger turned himself into a sports icon. With his sights set on Hollywood, he emigrated to America in 1968 and went on to win five Mr. Universe titles and seven Mr. Olympia titles before retiring to dedicate himself to acting. Later, he would go on to earn a college degree from the University of Wisconsin and proudly became a U.S. citizen.

Schwarzenegger, who worked under the pseudonym Arnold Strong in his first feature, Hercules in New York, quickly made a name for himself in Hollywood. In 1977, the Hollywood Foreign Press Association recognized him with a Golden Globe for New Male Star of the Year for his role in Stay Hungry opposite Sally Field. His big break came in 1982 when the sword and sorcery epic, Conan the Barbarian, hit box office gold.

In 1984, Schwarzenegger blew up the screen and catapulted himself into cinema history as the title character in Jim Cameron's sci-fi thriller, Terminator.

He gratefully served the people of California as the state's 38th governor from 2003 to 2010. First elected in California's historic recall election, Governor Schwarzenegger ushered in an era of innovative leadership and extraordinary public service.

But it is Schwarzenegger's commitment to giving something back to his state and to his country through public service that gives him the most satisfaction; donating his time, energy, and personal finances to serving others all over the world.

Schwarzenegger acts as Chairman of the After School All-Stars, a nationwide after-school program, and serves as coach and international torch-bearer for Special Olympics.

Most notably, Schwarzenegger made California a world leader on renewable energy and combating climate change with the Global Warming Solutions Act of 2006, set a revolutionary political reform agenda, and became the first governor in decades to invest in rebuilding California's critical infrastructure with his Strategic Growth Plan. He also dedicated himself to promoting physical education and after-school programs, and continues to commit his time, energy and personal finances to charitable organizations around the world.

(<http://www.schwarzenegger.com>)

Internet research

Search any browser for additional information about A. Schwarzenegger. Get ready to report your findings to the class.

Exercise 14. Language practice.

A) Fill in the gaps with words and word combinations from the text.

Arnie's past

1. Arnie _____ of competitive bodybuilding by the age of 20.
2. Arnie found new audience for bodybuilding that's why he _____.
3. Arnie _____ from the University of Wisconsin.
4. When Arnie started in the cinema, he _____ Arnold Strong.
5. Arnie's historic role is the one of Terminator with the help of which he _____.

Arnie's present

1. For 7 years – from 2003 to 2010 – Arnie _____.
2. Arnie is committed to public services that means that he _____.
3. As Chairman of the nationwide after-school program Arnie _____.
4. Arnie is the first governor who _____.
5. Arnie takes care about after-school programs and _____.

B) Say what these numbers mean according to the text.

5, 7, 20, 38, 1947, 1968, 1977, 1982, 1984, 2003, 2006.

C) Complete the form. Use the text. The last question – personal characteristics – is based on your personal ideas.

Name:
Date of birth:
Place of birth:
Citizenship:
Education:
Occupations(s):

Titles:
Awards:
Commitments:
Achievements:
Personal characteristics:

D) Make 5 True / False statements about Arnie, using the text. Discuss them in pairs / groups.

E.g.: “Arnie is a great actor.” or “He’s terrible. His movies are stupid.”

E) Prepare a report / a presentation about your favourite actor / actress.

Outstanding Personalities: Businesspersons

Phrase Bank IV	
Verbs	Nouns / Noun phrases
to escape	genius start-up
to found	its reach with a steady stream of new product developments, acquisitions, and partnerships
to obtain	Jewish persecution
to handle	his degree with honors / a Bachelor of Science degree
to enter	Stanford University
to become	the most popular search engine in the world
to be involved in	the campus
to boast about	the search page simple
to show one around	queries
to receive	the famous Googleplex headquarters
to earn	a tremendous impact on the Internet
to have	information
to extend	daily operations
to keep	

Exercise 15. Match the definitions to some of the nouns (noun phrases) in Phrase Bank IV.

- the grounds and buildings of a university;
- a degree from a school, college, or university that shows that a student has done work of a very high standard (in the US);
- a centre of operations, as of the police or a business, from which orders are issued;
- a vast computer network linking smaller computer networks worldwide;
- unfair or cruel treatment over a long period of time because of race, religion, or political beliefs;
- a question, looking for an answer from an authority;
- a small business that has just been started;

- a computer program that finds information on the Internet by looking for words that you have typed in.

Exercise 16. Work with nouns in Phrase Bank IV. Provide their forms in the table. Compose sentences to illustrate the meaning of words.

Noun	Verb	Adjective	Adverb
development			
acquisition			—
persecution			—
operation			

Exercise 17. Match verbs and nouns from Phrase Bank IV to compose your own sentences.

Language Note 4

Mind the pronunciation. Practice pronouncing the words in pairs.

genius	[ˈdʒiːniəs]
garage	[ˈgærɑːʒ]
Jewish	[ˈdʒuːɪʃ]
persecution	[ˌpɜːsɪˈkjuːʃ(ə)n]
queries	[ˈkwɪrɪz]
search engine	[sɜːtʃ ˈen(d)ʒɪn]
Bachelor	[ˈbætʃ(ə)lə]
tremendous	[trɪˈmendəs]
campus	[ˈkæmpəs]
acquisition	[ˌækwɪˈzɪʃ(ə)n]
launch	[lɔːntʃ]

Reading & Speaking

Exercise 18. Read the text and say why Google has its name as it is.

Like all good genius start-up stories, Larry Page and Sergey Brin founded Google Inc. in a friend's garage in Menlo Park, California. Since its incorporation on September 4, 1998, the company has grown to nearly 20,000 full-time employees worldwide, and has extended its reach with a steady stream of new product developments, acquisitions, and partnerships, far beyond its modest beginnings as a web search engine.

Sergey Mikhaylovich Brin was born on August 21, 1973, in Moscow, Russia. His family emigrated to the United States to escape Jewish persecution in 1979. After receiving his degree with honors in mathematics and computer science from the University of Maryland at College Park, Brin entered Stanford University, where he met Larry Page. Both students were completing doctorates in computer science. Since its launch in 1998, Google has become the most popular search engine in the world.

Lawrence (Larry Page) was born on March 26, 1973, in Michigan. Larry Page's parents were both computer experts, so it was no surprise that he studied computer engineering. After earning a Bachelor of Science degree with honors in engineering from the University of Michigan, Page decided to concentrate on computer engineering at Stanford University, where he met Sergey Brin who showed him around the campus.

Google's own website implies that they disagreed "about most everything" during this first meeting. Their friendship began in 1996, when Brin joined Page in his BackRub research project. They tested the BackRub search engine later that year on Stanford's servers. Without a web developer, they kept the search page simple, but it was difficult to handle queries as the search engine became increasingly popular. Page and Brin renamed the search engine Google, as a play on the word "googol", a mathematical term represented by the numeral one followed by 100 zeros. Things have gone well since then.

The famous Googleplex headquarters in Mountain View, Calif., is also something to boast about. There is relaxed atmosphere, subsidized massages, on-site stylists, and three free gourmet meals a day, the campus currently covers 2 million square feet of office space.

To say that Google has had a tremendous impact on the Internet is the definition of understatement. In 2006, the word "google" was added to the Merriam Webster Dictionary as "to use the Google search engine to obtain information on the World Wide Web".

Success has kept Page and Green busy. They are involved in daily operations at Google as president of products and president of technology.

(<http://www.entrepreneur.com/article/197848>
<http://www.biography.com/people/sergey-brin-12103333>
<http://www.biography.com/people/larry-page-12103347>)

Exercise 19. Language practice.

A) Complete the sentences choosing the correct answer.

1. Brin's family went to the United States *to start up a business / to escape Jewish persecution.*
2. Larry Page studied *computer engineering / mathematics.*
3. Both S. Brin and L. Page *earned degrees with honours / didn't study at universities.*
4. *Larry Page / Sergey Brin* showed *Sergey Brin / Larry Page* around the campus at Stanford University.
5. *Queries / Google* has become the most popular search engine in the world.
6. Googleplex headquarters are situated in *Menlo Park / Mountain View.*
7. Google has had a *tremendous impact on the Internet / on the Merriam Webster Dictionary.*
8. One can use the Google search engine *to keep the search page simple / to obtain information on the Internet.*
9. Google has *only one product / develops new products* all the time.
10. Success has kept Page and Green *lazy and self-confident / busy and hard-working.*

B) Fill in the table. Use the text. Summarize the information.

	S. Brin	L. Page
Date of birth		
Place of birth		
Parents		
Education		
Current positions		
Interests		
Achievements		

C) In each line find the odd word.

- start-up; acquisition; search engine; partnership
- headquarters; Internet; garage; campus
- search page; queries; degree; search engine
- to enter; to receive; to earn; to escape
- degree; expert; bachelor; doctorate

D) Complete the text with verbs. You may need Past Simple, Present Perfect.

become (2); cover; have; disagree; keep (2); join; begin; start

When S. Brin and L. Page _____ to develop Google, they _____ about everything. Their real friendship _____ when Brin _____ Page in his research project called BackRub which was a search engine. They didn't have a web developer, so they _____ the search page simple. BackRub _____ very popular. BackRub is the first name of Google. Now, the head office of Google is situated in California. It _____ millions square feet of office space. Google _____ a great influence on the internet. S. Brin and L. Page _____ very successful. And this success _____ them busy for all this time.

E) Compose 5 interesting questions about Google. Discuss them in pairs / groups.

F) Role play.

1. **Student A** – you are S. Brin. **Student B** – you are a reporter. Ask Student A about his life and Google creation.

2. **Student A** – you are L. Page. **Student B** – you are a reporter. Ask Student A about his life and Google creation.

G) Find information and prepare a report / a presentation about the person you admire. Deliver your report / presentation to the class.

Writing

Exercise 20. Write a brief description of a person you admire. Include information about the following:

- brief biographical details
- the person's achievements
- why you admire him/her

If You Remember?

1. Fame means _____ success.
2. Fame is _____ to live your life.
3. _____ shared the Nobel Memorial Prize in Economics with two colleagues in 2001.
4. Nowadays Joseph Eugene Stiglitz is a professor at _____.
5. _____ worked under the pseudonym Arnold Strong in his first feature.
6. Arnie serves as _____ for Special Olympics.
7. Google was a _____ story.
8. S. Brin and L. Page are still involved in _____ at Google.

Follow these for further research:

- <http://www.biography.com/people>
- <http://www.thefamouspeople.com/>
- <http://www.bbc.co.uk/schools/primaryhistory/famouspeople/>

Unit 7

FROM A GLOBAL LANGUAGE TO A GLOBAL CULTURE. GLOBAL ENGLISH

Why Should We Speak English?

Lead-in

Phrase Bank I		
Verbs	Nouns / Noun Phrases	Adjectives
to speak	a foreigner	official
to develop	development	recognizable
to instruct	dominance	multinational
to study	language instruction	widespread
to recognize	recognition	various
to expand	a corporation	native
to spread	expansion	common
to vary	variety	spoken
to dominate	a speaker	dominant
		foreign

Exercise 1. Express your opinion about the statements beginning with

- I agree that...
 - I disagree that...
 - As far as I am concerned...
 - I am at one with those...
 - I am afraid that...
- 1) “Those who know nothing of foreign languages know nothing of their own.” (Johann Wolfgang von Goethe)
 - 2) “No culture can live if it tries to be exclusive.” (Mahatma Gandhi)
 - 3) “A different language is a different vision of life.” (Federico Fellini)
 - 4) “One day there will be no borders, no boundaries, no flags and no countries and the only passport will be the heart.” (Carlos Santana)

Exercise 2. A) Look at the nouns in Phrase Bank I and fill in the table of word formation.

Verb	Noun	Adjective

B) Match verbs and nouns from Phrase Bank I and compose as many sentences as you can.

Exercise 3. Do the quiz in pairs and choose the best answer A, B or C to the statements. Check your answers in the article below.

STATEMENTS	A	B	C
1. English is ____ most commonly spoken language in the world. A – the third; B – the first; C the second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. We only started speaking recognizable modern English in ____ century. A – the fourteenth; B – the twentieth; C – in the sixteenth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The closest language to English is _____. A – German; B – French; C – Dutch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. One new word is added to the English language _____. A – every month; B – every day; C – every two hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. English is the official language of _____. A – doctors; B – hotels; C – pilots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Almost ____ of the most visited websites use English as their content language. A – 90 per cent; B – 55 per cent; C – 30 per cent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. By 2020, ____ people will be studying English. A – five billion; B – one billion and a half; C – two billion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Only ____ of native-born Americans can speak a second language. A – 10 per cent; B – 25 per cent; C – 5 per cent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The English language first spread as the result of ____ . A – colonial expansion; B – multinational corporations; C – development of IT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading & Speaking

Exercise 4. Read the article and check your answers in the quiz above.

There are many reasons to learn English. English is the third most commonly spoken language in the world (the first and second are Mandarin Chinese and Spanish). It is spoken as a first language by around 400 million people around the world in such countries as Australia, New Zealand, Canada, the USA, the UK, some territories in Africa. English is the official language of 53 countries. The British Council reports that by 2020, two billion people will be studying English. However only 10% of native-born Americans can speak a second language, compared to 56% of European Union citizens.

The English language first spread as the result of colonial expansion, and has become the standard for all important official communications in an increas-

ingly large number of countries with a wide variety of native languages. We only started speaking recognisable modern English in the 14th century. The closest languages to English are Dutch and West Flemish. Approximately one new word is added to the English language every two hours.

Speaking English opens countries and cultures to tourists, students, workers. Besides, English is the language of science, aviation, computers, diplomacy, and tourism. English is the official language of the skies, and all pilots, regardless of their country of origin, identify themselves in English on international flights.

Knowing English increases the chances of getting a good job in a multinational company within one's home country or of finding work abroad. English is the dominant business language. Cross-border business communication is most often conducted in English.

English is also the language of the Internet. Most of the content produced on the internet (over 50%) is in English. Many websites are written in English – you will be able to understand them and to take part in forums and discussions.

English is the language of instruction in many universities and colleges outside English speaking countries.

Exercise 5. Language practice.

A) Fill in the gaps with words and word combinations from the text.

1. English is _____ in many universities and colleges.
2. Chinese is _____ in the world, followed by Spanish.
3. English is the official language of _____.
4. English became _____ in the 14th Century.
5. English is the standard for all important _____.
6. English _____ in international business.
7. _____ of English are citizens of the UK, the USA, Canada and Australia.
8. Knowing English increases the chance of getting a good job in _____.

B) Fill in the table “Reasons for learning English”. Use the text.

Reason 1	
Reason 2	
Reason 3	
Reason 4	
...	

C) Use the tips below and point B) to explain why you are learning English. Link your ideas with linking words and phrases: *besides, more than that, apart from that, in addition, however.*

to get a good job; to work at a multinational company; to travel abroad; to find friends overseas; to read books in the original; to visit websites in English; to study at universities and colleges outside your country

D) Complete the dialogue with the words from the table and from the text above.

Jeremy: Ginger, hi! How are you?

Ginger: Hi, Jeremy! I am fine, thank you! And you?

Jeremy: Fine, thanks! You know what... I want to write an essay. The topic is "Why is it necessary to learn a foreign language?"

Ginger: _____? Which language do you mean?

Jeremy: Well, you know, people all over the world _____ English as a foreign language.

Ginger: We are _____ Americans. Everyone in the world _____. I believe we don't have to learn any foreign language even if we go abroad.

Jeremy: Well, I see it in a bit different way. For us, _____ speakers of English, it can be French, or Spanish, or even Chinese.

Ginger: Chinese? What for? It is impossible to memorize all those characters and tones of Chinese!

Jeremy: If you can speak Chinese, you can _____ in China or with Chinese business partners.

Ginger: Can you give other examples? _____ language of business is English. Let my Chinese partners invite a translator.

Jeremy: Sure, I can give you other examples. For example, you can _____ and watch films in Chinese. You can _____ websites written in Chinese. You can _____ to music and communicate with friends from China.

Ginger: You see, about _____ of all websites are in English. And if I want to read Chinese authors, I can get a translation.

Jeremy: That's true. But do you know how useful learning a foreign language can be?

Ginger: No! Tell me!

Jeremy: Learning a foreign language develops memory and skills of _____!

Ginger: That's interesting. But so many people so many minds!

Globalisation

Phrase Bank II		
Verbs	Nouns	Adjectives
to benefit from	controversy	beneficial for smb
to benefit smb	in exchange for smth	tolerant to
to exchange	promotion	controversial
to tolerate	globalization	globalized
to result from smth	identity	cultural
to result in smth	difference	global
to promote	the globe	different
to globalize	connection	unprecedented
to differ	competition	connected
to connect		competitive
to compete		intermingled
to intermingle		

Exercise 6. Use the word in the appropriate form. Consult Phrase Bank II.

1. The spread of telecommunication technologies has resulted in what we now know as _____ (global).
2. The _____ (promote) of global values results in the loss of _____ (culture) identity.
3. _____ (to benefit) of the _____ (global) world are doubtful.
4. Economic growth is a _____ (controversy) phenomenon.
5. People of _____ (differ) cultures have become more _____ (to tolerate) to each other.

Exercise 7. Make up as many sentences as possible using Phrase Bank II.

Reading & Speaking

Task. Before reading the text, mind the following.

Language Note 1

Mind the pronunciation. Practice pronouncing the words in pairs.

identified
monetary
increasingly
ideology
worldwide
competitive
intermingled

Language Note 2

Mind the usage of the Present Perfect tense form

We use the Present Perfect to speak about people's achievements.

The Present Perfect is formed with the help of *have/has* and the third form of the main verb: *have/has done*.

The time expressions used with the Present Perfect are: *already, yet, just, so far, recently, lately, ever, never, by now, this* + the period of time that is not over yet.

Exercise 8. Read the text and underline the verbs in the Present Perfect.

The term globalization has been increasingly used since the mid-1980s and especially since the mid-1990s. In 2000, the International Monetary Fund identified four basic aspects of globalization. They are trade and transactions, capital and investment movements, migration and movement of people, and the spread of knowledge.

Globalization is the idea that there are more connections between people across the globe than ever before. They trade goods and services worldwide. People travel more often to other countries and exchange ideas and ideologies.

The Internet has made it possible because people can communicate with anyone in the world.

Globalization has promoted global economic growth and created jobs. It has made many companies more competitive and has lowered prices for consumers.

Cultures of many countries have intermingled. People in different countries have learned more about other cultures. Socially we have become more open and tolerant towards each other.

Speedy travel, mass communications and quick spread of information through the Internet are benefits of globalization. Supporters of globalization argue that it has made this world a better place to live in and has solved some serious problems like unemployment and poverty.

But globalization is a controversial phenomenon. This process makes rich people richer and poor people poorer. It benefits investors and business owners, but results in a loss of jobs. Sometimes people and children work in unhealthy and unsafe conditions (in “sweat shops”). Some experts believe that international travelling leads to the spread of infectious diseases. Besides, some countries’ individual cultures are becoming overpowered by Americanization and may lose their cultural identity.

The access to cultures is unprecedented. Misrepresentation, stereotyping and the risk of loss of cultural and intellectual property rights are the consequences of the unmonitored access caused by globalization.

Exercise 9. Open the brackets, use the words and phrases from the text.

1. Speedy travel, mass _____ and quick spread of _____ through the Internet are _____ of globalization.
2. People of many countries have _____ in our city.
3. Globalization _____ businesses but _____ a loss of jobs.
4. Cultures of some countries are losing their _____.
5. We need to become more _____ each other because people travel more often to other countries and _____ ideas and ideologies.
6. Most Russian companies need to become _____ to offer lower prices.
7. He is a businessman with _____ in government circles.

Exercise 10. Fill in the gaps with the verbs in the Present Perfect and time expressions from the box.

already; yet; ever; just; so far; recently; this year

1. _____ a lot more businessmen have visited our exhibition.
2. Globalization has _____ resulted in a great number of various effects.
3. Have you _____ travelled abroad?
4. We have _____ signed a number of contracts with our foreign partners. It is the greatest success in the last two years.
5. He has _____ developed 4 projects like that.
6. I have _____ phoned my friend in Mumbai — he has invited me to his place.
7. They have not competed on the international arena _____.

Internet research

Search any browser for different aspects of globalization. Get ready to report your findings to the class.

Exercise 11. Find the English equivalents to the following language prompts in Russian. Classify the effects of globalization as positive or negative ones.

противоречивое явление, культурная идентичность, быть более терпимыми друг к другу, создавать новые рабочие места, перемешаться, распространение инфекционных болезней, быть выгодным для кого-л., стимулировать конкуренцию, в обмен на информацию, торговать товарами и услугами по всему миру, международный туризм, получить выгоду от, беспрецедентный доступ к культуре других стран, привести к потере рабочих мест

Exercise 12. Practice microdialogues in pairs according to the model.

Model: **A:** *Globalization has made people more tolerant to each other.*

B: *But hasn't it spread infectious diseases across the globe?*

Prompts for dialogues:

to create new jobs; to promote economic growth; to connect people across the globe; to exchange ideas and ideologies; to trade goods and services; to learn more about other cultures; to destroy cultural identity; to make rich people richer; to make poor people poorer; to spread information

Exercise 13. Role play: discussing effects of globalization.

Student A	Student B	Student C
You work in a <i>sweat shop</i> in bad conditions; you are sure that globalization increases the gap between the rich and the poor; the rich get richer and the poor get poorer.	You are a TV host at a TV talk show. Your position is that globalization creates both winners and losers everywhere and to varying degrees.	You are a representative of a multinational corporation who is sure that globalization creates new jobs and promotes growth in developing countries. You see mainly positives.

Variations of English

Phrase Bank III			
Verbs	Nouns		Adjectives
to vary to differ from to spell to borrow from	variety borrowings a language spelling	grammar vocabulary a dialect	various minor major oral written

Exercise 14. Match the definitions to the nouns in Phrase Bank III.

- the study of the way the sentences of a language are constructed;
- form of a language spoken in particular geographical area;
- the words of a language;
- the manner in which words are spelled;
- a word or phrase from one language that is used in another language;
- the form of the English language widely accepted as the usual correct form.

Exercise 15. Match verbs and nouns from Phrase Bank II and compose as many sentences as you can.

Language Note 3

Nationalities.

Practice pronouncing the words in pairs.

-ese	-ish	-an	-ian
China — Chinese	Britain — British	The USA — American	Canada — Canadian
Portugal — Portuguese	Sweden — Swedish	Mexico — Mexican	India — Indian
Japan — Japanese	Spain — Spanish	Russia — Russian	Australia — Australian

Reading & Speaking

Exercise 16. Read the text and answer the questions in pairs.

Standard English is the official language of Great Britain. They teach it at schools and universities, use in the press, radio and television.

The variety of English spoken in the USA has received the name of American English. It is not a separate language, because it has neither grammar nor vocabulary of its own. It just has a number of Americanisms. For example, a cookie is “a biscuit”; guess means “think”; store is “shop”.

The American variant of the English language differs from British English in pronunciation, plus some minor features of grammar, but chiefly in vocabulary.

American English has borrowed many words from the Indian dialects or from Spanish. They are: *canoe*, *moccasin*, *squaw*, *tomahawk*, *wigwam*, etc. The Spanish borrowings like *cafeteria*, *mustang*, *ranch*, *sombrero*, etc. are very familiar to the speakers of many European languages.

The suffix *-our* is spelled *-or*, so that *armor* and *humor* are the American variants of *armour* and *humour*. *Altho* stands for *although* and *thru* for *through*.

British Spelling	American Spelling
Offence	Offense
Cosy	Cozy

British Spelling	American Spelling
Practise	Practice
Jewellery	Jewelry
Travelling	Traveling

Besides the Irish and Scottish variants there is Australian English, Canadian English, Indian English. Canadian English has got some specific features. Canadianisms are not very frequent outside Canada, except shack “a hut” and to fathom out “to explain”.

International words coming through the English of India are, for example: *bungalow, khaki, mango, nabob, pyjamas, sahib, sari*. Similar examples, though perhaps fewer in number, such as *boomerang, dingo, kangaroo* are all adopted into the English language through its Australian variant.

The British feel that they have a special right to criticize the usage of their language by foreigners because it is “their” language. However, there is no “correct English” – American, Australian or Canadian Englishes have developed standards of their own.

- What is Standard English?
- What is American English? Is it a separate language?
- What aspects make American English different from British English?
- What are Canadianisms?
- Has the English of India influenced international English?
- Which English is “correct”?
- Do variants of English in some countries have standards of their own?

Exercise 17. Language practice.

A) Choose any 5 verbs from the text and compose 5 affirmative sentences, using the verbs in the Present Perfect, then turn them into negative sentences and questions.

B) Work in pairs. Classify the following words according to the variant of English they belong to.

British English	American English

chips, holiday, block of flats, lift, chemist’s shop, apartment building, car park, cookie, biscuit, guess, think, store, film, shop, globalize, drugstore, globalise, French fries, organize, vacation, elevator, organise, parking lot, movie

(<https://www.englishclub.com/vocabulary/british-american.htm>)

C) Find information about American English, Canadian English, and Australian English. Get ready to report to the class. Follow the structure:

- 1) introduction
- 2) main part
- 3) conclusion

From International English to Global Culture

Phrase Bank IV		
Verbs	Nouns	Adjectives
to emerge	vehicle	emerging
to deal with	version	collective
to provide	influence on smth	strict
to promote	value	basic
to influence	diversity	diverse
to encourage	border	common
to enable	consumerism	neutral
to share	mass media	centered on
to create	necessity	uniform
to devastate		

Exercise 18. Work with the words in Phrase Bank IV, transcribe and translate them.

Exercise 19. Classify the nouns, adjectives and verbs from Phrase Bank IV into different categories:

A) positive influence/action

B) negative influence/action

Exercise 20. Match the verbs to the nouns and the adjectives to the nouns from Phrase Bank IV to form word combinations. Check in the text below.

Exercise 21. Compose 5 questions to ask your partner about globalization and the role of the English language.

Reading & Speaking

Exercise 22. Read the text and say which point of view you agree with. Explain why.

International English has become the vehicle of cultural globalization and a global means of communication. International English is a product of an emerging world culture, mainly due to the influence of the United States. It is also called Global English, or World English, or Globish. English language learners either deal with American English and therefore with American culture or British English and therefore with British culture. Basic Global English (BGE) can solve this problem by creating one collective version of English. BGE is based on 20 elementary grammar rules. Pronunciation rules are not very strict. Basic Global English is based on a 750-word vocabulary.

BGE provides not only basic language skills, but also so called “Basic Politeness Strategies”. These include creating a positive atmosphere, and small talk topics to choose and to avoid.

On the one hand, International English must be culturally neutral. On the other hand, formal International English makes it possible to learn Western culture and Western cultural values.

There are two views on the role of English and global culture.

A. Global culture is generally positive. It is something that encourages diversity and a mixing of culture and has enabled people around the world to overcome national borders to share common values. It has become a trend towards creating a single world culture due to the wide use of English, the Internet, popular culture, international travel. Thus, ideas and culture are much more uniform worldwide than ever before, and many cultures have melded and meshed.

B. Global culture is based on a Western, predominantly American, culture. It is centered on consumerism, mass media, and the English language. This type of global culture is slowly killing diversity and devastating traditional ways of life. Western films, music, and media are promoted across the globe in an attempt to dominate popular culture. The ability to speak English is seen as practically a necessity to get on in many of the world's poorer nations. Financial and economic institutions worldwide are adopting English, and it is increasingly difficult to operate in the world's markets without the English language.

(<http://peo.cambridge.org/indExercise.php?view=article&catid=2:general-articles&id=2:simon-sweeney>)

Exercise 23. Language practice.

A) Complete the sentences choosing the correct answer.

1. International English _____ communication across the globe.
a) encourages b) promotes c) develops
2. International English is a product of _____ world culture, mainly due to the influence of the United States.
a) a collective b) an emerging c) a common
3. Basic Global English (BGE) can _____ of English.
a) share a common ver- b) enable a collective c) create a collective
sion variant version
4. Cultural globalization encourages cultural _____.
a) diversity b) neutrality c) necessity
5. Global culture is _____ mass media and the English language.
a) centered on b) uniform for c) diverse due to
6. Western films, music and media are promoted across the globe in an attempt _____ popular culture.
a) to provide b) to encourage c) to dominate
7. The ability to speak English is seen _____ to get on in many of the world's poorer nations.
a) as necessary language b) as a necessity c) to operate

B) In each line find the odd word.

1. collective; common; uniform; neutral
2. to encourage; to emerge; to promote; to enable; to influence

3. consumerism; mass media; cultural diversity; Americanization; the wide use of English
4. cultural neutrality; politeness strategies; elementary grammar; easy pronunciation; global culture

C) Complete the dialogue with your own ideas and arguments. Translate the pieces in Russian into English.

Radio presenter: Good morning! Welcome to our program “Discovering the world with Jeremy White”. The issue that we are going to discuss with my guest today is (очень противоречивое) as people have different ideas about (культурный аспект глобализации). (Позвольте мне представить) my guest. This is Professor Anthony Adkins. Professor, I (недавно прочитал) your book “Global culture: A myth or reality?” and I have some questions to ask you.

Professor: Good morning, Jeremy. I can answer all your questions with pleasure.

Radio presenter: Professor, in your book you write that global culture is based on _____. It is centered on _____. This type of global culture is _____. Western films, music, and media (доминируют в сфере так называемой популярной культуры). Is it that bad? What about us, Americans? Do we have a bad culture?

Professor: Well, what I am trying to say in my book is that _____. Every culture is good for the people who (ее создали) and live in it. Western culture reflects western values. People of different cultures should try to preserve their cultures.

Radio presenter: I see your point. What about this: major American companies such as McDonald’s and Coca-Cola (сыграли важную роль) in the spread of American culture around the globe. McDonald’s is the world’s largest global food service corporation.

Professor: Yes, that’s true. There is even such a term as Coca-colonization. They use it to _____. Some critics consider it as a threat to (культурной идентичности некоторых стран).

Radio presenter: Still, professor. I can’t say that _____. Isn’t it good that a single world culture can appear due to the wide use of English, the Internet, popular culture, international travel?

Professor: Yes, that’s true. Globalization makes people equal. Big Macs are (одинаковые) in size and content in all countries, and consumers enjoy the same burgers and nuggets.

Radio presenter: But if everyone (говорит на одном языке), people become (более терпимыми друг к другу). Besides, _____.

Professor: The English language (действительно стал необходимо-стью) and _____.

Radio presenter: Thank you, professor, for this interesting talk. We are going to have a commercial break now. Coming back to the studio in two minutes!

D) Present the topic in the form of a presentation. Use the Problem-Solution Structure.

Begin by formulating the problem. Then go into the problem in depth, making both intellectual and emotional arguments. After that, give the solution, including the benefits of it to the audience. Finally, give the audience something to do at the end – to vote, to express their agreement or disagreement, etc. something simple and relevant to the solution.

(<http://www.forbes.com/sites/nickmorgan/2011/02/02/243/>)

Writing

Exercise 24. Write a paragraph summing up your attitude to economic and cultural aspects of globalization (7-10 sentences).

Exercise 25. Write a letter to your pen friend. He/she doesn't want to learn English. Explain to him/her why it is necessary.

If You Remember?

Mark the statements as True or False.

1. There is no "correct" variant of English.
2. Globalization is a controversial phenomenon.
3. American English differs from British English in many different aspects.
4. International English is culturally neutral.
5. Cultural globalization makes people closer and more tolerant to each other.
6. The emerging global culture is based on western values and ideologies, mainly American ones.
7. English is the official language of international flights.
8. Basic Global English is a much simpler version of English.

Follow these for further research:

- http://peo.cambridge.org/indExercise_php?view=article&catid=2:general-articles&id=2:simon-sweeney
- <http://www.forbes.com/sites/nickmorgan/2011/02/02/243/>
- <http://resources.woodlands-junior.kent.sch.uk/customs/questions/americanbritish.html>
- <http://www.oxforddictionaries.com/words/british-and-american-terms>
- http://www.theguardian.com/GWeekly/Global_English/0,8458,400340,00.html

Appendix 1

Grammar Reference

1. Articles

The indefinite article has two forms: *a* and *an*.

*I need a company car.
He needs an appraisal
interview.*

The indefinite article has the following uses:

- non-specific singular countable nouns:

*She has a car of her own.
There is a good chance
for you.*

- jobs and nouns of nationality:

*I am a manager.
This is our Spanish partner.*

- in the meaning of “one” with noun denoting time, measure and weight and with some numerals such as hundred, thousand, million:

*I'll be there in a minute.
A hundred people or so
were waiting outside.*

The definite article has the following uses:

- nouns already mentioned or specified:
*How did you like the hotel?
We have received the order.*

- when the speaker uses an attribute pointing out a particular object:
The course I have chosen is excellent.

The agency we decided to turn to was recommended to us.

- with nouns that are unique or one of a kind:
The sun, the world, the Internet, the World Bank

• the superlative degree of comparison:
The best, the highest, the most expensive

- groups of people
The Chinese, the unemployed, the workers

• groups of islands and mountain chains
The Maldives, the Urals

- with names of oceans, seas, rivers:

The Pacific Ocean, the Neva, the Black Sea

No article is used with the following:

- proper names:
Hamburg, Google, South America, Madagascar

- general plural and non-specific uncountable nouns:
People are spending more and more money on durable goods.

*Success creates more trouble than failure.
Honey is useful for health.*

- in some prepositional phrases:
at home, at university, at school, to work, by train, on foot

• names of games and sports
*to play football/tennis/golf
to do yoga/aerobics*

2. The Plural Number of Nouns

The main types of the plural forms are the following:

- It is necessary to add the ending **-s**:
Car – cars, bag – bags, bike – bikes, boy – boys
- If the noun ends in **-s, -ss, -x, -sh, -ch, -tch**, the ending **-es** is added:
Bus – buses, box – boxes, brush – brushes, watch – watches
- If the nouns ends in **-y** after a consonant, **-y** is changed in **-i**:
Fly – flies, university – universities
- Certain nouns ending in **-f** change **-f** into **-v**:
Wife – wives, life – lives, half – halves, leaf – leaves
- Some nouns have irregular plural forms:
Man – men, woman – women, foot – feet, tooth – teeth
Phenomenon – phenomena, datum – data, index – indices, crisis – crises

3. Numerals

- The numerals fall into two groups: cardinals (*one, two, three*, etc.) and numerals (*first, second, third*)

- The numeral 0 is pronounced:

zero – on its own

0, 1, 2 – zero one two

zero or nought – before a decimal point

0.7 – zero (nought) point five

oh – after a decimal point

0.067 – zero (nought) point oh six seven (NB: after a decimal point the numbers are pronounced separately)

oh – in telephone numbers, years, hotel room numbers, bus numbers, etc.

0345-784-25-90 – oh three four, seven eight four, two five, nine oh

nil – for football scores

love – for tennis

- Hundreds, thousands, millions, and billions:

100 – one (a) hundred

200 – two hundred

1,000 – one thousand

100,000 – one (a) hundred thousand

1,000,000 – one (a) million

2,000,000 – two million

1,000,000,000 – one (a) billion

- In imprecise numbers – hundreds, thousands, or millions – take a plural form:

The company sells thousands of units a month.

- Fractions are mostly ordinal:

1/3 – a third

1/7 – a seventh

3 ½ – three and a half

- Used before a noun like an adjective, the numeral is always singular:
a forty-minute lesson
a two-week holiday

4. Degrees of Comparison of Adjectives

	The comparative degree expresses a higher degree of quality	The superlative degree expresses the highest degree of quality
One-syllable adjectives: <i>tall</i>	-er = <i>taller</i>	the + -est = <i>the tallest</i>
Two-syllable adjectives ending in -y, -ow, -er, -le: <i>happy; narrow;</i> <i>simple</i>	-er = <i>happier; narrower;</i> <i>simpler</i>	the + est = <i>the happiest;</i> <i>the narrowest;</i> <i>the simplest</i>
Adjectives consisting of more than two syllables: <i>expensive</i>	<i>more expensive</i>	<i>the most expensive</i>
Irregular forms: <i>good</i> <i>bad</i> <i>many/much</i> <i>little</i> <i>far</i> <i>old</i>	<i>better</i> <i>worse</i> <i>more</i> <i>less</i> <i>farther/further</i> <i>older/elder</i>	<i>the best</i> <i>the worst</i> <i>the most</i> <i>the least</i> <i>the farthest / the furthest</i> <i>the oldest / the eldest</i>

5. Tenses of Verb

The Present Simple

The Present Simple has the following uses:

- regular events and processes:

We go abroad every year.

They don't usually buy imported goods.

Time expressions: *every week/year/month/day, always, ever, never, often, seldom, sometimes, usually, rarely*

- permanent facts and universal truths:

Most Chinese companies manufacture competitive goods.

Magnet attracts iron.

- timetables and scheduled events:

When does the meeting start?

The plane arrives at 6 o'clock tomorrow.

- with verbs that are not used in the Present Continuous tense: **see, hear, feel, look, understand, think, seem, believe, suppose, have**, etc.:

I see our boss in the street. I want to talk to him.

Can you hear somebody knock? Open the door!

The Present Continuous versus the Present Perfect Continuous

The Present Continuous has the following uses:

- an action going on at the moment of speaking:

Don't bother your dad, he's working!

- an action characteristic of a certain period of present time, including the moment of speaking:

The Smiths are spending their holidays in Spain this summer.

- an action characteristic of a certain person within rather long period of present time, provoking certain emotions in the speaker:

Sally, why are you always losing your things? I have no patience!

- future actions:

– with verbs of motion (**to arrive, to come, to go, to leave**, etc.) (the actions are usually intended or planned):

They are leaving tomorrow morning.

– after **when, while, as long as, unless**, etc.:

If mom is sleeping when I come, don't wake her up, I'll wait.

The Present Perfect Continuous has the following uses:

- an action in progress which begins at a certain moment in the past and continues into the present:

I've been living here since 1982.

- an action which begins in the past and continues up to the moment of speaking:

It has been raining since morning, fortunately, now it has stopped.

- a future action in progress before a certain moment in the future:

Mary will get acquainted with all her new colleagues after she has been working here for four or five days.

Future forms

The Future Simple has the following uses:

- simple facts in the future:

It will be cold in the morning.

- a succession of actions in the future:

I'll call you and tell you all the details!

- habitual actions in the future:

I really hope Henry will write to me regularly.

The Future Continuous has the following uses:

- an action in progress at a certain moment of time in the future:

In two hours I'll be riding a horse!

- an action which is expected by the speaker:

John says he'll be coming to dinner tomorrow.

The Future Perfect has the following uses:

- an action that begins and ends before a definite moment of time in the future:

You will have received the good news before I come back to the city.

- an action that begins before a certain moment of time in the future and goes up to it:

Mike will have been my husband ten years next winter.

The Future Perfect Continuous is used to denote:

- actions which begin before a certain moment of time in the future and go on up to that moment:

Our family will have been living in this flat for fifteen years next week.

The Past Simple versus the Present Perfect

The Past Simple has the following uses:

- an action performed in the past with the time stated:

We had lunch two hours ago, I am not hungry yet.

Last year major banks in the industry raised interest rates.

Time expressions: *yesterday, a week/month/day/year ago, last year/week/month,* etc.

Time expressions: *this week, this year, this month, today, tonight* are used with both tenses.

If the period of time is over, we use the Present Simple, if the period of time is not over yet, we use the Present Perfect.

- a series of actions in the past:

She made a call to the travel agency, booked a trip and paid for it with her card.

- repeated actions in the past:

They checked the balance of their account every day.

The Present Perfect has the following uses:

- a completed action connected with the present with the time not stated or stated approximately:

I suppose, our CEO has not returned from his trip yet.

He has done a great deal of work lately.

Time expressions: *just, yet, already, lately, recently, ever, never, so far.*

- situations that started in the past and continue with verbs not used in continuous tenses: *see, hear, feel, look, understand, think, seem, believe, suppose, have,* etc.:

We have known each other for many years.

- after *when, till, until, before, after, as soon as* to denote an action completed before a definite time in the future:

Don't buy any more of this product until you have talked with the manager.

The Past Simple has the following uses:

- past habits with the constructions “used to do / would do”. “Would” is not used with the verbs **to see, hear, feel, look, have, understand, think, seem, believe, suppose**, etc.

The Present Perfect has the following uses:

- in the sentences starting with “It is / This is the first (second, etc.) time...”:

This is the first time she has received a bonus.

The Past Continuous

The Past Continuous has the following uses:

- a continuous action in progress at a certain moment in the past:

When I came to his place, he was still sleeping.

- an action characteristic of a certain person in the past:

As far as I remember, Keith was always complaining of his job.

- future actions viewed from the past, with verbs of motion; usually planned or intended actions:

The train was leaving in a few hours.

The Past Perfect versus the Past Perfect Continuous

The Past Perfect is used to denote:

- an action (or actions) which precedes some moment of time in the past:

Christie had finished writing to her friend by then.

The Past Perfect Continuous is used to denote:

- actions in progress that began before a certain moment of time in the past and continued up to that moment:

Looking at her red eyes, I realized she had been crying.

- actions in progress that began before a certain moment of time in the past and continued into it:

He had been working for a long time without a rest and he really needed it.

6. Modal Verbs

Expressing Ability

Can expresses ability or capability.

I can't explain it.

Could expresses ability or capability in the past.

He could swim when he was four.

To be able to is used interchangeably with **can/could** in some contexts. **Can/could** refer to general ability, but **be able to** refers to abilities on specific occasions.

I was able to get some really good bargains in the sale.

Permission

Can and **cannot** are the most common words for asking, giving or refusing permission.

Can I borrow your car?

Could is often used in polite requests

Could you give us a consultation?

May (may not) is a more polite and formal way of asking or giving permission. It is often used in official signs and rules.

May I stay here?

To be allowed and **to be permitted** have the same meaning as may.

You are allowed to leave the room until the bell rings.

Modal Verbs with the Perfect Infinitive

Could (not) have done is used to refer to the fact that someone had the ability or the opportunity to do something in the past, which was not realized.

We could have got it if we had had a chance then.

May and **might** with the perfect infinitive are used to express uncertainty with past reference.

The audience might have understood his hint.

Must with the perfect infinitive is used to express probability or supposition bordering on assurance with past reference.

What a comfort you must have been in!

Should and **ought to** are used with the perfect infinitive with reference to the past, which shows that the advisable action was not carried out.

My cousin ought to have married long time ago.

7. There is / There are Construction

- **There is (There are) construction** is used to talk about the existence of people and things in some place.
- The verb “to be” is used in different tense forms depending on the meaning.
- It is possible to use modal verbs in this construction.

There is a telephone in my room.
There have been several amendments to the law.
There must be a letter on the desk.
There will be a new house in this street.

8. Direct and Indirect Speech

Rules	Direct Speech	Indirect Speech
1. An order or a request → infinitive	<i>Father says: "Come back at 11 p.m."</i>	<i>Father asks me to come back at 11 p.m.</i>
2. A statement → a clause introduced by that (though it may be omitted)	<i>She says: "You may come whenever you want."</i>	<i>She says (that) I can come whenever I want.</i>
3. Questions a) a general question → a statement (with a direct word order) added by if or whether b) a special question → a statement (with a direct word order)	a) <i>She says to them: "Have you been here long?"</i> b) <i>My mom asks: "Where are you going?"</i>	a) <i>She asks them if they have been there long.</i> b) <i>My mom asks me where I'm going.</i>
NB: The following words change their form in indirect speech:		
<i>this</i> → <i>that</i> <i>these</i> → <i>those</i> <i>here</i> → <i>there</i> <i>now</i> → <i>then</i>	<i>today</i> → <i>that day</i> <i>this week</i> → <i>that week</i> <i>yesterday</i> → <i>the day before (the previous day)</i> <i>tomorrow</i> → <i>the next (following) day</i>	

The Sequence of Tenses

Actions	Main Clause	Subordinate Clause
1. Simultaneous	<u>Past Simple</u> <i>Greg knew,</i>	<u>Past Simple or Past Continuous</u> <i>(that) his sister studied French.</i> <i>(that) his sister was studying English on Sundays at 10 a.m.</i>
2. Prior	<u>Past Simple</u> <i>He said,</i>	<u>Past Perfect or Past Perfect Continuous</u> <i>(that) he had gone to Madrid 2 years before.</i> <i>(that) he had been spending his holidays in Madrid for 3 weeks.</i>
3. Future	<u>Past Simple</u> <i>I knew,</i>	<u>Future-in-the-Past</u> <i>(that) I would see him again.</i>

9. Conditionals

Conditional sentences may express real and unreal condition and are introduced by the conjunctions: ***if, in case, unless, provided.***

Type 0 Conditional is used to speak about facts and situations that are generally true. *If it rains, PT lessons are held in the gym.*

Type 1 Conditional refers to a possible condition and its probable result. *If I have time, I will finish the letter.*

Type 2 Conditional refers to the present or future and is used to express an unreal condition and an unreal consequence (in the main clause). *If I had more time, I would be able to write letters more often.*

Type 3 Conditional refers to the past and is used to express wishes and conditions contradicting reality. *If I had been at home last night, I would have noticed the letter and would have replied to it on time.*

In mixed conditionals one part of the sentence refers to the past, the other part refers either to the present or future. *If you had replied to the letter yesterday, we would not be looking for a new partner now.*

Appendix 2

Guidelines for Public Speaking

Oral communication skills are ranked highest by employers in their employees, even higher than writing and math skills, and a number of other job-related qualities, such as initiative, technical competence, and organizational abilities.

Oral communication encompasses a variety of genres: conversations, interviews, discussions, debates, and negotiations, etc. However, public speaking differs from other genres as speakers have to express to and share their views with a larger audience and often experience apprehension and nervousness before and during the presentation.

Preparing Your Presentation

At all times during the process of preparing and delivering a speech, it is necessary to keep in mind that we are speaking to an audience and not just to ourselves. No matter what the goal is — to entertain, to inform, or to persuade, we should try to reach our listeners and tailor the speech to them. To do this effectively, engage the audience in a dialogue in which the audience members interact mentally with your ideas. For this purpose, choose a topic, examples, and language appropriate to your listeners.

The second stage is choosing a speech topic. There some tips to do this:

- skim headlines in newspapers for current events, surf the internet or check what is shown on TV;
- list things you and your listeners can be curious about.

The next stage is organizing your speech. The most common pattern is the division into introduction, body, and conclusion. In general, the fewer main points in the body, the better. A relatively small number of main points make the speech more memorable for the audience. A short speech of five minutes, for example, should not have more than three or four main points.

The next step is to arrange the main points within the body. For this purpose, you need to consider the general content of your main points. Depending on the content of the main points, the speech can be organized according to one of the following traditional organization patterns.

Organization Pattern	Speech Content	Example
Spatial	places or locations	Tour of Manhattan A. Downtown B. Midtown C. Uptown

Organization Pattern	Speech Content	Example
Chronological	sequence of events or procedures	The history of Oxford University A. Medieval Oxford B. Early Modern: English Civil War C. Late Modern D. 20th century
Topical	series of loosely connected topics	Online Communication A. e-mail B. Chat C. Social networks
Causal	causes and effects	Rainforest Clearcutting A. Causes: Scarcity of Farmland, Timber Trade B. Effects: Erosion, Habitat Loss, Loss of Plant Diversity
Pro/Con	arguments for and against an issue	Studying abroad A. Pros: Language practice, cross cultural experience, better career opportunities B. Cons: Price, being away from family, culture shock
Problem/Solution	problem and suggested solutions	Poverty reduction A. Problem: poverty in low-income countries B. Solutions: economic reforms, assistance of the IMF and the World Bank
Comparison/Contrast	similarities and differences	Traditional forms of money versus e-money A. Similarity: functions performed B. Difference: safety, popularity

Creating an Effective Introduction

1. Gain the Attention of the Audience.

The first few sentences of your speech should serve to gain the attention of your listeners. Instead of saying “Today, I will speak about...” or “My topic is...”, begin with one of the following openers:

- A rhetorical question (no answer expected);
- A participatory question (wait for answers from the audience or a show of hands);
- A colorful description;
- A quotation (from a famous person or from a piece of literature);

- An audiovisual aid;
- A joke or funny anecdote;
- A reference to a current event;
- Surprising statistics.

2. Motivate the Audience.

Point out how the topic relates to the listeners and why it is relevant for them.

3. Establish Credibility.

Tell the audience what makes you knowledgeable on the subject. You may list classes you have taken, professional training, research projects, or personal experiences that make you a credible speaker.

4. Preview Main Points.

List the points you are going to make in your presentation.

Creating an Effective Conclusion

1. Signal the End: pause slightly before you start your conclusion. Use a term like *to conclude* or *in conclusion* to show your listeners that you have completed the main part of your presentation.

2. Review Your Main Points: list the main points as in the introduction again in your conclusion.

3. Refer to the Introduction: referring to the introduction will provide your audience with a sense of closure.

4. End with an Impact: use the last few sentences of your speech to ensure that you leave a good and memorable impression. The following are a few techniques useful in ending with an impact: humor or a thought-provoking question.

Sample Speech Outline

Title: Flower Arranging.

General Purpose: To inform.

Specific Purpose: To inform my audience how to arrange flowers in a vase.

Central Idea: Arranging your own bouquets is a fun and inexpensive way to surprise a loved one.

I. Introduction

A. Gaining Attention: Anecdote: *I once received a dozen red roses from a secret admirer.*

B. Motivating the Audience: *Arranging flowers is fun and affordable.*

C. Establishing Credibility: *I took a flower arrangement course last year.*

D. Preview of Main Ideas: *I will describe how to select flowers, use the equipment, and display the bouquet.*

II. Body

A. How to select flowers

B. How to use the equipment

1. Choosing a vase

2. Anchoring the flowers

a. "Oasis" (sponge-like cube)

b. "Frog" (platform with spikes)

- C. How to display the bouquet
 1. Cutting the flower stems
 2. Arranging the flowers in the vase
 3. Using fillers (e.g., the plant “Baby’s Breath”)

III. Conclusion

- A. Signaling the End: “to conclude”
- B. Review of Main Points: *I have discussed how to select flowers, how to use the equipment, and how to display the bouquet.*
- C. Reference to Introduction: *I ended up marrying my secret admirer.*
- D. Ending with Impact: *Flowers don’t need special occasions surprise a loved one with a bouquet tomorrow.*

Transitions Sample Connectors	
Addition	again, and, also, as well as, at the same time, besides, furthermore, in addition, moreover, not only... but also
Cause/Effect	accordingly, as a result, because, consequently, due to, for this reason, in that, on account of, owing to, so, therefore, thus
Comparison	another type of, compared with, in comparison, just as, like, likewise, similarly
Condition	as far as, even if, if, in case, lest, or else, otherwise, provided that, supposing that, unless
Contrast	although, but, despite, even though, however, in contrast, in spite of, instead, nevertheless, no matter how, nonetheless, on the contrary, on the other hand, still, unfortunately, whereas, yet
Ending	finally, in conclusion, in short, to conclude, to summarize
Explanation	for example, for instance, in fact, in other words, of course, to clarify, to illustrate, to simplify, such as
Importance	above all, indeed, keep this in mind, most importantly, remember, take note
Interruption	anyway, at any rate, by the way, in any case, in any event, incidentally, in general, of course
Order	first / second / third / last, eventually, finally, in the first place, initially, next, to begin with
Space	above, alongside, behind, below, in back of, in front of, in the distance, eastward, nearby, next to, to the north, to the left
Time	after, as soon as, at present, at the present time, at this point, before, during

(Adopted from *Guidelines for Public Speaking* by Elisabeth Gareis, <https://www.baruch.cuny.edu/wsas/academics/communication/documents/Guidelines.pdf>)

Appendix 3

Keys

Unit 1

Exercise 3: 1. T; 2. T; 3. F; 4. T; 5. T; 6. F; 7. F; 8. T; 9. T; 10. F.

Exercise 5 A: 1) to meet; nice to meet you; do you do;

2) you to meet; this; nice to meet;

3) My name is / I am; nice to meet you; I am / my name is; nice to meet you.

Exercise 6 A: economist – to make forecasts of economic development; secretary – to handle phone calls; manager – to plan and control; journalist – to tell news; student – to study at university; accountant – to make financial reports; driver – to drive cars; teacher – to teach children and students; shop-assistant – to sell goods.

Exercise 7: secretaries; managers; journalists; students; accountants; drivers; teachers; shop-assistants; economists.

Exercise 9 A: 1. an economist; 2. an accountant; 3. shop-assistants; 4. a manager; 5. doctors; 6. drivers; 7. teachers; 8. a journalist; 9. a scientist; 10. students.

Exercise 9 D: 1. wakes up; 2. goes off; 3. runs; 4. is; 5. needs; 6. is; 7. conduct; 8. write; 9. analyzes; 10. produces; 11. helps/help; 12. affects; 13. uses; 14. helps.

Exercise 12: a) cousin; b) aunt; c) niece; d) mother-in-law; e) granddaughter.

Exercise 19 A: 1. is; 2. are; 3. is; 4. is; 5. are; 6. is; 7. are; 8. are; 9. is; 10. is.

Exercise 19 C: 1. a shower; 2. a bedroom table; 3. square; 4. a garage.

Unit 2

Exercise 5 A: 1. moving; 2. to live in; 3. easy and convenient to get; 4. to get a better education; 5. to find ready-made; 6. cover large areas; 7. accommodation; 8. crowded and dirty.

Exercise 8: 1. Peace and tranquility; 2. Closer to nature; 3. Open space; 4. Producing your own food; 5. Friendlier people; 6. Safer living; 7. Not so good.

Exercise 9 A: 1. quieter *and* more tranquil; 2. *not* so heavy *as*; 3. cleaner; 4. friendlier; 5. safer; 6. cheaper; lower; 7. less.

Exercise 16: deficit; congestion; threat; urbanization; sanitation; pollution; schooling.

Exercise 19: 1. migrate... family ties... job opportunities; 2. lives in urban areas; 3. rural areas... form settlements; 4. pose a threat; 5. to produce jobs; 6. poverty; 7. more livable; 8. pollution, congestion... social tension.

If You Remember:

1. megacity; 2. livable; 3. trains, buses, taxis and a subway; 4. more career, entertainment, education opportunities; 5. works of art and a full-size replica of a dinosaur; 6. Italian... German; 7. different cultures; 8. family ties and job opportunities.

Unit 3

Exercise 4: 1. T; 2. F; 3. T; 4. F; 5. F; 6. F; 7. T; 8. F.

Exercise 6 A: 1. free time; 2. outdoor; 3. for fun; 4. compete; 5. TV live; 6. racing; 7. spectator; 8. team; 9. good; 10. martial.

Exercise 7 B: [s] – skates, paints, cooks, collects, knits; [z] – cycles, skis, trains, runs, builds, restores, sands, screws, sings, plays, gardens, sews; [iz] – fixes, dances.

Exercise 13: ballet, opera, aisle, orchestra, audience, applaud, exhibition, exhibit, brochure, wander.

Exercise 14: 1. musical; 2. cast; 3. audience; 4. critic; 5. to book tickets in advance; 6. admission fee; 7. exhibition; 8. attendant; 9. to wander; 10. to trudge.

Exercise 15 C:

Greeting	Personal Point of View	Agreeing with an Opinion	Disagreeing with an Opinion	Suggesting an Idea, Recommendation, etc.
Hello! Hi!	I believe I can just say Frankly speaking,...	So am I! They really do! Indeed! I see what you mean... Exactly!	I don't think that...	I strongly recommend Why don't we...?

Exercise 17:

[e]	protect, unhealthy, healthy, sedentary, regular, health, event, exercise, expectancy
[ɜ:]	preserve
[æ]	balanced, habits,
[ɪ]	fit, participate, give up, physical, activity, fitness
[i:]	keep, disease, meals, obesity

Exercise 20 A: 1. food; 2. fruit, 3. food; 4. food; 5. fruits; 6. foods; 7. fish; 8. fishes.

Exercise 20 C: obesity; to keep fit; egg.

Exercise 20 D: 1. disease; 2. problems; 3. are; 4. to certain; 5. food health; 6. it's; 7. replace; 8. fast; 9. obesity; 10. effects.

Unit 4

Exercise 3: 1. F; 2. T; 3. T; 4. T; 5. T; 6. T; 7. F; 8. F; 9. T; 10. F.

Exercise 5 A: 1. unique customs and traditions; 2. maintain peace and order; 3. acquire culture; 4. cultural features; 5. behaviour patterns; 6. communicate a verbal language; 7. a story; 8. negative aspects.

Exercise 5 C: cultural traditions and customs; they distinguish a specific society; Italian and Japanese people; their language, traditions... beliefs; acquired it.

Exercise 9 A: 1. attend the Royal Garden Parties; 2. plays the National Anthem; 3. circulate among the guests; 4. tea and other refreshments; 5. meet further guests; 6. outstanding contributions; 7. mark the end of the party.

Exercise 10: 1. Groundhog Day; 2. banquet; 3. earliest settlers; 4. origin; 5. trek; 6. trip; 7. legend; 8. craft shows; 9. activities for entire families; 10. school assemblies; 11. the Groundhog King and Queen.

Exercise 13 D: went; was; was; travelled; stayed; went; sunbathed; played; made; swam; read; visited; went; was; saw; watched; took; enjoyed; rained; went; bought; returned; had.

Exercise 20 A: 1. pies and pasties; 2. seafood; 3. scones with jam and cream; 4. savoury; 5. heavy; 6. bacon and eggs; 7. fish grilled in salsa; 8. hot dogs; 9. British; 10. baking.

Exercise 20 C: cucumber; marmalade; lobster; apple; fresh.

Exercise 20 D: – ; a; – ; – ; – ; – ; – ; – ; – ; the; a; a; an; – ; – ; – ; – ; a; a; – ; – .

If You Remember: 1. three; 2. story; 3. National Anthem; 4. 2nd of February; 5. three; 6. hamburgers, cheeseburgers, apple pie and hot dogs; 7. pub; 8. tea tents.

Unit 5

Exercise 2: 1. adventure holiday; 2. activity holiday; 3. safari tour; 4. house swap; 5. self-drive; 6. gap year; 7. fly-drive; 8. special interest holiday; 9. working holiday; 10. getaway.

Exercise 4: 1. F; 2. F; 3. T; 4. F; 5. F; 6. T; 7. T.

Exercise 6 A: 1. comfort zone; 2. travel; 3. trip; 4. self-catering; 5. summer camp; 6. ecotourism; 7. take study tours; 8. within a country; 9. short; 10. tour.

Exercise 6 B: 1. Niche tourism; 2. cultural; 3. environmental; 4. religious; 5. business; 6. exhibition; 7. farm stays; 8. camping; 9. ecotourism; 10. adventure.

Exercise 7:

[eɪ]	[æ]	[aɪ]	[ʌ]
take	land	fly	bus
sail	taxi	bicycle	
rail	traffic	bike	
plain			
train			
station			
railway			

Exercise 9: 1. is approaching; 2. are you speaking; 3. is staying; 4. Are you leaving; 5. are coming; 6. is travelling; 7. is carrying; 8. is lying.

Exercise 11 A: 1. Which Park contains some of the most beautiful wilderness in the Rocky Mountains?

2. What rate is Venice sinking at?
3. Why does the Dead Sea lose much water?
4. What is considered one of the most beautiful buildings in the world?
5. How many royal tombs do the Pyramids consist of?
6. What kind of streets does Little Green Street belong to?
7. When are the Smiths leaving for the UK?
8. Which realms is the Queen Head of?

Exercise 15: 1. 24-hour room service; 2. gift shop; 3. sauna; 4. FB; 5. salon; 6. the outskirts; 7. motel; 8. youth hostel; 9. B&B; 10. HB.

Exercise 18 A:

6. Should you have any questions or requests...	4. So what does this cost include?	8. My pleasure, sir!	3. Also, the hotel provides room service at an additional charge.
2. Would you, please, sign the receipt along the bottom!	7. Thank you, and what time is check-out?	1. Can you please spell that for me, sir?	5. We are a five star hotel after all.

Exercise 18 B:

1. Did you enjoy your stay with us?
2. We have a free airport shuttle service.
3. I'll just wait in the lounge area.
4. How would you like to pay for that?
5. That would be great!

Exercise 21: 1. first class; 2. direct flight; 3. flights; 4. layover; 5. booking tickets; 6. jet lag; 7. connecting flight; 8. delayed; 9. aisle; 10. economy class.

Exercise 23 C: to cancel; layover; to enquire; accessible; checking-in.

Exercise 23 D: 1. am; 2. much; 3. staid; 4. voyage; 5. journey; 6. wanting; 7. indoors; 8. to; 9. can I; 10. going present.

If You Remember: 1. safari holiday; 2. numerous; 3. alphetourism; 4. The Dead Sea; 5. Baikal; 6. motel is for travelers with a car; 7. Bed and Breakfast; 8. economy class.

Unit 6

Exercise 3: 1. F; 2. F; 3. F; 4. T; 5. T; 6. T; 7. F; 8. F; 9. T; 10. T.

Exercise 5 A: 1. human behavior; 2. become a big success; 3. professional success; 4. make impression; 5. live your life; 6. advantages and disadvantages; 7. destroy their lives; 8. adore their idols.

Exercise 5 C: 1. it is difficult to become a big success; 2. to become famous; 3. advantages and disadvantages; 4. a lot of talents; 5. fans who adore their idols;

6. a primary motivator of human behavior; 7. do what you please; 8. professional success.

Exercise 6: 1. research; 2. economics; 3. the Nobel Memorial Prize; 4. economist; 5. recognition; 6. microeconomics; 7. academic position; 8. journal.

Exercise 9 A: 1. academic positions; 2. shape thinking; 3. carry out a research; 4. share the Nobel Memorial Prize; 5. authors *and* edits; 6. share; 7. gain *you* recognition.

Exercise 9 C: 1. has; 2. liked; 3. inspired; 4. has; 5. shared; 6. founded; 7. have.

Exercise 14 A: Arnie's past: 1. dominated the sport; 2. turned himself into a sports icon; 3. earned a college degree; 4. worked under the pseudonym; 5. catapulted himself into cinema history. **Arnie's present:** 1. served the people of California as the state's 38th governor; 2. donates his time, energy, and personal finances to serving others all over the world; 3. serves as coach and international torch-bearer for Special Olympics; 4. invested in rebuilding California's critical infrastructure; 5. physical education.

Exercise 15: 1. campus; 2. degree with honors; 3. headquarters; 4. Internet; 5. persecution; 6. query; 7. start-up; 8. search engine.

Exercise 19 A: 1. to escape Jewish persecution; 2. computer engineering; 3. earned degrees with honours; 4. Sergey Brin / Larry Page; 5. Google; 6. Mountain View; 7. tremendous impact on the Internet; 8. to obtain information on the Internet; 9. develops new products; 10. busy and hard-working.

Exercise 19 C: search engine; Internet; degree; to escape; expert.

Exercise 19 D: started; disagreed; began; joined; kept; became; covers; has had; have become; has kept.

If You Remember: 1. professional; 2. a better and more effective way; 3. Joseph Eugene Stiglitz; 4. Columbia University; 5. Arnold Schwarzenegger; 6. international torch-bearer; 7. a good genius start-up; 8. daily operations.

Unit 7

Exercise 3: 1. A; 2. A; 3. C; 4. C; 5. C; 6. B; 7. C; 8. A; 9. A.

Exercise 5 A: 1. the language of instruction; 2. the first most commonly spoken language; 3. aviation; 4. recognizable modern English; 5. official communications; 6. the dominant language; 7. native speakers; 8. a multinational company.

Exercise 6: 1. globalization; 2. promotion... cultural; 3. benefits... globalised; 4. controversial; 5. different... tolerant.

Exercise 9: 1. communications... information... benefits; 2. friends; 3. benefits... results in; 4. identity; 5. tolerant to... share; 6. more competitive; 7. connections.

Exercise 10: 1. this year; 2. so far; 3. ever; 4. recently; 5. already; 6. just; 7. yet.

Exercise 14: 1. grammar; 2. dialect; 3. vocabulary; 4. spelling; 5. borrowing; 6. standard.

Exercise 17 B:

British English: chips, holiday, block of flats, lift, chemist's shop, organise, globalise, parking lot, cookie, think, shop, film, elevator	American English: French fries, apartment building, organize, globalize, car park, biscuit, guess, store, movie, vacation, drugstore
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Exercise 23 A: 1. b; 2. b; 3. c; 4. a; 5. a; 6. c; 7. b.

Exercise 23 B: 1. neutral; 2. to emerge; 3. cultural diversity; 4. global culture.

If You Remember:

1. T; 2. T; 3. F; 4. F; 5. T; 6. T; 7. T; 8. T.

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