МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЕЛЕЦКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМ.
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«Особенности перевода специальных текстов, аннотирование и реферирование»

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Учебно-методическое пособие предназначено для обучающихся по программам магистратуры по направлениям: 44.04.01 Педагогическое образование, 37.04.01 Психология, 44.04.02 Психолого-педагогическое образование, 44.04.03 Специальное (дефектологическое) образование, 39.04.02 Социальная работа, 44.04.04. Профессиональное обучение, 35.04.04. Агрономия.

Данное пособие направлено на развитие и совершенствование навыков перевода текстов профессиональной направленности, навыков аннотирования и реферирования.

ПРЕДИСЛОВИЕ

Цель данного пособия – развитие и совершенствование полученных на предыдущей ступени обучения знаний, навыков и умений по английскому языку в различных видах речевой коммуникации.

Практическое владение английским языком в рамках данного курса предполагает наличие таких умений в различных видах речевой коммуникации, которые дают возможность:

• свободно читать и понимать оригинальную литературу на иностранном языке в соответствующей отрасли знаний;

• оформлять извлеченную из иностранных источников информацию в виде перевода или аннотации;

• делать сообщения, доклады на иностранном языке, связанные с исследовательской работой;

• осуществлять деловую коммуникацию на иностранном языке по выбранному направлению подготовки.

Пособие состоит из пяти разделов, включающих специальные упражнения, направленные на формирование выше перечисленных навыков и умений. Упражнения построены на лексике педагогической, психологической, социальной и других тематик. Разделы пособия имеют разную структуру, соответственно части пособия не представляют собой единую систему упражнений.

Упражнения данного пособия ориентированы на овладение терминологией, извлечение основной информации из текста, развитие навыков специального перевода, аннотирования и реферирования текстов профессиональной тематики.

Знание основ реферативного перевода и аннотирования позволяет быстро ориентироваться в литературе по специальности и не затрачивать лишнее время на трудоемкий процесс дословного перевода. В повседневной практике многих специалистов постоянно возникает необходимость устного или письменного изложения на родном языке краткого содержания иноязычных материалов, содержащих ценную информацию. Также широко распространена практика опубликования научных статей в журналах и тематических сборниках на родном языке с реферативным изложением их основного содержания на другом языке.

Раздел 1
Чтение и перевод оригинальных текстов в соответствующей отрасли знаний, с последующим изложением прочитанного

Особенности перевода специальных текстов

Специальный перевод - перевод материалов, относящихся к какой-либо отрасли знаний со своим терминологическим аппаратом. Специальный перевод является информационно-коммуникативным (лингвистическим) переводом, который обслуживает определенные отрасли знаний; функционирует в сферах общения на общественно-политические, научные, технические, военные, административно-хозяйственные, юридические, дипломатические, коммерческие, деловые, финансовые, публицистические и другие специальные темы и предметные отрасли, включая темы повседневного общения [Толковый переводоведческий словарь /Л.Л. Нелюбин. С.320]

Следовательно, специальным текстом можно назвать практически любой нехудожественный текст, содержание которого в целом относится к какой-то конкретной тематике, являющейся достаточно типичной для языкового общения. Для таких текстов характерно использование специальных и общенаучных терминов. Такие тексты выполняют денотативную функцию. Тональность таких текстов - *нейтральная* или *сниженная* (деловая).

Типичные **стратегии перевода** специальных текстов:

1) *Даты* переводятся с помощью *однозначных эквивалентных соответствий* (например: in the 20th century (in the twentieth century) – в ХХ веке, in 2012 (in twenty twelve)– в 2022 году и т. д.);

2) *Имена собственные* (в том числе, географические названия, названия художественных произведений, кинофильмов, газет и т. д.) переводятся с помощью *однозначных традиционных соответствий*, которые установились в данной культурной традиции (например:, Saint Mary – святая Мария, London – Лондон, the Times - Таймс), а в случае отсутствия однозначного традиционного соответствия – с помощью транскрибирования с элементами транслитерации (Keith Smith – Кит Смит и т. п.);

3) *Общенаучные термины* переводятся с помощью *однозначных эквивалентных соответствий* (например, psychology - психология, pedagogue - педагог и т. д.), *специальные термины*, в силу присущей многим терминам многозначности, переводятся с помощью *вариантных соответствий* (например, speech-language pathologist/speech therapist - логопед). На выбор соответствия оказывают влияние тематика текста и контекст конкретного отрезка.

Задача переводчика – выбрать правильный вариант соответствия, учитывая тематику текста и контекст конкретной его части.

Специальный перевод представлен следующими направлениями, соответствующими функциональным стилям:

1) перевод *официально-деловых* текстов (дипломатических, юридических, коммерческих: законы, приказы, постановления, характеристики, протоколы, расписки, справки т. д.);

2) перевод *научно-технических* текстов (относящихся к различным предметным областям науки и техники: выявление закономерностей, описание законов, открытий, обучение и т. п.) Научно-технический стиль, иногда называемый просто научным, в свою очередь, подразделяют на *собственно научный, научно-информативный, научно-справочный, учебно-научный* и *научно-популярный* ;

3) перевод *публицистических* текстов (служащих для воздействия на людей через СМИ;

4) перевод текстов *повседневного (обиходного) общения* (диалогическая речь, личные письма и т.д.) [*Нелюбин Л. Л. Введение в технику перевода (когнитивный теоретико-прагматический аспект): учебное пособие. – М.: Флинта : Наука, 2009. – 216 с.*].

Переводить научную и политическую литературу следует с предельной точностью, какая только совместима с требованиями русского языка.

При переводе технической литературы на первый план выдвигается понимание предмета переводимого текста. Вместе с тем большое значение имеет и знание соответствующей русской терминологии, принятой в данной области. Рекомендуется использовать общероссийскую стандартную терминологию там, где она принята. Описательный перевод допустим лишь тогда, когда русского термина не имеется.

При переводе документов (государственных, дипломатических, юридических, административно-управленческих, банковских, коммерческих и других официальных документов) требуется предельная близость, по возможности, не только к мысли, но и к форме оригинала; необходимо сохранять форму и рубрикацию документа.

Аббревиатуры и их перевод

Аббревиатура — слово, образованное из названий начальных букв или из начальных звуков слов, входящих в исходное словосочетание.

Аббревиатурами принято называть слова или лексические сокращения, образованные из начальных букв слов или из начальных звуков исходного словосочетания

Отличительной чертой информационно-коммуникативных (специальных) текстов на лексическом уровне является насыщенность их сокращениями.

Общепринятые сокращения в сфере образования.

HEI – Higher educational institution – высшее учебное заведение
BA – Bachelor of Arts – бакалавр гуманитарных наук
BSc – Bachelor of Science – бакалавр естественных наук
BEd / EdB – Bachelor of Education – бакалавр образования
MA – Master of Arts – магистр гуманитарных наук
MSc - Master of Science – магистр естественных наук
MBA - Master of Business Administration – магистр делового администрирования
MAE - Master of Arts in Education –магистр в области образования

PhD – Philosophiae doctor – доктор философии (в России это соответствует ученой степени кандидата наук)

DLitt – Doctor of Letters – доктор филологических наук

DSc – Doctor of Science – доктор естественных наук

DEd – Doctor of Education – доктор педагогически наук

TEXT 1

Read, translate and retell the text:

School Education in Great Britain

English education offers two systems: a system of non fee-paying and a private system of Independent Schools.

Compulsory school begins at the age of five, but before that age children can go to a nursery school, also called play school. School is compulsory till the children are 16 years old. All forms of education are available in State Schools, from the most academic to the technical and vocational, preparing children to work with their heads and/or their hands.

There are two stages within the system of both fee-paying and non fee-paying schools. Younger and older children are divided at various stages, while those aging 5-11 attend Primary Schools, the others aging 11-18 go to the Secondary Schools.

State Primary Schools are said to be "child-centered", aiming to develop all the aspects of the child, physical, moral, intellectual and aesthetic. The school is divided into Infant (5-7) and Junior (8-11) departments.

In Primary School children learn to read and write and the basics of arithmetic. In the higher classes of Primary School children learn geography, history, creative writing, painting, religion and, in some schools, also a foreign language. Physical education is usually done twice a week. Outside the normal time-table there are many activities in which students may take part: sports, drama, table tennis and so on.

Secondary Schools can be divided into: Comprehensive offering all styles of education in one school, but some areas still separate children into academic Grammar Schools and the more vocational Technical or Secondary Modern Schools. The majority attend comprehensives. A comprehensive school offers 5-year courses to pupils of all levels of ability. Promotion to a higher class every year does not depend upon examination results – it is almost automatic. Pupils never repeat a year. There is still much disagreement about the good and the bad in the comprehensive system but the good comprehensive schools have shown that the academic and the non-academic children needn't be kept apart, and that there are many school and out-of-school activities which they can share: acting, singing, woodwork, cooking and, of course, games. So boys and girls have the opportunity of making friends with young people from many different backgrounds.

The National Curriculum for children aged 5-16 in all state schools in GB consists of 10 subjects which all the children must study at school. The subjects are English, Mathematics, Science, a modern foreign language (for 11-16-year-olds),

Technology and Design, History, Geography, Music, Art, PE (Physical Education). These subjects are called foundation subjects. English, Mathematics and Science are also known as the "core" subjects which help children in studying all the other subjects.

In Britain students aged 16 take GCSE (General Certificate of Secondary Education) exams between May and June. They get the results in August. The exam grades from A (the top) to G. Students can leave school at 16 if they want to and start working. Students who do well in their GCSE exams often go on to study for A (Advanced) levels in three of four subjects. They take their A-level exams at the age of 18. Many of them then go to the college or university.

Some parents prefer to pay for their children to be educated at independent schools. There are about 2,400 independent schools in Britain educating 600,000 pupils of all ages. They are very expensive (250 pounds a term for day pupils at nursery age to 2,900 pounds a term for senior boarding pupils) but considered to provide a better education and good job opportunities.

The stages of education in independent schools are called in a different way:
- children from 5 to 8 attend a pre-preparatory school;
- between the ages of 8 and 13 they go to a preparatory (or prep) school;
- from 13 to 18 they attend a public school, but only if they pass an examination called Common Entrance.

The boys' schools include such well-known schools as Eton (College), founded in 1440, Harrow (School), Winchester (College). Among leading girls' public schools are Rodean School and Cheltenham Ladies' College.

Task 1. Complete the sentences consulting the text:

1. English education offers … . 2. Compulsory school … . 3. All forms of education are available … . 4. Younger and older children are … . 5. State Primary Schools … . 6. In the higher classes of Primary … . 7. A comprehensive school offers … . 8. The National Curriculum for … . 9. English, Mathematics and Science are … . 10. In Britain students aged 16 … . 11. Students who do well … . 12. There are about … .

Task 2. Find the following words in the text, translate them into your native language and learn them by heart:

fee; compulsory; available; vocational; majority; attend; ability; promotion; apart; to share; background; curriculum; foundation; core; certificate; to grade; a graduate; internal; external; essentially; residential; tutorial; tutor; roughly; term; bachelor; master; dean; loan; accommodation; grant; tuition; undergraduate

Task 3. Match the words with their definitions:

1) nursery school	a) student in the first four

		years of college
2)	primary school	b) the money you pay for being taught
3)	infant school	c) something lent
4)	secondary school	d) an official with a high rank in some universities
5)	comprehensive school	e) holder of the second university degree
6)	fee	f) someone who has taken the first university degree
7)	a graduate	g) money that you pay for professional services
8)	independent	h) a school for children of 3 to 5
9)	Curriculum	i) a school that teaches the skills necessary for a particular job
10)	Vocational	j) school for children of 5 to 11
11)	Term	k) a school where children go after primary school
12)	a tutor	l) a school for children under 7
13)	Background	m) a school that provides all types of secondary education
14)	Bachelor	n) person's past experiences, education, etc.
15)	a grant	o) course of study in as school or college
16)	Tuition	p) confident and free
17)	a dean	q) someone who is paid to teach only one or a few students
18)	Undergraduate	r) a fixed or limited period of time, esp. in education
19)	Master	s) someone who has completed a course at a college or university
20)	Loan	t) an amount of money given to someone by the government for a particular purpose

Task 4. Answer the following questions.

1) What systems of schools does education in Great Britain offer?
2) At what age is education compulsory for children in GB?

3) What are two stages within the system of schools in GB?

4) What is the age of children who go to Primary School?

5) What is the age of children who go to Secondary School?

6) Which departments is Primary School divided into?

7) What subjects do children study in Primary School?

8) What kind of schools can Secondary Schools be divided into? What's the difference between these schools?

9) What subjects does the National Curriculum for children aged 5-16 consist of? How are these subjects called?

10) What examination do students aged 16 take in GB? Which levels does it have?

11) How much does education at independent schools cost?

12) What stages are there in independent schools?

13) Name the most well-known independent schools for boys and for girls.

14) Which education is considered to be better in GB: in State Schools or in Independent Schools?

TEXT 2

Translate the text into English.

Образование в Великобритании

В Великобритании образование является обязательным для всех детей в возрасте от 5 до 16 лет. В образовании есть три ступени. Первая ступень - начальное образование; вторая - среднее образование; третья - дальнейшее образование в университете или колледже. До 5 лет некоторые дети посещают детские сады, в то время как большинство детей начинают свое базовое образование в начальной школе, которая является первой ступенью начального образования. В детских садах у детей нет настоящих классов. Они знакомятся с классами, партами, они в основном играют и учатся через игру. С 7 до 11 лет они посещают младшие классы, вторую ступень начального образования. В начальных школах детей обучают – чтению, письму и арифметике, а также элементарным наукам и информационным технологиям. У них также есть занятия по музыке, физкультуре и изобразительному искусству.

В возрасте одиннадцати лет детей переводят в общеобразовательные школы. Эти школы дают общее образование и широкий спектр академических курсов, ведущих к сдаче государственных экзаменов в 16 лет.

После пяти лет среднего образования учащиеся сдают экзамен на получение аттестата о среднем образовании. Ученики сдают "О-уровень" – обычный уровень – по стольким предметам, по скольким хотят; некоторые сдают только один или два, другие - девять или десять. Если вы получите хорошие результаты на уровне "О", вы можете оставаться в школе до 18 лет. Здесь вы готовитесь к экзаменам уровня повышенной сложности ("A-Level"). Хорошие результаты по трем экзаменам уровня "A" позволяют поступить в университет.

Высшее образование начинается в 18 лет и обычно длится три-четыре года. Студенты поступают в университеты, политехнические институты или колледжи. Ведущими университетами Англии являются Оксфордский, Кембриджский и Лондонский университеты. После трех лет обучения в вузе студент получает степень бакалавра. Некоторые могут продолжать учебу в течение двух или более лет, чтобы получить степень магистра и доктора.

У британского образования много разных задач, но одна цель. Эта цель - реализовать образовательный потенциал как на благо отдельного человека и общества в целом.

Checkup yourselves

Education in Great Britain

In Great Britain education is compulsory for all children from 5 to 16 years old. There are three stages in education. The first stage is primary education; the second is secondary education; the third is further education at university or college. Before 5 some children attend Nursery Schools, while most children start their basic education in an Infant School which is the first stage of primary education. In infant Schools children don't have real classes. They get acquainted with the classrooms, desks; they mostly play and learn through playing. From 7 to 11 they attend Junior Schools, the second stage of primary education. In Primary Schools children are taught the so-called 3R's – reading, writing and arithmetic, as well as elementary science and information technology. They also have music, physical training and art classes.

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

After five years of secondary education, pupils take the General Certificate of Secondary education examination. Pupils take "O-Level" – Ordinary Level – in as many subjects might be interested; some take just one or two, others take as many as nine or ten. If you get good "O-Level" results, you can stay on at school until you are 18. Here you prepare for Advanced Level Exams ("A-Level"). Three good "A-Level" exams lead to universities.

Higher education begins at 18 and usually lasts for three or four years. Students go to universities, polytechnics or colleges. The leading universities in England are Oxford, Cambridge and London. After three years of study, a student receives a Bachelor's degree. Some may continue their studies for two or more years to get their Master's and Doctor's degrees.

British education has many different faces but one goal. Its aim is to realize the potential of all for the good of the individual and society as a whole.

TEXT 3
Read the text. Write down and translate underlined words

The teacher and the learner

In the act of teaching there are two parties (the teacher and the taught) who work together in some program (the subject matter) designed to modify the learners' experience and understanding in some way. It is necessary to begin, therefore, with observations about the learner, the teacher, and the subject matter and then to consider the significance of group life and the school. It will then be possible to consider the factors and theories involved in modifying a person's experience and understanding. They include theories of learning in education, of school and class organization, and of instructional media.

A child enters school with little if any attainment in written expression and leaves it capable of learning much from human culture. It was thought originally that such progress was just a matter of learning, memorizing, associating, and practicing. The work of psychologists has revealed, however, that the growth of the pupil's intellectual powers must include a large element of development through different phases, beginning with simple sensorimotor coordination; going on to the beginnings of symbolizing, helped by the growth of language and play; and then on to logical thought, provided the material is concrete; and, finally, in midadolescence, on to the power to examine problems comprehensively, to grasp their formal structure, and to evoke explanation. Regarding emotional experience, the child progresses from direct, immediate, uninhibited reactions to more complex, less direct, and more circumspect responses. The physical growth of the child is so obvious as to need no comment. Any attempt to educate the child intellectually and emotionally and for action must take account of those characteristics. Education must pace development, not follow it and not ignore it. The components in the child's overall educational growth are physical and mental maturation, experience, formal teaching through language, and an urge in the learner to resolve discrepancies, anomalies, anddissonances in experience.

What is required of teachers is that they enjoy and be capable of sharing with children work programs designed to modify their experience and understanding. That means making relevant experience available to the student at the right time. The teacher must be mature, have humour with a sense of status, be firm yet unruffled, and be sympathetic but not overpersonal. With large classes, the teacher becomes a leader of a group, providing stimulating learning situations.

The subject matter taught also has a marked influence on the total teaching situation. It may be conveniently divided into the broad headings of languages,humanities, sciences, mathematics, and arts. Although each group of subjects has something in common with others in terms of the demands it makes on the thinker, each area has also something quite specific in its mode of development. Languages call for verbal learning and production based on oral work, particularly during the early phases. The humanities call for an understanding of cause-effect relations of immediate and remote connections between persons and institutions and between human beings and their environment. The sciences call for induction from experience, though deductive processes are required when the laws of science are formalized into mathematical terms. The humanities and sciences both depend on the ability of the learner to hypothesize. Mathematics calls for the ability to abstract, symbolize, and deduce. An interest in the formal and structural properties of the acts

of counting and measuring is fundamental. Arts and literature call for a fairly free opportunity to explore and create.

A large part of the teacher's role is as a group leader, and the group life of the school and the classroom must influence the teaching situation. Group life shows itself in the dynamic structure of the class—including its manner of reaching group decisions, the hierarchy of its members, the existence of cliques and of isolated individuals—and in its morale and overall response to the school and the rest of the staff. Individual pupils also conduct themselves under the influence of the groups to which they belong. Their achievements and attitudes are subject to evaluation by the group, leading to support or ostracism, and they set their standards according to those influences.

In many schools, the range of ages in any class is about one year, and the narrow range makes for some uniformity of subject-matter coverage. But in rural one- and two-teacher schools, groups of children may be heterogeneous by age and ability, and the mode of teaching has to cope with a number of smaller subunits moving along at different rates. The teacher's problem is to coordinate the work of those small, dissimilar groups in such a way that all get attention. Creative free activity has to be practiced by one group while another has more formal instruction from the teacher.

The effect of "streaming," or "tracking"—that is, selecting homogeneous groups by both age and intellectual ability—has promoted much inquiry. The practice evokes extreme opinions, ardent support, and vociferous condemnation. The case for uniformity is that putting pupils with their intellectual peers makes teaching more effective and learning more acceptable. The case against it draws attention to its bad effects on the morale of those children in the lower streams. That view supports the heterogeneous class on the grounds that the strongest are not overforced and the weakest gain from sharing with their abler fellows. Experimental evidence on the problem isdiverse.

The school community is housed in a physical complex, and the conditions of classrooms, assembly places, and play areas and the existence (or nonexistence) of libraries, laboratories, arts-and-crafts rooms, and workshops all play their part in the effectiveness of the teaching-learning situation. Severe restrictions may be caused by the absence of library and laboratory services.

The social forces immediately outside the school community also influence the teaching situation. They emanate from home, neighborhood, and wider social groupings. Teaching is a compact among several groups, including teachers, students, and parents, in the first place, with youth organizations and civic and sometimes religious groups playing a secondary role. The overall neighborhood youth subculture also sets standards and attitudes that teachers must take into account in their work.

Task 1. Find in the text English equivalents of the following sentences

1.Необходимо начать с наблюдений за учеником, учителем и процессом обучения предметам, а затем рассмотреть их значимость в жизни школы в целом. 2. Ребенок поступает в школу практически с недостаточным уровнем

развития навыков письма и заканчивает ее, способный многому научиться. 3. Образование должно идти в ногу с развитием, а не следовать за ним и не игнорировать его. 4. От учителей требуется, чтобы они получали удовольствие от общения с учениками и были способны поделиться с детьми знаниями, необходимыми для формирования мировоззрения и приобретения жизненного опыта. 5. Преподаваемый предмет также оказывает заметное влияние на общую ситуацию обучения. 6. Деление детей на классы, потоки как по возрасту, так и по интеллектуальным способностям широко представлено в ряде исследований.

TEXT 4
Read the text, pay attention to the translation of underlined words. Write down them. Which of them are international words?

General objectives of teaching

The classification of the general objectives of <u>teaching</u> in terms of school subject matter is not sufficient to explain the ultimate ends of <u>education</u>. They include, essentially, the promotion of a well-integrated person capable of taking a responsible, active role in society. With such a purpose in mind, one may achieve more insight by choosing a psychological analysis of the objectives into the attainment of <u>intellectual abilities</u> and social insights (cognition), the learning of practical active skills (psychomotor learning), and the development of <u>emotions</u>, attitudes, and values (affective learning).

<u>Cognitive</u> growth begins at the level of the <u>infant school</u>, with the acquisition of early language and numerical capabilities, and continues increasingly to dominate education to the secondary and higher levels. But the learner is more than an enlarging reservoir of information. With that acquisition goes a growing power to generalize, abstract, infer, interpret, explain, apply, and create. Cognitive training produces a thinker-observer aware of the modes of thought and judgment making up human intellectual activity. In the final stages, the teacher aims at a thinker, critic, organizer, and creator.

In the development of <u>psychomotor learning</u>, the teacher is concerned with the promotion of coordinated skills and their creative use. Instruction begins with the acts of handwriting and plastic art play, characteristic of earlier years of schooling. It includes painting, games, workshop skills, and practical <u>science</u>. It has a high <u>prestige</u> value among the pupils themselves and the wider <u>community</u>.

The permeation of <u>emotional</u> learning throughout the whole educative process is not always obvious, in part because very often it is brought about incidentally. Teachers may be self-conscious and self-critical about the deliberate inculcation of emotional responses, which will provide the energy and a mainspring of social life. The acquisition and application of values and <u>attitudes</u> are most marked by the time of adolescence and dominate the general life of the young individual. Theoretical, <u>aesthetic</u>, social, economic, political, <u>ethical</u>, and sometimes religious values pervade the school curriculum. <u>Literature</u>, art, the <u>humanities</u>, and sometimes religious teaching are all directly involved, and the teaching of science and

mathematics can bring about a positive attitude toward cognitive and theoretical values.

An individual's emotional structure is the pattern of personal values and attitudes. Under the influence of instruction and experience, that structure shows three kinds of change. First, pupils learn to select those situations and problems to which they will make appropriate emotional responses. Second, in general, an increasing range of situations includes happenings more remote from the learner. At first, emotions are aroused by situations directly affecting the child. As children become more mature, they are increasingly involved in affairs and causes far removed from their own personal lives. Third, their <u>repertoire</u> of emotional responses gradually becomes less immediate, expressive, and linked with <u>physical activity</u>.

TEXT 5
Read the definitions and try to explain in your own words.

What is psychology?

Psycho- is a learned borrowing from Greek meaning *breath*, *soul*, *spirit*, and *mind*. In Greek mythology Psyche (*soul* or *butterfly*) was the human bride of Eros, the god of love. Before she is allowed to marry Eros she is forced to undergo many difficult ordeals. Apuleius tells the story of Eros and Psyche in his Metamorphoses. Psychology was considered a study of the soul.

Psychology is 1) the science of the mind or of mental states and processes: the science of human nature; 2) the science of human and animal behavior; 3) the sum of the mental states and processes of the person or of a number of persons, especially as determining action (e.g. the psychology of a soldier at the battle). Literally, the word **psychology** means the *science of the mind*.

Most contemporary psychologists would define psychology as **the science of the behavior of organisms**. By behavior they mean activities and processes that can be observed objectively — both the isolated reactions of muscles, glands and other parts of the organisms and the organized, goal-directed patterns of reaction that characterize the organism as a whole. Psychologists also interpret behavior to include internal processes — thinking, emotional reactions and the like — which one person can not observe directly in another but which can be inferred from observation of external behavior.

Behavior is determined by a complex of factors that are partly biological, partly anthropological, partly sociological, and partly psychological. Therefore, psychology is closely connected to both the biological and the social sciences. Psychologists study basic functions such as learning, memory, language, thinking,

emotions, and motives. They investigate development throughout mental and physical health care. They also treat people who are emotionally distressed. So, it is very important for them to know all about social influences on individuals, the role of the brain and the nervous system in such functions as memory, language, sleep, attention, movement, perception, hunger, anger and joy.

Although psychology has been concerned primarily with the behavior of human individuals and groups, it has also dealt with the study of animal behavior.

Although great care is always necessary in interpreting human behavior in the light of findings from animal experiments, animal psychology has greatly contributed to study of human beings.

1. What is **physiology**? How is it connected to psychology?

Physiology is the study of the parts and systems of the human body and how they work. You can't learn about the inner world of a person without having an idea about the human physiology.

Physiological psychology is concerned with the way the body functions and the effect of its activity on behavior.

2. What is **psychoanalysis**? What do you know about it?

Read the definitions.

Psychoanalysis is 1) a systematic structure of theories concerning the relations of conscious and unconscious psychological processes; 2) a technical procedure of investigating unconscious mental processes and for treating psychoneuroses.

3. What **four types of temperament** do you know? In medieval physiology, temperament is any of the four conditions of body and mind: the sanguine, phlegmatic, choleric (or bilious), and melancholic, each of them attributed to an excess of one of the four corresponding humors (body liquids). It is one's customary frame of mind or natural disposition, nature that is excitable, moody, capricious, volatile, etc.

Sanguine (from *sangui- — blood*), having the warm passionate, cheerful temperament and the healthy, ruddy complexion of one in whom the blood is the predominant humor of the four. The person is usually heavy, cheerful, confident, red-faced, jolly, generous, self-indulgent optimistic and hopeful sort of person.

Melancholy — black bile in medieval physiology considered to be one of the four humors to come from the spleen or kidney, and to cause gloominess, irritability or depression. Melancholy is a gloomy, pessimistic, quiet and brooding person.

Choleric is having choler as the predominant humor, hence of bilious temperament. In medieval times choler (bile) was considered one of the four humors of the body and the source of anger and irritability. Choleric is a quick-tempered, excitable, aggressive and energetic person, usually thin and wiry.

Phlegmatic — a slow, lethargic, apathetic, hard to rouse to action, sluggish, dull kind of person. Phlegm is a fluid, clammy humor of the body which was believed to cause sluggishness or dullness.

What is **Gestalt psychology**? The German word *Gestalt* means *configuration* or *pattern*. Gestalt psychologists argue that an organism will see an object as a whole. This is because the brain imposes patterns on the raw material of perception. The patterns tend to make complete forms, and incomplete forms are completed by the organizing activity of the brain. When problem solving it is argued that individuals receive "insights" into the total situation: the total pattern suddenly becomes obvious. Gestalt school of psychology that interprets phenomena as organized wholes rather than as aggregates of distinct parts, maintaining that the whole is greater than the sum of its parts. The term *Gestalt* was coined by the philosopher **Christian von Ehrenfels** in 1890, to denote experiences that require more than the basic sensory capacities to comprehend. Gestalt psychologists suggest that the events in the brain bear a

structural correspondence to psychological events; indeed, it has been shown that steady electric currents in the brain correspond to structured perceptual events. The Gestalt school has made substantial contributions to the study of learning, recall, and the nature of associations, as well as important contributions to personality and social psychology. In therapy, the analyst encourages clients to release their emotions, and to recognize these emotions for what they are.

Intelligence, in psychology, the general mental ability involved in calculating, reasoning, perceiving elationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations. Alfred Binet, the French psychologist, defined intelligence as the totality of mental processes involved in adapting to the environment. Although there remains a strong tendency to view intelligence as a purely intellectual or cognitive function, considerable evidence suggests that intelligence has many facets.

Experimental psychology describes an approach to psychology that treats it as one of the natural sciences, and therefore assumes that it is susceptible to the experimental method. Many experimental psychologists have gone further, and have assumed that all methods of investigation other than experimentation are suspect. In particular, experimental psychologists have been inclined to discount the case study and interview methods as they have been used in clinical and developmental psychology. Wilhelm Wundt was one of the first experimental psychologists and is credited with starting the first psychology laboratory.

Introspection, a process used by Wundt in his laboratory, is a way of examining one's own conscious experience through self-observation of one's thoughts, feelings and sensations. **Structuralism**, the name of Wundt's approach to experimental psychology is a system of thought that tried to analyze sensations and subjective experience into its basic building blocks.

Functionalism, another psychological system of thought, focuses on how mental activity enables people to function and survive. **William James** and other supporters of the functionalist movement were opposed to structuralism because they left consciousness could not be broken down into components as if it were a physical structure.

A key area of debate in psychology has been the extent to which our capacities are learnt versus the extent to which they are innate (this issue is closely related to the more general nature-nurture debate in biology). **Behaviorism** is a system of thought which holds that only strictly observable phenomena are worthy of psychological study. **John B. Watson** is considered to be the "father" of behaviorism. The behaviorism of B. F. Skinner viewed behavior as being learnt through a process of conditioning — the association of stimuli with responses. The influence of behaviorism took a blow with the work of the **psycho-linguist Noam Chomsky** on language acquisition. Chomsky argued that the stimulus available to an infant was simply not rich enough

to allow language-learning through Skinnerian conditioning, and that the human brain must have an innate capacity for, or predisposition towards language learning. This idea that the brain has a specialized Language Acquisition Device in

many ways laid the foundation for the field now known as cognitive psychology, which tends to view the mind in terms of more-or- less specialized functions or processes.

Humanistic psychology emerged in the 1950s in reaction to both behaviorism and psychoanalysis. It stresses a phenomeno-logical view of human experience and seeks to understand human beings and their behavior by conducting qualitative research. Among sciences humanistic psychology focuses on basic and applied science. Humanistic psychology is concerned with the subjective experience of human beings and views using quantitative methods in the study of the human mind and behavior as misguided and instead stresses qualitative research.

It emerged in the 1950s in reaction to both **behaviorism** and **psychoanalysis**. It stresses a phenomenological view of human experience and seeks to understand human beings, rather than conventional statistical one. There is a branch of psychology which uses methods to investigate the subjective experience of human beings; clinical psychology.

Clinical psychology is concerned with helping people who have mental disorders. It is the practice of outpatient mental health treatment. Examples of clinical psychology include psychotherapy, art therapy, and cognitive therapy.

Prior to the 20th century, there was little, if any, help available for sufferers of mental health problems. In the early 20th century, Sigmund Freud developed a mental health treatment known as psychoanalysis. In order to practise psychoanalysis, a great deal of training was required of the practitioner. Consequently, the cost of psychoanalysis was also high.

Unlike clinical psychology, **counseling psychology** is generally a joint-venture of both psychology departments and departments of education. Counseling psychologists focus primarily on helping people overcome or better manage pathologies as well as transcend perceived limitations.

Developmental psychology is the study of human growth and changes in behavior from conception to death. Jean Piaget was one of the most famous and influential researchers in developmental psychology. The nature-nurture issue deals with whether human growth results from interaction with others and with the physical world (nurture) or if the key to development is heredity (nature). Jean Piaget, as well as most developmental

psychologists today, believed that changes in behavior result from a combination of nurture and nature.

Psychometric psychology is the psychological specialty involved with developing, administering, and analyzing tests. James McKeen Cattell, an assistant to Wundt, was the first psychologist to suggest the term "mental test." He began using tests to assess how humans used mental ability to solve problems and survive.

Psychiatry is the medical field specializing in mental health issues, thereby overlapping with clinical psychology. Clinical and counseling psychologists often work in co-operation with psychiatrists, social workers, psychiatric nurses and "lay" counselors. Psychiatrists are often involved in providing psycho-pharmacological care including antidepressant, anti-anxiety, antipsychotic and mood-stabilizing

medication. Services aimed at mental or behavioral problems are also often provided by traditional healers and religious counselors.

Applied psychology is a more general term, referring to solving problems and answering questions that could help solve problems faced by people and society. For example, researching how animals won't eat novel foods after getting ill, even if the food didn't cause the illness, has helped explain why cancer patients have difficulty eating after chemotherapy.

To deal with the problems in psychology you first have to know a certain professional vocabulary that would help you in reading comprehension and expressions of your thoughts. The main purpose of this book is to help you in this mission

Psychology today. Human consciousness is in a place of self-awareness and creating balance as it moves out of the dark ages back to higher frequency of light and thought. To understand how the psyche works, one must understand its nature based on duality, as it seeks to create balance in a world of challenges. We live in a time of recognition that we have issues that we are trying to heal and overcome which has held us back. We combine physical and metaphysical healing to create a union of body, mind and soul. As a bi-polar experiment in time and emotions, the souls have met challenges at every turn, presently facing their issues and seeking help from professionals, books, healers, other.

Task 1. Read the questions and check if you know the answers. If not, go back to the text and scan it to find the information necessary.

1) What is psychology? How is it connected to biology?
2) What's the origin of the word?
3) What is physiology? How is it connected to psychology?
4) Read the definition of psychology as a science and try to explain it in your own words.
5) Who are the scientists connected with psychology in their research?

Task 2. Read the definitions in the text and answer the questions.

1) What is psychoanalysis? What do you know about it?
a) It is a systematic structure of theories concerning the relations of conscious and unconscious psychological
processes.
b) It is a technical procedure of investigating unconscious mental processes and for treating psychoneuroses.
2) What four types of temperament do you know? Describe each type. Explain on what basis they are differentiated.
3) What is Gestalt psychology?
4) What does the German word *Gestalt* mean?

Task 3. Do the test according to the text "What is psychology?"

1. The person given credit for starting psychology as a separate discipline is ... .
a) Wilhelm Wundt
b) John Watson
c) Sigmund Freud
d) William McDougall
2. The system which focuses on how mental activity enables people to function and survive is called ... .
a) structuralism
b) behaviorism
c) functionalism
d) gestaltism
3. The area of psychology which would concern itself with studying the effects of aging on various psychological processes is ... .
a) clinical psychology
b) developmental psychology
c) social psychology
d) psychometric psychology
4) Which psychological system is associated with John B. Watson.
a) structuralism
b) behaviorism
c) functionalism
d) gestaltism
5) The psychologist credited with developing one of the first useful tests to assess human intelligence is ... .
a) Jean Piaget
b) Floyd Allport
c) Alfred Binet
d) James McKeen Cattell
6) A way of examining one's own conscious experience through self-observation of one's thoughts, feelings and sensations is ... .
a) introspection
b) functionalism
c) structuralism
d) behaviorism
7) A system of thought that tried to analyze sensations and subjective experience into its basic building blocks is ... .
a) introspection
b) functionalism
c) structuralism
d) behaviorism

TEXT 6
Read and translate the text into Russian.

The Nature of Language and Symbolic Behavior
Part I

The use of language is one of the basically distinguishing characteristics of man.

Man's behavior is predominantly symbolic in nature. Thus, the process of language acquisition efnd language functioning become fundamental problems in the scientific appraisal of human behavior.

Symbolic behavior is not limited to language symbols. Music, art, and religion entail symbols which are not specifically language symbols. Therefore, man's symbolic behavior is not limited to language, but language is his most predominant type of symbolization and is the main basis of his ability to communicate. This discussion is limited essentially to that aspect of man's symbolic behavior which can be described as being attributed to the use of language.

Language is an organized set of symbols which may be either auditory or visual. It is the task of every infant to acquire the particular set of symbols which are characteristic of his culture. The auditory symbol is basic to the total language process. Genetically, it is the first language symbol which is acquired. Furthermore, it is the auditory or spoken symbol which is predominant in any cultural group. Man's symbolic behavior is determined predominantly by this auditory symbol.

It is language which makes symbolic behavior possible. Symbolic behavior is that behavior which occurs on the basis of a sign or symbol instead of the actual object, idea, or feeling. After the symbol has been acquired, an individual can relate to another individual on the basis of this symbol and this in turn makes the presence of the actual object, idea, or feeling unnecessary. When this occurs, abstract behavior has been achieved and such behavior occurs only under the circumstances of symbolization.

The most primitive of people have a highly developed language and behave in- a highly symbolic manner. Nevertheless, it seems possible that abstract behavior is rather directly related to the subtlety of the language system which any specific group of human beings uses. Likewise, in language pathology, when the symbolic process has been disturbed, man is reduced in his abstract functioning; this varies greatly with the type of language pathology encountered. Before considering the complex problem of disturbed language functioning in children, it is necessary to explore the basic problem of how the normal child acquires language.

The process of language acquisition in children has been studied mainly in terms of normative data. For example, the age at which a child first speaks a single word and then speaks in sentences has been well established.

Such information is only indirectly suggestive of the process of language acquisition itself. Furthermore, the study of language has been primarily in terms of expressive language. Other aspects, such as inner and receptive language, only recently have been considered scientifically. Similarly, the study of language acquisition traditionally has considered mainly organic factors and has tacitly assumed psychological factors. It is now apparent that this is an oversimplification of the process of language acquisition. Language acquisition and language

pathology are interrelated theoretically, and inclusive consideration entails concern for organic and psychological aspects simultaneously. However, the infant first lives through a nonsymbolic period.

<div align="right">(By Helmer R.Myklebust. "Speech Pathology". L., 1960.)</div>

Task 1. Comprehension questions to part I.

1. What is the basically distinguishing characteristic of man?
2. How can we describe man's symbolic behavior?
3. Is there a difference between the people's and animal's language?
4. What is the process of language acquisition in children?

Task 2. Read and translate the text into Russian.

The Nature of Language and Symbolic Behavior
Part II

Functionally, language can be divided into three types: inner, receptive, and expressive. Genetically, inner language is acquired first, receptive language is acquired next, and expressive is acquired last.

Inner language can be described as the use of language symbols for purposes of inner life or thought; that is, it might be described as that language which in the individual uses for autistic purposes or for "talking to himself." As the individual matures (on the average after six years of age), this inner language might be either auditory or visual; one might think in "heard words" or "seen words." *Receptive language* might be considered as that language which an individual uses to understand others. This, too, might consist of either spoken or written symbols after a certain degree of maturation has occurred. Genetically, the ability to understand the spoken word precedes that of being able to understand the written word by approximately five years. *Expressive language* can be viewed as that language which the individual uses to make himself understood to others. Again, such symbols may be either spoken or written. In general, the functional classifications of language can be viewed simply in these terms: inner language is that language which the individual uses autistically, receptive language is the language which he uses for the purpose of comprehending others, and expressive language is that language which he uses in making himself understood to others.

As indicated previously, although expressive language has been studied more extensively than either inner or receptive language, it seems that the expressive use of language can occur only after both inner and receptive language have been partially established. This is emphasized by the genetics of language development, which indicate that inner language must have been established, before receptive language can become functional and expressive language occurs only if inner and receptive language have become useful within certain minimal levels of adequacy. During approximately the first eight months of life, the infant receives sensations and through gradual integration he develops basic and fundamental inner language.

At the age of approximately eight or nine months he has acquired sufficient inner language so that he begins to comprehend some of the spoken language which he hears. He then begins to use receptive language, which is the second step in the genetics of language development. After he has received or comprehended the spoken word for approximately another four months, he begins to use expressive language. It is a well-established finding that children on the average use their first word at approximately^ to 13 months of age. It is apparent that much of the language process in terms of language acquisition has preceded this specific occurrence of being able to use a word expressively.

(By Helmer R.Myklebust. "Speech Pathology". L., 1960.)

Task 3.

1. Classify the language types according to the functional point.
2. Say when the expressive use of language can occur.

Task 4. Discuss the text, parts I, II, in the form of a dialogue. Use the patens and set expressions given below:

- It is important to say that...
- It is necessary to point out...
- I fully agree with the statement...
- Well, I don't think...
- I'd like to draw .your attention to the fact that...
- I can't agree with you, as...
- I'm afraid you're mistaken in your opinion...
- I would ascentain that...

TEXT 7
Read the text and get ready to interpret the article along the following lines:

1. The role of a speech-language pathologist in whole language.
2. His place in the work of professionals through common curricula.
3. The relationship of whole language to reading, writing, spelling and learning across the curriculum.

The role of the speech-language pathologists in the whole language
The speech-language pathologist should take a leadership role in the whole language. Speech-language pathologists are the professionals who receive specific training in language structure, its development, disorders, and intervention procedures. The speech-language pathologist has information about all aspects of language and their interrelation. An increasing amount of literature is becoming available about whole language and its specific applications to language assessment and intervention. An enormous body of literature already exists about the

relationship of whole language to reading, writing, spelling, and learning across the curriculum. By reading and acquiring a thorough understanding of whole language and its principles, the speech-language pathologist can not only provide better services to the children for whom direct intervention is provided, but can also work with other professionals through common curriculum and beliefs. This common ground will be increasingly important as service delivery models move toward collaborative consultation and the education for all children within regular education classrooms.

(Janet A. Norris. "Speech and Language Pathology".
September, 1992)

Task 1. Get ready to speak on the aspects:
1.   The role of a speech-language pathologist in the whole language.
2.   His place in the work of professionals through common curricula.
3.   The relationship of whole language to reading, writing, spelling and learning across the curriculum.

TEXT 8
Read the text and then choose the correct option.

Higher education
1 Many countries in the developed and rapidly developing world have come to the realisation that a far greater number of a country's population need to be at university or other places of higher education to ensure that their knowledge-based economies can compete with others. At the same time, there is a strong feeling that universities, traditionally made up of small elites, need to ensure that disadvantaged groups get equal access. The effect of all this has been the ballooning of student numbers in higher education in the last ten years in many countries from Australia to South Korea, to Britain, to Canada and to others.

2 As numbers rose inexorably, so have costs. Who is to foot the bill? The answer has been increasingly discussed that costs must be transferred to the individual, as the state sector just does not have the capacity to fund the expansion that is required. Fees have gone up and will have to continue to rise. Many people who want access to all that a tertiary education offers have found that they will be faced with large mountains of debt upon graduation. The question that needs to be asked is whether fee hikes have discouraged entrance, particularly among those who would suffer the greatest financial hardship.

3 The evidence is unclear. Australia and New Zealand were early introducers of increased fees. The former introduced HECS (Higher Education Contribution Scheme), which is a combined tuition fee and income-contingent student loan scheme. The latter introduced and then deregulated student fees. In both cases, participation levels were largely unaffected by the changes, especially among lower-income families.

4 A more recent trend has been the adoption of student loan schemes which take the form of soft loans, popularly tagged 'study now, pay later'. Many argue that

social equity is damaged by the costs; people from poorer backgrounds will baulk at the costs involved and fail to enroll at universities. However, some argue that soft loan schemes are more equitable because those who have incurred debts during their studies stand a greater chance of repaying the loans through increased opportunities to obtain better-paid jobs.

5 At a time when many governments are strapped for cash, a shift to 'study now, pay later' schemes will free up funds that could be used to remove barriers at earlier levels of education.

1. Which title best expresses the ideas in the text?
a) The crisis in higher education.
b) The funding of higher education.
c) Knowledge-based economies and higher education.
d) Higher education and the Australia/New Zealand experience.
2. Canada is mentioned because …
a) disadvantaged persons there now enter higher education.
b) it is part of the developed world.
c) the student population there has increased.
d) it is representative of North America.
3. Which one of the following statements is not true?
a) Loan schemes have been introduced.
b) Fees have risen in Australia.
c) Poorer New Zealand students stopped entering higher education.
d) University students often get good salaries.
4. The word 'latter' (paragraph 3) refers to …
a) Australia.
b) student loan-scheme.
c) HECS.
d) New Zealand.
5. Soft loan schemes are applicable to …
a) higher-income students
b) disadvantaged groups
c) lower-income students
d) all university students
6. The word 'baulk' (paragraph 4) is best replaced by …
a) fear
b) reject
c) suffer
d) recoil

TEXT 9
Read the text and then choose the correct option.

Communications

1 It is important to bear in mind that our ability to communicate effectively over long distances with other people on our planet is a relatively new development. The increase in ease of global communication has been phenomenal, something we are all too unappreciative of. We take it for granted that we can as easily place a call to Beijing or Kyoto or Pusan from another continent as we can call up our relatives in the next town. The telephone can be used to call for help, to arrange a meeting, to hire an employee, to transfer money and to do a thousand and one other things. Now we can do the same with handheld mobile phones or other pieces of electronic equipment like the fax or the computer.

2 It was not always the case. Take, for example, the United States of America. Domestic telephone services have been in place for over a century but calls overseas were, until recently, fraught with difficulties. After the war, calls to Asia and Europe used to rely on short-wave radio signals that bounced off the ionosphere, the electrically active layer of the atmosphere that lies between 50 and 250 miles above the earth's surface. Setting up a call involved hours of preparation and, when the call was made, sound quality was often affected by static.

3 Subsequent developments have been rapid as moves were made through copper wire cable, through satellite technology to present-day fibre optic cables.

4 With computer communications, it is now possible to send text and images, which are, in many ways, superior to reliance on the human voice. In addition, if you need help but are not sure where that help might be found, you can search the World Wide Web for information or, if unsuccessful, send out a message to a chat group or bulletin board soliciting help. This could involve mundane things or matters of far greater importance. Medical doctors are now wont to post details of complex medical conditions online in the hope that fellow practitioners might be able to offer insights or point them in the direction of help.

5 Truly global communications have become a significant force for good in the modern world.

1. What title best expresses the ideas in the passage?
a) Technical advances in the telephone.
b) The rapid development of communication technology.
c) American telephone advances.
d) The development of computer communications.
2. Long-distance calls after the war were …
a) restricted by distance.
b) enabled by radio sets.
c) often of poor quality.
d) limited in time.
3. Which of the following statements is not true?
a) Many technologies have helped telephone communication.
b) Fibre optic technology is the most recent technology.
c) Doctors frequently post problems on the Internet.
d) Telephone services were rare before the war.
4. The word 'them' in the last sentence of paragraph 4 refers to …

a) fellow practitioners.
b) insights.
c) medical doctors.
d) medical conditions.
5. Chat is mentioned in the text because of …
a) its value in communicating with many people.
b) its social value.
c) its use of text.
d) its ease of use.
6. The word 'mundane' in the final paragraph could best be replaced by …
a) complex.
b) ordinary.
c) personal.
d) practical.

TEXT 10
Read the text and translate it

Types of Designer Jobs for Creative People

Designers have a huge impact on the appearance and function of everything around you, from the schematics of a new car to the graphics on a billboard. There are many different types of designer jobs that incorporate complex technical skills, so many people interested in design choose to specialize to become an expert in one particular area. If you're interested in pursuing a career in design, it is important to understand the different career paths you can take and how each can suit your unique skills and interests.

What is a designer? A designer is a person who creates visual representations of concepts and ideas. Designers work to create unique solutions for various client and customer needs, considering aesthetics, functionality and other requirements to make their design unique. They often edit and streamline existing designs to provide a better user experience or produce different results. Designers regularly collaborate with other people on a design team in addition to project managers and clients who provide the inspiration for their work and approve their final vision.

Why pursue a career in design? The design field is constantly changing to adapt to new client needs and appeal to more customers, making it an ideal career for ambitious people who thrive when faced with new challenges. People who have a natural ability to solve problems have a high potential to succeed within the field of design, where they can visualize the best way to appeal to a particular audience. Many types of designer jobs allow you to pursue your ideas and interests, allowing you to directly influence the outcome of a project based on what visually appeals to your style and aesthetic

What are different types of designer jobs? They are:
- Video game designer
- Web designer
- Graphic designer

- Interior designer
- Architectural designer
- UI designer
- UX designer
- Product designer

Video game designers develop concepts for characters, game mechanics, visual effects, storylines and settings then use programming skills to make each of those elements part of a functioning video game. Video game designers need to have a strong grasp of computer science and a highly creative perspective that incorporates elements of storytelling with fun and engaging gameplay.

Fashion designers draw and create wearable items like clothes and accessories. Fashion designers often get a specific degree in fashion design to learn about the process of making clothing. They use their knowledge of different techniques and types of textiles to visualize the most flattering or interesting way to produce a specific garment. Fashion designers can create functional clothing for daily wear, unique runway pieces or entire collections based around a common theme.

Web designers also known as interactive designers are responsible for planning and building websites, including writing code, selecting a color palette, creating a readable layout and adding graphics. Web designers build different functions into web pages depending on client needs, requiring them to have strong technical web development skills in addition to artistic abilities. They test and maintain website function by running tests to anticipate any possible user errors that could reduce the effectiveness of the website's purpose.

Graphic designers create visual representations of ideas through images like logos, packaging, business cards and advertisements. They focus on creating the most visually pleasing appearance for a product, business or idea. Graphic designers must understand the elements of art to create an attractive design that tells a story about what it represents and seamlessly conveys ideas to viewers. Graphic designers help develop the image of brands and determine what types of colors, shapes, text and effects should represent a product.

Interior designers develop concepts for the spaces where people work, live and gather. They often design the different elements of a home, office or other building to suit a client's unique taste. Interior designers must be able to combine small details to create an overall effect within a room or building. Businesses rely on interior designers to help them build a productive, welcoming workspace that suits their brand and aesthetics. Interior designers create the visual layout for entire rooms and may collaborate with architects when developing their designs.

Architectural designers draw plans for buildings, structures and public places. They can create models and draw plans based on an architect's original ideas. Architectural designers work with engineers to determine the exact specifications of their designs and create the most accurate models possible. They create floor plans and blueprints both on paper using drawing skills and on the computer with modeling software.

UI or user interface design is a part of UX design, but UI designers focus specifically on how customers visually interact with a product. They consider all of

the ways a user interacts with a product and use visual clues to make their product more accessible and intuitive. UI designers can work on apps, websites and products with a physical interface like a television or tablet.

UX or user experience designers focus exclusively on how customers interact with a product or service. UX designers do extensive research on how people experience a product, then brainstorm solutions for improving that experience. They develop insight into their ideal customer's feelings, requiring them to be empathetic and strategic when creating a design. UX designers work in all phases of a product's design, collecting and implementing feedback in response to their research.

Product designers create the appearance and specifications of physical products, ranging from household items to electronics and large machinery. They ensure that a product is functional and look for the most efficient way to complete a task or solve a problem with their design. Product designers must have an intimate knowledge of the materials they need to create a product, who will use the product and what they will use the product for. They collaborate with engineers and other designers to develop detailed blueprints and create a prototype of the final product.

Task 1. Give Russian equivalents to:

designers have a huge impact on the appearance and function, different types of designer jobs that incorporate complex technical skills, designers regularly collaborate with other people, making it an ideal career for ambitious people, types of designer jobs allow to pursue one's ideas and interests, use programming skills to make, fashion designers can create functional clothing, for planning and building websites, to focus on creating the most visually pleasing appearance, to design the different elements, using drawing skills, user interface design, collecting and implementing feedback, product designers must have an intimate knowledge of the materials

Task 2. Give English equivalents to:

важно понимать различные карьерные пути, творчески подходить к решению проектов для различных клиентов, найти наилучший способ обратиться к определенной аудитории, обладать естественной способностью решать проблемы и высоким потенциалом для достижения успеха в области дизайна, сделать каждый из этих элементов частью функционирующей видеоигры, различные методы и типы текстиля, тестировать и поддерживать работу веб-сайта, предвидеть любые возможные ошибки пользователя, уметь комбинировать мелкие детали для создания общего эффекта в помещении или здании, дизайн пользовательского интерфейса, работать на всех этапах создания продукта

TEXT 11
Read the text "The British System of Social Welfare" making use of the active terminological vocabulary and commentary and notes on it.

The British System of Social Welfare

The British social welfare system comprises the National Health Service, the personal social services, and social security. The National Health Service provides a comprehensive range of medical services which are available to all residents, irrespective of means. Local authority personal social services and voluntary organisations provide help and advice to the most vulnerable members of the community. These include elderly people, disabled people and children in need of care. The social security system is designed to secure a basic standard of living for people in financial need by providing income during periods of inability to earn (including periods of unemployment), help for families and assistance with costs arising from disablement.

Central government is directly responsible for the National Health Service, administered by a range of health authorities and boards throughout Britain acting as its gents, and for the social security system. It has an indirect responsibility for the personal social services administered by local authorities. Joint finance and planning between health and local authorities aim to prevent overlapping of services and to encourage the development of community services.

Planned spending on social welfare in 1989—1990 was: health over £25,000 million and personal social services over £4,800 million (together representing some 15 per cent of general government expenditure); and social security benefits some £51,000 million (31percent).

Expenditure on the health service has increased substantially in real terms since 1990, and current spending is planned to grow further. More patients are now being treated than ever before. Spending on social security is rising because of increased numbers of beneficiaries, especially retirement pensioners, the long-term sick and disabled, and the unemployed, and the value of retirement and most other long-term benefits has been increased in real terms since 1990. Major reforms to the social security system have been introduced under the Social Security Act 1986; these are designed to provide a clearer, simpler system more capable of meeting genuine need. Spending on the personal social services is determined by local authorities, and while constraints are placed by central government on the total expenditure of individual local authorities, spending has risen substantially in real terms since the late 1990s, thus reflecting the priority given to this sector.

Task 1. Find in the text "The British System of Social Welfare" the English equivalents for the following phrases.

адресные социальные услуги, медицинские службы (услуги), путем обеспечения дохода, наиболее незащищенные члены общества, пожилые люди, нетрудоспособные люди, дети нуждающиеся в опеке и попечении, безработица, помощь в связи с возросшими материальными потерями из-за нетрудоспособности, система социального обеспечения, совместное финансирование и планирование, расходы на здравоохранение значительно

увеличились, ожидается, что текущие расходы возрастут, сейчас лечение получает большее количество пациентов чем когда-либо прежде, расходы на социальное обеспечение увеличиваются, люди болеющие продолжительное время, долговременные пособия, основные реформы нацелены на создание четкой и более простой системы, общий бюджет местных органов власти

Task 2. Translate the sentences into English making use of the active vocabulary.

1. Британское правительство разработало различные программы, нацеленные на оказание социальных услуг. 2. Расходы на здравоохранение и социальные услуги несет государство. 3. Правительство провело реформы по улучшению материального обеспечения таких социальных групп как нетрудоспособные граждане, люди пожилого возраста и дети, нуждающиеся в опеке. 4. Бюджет на здравоохранение значительно возрос с 1990 г. 5. Центральное правительство непосредственно ответственно за Национальную службу здравоохранения. 6. В настоящее время большее количество пациентов, чем когда-либо прежде, получает лечение. 7. Число лиц, получающих пособия, значительно увеличилось в последние годы. 8. Расходы на адресные социальные услуги определяются местными органами власти.

Task 3. Answer the following comprehension questions on the text "The British System of Social Welfare".

1. What does the British social welfare system comprise? 2. What organizations provide help and advice to the most vulnerable members of the community? 3. What categories of people refer to the most vulnerable members of the community? 4. What is the central government responsible for? 5. Since what year has the expenditure on the health service increased? 6. What major reforms to the social security system have been introduced under the Social Security Act? 7. What authorities are responsible for the personal social services administration? 8. Spending on what services has risen substantially in real terms since the late 1990s?

TEXT 12
Read and translate the text

Social Work Profession
Social work is an established professional discipline with a distinctive part to play in promoting and securing the wellbeing of children, adults, families and communities. It operates within a framework of legislation and government policy, set out in Putting People First and the Children's Plan, and contributes to the development of social policy, practice and service provision. It collaborates with other social care, health, education and related services to ensure people receive integrated support. It is a profession regulated by law.

Social work is committed to enabling every child and adult to fulfill their potential, achieve and maintain independence and self-direction, make choices, take control of their own lives and support arrangements, and exercise their civil and human rights. It looks at people's lives and circumstances in the round, and works with them to personalize social care responses to fit their own individual situations. Its approaches and working methods aim to promote empowerment and creativity.

Social work embodies a set of core values and principles. It is committed to the rights of the child; respects the equality, worth and human rights of all people, and their individuality, privacy and dignity; and challenges discrimination and prejudice. Its knowledge base, drawn from relevant academic disciplines, is informed by the experience and expertise of people using services, developed through research and tested in practice.

Social work makes a particular contribution in situations where there are high levels of complexity, uncertainty, stress, conflicts of interest, and risk, particularly to children and vulnerable adults. It applies specialist analytical skills and knowledge to assessing these situations, and making complex judgments on action to take.

Professional social workers assist individuals, groups, or communities to restore or enhance their capacity for social functioning, while creating societal conditions favorable to their goals. The practice of social work requires knowledge of human development and behavior, of social, economic and cultural institutions, and of the interaction of all these factors.

Social workers are highly trained and experienced professionals. Only those who have earned social work degrees at the bachelor's, master's or doctoral levels, and completed a minimum number of hours in supervised fieldwork, are «professional social workers».

Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability and mental illness. They help prevent crises and counsel individuals, families and communities to cope more effectively with the stresses of everyday life.

Professional social workers are found in every facet of community life – in schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies that serve individuals and families in need. They often specialize in one or more of the following practice areas: Military Social Work, Rural Social Work, Child Welfare Services, Homeless Family Assistance, Hospital Social Work, School Violence, Depression, Chronic Pain, Development Disabilities, International Social Work, Community Mental Health, Employee Assistance, Veterans Services, Domestic Violence, Family Planning, Difficulties in School, Gerontology Services, Housing Assistance, Public Welfare.

Today, special interest social work organizations contribute to the vitality and credibility of the social work profession.

Task 1. Express the same in English

1.Социальная работа направлена на то, чтобы дать возможность каждому ребенку и взрослому реализовать свой потенциал, достичь и сохранить независимость и самостоятельность, сделать выбор, взять под контроль свою собственную жизнь и меры поддержки, а также реализовать свои гражданские права и права человека. 2. Социальная работа воплощает в себе набор основных ценностей и принципов. 3. Практика социальной работы требует знания развития и поведения человека, социальных, экономических и культурных институтов, а также взаимодействия всех этих факторов. 4. Профессиональные социальные работники помогают отдельным лицам, группам или сообществам восстановить или усилить их способность к социальному функционированию, создавая при этом благоприятные социальные условия. 5. Профессиональные социальные работники присутствуют во всех сферах общественной жизни. 6. Социальные работники требуются в школах, больницах, психиатрических клиниках, центрах для престарелых, тюрьмах, вооруженных силах.

Task 2. Answer the following questions:

1. What does "social work" mean?
2. Why is social work important nowadays?
3. What are the duties of social worker?
4. What features must a good social worker have?
5. Have you got any of ones?
6. Why have you chosen such occupation?

TEXT 13

Read and translate the text

What history education offers learners that is unique?

History offers a key subject that, if resourced and supported, can start to address the challenge of "who we are", and indeed who "the others" are. "What" to teach and "how" to teach it are separate but interrelated questions. Indeed, the definition of what is History is a study in itself.

The objective of the historical study is the investigation of:
- what happened
- when and where it happened
- why it happened
- what consequences it had

No subject other than history addresses these questions. By *doing history* learners gain an understanding of historical phenomena and an appreciation of the importance of the historical dimension in any issue they come to consider through their lives.

Multiperspectivity, like the analysis of sources, is a vital aspect of understanding that historical dimension. The same historical event can be described and explained in different ways, depending on the standpoint of the historian, politician, journalist, television producer, eyewitness, etc. All historical accounts are

provisional, and it is unusual to have a single correct version of a historical event. Multiperspectivity also entails distinguishing facts from opinions and understanding that there is no universal historical truth, rather a number of diverse interpretations of a given event.

In the context of history education, the notion of multiperspectivity refers to the epistemological idea that history is interpretational and subjective, with multiple coexisting narratives about particular historical events, rather than history being objectively represented by one "closed" narrative. Several researchers have proposed that such an interpretation approach to history education should go beyond relativism by teaching students to judge and compare the validity of different narratives using disciplinary criteria. Societies become more ethically and culturally diverse which makes an exploration of different perspectives a valuable and necessary way for students to find mutual understanding of different cultures and become responsible democratic citizens.

History education explores the links between the past and the present, by doing so and looking at past both by the perspectives of subjects who were contemporaries of the historical object and the perspectives of subjects that did not live simultaneously with the object but that succeeded the object in time. It offers learners the space for using creativity to construct a complex view of the past, and by so doing, gain a deeper understanding of their own lives, the lives of their families and of their communities.

The concepts of change and continuity, specific to historical reasoning, are powerful tools for the analysis and critical understanding of current issue that are acquired in history lessons by comparing situations of today with those of the past. The understanding that interpretations are representations of the past and depend on who makes them (age, gender, generation, ethnic origin, religion, profession, etc.) allows both the development of critical thinking and openness to cultural otherness.

Task 1. Complete the sentences consulting the text.

1. History offers a key subject that one can … . 2. By *doing history* learners … . 3. The same historical event can be described and explained in different … . 4. It is unusual to have a single correct version of … . 5. In the context of history education … . 6. Societies become more ethically and culturally diverse which makes … . 7. History education explores the links … . 8. It offers learners the space for using creativity … . 9. The concepts of change … . 10. The understanding that interpretations are representations of the past … .

Task 2. Give English equivalents to:

историческое образование, цель исторического исследования; ни один предмет, кроме истории, не отвечает на эти вопросы; важный аспект понимания; в зависимости от точки зрения историка, политика; предварительные исторические отчеты; история – интерпретация событий и фактов; предложить такой подход к интерпретации исторического образования;

изучение различных точек зрения; оценивать и сравнивать достоверность различных повествований; комплексный взгляд на прошлое; концепции изменений и преемственности, характерные для исторических рассуждений; анализ и критическое понимание текущих проблем, которые усваиваются на уроках истории; как развитие критического мышления, так и культурного восприятия

TEXT 14

Read the text and translate

Youth Movements

Young people are active participants in their own history. Past generations of radical students have played a part in protests and revolutions against the existing order of society. A youth movements this sense has an ideological or political character. At the same time ordinary young people usually belong to a youth movement through membership of an adult-led, voluntary youth organization, such as the Scouts or Guides. There are also fashion-led "youth cultures", identified by types of dress, music and language. The term "youth movement" is so wide that it can refer to Punk Rockers as well as the Young Conservatives.

The world's first voluntary youth organization was the Church-based Boys' Brigade, founded in Glasgow, Scotland, in 1883 by William Alexander Smith (1854-1914) and dedicated to religious edu-cation and developing the habits of Obedience, Reverence, Discipline, Self-Respect, and all that tends towards a true Christian manliness.

In the 1900s, in Germany appeared a movement of middle-class students who took up open-air tramping. Richard Schirmann, a German schoolteacher, opened the first youth hostel in 1909. Youth hostels providing cheap accom-modation for young people are now found in most areas of the world.

In England, Major-General Robert Baden-Powell (1857-1941) founded a uniformed woodcraft movement — the Boy Scouts — in 1908. Like the Boys' Brigade, the Scout movement has spread around the world. A sister organiza-tion to the Scouts, the Girl Guide Association, founded in 1910, also has a large membership worldwide. These organizations train boys and girls in various useful skills, such as lighting a fire, cooking, fishing, and for developing their character. Scouts traditionally carry a penknife and their motto is "Be prepared".

Young people have contributed to mass politi-cal movements of both left and right. In the 1930s there functioned youth Fascist organizations in Mussolini's Italy and Hitler's Germany. After 1933 membership of the Nazi Hitler Youth became com-pulsory. In Britain some young people joined the Blackshirts. The Austrian Red Falcons were an active 1930s socialist movement.

Soviet Russia had Young Communist groups: Octobrist, Pioneer and Komsomol whose aim was political education of young people.

Since World War II the media have spoken a lot about the activities of various notorious youth cults, thus spreading information about them. The Teddy Boys of the 1950s, with their long jackets, vel-vet collars, drainpipe trousers and crepe-soled

shoes were the first of the rebellious working-class youth cults. In the early 1960s came new groups such as the Mods, dressed in Italian-style clothes, and their leather-clad rivals, the Rockers, associated with motorcycles and rock-and-roll music.

The Hippies of the late 1960s were more middle-class. They experimented with drugs, lived in com-munities, grew their hair long, and were attracted to radical politics.

Skinheads combining elements of both Mods and Rockers and associated with the racism of the far right, arrived on the scene in the late 1960s. Punk Rockers achieved notoriety through the attention of the media in the late 1970s, with their unique "Mohican" hairstyles, vivid make-up, cas-off clothes and aggressive music. Several of these youth cultures were recycled in the 1980s.

Task 1. Look through the text "Youth Movements" and say how the following ideas are expressed in it.

- young people take an active part in making their history
- an organization headed by grown up people
- devoted to religious upbringing
- the organization has a lot of members all over the world
- for building their personality
- their slogan is "Be prepared"
- the participation in this organization became a must for everyone
- some of youth cults were revived

Task 2. Find in the text "Youth Movements" English equivalents for the following:

радикально настроенные студенты; существующий общественный порядок; почтение (старшим, религии); родственная организация; прививают различные полезные навыки; воспитание характера; противники, соперники; яркий, привлекающий внимание; были возрождены; движение с целью научиться жить вне городской цивилизации; печально известные юношеские культовые движения

Task 3. Give your opinion about the following ideas and comment one of them

- Young people tend to unite in groups or organizations because they enjoy being together.
- Wearing the same clothes or uniforms, listening the same music and sharing the same ideas make membership of such youth organizations or cultures more attractive, give young people a sense of belonging.
- Young people are very impressionable and it isn't so difficult for adults to use their enthusiasm to their own ends. History knows a lot of such examples.
- Young people should be very careful about their choice of organizations as it is a great responsibility.

- Political organizations for young people should not exist at all because children aren't experienced enough to foresee the results of their activities.
- There are very few Russian youth organizations at the moment and they are mostly adult-led political organizations.
- Some youth cultures can be dangerous for their participants.

TEXT 15
Read the text and then do the following exercises.

Revolution in agriculture

Despite the great gains in industry, agriculture remained the nation's basic occupation. The revolution in agriculture – paralleling that in manufacturing after the Civil War (1861–1865) – involved a shift from hand labour to machine farming, and from subsistence to commercial agriculture. Between 1860 and 1910, the number of farms in the United States tripled, increasing from two million to six million, while the area farmed more than doubled from 160 million to 352 million hectares.

Between 1860 and 1890, the production of such basic commodities as wheat, corn, and cotton outstripped all previous figures in the United States. In the same period, the nation's population more than doubled, with the largest growth in the cities. But the American farmer grew enough grain and cotton, raised enough beef and pork, and clipped enough wool not only to supply American workers and their families but also to create ever-increasing surpluses.

Several factors accounted for this extraordinary achievement. One was the expansion into the West. Another was a technological revolution. The farmer of 1800, using a hand sickle, could hope to cut a fifth of a hectare of wheat a day. With the cradle, 30 years later, he might cut four-fifths. In 1840, Cyrus McCormick performed a miracle by cutting from two to two-and-a-half hectares a day with the reaper, a machine he had been developing for nearly 10 years. He headed west to the young prairie town of Chicago, where he set up a factory – and by 1860 sold a quarter of a million reapers.

Other farm machines were developed in rapid succession: the automatic wire binder, the threshing machine, and the reaper-thresher or combine. Mechanical planters, cutters, huskers, and shellers appeared, as did cream separators, manure spreaders, potato planters, hay driers, poultry incubators, and a hundred other inventions.

Scarcely less important than machinery in the agricultural revolution was science. In 1862 the Morrill Land Grant College Act allotted public land to each state for the establishment of agricultural and industrial colleges. These were to serve both as educational institutions and as centres for research in scientific farming. Congress subsequently appropriated funds for the creation of agricultural experiment stations throughout the country and granted funds directly to the Department of Agriculture for research purposes. By the beginning of the new century, scientists throughout the United States were at work on a wide variety of agricultural projects.

One of these scientists, Mark Carleton, travelled for the Department of Agriculture to Russia. There he found and exported to his homeland the rust- and

drought-resistant winter wheat that now accounts for more than half the US wheat crop. Another scientist, Marion Dorset, conquered the dreaded hog cholera, while still another, George Mohler, helped prevent hoof-and-mouth disease. From North Africa, one researcher brought back Kaffir corn; from Turkestan, another imported the yellow-flowering alfalfa. Luther Burbank in California produced scores of new fruits and vegetables; in Wisconsin, Stephen Babcock devised a test for determining the butterfat content of milk; at Tuskegee Institute in Alabama, the African-American scientist George Washington Carver found hundreds of new uses for the peanut, sweet potato, and soybean.

In varying degrees, the explosion in agricultural science and technology affected farmers all over the world, raising yields, squeezing out small producers, and driving migration to industrial cities. Railroads and steamships, moreover, began to pull regional markets into one large world market with prices instantly communicated by trans-Atlantic cable as well as ground wires. Good news for urban consumers, falling agricultural prices threatened the livelihood of many American farmers and touched off a wave of agrarian discontent.

1. What was called the revolution in agriculture?
2. Who invented the reaper machine?
a) Cyrus McCormick
b) Eli Whitney
c) George Washington Carver
d) James B. Hill
3. List some important inventions that contributed to the revolution in agriculture.
4. Why was the Morrill Land Grant College Act of 1862 passed?
5. What American scientist travelled to Russia, where he found and exported to his homeland the rust- and drought-resistant winter wheat?
a) Cyrus McCormick
b) George Mohler
c) Marion Dorset
d) Mark Carleton
6. Who conquered the dreaded hog cholera?
a) George Mohler
b) Louis Pasteur
c) Marion Dorset
d) Stephen Babcock
7. Who helped prevent hoof-and-mouth disease?
a) George Mohler
b) Louis Pasteur
c) Marion Dorset
d) Mark Carleton
8. Who was Luther Burbank?
9. Who devised a test for determining the butterfat content of milk?
a) George Mohler

b) Louis Pasteur
c) Marion Dorset
d) Stephen Babcock

10. What African-American scientist found hundreds of new uses for the peanut, sweet potato, and soybean?
a) Booker T. Washington
b) Eli Whitney
c) George Washington Carver
d) Mark Carleton

TEXT 16

Read the text and then choose the correct option.

The Svalbard seed bank

Modern agriculture is primarily focused on maximising profit. This means that a small number of specially selected plant varieties are grown throughout the world, and these have replaced the wide diversity of local varieties that once existed. This approach guarantees consistently high yields under normal conditions, but it also harbours a hidden danger. Essentially, every single commercially grown plant is a clone of one of only a few specially selected pieces of genetic material known as cultivars. This leads to a lack of genetic diversity, leaving crops more exposed to any disease which attacks that single cultivar. With corn, wheat and rice being grown worldwide in this way, there is a concern that a fungal infection could wipe out an entire world crop in a matter of months, causing massive food shortages.

There are many types, or cultivars, of any given agricultural product, each one a special variety, developed to have particular characteristics and given a special name. Various cultivars come in and out of favour over the years. For example, almost all bananas in the world today are now of the Cavendish variety. But in the mid-20th century, the Gros Michel was the dominant banana cultivar consumed in North America and Europe. Around 1950, however, this variety became virtually extinct due to the rapid spread of a fungal infection that attacked the roots of the banana plant, with the result that the Gros Michel was replaced with the more resilient but notably less tasty Cavendish cultivar.

In order to preserve gene diversity of major food crops, international institutions have established a series of national gene banks, which store samples of various strains of each plant species. On a remote island north of the Arctic Circle, however, there is a sort of master gene bank for all the world's plants. The Svalbard seed bank serves as a reserve of last resort and the popular press has emphasized the use of the seed bank as an insurance policy in case of a major global catastrophe. To date, it has more frequently been accessed when national gene banks lose samples due to accident, equipment failures, natural disasters and, all too often, mismanagement.

The bank is located in an old copper mine on the remote northern island of Spitsbergen in Norway. The facility has a capacity to conserve 4.5 million seed samples. Under the current temperature conditions in the vault (similar to those in a

kitchen freezer) the seed samples for many fruits and vegetables can remain viable for hundreds of years. Some seeds, including those of important grains, can survive far longer, anywhere from 2,000 to 20,000 years. The bank functions like a safety deposit box in a commercial bank. While the bank owns the building, the individual depositor owns the contents of his or her box, and the access to individual specimens is regulated by their respective depositors. No depositor has access to any other depositor's seeds. The seed samples stored in the bank are copies of samples stored in the depositing gene banks. Researchers, plant breeders, and other groups wishing to access seed samples cannot do so through the seed bank; they must request samples from the depositing gene banks.

The main storage vault is dug into a sandstone mountain, on a seismically inactive island. The bank employs a number of robust security and preservation systems: seeds are packaged in special packets and heat-sealed to exclude moisture; a local coal mine and power plant supply the electricity for refrigeration control and crucially the remote northern location also serves as a natural fridge. In the case of complete power failure, at least several weeks will elapse before the temperature inside the vault rises to the temperature of the surrounding sandstone bedrock. By locating the site 130 metres above sea level, the designers have even ensured that the site will remain dry if the polar icecaps melt.

1. The hidden danger referred to in line 4 is …
a) changing growing conditions.
b) local variations reducing crop yields.
c) crops being more at risk from disease.
d) poor selection of original genetic material.
2. What does the Cavendish banana cultivar serve as an example of?
a) A cultivar that is preferred by consumers.
b) A cultivar that is resistant to fungal infection.
c) A cultivar that was previously facing extinction.
d) A cultivar that offers good flavour but low yield.
3. In the third paragraph, what is implied about the use of the Svalbard seed bank to date?
a) It's mostly been used in response to situations which could have been avoided.
b) It's generally been used in situations resulting from natural disasters.
c) It hasn't been used as much as has been suggested in the media.
d) It's been used more by some countries than by others.
4. According to the fourth paragraph, people requiring access to the seeds at Svalbard should …
a) apply directly to the seed bank itself.
b) contact those who originally deposited the seeds.
c) visit the building where the seeds are held in person.
d) ask for samples to be transferred to them by secure means.
5.Which aspect of the Svalbard seed bank's security does the writer regard as most important?

a) The absence of volcanic activity in the region.
b) The local availability of fossil fuel resources.
c) The prevailing temperature at the site.
d) The height of the site above sea level.
6. The writer's main point in writing this passage is to …
a) trace several recent developments in agricultural science.
b) discuss the dangers facing various national gene banks.
c) show why reliance on one cultivar can be dangerous.
d) explain the role of the master seed bank in Norway.

TEXT 17

Read the text and then choose the correct option

Tourism

1 The arguments for and against tourism have been rehearsed often enough. However, until now, little attention has been paid to the effect of the tourist explosion on the most sensitive ecosystems of the planet. A recent report written by Conservation International and the United Nations Environment Program says tourism in areas of outstanding biodiversity in the last decade of the twentieth century has grown by more than 100%. In some locations, the growth of such tourism has been staggering. In both Laos and Cambodia it has exceeded 200%, South Africa saw 500% growth and some countries in Central/South America grew by 300%.

2 It is often ecologically sensitive areas that bear the brunt of the damage inflicted by tourism. Tourism can develop rapidly in unique ecosystems because people want to see the marvels of nature: exotic flora, rare fauna and dramatic landscapes. However, the very presence of many people can cause these features to diminish or disappear altogether.

3 The presence of water is one major factor in the sustainability of tourism and nature's richness. Many tourist developments are in arid countries. Tourist installations need large amounts of water. If the environment is damaged because the scare water resources have been diverted elsewhere, the whole rationale for tourists being there in the first place disappears.

4 The Mexican resort of Cancun is a good example. The barrier island where once only 12 families lived is now host to 2.6 million visitors per year. The damage to create this tourist mecca has been extensive. Mangrove and inland forests have been cut down scarring the land, while the local population suffer with 75% of their sewage being untreated.

5 The island of Phi Phi, near the tourist island of Phuket in the south of Thailand is another example of unsustainable development. The coral, which was the magnet for tourists, has been damaged because development has blocked the nutrient-rich run-off from the island's interior and replaced it with pollutants, the concomitants of over-eager tourism.

1. What title best expresses the ideas in the text?

a) Tourism and the water crisis.
b) Tourism and world development.
c) Tourism and third world problems.
d) Tourism and the environment.

2. Laos and Cambodia are given as examples of …
a) sensitive ecosystems.
b) average tourist growth.
c) poor economies.
d) greatest tourist growth

3. Which of the following statements is not true?
a) Tourism utilises a great deal of water.
b) Cancun was once sparsely populated.
c) Tourism has grown annually by more than 100%.
d) Tourists are attracted by Phi Phi's coral reefs.

4. The word 'it' in the final sentence of the last paragraph refers to …
a) run-off.
b) coral.
c) development.
d) interior.

5. Cancun and Phi Phi are examples of …
a) water shortage areas.
b) massive tourism.
c) the loss of forests.
d) polluted waters.

6. The word 'scarring' in paragraph 4 could best be replaced by …
a) diminishing.
b) mutilating.
c) destroying.
d) frightening.

Раздел 2
Описание исследования: базовая лексика.

Для того чтобы представить свою исследовательскую работу, необходимо составить ее краткую аннотацию (Summary) и правильно подобрать ключевые слова. Начнем с базовой лексики, необходимой для описания исследования.

higher education – высшее образование
higher educational institution (HEI) –высшее учебное заведение
a degree – ученая степень
Bachelor's Degrees:
Bachelor of Science (BSc) – бакалавр естественных наук
Bachelor of Arts (BA) – бакалавр гуманитарных наук
Bachelor of Education (BEd) – бакалавр в области образования
Master's Degrees:
Master of Science (MSc) – магистр естественных наук
Master of Arts (MA) – магистр гуманитарных наук
Master of Education (MEd) – магистр образования
Doctorate Degree:
Philosophiae Doctor (PhD) (лат. название) – доктор философии (в РФ эта научная степень соответствует ученой степени кандидата наук)
to give a degree – присваивать степень
to award a degree – присваивать степень
to be awarded a degree – получить научную степень
to get a degree – получить научную степень (for example: *I was awarded BA last year.)*

an academic year – учебный год
an udergraduate student – студент бакалавриата
a postgraduate student – студент магистратуры
a fresher (1month) – «новичок» студент в течение первого месяца обучения
a graduate - выпускник
to admit – принимать
to erol – зачислять, производить набор
to enter a university – поступить в университет
to graduate from – закончить вуз
a certificate – диплом
Certificate of Education – диплом об образовании.

Выпускная квалификационная работа: graduation paper, final paper.
Исследование: research, investigation, exploration, examination, study.
Исследовать, изучать: to research, to explore, to study, to investigate.
Проводить исследование: to do research, to carry out, to conduct investigation.

Базовые глаголы:
to argue
to assess (decide the importance and give reasons)
to assume
to claim
to conclude
to consider
to criticize
to define
to describe
to determine
to differentiate between (show how something is different)
to elaborate (discuss in detail, with reasons and examples)
to emphasize
to enumerate (name and list and explain)
to examine (look at carefully)
to explain
to identify (point out and describe)
to observe
to outline (give a short description of the main points)
to regard
to report
to state
to suggest
to summarize
to verify (check, make sure that something is accurate or true)

Базовые имена существительные:
evidence
concept
theory
argument
source
survey
findings
issue
experiment

Обратите внимание на то, что некоторые общеупотребительные существительные (греческого и латинского происхождения), используемые в научной терминологии, образуют формы множественного числа по особым правилам:
hypothesis – hypotheses
basis – bases
datum – data
phenomenon – phenomena(e)
criterion – criteria

Базовые имена прилагательные:

reliable

valid

explicit

empirical

Task 1. Translate the vocabulary presented above.

Task 2. Match the phrases in English and Russian.

To publish, sphere, research, to include, importance, to develop, to collaborate, scientific adviser, scientific degree, to be awarded, higher education, department, to encounter, branch, research team, data, to participat, a final paper, an applicant.

Выпускная работа, опубликовать, область, быть награжденным, включать, (научное) исследование, важность, кафедра, абитуриент, встречать(ся), исследовательская группа, данные (информация), разрабатывать, высшее образование, сотрудничать, участвовать, ученая степень, научный руководитель, отрасль

Task 3. Find the synonyms.

1) device, research, technology, branch, obtain, importance, collaborator, team, scientific adviser, to enable, thesis, journal, to prove a thesis, to collect, data, to encounter, to be engaged in, to be through with, scientific papers, rapidly;

2) quickly, publications, instrument, technique, to finish, to be busy with, field, to get, significance, to come across, information, to gather, coworker, group, supervisor, to defend a dissertation, scientific magazine, dissertation, to allow, investigation.

Task 4. Find the antonyms.

1) theory, to obtain, rapidly, experiment, to finish, to increase, new, experienced, unknown, wide, passive, to enable, high, complicated;

2) simple, low, practice, to give, to disable, active, slowly, theory, narrow, famous, to start, to decrease, old, inexperienced.

Task 5. Using the vocabulary presented above write the following information:

1.   What higher educational institution did you graduate from? When?
2.   What scientific degree have you got?
3.   Where are you studying now?
4.   What scientific degree will you be awarded?
5.   Why have you enter the Magistracy?

Task 6. Compose the story about your research work. The following questions can help you.

1. What are you?

2. What is the theme of your research work?
3. What influenced on the choice of this theme?
4. What is your special subject?
5. What field of knowledge are you doing research in?
6. Have you been working at the problem long?
7. Is your work of practical or theoretical importance?
8. Who do you collaborate with?
9. Have you completed the experimental part of your research?
10. How many scientific papers have you published?
11. Do you take part in the work of scientific conferences?

Here you can see some examples:

I'm a first-year student of Magistracy of Philology Institute at Bunin Yelets State University . The theme of our research work is "The development of cognitive activity of fifth grade students in foreign language lessons by means of quest technologies". The choice of this theme is influenced by rapid growth of technologies in the sphere of education. Moreover, education requirements have been changing all the time and teachers have to innovate new ways of teaching. A special subject is pedagogical conditions of cognitive activity at English lessons by means of educational quest. Our research work deals with many fields but the main one is methodology. I haven't been working at the problem long as I've started to do my research recently. Our work has practical importance as we can see some results of our research only by means of using it practically but it also has some theoretical information as well. I collaborate with my scientific advisor, the schoolchildren and the teachers of school where I'm going to take an experimental part of the research. I haven't completed the experimental part of our research as I collect theoretical information for the first part of my final paper. Unfortunately, I am in the process of writing my first scientific paper. I am planning to take part in the scientific conference in March.

I'm a first year student of the department of foreign languages of Bunin Yelets State University. The theme of my work is "The optimization of the process of teaching of the second foreign language based on the communicative and cognitive approach in the senior classes of secondary schools". I've decided to continue to develop my work from the previous year when I've got a bachelor degree. The theme was "The using of communicative and cognitive approach in the process of teaching the second foreign language". I'm doing research in pedagogics. I haven't been working at the problem of my research so long. I think my work has both practical and theoretical importance. I collaborate with my scientific advisor, the schoolchildren and the teachers of school where I'm working at the moment. That's why I haven't completed the experimental part of my work. I've published two papers on the theme of me research and taken part in the work of scientific conferences.

Раздел 3
Деловая корреспонденция.

Для успешного обучения в магистратуре и присвоения ученой степени «Магистр» необходимо представлять результаты своих исследований на конференциях различного уровня, семинарах, посредством публикации в научных изданиях.

Curriculum Vitae (CV)

В академическом сообществе резюме принято называть Curriculum Vitae (CV). CV и резюме – разные документы. CV кроме разделов об образовании, местах работы, включает такие разделы как публикации, участие в конференциях, стажировку, гранты, проекты и другие достижения в области науки и образования. Резюме, как правило, составляется при трудоустройстве и описание научной деятельности не требуется. Поэтому резюме более краткое.

Пример составления CV. Обратите внимание - сведения о месте работы и о полученном образовании указываются в обратном хронологическом порядке (начинать необходимо с настоящего времени, а далее по мере удаленности по времени).

Curriculum Vitae
Jane Smith
21 Queen Road
Riverdale, NJ 07457
telephone:19738391731
e-mail: abc@gmail.com

Objective: To obtain an entry-level position with opportunity to utilize valuable liberal arts education, TEFL Certificate, Spanish conversational skills, auto loan finance experience

Education:

University of California

TEFL Certificate (Teaching English as a Foreign Language) Santiago, Chile, August 2015 – December 2015

University of Minnesota-Morris, MN

B.A. Sociology, 2010-2014

English Language Teaching Assistant Program

Chile, South America, Spring 2010

Work Experience

English as foreign Teachers Assistant, 2016 – present

English as Foreign Language Teacher – Substitute/Volunteer, 2016

Awards Received

Dean's List, Junior and Senior year at University of Minnesota-Morris

Honors Classes (high school) and National Honor Society

Converse in Spanish and teach English to Spanish-speakers
Skills and Qualifications:
Microsoft Office
Programming ability in 1C
Languages
English, Spanish
Publications:
Smith, Jane (2018). The behavior of learning disabled adolescents in the classroom. Journal of Educational Psychology, pp.120-125
Interests and Activities
Athletics (captain in high school)

Curriculum Vitae Format

Contact information
Name
Address
Telephone
E-mail
Personal Information
Date of Birth
Place of Birth
Gender
Marital Status
Spouse's Name
Children
Education
Include dates, degrees, training and certifications
Magistracy
University
Bachelor Degree
Employment
Work History
Academic Positions
Research and Training
Professional Qualifications
Certifications
Computer Skills
Awards
Publications
Interests

Task 1. Составьте текст собственного CV. Обратите внимание. Что не все разделы являются обязательными. Подавая документы в разные организации, обращайте внимание на то, какая именно информация интересна данным организациям.

Task 2. **A.** Прочитайте информацию о том, как написать краткие биографические сведения о себе на английском языке.

Employers can ask you to write your autobiography, which is a written account of the series of events that make up your life. A short autobiography gives the basic facts, i.e. date and place of birth, family information, lifetime accomplishments, major events of life. A longer autobiography includes that basic information, of course, with a lot more detail, but it also tells a good story. It this case, consider such questions as:

-Was there anything in your childhood that shaped your personality?

-Was there a personality trait that drove you to succeed or impeded your progress?

-What adjectives would you use to describe yourself?

-What were some turning points in your life?

B. Используя предложенные выше рекомендации по составлению автобиографии, напишите на английском языке биографические сведения о себе. Обратите внимание – сведения о полученном образовании указываются в обратном хронологическом порядке (начинать необходимо с настоящего времени, а далее по мере удаленности по времени).

Общие правила составления делового письма на английском языке

Деловые и коммерческие письма отличаются по стилю от личной корреспонденции и пишутся по установленной форме. Деловое письмо – это всегда официальное сообщение и, приступая к его составлению, необходимо помнить, что от грамотного и корректного содержания зависит успех решения определенных проблем и вопросов.

Существует множество причин для написания официальных писем. Тем не менее, можно выделить несколько основных водил деловой переписки:

- письмо о приеме на работу;

- письмо запрос информации;

- письмо-ответ на запрос;

- письмо-жалоба;

- письмо с извинениями.

При написании делового письма следует придерживаться определенных правил.

- В верхнем правом углу письма указывается полное имя отправителя или название организации с адресом.

- Дата отправления указывается после адреса отправителя справа, отступив две строки вниз. Название месяца пишется словами, наиболее распространен такой порядок написания даты:

25 April, 2022

- Далее слева указывается имя адресата и название организации, которой письмо предназначено, а также ее адрес (с новой строки).

- Основной текст должен быть помещен в центральной части письма.

- Главная мысль письма может начинаться с причины обращения: "I am writing to you to ..."

- Обычно письмо заканчивается высказыванием благодарности ("Thank you for your prompt help...") и приветствием "Yours sincerely," если автор знает имя адресата и 'Yours faithfully', если нет.
- Строкой ниже ставится полное имя автора и должность.

Деловые письма на английском языке состоят из следующих частей:

1. адрес отправителя – sender's address (содержится в фирменном бланке организации либо пишется в правом верхнем углу письма);

2. дата письма – date (пишется под адресом отправителя);

3. адрес получателя – inside address (имя адресата и название организации, которой письмо предназначено, а также ее адрес с новой строки);

4. заголовок письма или строка ссылки – Subject line/Reference line (пишется либо до обращения, либо сразу под обращением);

5. обращение – salutation (Ms. – для незамужних женщин, Mrs. – для замужних женщин и Mr. – для мужчин. Если имя получателя не известно, обращение может быть в форме Dear Sir or Madam / Dear Sirs);

6. первая фраза (opening sentence), в которой указывается цель письма. Это одно или два предложения вроде следующих: I'm writing to enquire about.../ I'm interested in the job opening posted on your company websit;

7. основной текст письма – body of the letter (помещается в центральной части письма и разделяется на абзацы без использования красной строки);

8. заключительная фраза – closing sentence;

9. заключительная формула вежливости – complimentary close;

10. Подпись отправителя – signature (полное имя автора и должность);

11. Постскриптум, т. е. приписка к оконченному письму – P.S. или Postscript.

Следует отметить, что не обязательно в каждом письме должны присутствовать все перечисленные выше части, некоторые из них можно опустить. Тем не менее, основные или, по усмотрению отправителя, самые важные части должны присутствовать в каждом письме, ибо они являются необходимыми элементами английского письменного этикета.

Образец делового письма

Tomas Green

23Queen's Road
London
England

20 June, 2004

Mr Nikolay Roshin

ABC-company
Office 2002, Entrance 1B
Tverskaya Street
Moscow
RUSSIA

Dear Nikolay,

I'm writing to you in regard of your enquiry. Please find enclosed our information pack which contains our brochures and general details on our schools and summer centers.

In England we have two schools, Brighton and Bath, both beautiful locations which I am sure you and your students will like. Our schools are located in attractive premises in convenient, central positions. Brighton is a clean and safe town with a beautiful bay and countryside nearby. Bath is one of the most famous historic cities in England, famous for its Georgian architecture and Roman Baths.

Accommodation is provided in host families chosen for the ability to provide comfortable homes, a friendly welcome and a suitable environment, in which students can practice English and enjoy their stay. We have full-time Activities Organizators responsible for sports, cultural activities and weekly excursions.

Please complete and return the enclosed registration form in order to receive more brochures and other promotional materials.

I look forward to hearing from you and later hope to welcome your students to our schools and summer centers.

Yours sincerely,
Tomas Green
Managing Director

Стандартные Выражения в деловой переписке
1. Обращение

Dear Sirs, Dear Sir or Madam *(если вам не известно имя адресата)*

Dear Mr, Mrs, Miss or Ms *(если вам известно имя адресата; в том случае когда вы не знаете семейное положение женщины следует писать Ms, грубой ошибкой является использование фразы "Mrs or Miss")*

Dear Frank, *(в обращении к знакомому человеку)*

2. Вступление, предыдущее общение.

Thank you for your e-mail of (date)…

Спасибо за ваше письмо от (числа)

Further to your last e-mail…

Отвечая на ваше письмо…

I apologise for not getting in contact with you before now…

Я прошу прощения, что до сих пор не написал вам…

Thank you for your letter of the 5th of March.

Спасибо за ваше письмо от 5 Марта

With reference to your letter of 23rd March
Относительно вашего письма от 23 Марта
With reference to your advertisement in «The Times»
Относительно вашей рекламы в Таймс

3. Указание причин написания письма

I am writing to enquire about
Я пишу вам, чтобы узнать…
I am writing to apologise for
Я пишу вам, чтобы извиниться за…
I am writing to confirm
Я пишу вам, что бы подтвердить…
I am writing in connection with
Я пишу вам в связи с …
We would like to point out that…
Мы хотели бы обратить ваше внимание на …

4. Просьба

Could you possibly…
Не могли бы вы…
I would be grateful if you could …
Я был бы признателен вам, если бы вы …
I would like to receive
Я бы хотел получить……
Please could you send me…
Не могли бы вы выслать мне…

5. Соглашение с условиями.

I would be delighted to …
Я был бы рад …
I would be happy to
Я был бы счастлив…
I would be glad to
Я был бы рад…

6. Сообщение плохих новостей

Unfortunately …
К сожалению…
I am afraid that …
Боюсь, что…
I am sorry to inform you that
Мне тяжело сообщать вам, но …
We regret to inform you that…
К сожалению, мы вынуждены сообщить вам о…

7. Приложение к письму дополнительных материалов

We are pleased to enclose ...
Мы с удовольствием вкладываем…
Attached you will find ...
В прикрепленном файле вы найдете...

We enclose ...

Мы прилагаем...

Please find attached (for e-mails)

Вы найдете прикрепленный файл...

8. Высказывание благодарности за проявленный интерес.

Thank you for your letter of

Спасибо за ваше письмо

Thank you for enquiring

Спасибо за проявленный интерес...

We would like to thank you for your letter of ...

Мы хотели бы поблагодарить вас за...

9. Переход к другой теме.

We would also like to inform you ...

Мы так же хотели бы сообщить вам о...

In answer to your question (enquiry) about ...

В ответ на ваш запрос

I also wonder if…

Меня также интересует...

10. Дополнительные вопросы.

I am a little unsure about…

Я немного не уверен в ...

I do not fully understand what…

Я не до конца понял...

Could you possibly explain…

Не могли бы вы объяснить...

11. Передача информации

I'm writing to let you know that…

Я пишу, чтобы сообщить о ...

We are able to confirm to you…

Мы можем подтвердить ...

I am delighted to tell you that…

Мы с удовольствие сообщаем о ...

We regret to inform you that…

К сожалению, мы вынуждены сообщить вам о...

12. Предложение своей помощи

Would you like me to…?

Могу ли я (сделать)…?

If you wish, I would be happy to…

Если хотите, я с радостью…

Let me know whether you would like me to…

Сообщите, если вам понадобится моя помощь.

13. Напоминание о намеченной встрече или ожидание ответа

I look forward to ...

Я с нетерпением жду,

hearing from you soon

когда смогу снова услышать вас

meeting you next Tuesday

встречи с вами в следующий Вторник

seeing you next Thursday

встречи с вами в Четверг

14. Подпись

Kind regards,

С уважением…

Yours faithfully,

Искренне Ваш (если имя человека Вам не известно)

Yours sincerely, (если имя Вам известно)

Оформление электронных писем

Электронная почта стала основной формой общения между представителями различных организаций по самым разным вопросам. Следуйте следующим правилам при общении по электронной почте:

1. Хорошо представьте себе адресата. Оттого, кому вы пишете, будет зависеть стиль письма. Чем ближе отношения - тем меньше формальностей.

2. Сделайте ваше послание по возможности кратким и четким. Это правило распространяется на все виды делового общения, но для электронной почты становится наиболее актуальным, поскольку воспринимать информацию с монитора сложнее, чем с листа. Дайте возможность вашему адресату ответить также коротко. Например, вместо того, чтобы писать:" Let me know what you think", лучше поставить вопрос так:"Is 3 PM or 5 PM best for you?"

3. Поле "тема" должно быть заполнено так, чтобы четко отражать основную идею письма.

4. Приветствие (Dear Sir/Madam) не обязательно для стандартной переписки, однако в деловых письмах не будет лишним.

5. В первых словах надо сформулировать, в связи с чем вы пишете письмо: вы отвечаете, назначаете встречу или высказываете свои соображения в связи с чем-то. Например: *I am replying to your letter dated 15 January 2007 wherein you asked for information concerning our Spring courses on Business Writing.*

6. Если в электронном письме вы начинаете слово с заглавной буквы, это означает, что вы хотите выделить его, как наиболее важную мысль.

7. Длина каждой строки не должна превышать 65 знаков, в противном случае текст может исказиться при прочтении письма на другом компьютере.

8. Письмо должно быть хорошо структурировано - вступление, основная часть (факты) и вывод.

9. KISS (Keep it short and simple). Помните, что вероятно ваш адресат получает десяток писем в день, - стоит экономить его время.

10. Использование стандартных сокращений, характерных для повседневной переписки, такие как "IMHO" (In My Honest Opinion) также не приветствуются.

11. Тщательно проверьте письмо, изменить или удалить его после отправки уже нельзя.

12. Обратный электронный адрес и имя отправителя лучше написать в конце письма, на случай, если письмо будет выведено на печать.

13. Общение по электронной почте предполагает активное взаимодействие поэтому, получив электронное письмо, на которое вы не можете ответить немедленно, следует отправить сообщение о получении письма и предполагаемом времени отправки полного ответа.

Даже в неформальном письме следует оставаться вежливым и стараться сделать письмо понятным и хорошо его структурировать.

Рекомендуемый порядок основных пунктов такой:
1) дружеское приветствие
2) благодарность или другое упоминание предыдущего контакта
3) наиболее важный пункт письма или проблема
4) другие важные пункты
5) менее важные пункты
6) выражение надежды на будущий контакт
7) завершение (пожелания и подпись)

Образец

Good morning, Tom
Thanks for sending the agenda for our meeting.
I'm afraid I may not be able to make the 8:00 start. The train connections can be very difficult at that time of day.
Would it be possible to start at 9:00? It means we would finish at 17:00 instead of 16:00. Please let me know if that's a problem for you.
You asked me to send the feasibility report and I am attaching it here. Please note that this is not yet in the final draft and there may be some mistakes.
I'm looking forward very much to seeing you next week.

Best regards,
Julia

*Task 1***A.** Переведите один из представленных образцов рекомендательных писем.

Рекомендательное письмо, написанное учителем для ученицы

Dear Sir or Madam,
I am writing this reference at the request of Marsha Stevenson who is applying for the Summer Communications Program at St. Mary College.
I have known Marsha for two years in my capacity as a teacher at Smithtown Middle School. Marsha took English and Spanish from me and earned superior

grades in those classes. Based on Marsha's grades, attendance and class participation, I would rate Marsha's academic performance in my class as superior.

In conclusion, I would highly recommended Marsha Stevenson for the academic program. If her performance in my class is any indication of how she will succeed, Marsha will be a positive addition to the program. If you should need any additional information you can feel free to contact me at 567-55395 or by e-mail@email.com anytime.

Sincerely,
Susan Samuels
Teacher
Smithtown Middle School

Рекомендательное письмо, написанное деканом для выпускника бакалавриата, поступающего в магистратуру

To Whom It May Concern:
As the Dean of Stonewell College, I have had the pleasure of knowing Caroline Smith foe the latest four years. She has been a tremendous student and an asset to our school. I would like to take this opportunity to recommended Caroline for your graduate program.

I feel confident that she will continue to succeed in her studies. Caroline is a dedicated student and thus far her grades have been exemplary. In class, she has proven to be a take-charge person who is able to successfully develop plans and implement them.

Caroline has also assisted us in our admissions office. She has successfully demonstrated leadership ability by counseling new and prospective students.

Her advice has been a great help to these students, many of whom have taken time to share their comments with me regarding her pleasant and encouraging attitude.

It is for these reasons that I offer high recommendations for Caroline without reservation. Her drive and abilities will truly be an asset to your establishment. If you have any questions regarding this recommendation, please do not hesitate to contact me.

Sincerely,
Roger Fleming
Dean of Stonewell College

B. Представьте, что вам нужно получить рекомендательное письмо от вашего преподавателя. Напишите это письмо на английском языке.

Task 2. Напишите письмо – ответ на объявление в газете.

World AID

В письме объясните, почему вы решили написать. Опишите, какие черты вашего характера подходят для выполнения предложенных вакансий. Поинтересуйтесь о сроках пребывания в стране и об условиях размещения.

Раздел 4
Чтение, аннотирование, реферирование литературы на иностранном языке
в соответствующей отрасли знаний

Аннотация представляет собой предельно краткое изложение содержания первичного документа, дающее общее представление о его тематике. Аннотация не может заменить оригинал и ее назначение состоит в том, чтобы дать возможность специалисту составить мнение о целесообразности более детального ознакомления с данным материалом.

В этом состоит один из существенных моментов отличия аннотации от **реферата**, который, хотя и в краткой форме, знакомит читателя с сутью излагаемого в первоисточнике содержания.

План-схема аннотирования статьи

План ответа	Полезные выражения
1. The title of the article	The article is headlined… / The headline of the article I have read

	is…
2. The author of the article, where and when the article was published	The author of the article is… / The article is written by… It is published in …
3. The general topic of the article, the aim of it	The main idea of the article is… / The article is about… / The article is devoted to … / The article deals with… / The article touches upon…/ The purpose of the article is to give the reader some information on… / The aim of the article is to provide the reader with some material (data) on…
4. The contents of the article. Some facts, names, figures	The author starts by telling the reader that… The author writes (states, stresses, thinks, points out) that…
5.Keywords	

План-схема реферирования статьи

План ответа	Полезные выражения
1. The title of the article	The article is headlined… / The headline of the article I have read is…
2. The author of the article, where and when the article was published	The author of the article is… (unknown) / The article is written by… It is published in …
3. The general topic of the article, the aim of it	The main idea of the article is… / The article is about… / The article is devoted to … / The article deals with… / The article touches upon… / The purpose of the article is to give the reader some information on… / The aim of the article is to provide the reader with some material (data) on…
4. The contents of the article. Some facts, names, figures	The author starts by telling the reader that… / The author writes (states, stresses, thinks, points out) that…/

		The article describes… / According to the text… / Further the author reports (says)… / The article goes on to say that… In conclusion… the author comes to …
5. Your opinion of the article		I found the article interesting (important, dull, of no value, too hard to understand…)
6.Keywords		

VOCABULARY

Newspaper, paper – газета: *Izvestiya is a daily paper (a daily).*

A national paper, a country-wide paper – газета, циркулирующая по всей стране

A local paper – местная газета

Magazine – журнал

A weekly magazine, a weekly – еженедельный журнал

A monthly magazine, a monthly – ежемесячный журнал

Periodical – периодическое издание

Copy – экземпляр (газеты, журнала)

Issue – выпуск, номер

Today's issue; yesterday's issue

Issue, come out – выходить (о газете, журнале)

Publish, carry – публиковать, помещать, печатать

Editor – редактор

Edit – редактировать, подготавливать к печати

Supplement – приложение (к газете, журналу)

Article (on) – статья (о, об): *an economic article; an article on jazz music*

A leading article, an editorial – передовая статья

Report (on) – сообщать о (об): *The article reports on new films. The article reports that … It is reported that ….*

Event, developments – событие, события

The event (developments) at home and abroad – события в стране и за рубежом

The latest events (developments) – последние события

Current events (developments) – текущие события

To follow the events – следить за событиями

Item – газетная заметка, сообщение: *There are some interesting items on international events in today's paper.*

News – новость, новости, известия

Home news – внутренние события (сообщения о событиях внутри страны)

Foreign news, international news, world news – новости из-за рубежа, события за рубежом

Local news – местные новости

Latest news – последние события

Affairs – дела, события

Home affairs, national affairs, domestic affairs internal affairs – события в стране

Foreign affairs, international affairs, world affairs, external affairs – события за рубежом

Coverage – освещение в печати

To give a full (wide) coverage – широко освещать в печати какое-либо событие

Cover – освещать в печати: *The sports news is fully covered in this paper*

Deal (with) (dealt) – рассматривать (вопрос): *The article deals with the latest events in Africa.*

Touch (upon) – касаться, затрагивать: *The article touches upon the current events abroad.*

Devote to – посвящать, уделять внимание: *The article is devoted to the developments in South Africa.*

Space – место, занятое статьей: *to devote a great amount of space to a local news*

Title – заглавие, название: *What's the title of today's editorial?*

Headline – газетный заголовок: *The article under the headline "Chemistry for Agriculture" states (reports) that...*

Key-note, the main idea – основная мысль, идея: *The key-note of the article is economic developments in India.*

Be addressed (to) – быть предназначенным, предназначаться (для), адресоваться: *The magazine is addressed to the general reader.*

Author – автор: The author of the article believes… – полагает… (considers… – считает…; explains… – объясняет…; describes… – описывает…; discusses… – обсуждает…; points out... – указывает…; emphasizes... – подчеркивает…; comes to the conclusion… – приходит к выводу…).

Задания к тексту для аннотирования

1. Прочтите текст.
2. Ответьте на вопросы:
а) О чем сообщается?
б) Что подробно описывается?
в) Что кратко рассматривается?
г) Чему уделено особое внимание?
3. Составьте аннотацию на базе полученных ответов на вопросы.
4. Прочтите текст снова.
5. Сократите всю малосущественную информацию, не относящуюся к теме.
6. Обобщите полученную информацию в единый связный текст.

7. Отредактируйте текст аннотации.

Задания к тексту для реферирования

1. Прочтите текст

2. Выделите ключевые фрагменты текста и отметьте абзацы, содержащие конкретную информацию по теме, пронумеруйте эти абзацы.

3. Прочтите текст снова, останавливаясь только на отмеченных абзацах, озаглавьте эти абзацы.

4. Сделайте лексико-грамматический анализ непонятных предложений и переведите их.

5. Сократите малосущественную информацию, не относящуюся к теме:

• замените в сложноподчиненных предложениях все придаточные предложения причастными и инфинитивными оборотами или существительными с предлогами;

• устраните из текста все сложные временные формы сказуемого, модальные глаголы и их эквиваленты;

• замените сложные и распространенные определения простыми;

• образуйте предложения с однородными членами.

6. Составьте логический план для текста реферата:

• выделите суть вопроса (проблемы, темы);

• включите названия озаглавленных абзацев;

• измените последовательность пунктов плана в зависимости от смыслового веса ключевых фрагментов.

7. Обобщите полученную информацию в единый связный текст.

8. Составьте черновой реферат по логическому плану на базе полученной информации (отмеченных абзацев).

9. Отредактируйте текст реферата.

Пример аннотирования статьи
More Students Are Cheating, More Colleges Are Fighting Back

The headline of the article I have read is **More Students Are Cheating, More Colleges Are Fighting Back.** The author of the article is unknown but this article was published in the book by O.Danchevskaya.

The article is devoted to colleges' struggle with cheating. It's the main problem in universities and colleges.

The author starts by telling the reader that students often do not understand exactly what constitutes cheating. He gives us an example of one of the students. She knows that handing in a paper from the Internet is plagiarism. But she admits that she has often taken   paragraph and changed a few words to make it "her" own work. The author points out that a 2001 survey by the Center for Academic Integrity shows cheating is becoming acceptable. Further the author reports that if students are becoming less concerned about the ramifications of cheating, colleges and universities are working harder to catch the cheaters. Many colleges are using honor

codes to combat cheating. An effective honor code clearly describes the boundaries of legiti

mate and illegitimate work. In addition, it sets the penalties for breaking it. The author points out that Honor codes can be both a carrot and a stick. They may offer students more freedom, but, if they do not obey, the punishment is severe. And he gives us some examples.

In conclusion the author gives us the words of Elizabeth Kiss, director of the Kenan Institute for Ethics at Duke University. She says that the magic of an honor code is that when it's really working, there's a sense of they're all together.

Keywords: cheat, college, student, effective, honor code, punishment.

Пример реферирования статьи
"Language development and the home"

The headline of the article I've read is "Language development and the home". The author of the article is Deborah Smith. It is from "Introduction to special Education. Teaching in an Age of Challenge".

The article is devoted to the problem of the formation of language abilities in young children. At the beginning the author mentions that the early childhood years for children with exceptionalities are the ground to their long-term development. It is at this stage of development that young children begin to develop the motor, social, cognitive, and speech and language skills they will use the rest of their lives.

The author points out that the child's parents and the home environment provide the foundation for the skills. Even for those children who spend most of their days away from home those whose home environment is rich in language - where parents talk to their children, where children are given the opportunity to explore the use of language, and where experiences are broad - usually develop fine speech and language skills.

Then the author talks about the process of formation of the language. During the first

year of life, infants hear language spoken around them and organize why they hear so that they can gain meaning from it. Toward the end of their first year, infants are able to respond to some of the language they hear. For example, they know their names, respond to greetings, respond to simple verbal commands, and use objects in their immediate environment. Babies begin to talk by first using one- and two-words utterances that are easy to say and have meaning to them (mama, cookie, doggie). Throughout their second year of life, children use a growing vocabulary longer sentences and more complexity. Regardless of the language heard, children seem to develop language in much the same way across cultures - by interacting with their environment.

The author points out that to make sense of the language they hear and, ultimately, to learn to use that language, children employ various strategies. All do not use the same ones but children who develop language normally apply some structure to make sense of what they hear. Parents play in this process an important role.

In conclusion author said that parents should make a lot of situations the child begins to speak. Family members should model language and have the child imitate good language models. Children need a reason to talk, and the home environment can foster children's oral expression by providing many rich and diverse experiences for children to talk about and by providing good language models tor children to imitate.

I found the article interesting and important for reading because there you can learn

some exciting facts about the nature of language.

Тексты для аннотирования и реферирования

TEXT 1
Higher Education in Great Britain

Nowadays higher education in Great Britain is provided by universities, colleges of education, colleges of arts and colleges of further education.

There are 97 universities in Britain, including the Open University. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Cardiff, Bristol, and Birmingham. Students are carefully selected. The General Certificate of Secondary Education(GCEA) and good A-level results in at least two subjects are necessary to get a place at a university. However, good certificate and exam scores are not enough. Universities choose their students after interviews.

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

The universities can be roughly divided into three groups:

· the oldest universities (Oxford and Cambridge);

· the redbrick universities(founded between 1850 and 1930, including London University);

· the new universities (founded after World War II).

Oxford (12th century) and **Cambridge** (13th century) are the oldest and most prestigious Universities in Great Britain. They are often called collectively **Oxbridge.** Both universities are independent. The basis of teaching there is by weekly tutorials. Each student has a tutor who controls and guides his training. Normally a student writes an essay which his tutor criticizes both in writing and in person with the student. Oxford and Cambridge cling to their traditions such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Many great men studied at Cambridge, among them **Desiderius Erasmus** the great Dutch scholar, **Roger Bacon** the philosopher, **Milton** the poet, **Oliver Cromwell** the soldier, **Newton** the scientist, and **Kapitza** the famous Russian physicist.

The general pattern of teaching at other universities remains a mixture of lectures, seminars and tutorials. Each university and department has its own method of assessment, but, in general, progress is measured through a combination of coursework, dissertation and finals (end-of-course examinations).

Other colleges for further education include polytechnics (all have the status of universities), colleges of education,specialist colleges (Agricultural colleges, colleges of Art and Music, etc.), further education colleges.

There is an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who "attend" lectures by watching television (the BBC) and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. More than 6,000 students, of all ages, get degrees this way every year.

Degree titles vary according to the practice of each university; the most common titles for a first degree areBachelor of Arts (BA) or Bachelor of Science (BS). Usually they are awarded after four years of study. The second degree titles areMaster of Arts (MA) and Master of Science (MS), the highest degree in most fields is the Doctor of Philosophy (PhD).

For all Degrees, Higher National Diploma and Higher National Certificate courses as well as for some Postgraduate Diplomas, student allowances are available from Local Educational Authorities in England and Wales and from the Scottish Office Education Department. The grant can be topped up by a loan from the Student Loan Company.

Tuition fees are high. Especially for overseas students, and they are increased each year in line with inflation.

University life is considered "an experience"; the exams are competitive but the social life and living away from home are also important.

TEXT 2
Methods of Research

One way to learn about people is through archival studies, an examination of existing records of human activities. Psychological researchers often examine old newspaper stories, medical records, birth certificates, crime reports, popular books, and artwork. They may also examine statistical trends of the past, such as crime rates, birth rates, marriage and divorce rates, and employment rates. The strength of such measures is that by observing people only secondhand, researchers cannot influence the subjects by their presence.

Sometimes psychologists interview, test, observe, and investigate the backgrounds of specific individuals in detail. Such case studies are conducted when researchers believe that an in-depth look at one individual will reveal something important about people in general. Swiss psychologist Jean Piaget first began to formulate a theory of intellectual development by questioning his own children. Neuroscientists learn about how the human brain works by testing patients who have suffered brain damage. Cognitive psychologists learn about human intelligence by studying child prodigies and other gifted individuals. Social psychologists learn about group decision-making by analyzing the policy decisions of government and business groups.

In naturalistic observation, the researcher observes people as they behave in the real world. The researcher simply records what occurs and does not intervene in the situation. Psychologists use naturalistic observation to study the interactions between parents and children, doctors and patients, police and citizens, managers and workers.

In an experiment, the psychologist manipulates one factor in a situation–keeping other aspects of the situation constant and then observes the effect of the manipulation on behavior. The people whose behavior is being observed are the subjects of the experiment. The factor that an experimenter varies (the proposed cause) is known as the independent variable, and the behavior being measured (the proposed effect) is called the dependent variable. In a test of the hypothesis that frustration triggers aggression, frustration would be the independent variable, and aggression the dependent variable.

There are three requirements for conducting a valid scientific experiment: (1) control over the independent variable, (2) the use of a comparison group, and (3) the random assignment of subjects to conditions. In its most basic form, then, a typical experiment compares a large number of subjects who are randomly assigned to experience one condition with a group of similar subjects who are not. Those who experience the condition compose the experimental group, and those who do not make up the control group. If the two groups differ significantly in their behavior during the experiment, that difference can be attributed to the presence of the condition, or independent variable.

TEXT 3
The senses of smell and taste

Why does a potato chip taste salty? Why does sugar taste sweet? There are two sense organs you use to taste. One of these sense organs is the tongue. If you look in

the mirror and stick out your tongue, you will see little bumps on it. These bumps are called papillae. Inside each of these bumps are tiny taste buds.

Taste buds are cells that are connected to nerves. The nerves carry messages about the food you eat to the brain. The nerves tell your brain how something tastes. You can taste if something is bitter, sour, sweet, or salty.

You taste bitter things at the back of your tongue, sour and salty things on the sides, and sweet things on the tip. The tongue is only one part of the sense of tasting.

The other sense organ you use to taste is your nose. The nose is also the sense organ you use to smell. The smell of food plays a big part in how food tastes. If food smells good, it usually tastes good! Sometimes when you have a cold and your nose is stopped up, you cannot smell anything. When this happens, nothing you eat will taste very good either. Everything that has a smell gives off a small amount of gas. This gas is called an odor. When you breathe in, the odor enters your nose. Some things have a weak odor. When things have a weak odor, you have to sniff to bring the odor into your nose. There are special nerves in the nose that send the "smell message" to the brain. Odor enters through the nose and passes to the nerves. The nerves send a "smell message" to the brain.

Is it important to be able to smell things? Your sense of smell protects you from danger. You smell smoke when there is a fire. Food begins to smell bad when it is no longer good to eat. Animals such as skunks spray a liquid that has a bad odor to protect them from danger.

In this reading you learned about the senses of taste and smell and their two sense organs, the tongue and the nose. You also learned why these two senses are important.

How do smell and taste work? Smell and taste belong to our chemical sensing system, or chemo sensation. The complicated processes of smelling and tasting begin when molecules released by the substances around us stimulate special nerve cells in the nose, mouth or throat. These cells transmit messages to the brain, where specific smells or tastes are identified.

Olfactory (smell nerve) cells are stimulated by the odors around us — the fragrance from a rose, the smell of bread baking. These nerve cells are found in a tiny patch of tissue high up in the nose, and they connect directly to the brain.

Taste cells react to food or drink mixed with saliva and are clustered in the taste buds of the mouth and throat. Many of the small bumps that can be seen on the tongue contain taste buds. These surface cells send taste information to nearby nerve fibers, which send messages to the brain.

Taste and smell cells are the only cells in the nervous system that are replaced when they become old or damaged. Scientists are examining this phenomenon while studying ways to replace other damaged nerve cells.

A third chemosensory mechanism, called *the common chemical sense*, contributes to our senses of smell and taste. In this system, thousands of free nerve endings — especially on the moist surfaces of the eyes, nose, mouth and throat — identify sensations like the sting of ammonia, the coolness of menthol and the "heat" of chili peppers.

TEXT 4
Language development and the Home

The early childhood years for children with exceptionalities are the ground to their long-term development. It is at this stage of development that young children begin to develop the motor, social, cognitive, and speech and language skills they will use the rest of their lives. Children (and adults) spend less time at home with family than ever before. For example, in 1985 parents spend 40 percent less time with their children than they did in 1965, and that was only 17 hours per week. Some evidence hints that today's parents spend even less time with their children: About 7 million children of working parents, as earl as 11 weeks old, spend thirty hours per week in child care. Regardless, the child's parents and the home environment provide the foundation for the skills. Even for those children who spend most of their days away from home those whose home environment is rich in language - where parents talk to their children, where children are given the opportunity to explore the use of language, and where experiences are broad - usually develop fine speech and language skills. When children do not have appropriate language models - why they do not hear language used often, when they do not have experiences t< share or a reason to talk - it is not uncommon for their language to be delayed and can even become impaired. Children are individuals; so too are parents and the language environments they provide at home. It is important for educator not to make generalizations about either parents or students. For example, it i unfair and incorrect to assume that parents are responsible for their child's stuttering. Research has shown that parents of stutterers are not different in an; characteristics and speech qualities from parents of non-stutterers. Generally relations about families from diverse backgrounds are inappropriate. Diversity is heterogeneous, where no assumptions are accurate.

Language is normally acquired in a rather orderly fashion.- During the first year of life, infants hear language spoken around them and organize why they hear so that they can gain meaning from it. Toward the end of their first year, infants are able to respond to some of the language they hear. For exam pie, they know their names, respond to greetings, respond to simple verbal commands, and use objects in their immediate environment. At this time; in fantasy also seem to copy the voice patterns they hear by babbling, regardless o the language they hear. Babies begin to talk by first using one- and two-words utterances that are easy to say and have meaning to them *(mama, cookie, doggie).* Throughout their second year of life, children use a growing vocabulary longer sentences and more complexity. They are learning the form (the rules of language and how to apply language rules to give meaning to their oral communications. Regardless of the language heard, children seem to develop language in much the same way across cultures - by interacting with their environment.

To make sense of the language they hear and, ultimately, to learn to use that language, children employ various strategies. All do not use the same ones but children who develop language normally apply some structure to make sense of what they hear. For example, some young children, who do not yet understand oral

language, might come to understand an adult's intentions by watching nonverbal clues and comprehending the context of the situation. Through such repeated experiences, they come to learn language as well. Other children attend more selectively and learn more vocabulary for objects they can action or interact with *(ball, key, sock)* or objects that change or move *(clock, car).* Still others focus on specific characteristics of objects *(size, shape, sound).* All these children are learning to categorize and organize objects and their thoughts, skills that are necessary for learning academic tasks later.

When children do not develop language at the expected rate, intervention is needed. In almost every community, speech and language specialists are available to provide therapy and instruction to children and to assist parents in helping their children acquire language. With training and guidance from SLPs, parents can be excellent language teachers for children with language impairments. In fact, when home-based intervention is provided by parents, children's language scores improve more than when only clinic-based instruction is provided by professionals. Specialists suggest that family members specifically label or name objects in the home. They also suggest that simple words be used more often to describe the objects the child is playing with: "This ball is red. It is round. It is soft". They can encourage repetitions of correct productions of sounds and repeat the child's end to help make a comparison. They can play a game of "fill in the blank" sentence. They can ask the child questions that require expanded answers. The family should include the child in activities outside of the home, too, such as visits to the zoo, the market, or a shopping centre, so that the child has more to talk about Practicing good language skills can be incorporated into everyday events. Family members should model language and have the child imitate good language models. For example, a parent might say, "This pencil is blue. What colour is this pencil?" and the child should be encouraged to respond that the pencil is blue. It is also suggested that parents encourage children to engage in the act of "storytelling". Through these stones, children should describe, explain, and interpret their experiences or the stones they have read. Children need a reason to talk, and the home environment can foster children's oral expression by providing many rich and diverse experiences for children to talk about and by providing good language models tor children to imitate.

Language development and the Home Deborah Deutsch Smith (from "Introduction to special Education. Teaching in an Age of Challenge". University of New Mexico, 1998.)

TEXT 5
Types of speech impairments
Part 1. Voice problems

People with speech impairments have difficulty using the communication process efficiently. Speech is abnormal when it is unintelligible, is unpleasant, or interferes with communication. The three major types of speech impairments are

voice, articulation, and fluency (for example, stuttering). Any one of these three speech impairments is distracting to the listener and can negatively affect the communication process.

One type of speech impairment, **voice problems,** is not very common in schoolchildren, but when this speech impairment does occur it needs immediate attention from a professional. Voice is a measure of self; it is part of one's identity. We can identify many of our friends, for example, simply by hearing their voices. Voice distinguishes each person from others, and we typically do not think about how it functions. But when it does not function as usual, such, as when we have laryngitis, we find it frustrating. Many famous personalities are recognized by their unique voices. Think of how impressionists create mental images of famous people through voice and gesture. Our voices also mirror our emotions; we often can tell when people we know well are happy, sad, angry, or scared merely by hearing their voices.

Two aspects of voice are important: pitch and loudness. A voice problem usually involves a problem with one or both of these aspects. **Pitch** is the perceived high or low quality of voice. Men typically have lower voice pitch than women. A man's voice whose pitch is high or a woman's pitch that is low attracts attention. If the receiver of communication pays more attention to the voice than to the message, though, communication is impaired. When young boys' voice pitch changes during puberty, attention is drawn to the boys and their unintentional changes in voice. Of course, this pitch change is a normal part of development and disappears as the boy's body grows and voice pitch becomes stabilized.

Loudness is the other main aspect of voice. In some cases, people are[1] labeled with certain personality traits because of the loudness of their voices: 1 "She is such a soft-spoken individual". "He is loud and brash". Voice can communicate much of the intended message for delivery. In some cases, if the quality of voice is so distracting that the message is misunderstood or lost, speech therapy is probably necessary.

Part II. Articulation problems

Articulation problems are the most common speech impairments. Articulation is the process of producing speech sounds. The receiver of communication must understand the sounds of the words spoken to understand the full message. If speech sounds are incorrectly produced, one sound might be confused with another, changing the meaning of the message. A child who substitutes a / for a к sound might say "titty tat" instead of "kitty cat." In such cases, if the words are different or unintelligible the message has no meaning. Speech/language pathologists (SLPs), who specialize in correcting speech impairments, spend a considerable portion of their time remediating articulation errors. They also work with language, voice, and fluency problems.

Articulation is related to the speaker's age, culture, and environment. Compare the speech of a 3-year-old child, a 10-year-old, and an adult. Some of the most common articulation errors young children make are substitutions and distortions of the 5 and *z* sounds and substituting a *w* for an / and a iv for an r. A 3-year-old might

say, "Thee Thuzi thwim" for "See Suzi swim," and is perceived by adults as being cute and acceptable. However, the same articulation behavior in a 10-year-old child or an adult is not developmental^ correct or acceptable. Articulation behavior that is developmentally normal at one age is not acceptable at another.

About 2 to 3 percent of all children require professional help to overcome or compensate for their articulation errors. Teachers and others working with young children should be aware that children ages 2 to 6 generally make certain articulation mistakes as they go through a normal sequence of speech sound development. Adults should not pay too much attention to such misarticulations. However, if adults become concerned that a child is not acquiring articulation skills in a normal manner, the child should be referred to an SLP for a speech evaluation.

Articulation, as mentioned earlier, is also related to the geographical region in which a person lives. For example, some people from certain sections of New York substitute a *d* for the *th* sound, resulting in *dese, dem,* and *dose.* Bostonians often use an *er* sound for an *a (idear* for *idea),* and many Southerners draw out vowels. Although these different articulations are apparent to people who do not reside in a particular locale, they are normal in those regions. Differences in articulation due to regional dialects are *not* errors. Teachers should be careful not to refer children who have moved from one area of the country to another to an SLP solely because of dialectal differences in their speech.

TEXT 6
The Essence of Social Work

The social work profession is committed to reducing human suffering, enhancing the quality of life, and confronting the causes of social injustices that occur throughout the world around us. This commitment inspires social workers to develop skills that promote change on all various levels. Whether it is dealing with an ill person, a homeless person, or a person who has undergone domestic violence. The social workers are trained specifically to provide direct services to individuals, such as: families, groups and communities.

They learn to confront and change the problems that are causing the injustices, the discriminations, and the oppressions. For the essence of their work is all about the help that they are able to supply to those whom are going through such difficult times with in their lives.

One of the hardest things for a social worker to have to deal with is leaving their work at work, and not bringing it home with them. For each and every single social worker that is out there and trying to help improve upon people's lives, no matter who they are, they are going to have to deal with some traumatic cases. In all different areas within the field of social work, the cases almost always have an impact, and in all honesty no matter how traumatic the case is, it is always going to leave the imprint on the social worker and on their career. A social worker forms a bond with the person of whom they are trying to help, and no matter who you are in life once a bond has been formed you are never going to forget that person you have made that connection with. In most cases the social worker can see a little deeper

than what is just sitting on the surface of the person of whom they are assisting, they begin seeing inside of them and who they truly are. This is where it then becomes difficult, that once your work has been done for the day and you return home, you are expected to leave the cases alone, to ignore them and to move one with your own life.

TEXT 7
The Whys and Hows of Cheating
Why Students Do It—How We Can Stop Them

The first thing to understand about cheating is that the vast majority of young people believe that cheating is wrong. Yet surveys show that most young people cheat at least once in their high school careers. So, the most important question is why do young people behave in ways that are inconsistent with their beliefs? According to Gary Niels, an educator who has studied cheating in our schools, the answer is survival. In a school setting, says Niels, saving face is the "... desire to save oneself from the anger of a parent or teacher; it can mean avoiding embarrassment; it can mean economic survival... Nowadays, college acceptance is the major instigator of this survival instinct." There's a lot of competition to get accepted at the best schools. Acceptance at these elite colleges and universities requires great grades—so if you can't do the work, you have to be dishonest and cheat. In addition, many students feel that everyone else is cheating, so they'll be at a disadvantage if they don't cheat.

What to Do about It? Combating Cheating at Home

Of course, it is easy to point the finger at young people and say that they are immoral. However, who is supposed to give them their moral compass? We are. Somehow our society has grown to tolerate cheating and it has been a top-down rather than a bottom-up process. Children learn to cheat or at least cut corners at home from their parents. Many of them are not taught to see the difference between right and wrong. Other children hear the right lessons, but observe their parents behaving very differently. Parents need to model integrity at all times. Consider this simple example:

Last night I was attending a movie with my family. My son ran into a classmate whose father was in the next ticket line. When we reached the front of the line to buy our tickets, we all heard the boy's father say "One adult, two children" to the ticket agent. Although his son was too old for a child's ticket, he decided that he could get away with it. He saved a couple of dollars and taught his son a terrible lesson.

Combating Cheating at School

Yes, it's disturbing to discover that young people in middle school and high school think that cheating is OK. But it's our fault. We encourage young people to cheat! For example, we give multiple-choice tests that make cheating really easy. Teachers at academically rigorous private schools don't use multiple-choice tests. They create written tests that are more work for teachers to grade but that eliminate cheating.

Schools should not tolerate cheating in any form. The punishments should be rigorously enforced. Teachers must be alert to all forms of cheating, particularly

those using new technologies like picture phones. Of course, the best solution is to make assignments meaningful and interesting for students. In addition, students must have some responsibility. They must learn to be true to themselves and their own values and not be swayed by outside pressures and influences.

TEXT 8
More Students Are Cheating, More Colleges Are Fighting Back

BOSTON—Many college students today struggle with cheating. The Internet offers many temptations—there are term papers for sale along with articles and news reports that can be copied for free with the click of a mouse. It is not surprising that cheating is sometimes difficult to resist. Furthermore, students often do not understand exactly what constitutes cheating. Polly Sanders, a student at a small liberal arts college, knows that handing in a paper from the Internet is plagiarism—stealing another's writing and calling it your own. If she gets caught, she'll receive a failing grade or maybe be thrown out of school. But what about using a paragraph? She admits that she has often taken   paragraph and changed a few words to make it "her" own work. That's not plagiarizing, is it?

Polly may not know it but, according to her college, it is. Polly is not the only student who isn't sure what's cheating and what isn't. This uncertainty is partly due to the fact that standards are changing. A 2001 survey by the Center for Academic Integrity shows cheating is becoming acceptable. The survey found that 41 percent of students believe that plagiarism is common. Thirty percent say cheating during tests or exams happens quite often. Sixty percent of the students admit asking their friends for help even when a professor has told them to work alone. Perhaps most worrying was the 27 percent who said that falsifying laboratory data happens "often or very often" on campus. It's hard to believe that all of these young scientists change their ways after graduation. Especially since 45 percent said that falsifying data did not count as serious cheating.

If students are becoming less concerned about the ramifications of cheating, colleges and universities are working harder to catch the cheaters. Some administrators use sophisticated computer search engines to find Internet plagiarists. However, many other colleges are using honor codes to combat cheating. An effective honor code clearly describes the boundaries of legitimate and illegitimate work. In addition, it sets the penalties for breaking it. While honor codes have existed on many campuses for a long time, they are now acquiring "teeth" as the institutions strive to enforce them. Educators say that the simple act of students signing the honor code makes a difference. "It's a psychological effect; if people expect you to be honorable, you are more likely to respond with honorable behavior," says Nannerl O. Keohane, the president of Duke University in North Carolina. "We have to build a culture where people are genuinely offended by cheating."

Honor codes are becoming more and more popular across the United States. The University of North Carolina and the University of Maryland give cheaters grades of XF to indicate failure because of cheating. Cornell University rewrote its

honor code in 2000 and now requires teaching assistants and freshmen to take courses that teach them what cheating is and how to avoid it.

Honor codes can be both a carrot and a stick. They may offer students more freedom, but, if they do not obey, the punishment is severe. For example, the honor code at Wellesley College in Massachusetts allows students to take exams when and where they want. The students simply inform the teacher when they will be taking the exam. Then they can choose to go wherever they want. Some stay in the classroom while others prefer to do exams in their bedrooms, the library, or outside. The students are trusted, but if they are caught cheating, the punishment can be severe.

Some people say that simply putting in an honor code won't solve the problem, but several studies since the 1960s have shown that schools without honor codes tend to have about twice as much cheating as those with honor codes in place. University officials think that there are different reasons for this phenomenon. "The feeling of being treated as an adult and responding in kind," Professor McCabe says, "it's clearly there for many students. They don't want to violate that trust." "The magic of an honor code," agrees Elizabeth Kiss, director of the Kenan Institute for Ethics at Duke University, "is that when it's really working, there's a sense of we're all in this together."

TEXT 9
Types of Graphic Design Jobs To Explore

A career in graphic design can be an exciting way to combine art, technology and communication. These professionals are needed on many projects in a variety of fields, including marketing and advertising, publishing, healthcare and digital communications. As you begin exploring jobs in graphic design, it is beneficial to understand your career prospects and what various positions entail. In this article, we explore some common graphic design jobs—including their average salaries, duties and requirements.

What do graphic designers do?

Graphic designers create graphics and layouts for a wide variety of products, including company logos, websites, clothing, books, games and product user manuals. These professionals must possess a strong knowledge of color theory, image construction, font types and many other artistic principles to determine the strongest appeal to the brand's target market.

They use a variety of computerized design programs to sketch new designs and incorporate existing brand details to create innovative designs that appeal to the brand's target demographic.

Graphic design jobs typically require the following skills and qualifications:
- Computerized sketching abilities
- Creativity and innovation
- Communication
- Understanding of audience targeting

Proficiency in computer-aided design(CAD) software, including Adobe Photoshop, Illustrator, Dreamweaver, InDesign, Corel Graphics Suite or Paintshop Pro.

Types of graphic design jobs

A degree relating to graphic design can be beneficial for a range of careers. The best for you depends on your interests, skills, career goals and values. Here are 11 graphic design-related jobs to explore as you begin your job search.

Photo Editor

Photo editors work with real-life images to adjust, color-correct or combine images to create the desired final image. Image editing can be as simple as adjusting the lighting and color balance on a photograph or as drastic as changing garment colors or adding logo information or banners to the image.

Careers focusing on editing photography have less of an emphasis on graphic design, but they require a complete knowledge of Photoshop, which is typically covered in a graphic design program. It is often beneficial for companies to employ a designer who can alter images when the product image does not accurately represent the final product, as images may need to be taken before a design is finalized.

Requirements. An in-depth knowledge of Photoshop and other photo-editing software is required. Many companies may prefer an associate or bachelor's degree in photography, graphic design or product design, but it may not be required for candidates who possess expert knowledge of photo-editing software and have a strong portfolio of work

Apparel graphic designer

Apparel graphic designers create individual, original images for clothing. They develop a strong understanding of the brand's customers and ensure their graphics are cohesive and visually appealing to that audience. They design a variety of images and font-based graphics for screen printing on shirts, pocket-placed embroidery designs and any other special designs or prints the brand's design executives want to include on their clothing.

This graphic designer works in CAD programs to develop the graphic and scale to fit within the clothing pattern size. They use creativity to display color in a simple, but noticeable way, as printing is often limited to eight or fewer colors.

Requirements. A Bachelor's Degree in Graphic Design and previous apparel graphic design experience—whether an internship or in an entry-level role—is typically required. These graphic designers may be employed by the apparel brand or by a third-party agency that designs graphics on a contract basis for multiple brands.

Logo designer

Logo designers develop visually compelling graphics or symbols to represent a company, product, brand or service. They research the target demographic to gain a strong understanding of what symbols they find appealing and memorable. This designer then chooses distinct colors and shapes that relate to and establish the brand identity of the company or product. Logo designers must also be aware of other designs in the marketplace so they are not copying or recreating a trademarked logo.

Requirements. The job requirements of a logo designer will vary based on the company, but typically an associate or bachelor's degree in graphic design is required. Strong illustration abilities and an understanding of consumer advertising can be considered in place of a degree. Logo designers can work on a freelance basis or full-time for an advertising agency, both of which are likely to require a strong portfolio.

Packing designer

Packaging designers—or production designers—develop the box, container and labels on a product to protect the product during shipping and communicate important features to the customer. They use CAD software to write product details in an appropriate font, add graphics to explain the functions and show what the product looks like or how to use it. They often design the package as a marketing tool as well, so they partner with marketing and product design specialists to convey the important product details to the customer.

Requirements. A bachelor's degree in graphic design, product design or art is typically required for a career in packaging design. Employers commonly prefer previous graphic or packaging design experience and a strong knowledge of their customers.

Web designer

Web designers assist in developing websites by creating individual web pages, designing page layouts and developing graphics for the website. They are also responsible for designing the navigation menus, drop-down options and the website's structure. They may have coding and programming skills, which would allow them to completely develop the website on their own. Web designers' partner with the website's brand or marketing team to determine what content is included on each page and where to place graphics, as well as to ensure continuity as consumers browse the website.

Requirements. As online sales and advertising continue to grow, employers are seeking web designers with a strong knowledge of technology, website layout design, programming and graphic design. Most jobs require previous web design experience, a strong portfolio and at least an associate degree related to web or graphic design.

Multimedia designer

Multimedia designers create complex animated images and videos using art and computerized animation programs. They plan out the animation by sketching, creating scale models and developing computerized graphics to build the story. They are responsible for developing the graphics for the story's characters, background scenes and props.

Requirements. A career in multimedia design requires creative thinking and strong imaginative abilities to develop innovative, fantasy designs. Typically, an associate or bachelor's degree in a visually creative field, such as graphic design, multimedia digital art, web design or user experience design is required for multimedia designers. Many multimedia jobs also require previous experience producing videos and using CAD software.

Advertising designer

Advertising designers use graphic design, sketching and photography to create visually compelling marketing materials for a brand or company. They create

billboards, magazine advertisements, website advertisements and any other requested promotional materials. They sketch or use CAD software to develop an initial concept based on marketing and public relations strategies. They may create a few variations of a concept to present to the advertising leadership, and they listen to the leadership's feedback to perfect the final design.

Requirements. A career in advertising design requires a strong knowledge of design and marketing techniques. Many jobs require a Bachelor's Degree in Graphic or CAD Design as well as a strong knowledge of the employer's customers. Coursework in advertising, marketing or business can also help these professionals develop a working knowledge of best advertising practices.

Publication designer

Publication designers develop the layout, visual appearance and graphics for a range of printed publications. Companies that create annual reports, research papers, books, catalogs and user manuals use internal or freelance publication designers to add images and graphics to the written information. These images help make the data easier to read and can elaborate on written topics by showing a graph or step-by-step instructions to complete a task in a manual. The designer is responsible for developing the images and graphs and incorporating them into the publication in a visually appealing manner.

Requirements. A bachelor's degree in graphic, visual, user experience or print design is typically required for a career in publication design. These designers possess a high level of creativity in translating written information into a sketch and developing the appropriate graph to best display data.

Art director

The art director is a high-level executive responsible for guiding the design team's vision, directing the theme concept and overseeing all design artwork. They can work in a variety of industries including fashion, print publications, advertising, television or consumer products. The director may be employed by the brand or as a freelancer, but they always work closely with the client or sales team to understand their artistic vision.

Requirements. Art director positions typically require extensive experience in the related industry for a strong understanding of the business goals. A bachelor's degree in any art or design field is commonly required, but some employers may prefer candidates to have a master's degree in business or art.

User interface (UI) designer

The user interface designer is responsible for ensuring every webpage or operational step of the final product follows the user experience (UX) designer's intent. They typically have basic coding skills and are able to develop the designer's vision by working with software programming experts. UI designers make webpages, advertisements and electronic programming easy for the consumer to interact with. They must ensure that the UX design is feasible and well-executed.

Requirements. A minimum of a two-year degree in UI design, graphic design or computer programming is commonly required for UI designers. However, some employers may prefer that prospective employees have a bachelor's degree. A solid

background in all three specialties is beneficial for combining a strong design appearance with a functional technological interface.

User experience (UX) designer

UX designers make products, services and websites enjoyable and accessible for users. They consider the intended end-use of the product and how the product feels to the consumer to ensure it is a user-friendly product or service. UX designers most commonly work in web design to make websites visually pleasing and easy for customers to navigate. They also work with other technology-based products, including software, gaming systems, computers and automobiles to develop visual aesthetics and graphics. UX designers ensure the product has a logical flow from one step to the next. They test the product under normal usage and resolve any inconsistencies in the appearance or flow.

Requirements. UX design roles typically require a two-year degree in UX design, graphic design or computer programming. Knowledge of all three specialties is beneficial for combining a strong design appearance with a functional product. Some employers may prefer candidates to have a bachelor's degree.

TEXT 1

Read the text and decide whether statements 1–8 are true, false or not given (if there is no information on this). Write T (True), F (False) or NG (Not Given) for each statement.

1. In recent years, cut flowers have become more expensive to grow in the Netherlands.

2. More people are employed in the cut-flower industry in Kenya than in Europe.

3. Flowers represent Kenya's most valuable agricultural export.

4. The UK has seen a marked decline in the proportion of locally-grown cut flowers on sale.

5. The Cranfield study concentrated on the environmental effects of transporting cut flowers.

6. The Lake Naivasha region produces a range of cut flowers including roses.

7. Supplies of some local food items have been affected by the impact of floriculture around Lake Naivasha.

8. Transporting cut flowers by sea is generally more successful than using other means of transport.

What price fresh flowers?

Flowers have long been symbols of love and caring. People send them to express sympathy, to apologise, or just wish someone well. But today, floriculture – the growing and selling of flowers – is very big business, worth £2.2 billion a year in the UK alone. The majority of the cut flowers sold there are imported, these days mostly from countries such as Colombia and Kenya. The Netherlands is the traditional centre of flower production in Europe, and remains a major supplier of flowers. In recent years, however, as labour and production costs have soared, attention there has shifted from flower production to flower trading. Meanwhile, the Kenyan cut-flower industry has grown rapidly, and now provides a vital income for around two million people. It is the country's largest agricultural foreign exchange earner after tea, producing £165 million annually.

For the environmentally conscious, it might seem wasteful that a commodity such as flowers should travel halfway around the world before arriving at a supermarket or florist shop. Just as some environmentalists say that it's better to buy fruit and vegetables grown locally, some also advocate the buying of locally-grown flowers. Thanks to globalisation, however, the UK cut-flower industry now supplies just ten per cent of the country's needs. Twenty years ago it was more like half. What's more, it is suggested that reversing this trend would actually have serious environmental consequences.

Research published in 2006 by Cranfield University in the UK showed that the production of Kenyan flowers, including delivery by air freight and truck, resulted in a carbon footprint nearly six times smaller than that caused by the production of Dutch flowers. Kenya has optimal growing conditions and the warm African sun provides heat and light, whereas growers in the Netherlands and other developed countries require significant inputs of gas and electricity to grow flowers year-round in artificial climate-controlled environments.

But there are other environmental factors to consider. A vast range of pesticides, fertilisers and fumigants are used in producing cut flowers. Lake Naivasha, the centre of Kenya's flower industry, is the ideal place to grow roses, thanks to its high altitude and abundant sunlight and water. However, environmental damage has resulted from the development that has followed in the wake of floriculture. Lake Naivasha itself has shrunk to half its original size, with water levels dropping by three metres, fish catches falling and the native hippopotamus feeling the effects of pollution.

Meanwhile, transporting flowers over long distances poses its own set of challenges. Roses, for example, have to be shipped by air rather than sea because they require constant refrigeration and wilt quickly. Transporting other types of flowers by sea can also be tricky compared to air freight. Demand is difficult to predict, which means entire shipping containers can seldom be filled with a single species, but mixing flowers is often inadvisable because some varieties emit gases that spoil others. One strategy is to opt for heartier breeds such as carnations and lilies which are easier to ship and require less refrigeration than roses.

TEXT 2

Read the text and decide whether statements 1–6 are true, false or not given (if there is no information on this). Write T (True), F (False) or NG (Not Given) for each statement.

1. The range of languages in the region makes communication difficult for Europeans.
2. The training of para-ecologists costs less in Papua New Guinea than in Europe.
3. Reducing the rate of pay offered to specimen collectors can reduce their effectiveness.
4. The fact that some local collaborators are also landowners is an advantage.
5. The researchers try to discourage the use of destructive agricultural practices.
6. There is a tendency for scientists to underestimate the diversity of species in existence in the world.

Fieldwork on the final frontier
What is it like to work in the remote forests of Papua New Guinea? Biologist Vojtech Novotny knows better than most.

Let me tell you about our work in Papua New Guinea. We've built a research station on the northern coast. About five per cent of all species live in Papua New Guinea. With the Amazon and the Congo, it is one of the three largest areas of rainforest still left.

Papua New Guinea has about 800 different languages, a really amazing diversity, and there are 20 different ones within a 20 mile radius of our station. Because different tribes speak such different languages, they also speak one universal language, pidgin English. Once you learn that - and Europeans usually manage this in less than six rr1onths -you can speak directly to the local people. This is socially very rewarding because there is a coming together of tribal culture and high-level academic culture.

We have a team of what we call para-ecologists. These are people we train in scientific methods and pay to work with us. The local people are perfect for this. They not only have an intimate knowledge of the local geography, they also have an extensive knowledge of taxonomy, especially of the trees. We connect the Latin names with their local language names and then explain that we need caterpillars from this list of trees, and ask then1 to collect them for us. On one occasion, we were studying tiny larvae that bore tunnels in leaves. I put a fairly high reward for every live insect. We were expecting that our collectors might earn £5 a day, which is reasonable by Papua New Guinea standards and by our budget. But embarrassingly, they found so many that we had to lower the rate because otherwise we would have gone bankrupt.

This collaboration with local people helps our research because it opens up possibilities that others don't have. For instance, we have contacts with people who own the forest that they cut down for their subsistence, using traditional 'slash-and-burn' agricultural methods. We always like to shock our fellow biologists at conferences by describing how we are cutting down tropical forests so that we can survey insects from the canopy. But that's exactly what we are doing. When local people were clearing their part of the forest, we worked with them, slowly taking the forest apart, collecting caterpillars, ants, everything.

We have devised a 30 structure of insects and plants in the forest. Our inventory came up with about 9,500 insect species feeding on 200 species of tree, and they do it in 50,000 different ways. Even for us ecologists, this is a mind-boggling complexity. However, ecologists also tend to get overexcited by the huge diversity we see in rainforests and extrapolate it to unrealistic numbers of species for the entire planet. Previous estimates put the number of insect species worldwide at 30 million. We put it at six million. We found that a tree species has about the same number of insect species feeding on it whether it grows in Papua New Guinea or Europe: tropical forests are so rich in insects only because they have so many species of tree.

TEXT 3

Read the article and do the following exercises.

A message from English teacher Helen Stephenson

British people are famous for talking about the weather. There's a reason for this. Our weather can change many times in just one day! We think this is normal. On the other hand, we have had some strange weather in recent years. Many other places around the world are experiencing the same thing – weather that is hotter, wetter, drier or wilder than normal. An article by Peter Miller, from the September 2012 issue of National Geographic magazine, looked at what is happening to our weather.

Wild weather

What is 'extreme' weather? Why are people talking about it these days? 'Extreme' weather is very unusual rain, heat, storms etc. For example, in 2010, 33 centimetres of rain fell in two days on Nashville, USA. According to weather experts, that was a 'once in 1000 years' event. But these days, extreme weather events are more frequent. Also in 2010, 28 centimetres of rain fell on Rio de Janeiro in 24 hours, and there was record rainfall in Pakistan.

The effects of this kind of rain are dramatic. In Rio de Janeiro, landslides followed the rain. Hundreds of people died. In Pakistan, it caused floods that affected 20 million people. The opposite situation is drought, when no rain falls. Australia, Russia and East Africa have suffered major droughts in the last ten years. Another example of extreme weather is a heat wave, such as in the summer of 2003. In Europe, 35,000 people died from heat-related problems.

So, what is happening? Are these extreme events part of a natural cycle? Are they happening because human activity affects the Earth's climate? The answer, Peter Miller says, is: probably a mixture of both of these things. On the one hand, the most important influences on weather events are natural cycles in the climate. Two of the most famous cycles are called El Niño and La Niña. They start in the Pacific Ocean, but they affect weather all around the world. On the other hand, the Earth's oceans are changing: their temperatures are increasing. And this is a result of human activity. The greenhouse gases we produce mean the atmosphere warms up. Warmer oceans produce more water vapour – think about what happens when you heat a pan of water in your kitchen. Information from satellites tells us that there is four per cent more water vapour in the atmosphere than 25 years ago. This warm, wet air turns into rain, storms, hurricanes and typhoons.

Michael Oppenheimer, a climate scientist, says that we need to accept reality. Our weather is changing and we need to act to save lives and money.

Task 1. Choose the correct option.

1. The article says extreme weather is ...
a) more common nowadays.
b) not natural.
c) more unusual in the USA.

2. Examples of extreme weather include ...
a) warm, wet air.
b) very hot weather in Europe.
c) El Niño and La Niña.

3. One cause of extreme weather is …
a) floods across large areas.

b) very hot summers.

c) water vapour in the atmosphere.

4. Why was the rain in Nashville an extreme event?

a) It happened a thousand years ago.

b) A lot of rain fell over a long time period.

c) A lot of rain fell in a short time.

5. What happened after the extreme rain in Rio de Janeiro?

a) There were major floods.

b) There were many deaths.

c) Millions of people were affected.

6. What caused many deaths in 2003?

a) Hot weather.

b) Floods.

c) A drought.

7. The article says that extreme weather events are the result of …

a) natural cycles.

b) human activity.

c) natural cycles and human activity.

8. What is happening to the oceans?

a) They are getting bigger.

b) They are getting hotter.

c) They are producing greenhouse gases.

9. Satellites can measure ...

a) the temperature of the Pacific Ocean.

b) the number of hurricanes.

c) the amount of water vapour in the air.

Task 2. **Complete the sentences with words from the box.**

flood – atmosphere – landslide – typhoon – climate – heat wave

1. We had a _____ last year – the temperature was 35°C for 22 days.

2. A _____ crossed the Philippines in 2013 and it killed thousands of people.

3. Last year, it rained for a week and there was a _____ of two metres in my town.

4. Greece has a Mediterranean _____ – the summers are hot but the winters are not very cold.

5. The Earth's _____ is 20 per cent oxygen.

6. A large part of the coast fell into the sea in the _____.

Task 3. Complete the questions by adding one word in the correct place. Find the answers to the **questions in the article.**

1. What 'extreme' weather?

2. Why people talking about extreme weather these days?
3. extreme events part of a natural cycle?
4. is happening to the weather?
5. When a heat wave affect Europe?
6. How people died in the 2003 heat wave?
7. How rain fell on Rio de Janeiro in 24 hours?
8. What we need to do, according to Michael Oppenheimer?

Task 4. Write questions for these answers.
1. Yes, it's very hot in Sydney today.
2. No, it didn't rain last night.
3. Yes, it sometimes snows in winter here.
4. Hurricanes usually happen from June to November.
5. Yes, there was a big flood last year.
6. A typhoon is a type of hurricane in the east.

TEXT 4

Read the article and do the following exercises.

A message from English teacher Helen Stephenson
I think I've been very lucky in my life and lots of English teachers feel the same way. We're lucky because we can live and work in many different places around the world. Our language is a magic key that opens doors for us. We can teach our language and explore interesting countries. But the best thing about being an English teacher is not teaching students, it's learning from them. The article here about working in China explains that very well. It's taken from the March 2013 issue of National Geographic magazine.
Return to River Town
From 1996 to 1998, Peter Hessler was a Peace Corps volunteer. He was an English teacher in China. He worked in a region near the Yangtze River. It is now part of the Three Gorges Dam.* Last year, he returned to the region on a visit.
I am in the White Crane Ridge Underwater Museum. It's a very strange museum – it's under 40 metres of water on the side of the Three Gorges Dam. The director of the museum is Huang Dejian. I knew him before the museum existed and before the Three Gorges Dam existed. I taught English at the local college in the town of Fuling. Fuling was quiet and isolated. There wasn't a motorway or a railway line. The river ferry to the city (Chongqing) took seven hours. Foreigners were very rare. When I ate my lunch in the town centre, a crowd often came to watch me. The city had one escalator and one nightclub. There weren't any traffic lights. I didn't know anybody with a car.
From 1996 to 1998, I worked at Fuling Teachers College. My students came from rural homes, but they wanted to be English teachers. I learned many things from my students. They helped me to understand people's experiences of moving from the

countryside to big cities. My students didn't have much money, but they were optimistic and they had opportunities.

During my visit, I meet about 15 of my old students. They tell me about their old classmates. Many of them have left Fuling. One is a Communist Party official in Tibet, another started a taxi company and became a millionaire. One woman is a radio presenter. Another now teaches English to the children of rich factory owners. My old students are interested in analysing their society. One student, Emily, tells me about her rich cousin. She says that he is richer now, but he isn't happier.

My last meeting on this visit is with Huang Zongming and his brother Zongguo. When I lived here, they were fishermen. When the first stage of the dam was completed, they left their home. I was sure that their lives were changed forever. But now I discover that everything is almost the same for them. They are still fishermen. The fishing on the river is still good. The dam has not changed some things in Fuling.

*The Three Gorges Dam is on the Yangtze River in China. It is nearly 2.5 kilometres wide. It is the largest concrete structure on Earth.

Task 1. Choose the correct option.
1. The town of Fuling ...
a) is near the Three Gorges Dam.
b) is under the water now.
c) is the same as in the 1990s.
2. Peter Hessler describes ...
a) his job at the Fuling Teachers College.
b) Fuling and its people.
c) the Three Gorges Dam project.
3. During his visit, Peter ...
a) eats in the town centre.
b) teaches some English classes.
c) meets old friends.
4. Why is the museum strange?
a) It didn't exist in 1998.
b) It's only 40 metres long.
c) It's under water.
5. Huang Dejian …
a) knew Peter Hessler when he worked in Fuling.
b) was one of Peter Hessler's students.
c) was Peter Hessler's teacher.
6. In the past, Fuling …
a) was a busy town.
b) was difficult to get to.
c) had a lot of foreign visitors.
7. Peter's students ...
a) were experienced teachers.

b) came from the city.

c) taught him about a lot of things.

8. After Peter's students left college …

a) they also left Fuling.

b) they all worked as teachers.

c) they did many different things.

9. What does one of Peter's students say about her cousin?

a) He has more money than before.

b) He is happier than she is.

c) His life is better than her life.

10. What has changed in the lives of the two fishermen?

a) Everything.

b) Not very much.

c) Their jobs.

Task 2. Choose the correct option in the sentences about transport.

1. I take a *ferry / helicopter* across the river to work every day.

2. We usually take a *road / taxi* to the airport − the driver helps us with our bags.

3. The speed limit on *motorways / railway lines* in the UK is 70 miles per hour.

4. Stop at the *taxis / traffic lights* if they are red.

5. The *bus / ferry* was stuck in traffic for an hour!

6. We drove to the end of the mountain *road / path*.

7. There's no *railway line / road* to my town but the bus service is very good.

8. It's a nice walk along this *motorway / path*.

Task 3. Match these adjectives from the box with the opposite adjectives in the expressions (1-7).

> big – good – happy – old – optimistic – quiet – rich

1 a bad idea – …

2 a noisy town – …

3 a pessimistic person – …

4 a sad student – …

5 a small school – …

6 some new cars – …

7 some poor families – …

Task 4. Write these sentences again and change the verb to the negative form. All the verbs are in the text.

1. I had an apartment in the town centre.

2. I knew my students very well.

3. There was a restaurant in the college.

4. Peter has visited the region this year.
5. There were a lot of fish in the river.
6. We lived in China for six years.
7. I have spoken to my old students.
8. I ate fish every day.
9. I left college last year.
10. We met the director of the museum.

TEXT 5

Read the article and do the following exercises.

A message from English teacher Helen Stephenson
I remember reading about the Aral Sea a long time ago. I think it was one of the first stories about the environment that affected me. Since I first read about it, the story of the Aral Sea has continued. These three short news items from the National Geographic news page explain.

The story of the Aral Sea
April 2010
One Sunday afternoon in Kazakhstan last August, a group of fishermen met for a celebration. They were on the shore of the North Aral Sea. They brought food to eat, and they had races and throwing contests. Afterwards, they relaxed, telling stories and singing songs about the Aral Sea and fishing and how much they loved both of these things.

Once, the Aral Sea in Central Asia was the fourth largest lake in the world. However, it has almost disappeared because of irrigation and drought. In 2005, the Kazakh government and the World Bank built a dam that separated the northern and southern parts of the sea. The northern part of the Aral Sea has started to recover. There are fish in the water and for the past four years, fishermen have come to celebrate.

Philip Micklin is a scientist who has been studying the sea since the 1980s. 'Nature can come back.' he says.

October 2014
Satellite images from this week show that the eastern part of the Aral Sea is completely dry. 'It is likely the first time it has completely dried up in 600 years,' said expert Philip Micklin.

The Aral Sea once had an area of 67,300 square kilometres. Two of Central Asia's biggest rivers, the Amu Darya and the Syr Darya, flowed into the sea. This means that it was actually a freshwater lake, not a seawater lake. But it was so big it was called a sea. The Aral Sea used to be a busy place. Almost 20 per cent of the Soviet Union's fish came from here and 40,000 people used to work near the lake. As the lake dried up, it separated into different parts. The eastern part nearly dried up in 2009 but it recovered in 2010 after some rain. Now, it's completely dry.

June 2015

Yusup Kamalov is a scientist from Uzbekistan. I am standing with him looking at a huge desert. Except that it's not like any other desert – fifty years ago the southern shore of the Aral Sea was right where we stand. Now it is 80 kilometres away to the northwest. We set off to drive to the water. On the way, we pass oil and natural gas rigs standing on the sand. According to Kamalov, each year there are a few more. 'Can you imagine,' he says, 'that 40 years ago the water was 30 metres deep right here.' We finally arrive at the edge of the lake, which is so salty that no fish can live in it.

'This is what the end of the world looks like,' says Kamalov.

Task1. Choose the correct option.
1. What period do the three news stories cover?
a) three months
b) three years
c) five years
2. What happened to the Aral Sea over the period of the three news stories?
a) It got bigger.
b) It got smaller.
c) It stayed the same.
3. How many different parts of the Aral Sea do the news stories talk about?
a) two
b) three
c) four
4. According to the first news story, why did the fishermen meet?
a) to do sports
b) to go fishing
c) to have a party
5. According to the first news story, what was one result of building the dam?
a) **The northern and southern parts of the sea joined up.**
b) **There was more water in the southern part of the sea.**
c) **There** were more fish in the northern part of the sea.
6. Which statement is true, according to the second news story?
a) In 2009 there was no water in the eastern Aral Sea.
b) In 2010 there was no water in the eastern Aral Sea.
c) In 2014 there was no water in the eastern Aral Sea
7. According to the second news story, ...
a) the Aral Sea is really a lake.
b) the water in the Aral Sea was salty.
c) water from the Aral Sea goes into two rivers.
8. According to the second news story, ...
a) the Aral Sea provided food and jobs.
b) there were 40,000 fishermen on the Aral Sea.

c) there's a lot of activity on the Aral Sea nowadays.

9. According to the third news story, which sentence is true?
a) The area south of the sea has been a desert for 50 years.
b) The edge of the water has moved 80 kilometres.
c) There's a road to the edge of the Aral Sea.

10. According to the third news story, ...
a) Kamalov feels positive about the future of the Aral Sea.
b) the area now produces oil and gas.
c) Kamalov thinks the lake is about 30 metres deep.

Task 2. Complete the sentences with words from the box.

deep – desert – dry up – flow – gas – lake – oil – salty – sand – shore

1 The river is great for kayaks because it _____ quite fast.
2 I think it's difficult to walk on _____, especially if it's hot.
3 The food tasted very _____ and I didn't enjoy it very much.
4 The people were waiting on the _____ for the fishing boats to return.
5 When the price of _____ goes up, lots of things become more expensive.
6 There's a kind of river that has water in winter but _____ _____ in summer.

Task 3. Find these sentences in the text and complete them.

1 But it was so _____ it was called a sea.
2 … which is so _____ that no fish can live in it.

Task 4. Look at the example. Read the pairs of sentences. Then write one sentence with so.

The lake is very salty. No fish can live in it. → The lake is so salty (that) no fish can live in it.
1. The shore was very far away. We couldn't walk to it.
2. The pool is very deep. My feet don't touch the bottom.
3. The land here is really dry. Nothing will grow.
4. The food in the restaurant was really good. We went back the next day.
5. I was tired after the trip. I fell asleep on the sofa.
6. We were very surprised. We didn't know what to say.
7. The river flows really quickly. We can't swim across it.
8. The man spoke quietly. I didn't understand him very well.

Task 5. Look at the example. Then write complete sentences with such.
It was a very nice day. We went to the beach. → It was such a nice day (that)

we went to the beach.
      1. We had a good time at the beach. We didn't want to leave.
      2. It was a big lake. We couldn't see the other side.
      3. It was an old car. Nobody wanted to buy it.
      4. It's an exciting book. I can't stop reading it.
      5. The city was an interesting place. We saw something new every day.
      6. It's an expensive shop. I don't think I'll come back again.

TEXT 6

Task 1. Think about it:
- How polluted is it where you live?
- What's the most polluted place you've ever been to?
- What's the least polluted place you know of?
- What are the pros and cons of living in a city?
- Where would you rather live?
- Which cities or places are the most or least polluted in your country?

Task 2. What causes air pollution? What can we do about it? Make notes. Then read the article once to compare your ideas.

Air pollution

According to the World Health Organization, air pollution kills 7 million people every year. In the UK, experts believe that pollution is responsible for an estimated 29,000 deaths annually, more than obesity and alcohol combined, and 10 times more than those killed on the roads. So, what can be done about it?

Air pollution comes from a number of sources, including power plants and industry. However, cars are the biggest **culprits**, contributing about half the **nitrogen dioxide** and 80% of the **particulates** in London's air, for example. Diesel vehicles are especially bad. In the past, the government encouraged their use because they **emit** slightly less **carbon dioxide** than petrol-driven cars. However, a report by the **Policy Exchange** has said that diesel engines emit about 91% of the particulates and 95% of the nitrogen dioxide that comes from **exhausts**.

So, which cities are the most polluted? A global survey by the World Health Organization (WHO) found that the south-western Iranian city of Ahvaz has the highest level of **PM10s**, with an annual average of 372 **micrograms** per **cubic metre** ($\mu g/m3$). Heavy industry and low-quality vehicle fuel are the main causes of air pollution in this desert city of 1.3 million.

At the other end of the list are cities in Canada and the United States. They benefit from lower population density, favorable climates and stricter air pollution regulation. In the survey, Washington, D.C. had an annual average of 18 micrograms of PM10s per cubic metre, Tokyo measured 23 micrograms, and Paris had 38. The WHO recommends an upper limit of 20 micrograms for PM10s.

One of the worst-polluted cities in Europe is London. The UK legal limit for annual nitrogen dioxide levels is 40 micrograms per cubic metre ($\mu g/m3$). However,

annual mean levels of the pollutant in 2013 far **exceeded** this at 62 monitoring stations all over the capital.

Occasionally, a build-up of pollution can lead to **smog** – a **fog** or **haze** caused by pollution. This tends to happen when traffic is heavy and the winds are calm. The Great Smog of 1952 killed more than 4,000 people in London over a single weekend. One of the most recent episodes took place in April 2014, when there was an added component: dust blown in from the Sahara Desert. This led to a haze that covered many parts of England and Wales. In some places, the pollution left a layer of orange dust on cars. **Scores of** flights had to be cancelled too.

So, what can be done to improve air quality? Major cities in India such as New Delhi and Mumbai have banned the construction of new power plants within the city limits, and existing ones are being shut down or **relocated**. And places such as Copenhagen (Denmark) and Bogotá (Colombia) have improved air quality by promoting walking, cycling and public transport. Other measures include ensuring that houses are energy efficient, street design is appealing and safe for pedestrians and cyclists, and waste is well managed. "We cannot buy clean air in a bottle, but cities can adopt measures that will clean the air and save the lives of their people," said Dr Carlos Dora of the WHO.

So, what's your city doing about air pollution?

Task 3. Read the article again. Then, answer the questions without referring back to the article.

1) Why were diesel cars initially encouraged by the government?
2) What's causing the pollution in the city of Ahvaz?
3) Why are cities in the US or Canada less polluted in general?
4) What was the added component to the smog of April 2014?
5) What negative effects did it have?
6) What are cities such as Bogotá doing to improve air quality?

Task 4. Watch news reports on pollution in London. Search YouTube for "BBC News Air pollution How polluted is central London".

GLOSSARY
a culprit – a person who has committed a crime or done something wrong
nitrogen dioxide – a reddish-brown poisonous gas formed when many metals dissolve in nitric acid
a particulate – a very small piece of a substance that is often produced when fuel is burned
to emit – if a car (for example) "emits" a gas, the gas comes out of it
carbon dioxide – a gas produced by animals and people breathing out or by chemical reactions
the Policy Exchange – a British conservative think tank (a group of experts who try to find solutions to problems)
an exhaust (pipe) – a pipe which carries the gas out of the engine of a car, etc.

PM10s – airborne particles smaller than 10 micrometres, which can cause serious respiratory (breathing) problems in humans

a microgram – one millionth of a gram

a cubic metre – the volume of a cube with edges of one metre in length. It is represented as "m3"

to exceed – if something "exceeds" a particular amount, it is greater than that amount

smog – a mixture of fog and smoke

fog – when there is "fog", there are tiny drops of water in the air which form a thick cloud and make it difficult to see things

a haze – a cloud caused by particles of water or dust in the air that often forms in hot weather. It is hard to see when there is a "haze"

scores of – lots of. Literally, a "score" is 20

to relocate – if you "relocate" a factory, for example, you move it to another area

TEXT 7

Task 1. There are many benefits to using renewable energy resources, but what is it exactly? Read the text to find out.

Renewable energy

Around the world renewable energy use is on the rise and these alternative energy sources could hold the key to combating climate change. What is renewable energy?

Renewable energy is generated from sources that naturally replenish themselves and never run out. The most common sources are solar, wind, hydro, geothermal and biomass. Over 80% of the total energy consumed by humans is derived from fossil fuels. However, renewables are the fastest-growing source of energy in the world.

Renewable energy has many benefits. First, it can combat climate change because it creates no direct greenhouse gas emissions. The only emissions that they produce are indirect meaning those that result from manufacturing parts installation operation and maintenance but even those are minimal.

Second renewable energy can decrease pollution and therefore reduce threats to our health. Wind, solar and hydroelectric systems create no air pollution emissions and geothermal and biomass energy systems emissions are much lower than non-renewable energy sources.

Third renewable energy is a reliable source of power because renewable energy sources are well renewable they will never run out. Once built renewable facilities cost fairly little to operate and the fuel is often free. As a result, renewable energy prices tend to be stable over time.

While renewable energy has many advantages it is not without downsides. It is difficult for renewable energy sources to generate power on the same large scale as

fossil fuels. Building wind farms and dams can disrupt the wildlife and migration patterns and lead to ecological destruction.

Both solar and wind energy are intermittent they only generate power while the sun is shining or while the wind is blowing. Batteries can store excess energy for later use however they are often costly.

While renewable energy presents some challenges it also offers an environmentally friendly alternative to the greenhouse gas emissions and pollution of fossil fuels and as advances in technology make renewable energy more accessible affordable and efficient an end to climate change could be within our reach.

Task 2. There is a politician in your country running for an elected position. He has promised to re-open coal mines and stop investments in renewable sources of energy. What's more, he does not believe in global warming. Write him a letter expressing your opinion on this matter.

Task 3. Choose the correct option.

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Mr Jeremy Colbyn, MP
Ministry of the Environment
373 Parliament Square
London, EC4Y 1JU

25 March 2022

Dear Mr Colbyn,

I **[1]*would / want / wish*** to discuss some opinions that I have regarding your recent interview on CNN on Wednesday night, where you mentioned proposed policy changes if you are re-elected as a Member of Parliament this year. As an 18-year-old who will be voting for the first time as well as leaving secondary school soon, the proposal to remove the university fees was very forward-thinking and welcomed by all students in a similar position as me. **[2]*However / As a result / Likewise***, I am concerned that some promises that you made would be a threat to our country, our people and our future children.

The first **[3]*minor / majority / primary*** concern is the promise that you have made to re-open coal mines in our region. It is a fact that we still have an abundant supply of coal in our country, which could last for a long time. As you mentioned, this would give us cheap fuel that can drive our businesses and industries rather **[4]*than / them / then*** import gas or oil from other countries at a higher price.

However, as coal is a fossil fuel, it will eventually become **[5]depleted / missed / finished**, so at some point, we will need to switch to a new source of power. **[6]Furthermore / Whenever / Eventually**, coal contains the highest level of carbon dioxide compared to other forms of energy and power production. Scientists believe that the use of coal is one of the most significant contributors to global warming. Therefore, if we increase coal production, it will have a dramatic impact **[7]on / of / at** our environment.

Another **[8]concern / problem / issue** is your plan to stop investment in renewable sources of energy because as discussed earlier, there will be a need to find alternative sources in the future. Indeed, the new technology, as well as the need to build different infrastructure, will result in being more expensive upfront. However, it will save us money **[9]in the long time / in the long way / in the long term** as we will be generating power from the sun, wind or water that will never need to refuel or run out. Moreover, unlike fossil fuel, using renewable energy means a smaller carbon footprint and an overall positive impact on our natural environment.

Furthermore, as an IB student and global citizen, I am **[10]actually / deeply / terribly** concerned that you mentioned in your interview that you were unaware of the effects that global warming is having on our planet, as you believe it is just a natural process in our planet's history and one which we have to adapt and make changes in our life. Indeed, data shows that world temperature and carbon dioxide levels have been equally high or higher in the past. However, **[11]there / they / their** is strong evidence to suggest that these were times when radiation striking the earth was higher due to the sun being more active. However, in the last 100 years, carbon dioxide in the upper atmosphere has increased due to human activity which has **[12]provided that / undefined / resulted in** global warming and climate change. This change has led to our rising sea levels, heatwaves and droughts along with changing in ecosystems. Therefore, we all must agree that human activity is changing our planet's climate so we can reverse the impact we are having and protect our world for future generations.

[13]Another key point / Given these points / In fact, I believe that these policy changes that you propose to make will undoubtedly have a dramatic impact on our environment and are inconsistent with the majority of people's views. It is crucial that you are aware of the opinions of the people who will decide on who will be chosen to be their next representative in government.

Thank you for your **[14]opportunity / chance / consideration** of my viewpoint on these matters.

Yours sincerely,

John Smith
IB Head Student

Task 4. Here are words associated with renewable energy that you may find useful to learn. Search for the words hidden within the grid. Words can be written in any direction including backwards and along diagonals.

D	F	A	L	I	O	U	H	S	M	G	W	E	E
N	O	I	T	U	L	L	O	P	F	I	L	O	Y
T	T	R	H	F	N	P	P	G	N	B	G	B	G
F	S	E	T	A	C	O	M	D	A	A	S	U	E
F	M	L	S	L	E	N	F	W	P	E	Y	D	O
L	F	A	F	U	M	M	E	B	L	B	O	U	T
I	M	C	O	V	O	N	I	I	X	P	B	O	H
H	A	I	R	L	E	H	H	S	L	A	L	H	E

ECOLOGICAL, RENEWABLE, EMISSIONS, GREENHOUSE, SOLAR, HYDRO, POLLUTION, FOSSIL, GEOTHERMAL, BIOMASS, WIND

TEXT 8

Task 1. Fill each gap in the text with one suitable word or phrase.

Human consumption

The long-term consequences of rising consumption have already been demonstrated empirically. In an experiment in sustainability, four intrepid "bioneers" were sealed in Biosphere 2, a massive airtight structure covering 1.25 hectares of the Arizona desert. After two years, the occupants quit due to the inability of the ecosystems to sustain human life, and returned to Biosphere 1: Earth.

The experiment clearly shows that 1.25 hectares provide [1]*insufficient / far / little / inadequate* from enough resources for four people. The average Briton requires about five hectares to support their lifestyle, a North American twice that, whereas the average Mexican gets [2]*away / in / back / by* on less than half the UK level.

The problem is that we only have so [3]*much / little / insufficient / excessive* land to share out. The planet's 10 billion hectares sound a lot [4]*because / before / after / until* one considers the size of the population and the fact that it is going to rise. By 2050, space per global citizen will have reduced to one hectare.

More nations will be approaching US consumption levels in years to [5]*arrive / go / come / follow* and previous data suggests that at least four additional Earths will be needed to sustain [6]*as such / such as / such / as much as* a level. [7]*Like / Unlike / Compared to / As for* the inhabitants of Biosphere 2, when Biosphere 1 fails, we will have [8]*somewhere / anywhere / everywhere / nowhere* else to go.

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