**Unit 2**

READING

**Pre-Reading:**

1. **What do you know about active and reflective learners?**
2. **Make a list of 7-10 key words on the problem given in the text below.**
3. **Read the text and answer the questions:**
4. Who are active learners?
5. Who are reflective learners?
6. What do reflective learners prefer to do?
7. What kind of work do active learners like to do?
8. What kind of work do reflective learners dislike to do?
9. Is everybody active and reflective sometimes? How can we cope with it?
10. What kind of advice is given in the text by the authors?
11. How can active learners help themselves?
12. How can reflective learners help themselves?
13. Did you like the text? Is it useful for you personally?

LEARNING STRATEGIES IN AID OF DIFFERENT TYPES OF LEARNERS (Part 1)

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**Active and reflective learners**

* Active learners tend to retain and understand information best by doing something active with it discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.
* "Let's try it out and see how it works" is an active learner's phrase; "Let's think it through first" is the reflective learner's response.
* Active learners tend to like group work more than reflective learners, who prefer working alone.
* Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done.

**How can active learners help themselves?**

If you are an active learner in a class that allows little or no class time for discussion or problem-solving activities, you should try to compensate for these lacks when you study. Study in a group in which the members take turns explaining different topics to each other. Work with others to guess what you will be asked on the next test and figure out how you will answer. You will always retain information better if you find ways to do something with it.

**How can reflective learners help themselves?**

If you are a reflective learner in a class that allows little or no class time for thinking about new information, you should try to compensate for this lack when you study. Don't simply read or memorize the material; stop periodically to review what you have read and to think of possible questions or applications. You might find it helpful to write short summaries of readings or class notes in your own words. Doing so may take extra time but will enable you to retain the material more effectively.

4. a) Match English and Russian equivalents:

|  |  |
| --- | --- |
| 1. active learners | А. брать дополнительное время |
| 2. reflective learners | В. работа в группе |
| 3. problem-solving activities | С. активнодействующие учащиеся |
| 4. group work | D. способы познания |
| 5. take extra time | E. деятельность по решению задачи |
| 6. to retain the material | F. склонные к размышлению учащиеся |
| 7. learning styles | G. закреплять материал |

1. **Find Russian equivalents for the following English words and word combinations:**
2. tend to retain and understand information
3. prefer to think about it quietly first
4. prefer working alone
5. helpful
6. learning types
7. the reflective learner's response
8. preference
9. more effectively
10. spend too much time reflecting
11. try to compensate for this lack
12. **Find English equivalents for the following Russian words and word combinations using the text:**
13. способы познания
14. стратегии
15. активнодействующие учащиеся
16. склонные к размышлению учащиеся
17. запоминать материал
18. деятельность по решению задачи

**5. Translate the following sentences:**

1. Если ты всегда действуешь, прежде чем подумать, то ты можешь поспешить и попасть впросак, а если ты слишком долго думаешь, то можешь ничего не успеть сделать.
2. Баланс между двумя стратегиями наиболее предпочтителен.
3. Активнодействующие учащиеся любят работу в группах больше, чем учащиеся склонные к размышлению.
4. Как активнодействующие учащиеся могут помочь себе?
5. Как склонные к размышлению учащиеся могут помочь себе?
6. Обучайтесь в той группе, где члены группы поочередно объясняют друг другу различные темы.
7. Работай с другими для того, чтобы догадаться, о чем тебя будут спрашивать в следующем задании и сообрази, как ты будешь отвечать.
8. Возможно, ты найдешь это полезным - пиши короткие резюме о прочитанном своими словами.
9. Склонные к размышлению учащиеся предпочитают сначала спокойно подумать.
10. Ты сохранишь в памяти информацию лучше, если найдешь пути поработать с ней.
11. **Give some facts from the text to prove the following:**

“Active and reflective learners can help themselves ”.

1. **Define the main idea of the text.**

Vocabulary

1. **Choose a proper word to complete the sentences:**
2. When one speaks of differences, one is saying that there are substantial

differences in the negotiating parties' positions.

a) hollow b) expanded c) deep

1. The atmosphere was = Everyone was friendly/polite to each other.

a) cordial b) deep c) opinionated

1. The (= final statement made to journalists) stated that the parties

failed to reach an agreement.

a) communique b) community c) disagreement

1. If the atmosphere of a meeting is described as, it means it's quite formal.

a) back-to-business b) businesslike c) friendly

1. Which one of these terms does NOT mean "negotiations"?

a) discussions b) talks c) counterparts

**Word building (See GRAMMAR REFERENCE Unit 2)**

1. **Make adjectives from the words given putting them into a proper column; translate them into Russian:**

disaster, limit, finance, beauty, comfort, expense, aim, benefit, desire, stress, effect, fantasy, sun, adventure, help, health, type, harm, science, dirt, fame, history, anger, use, suit, culture, ambition, impress, energy, success, meaning, economy, destroy, luck, change, anxiety, home, decide, recreation, drink.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Suffixes | -ous | -ic | -al | -y | -ful | -less | -able | -ive |
| Adjectives | disastrous |  |  |  |  |  |  |  |

1. **Practice with vocabulary building: use the words in gaps to make a proper new word required by the context:**
2. I think we're going in the wrong with this project (DIRECT)
3. Thank you very much for the lovely present, it was very of you! (THOUGHT)
4. This product is sold (WORLD)
5. I'm sorry, but I can't finish this work by 5 o' clock (POSSIBLE)
6. Thank you very much for your advice, it was very (USE)
7. We need to buy some new office chan's, these ones are so (COMFORT)
8. If I were you, I wouldn't a word they say! (BELIEF)

SPEAKING

**topic:** Telephone Conversations: Leaving a Message

**11. Read, translate and learn by heart some phrases for telephone communication:**

|  |  |
| --- | --- |
| 1. Answering the phone   Good morning/afternoon, ....(company name). How can I help you?   1. Explaining the purpose of the call   I’d like to speak to Mr Smith.   1. Asking the caller to wait   Hold the line please./Could you hold on please?  Just a moment please.   1. Connecting a caller   I'll put you through now. One moment please.   1. Explaining there's a problem   I'm sorry, but the line's engaged at the moment.  I'm sorry. There's no reply.  I'm sorry, but he/she's out of the office at the moment.  I'm afraid he/she's on the other line at the moment.  Sorry, I'm afraid you've got the wrong number.   1. Offering help   Would you like to hold on?  Is there anyone else who could help you? Can I take a message?   1. Offering a return call Could he/she call you back? 2. Offering to take a message   Would you like to leave a message?   1. Asking for the caller's name and number   Could I have your name and number, please?/ Could you give me your name and number, please?   1. Checking the information Could you spell that, please?   Could you repeat that, please? | Ответ на звонок  Доброе утро/ добрый день,.... Чем могу помочь?  Объяснение причины звонка  Я бы хотел поговорить с Мистером Смитом  Просьба подождать  Не кладите трубку.  Минуточку.  Соединение  Соединяю. Минуточку.  Объяснить, что существует проблема  Извините, но линия сейчас занята.  Извините, но абонент не отвечает.  Извините, но он/она вышел /вышла.  Извините, но сейчас он/она говорит по другой линии.  Боюсь, что Вы набрали неверный номер.  Предложить помощь  Не могли бы Вы подождать на линии?  Может кто-то другой может Вам помочь? Что передать?  Предложить перезвонить  Может он/она перезвонить Вам?  Предложить принять сообщение  Не хотите оставить сообщение?  Спросить имя и телефонный номер звонящего  Назовите своё имя и номер телефона, пожалуйста.  Проверка информации  Пожалуйста, назовите по буквам.  Не могли бы Вы повторить? |

1. **Read the sample dialogue. Working in pairs dramatize the dialogue using given information (See APPENDIX Unit 2):**

**A= Secretary B=Business Client**

A: Good Afternoon. Stellar Corporation.

B: Hello. Can you put me through to Mary Jenkins, please?

A: I’m sorry. She’s at a meeting with a client.

B: Do you know when she’ll be back?

A: She should be back by 2:00. Would you like to leave a message for her?

B: Yes. Could you tell her the new ads are finished?

A: Certainly. Can I have your name please?

B: My name is Jack Felspar. That’s F-E-L-S-P-A-R. I’m with Spectrum Printers. And could you have her call me when she has a spare moment. I need to discuss the billing details.

A: Does she have your number?

В: I think so, but I better give it to you just to be sure. It’s 314-274-5464.

A: Alright, Mr. Felspar. I’ll have her call you when she gets a minute/she’s back in the office.

B: Thanks. I appreciate it. Have a nice day.

A: You too.

1. **Choose an appropriate response for each question:**

1. Good afternoon! Can I help you?

A No, I can’t wait any longer, it’s very important.

В No, I’m afraid you’ve got the wrong number.

С Yes, I’d like to speak to someone in the marketing department, please.

D I’ll call you back.

1. Could 1 speak to Ms. Brown, please?

A No, this is not Ms. Brown.

В No, please hang up and I’ll call you back.

С Yes, I’ll put you through.

D Yes, Ms Brown likes to speak to you.

1. Is that Dr Straus’s surgery?

A Dr. Straus is not a surgeon.

В I’m afraid you have the wrong number.

С Yes, I prefer to wait.

D No, I’ll ask him to call you back.

1. I’m afraid he is in a meeting and won’t be available for an hour or so.

A Hang up and I’ll call you back.

В I’m afraid you have the wrong number.

С Could you ask him to call me back as soon as he is free.

D Ok, I’ll wait.

5.1 could ask him to call you back as soon as he arrives.

A Yes, that’s a good idea, thank you.

В Hang up and I’ll call you back.

С Yes, I’ll put you through.

D No, I’ll prefer to hang on, it’s very important.

6. There’s a lot of noise on the line. Could you speak up?

A Hang up and I’ll call you back.

В Who did you say was calling?

С Sorry, can you here better now?

D Well, could you get him to call me back.

**14. Translate the following dialogues:**

1. - Ajijio!

* Я хотел бы поговорить с г-ном Хаусом.
* Здесь такого нет. Какой номер вы набираете?

- 214457.

* Не туда попали.
* Соедините меня с офисом г-на Хауса.
* Подождите минутку. Я Вас соединяю. Говорите.
* Секретарь г-на Хауса. Чем могу помочь?
* Я хотел бы поговорить с г-ном Хаусом.
* Я сожалею, но он не может сейчас с Вами говорить. Вы подождете или перезвоните?
* Я позвоню позже.

1. - Офис мистера Хауса. Чем могу помочь?

* Здравствуйте, я хотел бы поговорить с мистером Хаусом.
* Кто звонит?
* Г-н Петров.
* Подождите минуту. Я Вас соединяю.
* Хаус слушает.
* Здравствуйте, это г-н Петров. Я звоню Вам, чтобы сообщить о результатах инспекции.
* Давайте обсудим этот вопрос при личной встрече. Как насчет вторника в 2 часа?
* Хорошо, мне подходит.
* Тогда до вторника.
* До свидания.

С) - Здравствуйте, г-н Хаус!

* Здравствуйте, г-н Петров! Позвольте Вам представить г-на Брауна. Он представляет немецких производителей обуви в Японии.
* Здравствуйте, рад познакомиться.
* Я тоже рад. Прекрасная погода, не правда ли?
* Да, конечно. Не хотите ли чаю, пирожных?
* Да, спасибо.
* Вот, пожалуйста. Присаживайтесь. Чем могу помочь?
* Я приехал, чтобы обсудить условия контракта.
* До свидания. Увидимся в среду в 12 часов.
* До свидания, до среды.

**grammar**

PASSIVE VOICE/ СТРАДАТЕЛЬНЫЙ ЗАЛОГ **(See GRAMMAR REFERENCE Unit 2,11)**

**15. Give the corresponding passive constructions:**

Model:

1. *We have not discussed the book yet. - The book has not been discussed.*
2. *I will be typing your stuff when you come. - Your stuff will be typed when you come.*
3. *They have been planning the party since the new year. - The party has been planned since the new year.*

1. The dean has just signed the papers. 2. The doctor was examining the child when she came. 3. Somebody had switched off the lights. 4. They will return the books in time. 5. She will have baked the cake by the time you come. 6. She said she would type the letter first thing in the morning. 7. We knew that she would have forgotten her promise long before then. 8. People invent new ways of cooking vegetables every day. 9. They published one of his books last year. 10. Whom are they discussing now?

1. Give the corresponding passive constructions using modal verbs:

I. You should wear this dress with a belt. 2. You can’t do such things here.

1. You must do it very slowly. 4. You should eat this cheese with brown bread. 5. They may change the day of the meeting. 6. Somebody ought to tell him about it.
2. Can one do it without special training? 8. Where can one find these books? 9. Must one boil the mushrooms before frying them? 10. Should I learn the rules by heart? 11. What should I do about it? 12. Can we write the paper in pencil?
3. Translate into English (Use Pattern 1 Passive Voice Unit 2 Grammar Reference):

1. Его скоро простили. 2. Меня не спрашивали. 3. Этот вопрос не задавали. 4, Его ошибка была прощена и забыта. 5. Ей многие завидовали. 6. Ее успеху завидовали меньше, чем она ожидала. 7. Ее отсутствие можно извинить. 8. Ну, я прощен? 9. Этот вопрос могут задать. 10. Тебя могут спросить.

1. Translate into English (Use Pattern 2 Passive Voice Unit 2 Grammar Reference):
2. Мне показали, как это делается. 2. Ей пообещали хорошую работу. 3. Мне ничего не дали в библиотеке. 4. Вам покажут эту статыо. 5. Никаких объяснении мне не дали. 6. Эту работу дали кому-то другому. 7. Мне даже ничего не обещали. 8. Когда вам рассказали эту историю? 9. Почему мне не дали словаря в библиотеке? 10. Каждому студенту дадут программу.
3. Read the sentences. Translate them into Russian:
4. The new discovery is being much spoken about.
5. Many materials now in common use were not even thought of thirty years ago.
6. The changes taking place are not easily accounted for.
7. The data previously obtained have been much commented upon by the author.
8. The problem of environmental pollution was not even touched upon some fifty years ago.
9. The problem will be dealt with in a number of papers.
10. The method described above is the most accurate and should be followed when greatest possible accuracy is desired.
11. Chemical industry in this country is paid great attention to.
12. The usual procedure is that information storage is followed by information analysis.
13. The earth is known to be a gigantic magnet and the shaping of its magnetosphere is greatly influenced by the solar wind.

**->** **Writing**

**20. Render the text using the following phrases:**

1. The headline of the article I've read is ...
2. Unfortunately the author’s name is not mentioned ...
3. It was published in ... (on the Internet).
4. The article is devoted to...
5. The article deals (is concerned) with...
6. The author (of the article) writes (notes, considers, believes, analyses, points out, says, describes) that...
7. According to the article...
8. The article goes on to say that...
9. In conclusion the author writes (considers, believes, analyses, points out, says, describes) that...

Science: Branches of Specialization

Science may be roughly divided into the physical sciences, the earth sciences, and the life sciences. Mathematics, while not a science, is closely allied to the sciences because of their extensive use of it. Indeed, it is frequently referred to as the language of science, the most important and objective means for communicating the results of science. The physical sciences include physics, chemistry, and astronomy; the earth sciences (sometimes considered a part of the physical sciences) include geology, paleontology, oceanography, and meteorology; and the life sciences include all the branches of biology such as botany, zoology, genetics, and medicine. Each of these subjects is itself divided into different branches—e.g., mathematics into arithmetic, algebra, geometry, and analysis; physics into mechanics, thermodynamics, optics, acoustics, electricity and magnetism, and atomic and nuclear physics. In addition to these separate branches, there are numerous fields that draw on more than one branch of science, e.g., astrophysics, biophysics, biochemistry, geochemistry, and geophysics.

All of these areas of study might be called pure sciences, in contrast to the applied, or engineering, sciences, i.e., technology, which is concerned with the practical application of the results of scientific activity. Such fields include mechanical, civil, aeronautical, electrical, architectural, chemical, and other kinds of engineering; agronomy, horticulture, and animal husbandry; and many aspects of medicine. Finally, there are distinct disciplines for the study of the history and philosophy of science.