Unit 3

**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 sensing learners?
5. Who are intuitive learners?
6. What do sensing learners tend to like?
7. What do intuitive learners tend to like?
8. What do sensing learners tend to dislike?
9. Is everybody intuitive and sensing sometimes? How we can cope with it?
10. What kind of advice is given in the text by the authors?
11. How can sensing learners help themselves?
12. How can intuitive learners help themselves?
13. Do you like the text? Is it useful for you personally?

LEARNING STRATEGIES IN AID OF DIFFERENT TYPES OF LEARNERS
(Part 2)

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**Sensing and Intuitive Learners**

Sensing learners tend to like learning facts; intuitive learners often prefer discovering possibilities and relationships.

Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.

Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.

Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.

Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug" courses that involve a lot of memorization and routine calculations.

Everybody is sensing sometimes and intuitive sometimes. Your preference for one or the other may be strong, moderate, or mild. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

**How Can Sensing Learners Help Themselves?**

Sensors remember and understand information best if they can see how it connects to the real world. If you are in a class where most of the material is abstract and theoretical, you may have difficulty. Ask your instructor for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher does not provide enough specifics, try to find some in your course text or other references or by brainstorming with friends or classmates.

**How Can Intuitive Learners Help Themselves?**

Many college lecture classes are aimed at intuitors. However, if you are an intuitor and you happen to be in a class that deals primarily with memorization and rote substitution in formulas, you may have trouble with boredom. Ask your instructor for interpretations or theories that link the facts, or try to find the connections yourself. You may also be prone to careless mistakes on test because you are impatient with details and don't like repetition (as in checking your completed solutions). Take time to read the entire question before you start answering and be sure to check your results.

**4. a) Match English and Russian equivalents:**

|  |  |
| --- | --- |
| 1. sensing learners
 | А. любить инновации |
| 1. intuitive learners
 | В. применять на практике |
| 1. well-established methods
 | С. хорошо запоминать факты |
| 1. to like innovation интуицией
 | D. учащиеся, обладающие |
| 1. to be good at memorizing facts
 | E. конкретные примеры понятий и процедур |
| 1. to apply in practice
 | F. хорошо разработанные методы |
| 1. specific examples of concepts and
 | G. учащиеся, обладающие proceduresчувственным восприятием |

1. **Find Russian equivalents for the following English words and word combinations:**
2. tend to like learning facts
3. prefer discovering possibilities and relationships
4. like innovation and dislike repetition
5. to be patient with details
6. hands-on (laboratory) work
7. may have difficulty
8. try to find some by brainstorming
9. may have trouble with boredom
10. to be prone to careless mistakes on test 10 don't like repetition
11. **Find English equivalents for the following Russian words and word combinations using the text:**
12. имеют склонность к изучению фактов
13. не любить сложности и сюрпризы
14. обладающие интуицией учащиеся могут быть лучше в усвоении новых понятий
15. если вы придаете чрезмерно большое значение чувственному восприятию
16. творческое (новаторское) мышление
17. вы также можете быть предрасположены к ошибкам в тесте по невнимательности
18. **Translate the following sentences:**
19. Обладающие чувственным восприятием учащиеся имеют склонность к изучению фактов.
20. Обладающие интуицией учащиеся часто предпочитают исследование вариантов и взаимосвязей.
21. Обладающие чувственным восприятием учащиеся имеют склонность к тому, чтобы быть внимательными к деталям, к хорошему запоминанию фактов и выполнению лабораторной работы.
22. Обладающие чувственным восприятием учащиеся имеют склонность к тому, чтобы быть наиболее практичными и внимательными, чем обладающие интуицией учащиеся.
23. Обладающие чувственным восприятием учащиеся не любят курсы, которые не имеют очевидной связи с реальной действительностью.
24. Обладающие интуицией учащиеся имеют склонность к тому, чтобы работать быстрее и быть наиболее изобретательнее, чем обладающие чувственным восприятием учащиеся.
25. Для того чтобы быть наиболее успешным учеником и человеком, который быстро решит задачу, вам необходимо использовать оба типа восприятия.
26. Обладающие чувственным восприятием учащиеся запоминают и понимают информацию лучше, если они могут увидеть, как она связана с реальной действительностью.
27. Большинство лекционных занятий в колледже, в конечном счете, нацелены на учеников, обладающих интуицией.
28. Не торопитесь, прочитайте весь вопрос, перед тем как вы начнете давать ответ на него и будьте уверены в проверке своих результатов.
29. **Give some facts from the text to prove the following:**

“Everybody is sensing sometimes and intuitive sometimes ”.

1. **Define the main idea of the text.**
2. **Choose a proper word to complete the sentences:**
3. Almost any part of a contract can become a of negotiation (= can be negotiated)

**a) point b) thing c) success**

1. The most successful negotiators are the ones who are for a negotiation.

**a) mostly prepared b) most prepared c) a lot of preparation**

1. We just want to make sure that this is to both of us.

**a) advantage b) advantages c) advantageous**

1. We have to (= define) who is responsible for covering shipping costs.

**a) stipulate b) stimulate c) simulate**

1. Every business relationship requires a little

a) take-and-give b) to-give-to-take c) give-and-take

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

Hard, probable, slow, happy, friendly, beautiful, fantastic, late, silly, possible, easy, bright, scientific, true, simple, historic, angry, additional, practical, terrible, fast, rare, energetic, early, lucky, chilly, surprising, comfortable, brotherly, fortunate, good, magic, guilty.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Suffixes | **+ly** | **+ically** | **e->y** | **у-i +ly** | **in a...way** | исключения |
| Adverbs |  |  |  |  |  | hard |

1. **Practice with vocabulary building: use the words in gaps to make a proper new word required by the context:**
2. Our company arranges a programme of social (**ACT**)
3. All attempts at trying to complete the IT project on time proved to be (**SUCCESS**)
4. This printer is very it's always breaking down (**RELY**)
5. “We need to our position on the market”, said the sales manager (**STRONG**)
6. I didn't like the seminar at all, I found it really (**BORE**)
7. The hotel receptionist smiled and gave us a very welcome (**FRIEND**)
8. We all enjoyed her presentation, it was very (**AMUSE**)

**TOPIC: Making an Appointment**

1. **Read and learn by heart some useful phrases for making an appointment:**

|  |  |
| --- | --- |
| **Requesting an appointment**Can we arrange an appointment/ a meeting?If possible, I would like to come by and see you (on Monday). | **Просить о встрече**Можем ли мы назначить встречу?Если есть такая возможность, я бы хотел встретиться с Вами (в понедельник). |
| **Suggesting an alternative time/ date**How about next Friday, instead?Can we put it off till Monday?What about the following week? | **Предлагать другое время (дату) встречи**Может быть тогда (встретимся) в следующую пятницу?Можем ли мы отложить встречу до понедельника?Как насчет следующей недели? |
| **Making appointments and suggesting time/a date**How about / What about Tuesday? Would Thursday suit you?Could we meet at 11 am on Wednesday the 3rd of February? | **Назначать встречу и предлагать время/дату**Как насчет вторника?Вам подходит четверг?Можем ли мы встретиться в 11 утра в среду 3 февраля? |
| **Agreeing to a date and time** That’s fine. I’ll see you then.That sounds fine/good/great to me | **Соглашаться на предложенное время и день встречи**Хорошо. Увидимся.Хорошо. (Звучит заманчиво) |
| **Rejecting a date/time**I’m sorry, won’t be able to make it on Monday. I’ve got to …I wish I could, but … | **Не соглашаться на предложенное время и день встречи**Извините, я не смогу в понедельник. ***Я*** должен....Я бы хотел, но ... |

1. **Read the sample dialogue. Working in pairs dramatize the dialogue using the Information given in sheet A and sheet B:**

**Are You Free on Wednesday?**

|  |  |  |
| --- | --- | --- |
| When would you like to meet? | image2 | Jack**,** we need to discuss the new advertising campaign. |
| Wednesday morning is no good for me. I have a meeting with a client. | Are you free on Wednesday morning? |
| Tuesday around lunch works for me. I'm free from 11:00 til 2.00. | Then how about Tuesday around lunch? |
| Let's meet at 11:00 then. |

You need to discuss several important issues with your partner. Using the dialogue above as a guide, arrange a meeting for each of these issues:

**Sheet A**

the new schedules; the new employee contract; the 3rd quarter results

You have already several appointments scheduled so you are busy at those times.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Time** |
| **doctor’s****appointment** |  | **meeting** **with** **a client** |  |  | 9:0010:0011:0012:002:003:004:005:00 |
|  | ***11:00 meeting to discuss new advertising campaign*** |  | **meeting** **with****the CEO** |  |
|  | ***meeting*** ***with*** ***a supplier*** |  |  |  |

**Sheet В**

You need to discuss several important issues with your partner. Using the dialogue above as a guide, arrange a meeting for each of these issues:

***the new product design; the 4th quarter budget; the recent flood of complaints***

You have already several appointments scheduled so you are busy at those times.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Time** |
|  |  |  | **meeting****with****potential****investors** |  | 9:0010:0011:0012:002:003:004:005:00 |
| **meeting with a client** | ***11:00******meeting to discuss new advertising campaign*** | **dentist****appointment** |  |  |
|  |  |  |  | **meeting with the board of directors** |

**13. Read the sentences and complete them with appropriate words:**

|  |  |
| --- | --- |
| 1. I’d like to make an appointment... please. | 7. Do you have something...? |
| a) with the doctor b) to see Doctor Smith c) with Mrs Green d) to have my hair cut | a) on Monday b) this afternoon c) earlier d) later |
| 2 I have.. .at 3pm tomorrow. | 8.... Monday suit you? |
| a) one b) an appointment c) an opening d) a meeting | a) Are b) Is c) Would d) Can |
| 3. ... does Tuesday sound to you? | 9. Is 10 a.m. a good ... for you? |
| a) How b) What с) When d) Why | a) date b) hour c) time d) tense |
| 4.What about... next week? | 10. Is next Tuesday ...? |
| a) to meet b) meet c) meeting d) the meeting | a) available b) convenient c) sound good d) free |
| 5. I'm afraid I can't meet next Tuesday. ... Thursday? | 11. Next Wednesday would be ... . |
| a) How about b) Is convenient c) Does suit d) Is | a) perfect b) sound good c) suit d) acceptable |
| 6. I'm afraid I can't... it next Tuesday. | 12. Can we ... another time? |
| a) make b) meet c) come d) suit | a) fix b) suit c) come d) appoint |

1. **Translate the following dialogues:**
2. - Медицинский центр. Я вас слушаю.
* Здравствуйте, я бы хотел записаться на прием к врачу.
* Вы уже были у нас?
* Нет.
* Тогда назовите свою фамилию, пожалуйста.
* Сара Джонс.
* Врач может принять Вас в 14:30 сегодня. Вам подходит?
* Да, я смогу прийти.
* Хорошо. До свидания.
* Спасибо. До свидания.
1. - Доброе утро. Парикмахерская.
* Могу я записаться к Мишель?
* Вы на стрижку?
* Да.
* Когда Вы хотите прийти?
* Можно записаться на субботу после обеда?
* Как насчет 16.00?

- Да, мне подходит это время.

- Как Ваше имя?

- Кейт Смит.

- Хорошо Кейт. Ждем Вас в 16.00 в субботу.

- Спасибо. Пока.

1. **Translate the sentences into Russian, underline Participle I and Participle II**
2. The group joined by them consisted of twelve people.
3. The complexity of the technique involved increased considerably.
4. The reader should take into consideration the data already referred to.
5. Given certain conditions, such work could be done by everybody.
6. All the questions answered by him concerned his work.
7. Translating this text I did not consult the dictionary.
8. Translated into English this novel is well-known in this country.
9. When translating some new text he used to write out many unknown words.
10. Having translated the article he learned some data of great importance.
11. If translated into Russian this article will be of great service to our engineers.
12. **Translate the sentences into Russian underlying Participles and Participle Constructions**
13. When used in practice neither of the methods meets all the requirements.
14. The only form of power first known to man was that of his own muscles.
15. The report followed by a discussion showed the importance of the problem in question.
16. The representation of information employed a code previously agreed upon.
17. Stars differ tremendously in size, the largest ones being several times the size of the sun.
18. There being no other data, those obtained caimot be regarded as evidence.
19. With the experiments having been carried out, we started new investigations.
20. Some positive results having been obtained, we considered our suppositions correct.
21. With research involving more and more people, the profession of a scientist has become one of the most popular nowadays.
22. Not having been approved by an overwhelming majority of the members of the committee, the proposal was turned down.
23. **Translate the following texts and define the types of Participle Constructions**
24. Exact science in its generally accepted sense can be referred to as a family of specialized natural sciences, each of them providing evidence and information about the different aspects of nature by somewhat different working methods. It follows that mathematics in its pure sense does not enter into this frame, its object of study being not nature itself. Being independent of all observations of the outside world, it attempts to build logical systems based on axioms. In other words, it concentrates on formulating the language of mathematical symbols and equations which may be applied to the functional relations found in nature.

This "mathematization", in the opinion of most specialists, is witnessed first in physics which deals with general laws of matter and energy on subatomic and molecular levels. Further application of these mathematical laws and studies is made by chemistry and results in structural bonds between the elements of matter being established.

1. When considered dynamically, the biosphere appears an arena of complex interactions among the essential natural cycles of its major constituents, with continuous fluxes of these constituents entering the biosphere, or being released by it. Once brought into being by evolution from an inorganic environment, the living matter has profoundly altered the primitive lifeless earth, gradually changing the composition of the atmosphere, the sea, and the top layers of the solid crust both on land and under the ocean. Since then, if one were to ascribe a single objective to evolution, it would be the perpetuation of life. This is the single end which the entire strategy of evolution is focused on, with evolution dividing the resources of any location, including its input of energy, among an ever increasing number of different kinds of users, which we recognize as plant and animal species.

18. **Read the text and render it using the following phrases:**

1. The headline of the article I have read is...

2. The article deals (is concerned) with...

3. It is reported (shown, stressed) that...

4. It is spoken in detail about...

5. The article gives a detailed analysis of...

6. Further the author reports (writes, points out, says, describes) that...

/ draws reader’s attention to...

7. In conclusion the author writes (reports, states, stresses, says,) that...

/ draws reader’s attention to...

1. By way of summing up I want to say...

**Biggest Scientific Discoveries of the 21st Century**

Turning Water Into Fuel

Companies like Nanosolar and Solyndra slashed the cost of solar energy, but scientists are still looking for a clean way to store all that juice. Daniel Nocera of MIT has an elegant solution: Use electricity to break water into hydrogen and oxygen, store it in separate tanks, then recombine the gases in a fuel cell when you need power. Anyone can do this. Just hook a 9-volt battery to electrodes and dunk them into a jar of water. The problem is that it takes a lot of energy to do this. Nocera, and his team at MIT, found a catalyst that makes the task of splitting H20 remarkably easy. It could store the energy harvested by solar cells and wind farms.

**Finding Ice On Mars**

After a seven-month journey through space, the Phoenix lander touched down on Martian soil, and soon after discovered ice. On May 31, two days after the lander’s robotic arm went to work, its camera caught a glimpse of something shiny under the craft. Lead researcher Peter Smith speculated that the landing rockets had blown a thin layer of soil away, exposing buried ice. The big announcement came on Jun. 19, after scientists compared two photos of a ditch called Dodo-Goldilocks. In the first image, several bright nuggets were visible, and four days later the chunks had disappeared. Taking the temperature and atmospheric pressure into account, the specks had to be ice that sublimated after being uncovered by the mechanical claw. The red planet may have an inhospitable climate, but at least it has water, and that will be tremendously useful when the first group of explorers lands there.

Unit4

**Pre-Reading:**

1. **What do you know about andragogy or adult learning theory?**
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. What does the adult learning theory suggest?
5. How many main characteristics of adult learners according to Malcolm Knowles are given in the text?
6. What kind of main characteristics of adult learners are given in the text? Please, list them all.
7. Is it really so, that adult learners are actively involved in the learning process?
8. What should an educator do when he or she works with adult learners?
9. Do the educators encourage learners to connect their past experiences with their current knowledge-base and activities and why?
10. Is adult learning characterized as goal-oriented or not?
11. When the motivation to learn is increased?
12. What is one of the best ways for adults to learn?
13. Is it very important for educators to identify appropriate ways and convert theoretical learning to practical activities and why?
14. When do adult learners become more productive?

**ADULT LEARNING THEORY**

In Andragogy or adult learning theory, it is presumed that adults have specific learning requirements. The adult learning theory also suggests that the best learning environments are the ones that are collaborative and utilize a problem-based approach.

There are 6 main characteristics of adult learners according to Malcolm Knowles (1980, 1984) who was one of the pioneers in this field.

**Adult learning is self-directed/autonomous**

Adult learners are actively involved in the learning process such that they make choices relevant to their learning objectives. As such, adult learners also direct their learning goals with the guidance of their mentors. As an educator, it is important to facilitate the process of goal-setting. Students need to be given the freedom to assume responsibility for their own choices. When it comes to workload, they also need to be proactive in making decisions and in contributing to the process.

**Adult learning utilizes knowledge and life experiences**

Under this approach educators encourage learners to connect their past experiences with their current knowledge-base and activities. Learners are taught ways to bring to their current placement past knowledge, opinions, and experiences. Educators need to be well-versed in how to help students in drawing out relevant past knowledge and experiences. In addition, educators must know how to relate the sum of learners’ experiences to the current learning experiences.

**Adult learning is goal-oriented**

The motivation to learn is increased when the relevance of the “lesson” through real-life situations is clear, particularly in relation to the specific concerns of the learner. The need to acquire relevant and adequate knowledge is of high importance. With this in mind, adult learning is characterized as goal-oriented and intended learning outcomes should be clearly identified. Once the learning goals have been identified, it is now imminent to align the learning activities such that these objectives are fulfilled within a certain period of time. This approach is a great way to maximize a students’ learning experience.

**Adult learning is relevancy-oriented**

One of the best ways for adults to learn is by relating the assigned tasks to their own learning goals. If it is clear that the activities they are engaged into, directly contribute to achieving their personal learning objectives, then they will be inspired and motivated to engage in projects and successfully complete them.

**Adult learning highlights practicality**

Placement is a means of helping students to apply the theoretical concepts learned inside the classroom into real-life situations. It is very important for educators to identify appropriate ways and convert theoretical learning to practical activities! Learning is facilitated when appropriate ways of implementing theoretical knowledge in real life situations are made clear.

**Adult learning encourages collaboration**

Adult learners thrive in collaborative relationships with their educators. When

learners are considered by their instructors as colleagues, they become more

productive. When their contributions are acknowledged, then they are willing to

put out their best work.

1. **a) Match English and Russian equivalents:**

|  |  |  |
| --- | --- | --- |
| 1. adult learning theory |  | А. преподаватель |
| 2. adult learning is characterized as goal- oriented |  | В. иметь большое значение |
| 3. to thrive in collaborative relationships with somebody |  | С. получать существенные и надлежащего качества знания |
| 4. to be of high importance |  | D. процесс постановки цели |
| 5. to acquire relevant and adequate knowledge |  | Е. обучение взрослых |
| 6. an educator |  | F. обучение взрослых характеризуется как ориентированное на достижение цели |
| 7. the process of goal-setting |  | G. преуспеть в тесном сотрудничестве с кем-либо |

1. **Find Russian equivalents for the following English words and word combinations:**

|  |
| --- |
| 1. adult learning highlights practicality
 |
| 1. the process of goal-setting
 |
| 1. adult learning is relevancy-oriented
 |
| 1. adult learning theory
 |
| 1. adult learning utilizes knowledge and life experiences
 |
| 1. to be of high importance
 |
| 1. adult learning encourages collaboration
 |
| 1. adult learning is self-directed/autonomous
 |
| 1. adult learning is goal-oriented
 |
| 1. to maximize a students’ learning experience
 |

1. **Find English equivalents for the following Russian words and word combinations using the text:**

1. обучение взрослых характеризуется как ориентированное на достижение цели

2. получать соответствующие и надлежащего качества знания

3. обучение взрослых придает большое значение практичности

4. максимально увеличить опыт познания учащихся

5. преуспеть в тесном сотрудничестве с кем-либо

6. основные характерные особенности обучения взрослых

1. **Translate the following sentences into English:**
2. Согласно Малколму Ноулз (1980, 1984), одному из основоположников андрагогики, есть шесть основных характерных особенностей обучения взрослых.
3. Студентам необходимо, чтобы им дали свободу, чтобы взять на себя ответственность за свой собственный выбор.
4. Согласно данному подходу преподаватели поощряют учащихся к тому, чтобы учащиеся связали свой прошлый опыт с новой базой знаний и видами деятельности.
5. Кроме того, преподаватели должны знать, как соотнести предыдущий опыт учащихся с текущим опытом обучения.
6. Необходимость приобретения соответствующих и надлежащего качества знаний имеет большое значение.
7. Этот подход является отличным способом, чтобы максимально увеличить опыт познания учащихся.
8. Очень важно для педагогов определить надлежащие пути трансформации теоретического обучения в практическую деятельность.
9. Обучение взрослых поддерживает сотрудничество.
10. Когда учащиеся рассматриваются их инструкторами как коллеги, они становятся более продуктивными.
11. В андрагогике или теории обучения взрослых предполагается, что взрослые имеют специфические требования к обучению.
12. **Define the main idea of the text.**
13. **Retell the text (15-20 sentences).**
14. **Complete these sentences with any suitable word or phrase:**
15. Where does the conference place?
16. I think the design is a bit
17. Could you us about the guarantees offered with the materials?
18. We have a big increase in sales this year.
19. Unfortunately, we have the delivery documents.
20. I think the competitor's stand at the exhibition was the most
21. This machine has a revolutionary new
22. The of the comparison test was very favourable.
23. The X2 range should be by the X3 range.
24. The next meeting has had to be
25. **Choose a proper word to complete the sentences:**
26. Because of my limited work experience, I didn't have a lot of

power (= I couldn't ask for too much) during the salary negotiations.

a) bargain b) bargaining c) bartering

1. Phone me as soon as you get

a) in house b) to home c) at home d) home

1. We often at this hotel when we're here on business.

a) live b) rest c) stay d) remain

1. Everyone came to the meeting Pablo and Karen.

a) except b) exclude c) expect d) apart

1. Shops lose millions from

a) robbing b) shoplifting c) pickpocketing d) shopfitting

1. The conference centre is two kilometres

a) from here away b) far away from here

c) at a distance d) away from here

1. Kristin doesn't speak French and Jorge.

a) so does b) so doesn't c) yet does d) neither does

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

sleep, colour, depend, amuse, colony, Rome, fun, rely, peace, friend, centre, embarrass, hunger, differ, Italy, power, achieve, day, crime, health, cost, exist, Norway, count, exhaust, ducation, guilt, fright, disgust, month, urge, knowledge, Russia, spice, frost, practice, recognize, bore, Christ, live, indulge, boast, nature, enjoy.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Suffixes | -y | -ly | -al | -(i)an | -ful | -able | -ent | -ing |
| Adjectives | sleepy |  |  |  |  |  |  |  |

**11. Complete this list of verbs and nouns:**

|  |  |
| --- | --- |
| VERB | NOUN |
| 1. permit | 1. |
| **2**. | 2. maintenance |
| 3. postpone | 3. |
| 4. represent | 4. |
| 5. recommend | 5. |
| 6. advise | **6**. |
| 7. | 7. modification |
| 8. | 8. observation |
| 9. recover | 9. |
| 10. increase | 10. |
| 11. | 11.procurement |
| 12. discover | 12. |
| 13. develop | 13. |
| 14. suggest | 14. |
| 15. remit | 15. |
| 16. prepare | 16. |
| 17. | 17.performance |
| 18. deduct | 18. |
| 19. undertake | 19. |
| **20**. | 20.invention |

**TOPIC: Giving Directions**

**12.Read and learn by heart some useful phrases for giving directions:**

|  |  |
| --- | --- |
| ***1. Asking for directions***Excuse me, could you tell me how to get to ...?Excuse me, do you know where the...is?Is this the right way to .,.Can you show me on the map ...? | ***Спрашивать дорогу куда-либо*** Извините, Вы не скажете как добраться до ...?Вы не знаете, где находится ...?Я правильно иду к ...?Вы можете мне показать на карте...? |
| ***2. Agreeing***Yes, sure.Yes, of course. | ***Согласиться помочь***Да, конечно.Да, конечно. |
| ***3. Refusing***I'm sorry, I don't know.I’m sorry, I’m not from here. | ***Отказаться помочь*** Извините, я не знаю.Извините, я не местный. |
| ***4. Giving directions***Go straight on Street.Go along Street.Go up/down Street. Follow Street for 300 metres / until you get to (reach) the church.Turn left / right into Street.Take the first (or second, third) turning on the right/left.Go past (.. .the cinema).Go over the bridge.Go through the park.Go towards the supermarket.Cross Street.Go back. | ***Объяснить как пройти куда-либо***Идите прямо по улице Идите вдоль по улице ... .Идите вверх/вниз по улице ... .Идите по улице ... 300м/ пока не дойдёте до церквиПоверните налево/направо на улицуПервый (второй, третий) поворот на право/лево.Идите мимо (.. .кинотеатра).Пройдите по мосту.Пройдите через парк.Идите к супермаркету.Перейдите улицу.Вернитесь назад. |
| 5. ***Pointing location***The... (bus-stop) is opposite the cafe.The... is between the greengrocer’s and the pet shop.The ... is on/at the comer.The ... is in front of the bank.The ... is behind the pharmacy.The ... is next to the post-office.The ... is near the restaurant. | ***Указание на местонахождение******...*** (Остановка) находится напротив кафе.... находится между овощным магазином и зоомагазином... находится на углу.... находится напротив банка.... находится за аптекой.... находится рядом с почтой.... находится около ресторана. |

1. **Read the sample dialogue. Working in pairs dramatize the dialogue using the picture and information given in sheet A and sheet B:**



**A:** Do you know where **I** can ***get a cuv of coffee?***

B: Sure. You could try the Starry Cafe.

A: Where’s that?

B: It’s on 2nd Avenue across from the pharmacy.

A: Thanks.

B: No problem

**Sheet A:**

|  |  |  |  |
| --- | --- | --- | --- |
| get some hiking bootsget some cat food buy some milk | work outbuy some pantsgrab a hamburger | get some aspirin see a movie buy a book | mail a letter buy some CDs get a bite to eat |

**Sheet B:**

|  |  |  |
| --- | --- | --- |
| **Street Information** | **Nearby Buildings** | **Floor Information (Option)** |
| It’s on 2nd Avenue | next to the bank | X |
| It’s on Elm Street | between the pharmacy and the shoe store | on the second floor |
| It’s on the comer of 2nd and Elm | across from the cafe | X |

1. **Read the dialogue below and complete it with appropriate words using the map for orientation:**

*continue, end, excuse, get, left (2), next, opposite, right, second, straight on, thank, turn, welcome*

|  |  |
| --- | --- |
| A: me, how do **I**  to the cinema?B: Go . Turn at the corner. Then take the road on your . to the of the road. \_\_\_\_\_\_\_\_\_\_\_\_\_ left there. The cinema is on your , the castle.A: you very much.B: You’re  |  |

1. **Put the following phrases in the correct order and reconstruct the dialogues:**

**A** **a** - Thank you.

**b** -Yes, there is a bank on the comer,

**с** - Excuse me, is there a bank near here?

**d** - You’re welcome.

**В a** - Thank you.

**b** - At the traffic lights, take the first turning on the left and go straight on It’s on the left,

с -Yes, there is one nearby,

**d** - Excuse me, is there a supermarket near here?

**e** - How do I get there?

**f** -Not really,

**g** - Don’t mention it.

**h** - Is it far?

1. **Translate the following dialogues:**

**A** - Извините, Вы не подскажете где здесь торговый центр?

- Сначала пройдите 2 квартала вниз по улице. Затем поверните направо у светофора. После этого идите прямо по Честер Стрит пока не дойдете до музея. Когда дойдёте до музея, снова поверните направо. Затем продолжайте идти по 5 Авеню ещё примерно 200 метров. Торговый центр будет по левой стороне.

**В** - Извините, здесь есть поблизости продуктовый магазин?

Да, вон там, на другой стороне улицы.

**С** - Как пройти к отелю «Феникс»?

- Извините, я не местный.

**D** - Где находится больница?

- Она на углу улиц Холли и Вайн, рядом с библиотекой.

**Е** - Скажите пожалуйста, как пройти к Спа?

- Идите вниз по улице и спуститесь по лестнице по правой стороне. Внизу лестницы увидите деревянный мост. Пройдите по мосту и поверните направо. Идите по дорожке и увидите Спа. Это примерно в 40 метрах от моста.

**F** - Извините, как мне пройти на пляж?

- Поверните налево и идите по дорожке, пройдите мимо пруда, поднимитесь по лестнице. Там перейдите дорогу и увидите пляж (пляж будет перед Вами).

**G** - Извините, я потерялся. Как пройти в спортзал?

- Справа от Вас есть лестница, спуститесь вниз. Пройдите сквозь парк. Спортзал будет справа от входа в парк.

**GERUND** *I* **ГЕРУНДИЙ (first see Grammar Reference Unit 4)**

**17**. **Read the sentences. Translate them into Russian:**

1. Reading technical books is very important for every specialist.
2. We know of his being interested in this problem.
3. He insists on your being given an opportunity to continue your research.
4. We are aware of his experiment having been completed successfully.
5. One cannot master a foreign language without learning words.
6. He insisted on checking this idea experimentally.
7. He insists on your checking this idea experimentally.
8. I object to your discussing this problem in Mr. Walker's absence.
9. From these examples it is easy to see that climate by itself is capable of influencing culture.
10. Waiting for the professor was a lame excuse for doing nothing.
11. **Read the sentences. Translate them into Russian:**
12. He liked to work without disturbing anyone or being disturbed.
13. The efficiency of the process resulted in increasing the yield.
14. In spite of not having any university education, Faraday made his great discoveries.
15. Today we cannot help witnessing a tendency in science to direct the collective efforts of a research team at the achievement of a common goal.
16. Oxygen is an active element of the atmosphere, and in addition to being essential for the maintenance of life it is also essential for combustion.
17. Carrying out experiments with ice can show that pressure causes ice to melt.
18. This idea was apparently given up without anyone having taken the trouble to refute it by argument.
19. He was satisfied with there being no mistakes in their calculations.
20. The solutions of many problems being affected by practical requirements and limitations is beyond doubt.
21. A true scientist is prepared for his mistakes being pointed out to him.
22. **Replace the Russian phrases in brackets with the proper English ones from the box below:**

|  |
| --- |
| *to aim at understanding; to be concerned with measuring and analyzing; to be interested in constructing; to be responsible for modernizing; to insist on making use of; to aid in freeing; to prevent scientists from making; to result from combining; to result in establishing; to succeed in working out* |

1. His research (привело к установлению) a new principle.
2. The success of the space research program (явился результатом объединения) the latest achievements in science and technology.
3. Using modem installations and techniques the scientists (удалось решить) a complicated engineering problem.
4. Pure science (стремится постичь) the laws of the material world.
5. Traditionally chemists (занимались измерениями) the properties of matter and (анализом) the reactions by which some chemical substances are transformed into others.
6. A quantum chemist (интересует построение) adequate mathematical models of atomic and molecular structures.
7. Prof. E. was the first to see the advantages of the new approach and (настаивал на использовании) it to interpret the results.
8. Adequate theories often (избавляли ученых от проведения) many useless experiments.
9. This group of engineers (ответственна за модернизацию) the laboratory equipment.
10. The advent of electronic computers (способствовало освобождению) man's brain from the labour of measurement and computation.
11. **Render the text below using the following phrases:**
12. As the title implies the article describes ...
13. The article deals *(is concerned)* with...
14. The article touches upon the issue of...
15. The author (of the article) writes (*reports, stresses, thinks, notes, considers, points out, says)* that...
16. According to the article...
17. The article goes on to say that...
18. The following conclusions are drawn: ...
19. I found the article (rather) interesting (important, useful) *as/because...*

**Interesting facts about language learning**

Learning a language is something we all partake in at some stage of our lives. Whether it is as a result of socialization during infancy, obligatory language learning at school or full immersion in another country to acquire another language, it appears as a must-do at various stages of our lives.

**The number of languages in the world**

Currently, between 6000 to 7000 languages are spoken in the world today. This figure decreases everyday. It is estimated that 50-90% of these languages will become extinct by 2100.

**Hardest languages to learn**

The ease or difficulty of learning another language can depend on your mother tongue. In general, the closer the second language is to the learner’s native tongue and culture in terms of vocabulary, sounds or sentence structure, the easier acquisition will be. Overall, research suggests that Chinese and Arabic are amongst the languages that are the hardest to learn.

**Age to learn a language**

Research shows that it is best to start learning a language at a young age with the best age being age seven. Infants have the strongest abilities to absorb a new language as they are more receptive to language at that stage of development. Yet, it is never too late to pick up a new language.

**Mistakes**

A recent study carried out by Scientific American, demonstrates that children learn more when they make mistakes. Making mistakes is part of how kids are challenged to learn to do things differently. This also applies to language learning. Never be afraid to make mistakes during your study.