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лесотехнический университет»

Л.В. Гурская

Windows

Учебное пособие
по английскому языку

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Учебное пособие «Windows» представляет собой курс общего английского языка (General English) для обучающихся по программам бакалавриата. Курс имеет общекультурную направленность и нацелен на развитие таких компетенций, как общекультурная, лингвистическая и информационная. Особое внимание уделяется развитию навыков письма (эссе) и ведения дискуссии в группе как основе для развития навыков научной коммуникации в дальнейшем. Соответствует требованиям Федерального государственного образовательного стандарта высшего профессионального образования.

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ВВЕДЕНИЕ

Предлагаемое учебное пособие по английскому языку «Windows» представляет собой курс английского языка для обучающихся по программам бакалавриата. Необходимость формирования готовности выпускников к коммуникации на иностранном языке для решения задач профессионального взаимодействия обусловила направленность данного курса на овладение *основами* английской академической письменной и устной речи. Особое внимание уделяется развитию навыков ведения дискуссии и письма (абзац, эссе). Отработка базовых навыков академического письма осуществляется на основе аутентичных текстов разных жанров общекультурного характера.

Пособие состоит из двух разделов: справочного (Reference Part) и тематического (Thematic Part). Справочный раздел включает три главы: говорение (Speaking), письмо (Writing), планы ответов (описание, анализ) и полезные выражения к ним (Guidelines). В главе, посвященной говорению, рассматриваются вопросы ведения дискуссии и презентации темы, приводятся полезные выражения. Глава, посвященная письму, содержит информацию о принципах построения текста в соответствии с англоязычной традицией. В ней подробно рассматриваются вопросы создания частей текста (абзаца, параграфа), эссе, редактирования написанного.

Абзац рассматривается с точки зрения его структурных элементов: вводного предложения и его основных составляющих, опорных предложений, заключительного предложения, а также ясности, связности и способов их достижения. Подробно рассматриваются типы параграфов и их структура в соответствии с типом, виды логического порядка: хронологический, иерархический, сравнительно-сопоставительный.

Большое внимание уделяется рассмотрению структурных элементов эссе, их взаимосвязи, логического объединения абзацев в единый текст. Рассматриваются значимость и виды связующих слов и выражений, а также предложений-переходов. Уделяется внимание вопросам перифраза и правилам пунктуации.

Тематический раздел “Window on Life” состоит из 8 юнитов. Основными принципами построения тематического раздела являются отбор содержания и относительная независимость юнитов друг от друга в лексико-грамматическом отношении, что позволяет

варьировать последовательность изучения юнитов или изучать их частично в зависимости от целей работы. Содержание включает темы общекультурного и страноведческого характера. Задания в пособии составлены на основе аутентичных текстов различных жанров; адаптация текстов касалась их сокращения в объеме, но не упрощения сложностей. Поскольку основной акцент в курсе поставлен на тренировку навыков академического письма и аргументированного ответа, в юнитах не приводятся специальные задания на отработку произношения, развитие словарного запаса, усвоение многих разделов грамматики. Это позволяет работать в группах, где находятся обучающиеся с разным уровнем владения языком, предлагая студентам задания в зависимости от их языковых потребностей, при этом не перегружая пособие заданиями на отработку вышеуказанных навыков, которые должны соответствовать определенному языковому уровню.

В тематическом разделе уделяется большое внимание таким темам грамматики, как глагол и субъектно-предикативные отношения; подробно рассматривается синтаксис предложения, тренируются навыки по написанию параграфа и эссе разных типов. Работа с заданиями тематического раздела требует *постоянного* обращения к информации в справочном разделе. В тематическом разделе представлены темы, которые предполагают развитие дискуссии при обязательном сравнении с состоянием дел в России. Уровень дискуссии и соответственно конкретные вопросы определяются в зависимости от особенностей конкретной группы студентов.

Подчеркнем, что тексты отобраны таким образом, что они менее всего предполагают так называемые вопросы по тексту, но позволяют развить дискуссию. Важно отметить, что акцент ставится не на формировании той или иной точки зрения студента, а на *способности* *вербально выразить* свою точку зрения по законам английского языка. Именно это представляет особую сложность для наших студентов и соответственно требует регулярной тренировки навыка. Особый интерес представляет отработка ответов на вопросы, когда нет явного ответа, т.е. вопросы сложные, многоаспектные, требующие дополнительной информации. Важно в этом случае не уйти от ответа, а дать его по всем правилам, т.е. выдержать структуру и язык. Под языком в данном случае мы понимаем прежде всего смягчение

категоричности высказывания и особые (в отличие от русскоязычной традиции) правила выражения отрицания в устной речи (не грамматика). В конце тематического раздела приводятся тексты для дополнительного чтения (Supplimentary Reading).

Работа с пособием предполагает широкое обращение обучающихся к Интернет-источникам для получения информации культурно-страноведческого характера, что, в свою очередь, способствует повышению общего культурного уровня и формированию информационной компетенции будущего выпускника.

В конце пособия приводится перечень онлайн-ресурсов, полезных для самостоятельного изучения английского языка.

Авторы будут рады принять все замечания и предложения по структуре и содержанию данного пособия. Это поможет нам в дальнейшей работе по его совершенствованию.

Раздел I

REFERENCE PART

Глава 1. SPEAKING

1.1. Discussion Skills

(URL: <https://student.unsw.edu.au/discussion-skills>)

1.1.1. Three Steps to Voicing an Opinion in a Seminar

Voicing your opinion and using effective arguing techniques are valuable skills. Participating in a tutorial discussion can be a bit intimidating, especially when you want to disagree with a point of view and are not sure how to, or of which language structures to use.

You may have a great idea, but you need to communicate it effectively and support it. The three essential parts to a point of view are:

1. A valid opinion (a believable point of view)

I believe that ...

I think that ...

From what I understand ...

As I understand it ...

2. A reason why

This is due to ...

Because ...

What I mean by this is ...

3. Evidence

(relevant and up-to-date examples, statistics, explanations and/ or expert opinions). If you have actual data, examples or expert opinions on hand, refer to the source.

This can be seen by ...

For instance ...

For example ...

An example can be seen ...

(Author's name) states that ...

(Author's name) suggests...

Statistics from (give a source) indicate ...

1.1.2. Arguing' at Uni: How to Disagree Effectively

You may be trying to disprove another speaker's point, but it is also important to disagree politely, and to keep the discussion moving in the right direction. Try the following three steps to use when disagreeing with another speaker:

1. Acknowledge their thoughts/ ideas

I can see your point - however ...

That's a good point, but ...

I see what you're getting at/ where you're coming from, but ...

I see what you mean - however...

2. Then explain why you disagree

That's not always the case because ...

That's not necessarily true because ...

This idea isn't supported by statistics/ evidence ...

I thought the author meant that ...

3. Offer your opinion complete with reason and support

From what I've read ...

The statistics seem to indicate that ...

I think what (author's name) may actually be suggesting is ...

Other studies by (author's name) show that ...

Now, be prepared for counter-argument and further discussion!

Remember, confidence is the key. If you do your tutorial preparation and think things through, you can speak with confidence and believe that your contribution will be valid.

1.1.3. Discussion Etiquette

In order to successfully negotiate tutorial discussion, courtesy is important. The following are a few ground rules for good conduct.

DO

Respect the contribution of other speakers. Speak pleasantly and with courtesy to all members of the group.

Listen well to the ideas of other speakers; you will learn something.

Acknowledge what you find interesting.

Remember that a **discussion is not a fight**. Learn to disagree politely.

Respect differing views. Those who hold them are not necessarily wrong.

Think about your contribution before you speak. How best can you answer the question/ contribute to the topic?

Try to stick to the discussion topic. Don't introduce irrelevant information. If the discussion does digress, bring it back on topic by saying something like 'Just a final point about the last topic before we move on' or 'that's an interesting point, can we come back to that later?'

Be aware of your body language. Keep it open and friendly. Avoid gestures that appear aggressive.

Speak clearly. Don't whisper; even if you're feeling uncertain about your ideas or language.

DON'T

Don't take offence if another speaker disagrees with you. Putting forward different points of view is an important part of any discussion. Others may disagree with your ideas, and they are entitled to do so.

Never try to intimidate or insult another speaker or ridicule the contribution of others.

Don't use comments like 'that's stupid' or 'you're wrong'. Learn to disagree and argue appropriately.

Take care to use a **moderate tone of voice**. If you sound angry or aggressive others will not want to listen to you.

If you are a confident speaker, **try not to dominate the discussion**. Pause to allow quieter students a chance to contribute.

Avoid **drawing too much on personal experience** or anecdote. Remember not to generalise too much.

Don't interrupt or talk over another speaker. Let them finish their point before you start. Listening to others earns you the right to be heard.

1.1.4. Leading a Discussion

You may be in a seminar group that requires you to lead a group discussion, or lead a discussion after an oral presentation. You can lead a discussion by:

- **introducing** yourself and stating the purpose of the discussion
- **asking** questions to stimulate the discussion

- making sure **no one dominates** the discussion by inviting and encouraging
- contributions from all students
- ensuring only **one member** of the group **speaks at a time**
- ensuring the discussion remains **relevant** and doesn't drift off topic
- **summarising** or rephrasing a speaker's point
- **summarising** the discussion.

1.1.5. Group Discussions

When chairing a discussion group you must communicate in a positive way to assist the speakers in accomplishing their objective. There are at least four leadership skills you can use to influence other people positively and help your group achieve its purpose. These skills include:

- introducing the **topic** and **purpose** of the discussion
- introducing **yourself** and the **other** speakers
- making sure all members have approximately the **same time to speak**
- **thanking** group members for their contribution
- being objective in summarising the group's discussion and achievements.

1.1.6. Handling Questions

(URL: <http://www.ljlseminars.com/question.htm>)

1. **Listen to the entire question.** Listen to the entire question BEFORE you begin to answer any questions.

2. **Pause** and allow yourself time to value the question and listener. **REPEAT** the question out loud so the entire audience can hear it.

3. **Credit the Person** for asking the question. You may say something like, "That was a great question" or, "Glad you asked that question" or even, "I get asked that question by many people".

4. **Respond to the Question** (see 1.1.7 Structuring Ideas and 1.1.8 Handling difficult questions) honestly and the best you can. If you do NOT know an answer to a question, do not try to fake it.

5. **Bridge** to the next question by asking them a question. "Does that answer your question?", "Is that the kind of information you were looking for?". This is critical.. Once they respond to you, "YES" you now have permission to go on to the next person. This also gives them one more opportunity to say, "No" and allow them to clarify their question more by asking it again.

1.1.7. Structuring Ideas: PRES Model

(URL: <https://www.themuse.com/advice/3-smart-ways-to-keep-yourself-from-rambling>)

By using a framework while you're speaking, you'll be able to quickly organize your words and ideas. Here is the P-R-E-S (point, reason, example, summary) model to frame up your message. Use this four-step process to walk through your thoughts without losing track of your plan.

Point

Begin with the key point you want to make.

I believe we should use the excess \$20,000 in the facilities budget to pave the gravel parking lot outside the new campus conference center.

Reason

Explain what's driving your comment on the matter.

If we pave the parking lot, we'll be able to attract more local conferences to the building, generate additional revenue, and become more integrated with the community.

Example

Give an example to expand on why your comment is important.

For example, the women's group from the local community college wanted to rent our conference facility for a two-day event. However, they felt that asking attendees to park in a muddy lot would be unacceptable, so they chose another venue.

Summary

Close it out by reiterating your main point.

So, my recommendation is to use the extra funding to create a more appropriate space, so that we can attract clients and create a new revenue stream.

Before speaking, take a pause, experts say a three to five second pause is enough. Slow down the tempo of your speech and lower your voice for emphasis.

1.1.8. Handling Difficult Questions

(URL: <http://www2.le.ac.uk/offices/ld/resources/presentations/questions>)

Sometimes questions are too difficult to answer. Don't worry about admitting that you don't know something or haven't considered an alternative approach. An enthusiastic *"That's an interesting idea, I'd not thought of that"* is much more positive than a mumbled "I don't know". Respond positively to any such questions.

Finally, you can come across a questioner who disagrees strongly with your argument. Although this can feel very awkward, remember that you are still responsible for the whole audience and that you cannot allocate all of your question time to one individual (no matter how passionate her/his views). If you feel that you have answered the initial question, announce that you will move on and suggest that you might continue discussion after the presentation. If the questioner persists, use an assertiveness technique called 'broken record' to assert your position calmly: *"I'm afraid I need to move on ... I do need to move on ... I would like to move on now."* Your final sanction is to take another question or even close the presentation.

1.2. Oral Presentations

(URL: <https://student.unsw.edu.au/support-oral-presentations>)

1.2.1. Tips for Speaking to an Audience

Many experienced speakers employ devices which give added effect to their speeches. Some of these are:

Keep it simple

You should be able to communicate the key message very briefly.

Some experts recommend a 30-second 'elevator summary', others that you can say it in no more than 15 words.

If what you are planning to say doesn't contribute to that core message, don't say it.

The 10-20-30 Rule for Slideshows

- ✓ Contain no more than 10 slides;
- ✓ Last no more than 20 minutes;
- ✓ Use a font size of no less than 30 point.

Repetition

Repetition of a word a phrase or an idea is useful for emphasis:

Physical illness can be caused by fear. Fear of failure, fear of other people's reactions, fear of the unknown. Fear of something which may not even happen.

Verb signals

Use transitions to draw your audience a 'road map' of your talk. For example:

There are four ways of understanding this. Firstly - second - third – finally;

I'll now provide some evidence and examples to support my last statement.

Examples and illustrations

Use examples, anecdotes or verbal illustrations to interest and to suit your audience. An example that comes within the experience of the audience can create empathy and 'break the ice'.

Asking questions and inviting participation

Asking questions of your audience throughout your talk helps to maintain interest. It also develops a relationship between you and the audience. Asking questions also means that your words are not merely being aimed at the audience; you are inviting them to participate and drawing them in to a mutual thinking process, e.g.:

Who can suggest some alternative uses for plastic bubble wrap?

Someone's home is broken into every seven minutes. Can you believe that?

Talking directly to the audience

If the members of the audience can be made to feel like individuals, the speaker has won half the battle to maintain interest, e.g.:

I see from your reaction that you've read something similar, Sarah

1.2.2. Structuring Your Presentation

Have a clear, organised structure for your presentation. A poorly structured talk will confuse and frustrate an audience.

Presentations should have the following structure:

Introduction

An introduction is like a road map that tells your audience the direction your presentation will take.

State your topic and tell the audience what your presentation will cover.

Start your talk by greeting the audience and introducing yourself.

State your topic clearly. For example:

✓ ‘I’m going to talk about...’

✓ ‘Today I’d like to discuss...’

Provide an outline of the main points.

Provide any necessary background or definition of terms.

Body

The body of your presentation is where you develop the main points and present examples and evidence.

The information in the body needs to be well-structured. Decide on an organising principle. It could be by chronological order, theme or order of importance.

Make sure you provide clear links between main points, explanations and examples.

Use visual aids to engage the interest of your audience and ‘show’ instead of just ‘tell’.

Emphasise important information. Tell your audience when information is particularly important or interesting. Tell them why.

Use verbal ‘signposts’ to guide your audience through the presentation, highlight key points and indicate the different sections of your presentation.

✓ ‘Another point is...’

✓ ‘A contrary view to consider is’

✓ ‘In conclusion’

Move from one point to the next by using phrases (such as ‘Firstly ... secondly’ ... ‘finally’).

Introduce supporting evidence:

✓ ‘For example ...’

✓ ‘[Author name] states that ...’

Conclusion

The conclusion is usually a summary of the main points made in the body of the talk.

- ✓ Restate the main points.
- ✓ Re-answer the question.

Don't introduce any new information in the conclusion. Take the opportunity to show that you have covered all the points you made in your introduction.

Work out how you will finish your talk. You can signal your conclusion with the phrase 'In conclusion ...'.

Restate the purpose of your talk, and say that you have achieved your aim:

- ✓ 'I think it's now clear that ...'.

Thank the audience, and invite questions/ comments.

Find more at:

Top Tips for Effective Presentations (URL: <http://www.skillsyouneed.com/present/presentation-tips.html>)

Giving presentations (URL: <http://libguides.reading.ac.uk/presentations/home>)

Глава 2. WRITING

2.1. Paragraph Writing

A paragraph is a sentence or several sentences developing a main idea, called the *topic*. The basic rule of thumb with paragraphing is to keep ***one*** idea to ***one*** paragraph.

An outline is useful as a plan for a paragraph. It organizes the ideas. Outlines should be written in parallel form and follow the equivalent value rule.

Elements of a good paragraph:

- ✓ Unity
- ✓ Coherence

Paragraph structure:

- ✓ Topic Sentence
- ✓ Supporting Sentences
- ✓ Conclusion Sentence

How to develop a paragraph:

- ✓ Formulate a controlling idea and create a topic sentence.
- ✓ Explain the controlling idea.
- ✓ Support the idea with an example or examples, facts and figures.
- ✓ Explain the examples.
- ✓ Complete the paragraph reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of the paper or create a transition to the next paragraph.

How Long Should a Paragraph Be?

Paragraphs vary in length depending on the needs of the paragraph. Usually, paragraphs are between one-third and two-thirds of a page double spaced.

A series of long paragraphs can make a text unpleasant to read.

A series of short paragraphs only two or three sentences long make academic writing seem disjointed. Short paragraphs might also need to be developed further. Make sure that nothing vital has been omitted.

2.1.1. Unity and Coherence

Unity means that a paragraph discusses one and only one main idea from beginning to end and every supporting sentence directly explain or prove the main idea.

A paragraph does not have unity when it:

- ✓ discusses two or more different topics;
- ✓ has sentences that are not related to the main topic.

There are two ways to achieve unity:

- ✓ to express the main idea of the paragraph in a topic sentence (for a paragraph);
- ✓ to relate every supporting sentence to the topic sentence (for a paragraph);
- ✓ to express the main idea of the text in a thesis statement (for the whole text);
- ✓ to relate all the paragraphs to the thesis (for the whole text).

Coherence means the connection of ideas at the sentence level; that is, the movement from one sentence to the next must be logical and smooth. This movement occurs both within the paragraph and between paragraphs.

There are ways to achieve coherence:

- ✓ Repeat key words or synonyms for them;
- ✓ Use pronouns referring to nouns in previous sentences;
- ✓ Use transition signals to link ideas;
- ✓ Use parallel structures;
- ✓ Arrange your ideas in logical order.

Some common kinds of logical order are:

Chronological order – a sequence of events or steps in a process;

Logical division of ideas – a topic is divided into parts, and each part is discussed separately;

Comparison/contrast – the similarities and/or differences between two or more items are discussed.

2.1.2. Topic Sentence

A topic sentence is the most important sentence in a paragraph. It indicates the main idea of the paragraph. There are two parts in a topic sentence: the topic and the controlling idea. The topic names subject of the paragraph. The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to a specific aspect of the topic to be discussed in a paragraph.

The automobile, especially after 1920, changed the rural and urban landscapes in America.

A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details.

Not all paragraphs need topic sentences. In particular, introduction and conclusion paragraphs, which serve different functions from body paragraphs, generally don't have topic sentences.

In academic writing, the topic sentence is usually the first sentence in a paragraph so that the reader knows what to expect.

Writing a topic sentence, remember the following:

- ✓ A topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer may not have anything left to write about in the rest of the paragraph;
- ✓ Do not include too many unrelated (for single paragraph) parts in a controlling idea; if you do, your paragraph will not be unified. Too unrelated parts of a controlling idea require separate paragraphs.

2.1.3. Supporting Sentences

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence using specific and factual details. All supporting sentences must *directly* support the topic sentence.

Warning! One of the biggest problems in student writing is that student writers often fail to prove their points. They fail because they do not support their points with concrete details. Their papers are too often full of opinions and generalizations without the factual details needed to support them.

Use outside sources to support your own ideas. Don't write a paper that contains only the ideas of others.

There are 3 main kinds of specific/concrete supporting details: examples, statistics, and quotations.

Opinions are *not* acceptable as support. You *can* express opinions in academic writing, and if do that, you *must* support it with facts. Sometimes even facts need proof.

Tips for using examples:

- ✓ Make sure that your example really supports your point;
- ✓ Introduce examples with appropriate transition signals.

Tips for using statistics:

- ✓ Decide what main idea the graph or chart illustrate, and write this idea as a topic sentence.
- ✓ Write five to eight supporting statements, using the statistical information shown in the graphs/charts. Be sure to mention the source of your statistics in your paragraph.

Tips for using quotations:

- ✓ Copy the topic sentence exactly as it is given.
- ✓ Write several supporting sentences, using the main points and quotations supplied. Add supporting details such as examples if you can. Use the techniques and rules for direct and/or indirect quotations.
- ✓ Add an in-text citation in the proper format after each direct and indirect quotation.

2.1.4. Concluding Sentence

Concluding sentence:

- ✓ signals the end of the paragraph;
- ✓ summarizes the important points briefly or restates the topic sentence in different words.

A paragraph does not always need a concluding sentence.

You may to begin a concluding sentence with one of the signal expressions:

End-of-paragraph signals followed by a comma		End-of-paragraph signals not followed by a comma
Finally,	In short,	The evidence suggests that...
In brief,	Lastly,	There can be no doubt that...
In conclusion,	Therefore,	These examples show that...
Indeed,	Thus,	We can see that...

You may finish a paragraph without a formal signal expression.

Do not use the phrase *At last* as an end-of-paragraph signal because it means “at the end of a long period of time.”

Writing concluding sentences.

1. Underline the topic sentence in each paragraph.
2. Determine the main idea of each paragraph.
3. Add a good concluding sentence to each. You may either paraphrase the topic sentence or summarize the main points.
4. Begin each concluding sentence with an end-of-paragraph signal.

2.1.5. Kinds of Logical Order

Writing ideas in some kind of logical order is necessary to achieve coherence.

2.1.5.1. Chronological Order

Chronological order is a way of organizing the ideas in a paragraph in the order of their occurrence in time. Such paragraphs are called “how to” or “process” paragraphs.

There are two keys to write a good chronological paragraph:

- ✓ Discuss the events (in a narrative) or the steps (in a process) in the order in which they occur.
- ✓ Use chronological transition signals to indicate the sequence of events or steps.

The topic sentence of a chronological paragraph in some way indicates the time order.

In a “how to” or “process”, the process to be described is named in the topic sentence and tells the reader to expect a chronological paragraph.

Transition signals are especially important in a chronological paragraph. You have to be very clear about the sequence of events: Did one event happen before, at the same time as, or after another event?

Keep in mind that *any* time expression can serve as a chronological transition signal.

Writing a chronological paragraph.

1. Make a simple outline that lists the events (in a narrative) or the steps (in a process) in the order in which they occur.
2. Add transition signals at appropriate points in the left margin of your outline
3. Write a topic sentence that names the event or process.
4. Write your paragraph, following your outline. Add enough details to make the chain of events or steps in the process very clear.

2.1.5.2. Logical Division of Ideas/Order of Importance

When you use logical division, you group related ideas together and discuss each group, one after the other.

If the groups are all more or less equally important in the mind of the writer, they can be discussed in any order. However each group should be unified within itself.

The topic sentence of logical division and order of importance paragraphs often indicates the *number* of groups the topic is divided into. The topic sentence may even tell what the groups are.

The topic sentence for order of importance differs only in that it may contain an order of importance transition signals.

Tips for writing topic sentence:

- ✓ Use a colon [:] in front of the names of the groups.
- ✓ Use pored (correlative) conjunctions when there are only two groups. Pored conjunctions are *both ...and...; not only...but also...; either...or...; neither...nor... .*

Remember that pored (correlative) conjunctions follow the rule of parallelism. If you put a noun after the word *both*, you **must** put a noun after the word *and*. And if you use a prepositional phrase after *not only*, you **must** use one after *but also*.

Transition signals for logical division of ideas.

Sentence Connectors	Others
first, second, third, etc. next, last, finally in addition, moreover furthermore also	the first (+ noun) the/a second (+ noun) one (+ noun) another (+ noun) an additional (+ noun)

Transition signals for order of importance.

Sentence Connectors	Others
more importantly most significantly above all primarily	a more important (+ noun) the most important (+ noun) the second most significant (+ noun) the primary (+ noun)

2.1.5.3. Compare and Contrast

Comparison/contrast involves analyzing the similarities and differences between two or more items. Comparison focuses on

similarities. Contrast focuses on differences. The keys to writing a comparison/ contrast paragraph are to put the ideas in some kind of order and to use appropriate transition words.

The content of a comparison/ contrast paragraph can vary. Some paragraphs emphasize similarities, while others emphasize differences. You can also discuss both similarities and differences in one paragraph if you don't have many points to discuss.

Comparison transition words.

Sentence Connectors	Conjunctions	Others
similarly likewise also too	and both...and not only...but also as just as	(just) like as...as (be) similar (to) the same (as) compare to\with

Contrast transition words.

Sentence Connectors	Conjunctions	Others
however on the other hand on the contrary in contrast in (by) comparison	but yet although (even)though while whereas	unlike differ from (be) dissimilar compare to\with

2.1.6. Paragraph Types

2.1.6.1. Comparison and Contrast Paragraph Structure

Topic Sentence

The topic sentence states both items (*topic*) to be compared/contrasted and identifies the points (*I-N*) of comparison/contrast (*controlling idea*), e.g.

(poor) *Our cat, Bob is different from our pup, Jack.* – the sentence identifies items but there is no controlling idea.

(good) *The difference in temperament between our cat, Bob, and our pup, Jack, is a constant source of amusement.*

Supporting Sentences

Organize points (1-N) of comparison/ contrast in a logical sequence. Each point of a controlling idea has to be supported by giving reasons, examples, facts, statistics, and quotations.

There are two methods to organize a comparison/ contrast paragraph/essay: block and point-by-point methods.

<i>Block method</i>	<i>Point-by-Point method</i>
Introduction to the similarities/ differences between A and B	Introduction to the similarities/ differences between A and B
Compare 1 st similarity Compare N... similarity	Compare 1 st similarity Contrast 1 st difference Compare N... similarity Contrast N... difference
Contrast 1 st difference Contrast N... difference	
Conclusion	Conclusion

Here is a *sample* of two models of organization.

Block method	Point-by-Point method
Topic sentence: My two brothers are very different.	
Supplying sentences: 1. Oliver A. Appearance B. Personality C. Hobby/interest 2. Charles A. Appearance B. Personality C. Hobby/interest	Supplying sentences: 1. Appearance A. Oliver B. Charles 2. Personality A. Oliver B. Charles 3. Hobby/interest A. Oliver B. Charles
Concluding sentence: My two brothers are complete opposites.	

Concluding Sentence

The most effective conclusion for a comparison/contrast paragraph is usually a final sentence, which summarises and interprets differences and similarities, or reinforces the controlling idea.

e.g., *If you could see Bob and Jack together, you could scarcely help laughing at the contrast between these two household playmates.*

Here are some general questions about different types of things you might have to compare or contrast.

Two historical periods or events

When did they occur—do you know the date(s) and duration? What happened or changed during each? Why are they significant? What kinds of work did people do? What kinds of relationships did they have? What did they value? What kinds of governments were there? Who were important people involved? What caused events in these periods, and what consequences did they have later on?

Two ideas or theories

What are they about? Did they originate at some particular time? Who created them? Who uses or defends them? What is the central focus, claim, or goal of each? What conclusions do they offer? How are they applied to situations/people/things/etc.? Which seems more plausible to you, and why? How broad is their scope? What kind of evidence is usually offered for them?

Two pieces of writing or art

What are their titles? What do they describe or depict? What is their tone or mood? What is their form? Who created them? When were they created? Why do you think they were created as they were? What themes do they address? Do you think one is of higher quality or greater merit than the other(s)—and if so, why? For writing: what plot, characterization, setting, theme, tone, and type of narration are used?

Two people

Where are they from? How old are they? What is the gender, race, class, etc. of each? What, if anything, are they known for? Do they have any relationship to each other? What are they like? What did/do they do? What do they believe? Why are they interesting? What stands out most about each of them?

2.1.6.2. Argument Paragraph Structure

An argument is an opinion supported by *facts*.

Topic Sentence: identifies what is being argued for or against. An argument paragraph states clearly which side you are for, or your opinion. Avoid using expressions such as “In my opinion” or “I think”. You should directly state your opinion. Instead of writing, “I think you should follow your head when it comes to picking your degree.” write, “You should follow your head or your heart when it comes to picking your degree.” A topic sentence may mention the opposing point of view. The writer’s opinion is expressed in the main (independent) clause, and the opposing point of view is normally put into a subordinate structure.

Use expressions such as the following to produce opposing points of view.

- ✓ **Some people feel that...**
- ✓ **Many think that...**
- ✓ **Smokers say that...**
- ✓ **It may be true that...**

Then connect the opposing point of view to your own with transition signals of contrast.

Supporting sentences: The opinion paragraph should also include more than one point that supports the stated opinion. The strongest supporting point should come first. Each point should include an example or some other additional support. Include a statement of the opposing viewpoint near the end of the paragraph ($N - 1^{\text{st}}$, 2^{nd} , 3^{rd} , etc.).

Restate N point of a controlling idea:

Point N

Evidence/example N

Analysis N

State the opposing viewpoint; mention arguments for the opposing view and why it is wrong.

Concluding Sentence: paraphrase the topic sentence: restates what is being argued for or against and why.

Useful transitional words and phrases:

For giving reasons: first, second, third, another, next, last, what is more, finally, because, since, for.

For counter-argument: but, however, of course, nevertheless, although, despite

For concluding: to sum up, therefore, as a result, in conclusion, thus.

2.1.6.3. Opposing Argument Paragraph Structure

There are three models to write an opposing argument paragraph, found in argument essays:

- ✓ the paragraph starts by introducing an opposing argument and acknowledging important points of the opposition. A writer's refutation paragraph should accept that certain parts of the opposition are valid, but show that the writer's claims are stronger;
- ✓ the paragraph should introduce the opposing argument, acknowledge valid parts of the opposition, make a counter or rebuttal to the opposing argument and introduce a conclusion;
- ✓ the paragraph should restate the argument being challenged, refute the opposition's argument, support an author's own argument with evidence, and finally, conclude a refutation with a comparison or restating of the main point.

2.1.6.4. Classification Paragraph

In a classification paragraph, separate items are grouped into categories according to shared characteristics.

Depending on the subject, you may be asked to classify people, organisms, things or ideas.

Topic sentence identifies what is to be classified and the categories used.

Supporting Sentences give more information about each of the categories.

Concluding Sentence (optional).

Useful transitional words and phrases:

- ✓ can be divided, can be classified, can be categorised
- ✓ the first/second/third type, the first/second third category.

2.1.6.5. Definition Paragraph

The starting point for a definition paragraph is a simple definition* which becomes the topic sentence of the paragraph.

Topic Sentence gives a simple definition.

Supporting Sentences give more information through the use of examples, description or explanation.

Concluding Sentence (usually unnecessary).

Useful transitional words and phrases:

in the foreground, in the middle distance, in the background, in the far distance, next to, near, up, down, between, above, below, on top of, beneath, left right, centre, front, back, middle, in the interior, on the exterior, on the inside, on the outside, surrounding;

for example, for instance, an illustration of this, another example.

For beginning an explanation at first, initially, to begin with, in the beginning, first of all, the first step.

For continuing an explanation while, as, at the same time, the next step, after, next, then.

For ending an explanation finally, eventually, at last, the final /last step.

2.1.6.6. Description Paragraph

A description paragraph is required when you are asked to write about how something looks, sound, smells, tastes or feels. You should provide specific details of the most important features and use appropriate adjectives to describe attributes and qualities.

Topic Sentence identifies the phenomenon to be described.

Supporting Sentences give an organised description of its parts, functions and characteristics.

Ways of sequencing include the following:

- from left to right
- from most important features to least important features
- from main characteristics to minor details.

Concluding Sentence (usually unnecessary).

Useful transitional words and phrases:

in the foreground, in the middle distance, in the background, in the far distance, next to, near, up, down, between, above, below, on top of, beneath, left right, centre, front, back, middle, in the interior, on the exterior, on the inside, on the outside, surrounding

2.1.6.7. Explanation Paragraph

An explanation paragraph is required if you are asked to describe how something works or is done.

Topic sentence identifies what is being explained.

Supporting Sentences give a sequenced explanation of how and why something works or happens.

Concluding Sentence gives a brief summary of the process in conclusion (optional).

Useful transitional words and phrases:

For beginning: an explanation at first, initially, to begin with, in the beginning, first of all, the first step

For continuing: an explanation while, as, at the same time, the next step, after, next, then

For ending: an explanation finally, eventually, at last, the final /last step.

2.1.6.8. Opinion Paragraph

An opinion paragraph starts with a clear opinion about a topic. Avoid using expressions such as “*In my opinion*” or “*I think*”. You should directly state your opinion. Instead of writing, “*I think you should follow your head when it comes to picking your degree.*” write, “*You should follow your head or your heart when it comes to picking your degree.*”

The opinion paragraph should also include more than one point that supports the stated opinion. The strongest supporting point should come first. Each point should include an example or some other additional support. Include a statement of the opposing viewpoint near the end of the paragraph.

Opinion Paragraph Structure

Topic Sentence: Opinion statement includes 2-3 points (controlling ideas)

Supporting sentences:

First, ... (restate 1st controlling idea):

Point 1

Evidence 1

Analysis 1

Next/What is more, ... (restate 2nd controlling idea):

Point 2

Evidence 2

Analysis 2

Finally, ... (restate 3rd controlling idea):...

However, ... (mention an arguments for the opposing view and why it is wrong)

Concluding Sentence: paraphrase the topic sentence

To sum up, ...

You can read an example of an opinion paragraph here: (URL: <https://learningstrategiesgl.wikispaces.com/file/view/GLE+1O1+Opinion+Paragraph+Structure,+Diagrams,+and+Sample.pdf>)

2.1.7. Writing a Paragraph

1. Prewriting

Collect information about the topic and develop ideas. Your purpose is to generate *as many ideas as possible* in a short time, and your goal is to find a specific focus for your topic. Follow this procedure of a brainstorming technique:

Write down the general topic at the top of your paper.

Make a list of every idea that comes into your mind about the topic. It is a brainstorming list. Use words, phrases, or sentences, and don't worry about grammar.

Now rewrite the list grouping *similar* ideas together to have several groups from the brainstorming list. Cross out those items which do not

relate to any subgroup or not useable. The remaining ideas will support your topic sentence.

2. *Planning (Outlining)*

Arrange the remaining ideas in the order you wish to present them in your paragraph. Now you have created a rough outline. You know your general topic and you see ideas in your the rough outline, so now you can write a topic sentence.

Outlining is a formal plan for your paragraph. Each outline should contain a topic sentence, main supporting points, and supporting details.

Sample of an outline.

Paragraph	Communication Problems
Topic sentence	One problem that international students face in the US is communication with Americans.
Supporting point	A. International students have poor verbal skills.
Supporting detail	1. lack vocabulary
Supporting detail	2. have poor pronunciation
Supporting point	B. Americans are difficult to understand.
Supporting detail	1. Use incomplete sentences
Supporting detail	2. Use unclear expressions
Supporting detail	3. Talk too fast
Supporting detail	4. Use slang and idioms
Concluding sentence	Because of their own poor verbal skills and because of Americans' way of speaking, international students have a hard time communicating when they first arrive in the United States.

3. *Write the first draft*

Follow your outline and don't worry about spelling, grammar, or punctuation. While writing, you can change ideas adding new ones or deleting those which were in the brainstorming list. Be sure your new ideas relates to the topic sentence.

4. *Revising*

Once you have finished writing the first draft, think about what you have written. Revising the first draft, you check it for *content* and *organization*, including unity, coherence, and logic. Do not correct spelling, grammar, or punctuation.

Ask yourself the following questions.

1. Is the topic sentence clear and relevant?
2. Is there anything unnecessary or that seems off the topic?
3. Do the facts, details and examples explain/develop the topic sentence?
4. Is there enough information to support the main idea? (unity)
5. Does one sentence flow smoothly to the next? (coherence)
 - Is a key noun repeated?
 - Are pronouns consistent?
 - Does a paragraph contain appropriate transition words?
 - Are the ideas arranged in a kind of logical order?

Now rewrite your paragraph, incorporating all the revisions.

5. *Editing (Proofreading)*

Editing your draft means checking spelling, grammar, sentence structure, and punctuation. Errors to check for include verb tenses, subject-verb agreement, articles, pronoun agreement, sentence fragments, and run-on sentences/comma splices, and so on.

6. *Write the final draft.*

2.2. Essay and Assignment Writing

2.2.1. From Paragraph to Essay

Writing an essay is the same as writing a paragraph except that an essay is longer. The principles of organization are the same for both.

The three parts of an essay:

- ✓ Introductory paragraph;
- ✓ Body paragraphs;
- ✓ Concluding paragraph.

2.2.1.1. Introductory Paragraph

The introductory paragraph consists of two parts: *general statements* and the *thesis statement*.

General statements

- ✓ introduce general topic/ main idea of the essay;
- ✓ attract your reader's attention.

The thesis statement

- ✓ states the specific topic.
- ✓ may list subtopics or subdivisions of the main topic or subtopics.
- ✓ may indicate how the essay is organized:
 - 1) chronological order;
 - 2) logical division of ideas;
 - 3) comparison/contrast or logical division of ideas.
- ✓ is typically the last sentence/sentences in the introductory paragraph.

Kinds of the introductory paragraph:

- 1) A funnel introduction (the introduction of the model essay):
 - ✓ begins with one or two very general sentences about the topic.
 - ✓ each subsequent sentence becomes increasingly focused on the topic.
 - ✓ the last sentence explicitly states what the essay will be about;
- 2) Dramatic, interesting, or funny story;
- 3) Surprising statistics or facts;
- 4) Historical background.

2.2.1.2. Body Paragraphs

The body paragraphs should be organized according to any kind of logical order (patterns): chronological order, comparison/contrast or logical division of ideas. Sometimes we use a combination of them. Logical division of ideas is a basic pattern for essays. In this pattern, a topic is divided into subtopics, and each of them is discussed in a separate paragraph.

The thesis statement of a logical division essay may indicate the number of subtopics and name them. The subtopics should be in parallel form.

Avoid common problems:

- ✓ The thesis is too general (*A college education is a good investment.*);
- ✓ The thesis makes a simple announcement (*I'm going to write about sports injuries.*);
- ✓ The thesis states an obvious fact (*The Internet is a communication superhighway.*).

Use transition words for logical division of ideas.

2.2.1.3. Concluding Paragraph

The concluding paragraph:

- ✓ signals the end of the essay. Use a transition signal indicating conclusion;
- ✓ leaves your reader with your final thoughts on the topic. Send a strong, effective message that the reader will remember.

Writing the concluding paragraph:

- 1) Write a summary of the main idea and supporting points the essay is focused on or paraphrase the thesis statement;
- 2) Add your own thoughts to leave your audience even more connected to your topic and persuaded by your main idea or perspective.

2.2.2. Revising

1. *Write the first draft of your essay.*
2. *First Revision: organization and content.*

Read relatively quickly over your essay focusing on structure, organization, coherence, clarity, logic, redundancy, and so forth. Don't worry too much about spelling, punctuation, and grammar right now. Instead, think about the overall content of your paper. As you read, look for passages that could be made more coherent. Finally, look for information that needs to be cited. After the first revision you may decide to change your thesis, or choose another aspect of the topic, or another topic altogether.

3. *Write a second draft.*

4. *Second Revision: Mechanics.*

Read over your essay more closely focusing on spelling, capitalization, punctuation, and grammatical errors, and fix them as needed.

5. *Peer Revision.*

6. *Vocal Revision.*

Read the essay aloud to yourself.

7. *Final Revision.*

Read over your essay again, looking for any errors that may have been introduced in the revision process, or any problems in organization or logic that you missed in previous readings.

2.3. Grammar and Style

2.3.1. Transition Words in Writing

Transition words, or signals, are linking words or phrases that strengthen the internal cohesion of your writing. Transition signals act like bridges between parts of your writing. They link your sentences and paragraphs smoothly together so that they flow and there are no abrupt jumps or breaks between ideas.

Transition signals also act like signposts making it easier for the reader to follow your ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraphs or topics.

There are several types of transition signals. Some lead your reader forward and imply the building of an idea or thought, while others make your reader compare ideas or draw conclusions from the preceding thoughts.

The following words and phrases can be used to indicate transitions and to cue your reader about how ideas are logically connected in your writing. This list is also helpful for providing alternative options if you find yourself constantly using the same linking word or phrase.

To indicate sequence or to logically order ideas

first, second, third etc. followed by then before, after next, finally	previously, subsequently initially, followed by concurrently at that time
--	--

To refer to a specific incident or example

for example to illustrate for instance in the case of case specifically	namely in this case such as on this occasion notably
---	--

To indicate time

thereafter initially at that/ this point immediately finally simultaneously before, after	then, later at that/ this time formerly meanwhile prior to previously during at present
---	--

To compare and/ or contrast

<p>To compare:</p> <ul style="list-style-type: none"> ▪ conversely ▪ correspondingly ▪ in the same way ▪ on the one hand ▪ similar to ▪ similarly ▪ whereas ▪ while 	<p>To contrast:</p> <ul style="list-style-type: none"> ▪ (and) yet ▪ a different view is ▪ against ▪ by/ in comparison ▪ differing from ▪ however ▪ in contrast ▪ on the contrary ▪ on the other hand ▪ unlike
--	---

To indicate result or cause and effect

as a result (of this)	hence
consequently	accordingly
as a consequence	for this reason
therefore	because (of this)
thus	so much (so) that

To introduce a similar idea

similarly
equally
in the same way
likewise

To add another idea or more information

in addition	it could also be said
furthermore	additionally
besides	another
also	further
	moreover

To introduce an opposite idea, to show exception or concession

alternatively	even though
however	admittedly
on the other hand	nonetheless
it could also be said that	albeit
in contrast	notwithstanding (this)
instead	although
whereas	regardless (of this)
nevertheless	(and) yet
despite/ in spite of (this)	on the contrary

To give an example

take the case of
for example
for instance
in this case
to demonstrate

To identify or clarify

that is (to say)
namely
specifically
thus
in other words

To summarise or conclude

finally	thus
in brief	consequently
on the whole	as a result
overall	ultimately
therefore	in summary
in conclusion	hence
in other words	to summarise

(URL: <https://student.unsw.edu.au/transition-signals-writing>)

2.3.2. Introducing Quotations and Paraphrases

The work you produce at university usually involves the important ideas, writings and discoveries of experts in your field of study. These contributions are always acknowledged by referencing, and there will be times when you introduce other people's views into your work and want to name them in the text. Naming other authors when you're introducing their views into your work can be done with quotations or paraphrases.

When to introduce quotes or paraphrases:

- ✓ when you want to use an **author** as an **authoritative voice**
- ✓ to **introduce** an **author's position** you may wish to discuss
- ✓ to provide **evidence** for your own writing
- ✓ to make a **clear distinction** between the views of different authors
- ✓ to make a **clear distinction** between an author's views and your own

Introductory phrases

Use introductory phrases to tell the reader what the author thinks or does in their text. Consider using the following after you have given the author's name (and the year or notation):

X states that . . .	X takes the view that . . .
X claims that . . .	X contends that . . .
X asserts that . . .	X believes that . . .
X agrees that . . .	X proposes that . . .
X strongly argues . . .	X concludes that . . .
X comments that . . .	X maintains that . . .
X suggests that . . .	X concedes that . . .
X comments that . . .	X notes that . . .
X says that . . .	According to X . . .
X observes that . . .	As X states . . .

(URL: <https://student.unsw.edu.au/introducing-quotations-and-paraphrases>)

2.3.3. Paraphrasing

Paraphrasing is a way of presenting a text, keeping the same meaning, but using different words and phrasing. Paraphrasing is used with short sections of text, such as phrases and sentences.

How to paraphrase

- ✓ Read the source carefully. It is essential that you understand it fully.
 - ✓ Identify the main point(s) and key words.
 - ✓ Cover the original text and rewrite it in your own words. Check that you have included the main points and essential information.
 - ✓ Write the paraphrase in your own style. Consider each point; how could you rephrase it?
- Meaning: ensure that you keep the original meaning and maintain the same relationship between main ideas and supporting points.
 - Words: Use synonyms (words or expression which have a similar meaning) where appropriate. Key words that are specialised subject vocabulary do not need to be changed.
 - If you want to retain unique or specialist phrases, use quotation marks (“”).
 - Change the grammar and sentence structure. Break up a long sentence into two shorter ones or combine two short sentences into

- one. Change the voice (active/passive) or change word forms (e.g. nouns, adjectives).
 - Change the order in which information/ ideas are presented (as long as they still make sense in a different order).
 - Identify the attitude of the authors to their subject (i.e. certain, uncertain, critical etc) and make sure your paraphrase reflects this. Use the appropriate .
- ✓ Review your paraphrase checking that it accurately reflects the original text but is in your words and style.

(URL: <https://student.unsw.edu.au/paraphrasing-summarising-and-quoting>)

2.3.4. Summary

A summary is an overview of a text. The main idea is given, but details, examples and formalities are left out. Used with longer texts, the main aim of summarising is to reduce or condense a text to its most important ideas. Summarising is a useful skill for making notes from readings and in lectures, writing an abstract/synopsis and incorporating material in assignments.

How to summarise

The amount of detail you include in a summary will vary according to the length of the original text, how much information you need and how selective you are:

Start by reading a short text and highlighting the main points as you read.

Reread the text and make notes of the main points, leaving out examples, evidence etc.

Without the text, rewrite your notes in your own words; restate the main idea at the beginning plus all major points.

When to summarise

Summarise long sections of work, like a long paragraph, page or chapter.

- ✓ To outline the main points of someone else's work in your own words, without the details or examples.
- ✓ To include an author's ideas using fewer words than the original text.
- ✓ To briefly give examples of several differing points of view on a topic.
- ✓ To support claims in, or provide evidence for, your writing.

(URL: <https://student.unsw.edu.au/paraphrasing-summarising-and-quoting>)

2.3.5. Punctuation

Full stop (.)

Full stops have three distinct uses:

1. To mark the end of a sentence.

The cat is completely black.

2. To indicate abbreviated words a full stop indicates an abbreviation, unless first and last letters of the word are shown.

The teacher will be Mr John Smith (B. Sci.).

3. To punctuate numbers and dates.

All assignments should be submitted by 06.06.17.

Colon (:)

A colon can be used:

1. To indicate that a list, quotation or summary is about to follow;

✓ Buy these things: a packet of peanuts, two loaves of bread and a kilogram of steak.

✓ Writing the assignment is not easy: to begin with you have to do a lot of research.

2. To separate an initial sentence/clause from a second clause, list, phrase or quotation that supports the first in a particular way.

✓ The television set, as the icon of the information age, represents the realisation of a dream for humankind: that knowledge and experience can be transmitted and shared across the boundaries of time and space.

Semicolon (;)

A semicolon:

1. Separates two complete sentences that are, however, closely linked.

✓ To err is human; to forgive, divine.

✓ Don't go near the lions; they could bite you.

The semicolon can be replaced by a full stop, but the direct link between the two parts is lost.

2. Serves as a second level of punctuation in a series of words or phrases which already have commas making some internal divisions.

✓ Only one paper, the Canberra Times, managed a regular daily edition on a Sunday; even there, Saturday`s offered a better read.

✓ She came out of the house, which had a long drive, and saw the police officer at the end of the path; but instead of continuing towards him, she hid until he left.

Comma (,)

Commas have a vital role to play in longer sentences, separating information into readable units.

1. A single comma ensures correct reading of a sentence which starts with a longish introductory element.

✓ When Australia celebrated its sesquicentenary in 1938, there was a little of the confidence or enthusiasm of the centennial celebrations of 1888.

2. Pairs of commas help in the middle of a sentence to set off any string of words which is either a parenthesis, or in contrast, to whatever went before.

✓ Yet in representing ourselves to ourselves, as film and television do, these media are constantly introducing and reinforcing the assumptions.

3. A set of commas is a means of separating items in a list.

✓ The details required are name, date of birth, address and telephone number.

4. Sometimes a comma is needed between the last two items to ensure clarity.

✓ The details required are name, date of birth, address and telephone number.

Apostrophe (')

There are two uses for the apostrophe.

1. Contractions - A contraction is a shortened version of a word. An apostrophe is used to show that something has been left out, and where it has been left out.

- ✓ don't (do not)
- ✓ It'll (It will)
- ✓ she'll (she will).

2. Possessives - An apostrophe is used to indicate ownership/possession with nouns. To show ownership by a single individual, insert the apostrophe between the noun and the 's'. To show ownership by more than one individual, use the apostrophe at the end of the word.

- ✓ the dog's tail (belonging to a single dog)
- ✓ the women's magazines
- ✓ boys' football boots (belonging to more than one boy)
- ✓ Einstein's theory of relativity
- ✓ Avagadro's number.

Hyphen (-)

When used correctly, a hyphen links two or more words, that normally would not be placed together, in order that they work as one idea and these are called compound nouns.

- ✓ Stonier's post-industrial economy is a service economy.
- ✓ There are four types of information-related machines.

Dashes (—)

Hyphens should not be confused with dashes. Dashes re like brackets; they enclose extra information. A colon and semicolon would work just as well in the example opposite. Dashes are rarely used in academic writing.

1) Although often used in pairs, dashes can also be used singularly.

- ✓ To the three divisions of the economy—agriculture, manufacturing, and service industries—Jones has added a fourth.

2) Although often used in pairs, dashes can also be used singularly.

- ✓ Have an orange—or would you prefer a banana?
- ✓ While the importance of sport to Pay TV is clear, the opposite perspective is less certain—the importance of Pay TV to sport.

Parentheses ()

1) Parentheses are brackets used to include extra or nonessential material in sentences. Parentheses should be used sparingly and always appear in pairs.

✓ It was unusual to see Paul awake so early (as he often studied late into the night) and Jane greeted him with amazement.

2) In citation systems like Harvard, parentheses are used to include in-text references.

✓ Larsen and Greene (1989) studied the effects of pollution in three major cities.

✓ "Australia is a settler society" (Hudson & Bolton 1997, p. 9).

Ellipsis (...)

An ellipsis consists of three full stops. It indicates that material has been left out of a quotation. When quoting, it is sometimes necessary to leave out words or lines for reasons of relevance or length. Using an ellipsis makes any omissions known to your reader.

✓ "But to be restricted to just two forms of punctuation mark ... is like building a house using only a hammer and a saw: you can do it; but not very well."

(URL: <https://student.unsw.edu.au/punctuation-guide>)

2.4. Specific Types of Writing

2.4.1. Descriptive Essay

More than many other types of essays, descriptive essays strive to create a deeply involved and vivid experience for the reader. Great descriptive essays achieve this affect not through facts and statistics but by using detailed observations and descriptions.

What do you want to describe?

As you get started on your descriptive essay, it's important for you to identify exactly what you want to describe. Often, a descriptive essay will focus on portraying one of the following:

- ✓ a person
- ✓ a place
- ✓ a memory
- ✓ an experience
- ✓ an object.

Ultimately, whatever you can *perceive* or *experience* can be the focus of your descriptive writing.

As you write your descriptive essay, the best way to create a vivid experience for your readers is to focus on the five senses:

- ✓ sight
- ✓ sound
- ✓ smell
- ✓ touch
- ✓ taste.

When you focus your descriptions on the senses, you provide vivid and specific details that *show* your readers rather than *tell* your readers what you are describing.

Planning your descriptive essay:

- ✓ What or who do you want to describe?
- ✓ What is your reason for writing your description?
- ✓ What are the particular qualities that you want to focus on?

Drafting your descriptive essay:

- ✓ What sights, sounds, smells, tastes, and textures are important for developing your description?
- ✓ Which details can you include to ensure that your readers gain a vivid impression imbued with your emotion or perspective?

2.4.2. Narrative Essay

There's nothing like *reading* a great narrative. Whether in novel or essay form, a narrative piece of writing transports readers into the time and space of the world portrayed by the writing.

There's also nothing like *writing* a great narrative. Through reflecting upon an event, and through recreating the experience for other readers, writing a narrative essay can enable you to develop new, subtle, and rewarding perspectives.

Basic qualities of a narrative essay:

- ✓ A narrative essay is a piece of writing that recreates an experience through time.
- ✓ A narrative essay can be based on one of your own experiences, either past or present, or it can be based on the experiences of someone else.
- ✓ In addition to telling a story, a narrative essay also communicates a main idea or a lesson learned.

First steps for writing a narrative essay:

- ✓ Identify the experience that you want to write about.

- ✓ Think about why the experience is significant.
- ✓ Spend a good deal of time drafting your recollections about the details of the experience.
- ✓ Create an outline of the basic parts of your narrative.

Writing about the experience:

- ✓ Using your outline, describe each part of your narrative.
- ✓ Rather than telling your readers what happened, use vivid details and descriptions to actually recreate the experience for your readers.
- ✓ Think like your readers. Try to remember that the information you present is the only information your readers have about the experiences.
- ✓ Always keep in mind that all of the small and seemingly unimportant details known to you are not necessarily known to your readers.

Communicating the significance of the experience:

✓ It's often effective to begin your narrative with a paragraph that introduces the experience and communicates the significance. This technique guarantees that your readers will understand the significance of the experience as they progress through the narrative.

✓ Another effective technique is to begin the essay by jumping directly into the narrative and then ending the essay with a paragraph communicating the significance of the experience. This approach allows your readers to develop their own understanding of the experience through the body of the essay and then more deeply connect to your expression of the significance at the end.

✓ You might also consider introducing the experience in the first paragraph but delaying your expression of the significance of the experience until the end of the essay. This approach heightens your readers' sensitivity to the significance of the narrative.

(URL: <http://www.writeexpress.com>)

2.4.2.1. First Person Narratives

First-person narratives are written in the first person about a series of events, real or imaginary, which happened to us.

Techniques to Begin and End a Story

An interesting beginning is as important as an interesting ending. An interesting beginning will catch the reader's attention and make him/her want to continue reading. A good ending will make him/her feel satisfied.

You can *start* your story by:

a) **using your senses** to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery or suspense.

e.g. *I could hear the wind howling around me. It was quite dark that night and it felt strange to be out in the wilderness all alone.*

b) **using direct speech.**

e.g. *"Always look on the bright side of life, kids", Mr Frisbain used to tell us.*

c) **asking a rhetorical question.** i.e. a question that does not require an answer.

e.g. *Have you ever travelled by train on a warm summer night?*

d) **addressing the reader directly.**

e.g. *I am sure you all know what a bargain is.*

e) **referring to your feelings or moods.**

e.g. *I was exhausted because I had been painting walls all day.*

You can *end* your story by:

a) **using direct speech.**

e.g. *"Thank you, sir," the boy said to me.*

b) **referring to your feelings or moods.**

e.g. *We were shivering but we were happy to have made it.*

c) **asking a rhetorical question.**

e.g. *"Why did I have to suffer so much?"*

d) **describing people's reactions to/feelings about the events developed in the main body.**

e.g. *My brother had become the hero of the day and I was extremely proud.*

e) **engaging the reader by creating a sense of mystery or suspense.**

(URL: <http://www.teachers-corner.co.uk/narrative-skills-intermediate-levels/>)

Adding Interest

To make your narrative more interesting to the reader, you should:

– Use a variety of **adjectives** or **adverbs**, such as “imaginative”, “wonderful”, “cautiously”, etc. instead of simplistic ones such as “nice”, “good”, “well”, etc.

Wrong: John is a ~~good~~ boy with ~~nice~~ ideas.

Right: John is a **great** boy with **wonderful** ideas.

– Use a variety of **verbs** such as “wondered”, “screamed”, “whispered”, etc. to avoid using “said” all the time.

Wrong: “Help!” he said.

Right: “Help!” he **screamed**.

– Use **similes** i.e. expressions which describe people or things by comparing them to someone or something else.

e.g. She ran **like** the wind. He was **as quiet as a mouse**.

– Use **present** or **past participles** to join two simple sentences into one longer, more sophisticated sentence.

Wrong: He turned on the light. He saw someone in the room.

Right: **Turning on** the light, he saw someone in the room.

Wrong: She was relieved. She left the police station.

Right: **Relieved**, she left the police station.

(URL: <http://www.teachers-corner.co.uk/narrative-skills-intermediate-levels/>)

Most Common Writing Mistakes

1. Beginning every sentence with “I.”

The first-person narrator tempts writers into focusing on the narrating character to the exclusion of other subjective nouns. The result is a stultifying string of sentences that all feature the same subject. Mix and match subjects to electrify some life into your syntax.

Wrong: **I** fled down the stairs, heart pounding. **I** could hear the zombified giant clomping after me. Ahead, **I** could see the cellar door offering me the chance to escape and hide. **I** reached the door, wrenched it open, and dove inside.

Right: My **heart** pounded as I fled down the stairs. Behind me, the **zombified giant** clomped after me. Five feet ahead, the **cellar door** offered the chance to escape and hide. **I** reached the door, wrenched it open, and dove inside.

2. Telling thoughts instead of showing.

In the first-person narrative, *everything* you write is straight out of the main character's brain. You don't need to clarify the character's thoughts by placing them in italics or qualifying them with an "I thought" tag.

Wrong: I couldn't believe this was happening. *Zombified giants don't really exist, do they?* I thought to myself. *Maybe I'm dreaming.*

Right: This couldn't be happening. Zombified giants didn't really exist, did they? Maybe I was dreaming.

3. Inserting lengthy narrative at the expense of action and dialogue.

First-person narration offers the temptation to share with readers everything the character is thinking. But beware of lengthy narrative rabbit trails when you should be allowing action and dialogue to carry the story.

Wrong: "What's up with you lately?" Kirsten asked. I heaved a sigh. *Kirsten had no idea how insane my life had become. She had no idea that zombified giants—huge and ugly and stinky—were after me.* [Insert lengthy description of zombified giants, narrator's life, history of friendship with Kirsten, etc.].

Right: "What's up with you lately?" Kirsten asked. I heaved a sigh. *"You have no idea how insane my life has become."* I threw my backpack into my locker, shot a surreptitious glance up and down the hallway, then leaned forward to whisper in her ear, "Zombies! Big ones!" [Insert witty, conflict-ridden dialogue that conveys the important information about zombified giants, narrator's life, history of friendship with Kirsten, etc.]

(URL: <http://www.helpingwritersbecomeauthors.com/most-common-mistakes-series-is-your-2/>)

Past Tenses in a Story

You can use various past tenses in your story:

We use the *past simple* tense to describe:

- ✓ something that happened **once in the past** or actions which happened **one after the other** in the past: *I went to Moscow for our holidays.*
- ✓ something that was **true for some time** in the past: *He enjoyed being a student.*

We use the *past continuous* tense to describe:

- ✓ the scene so this is very common at the beginning of a story: *Last week as I was driving to work ...*

- ✓ events or actions in progress at a certain time in the past, i.e. to show **change or growth**: *The town **was changing** quickly.*

We use the *past perfect* tense to describe for action which happened before other past actions: *When George returned he and Anne **had built** their house.*

2.4.3. Writing Tips About Personality

- ✓ Avoid beginning sentences in the same way as this will make your composition boring. Use a variety structures, trying to link the sentences together.

Instead of: *She is a pretty girl. She has an oval face.* → *She is a pretty girl **with** an oval face.*

- ✓ Sentences can be linked together in variety of ways. Read the examples and say which words are used to link descriptions of similar qualities and which to join descriptions of opposing qualities.

Similar qualities (both positive or negative)

She is kind-hearted. She is cooperative.

*She is kind-hearted **and also** cooperative.*

*She is kind-hearted **and** cooperative **as well**.*

*She is kind-hearted, **as well as** cooperative.*

***In addition to** being kind-hearted, she is **also** cooperative.*

*She is **both** kind-hearted **and** cooperative.*

Opposing qualities (one positive and one negative)

He is usually well-behaved. He can be naughty at times.

*He is usually well-behaved **but** can be naughty at times.*

He is usually well-behaved; however, he can be naughty at times.

***Although** he is usually well-behaved, he can be naughty at times.*

- ✓ When you describe someone's personal qualities you should support your description with examples and/or justifications.

e.g. *Ann is very shy. For example, she finds it difficult to make new friends.*

- ✓ If you want to mention any negative qualities, use mild language (tend to, seem to, am rather, etc.).

e.g. Instead of saying *Ann is arrogant*, it is better to say *Ann tends to be rather arrogant*.

- ✓ Don't write about yourself to brag. List your successes, but temper them with some more humble language:

Braggy: I'm the best and most effective student at my college right now, so you should want to hire me for my talents.

Humble: I was lucky enough to be awarded three Basic Skills Achievement Awards at my college, more than any other student.

2.4.4. Pros and Cons Essay (City Life or Country Life)

Make a chart “The pros and cons of living in the city and living in the countryside” from your point of view. Write topic sentences based on each of the points in the chart. Try to **vary your sentences** so that they do not all have exactly the same pattern.

Plan an introduction. Basically, this will state that there are both advantages and disadvantages to city life. However, it will sound rather weak if you simply write:

~~There are both advantages and disadvantages to living in a city.~~

It will make a stronger impact if you start with a striking statistic:

According to the United Nations Population Fund, 47 percent of the world's population lives in cities and the figure is rising steadily.

You can follow this with a summary of the main arguments contained in the body of the essay. You should present these in the order they will appear later. Continue this paragraph by adding points from your chart.

According to the United Nations Population Fund, 47 percent of the world's population lives in cities and the figure is rising steadily. This situation has both advantages and disadvantages. On the one hand, people in cities are near ... On the other hand,

Body paragraphs. Support each topic sentence with illustrations:

In a city you live near medical services. These include health centres, hospitals and pharmacies. Most people can reach a doctor in less than 15 minutes and there is an emergency ambulance service.

You will need to use some linking words/phrases, such as the following:

<ul style="list-style-type: none">• For example, ...• For instance, ...• ... also ...• In addition, ...	<ul style="list-style-type: none">• Furthermore, ...• What is more, ...• Similarly, ...
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Conclusion sums up the main arguments again and evaluates them – in other words, you will give your opinion about living in a city.

In conclusion, there are several problems about living in a city. These include Nevertheless, there are attractions too. Cities have excellent medical facilities, On the whole, I think these advantages outweigh the disadvantages and because of them people will continue to move to cities. With better planning we should be able to reduce the problems.

Глава 3. GUIDELINES

3.1. How to Describe and Interpret Paintings

Remember there is no a 'right' view about:

- ✓ what a particular painter was trying to achieve;
- ✓ whether he/she succeeded;
- ✓ how beautiful his/her painting is.

Explain **why** you like the painting, or hate it, or feel indifferent towards it.

Describe: Tell what you see (the visual facts). Remember that subject matter can be anything from a place to an emotion.

- ✓ Basic facts: artist's name, the medium of the work, the title, the date of the work, (Some art "media" are fresco, tempera on panel, oil on canvas, drawing, bronze sculpture, etc.)
- ✓ Is it a portrait? A landscape? Abstract?
- ✓ What is happening in the picture?
- ✓ What people and objects are shown?
- ✓ Who are the people in the scene (if it is a narrative)?
- ✓ What does this painting tell us about the time and place where it was made
- ✓ What is the theme of the work?
- ✓ What message does the work communicate?

Analyze: Describe how the artist used art principles to organize the elements.

- ✓ What colours does the artist use? Why?

- ✓ What kind of shapes or forms can you find?
- ✓ How does the artist use light\ shadows in the work?

Interpretation:

- ✓ What feelings do you have when looking at this artwork?
- ✓ Are some items included in the picture for symbolic reasons? In the old days, for instance, if an artist included a dog in his portrait of a married woman, it implied that the woman was faithful to her husband. Many paintings contain symbols like this; Symbolism - Explore meanings especially of commonly used symbols in portraits: Dog=loyalty; Column/Pillar=constancy, strength; Rose=love, beauty, youth; Book=learning, sometimes authorship; Pen and Ink=writer; Intense light on the forehead=active brain of writer (just as a light-bulb is used in a comic to denote a brainwave); Sword=soldier, justice; Palm branch=peace; Dove=peace, gentleness; Ermine=purity, virginity.
- ✓ What was the artist's statement in this work?
- ✓ What do you think it means?
- ✓ How does the work make you feel?
- ✓ Why do you think you feel like this?
- ✓ Does the colour, texture, form or theme of the work affect your mood?
- ✓ Does the work create an atmosphere?

Evaluation:

- ✓ What is the value you find in the work? (*For example, is it a beautiful work of art, does it convey an important social message, affects the way that I see the world, makes insightful connections, reaffirms a religious belief, etc.*)

3.2. How to Analyze Political Cartoons

(adapted from URL:<http://www.loc.gov/teachers/>)

Describe what you see.

- ✓ What do you notice first?
- ✓ What people and objects are shown?
- ✓ What, if any, words do you see?
- ✓ What do you see that looks different than it would in a photograph?

- ✓ What do you see that might be a symbol?
- ✓ What other details can you see?

What's happening in this cartoon?

- ✓ What was happening when this cartoon was made?
- ✓ Who do you think was the audience for this cartoon?
- ✓ What issue do you think this cartoon is about?
- ✓ What do you think the cartoonist's opinion on this issue is?
- ✓ What methods does the cartoonist use to persuade the audience?

3.3. How to Analyze Photographs & Prints

(adapted from URL: <http://www.loc.gov/teachers/>)

Think about the *Who? What? Where? When? Why? How?* of each picture.

Describe what you see.

- ✓ What do you notice first?
- ✓ What people and objects are shown?
- ✓ How are they arranged?
- ✓ What is the setting?
- ✓ What other details can you see?

Why do you think this image was made?

- ✓ What's happening in the image?
- ✓ When do you think it was made?
- ✓ Who do you think was the audience for this image?
- ✓ What tools were used to create this?
- ✓ What can you learn from examining this image?
- ✓ If someone made this today, what would be different?
- ✓ What would be the same?

3.4. Useful Language for Describing Photo/Picture

Who/What is in the picture?

The photo/picture shows ...

The photo/picture was taken by/in ...

It's a black-and-white/coloured photo.

In the picture I can see ...
There's / There are ...
There isn't a ... / There aren't any ...

Where in the picture?

In the foreground/background ...
At the top/bottom part of the picture ...
In the middle of the picture ...
On the left/right of the picture ...
There is\are ...

Saying what is happening with the present continuous.

Here you describe the persons in the picture or you say what is happening just now. Use the Present Progressive.

The man is ...ing
The people in this picture are ...ing
The people in this picture look/seem happy/sad because ...
It's raining/snowing.

If something isn't clear

It looks like a ...
It might be a ...
He could be ...ing
Maybe it's a ...

Speculating about the situation

It seems as if ...
It may be ...
The lady seems to ...
I think ...
Perhaps...
It seems to me that the people in the picture...
... might be a symbol of ...
The general atmosphere in the picture is peaceful/depressing ...(because)...
I get the impression that the people are not are not very happy here...
They don't seem to be enjoying themselves...

Expressing your opinion

I think that ...

In my opinion...

It seems to me that...

On the one hand/on the other hand...

I (don't) like the picture because ...

It makes me think of ...

I would love to be there!

3.5. How to Analyze Song

What is the song about? (Meeting the right person? Breaking up? Getting back at someone? Having a party?)

Who is the song about (Who do you think is the audience for the song? What kind of people would listen to it?)

Is the song happy? sad? angry? hopeful?

Do the lyrics have any clear or central symbols*?

What meaning do they bring to the poem?

Does the song contain a hidden message?

Does the song have a dual meaning?

When analyzing a song, keep in mind that the vocals/lyrics and music are one unit. It's impossible to properly analyze a song by simply reading the lyric.

Think about the music

Is the music loud or soft?

Is the music dense, with heavy guitars/drums/bass, forcing us to focus more on it than on the vocals?

Is the music sparse, perhaps only an acoustic guitar, forcing us to focus on the vocals? Is the tempo fast or slow?

What emotion does the music make us feel? Calm? Anxious? Happy? Sad? Music affects us in a subconscious way.

Think about the lyrics

Read the lyrics several times and do this aloud. You don't have to learn it by heart but you do have to know a great deal about it.

1. Look for any unusual or key words. You can highlight these words and then spend time concentrating on their meaning and particularly their importance in the actual poem.

2. Look for any poetic tricks or devices such as imagery** and the use of metaphor. You can make a reference in your analysis to these devices.

3. What is the meaning of the lyrics? Answer that question in a single sentence. Remember that you are not there to *judge* the value of the lyrics but rather to *give a commentary* upon it.

*When a word, phrase or image represents a complex set of ideas, the meaning of which is determined by the surrounding context.

**The use of description and figures of speech to create ideas and feelings.

3.6. Pop-Song Comparison

(adapted from URL:<https://www.kibin.com/essay-writing-blog/how-to-compare-and-contrast-poems/>)

I'm going to show you how to compare and contrast poems successfully using "Wrecking Ball" by Miley Cyrus and "Blank Space" by Taylor Swift as my examples.

1. Make a list of similarities and differences. Here's what such a list might look like for these two songs:

- Both songs discuss dysfunctional or doomed relationships.
- Both songs use violent imagery and language.
- "Wrecking Ball" is more of a lament, whereas "Blank Space" has a satirical tone.
- The songs both discuss a superficial love where no one succeeds in having a deep connection with the other person.
- "Blank Space" comes across as purposefully malicious, while "Wrecking Ball" makes the violence in the relationship sound accidental.

2. Now you can move on to topic sentence.

let's start with a template:

Though [*poem 1*] uses [*poetic element 1*] and [*poem 2*] employs [*poetic element 2*], both works contribute to [*common theme*].

Using this template, let's add the songs I chose as examples and spruce up the wording. A good topic sentence for comparing these songs might look like this:

Though “Wrecking Ball” focuses on the lack of emotional connection in a relationship and “Blank Space” takes a more satirical, callous perspective on relationships, both songs employ violent imagery to convey that relationships are often superficial.

Making differences you can use phrases such as “*Though [poem 1] relies heavily on ... , [poem 2] ...*” and “*Unlike [poem 1] ...*”

3.7. How to Review a Play

(adapted from URL:<http://writing.wisc.edu/Handbook/PlayReview.html>)

Note that you are not asked simply to *summarize* the plot or give an *opinion* regarding the text of the play; your review must be grounded in the production itself.

The introduction should include the following:

- ✓ The title of the play, the name of the playwright, the genre, e.g. musical, tragedy, farce.
- ✓ The place and date of the production you attended, and the name of the production company.
- ✓ The thesis of your review, which should include (possibly in more than a single statement) the following:
 - A general impression of the relative success or failure of the production, based on what you actually saw.
 - Focus your thesis on one or two major concerns that the performance has or has not addressed.
- ✓ Include a brief thematic summary (but not a plot summary) of the play, and support that summary with concrete evidence from the text.

The body deals with each element of the production that you *mentioned* in the thesis.

For each element that you discuss:

- ✓ **Describe** in detail the physical aspects of what you saw performed (set and costume and lighting design, etc. Read more: <http://www.bbc.co.uk/schools/gcsebitesize/drama/responding/livetheatre>)

[v2.shtml](#)) Focus on particular scenes or performances that will provide the evidence for your final evaluation of the play.

✓ *Analyze* important elements of the production, proceed to evaluate them.

✓ *Evaluate* the performance; if the production fails to answer questions that you feel need answers, then say so. If the question or problems are relatively minor, ignore them.

The conclusion should not merely repeat your thesis in a mechanical way. Rather, you should try to show why your response to the play is valid and significant, based on what you have described in the body of the paper.

More information: *Writing about and evaluating theatre* [код доступа: <http://www.bbc.co.uk/education/guides/zxs9xnb/revision/1>]

3.8. How to Review an Art Exhibition

There are no hard and fast rules on writing exhibition review. The following information does not have to be in this particular order (in the body), all the points do not have to be covered. What is most important is that you write a response which is appropriate to the art you are speaking about. Of course, giving the reader certain information before other points are made makes more sense— for instance a physical description of the work should come before interpretive points, which rely on knowledge of the physical description of the work. Don't fall into banality, be interested in the work.

The introduction should include the following: name of exhibition, name(s) of the artist(s), name of curator, location of exhibition. Discuss the artist(s) history, including time period and subject matter covered; the reviewer's thesis, main points (probably you will want to comment on the curator's conception and /or on the designer's installation. Remember: the curator has shaped the exhibition by choosing certain works, and the designer has collaborated by displaying them in a certain way. Many reviews say little or nothing about the artist's biography. This can be anywhere from four to eight sentences long.

The body

Write a paragraph about the setting and installation, whether the installation of the works helps the viewer's experience or not. Consider the lighting; an overall wash of light, or spotlights, the information on the walls, in the brochures (minimal, adequate, or intrusive). Talk about what

you feel was done well in terms of the display and set up, and what could have been done better.

Write a paragraph about the specific work that is featured. Comment on individual pieces, discussing those that stood out to you, specifying their positive and negative elements. Compare (if you can) the pieces to previous work done by the artist or group, and comment on the techniques that appear to have been used. State any eras or other artists that the pieces are reminiscent of or perhaps influenced by.

The conclusion

Discuss the overall feeling of the exhibition. State whether or not you liked it as a whole. Remember the review need not be uniformly “positive” or “negative”. Finish off with some insight as to what the impact of the show and the artist's work will be on the art world.


Раздел II

THEMATIC PART

Глава 1. WINDOW ON LIFE

Unit 1. *Learning Language*

1.1. Why Learn Languages

 Do you speak another language? Do you think it improves you or changes the way you behave?

1. Read and translate into Russian the following quotations.

A. “To have another language is to possess a second soul” (Charles the Great)

B. “Those who know nothing of foreign languages know nothing of their own” (Johann Wolfgang von Goethe)

C. "A different language is a different vision of life" (Federico Fellini)

2. Read a passage explaining the meaning of one of the quotations above and decide which one (A-C)? What clues in the text helped you to understand this?

To use my own life as an example, it wasn't until I moved to Russia and began learning Russian and teaching English that I realized: 1) how hard spelling is in English. Many other languages (if not most) are phonetic. 2) English has 4 standard present tenses (I study, I am studying, I have studied, I have been studying), while most other languages only have one. The list could go on and on.

3. Read about three experiments (do not go deep into the text!) and decide which opinion/opinions (A – C) is/are supported by the experiments. What clues in the text helped you to understand this?

Shape or substance?

Try the following experiment.

Which two of the following items do you think are most alike?

- A plastic box
- A cardboard box
- A piece of cardboard

Most people think that the two boxes are most alike. However, speakers of Yucatec, a language spoken on Mexico's Yucatán Peninsula, think that the two cardboard items are most alike. The experiment suggests that:

- English-speakers focus on form
- Yucatec-speakers focus on substance

Personal identity

Take the following English sentence: 'John carefully paddled his canoe through the rapids yesterday' and translate it into Mohawk, a native American language spoken in the US and Canada. In Mohawk, it would go: 'Yesterday / through the rapids / his canoe / carefully / he paddled / John.'

The different sentence structures show two different ways of looking at life:

- English-speakers focus first on John, then on his boat, then on the scene around him: personal identity comes first.
- Mohawk -speakers focus on time and landscape, followed by the boat, followed by the man: personal identity comes last.

Evidentiality

In English you can say to your friend: 'I talked to Bob today'

But in some languages, such as Tariana, an Amazonian language, you have to put a suffix on your verb to say how you know something. In Tariana, you would say: 'I talked to Bob today, non-visual' which means you had talked on the phone. If your friend then tells someone else, they would say: 'He talked to Bob today, visual, reported.'

4. Fill in the gaps with the words from the box.

the difference different differently
--

Scientists have found that bilingual speakers think (1) _____ to those who only use one language. You don't need to be fluent in the language to feel the effects - it is language use, not proficiency, which makes (2) _____.

There's a link between language, culture and cognition. Learning vocabulary and grammar, you're also unconsciously learning a whole new way of seeing the world. You're immersed in the culture and speaking it, you're thinking in a completely (3) _____ way.

Learning a foreign language can also enable you to understand your own language better and gives you the opportunity to reflect on your own culture.

5. Read the text and do the following tasks.

Circle comparatives and superlatives in the text.

What part of speech is each underlined word?

Identify the meaning of the numerals in each case: amount, age or year.

Answer the question: *Are you ready to learn a foreign language to keep your brain healthy?*

Onset /'ɒn,set/ - the beginning of smth, especially smth bad

Dementia /dɪ'menʃə/ - a serious illness affecting someone's brain and memory in which they gradually stop being able to think or behave in a normal way.

Learning a New Language Can Prevent Onset Of Dementia

Learning to speak a second language at any point in your life could help keep your brain sharp as you age, a study suggests.

The University of Edinburgh detected a pattern of slower mental decline among the bilingual in a group of 835 born in 1936.

They were given an intelligence test in 1947 at the age of 11, and then retested in their early 70s between 2008 and 2010.

Those who spoke two or more languages had significantly better cognitive abilities in their 70s than their peers. The strongest effect of bilingualism was seen in general intelligence and reading tests.

'Our study shows that bilingualism, even when acquired in adulthood, may benefit the ageing brain,' study authors said.

(adapted from URL: <http://www.dailymail.co.uk/sciencetech/article-3004943/Being-bilingual-really-two-minds-Researchers-say-people-different-personalities-language.html>)

1.2. Language Skills

 What do you think is the best way to study a foreign language?

1. There are grammatical errors “hidden” in the passage. Try to find out them.

Languages are generally taught and assess in terms of the ‘four skills’: listening, speaking, reading, and written. Listening and reading is known as ‘receptive’ skills while speaking and writing are known as ‘productive’ skill.

2. You are going to read an opinion of a teacher that culture is the fifth language skill. Read his arguments and decide whether you agree with his point of view or not.

While reading, do the following tasks:

2.1. What part of speech is each underlined word?

2.2. Circle a possessive pronoun used *instead of a noun phrase*.

lingua franca – язык международного общения	assume – допускать, полагать
curriculum – учебный план	feature – характерная черта
deal with – иметь дело с	value – ценность
	flexible - гибкий

Argue, *verb* – to give reasons why you believe that smth is right or true.

Culture – the fifth language skill

(adapted from URL: <http://www.teachingenglish.org.uk/article/culture-fifth-language-skill>)

Why should we consider culture a fifth language skill, in addition to listening, speaking, reading and writing? I think there are two reasons. One

is the international role of the English language and the other is globalisation.

Many now argue that the role of the English language in the curriculum is a life skill and should be taught as a core curriculum subject like maths, and the mother tongue. The reason for this is globalisation and the fact that to operate internationally people need to be able to use a lingua franca. For the next twenty to thirty years at least, that language is likely to be English.

The second argument is globalisation itself. We are or will be dealing with foreigners in our community, going abroad more, dealing at a distance with foreigners through email, phone and video-conferencing.

Up until recently, I assumed that if you learned the language, you learned the culture but actually it isn't true. You can learn a lot of cultural features but it doesn't teach you how to behave in certain situations. What the fifth language skill teaches you is the approach and techniques to adapt your use of English to understand and appreciate the values of other cultures. It involves understanding how to use language to accept difference, to be flexible and tolerant of ways of doing things which might be different to yours.

3. Read the text and do the following task.

3.1. Underline subjects and verbs in the first sentence.

3.2. Explain grammatical functions of **do** in the sentences.

3.3. Explain grammatical functions of the words *in italics*.

3.4. What do you think the words “inhibitor” and “liberator” mean? What helps you to understand meaning of unknown words?

3.5. Choose the most suitable heading from the list A-C for the passage:

A. ‘Fluent’ or ‘Functional’ in a Language

B. ‘Fluent’ and ‘Functional’ in a Language

C. ‘Fluent’ vs. ‘Functional’ in a Language

3.6. Find the paragraph that is off the topic.

vital – жизненный	worth – полезно
revolve – вращаться	confident – уверенный
enhance = improve	matter = to be important
fluent – able to speak a foreign language very well	
functional – relating to the purpose or function of smth	
navigate – to find and follow a path through a difficult place	

(*adapted from Foreword by John Worne*)

Many people worldwide **do** speak English, and learning foreign languages has often been seen as an academic process rather than a vital skill. *Much* of this revolves around the difference between being ‘fluent’ or ‘functional’ in a language.

What matters *most* is being able to understand and to be understood; whether the need is for basic vocabulary to give directions to a taxi driver or for a *more* extensive vocabulary to be an international business person.

It is worth remembering that when we think of languages, we tend to think of ‘going away’. However, you **do** not need to go abroad to find situations and jobs where a foreign language can be a real career enhancer.


Five or ten phrases will enable most people to navigate *many* countries at a basic level. 1,000 words can be enough to feel autonomous, confident and secure in another country and brings *some* cultural understanding. ‘Fluent’ is an inhibitor, ‘functional’ is a liberator. It begins with *a few* words and phrases – and that small investment can grow into a lifetime of interest, employment and opportunity.

A survey commissioned by the British Council suggests that three quarters of the UK public are unable to speak any of these languages well enough to hold a conversation.

(*Languages for the Future. Report of British Council. 2013.*

URL: www.britishcouncil.org)

Grammar

	<p style="text-align: center;">Hedges</p> <p>We use hedges to soften what we say or write. Hedges are an important part of polite conversation. They make what we say less direct. The most common forms of hedging involve tense and aspect, modal expressions including modal verbs and adverbs, vague language such as <i>sort of</i> and <i>kind of</i>, and some verbs.</p> <p style="text-align: right;">(from URL: http://dictionary.cambridge.org/grammar/british-grammar/emphasising-and-downtoning/hedges-just)</p>
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4. What do you think the Nelson Mandela’s quotation means? Express your own **opinion** using the right the vocabulary. Try not to sound too direct or forceful.

‘If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.’

1.3. How to Learn New Language

 What are the most effective ways for *you* to learn a new language?

1. Read the passage and explain why an author *italicized* several words.

Language learning is not something we learn *about*. Rather, it’s a set of skills - something we learn to *do*. So, students need practice in the skills in order to learn to use the language. Besides language skills students may also need to have learning skills, or *how* to learn to become more independent learners. [9]

2. Read the table of contents taken from a book and continue the phrase: *This book is about ...*

- a) foreign languages and how to learn them;
- b) foreign languages and how to teach them;
- c) how to teach and learn English.

The “Whys” of Language Learning

- 1. Everyone Can Learn Another Language
- 2. When Is a Language Easy to Learn
- 3. How Long Does It Take to Learn a Language?
- 4. Which Language Should You Select
- 5. Learning the “Tricks of the Trade”
- 6. Organic Learning
- 7. The Words and the Music

The “Hows” of Language Learning

- 8. How to Practice Pronunciation
- 9. How to Master Grammar
- 10. How to Learn Vocabulary

Conclusion

- 11. Beyond the Spoken Word

3. Read a passage taken from **How to Learn a Foreign Language** by Paul Pimsleur and answer the questions.

4.1. Why was the boy traumatized by bad experience in school?

- because he was poor at French;
- because he pronounced French better than his teacher;
- because he was afraid to make the teacher upset or angry;
- smth else.

3.2. What is your experience of language learning in school?

A few years ago a prominent physician... struck up a conversation with me at a party. When he discovered that I was a language teacher, he grew eager to relate to me his bad experience with languages in school. ...

“French was destroyed for me,” he said, “by my junior high school teacher ... who was actually a gym teacher substituting in French.” He explained that the teacher had a very poor accent. He found this out when his parents helped him with his homework one day. They taught him to pronounce certain words that his teacher had completely mispronounced. From then on, he was obliged to mispronounce them deliberately in class, to avoid offending the teacher.

The physician went on to Cornell University. There he learned Russian, mastering it well enough to take advanced courses where only Russian was spoken. But even his success with Russian was not enough to offset his belief that he was poor at French – incapable of learning a language that he knew to be easier than Russian.

This sort of incident is not a rarity.

4. Read a passage taken from **How to Learn a Foreign Language** by Paul Pimsleur and do the following:

- Underline words showing a tendency;
- Circle words/phrases showing a portion, or share.

Ca you see any structure of the paragraph or information is presented in free way?

The following statistics indicate the extent of harm done in high school language classes. Of all students who take a language in high school, half drop it after only one year. By the end of two years, nine out of ten have given up language study entirely. A very small percentage of U.S. high school students actually learn a foreign language well enough to read

it comfortably or to speak it with any fluency. Most of the rest come away convinced that they cannot learn a foreign language.

5. Read the article with advices how to learn a new language given by translators and say whether your teacher gives you the same advices or not.

How to learn a new language: 7 secrets from TED Translators
(adapted from URL: <http://blog.ted.com/how-to-learn-a-new-language-7-secrets-from-ted-translators/>)

We asked some of the polyglots in TED’s Open Translation Project to share their secrets to mastering a foreign language. Their best strategies distill into seven basic principles.

1. **Get real.** Pick up 50 words of a language and start using them on people — and then slowly start picking up grammar.
2. **Make language-learning a lifestyle change.** It is consistency that separates the most successful students from the rest.
3. **Play house with the language.** Label every object in your house in this language, read kids’ books written in it, or watch subtitled TED talks.
4. **Let technology help you out.** A funny thing like resetting the language on your phone, or change the language on your browser.
5. **Think about language-learning as a gateway to new experiences.** Focus on the experiences that the new language would open up, from visiting theme parks to learning about photo-essay techniques.
6. **Make new friends.** Interacting in the new language is the key — it will teach you to intuitively express your thoughts, instead of mentally translating each sentence before you say it.
7. **Do not worry about making mistakes.** Native speakers will appreciate your effort and even help you. The more you speak, the closer you’ll get to the ideal of “native-like fluency.”

6. Reading the passage, decide which structures or words help you to understand the passage is about. What is a *danger* the author says about? Check your answer looking through **Why do we need grammar?** in Supplementary reading.

...we British once ruled the world with our firm grasp of grammar, applying its rules to oppress and exploit the ungrammared dusky hordes.

And now we are in danger of being swamped by the dastardly Chinese, Brazilians and Russians who will hammer us into the floor with their superior grasp of split infinitives.

7. To what extent do you agree that success isn't from what you do, but who you become? Use appropriate language to express personal opinion.

Unit 2. *Personality*

2.1. What's Your Personality?

🔑 Describe yourself with two sentences:

I am ... (adjective);

I am a ... (noun).

1. You are going to read how a girl describes herself in a paragraph. Quickly look over the paragraph to find out words/phrases for personality description (What I am?) without using a dictionary. Which of the following will help you:

- “I”;
- a specific word (which?);
- a specific structure (which?).

Ok *takes a deep breath*.

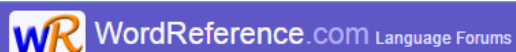
I enjoy the simple things in life. I am mood dependent, but I don't have a problem with that. Being happy is a state of mind. I always look toward the next best thing. I like seeing other people happy. When someone else is down, it breaks my heart. I've gone through more than most people my age, but hey, it's what has made me stronger. Life has thrown me challenges, and so far, I've come out on top. I realized who my real friends are, and that my family always comes first. Photography is a passion of mine. I love music and movies. Heroes and Chuck are my favorite TV shows. I'm average, and that's okay. I'm not one of those girls that you turn your head toward when I walk down the street, and that's okay too. There is more to life than beauty on the outside. It's about what's on the inside. That's what really counts.

That wasn't too long...was it?

2. Reading the paragraph match phrases to their meanings.

1. state of mind	A. to face in the direction of someone or something
2. look toward	B. something that needs a lot of skill, energy to achieve
3. be down	C. used when you are pretending that what you have just said is not important
4. but hey	D. to be the best or the winner
5. go through	E. to be important, or to have influence
6. come out on top	F. the way that you are thinking and feeling at the present time
7. challenges	G. to feel sad, depressed
8. count	H. to experience something difficult or unpleasant

3. Find equivalents in Russian for the sentence: **Being happy is a state of mind.**



??? Why **down** the streets? Can we say *walking the streets*? It sounds odd!

Walking the streets means to walk with no purpose. You can either walk up the street or walk down the street. It will depend on the location of your destination. Normally, **north** will be **up** and **south** will be **down**. Now, for those of us who are directionally challenged, if you leave through a door and turn right, you will walk **up** the street and if you turn left, you will walk **down** the street. If you feel your body is moving upwards, you say up the street and vice versa. Does this make sense?

Grammar

If it's interesting, then I'm interested

Do you know the difference between the words 'interest - *ed*' and 'interest - *ing*'? They're both adjectives, but they're used in different ways.



Interested describes how you feel: *I am extremely interested in art.*

Interesting describes things or situations that make you feel interested: *I find art very interesting.*

Only people and animals can be described as **interested**, not events or experiences.

4. Choose the right adjective:

- 1) Joe's always been *interesting/ interested* in classical music.
- 2) I get really *boring/ bored* of my same-damn-thing-every-day diet.
- 3) It was such an *exciting /excited* adventure.
- 4) Her story was quite *amazing/ amazed*.
- 5) Beth was *annoying/ annoyed* at herself for not saying anything.

5. Write down 5 sentences describing you using **-ed** and **-ing** adjectives.

6. Write a paragraph (120-130 words) describing your personality.

Be sure you used phrases to signal beginning and finishing in your paragraph. Use **-ed** and **-ing** adjectives and at least 3 phrases from the exercise 2. Answer questions *like*:

- Who are you?
- What is your background?
- What are your interests?
- What are your talents?
- What are your achievements?
- What challenges have you faced?

Remember! The more details, the better.

Bad: *I like sports.*

Ok: *I'm a fan of basketball, football, tennis, and soccer.*


Better: *My favorite sport is football, both to watch and to play.*

When having written, check subject – verb agreement in each sentence.

Find out more:

- ✓ InterestED/InterestING (Adjectives with '-ed' and '-ing'
(URL: <https://www.youtube.com/watch?v=D6-No78ayPw>);
- ✓ Talking About Your Free Time and Hobbies
(URL: <http://www.oxfordonlineenglish.com/video-lesson-free-time>).


2.2. Character’s Personality

 Words with multiple meanings can be confusing to a reader. How do you determine which meaning of a multiple-meaning word is correct in a sentence? e.g., *I left my phone in the **left** box of the table.*

Strategies for Decoding Multiple-Meaning Words

1. **Use context clues.** Ask: *What is the word’s part of speech? Do other words in the sentence or nearby sentences give clues about its meaning?*
2. **Use a dictionary.** Look at the different definitions and ask: *Does this definition make sense as it is used in the text?* Keep looking until one definition fits. Pay attention to the pronunciation—you might have heard the word before, but pronounced differently.

1. Read the meanings of *Character* given in the dictionary entry.

 Character noun 1. qualities of personality 2. what makes something different	3. someone’s reputation someone in book, film etc 4. unusual person 5. morally good qualities letter/number/symbol
--	--

Underline the words that help you define the meaning of a multiple-meaning word.

How do you create characters?
(from the interview with best-selling children’s author Elizabeth Laird)

The characters are the bricks from which I build my stories. I try not to hurry their creation. I try to let them form slowly in my mind, to walk towards me out of the shadows. These are the questions I must ask myself as I get to know each one:

– What is each character’s personality? Are they easily influenced by other people, or are they strong-willed and independent? Are they jealous? Timid? Filled with confidence? Cheerful or depressed? Careless and generous, or careful and mean with money? Do they talk a lot, or say nothing? Do the characters think before they act, or act before they think? How do they behave when there is a crisis? Do they panic, or stay calm, work to solve the problem, or run away?

– What do the characters look like? Their faces and hair are only a part of their appearance. Do they move quickly or slowly? Do they have loud, soft, ugly or musical voices? Are their clothes fashionable? Are they tall, short, fat or thin? Are they athletic? Graceful? Charming? Awkward?

Sentence structure

Parallelism means that each item in a list or comparison follows the same grammatical patterns. If the first item is an *-ing* word, make all the others *-ing* words; if it is an adverb clause, make all the others adverb clauses.

2. Underline the ideas written in parallel grammatical form. The first one has been done for you as an example:

Are they easily influenced by other people, or are they strong-willed and independent?

Are they easily ~~influenced~~ by other people, or are they ~~independent~~?

Cohesion Strategies: Repeating Words and Structures

Careful repetition of key words and sentence structures is an effective strategy for achieving cohesion. We may choose repetition to emphasize connections between related ideas. Unintentional repetition (a tautology) distracts a reader.

3. Find out repetition of words/ phrases/ structures in the passage.

Cohesion Strategies: Linking, or transition, words and phrases
Linking words can create powerful links between ideas in your paper and can help your reader understand the logic of your paper.
(Useful link URL:<http://writing.wisc.edu/Handbook/Transitions.html>)

4. Write down contrasting ideas (words/ phrases). The first one has been done for you as an example.

easily influenced - strong-willed and independent

5. Describe your favourite character using parallel structures and transitional words. Use the text **How do you create characters?** as an outline.

2.3. The Worst, the Best You Ever Had

 What were the happiest things that ever happened to you?

1. Using the information in the text, form **complete** sentences.

Example:

The nastiest job I ever had to do was to wash the dirtiest linen in a hospital laundry.

Washing the dirtiest linen in a hospital laundry was ***the nastiest job I ever had*** to do.

The Worst, the Best, the Nicest and the Nastiest

(adapted from: <http://www.elizabethlaird.co.uk>)

The worst things that ever happened to me:

- Being bitten by a poisonous snake in the South China Sea (I nearly died)
- Waiting for the fire brigade to arrive when our house went on fire
- Being chased by a rhino in Kenya

The best things that ever happened to me:

- Marrying my husband, David McDowall
- Having my two sons, Angus and William
- Going to Malaysia, Ethiopia, India, France...

The nastiest job I ever had

- Washing the dirtiest linen in a hospital laundry

The nicest job I ever had

- Playing the violin in the Iraq symphony orchestra

The things I hate most

- Snakes, being cold, forgetting things all the time
- The things I like most
- Very, very black chocolate, Mozart, reading, getting up late
- Favourite book
- There's a new one every week

2. Say **The Worst, the Best, the Nicest and the Nastiest** about Yourself.

3. Avoid beginning sentences in the same way as this will make your composition boring. Use a variety structures, trying to link the sentences together:

– **Wh-words**

Instead of: *She is a pretty girl. She has an oval face.* → *She is a pretty girl **with** an oval face.*

Transform the sentences using words from the box.

where which who

1. He has wrinkles. They make him look older. → He has wrinkles ... make him look older.
2. She is a beautiful woman. She wears designer clothes. → She is a beautiful woman ... wears designer clothes.
3. He has a big garden. He grows vegetable in the garden. → He has a big garden ... grows vegetable in the garden.

– **Transitional words**

Similar qualities (both positive or negative)

She is kind-hearted. She is cooperative.

*She is kind-hearted **and also/ as well as** cooperative.*

*She is kind-hearted **and** cooperative **as well**.*

*She is **both** kind-hearted **and** cooperative.*

Opposing qualities (one positive and one negative)

He is usually well-behaved. He can be naughty at times.

*He is usually well-behaved **but** can be naughty at times.*

*He is usually well-behaved; **however**, he can be naughty at times.*

***Although** he is usually well-behaved, he can be naughty at times.*

4. Write a paragraph to introduce yourself (200-250 words). Use information from unit 1 and **Writing Tips About Personality** (Reference part, Writing 4.3)


Include adjectives from the text *How do you create characters?*

Mention the worst, the best, etc. things about yourself.

Remember to use parallel structures and transitional words!

Unit 3. Relationships

3.1. Family

 Do you see your pet as a part of your family?


1. Match phrases for talking about your family to their meanings.

1. be close to (someone)	a) to talk about our parents in relation to the kind of upbringing we had
2. get on	b) we know and like them a lot
3. grow up <i>or</i> bring up	c) have a good relationship with a family member or friend
4. have one's ups and downs	d) to emphasize how similar a child is to one of their parents
5. take after	e) to describe problems in a marriage
6. the apple doesn't fall far from the tree	f) to look or behave like an older relative

2. Fill in the gaps with the phrases from the exercise 1.

1. Do you _____ with your brother?
2. I _____ in Scotland.
3. I hope the children don't _____ their grandfather.
4. Like most married couples we've _____, but life's like that.
5. Mira is one of my _____ friends.

3. Fill in the gaps with the phrases from the box.

 **MACMILLAN** **DICTIONARY** *Marital Status (adjectives)*

single - not married, or not in a romantic relationship
married - formally joined in marriage with another person
separate - not living together without legally ending their marriage
divorced - no longer married because the marriage has been legally ended
romantic (relationships) involve love and sex

1. Please state whether you are _____, married, or divorced.
2. _____ between staff and students are discouraged
3. She is a _____ mother of three
4. He's _____ to my older sister.
5. They're not divorced but they lead completely _____ lives (=do not do things together).

4. Match words for people according to marital status to their meanings.

1. couple	a) a man whose wife has died and who has not married again
2. lady of leisure	b) people who are looking for a romantic relationship
3. house wife	c) someone who you live with and have a sexual relationship with
4. lonely hearts	d) two people who are married or involved in a romantic relationship with each other
5. widow	e) a woman who stays at home cleaning the house, looking after children etc. while his husband or partner goes out to work
6. widower	f) a woman who does not have to work, especially because her husband earns a lot of money
7. partner	g) a woman whose husband has died and who has not married again

5. There two kinds of family:

Immediate family → your husband/wife, children, parents, brothers/sisters

Extended family → uncles, aunts, cousins, grandparents, grandchildren

Is your immediate family big or small?

6. Remember that a topic sentence is neither too general nor too specific. Read the sentences and decide which sentence is the best topic sentence and what is wrong with the other sentences (too general or too specific).

- a) 'Family' is a single word, with many different meanings.
- b) Families differ in terms of economic, cultural, social, and many other aspects.
- c) The traditional family consists of a father, mother and children.

7. Remember that the topic sentence is the most general statement in a paragraph. decide which of the following sentences is the topic sentence.

- a) Another definition is "Two or more people who share goals and values, have long-term commitments to one another and reside usually in the same dwelling."
- b) One definition is "a fundamental social group in society typically consisting of one or two parents and their children."
- c) The dictionary defines family in several ways.
- d) This definition encompasses the vast majority of modern family units; for the purposes of this article, the second definition will be used.

8. Read the text and answer the questions.

What is the topic of the paragraph?

What is a main point does the writer make about the topic?

In which sentences does the writer support the main point?

Pets as Family

Pets can also become members of a family unit. Pets add an element of responsibility to a family, particularly for children. For couples who cannot, or choose not to, have children, pets can be a replacement and be loved as dearly as children. Pets, such as dogs and cats, are cared for as additional family members by many people and are mourned as such as well when they pass away.

9. Match the words in the two columns to make statements.

The controlling idea	Announces the specific area to be discussed
The supporting sentences	Are specific and factual
The topic	Doesn't include specific details
The topic sentence	Is the most general sentence in a paragraph
	Names the subject of a paragraph
	Summarizes the important points briefly


10. Talk about your family:

Introduce the family and Give more details about the people in your family. Do not forget to add some information about how often you see your family, and what you like to do together.

Model text:

There are seven people in my family: I have two brothers, my aunt, two grandparents, my mother and myself of course. My immediate family is quite small, because I'm an only child. My mum is one of two children, so I have two cousins. I'm very close to my family. I try to spend as much time as possible with my relatives. I see my relatives once a week because I study at university and live in other city.

3.2. Friends

 Do you see your pet as a part of your friend?

1. Match the phrases with their meanings.

1. enjoy someone's company	a) friends move away but we continue to communicate with them by phone, email, etc.
2. be a good company	b) a friend of two people.
3. have a lot in common	c) the relationship gradually ends.
4. keep in touch	d) like spending time with the person
5. lose touch	e) you have the same interests and opinions as them, or that you have had similar experiences.
6. a mutual friend	f) we don't communicate with friends by phone, email, etc.
7. drift apart	g) they are fun to be with.

2. Fill in the gaps with the phrases from the exercise 1.

1. She's fun – I really _____ with her.
2. I met Alice _____ a work friend of mine called Lucy.
3. We've _____ all these years.
4. Dan's an interesting guy – I really _____.
5. Anita is hilarious – she's really _____.

Grammar

Past habit

When we talk about things that happened in the past but *don't happen* anymore we can do it in different ways: using **used to/would/Past Simple**.

'**Used to**' is only for past states or *repeated* past actions that don't happen now. '**Would**' is only for *repeated* past actions, not for states. We can use the **Past Simple** in the same way as '**used to**' and '**would**' however, if something happened only once we can't use '**used to**/'**would**' – we must use the **Past Simple**.

Idioms used for talking life/a situation was better in the past that you are talking about especially when showing that you feel sorry that it no longer happens:

- Those were the days,
- Once upon a time.

Future in the Past

'**Would**' is used to refer to future time from the point of view of the past.

3. You are going to read a lyric titled **Those Were the Days**. What expectations does the title create? Dreams, memories, nostalgia, ...
Read the lyric paying attention to using the phrases *Once upon a time* and *Those were the days*.

Those Were the Days

Once upon a time there was a tavern
Where we used to raise a glass or two
Remember how we laughed away the hours
And dreamed of all the great things we would do

Those were the days, my friend,
We thought they'd never end
We'd sing and dance forever and a day
We'd live the life we choose
We'd fight and never lose
Those were the days, oh, yes, those were the days.

Just tonight I stood before the tavern
Nothing seemed the way it used to be
In the glass I saw a strange reflection
Was that lonely woman really me.

Through the door there came familiar laughter
I saw your face and heard you call my name
Oh, my friend, we're older but no wiser
For in our hearts the dreams are still the same.

3.1. Read the lyric again:

- 1) to find out what did they use to talk about the past?
- 2) decide what is the function of “would”: to express past habit or future in the past?

3.2. Read the lyric again and say who is a speaker?

3.3. How do you understand the phrase: *Nothing seemed the way it used to be*?

3.4. How can you interpret:

... *we're older but no wiser*?

For in our hearts the dreams are still the same?

3.5. Do you think a glass is a symbol of ... (what)? Why do you think an image of a glass is *twice* mentioned?

3.6. Do you find the combination of the lyrics and gypsy melody is successful? Why, why not?

3.7. Mood is what the reader feels while reading/watching/listening to a story. It's not the reader's emotions, but the atmosphere of a scene or story. Listen to the Russian song “Дорогой длиною”. The songs share the same melody. Do they share the same mood?

3.8. Visit Songfact page to learn facts about the song *Those were the days* (URL: <http://www.songfacts.com/detail.php?id=1893>). Which fact do you find most amazing/shocking for you?


4. Translate the passage into Russian paying special attention to the Complex Subject. What do you think on the title "Dear to Me"?

The origins of the melody appear to be strongly claimed by the Russians, and Russian gypsies consider it their song. The name of this song seems to be "Dorogo' Dlinnoyu" and translated means "By a long road (or way)." There is another song, Russian title given as "Darogoi Dli Mayou" calling itself "Dear to Me" this too is supposed to be a version of "Dorogo Dlinnoyu," first recorded by Alexander Wertinsky in the 1920s.

5. Complete the sentences with the phrases *Once upon a time* or *Those were the days*:

- 1) _____ you could leave your doors unlocked at night and not worry about someone breaking in.
- 2) We were young and madly in love. Ah, _____!
- 3) 'Oh _____ when I could dance all night.'
- 4) _____ people knew the differences between right and wrong, but nowadays nobody seems to care.

3.3. What Relationships Mean in Our Lives

 Describe with one word what your family and/or friends mean for you.

1. The paragraphs A-E below have been placed in a random order. Put them in the correct order. Underline clues helping you to sequence the paragraphs.

Underline the ideas written in parallel grammatical form.

Find out repetition of words/ phrases/ structures in the passage.

How Important Are Friends and Family?

(URL:<http://teen-advice.yoexpert.com/>)

A

Family is important – and by family, I don't mean people with whom you share the greatest genetic similarity. I mean that people who really help define who you are. Those people who really do want you to be the best you that you possibly can.

B

So, family, friends, and self-integrity. These are the things that really matter, in the long run.

You know what doesn't really matter in the long run?

Everything else.

C

I propose adding a third category, one that is never directly addressed, but one that is talked about indirectly and has a profound impact on a person's personal happiness. Self-integrity. The ability to look in the mirror at any time during the day and not be ashamed to meet your own gaze. The ability to sleep well at night because there is no guilt. The ability to know that, at all times, you were you, and that was good enough, and you didn't compromise your values as a human being for love or money or respect. You were honest with everyone with whom you came into contact, and never once took action and had to hide that action from others out of fear of retribution or judgment. The ability to hold your head high and be proud of whom you are, and the impact you have on those around you.

D

Friends are equally important – and by friends, I mean the people who, while not actively trying to care for you and think of you. I mean people who take the edge off of the hard times by reminding you that there are good people out there, and you can make the world just a little more pleasant with your interactions.

E

Do you know what really matters in life? It is a question that many have asked, and many have answered. The answers offered to this question have been varied, but there are a few that consistently bubble to the surface. Two of those are “friends” and “family.”

2. Do the following statements agree with the information given in the paragraph C?

		<i>True</i>	<i>False</i>
Self-integrity is not about	other people		
	being true to oneself		
	being true to our values and beliefs		
	guilt		
	you		
	absence of fear		
	honour		
	self-discipline		

Grammar

Who vs. whom in relative clauses

We use **who** in relative clauses to refer to people, and sometimes to pet animals: *Isn't that **the woman who lives across the road from you?***

We can use **who** as the complement of a preposition. We put the preposition at the end of the relative clause, and not immediately before **who**: *You were talking to a woman - **Who** was the woman you were talking to?*

We use **whom** in formal styles or in writing to refer to people when the person is the object of the verb. It is much more common in writing than in speaking: *Have you seen **those people whom we met** on holiday? = Have you seen **those people we met** on holiday?*

The most common use of **whom** is with a preposition. We put the preposition before **whom**: *There was only one person **to whom** Ann spoke.*

3. Find out sentences containing **who** or **whom** in the text above and explain their usage.

4. In academic writing, use outside sources to support your ideas. Read the text using statistics. Notice the words introducing the source of information.

Reading the text, find out words expressing the following ideas:
Почти, около –

От ... до ... лет –

В ... раза/раз больше –

По сравнению со всего лишь ... -

Families are changing dramatically in the United States.

Nearly half of young adults 18 to 29 have a stepsister or stepbrother, about three times as many as those 65 or older, according to data from the Pew Research Center.

More babies are born to unmarried women, accounting for about 40 percent of births in 2011, up from only 5 percent in 1960.

Intermarriage by race is ever more common: 15 percent of marriages in 2010, double the number in 1980, the Pew Research Center found.

(URL: <http://www.nbcphiladelphia.com/news/national-international/What-Does-Family-Mean-to-You--312155191.html>)

5. Write a paragraph *What does your family mean to you?* eight to ten sentences in length. Begin with a topic sentence, then, write several supporting sentences. Include at least one specific example. End with a concluding sentence.


Find out more

Talking about your family (URL: <http://www.oxfordonlineenglish.com/video-lesson-talking-family>)

(Family URL: <http://family.lovetoknow.com/>)

Unit 4. Season Songs

4.1. Autumn Leaves. Lyrics Interpretation

 You are going to listen to the song *Autumn Leaves*. What do you think the song is about? (*one sentence*)

1. Identify and label the parts of speech for words **in bold** (without translating!). You can use a monolingual dictionary if necessary.

The falling **leaves** drift by the window
The autumn **leaves** of red and gold
I see your lips, the **summer kisses**
The sun-burned hands I used to hold

Since you went away the days grow long
And soon I'll hear old winter's song
But I miss you most of all, my darling,
When autumn leaves start to fall.

2. Quickly look over two paragraphs and identify which of them is a comparison and which of them is a description. Don't use a dictionary! Which words help you?

Behind the song “Autumn Leaves”

(adapted from URL: <http://performingsongwriter.com/autumn-leaves/>)

A

It's a tale of two torch songs. The song began its life in 1945 as a French poem “Les Feuilles Mortes” (literally, “Dead Leaves”). It was a dark lament of lost love and regret. In 1950, when the song was finally translated into English, only a small part of the original survived. Lyricist Johnny Mercer created a few striking images—“the sunburned hands I used to hold” and “Old Winter's song”—but in effect, this was a completely different song from the original. The translated version, “Autumn Leaves,” touched on the same theme, but in a gentler, more wistful way. While the original was about an all-consuming passion, this was more about a fleeting attachment. More nostalgic than angst-ridden, more bittersweet than bitter.

B

It's an image that reminds you of the cruel remorselessness of time, when the foliage blazes brightest, red and gold and orange, just before it falls and dies. Autumn leaves are a reminder of mortality, and decline, and loss. Most of us at one point or another have felt in an October dusk a shiver in the breeze, a chill in the bones, and connected it to something more than just the turn of the seasons. A truly great song for the season isn't about the calendar, or the weather. It's about the seasons of life and love.

3. Choose the correct word.

“Autumn Leaves” is the (1) *more/most* important non-American standard. It has been recorded about 1400 times by jazz musicians and is the (2) *eight/eighth most* recorded tune by jazzmen.

That October (1955), Roger Williams' version got to Number One and became one of the (3) *big/biggest-selling* instrumental hits of all time, not bad for a fellow who only a couple of years earlier had been a lounge pianist at the Madison Hotel. A year later, Autumn Leaves was the title of a movie, and Nat "King" Cole's ballad treatment over the titles established the template for (4) *more/most singers*.

It's a (5) *more/most* formal reading than Cole's, evening out the syllables, with Frank doing a very unconvivial "the" that seems to attach so (6) *much/more* weight you feel the burden of lost love right from the first word.

The dancing leaves come back right at the end but somewhat less obviously and Sinatra's voice melts into them so seamlessly that you don't care. This is a (7) *much/more* bleaker, (8) *much/more* harrowing account than Nat Cole's. If you want the difference in a single line, compare both singers' approach to "old winter's song": Nat's is almost jaunty, philosophical; Frank's winter lasts forever - "old wiiiiiiiiinter's song". Nat knows there'll be other loves, Frank has (9) *no/much* such expectations.

Johnny Mercer said that "Autumn Leaves" brought him (10) *much/more* money than any other song in his catalogue. Today it fulfills a similar function for Paul McCartney, whose MPL Communications owns the publishing rights.

4. Identify and label the parts of speech for each word (without translating!). You can use a monolingual dictionary if necessary.

And love leaves no trace, except a dull ache on an October morn.

4.2. How to Write a Comparison/Contrast Paragraph

Comparison/contrast is a common pattern for writing about similarities and differences. It is used in all academic fields. In a comparison/contrast paragraph/ essay, you should explain the similarities and differences between two items. The first key to writing a successful

comparison/contrast paragraph/essay is to organize it carefully. The second key is the appropriate use of comparison and contrast transition words.

1. Write a well-organized comparison/contrast paragraph on two songs: "Autumn Leaves" and "Осенние листья." Focus on using the techniques of comparison/contrast.

The process of writing

Follow general steps described in **Reference part. Writing.** Writing Paragraph to write a comparison/contrast paragraph.

1) *Brainstorming.* Make a list of similarities and differences. Making a chart can help you compare and contrast two or more things or ideas. To make a chart, figure out what criteria/points you want to focus on in comparing the items. Along the left side of the page, list each of the criteria. Across the top, list the names of the items. Here is an example of the table (s=same, d=different).

<i>Point</i>	<i>Items</i>	"Autumn Leaves"	"Осенние листья"	
What is the song about? (In general)		love	love	s
What is the song about?		lost love	happy love	d
Who is the song about?		person the speaker loves	person the speaker loves	s
Do the lyrics appear in the original language?		no	yes	d
Does the song contain hidden messages?		yes	yes	s
Do the lyrics have any clear or central symbols?		yes	yes	s
...		

To figure out criteria/points you want to focus on in comparing the items see **Reference part. Guidelines.** How to Analyze Song.

2) *Planning and Outlining.*

Write *the topic sentence.* See **Reference part. Writing.** Topic Sentence and **Guidelines.** Pop-Song Comparison.

Read over what you have written in the table, and cross out those ideas which do not obviously relate to the topic sentence. Think of organizing your ideas to support your topic sentence. (*Block* or *Point-by-Point method*). See **Reference part. Writing.** Comparison/ Contrast Paragraph Structure. Arrange the remaining ideas in the order you wish to present them in your paragraph.


3) *Write the first draft.* See **Reference part. Writing.** Unity and Coherence. Supporting Sentences. Concluding Sentence. Comparison and Contrast. Comparison/ Contrast Paragraph Structure.

4) Revise your paragraph.

5) Edit your paragraph.

6) Write the final draft.

4.3. Looking for the Summer

 You are going to listen to the song *Looking for the Summer*. What do you think the song is about? (*one sentence*)

Grammar

***ing*-forms**

We can use the ***-ing*** form of the verb:

- as a present participle to produce adjectival or adverbial phrases;
- as a gerund to produce noun phrases.

1. Reading the lyric, look up, and write down, the meanings of unknown words.

Looking for the summer

by Chris Rea

Look deep into the April face A change is clearly taking place Looking for the summer The eyes take on a certain gaze And leave behind the springtime days Go looking for the summer	The time has come and they must go To play the passion out that haunts you so Looking for the summer Remember, love, how it was the same We scratched and hurt each other's growing pains We were looking for the summer
--	--

<p>This ain't no game of kiss and tell The implications how you knew so well Go looking for the summer</p>	<p>And still I stand this very day With a burning wish to fly away I'm still looking, looking for the summer.</p>
--	---

2. Read this lyric again then answer the questions below:

- 1) Pay attention to the literal meanings of the words of the poem.
- 2) Pay attention to verb tenses. Do they help to understand the main idea of the lyric? How do you know?
- 3) Who is a speaker?
- 4) What is the speaker talking about?
- 5) Is the poem trying to make a point, move someone to action, or is it just expressing something without requiring an answer?
- 6) What is the speaker's mood? Is the speaker angry, sad, happy, cynical? How do you know?
- 7) The last lines in the each stanza are the same "looking for the summer?" Why do you think the author "is playing" with the same phrase?
- 8) What might *summer* symbolize in general? What might summer symbolize in the lyric? How do you know?
- 9) Guess what the meaning of the line "looking for the summer" is.
- 10) Now try to determine the theme of the poem. What idea(s) does the author want to express?

3. Read different interpretations of the song meaning (adapted from URL: <http://songmeanings.com/songs/view/49567/>) and do the following tasks)

1.

<p>As I see it, it's an age metaphor, can be also metaphor for love: Spring =early youth Summer = real, full, mature youth Autumn = mature age A guy is looking at his daughter with his wife (they are in autumn now), and she is in her spring time now, but she is moving into her summer (she is looking for the summer now). Maybe he and his way should have separated when they 'scratched and hurt each other's growing pains' because obviously nothing had developed from that. Because he hasn't found his summer yet, he feels stifled and he wants to fly, to break free. A bit sad, this last verse.</p>
--

2.

I think summer means love with burning passion, and springtime is the mellow callow sweet but quite harmless period between the lovers. Springtime is ever so great but it inevitably leads to summer ("the eyes take on a certain gaze, and leave behind the springtime days"), as the lovers yearns for more and more from each other, and the desires hurt each other ("to play the passion out that haunt you so"). So overall it is the artist's perception of love, that in different phases it can be compared to spring and summer, and when love becomes too strong, it burns the lovers and destroys love itself.

3.

I agree with you, [2], but I don't think that it destroys love itself. I think that when it becomes winter they look back for the good times that they had in the summer. That's why he is singing, looking for the summer.

3.1. Read the first passage. Is it clear to understand? Why? Correct the passage to make it more coherent.

3.2. Do authors of [2] and [3] passages share opinion that seasons are an age metaphor?

3.3. Which opinion do you share?

4. Read an extract from *Chris Rea interview. Summer 1991* (URL: <http://www.chrisrea.biz/int3.htm>) to check your guess.

In this case 'Looking for the summer', the idea of the song is a guy is looking at his daughter, who is now just about in her teen-age years, he sees her turn away, she's spring looking for the summer, and he then in autumn, looks back and remembers what it was like when he also looked for his summer, and in the third verse reminds his wife how they scratched and hurt each other's growing pains, while they both looked for their summers, and in many ways he still looks for his summer.

Unit 5. *The Place Where You Live*

5.1. Location of the Place



Talk some words about a location of a place where you live.

Grammar

East or eastern; north or northern?

We usually use *north*, *south*, *east*, *west*, to refer to specific places or to direction of movement. We can use the words as adjectives or adverbs and occasionally as nouns:

More and more people are buying second homes on the *south* coast of Ireland. (adjective)

After Bangkok, we drove *north* for about six hours without stopping. (adverb)

Strong Atlantic winds are forecast in the *west* of Portugal. (noun)

We commonly use *northern*, *southern*, *eastern* and *western* (without capital letters) to refer to larger areas or territory. We use them as adjectives:

The *northern* parts of India have suffered severe flooding.

(from URL: [English Grammar Today](#) © Cambridge University Press)

1. In the following passage:

- a) identify the part of speech of each word in *italics*;
- b) underline subjects once and verbs twice in each sentence;
- c) circle comparative and superlative adjectives;
- d) explain using commas in the **sentence**.

United Kingdom Location

The United Kingdom is an island country located off the (1) *northwestern* coast of mainland Europe. The UK comprises four geographic and historical parts—England, Scotland, Wales, and (2) *Northern* Ireland. **Together England, Wales, and Scotland constitute Great Britain, the larger of the two principal islands, while Northern Ireland and the republic of Ireland constitute the second largest island, Ireland.** England, occupying most of *southern* Great Britain, includes the Isles of Scilly off the (3) *southwest* coast and the Isle of Wight off the (4) *southern* coast. Scotland, occupying (5) *northern* Great Britain, includes the Orkney and Shetland islands off the (6) *northern* coast and the Hebrides off the (7) *northwestern* coast. Wales lies (8) *west* of England and includes the island of Anglesey to the (9) *northwest*.

Apart from the land border with the Irish republic, the United Kingdom is surrounded by sea. To the (10) *south* of England and between the United Kingdom and France is the English Channel. The North Sea lies to the (11) *east*. To the *west* of Wales and (12) *northern* England and to the (13) *southeast* of Northern Ireland, the Irish Sea separates Great Britain from Ireland, while (14) *southwestern* England, the (15) *northwestern* coast of Northern Ireland, and (16) *western* Scotland face the Atlantic Ocean. At its widest the United Kingdom is 300 miles (500 km) across. From the (15) *northern* tip of Scotland to the (16) *southern* coast of England, it is about 600 miles (1,000 km). No part is more than 75 miles (120 km) from the sea. The capital, London, is situated on the tidal River Thames in (17) *southeastern* England.

(from URL:<https://www.britannica.com/place/United-Kingdom>)

2. Complete the gaps with the words from the box

North (x2)	northern	northwestern (x2)	south	southern
------------	----------	-------------------	-------	----------

Located in the (1) _____ region of the United Kingdom, off the (2) _____ coastline of continental Europe, England is bordered by Scotland and Wales, and by the Celtic Sea, English Channel, Irish Sea and (3) _____ Sea.

Located in the (4) _____ region of the United Kingdom, off the (5) _____ coastline of continental Europe, Scotland is bordered by England in the (6) _____, and by the Sea of the Hebrides, Atlantic Ocean and (7) _____ Sea.

3. Remember, the topic sentence indicates the main idea of a paragraph and is the most general statement in the paragraph.

The sentences A-E below have been placed in a random order. Put them in the correct order. Underline clues helping you to sequence the sentences.

Decide which of the sentences is the topic sentence of the paragraph.

Is there a concluding sentence?

A. Relative location is a description of how two places are connected, whether by distance, travel time, or even culture.

- B. These are just four of Canterbury relative locations.
- C. Culturally, Canterbury and London share the same language, national government, and geographic features.
- D. For example, Canterbury is about 54 miles south-east of London, 61 miles (98 km) from central London by road, and less than an hour from London St Pancras by train.
- E. Location can be expressed in relative terms.

4. The paragraphs A-C below have been placed in a random order. Put them in the correct order. Underline clues helping you to sequence the paragraphs.

A
An absolute location of a place is often given in terms of latitude and longitude. For example, Canterbury is located at 1.08 degrees east (longitude), 51.3 degrees north (latitude). That is the city's absolute location.

B
Location can be expressed in relative terms. Relative location is a description of how two places are connected, whether by distance, travel time, or even culture. For example, Canterbury is about 54 miles south-east of London, 61 miles (98 km) from central London by road, and less than an hour from London St Pancras by train. Culturally, Canterbury and London share the same language, national government, and geographic features. These are just four of Canterbury relative locations.

C
Location is an important term in geography meaning the place where someone or something is. Geographers can describe the location of a place in one of two ways: absolute and relative.

5. Describe a location of a place where you live in an absolute and relative (distance, travel time, culture) terms.

5.2. The Place Where You Live

 When describing a place, what do you say about?

Read the explanation of how to use an organizing principle to structure a descriptive essay.

The Organizing Principle

There are several different ways to organize a description. An **organizing principle** will help you decide what information and how to group information in your essay.

Organizing principles in a descriptive essay:

- Time - chronological organization;
- Space - information about my memories;
- Five senses of sight, sound, taste, touch, and smell;
- Importance - what is the most prominent feature of the person/ place/ thing/ animal, and what is the least prominent?

1. The paragraphs A-C below have been placed in a random order. Put them in the correct order. Which clues help you to sequence the paragraphs? What is connection between “atmosphere” and the organizing principles (above)?

A

Location and atmosphere descriptions always hold hands. Actually they’ve always been married.

B

The five senses are essential to description of any kind because they instill atmosphere.

- **Smell:** Old houses are musty; a field of flowers is fragrant. Maybe the character smells the neighbor’s forgotten garbage can.
- **Sight:** Keep in mind, colors inspire moods and atmosphere. Is there a sunset, a vase of cheerful flowers on a dresser, maybe a cracked vase of long-dead daisies? Perhaps a majestic green forest grows behind a mansion?
- **Touch:** Does the character feel cool grass between their toes, the rough bark on the tree they’ve leaned against, the cold chill of mountain air?
- **Sound/Hearing:** What does the character hear? Birds, growling animals, traffic, airplanes, children at play, the bickering couple next door or the sizzle of bacon?

C

Good place descriptions are movies or paintings in words.

- They show atmosphere
- They show location or setting
- They frequently show something about a character's nature.

(URL:<https://writersinthestorm.wordpress.com/2012/02/17/place-descriptions-its-about-atmosphere-not-a-travel-log/>)

2. Skim the essay “Place Where You Live” (do not go deep into the text!) and identify the organizing principle of the description. Which words in the text help you?

3. Scan the second paragraph and say what does *Thoreau* mean?

- Name of a man
- Journal article title

Scan the third and fourth paragraphs and say what does *Mahpiya Wicasta* mean?

- Name of a man;
- Name of a village;
- Name of a lake.

Place Where You Live: Minneapolis, Minnesota
by Rachel Moritz

In summer, the lake is a city's recreation. Sailboats skim the open water, cars on the parkway shimmer like bright foil.

I've biked here with Thoreau's journal transcripts from his time by the shore. In 1861, he lodged seven nights at Lake Calhoun during a Minnesota journey aimed to cure his tuberculosis. The lake then ringed with tamarack bogs, passenger pigeons roosting in the oaks. I imagine Thoreau as he bushwhacks from the boarding house, carrying a spyglass, pocketknife, old music book to press plants.

Backtrack twenty-five years, and the lake is home to Mahpiya Wicasta's village— Cloud Man to the whites. His community fishes and harvests wild rice, grows corn on the prairie bluffs. Fast-forward one year after Thoreau's visit—you'll find Cloud Man among the dead at Fort Snelling concentration camp, imprisoned during the bitter winter that followed the U.S.-Dakota war.

In honor of Mahpiya Wicasta and his living descendants, a push in my city to rechristen the lake its Dakota name: Bde Maka Ska. You don't have to dig deep to understand why. John C. Calhoun, U.S. war secretary and senator, was a fierce proponent of slavery. He pronounced it our country's "positive good." And here's Calhoun's sticky connection to Minneapolis: he ordered the construction of Fort Snelling on sheer sandstone cliffs above the confluence of the Minnesota and Mississippi Rivers. No accident this place is and was a sacred site: Bdote, where Dakota people came from the stars down to earth.

Today, I sit on a narrow tongue of beach sand six miles away. A meaty dragonfly swoops close to my legs, a red skittles bag floats past. My notations of flora and fauna prove feebler than Thoreau's, my canvas more limited—the lake is claimed by million dollar mansions, spandexed bikers, algae blooms. But focus the lens of the past here, and this basin carved by rivers of glacial melt water reveals so many our country's stories, even if the storytellers have vanished, little more than a scattering of notes balanced on my knees.

(URL:<https://orionmagazine.org>)

4. Are there any sensory details in this essay? Why does the author use them? Complete the table with words from the essay.

sight	sound	taste	touch	smell	not classified

5. What is the main idea of the each paragraph? Write a brief outline of the essay.

6. Find out all the components of an essay. Pay attention to structure of the *Conclusion*. Which connections with *Introduction* and *Main Body* does the author establish?

7. Read the information about Thoreau taken from "Oxford Guide the British and American Culture" and decide why the author mentions Thoreau's name at the beginning, in the middle and finish parts of her essay.

Henry David Thoreau /'θɔːrəʊ/ (1817-62) a US writer and poet who believed strongly in the rights of individual people. As an experiment he lived a simple life for two years (1845-7) in a small wooden house near Concord, Massachusetts, and then wrote about this in *Walden, or Life in the Woods* (1854).

5.3. The Urals

 When you hear *The Urals* what do you think about?

Grammar

Present perfect or past/present simple?

When we talk about an action that started and finished in the past, we use the past simple tense. We use the past simple to refer to definite time in the past.

We use the present simple to talk about general facts.

We use the present perfect to talk about time up to now, that is, events that took place in the past but which connect with the present.

In American English the past simple is often used instead of the present perfect simple, often with *already* and *yet*.

Pay attention!

The Urals - The Ural Mountains - The Ural Mountain range

1. Choose the correct verb tense.

The Ural Mountain range (1) *runs/has run* from north to south in Western Russia and marks the geographic border between Europe and Asia. The region (2) *was/is/has been* Russia's most important source of minerals and metals throughout the times – it (3) *contributes/has contributed* significantly to the mineral sector of the Russian economy since the 18th century. The first mines in the Urals (4) *extracted/have extracted* iron and copper ore turning the region into an industrial hub.

2. Read the information about an event organised by the Princess Dashkova Centre, the University of Edinburg, and answer the questions.

- a) What is the metaphorical name for the Urals?
- b) Why does the author find another metaphor is more suitable?
- c) What is the function of “However” in the first paragraph?
- d) What is the function of “Indeed” in the second paragraph?
- e) Think of the Russian equivalent for ‘Russia’s Crucible’.

The Urals - Russia's Crucible

Russia's 'Stone Belt' formed by the Ural Mountains was considered from early times to mark the division between Europe and Asia, and the impression remains. However, the Ural region's significance is much greater than as a mere boundary, especially because of its mineral wealth, extracted in trying circumstances.

'Russia's Crucible' is a more appropriate subtitle for this talk in both dictionary definitions: 'a container in which metals and other substances may be melted or subjected to high temperatures'; 'a situation of severe trial or in which different elements interact to produce something new'. Indeed, the Urals have produced and suffered much in what has been called a 'mining-industrial culture*'.

*mining-industrial culture – горнозаводская культура

3. Write two paragraphs describing the Urals in geographical, historical, and cultural aspects. Don't forget to mention different versions of etymology of 'Ural'.

4. Write a paragraph about a place where you were born and grew up. Consider the following:

- Where is the place located? Include more details about where you live by using adjectives)
- What is it famous for?
- Advantages and disadvantages to live there (optional)

5. Write an essay about a place where you were born and grew up in according to organizing principles in a descriptive essay. See **Reference Part. Specific Types of Writing. Descriptive Essay.**

Useful links:

Ural Mountains Travel Guides (URL: <https://www.expedia.co.uk/Ural-Mountains.d6057805.Holidays-City-Breaks>)

Quora (URL: <https://www.quora.com/Country-5/What-should-every-foreigner-know-about-your-country?share=1>)

Tripadvisor (URL: <https://www.tripadvisor.co.nz/>)

Unit 6. *Higher Education*

6.1. Rise of Universities

 When and where do you think the first universities started?

1. Read the text and answer the questions.
 - 1) What is a grammatical function of the underlined words?
 - 2) Find out the comparative and superlative in the text.
 - 3) Complete the table with words from the text.

Prepositions of place	Prepositions of time

Early Universities

The modern Western university evolved from the medieval schools known as *studia generalia*. The earliest studia arose out of efforts to educate clerks and monks beyond the level of the cathedral and monastic schools.

The earliest Western institution that can be called a university was a famous medical school that arose at Salerno, Italy, in the 9th century. It remained merely a medical school, however. The first true university in the West was founded at Bologna late in the 11th century. The first university to arise in northern Europe was the University of Paris, founded between 1150 and 1170. It served as a model for other universities in northern Europe such as the University of Oxford in England, which was established by the end of the 12th century.

The history of the University of Cambridge began in 1209 when a number of disaffected students moved there from Oxford, and 20 years later Oxford profited by a migration of students from the University of Paris. These early universities were corporations of students and masters, and they eventually received their charters from popes, emperors, and kings. The University of Naples, founded by Emperor Frederick II (1224), was the first to be established under imperial authority, while the University of Toulouse, founded by Pope Gregory IX (1229), was the first to be established by papal decree.

The first universities in the Western Hemisphere were established by the Spaniards: the University of Santo Domingo (1538) in what is now the Dominican Republic. The earliest American university was the four-year college of Harvard (1636).

(from URL: <https://www.britannica.com/topic/university#toc284212>)

Pay attention!

the university of Toronto - York university

Grammar

***It*-cleft sentences**

It-clauses are the most common type of cleft clause. The information that comes after *it* is emphasised for the listener. The clause which follows the *it*-clause is connected using *that/who* and it contains information that is already understood. The word order in such sentences is the following:

- to emphasize the subject: It is/was + focus + *that/who* + verb + the rest part of the sentence;
- to emphasize the object or the adverbial modifier: It is/was + *Focus* + *that* + subject + verb + the rest part of the sentence.

Example.

The first true university in the West was founded at Bologna late in the 11th century.

<i>Focus</i> (new information)	Understood already (old information)
It was <i>Bologna</i>	that <u>the first true university in the West</u> <u>was founded</u> in the 11th century.
It was <i>the 11th century</i>	that <u>the first true university in the West</u> <u>was founded</u> in Bologna
It was <u><i>the first true university in the West</i></u>	that <u>was founded</u> at Bologna late in the 11th century.
It was <u><i>Emo of Friesland</i></u>	who <u>was</u> the first known overseas student in the university of Oxford.

2. Rewrite several sentences from the text **Early Universities** as *It*-cleft sentences. See the model in the table above.

3. Which sentence has different meaning from other ones?

- a) There is no clear date of foundation of Oxford University.
- b) The University of Oxford has no known foundation date.
- c) It has no known date of foundation of Oxford University.
- d) We don't know much about foundation of Oxford University.

4. Translate the sentences.

- a) The University of Bologna was founded in 1088.
- b) The University of Bologna is the oldest university in continuous operation.
- c) Founded in 1088, the University of Bologna is the oldest university in continuous operation.
- d) Founded in 1364 by Casimir III the Great, the Jagiellonian University is the oldest university in Poland, the second-oldest university in Central Europe, and one of the oldest surviving universities in the world.
- e) The University of Cambridge is the second-oldest university in the English-speaking world and the world's third-oldest surviving university.

5. Think so many sentences as possible, using: *than, as + adjective + as, not as + adjective + as*, and superlatives.


University of Bologna	1088	Bologna, Italy
University of Paris	1150	Paris, France
University of Oxford	1096	Oxford, England
University of Cambridge	1209	Cambridge, England
Jagiellonian University	1364	Krakow, Poland (Casimir III)
University of Naples	1224	Naples , Italy (Frederick II)
Harvard University	1636	Cambridge, Massachusetts, US
Charles University	1348	Prague, Chec Republic (Charles IV)
Sapienza University	1303	Rome, Italy (Pope Boniface VIII)

6. Before 1500 more than eighty universities were established in Western and Central Europe. The first University in Russia, Moscow State University, was founded in 1755, the second one, St. Petersburg State University, in 1819. Why do you think there were no universities in Russia

before the eighteenth century? Why didn't a scientific tradition develop in Russian culture before the eighteenth century?

7. Describe the Fresco of a German University Classroom depicting a lecture with both male and female students. Dated 14th Century. Germany. (URL: [https:// studiacartesianaestonica.files. wordpress.com /2008/10/ laurentius_de_voltolina.jpg](https://studiacartesianaestonica.files.wordpress.com/2008/10/laurentius_de_voltolina.jpg)). See Reference Part. *Guidelines*. How to Analyze Photographs & Prints and Useful Language for Describing Photo/Picture.

6.2. Higher Education

 Why do you decided to continue your education at university?

1) Find out and copy collocations with word “degree” from the text below.

A system of degrees seems to have come into being at the universities during the thirteenth century.

An undergraduate student is a student who has yet to obtain their first degree. In the UK a first degree is normally a Bachelor's degree. For example: Bachelor of Science (BSc), Bachelor of Arts (BA), etc. Bachelor's degrees take either 3 or 4 years to complete. The process of awarding the first degree is called graduation and so once the degree is awarded, the student is referred to as a postgraduate. As a consequence, a student who is studying beyond their bachelor's degree is called a postgraduate student. This is sometimes shortened to graduate student, though this is an import from the USA where that is the normal term.

A postgraduate student will be studying for a higher degree. Higher degrees may be Masters or Ph.D. A Master of Science (M.Sc.) degree is usually a 1-year taught course with lectures, but with a significant research project as well.

2) There are two levels of degree: undergraduate and postgraduate. Look at the information in the table and decide which type of degree is undergraduate and which ones are postgraduate. Find out English equivalent for a degree you are studying for.

Types of degree		Academic Areas/Field of Study
Bachelor's degree Bachelor of Science (BSc) Bachelor of Arts (BA) master's degree Master of Arts (MA) Master of Science (MSc) Doctor of Philosophy (PhD)	in	English literature Chemistry Chemical engineering Biotechnology Emergency management Environmental Management Packaging ... (<i>your field</i>)

Pay attention!

a *Bachelor's Degree* in Arts - a *Bachelor of Arts*

3) Choose the right word.

British English tends to just go by year number for university level students. Rather than referring to a student's year of study, in U.S. universities, first year students are freshmen, second years are sophomores, third year students are juniors, and the most experienced are seniors.

“Freshman” (*dates/dated*) back to the 16th century to denote a “university student in first year.”

(*Dating/Dated*) back to the 1650s, by the 1680s, “sophomore” (*used/was used*) to describe university students in their second year of study.

Dating back to the end of the 13th century, “junior” (*always meant/has always meant*) “the younger of two.”

Since the mid-14th century, “senior” (*has been used/is using*) in English to denote either an older person or one of authority. By the early 17th century, it (*had used/was used*) to describe an “advanced student,” and since 1741, it (*has meant/means*) a “fourth year student.”

4) Match the figures to the letters to make phrases.

1. to graduate in	a) USFEU in 2016
2. to graduate from	b) a Bachelor's degree
3. to be studying	c) Chemical engineering at USFEU
4. to be taking	d) in (my) first year
5. to be studying for	e) Chemistry at USFEU in Ekaterinburg

6. to be	f) a course in Chemistry
7. to be taking	g) my BSc in Chemistry at USFEU
8. to be currently completing	h) Biotechnology as my course
9. to be getting	i) a first/second-year student

5) Match answers (1-) to their questions (A-D).


- A. Do you work or are you a student?
- B. What subject are you studying?" = "What's your major?"
- C. Why did you choose to study that?
- D. Do you like it (your programme)?
- E. Who has inspired you in your subject?
- F. What job would you like to do when you graduate?

- 1) Actually, I didn't choose it, my parents chose it for me.
- 2) Helen Sharman, the first Briton in space.
- 3) I chose to study that because it seemed like an exciting career.
- 4) I find it really interesting to learn about how the business world functions.
- 5) I'm a student at Renmin University in Beijing.
- 6) I'm a second-year university student.
- 7) I'm a student – I'm doing a Master's degree in Physics.
- 8) I'm studying for a Master's degree in biology, specializing in the field of molecular biology.
- 9) I would love to work for a renewable energy company – in particular I'm interested in wind energy.
- 10) My A level chemistry teacher Mrs Smyth.
- 11) My major is Biology.
- 12) One of the best things about it is realizing that I will be able to contribute to society in an area where it's really needed.
- 13) The main reason (why) I like it is because it allows me to be creative.
- 14) There are/were several reasons why I decided on a career in Computer Science.
- 15) Well, I like some things about it but I'm not so happy about other aspects. For example, ...

16) Well, my teachers and my parents all encouraged me to study that and it seemed like a good idea to me. So, basically, I was just following the advice of others.

17) Yes, I really do because I get to design computer games and playing computer games is my favorite hobby!

6.3. Best Route When Picking Your Degree

 Did you follow your head or your heart when you chose your programme?

1. Two students debate in *the Guardian* whether you should follow your head or your heart when it comes to picking your degree. Read the extract from the article. The paragraphs **A-E** below have been placed in a random order. Put them in the correct order. Is there only correct order? Underline clues helping you to sequence the paragraphs.

A

Ask a student what they'd study if guaranteed their dream job and it's likely that the answer won't correspond with what they actually choose. This is often because their aspirations have been diminished by those who "know best".

B

'Be realistic' says Kerry Provenzano

C

Choosing what to study at university is one of the biggest decisions you'll make as a young person. So how do you decide what's right for you? Should you follow your heart and study something you're really passionate about, regardless of where it might lead you, or should you instead opt for a degree with a more secure career route? Here two students argue both sides of the debate.

D

'Study what you love,' says Aimee Wragg

E

University is all about doing something you love, right? Well, not quite. Choosing to study something you are passionate about might not be as beneficial as you think.

(URL: <https://www.theguardian.com/education/2014/aug/27/study-what-you-love-or-what-will-get-you-a-job>)

2. Read the text and decide what study skills do you need to develop for successful studying at your university. Do you think there are study skills you have developed since your school?

Study Skills

To get the most of your study time, become a more efficient and effective student, achieve higher grades and enjoy your time at university you should develop study skills. Study skills are the skills you need to enable you to study and learn efficiently – they are an important set of transferable life skills. The practices you used at school or in employment may not be appropriate for higher education.

Key points about study skills:

- 1) **You will develop your own personal approach to study and learning** in a way that meets your own individual needs.
- 2) **Study skills are not subject specific** - they are generic and can be used when studying any area.
- 3) **You need to practise and develop your study skills.** Once mastered, study skills will be beneficial throughout your life.
- 4) **Study skills are not just for students.** Study skills are transferable – you will take them with you beyond your education into new contexts. Study skills relate closely to the type of skills that employers look for.

Find more at: *Prepare for Success* (URL: <http://www.prepareforsuccess.org.uk/>)

3. From the skills listed below, decide whether there are any you need to improve. Then, arrange the skills according to their importance for you.

- ✓ Gathering and using information
- ✓ Active Listening

- ✓ Note-taking
- ✓ Organising yourself and your time
- ✓ Effective Reading
- ✓ Remembering
- ✓ Speaking
- ✓ Working with others
- ✓ Academic Writing

4. Identify and Analyze the Text Structure.

Scan the text. How do you think the author organized the information? Which framework did this author use to organize the information? Chronological? Cause/Effect? Problem/Solution? Compare/Contrast? Description? Directions? Does the author use a combination of structures?

First, understand that studying is not the same as doing homework

(URL:<http://www.howtostudy.com>)

Students believe that studying and doing homework are the same thing. However, they should be approached as two very distinct, separate tasks. Homework commonly consists of assignments that instructors assign to be completed at home by students. The general purpose of homework assignments is to reinforce the knowledge that you learn in the classroom.

Studying, on the other hand, refers to the time students spend on their own to go over material they learned in class. Many students think of studying as what they do to prepare for an exam; however, it is best to set aside regular time to study to be sure you understand all the concepts you are learning in class. Studying includes making flashcards, taking detailed notes, making outlines, and reading.


Learn how to study effectively.

While college students are instructed in many disciplines, most are never really taught how to study in college.

Many students view studying as a daunting task, but if you leverage effective study methods and tools, you will find studying is less time-consuming and more useful.

5. Two students debate in *the Guardian* whether you should follow your head or your heart when it comes to picking your degree. Read the article *Should you study something you love or a degree that will get you a job?* (URL: <https://www.theguardian.com/education/2014/aug/27/study-what-you-love-or-what-will-get-you-a-job>) then express your opinion on: should you do a degree you love or should you be more realistic about what will lead to a career? Do not forget to use opinion language.

6.4. Day in Life of University Student

 A day at university – is it like your school experience? Is it fun and exciting? Or is it scary and nerve wracking?

1. Read about a typical student day at medieval university. Then make a chart showing similarities and differences between a typical day of a medieval student and your typical day. Write a compare and contrast paragraph on a typical student day at medieval and modern universities. Do not forget about five elements of a good paragraph.

At Oxford, no meals were provided for the students before 10.00. The time between 06.00 and 10.00 was taken up with lectures. Between 10.00 and 11.00, dinner was taken. Lectures started again at 12.00 and finished at 17.00. The evenings were for the students. The colleges allowed gambling, chess and the playing of musical instruments. All university statutes forbade jousting, hunting and hawking as these were seen as signs of wealth that would be divisive within a college.

2. What does a day in the life of a university student really look like, hour by hour? Here you'll find a breakdown of the average day on campus for students. Reading the text, circle activities/situations you are involved in every day and crossline ones you don't undertake. Which are there more: similarities or differences?

A typical day on campus

(URL: <http://www.collegexpress.com>)

Josh Palmer

9:25 am The first alarm goes off with a series of snoozes to follow.

9:45 am Finally out of bed. Take a quick shower.

10:00 am Make it to the first class of the day (just in time).

11:00 am One class down. The second class of the day immediately requires in-class writing. Time to get creative!

12:00 am Check my schedule and see I have a meeting with the Director of Campus Life. Not much time for lunch today! Grab something quick.

1:00 pm Ready to make it through the last class of the day. Learn the ropes of both InDesign and Photoshop.

2:00 pm Quick stop to get some things ready for an event later in the week. Can't forget to pick my roommate up from work either!

3:00 pm Ugh...three-hour work shift at the residence hall desk.

6:00 pm Off work! Grab some dinner before the night's Program Board meeting.

7:00 pm Catch up on e-mails and messages.

8:00 pm Cap off this busy day with a meeting with CMU Program Board to discuss upcoming events taking place on campus.

10:00 pm Work on homework, paperwork, and loose ends for a few hours. Make time for dorm room shenanigans with my roommates. It might be a good idea to order a pizza. Or three.

Connor Richards

7:00 am Alarm goes off, but I actually get out of bed around 7:15 or 7:30.

7:30 am Shower, eat breakfast, check *The New York Times*, CNN, etc.

8:00 am My research group meets, and all attendees connect electronically, which means I get to attend from my desk in my apartment.

9:00 am Take bus or walk to campus and check e-mail along the way.

9:30 am Class (General Chemistry).

10:30 am Take a break. What I do during this window depends on what I have later in the day, any upcoming deadlines, or problem sets due. It gives me time to work on homework, research, watch TV or movies, talk with friends, or all of the above.

1:00 pm Class (Differential Equations, Thermodynamics, Senior Seminar Thesis/Guided Research, etc.).

4:00 pm Go to the gym. Depending on the day, I'll lift weights and do cardio or play basketball and/or racquetball.

5:30 pm Back to my apartment.

6:00 pm Make and eat dinner.

7:00 pm Work on homework and research. Check e-mail.

9:00 pm Watch Netflix or sports, depending on the season, to relax.

10:00 pm Go to bed.

3. Complete the chart.

	Josh Palmer	Connor Richards	me
getting up			
attending classes			
doing some homework			
spending time in the library			
eating			
working (earning for life)			
going to a party			
going to the gym			
going to bed			

4. Are there any activities in schedules above which are not typical for Russian students? If so, list them and try to explain why it happens. What is the reason of the differences: age, social status, cultural background, traditions, or anything else? Using the information in the chart, write a paragraph *Two student life styles*. Do not forget about 5 elements of a good paragraph. See **Reference Part. Writing. Paragraph Writing**.

5. Watch the video *Breve Regnum* (URL: <https://www.youtube.com/watch?v=k-su0Opsslk>) and write an essay *Dear Diary*. Imagine names, dates and don't forget five senses! You can see a sample of Dear Diary here (URL: <http://searchingforabetterlife.wikispaces.com/Journal+Entries+of+My+Immigration+Diary+Adventures-I%27ve+Finally+Arrived>). This video takes us back through time into a medieval town. One day a young man enter the town ... In evening he wrote:

Month date, year
Dear Diary,
Today is a happy day for me ...

See **Reference Part. Writing. Specific Types of Writing. Narrative Essay. First Person Narratives**.

Unit 7. *Driving Home for Christmas*

7.1. Driving Home for Christmas

1. Reading the lyric, look up, and write down, the meanings of unknown words.

Driving Home for Christmas *by Chris Rea*

I'm driving home for Christmas
Oh, I can't wait to see those faces
I'm driving home for Christmas, yeah
Well, *I'm moving down that line*

And it's been so long
But I will be there
I sing this song
To pass the time away

Driving in my car
Driving home for Christmas

It's gonna take some time but I'll get there
Top to toe in tailbacks
Oh, I got red lights all around
But soon there'll be a freeway, yeah
Get my feet on holy ground

So I sing for you
Though you can't hear me
When I get through
And feel you near me

Driving in my car
I'm driving home for Christmas
Driving home for Christmas
With a thousand memories

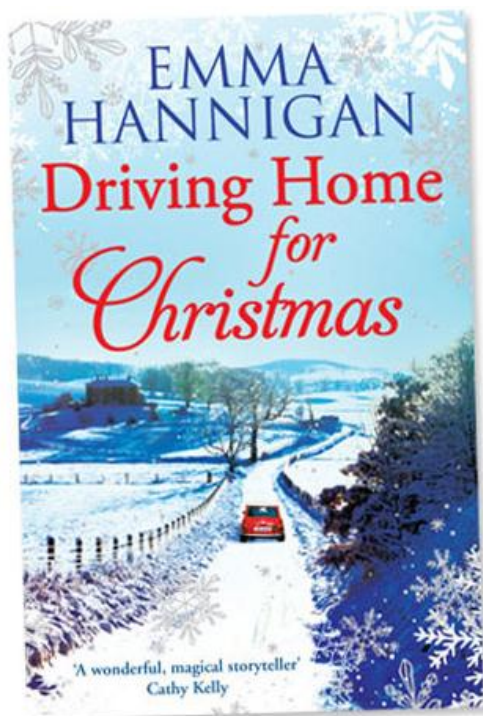
Top to toe in tailbacks
Oh, *I got red lights all around*
I'm driving home for Christmas, yeah
Get my feet on holy ground

I take look at the driver next to me
He's just the same
He's driving home, driving home
Driving home for Christmas...

- 1.1. Identify the verb tense for words in *italic*.
 - 1.2. Find out ing-forms in the text and define their functions.
 - 1.3. Read again the text and answer the question: what is the song devoted to?
 - 1.4. Who is the speaker?
 - 1.5. Why and when do you think the author wrote the song?
 - 1.6. What do the phrases in *italic* mean?
 - 1.7. Why do you think the speaker drive home for Christmas *with a thousand memories*?
 - 1.8. Why do you think the speaker says that driver next to him/her is the same?
 - 1.9. What is the general mood of the lyrics? How do you know?
2. Read the passage and do the tasks:
- choose the correct verb;
 - label part of speech for words in *italic*.

Rea (1) has written/wrote the song many years before he first recorded it. The idea (2) comes/came to him when he was stuck in heavy traffic *heading* out of London in his wife's Austin Mini with the prospect of a long *drive* to his home town of Middlesbrough ahead. He told BBC Radio 4's Today programme, "Driving Home for Christmas" is a "car version of a carol."

3. Look at the book covers below and read the two passages (**A**, **B**) taken from these books. Then matches the covers to the passages.



A

Christmas at Huntersbrook House has always been a family tradition - log fires, long walks through the snowy fields and evening spent in the local pub. And this year the three grown-up Craig children are looking forward to the holidays more than ever.

But with the family livery yard in financial trouble, this Christmas could be the Craig family's last at Huntersbrook **as they face the prospect of selling** the ancestral house.

As the holiday season gets underway, the family need to come up with a way to save their home, and **face the problems** they've been running away from in Dublin. And what better place to figure things out than around the fire at Huntersbrook House.

B

Megan McAllister is home for Christmas... **whether she likes it or not!**


Christmas is about family...and for Megan family means two people: herself, and her daughter Skye. It doesn't mean her parents who, ten years ago, saw her pregnancy as **anything but a miracle**. And it definitely doesn't include her irresistible ex-boyfriend Lucas Bright.

So 'Driving Home for Christmas' **has never been top of Megan's festive playlist**. But for Skye, she knows she needs to spend the holiday season with the people she's left behind. She can do this. Even if the thought of meeting Lucas under the mistletoe still has her feeling like she's drunk one-too-many Snowballs!

But somewhere between the hanging of stockings and the crackle of wrapping paper, Christmas starts to sparkle. And Megan begins to wonder if family could be bigger than her and Skye after all...

4. Find Russian equivalents for phrases in **bold** in exercise 3.

7.2. Christmas Celebrations

 What is more popular in your country: Christmas or New Year celebrations?

1. Read the text and arrange the paragraphs in correct order.

Christmas Celebrations

A

After Advent, traditionally, Christmas celebrations (and often a feast!) started on Christmas Day and lasted for 12 Days - so they were known as The 12 Days of Christmas! Boxing Day in the UK is the day after Christmas Day and falls on December 26th and is only celebrated in a few countries. Many people spend the morning and afternoon of New Year's Eve, which is on December 31, quietly or preparing the celebrations in the evening and night. Silvester is the German name for New Year's Eve – owing to the fourth century Pope Sylvester I. Christmas celebrations finished on the evening of 5th January, which is better known as Twelfth Night.

B

After both Christmas and the season of Epiphany, the end of the Christmas celebrations comes on February 2nd, 40 days after Christmas, with Candlemas, also known as the 'Presentation of Jesus at the Temple'.

C

Advent is a period of four Sundays and weeks before Christmas. In Orthodox Churches which celebrate Christmas on 7th January, Advent start on 28th November! During Advent many people fast (don't eat certain foods). The word *Advent* means 'Coming' in Latin. This is the coming of Jesus into the world. Christians use the four Sundays and weeks of Advent to prepare and remember the real meaning of Christmas.

D

Following Twelfth Night, on 6th January, is Epiphany, when people remember the Wise Men (also sometimes called the Three Kings) who visited Jesus and/or the Baptism of Jesus. Epiphany/Twelfth Night is also the time when it was traditional to take your Christmas decorations down - although some people leave them up until Candlemas.

2. Complete the chart according to the information in the text.

Religious holidays	Public holidays
...	...

3. Which of mentioned above holidays are not held in Russia?

4. Read the passage on celebration of Christmas in England in the first half of the 17th century. Then, compare the celebration to modern Christmas celebration in Russia. To what extent are the traditions similar to each other?

By the 17th century Christmas had become a public holiday, with shops, offices and other places of work all closed, and people went to church to attend special services. Churches, public buildings and private houses were often decorated with holly and ivy. People visited family and friends, eating and drinking and exchanging presents, and the more affluent distributed 'boxes' containing money to servants, tradesmen and the poor. Special food and drink was available and was consumed in larger quantities than normal, including turkey and beef, mince pies, plum porridge and specially-brewed Christmas ale. Occasionally there were fireworks, and there was also the concept of a 'Father Christmas'. It was a period of leisure, of dancing and singing, of drunkenness and sexual immorality, a period when normal rules and self-control did not apply, a period of deliberate inversion and 'misrule'.

5. Read the text and answer the following questions (don't forget about hedging!):

5.1. Why do people prefer to think that Cromwell banned Christmas if it is known he personally didn't do that?

5.2. Has Christmas ever been banned in Russia? If so, what was the reason?

5.3. Are there any celebrations celebrated in the past but banned in today's Russia?

Christmas Abolished! (A Cromwellian Christmas)

It's a common myth that Cromwell personally 'banned' Christmas. Is it fair to say that Cromwell 'banned' Christmas, and if not, where did this story begin?

In the 16th century the Puritan movement for religious purity began in England. The Puritans hated Christmas partly because of theology and partly because of the rowdy celebrations that marked the holiday in the 1600s.

Interpreting the Bible, the Puritans noted there was no scriptural basis for commemorating Christmas. Instead, they saw Christmas (that is, Christ's mass) as an unwelcome survival of the Roman Catholic faith. What was worse, the Puritans believed Christmas was just a pagan custom related to the solstice and Saturnalia (ancient Rome) and nothing to do with Christianity.

By the C17th, Christmas had become a holiday of celebration and enjoyment – especially after the problems caused by the civil war. The Puritans disliked all the extravagance, disorder, sin and immorality of the Christmas celebrations. They wanted it returned to a religious celebration where people thought about the birth of Jesus rather than ate and drank too much.

It's certainly true that during Cromwell's reign stricter laws were passed to catch anyone holding or attending a special Christmas church service. In the City of London soldiers were ordered to patrol the streets and take any food being prepared for Christmas celebrations. The smell of a goose being cooked could bring trouble. Traditional Christmas decorations like holly were banned.

Cromwell himself did not initiate the banning of Christmas, however, his rise to power certainly promoted the Puritans' prohibition of Christmas. Although on paper the celebration of Christmas had been abolished, in practice it seems that many people continued to mark 25 December as a day of religious significance and as a secular holiday. The attack on Christmas had failed.

Find out more (URL: <http://www.whychristmas.com/>
<http://resources.woodlands-junior.kent.sch.uk/customs/advent.html>)

Unit 8. *Focus on English Language*

8.1. Where Did English Language Come from?

 Where do you think languages come from?

1. Read the text and do the following tasks.

Five Events that Shaped the History of English

Philip Durkin, Principal Etymologist at the Oxford English Dictionary, chooses five events that shaped the English Language.

The Anglo-Saxon Settlement

It's never easy to pinpoint exactly when a specific language began, but in the case of English we can at least say **that** there is **little** sense in speaking of the English language as a separate entity before the Anglo-Saxons came to Britain. **Little** is known of this period with **any** certainty, but we **do** know **that** Germanic invaders came and settled in Britain from the north-western coastline of continental Europe in the fifth and sixth centuries. The invaders all spoke a language **that** was Germanic, but we'll probably never know how different their speech was from **that** of their continental neighbours.

The reason **that** we know so **little** about the linguistic situation in **this** period is because we do not have **much** in the way of written records from **any** of the Germanic languages of north-western Europe until several centuries later. When Old English writings begin to appear in the seventh, eighth, and ninth centuries there is a **good deal** of regional variation, but not substantially more than **that** found in later periods. **This** was the language that Alfred the Great referred to as 'English' in the ninth century.

The Celts were already resident in Britain when the Anglo-Saxons arrived, but there are **few** obvious traces of their language in English today. Some scholars have suggested **that** the Celtic tongue might have had an underlying influence on the grammatical development of English, particularly in **some** parts of the country, but **this** is highly speculative.

The Scandinavian Settlements

The next invaders were the Norsemen. From the middle of the ninth century large numbers of Norse invaders settled in Britain, particularly in northern and eastern areas, and in the eleventh century the whole of England had a Danish king, Canute. The distinct North Germanic speech of the Norsemen had great influence on English, most obviously seen in the words **that** English has borrowed from **this** source. **These** include **some** very basic words such as “take” and even grammatical words such as “they”. The common Germanic base of the two languages meant **that** there were still **many** similarities between Old English and the language of the invaders. **Some** words, for example give, perhaps show a kind of hybridization with **some** spellings going back to Old English and others being Norse in origin. However, the resemblances between the two languages are so great **that** in **many** cases **it** is impossible to be sure of the exact ancestry of a particular word or spelling. However, **much** of the influence of Norse, including the vast majority of the loanwords, does not appear in written English until after the next great historical and cultural upheaval, the Norman Conquest.

1066 and after

The centuries after the Norman Conquest witnessed enormous changes in the English language. In the course of what is called the Middle English period, the fairly rich inflectional system of Old English broke down. **It** was replaced by what is broadly speaking, the same system English has today, which unlike Old English makes very **little** use of distinctive word endings in the grammar of the language. The vocabulary of English also changed enormously, with tremendous numbers of borrowings from French and Latin. Old English, like German today, showed a tendency to find native equivalents for foreign words and phrases (although both Old English and modern German show plenty of loanwords), whereas Middle English acquired the habit **that** modern English retains today of readily accommodating foreign words. Trilingualism in English, French, and Latin was common in the worlds of business and the professions, with words crossing over from one language to another with ease. You only have to flick through the etymologies of **any** English dictionary to get an impression of the huge number of words entering English from French and Latin during the later medieval period. **This** trend was set to continue into the early modern period with the explosion of interest in the writings of the ancient world.

Standardization

The late medieval and early modern periods saw a fairly steady process of standardization in English south of the Scottish border. The written and spoken language of London continued to evolve and gradually began to have a greater influence in the country at large. For most of the Middle English period a dialect was simply what was spoken in a particular area, which would normally be more or less represented in writing - although where and from whom the writer had learnt how to write were also important. **It** was only when the broadly London standard began to dominate, especially through the new technology of printing, **that** the other regional varieties of the language began to be seen as different in kind. As the London standard became used more widely, especially in more formal contexts and particularly amongst the more elevated members of society, the other regional varieties came to be stigmatized, as lacking social prestige and indicating a lack of education.

Colonization and Globalization

During the medieval and early modern periods the influence of English spread throughout the British Isles, and from the early seventeenth century onwards **its** influence began to be felt throughout the world. The complex processes of exploration, colonization and overseas trade **that** characterized Britain's external relations for several centuries led to significant change in English. Words were absorbed from all over the world, often via the languages of other trading and imperial nations such as Spain, Portugal and the Netherlands. At the same time, new varieties of English emerged, each with their own nuances of vocabulary and grammar and their own distinct pronunciations. More recently still, English has become a lingua franca, a global language, regularly used and understood by **many** nations for whom English is not their first language. The eventual effects on the English language of both of these developments can only be guessed at today, but there can be **little** doubt that they will be as important as anything **that** has happened to English in the past sixteen hundred years. (adapted from URL: <https://en.oxforddictionaries.com/explore/the-history-of-english>)

1.1. Identify meanings of words in **bold**.

1.2. Complete the table with words from the text.

Comparatives	Superlatives

1.3. Complete the table with words from the text.

Infinitive (with or without “to”)	Present participle as adjective	Past participle as adjective


1.4. What do you think “trilingualism” means?

2. Fill in the gaps with the phrases from the box.

around	earliest	early	farther	from	less	since
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The documented history of the English language begins about A.D. 700, with the oldest written records. We can reconstruct some of the prehistory before that time, to as (1) _____ as about 4000 B.C., but the (2) _____ back in time we go, the (3) _____ certain we can be about what the language was like. The history of our language is traditionally divided into three periods: Old English, from the (4) _____ records (or from the Anglo-Saxon settlement of England around A.D. 450) to about 1100; Middle English, approximately (5) _____ 1100 to 1500; and Modern English, (6) _____ about 1500. The lines dividing the three periods are based on significant changes in the language about those times, but major cultural changes (7) _____ 1100 and 1500 also contribute to our sense of new beginnings.

8.2. Plain English - The Language of Global Business?

 Do you think we need to have a special kind of language to write documents?

1. Choose the correct word.

With China’s (1) *growing/grown* economic might, is Mandarin (2) *becoming/become* the (3) *prefering/preferred* language of business? Not anytime soon, says a newly (4) *releasing/released* study. Instead, English

will maintain and grow its dominance, (5) *moving/moved* from “a marker of the elite” in years past to “a basic skill (6) needing/needed for the entire workforce.”

(URL: <https://www.forbes.com/sites/dorieclark/2012/10/26/english-the-language-of-global-business/#482d0bcfb57e>)

2. Translate the sentence.

The fastest-spreading language in human history, English is spoken at a useful level by some 1.75 billion people worldwide—that’s one in every four of us.

3. Read the text and answer the questions:

Have you ever heard about plain Russian?

Are we aware of language we use?

If not, do we need to become aware of language we use?

So What's Plain English?

First let's say what plain English isn't and destroy some of the myths about it.

- It's not 'cat sat on the mat' or 'Janet and John' writing. Almost anything - from leaflets and letters to legal documents - can be written in plain English without being patronising or oversimplified.

- It doesn't mean reducing the length of your message or changing its meaning. Most of the UK's biggest insurance companies produce policies that explain everything fully in plain English.

- It's not about banning new words, killing off long words or promoting completely perfect grammar. Nor is it about letting grammar slip.

- It is not an amateur's method of communication. Most forward-looking senior managers always write in plain English.

- And finally, it is not as easy as we would like to think.

- Sadly, thanks to the bureaucrats of public service industries, local councils, banks, building societies, insurance companies and government departments, we have learnt to accept an official style of writing that is inefficient and often unfriendly.

But in the last few years, many of these offenders have started to put things right, either rewriting their documents clearly or training their staff in the art of plain English, or both.

The main advantages of plain English are:

- it is faster to write;
- it is faster to read; and
- you get your message across more often, more easily and in a friendlier way.

So what is plain English? It is a message, written with the reader in mind and with the right tone of voice, that is clear and concise.

(URL: <http://www.plainenglish.co.uk/how-to-write-in-plain-english.html>)

4. Visit web-page **How to write in plain English** (URL: <http://www.plainenglish.co.uk/how-to-write-in-plain-english.html>) to copy the main ways to make writing clearer.

5. Read the text and answer the question: Is Russian language an issue that concerns us all – from the government to a person? Why?

Why are governments and major corporations adopting plain English?

Today, governments, major corporations, trade associations and professional bodies across the world have adopted plain language as the style for writing all documents.

For example, in the USA, presidents Eisenhower, Ford, Carter and Clinton have all issued directives for federal employees to write in plain language. In July 1998, President Clinton stated: “The Federal Government’s writing must be in plain language. By using plain language, we send a clear message about what the Government is doing, what it requires, and what services it offers. Plain language saves the Government and the private sector time, effort, and money.”

Writing in plain language could cut the Federal Government’s paperwork by one-third, save billions of dollars and make everyone’s life — whether working for the government or in the private sector — much simpler and easier. Ordinary Americans should be able to understand what their Government says to them without having to study the text closely or to consult an expert.

(URL: <http://www.clearest.co.uk/editorsoftware/plain-english/>)

6. Read the passage from Wikipedia and think where we can see texts in plain Russian.

However, there is a trend toward plainer language in legal documents, and in fact the 1999 "Unfair Terms in Consumer Contracts" regulations mandate "plain and intelligible" language. In the UK, Plain English Campaign has been campaigning since 1979, "against gobbledygook, jargon and misleading public information. They have helped many government departments and other official organisations with their documents, reports and publications. They believe that everyone should have access to clear and concise information." An inquiry into the 2005 London bombings recommended that emergency services should always use plain English. It found that verbosity can lead to misunderstandings that could cost lives.

8.3. Language Business

 What do you think the language business deals to?

1. Read a passage from "Supporting the British economy through teaching English as a foreign language", a report by Capital Economics for English UK, and choose correct forms.

The UK (1) *is teaching/has been teaching* English to the world for over a century, but (2) *this/that* report is the first serious attempt to quantify the value of our sector in economic, employment and other beneficial ways.

As chair of industry body English UK, I am (3) *pleasing/pleased* that Capital Economics' research shows English Language teaching (ELT) must not be underestimated, (4) *bringing/brought* £1.2bn in export revenue and (5) *supporting/supported* 26,000 jobs throughout the UK.

It shows that every student who comes here to improve (6) *his/their* English and experience our culture is worth £378 (7) *in/per* week, bringing £1.1 billion of added value to the economy last year and contributing £194 million to the exchequer.

They keep tens of thousands of people in jobs, from (8) *high/highly* skilled teachers, textbook writers and administrators, to taxi drivers, shopkeepers and cafe owners.

Why are we (9) *producing/produced* this report now, a century after the first (10) *accrediting/accredited* English school opened in London? Because our once world-beating industry is shrinking, and it is time for us to highlight (11) *it's/its* worth as part of our campaign to get the

Government and opinion-formers working to help us (12) *-/to* grow for the UK economy.

Our language is a durable national asset that should continue to deliver benefits in the future. It is unlikely to lose (13) *it's/its* place as the leading language for international business as the costs of switching would be too high. It has been (14) *estimating/estimated* that the full, long-term economic benefit to the United Kingdom through the use of English, in both international trade with English-speaking countries and in the domestic economy (15) *have/has* a net present value of £405 billion.

2. Reading the passage from The British Council report “English Effect”, explain meaning words in **bald**.

The English language is perhaps the United Kingdom’s greatest and least-recognised international asset. It is a cornerstone of our identity and it keeps us in the mind of hundreds of millions of people **around** the world, even when they are not talking to us.

The English language was forged **by** the UK’s unique history and now provides a major economic contribution to the UK’s prosperity. Thousands of students come to the UK to study English, contributing some £2 billion **a** year to local and regional economies **across** the country.

For the UK, the English language is a critical component of trust building and, **in turn**, trade and prosperity. To maintain the ‘English Effect’ we must continue to invest in English for the benefits, opportunities and value it brings **to** our trade, our creative industries, our culture and our people. If we do not, we risk losing the economic, social and cultural value derived from one of the UK’s greatest assets.

The ‘Global Ranking of the Publishing Industry’ highlighted that **while** the US may be dominant in trade publishing, UK publishers punch significantly **above** their weight when it comes to academic and scholarly publishing. Indeed the top five UK companies included in the rankings – Pearson, Reed Elsevier, Informa, Oxford University Press and Cambridge University Press – accounted for €13.39 billion, nearly a quarter **of** total global publishing revenues.

Each year **over** 600,000 international students **from** 200 countries come to study **at** universities, colleges and boarding schools **in** the UK and a further 600,000 come to do a short English language course. In 2011, they contributed the lion’s share of the UK’s £17.5 billion education-

related export market, helping institutions, cities and communities **throughout** the UK to thrive. Analysis **by** London Economics suggests that the value of **that** market might be approximately £21.5 billion in 2020 and £26.6 billion in 2025 (both in 2008–09 prices). **This** excludes the potential impact of tuition fee increases and student visa rules, both of which are **likely to** have a long-term impact on the value of education exports.

The UK's ELT industry has grown **by** 34 per cent **since** 2000 and is currently worth **over** £2 billion annually to the UK economy. This figure is expected to rise **to** nearly £3 billion **by** 2020.

(The English Effect. Report. URL: <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>)

3. Translate the sentences.

a) Compared to 2015, overall student weeks and student numbers both decreased in 2016 (by 13% and 11%, respectively).

b) Compared to 2015, the number of private sector member centres dropped by 20 to 368 centres.

c) In total, approximately 401,596 students and 1,472,212 student weeks were taught in private sector member centres in 2016. Both indicators showed a decline when compared to 2015 (by 12% and 14% respectively).

d) The average number of junior students per private sector member centre that enrolls junior students was 736, whilst the average number of adults per centre was 680.

e) An expanded study of English Language Training (ELT) in the UK provides further evidence that Britain is losing share in the global ELT marketplace.

Глава 2. SUPPLEMENTARY READING

Text 1 (Unit 1)

Why Language Skills Are Great for Business

The UK economy is already losing around £50bn a year in lost contracts because of lack of language skills in the workforce.

By offering those skills, SMEs could find their client base growing.

“Many businesses will rely on the help of translators, but we have found that investing in a dedicated service has led to stronger relationships with clients – so much so that the majority of work the firm receives under this service is through personal recommendations,” says partner Ciaran McCabe.

It’s not just about the ease of communication, either: knowing a language also means understanding a culture.

Some companies, indeed, will only consider those who have a second language. Being able to communicate with a native speaker means business is done faster and more efficiently across big and complex markets.

Guy Blaskey, founder of premium pet food manufacturer Pooch & Mutt, speaks French and Italian.

“We were at a trade show in Germany and I was talking to some Italians who were interested in the product,” Blaskey says. “My French is a lot better than my Italian but I was able to chat and say ‘hi’ to them in Italian. When we got down to the nitty-gritty of details and figures then we ended up doing it in English, but they very much appreciated the effort.”

Fluency doesn’t just come from courses, points out Tritton. “Learning a language is hard work, so the motivation and desire to undertake a language course really needs to come from the individual,”

But it’s important to remember that even if you’re not fluent, a few words can go a long way. “At trade shows, especially, people appreciate the effort more than the accuracy,” says Blaskey. “If your language skills aren’t great, there’s no point in trying to fake it. But it’s always good to try.”

(URL: <https://www.theguardian.com/small-business-network/2014/dec/16/language-skills-great-business>)

Text 2 (Unit 1)

Why Do We Need Grammar?

It's not often that the word 'inspiring' is used to describe a day of grammar talks, but I was not the only one to think so at last week's English Grammar Day at the British Library. With a queue out the door and tickets sold out, it's clear that grammar's back. After years of conspicuous absence on the National Curriculum, 2014 is the year when grammar will reaffirm itself on the syllabus. This is a cause for celebration. But why?

The early days of grammar

Until very recently, education without grammar was unthinkable and, as I discovered in the first seminar of the day, the learning of grammar has an incredibly long and global history. Verb tables inscribed in cuneiform tablets have been discovered that were used in Babylon in 2000BC. Many other civilizations of the ancient world were intellectually curious about how their language worked and started to develop words to describe how language was used.

Fast forward to the 16th century and grammar was such an essential part of education that new schools in England were called *grammar schools*. King Henry VIII himself even commissioned a grammar book for school children (spelling it *grammer* in the royal proclamation, which seems embarrassing until you remember that either spelling was acceptable at the time). The vast majority of the great writers up to the 20th century would have been taught grammar; Shakespeare learnt it from the age of seven and his language skills weren't too shabby.

From grammar schools to grammar fools

So what happened? How did grammar fall out of standard education? Between 1920 and 1960 grammar research dried up in the UK and 1960 saw the end of the optional grammar question in O-level English. From there, many teachers argue that it simply died out from statutory education.

As someone at school in the 1990s who was never formally taught my adjectives from my adverbs, I felt this lacking in my education when I arrived at university and attempted a module in the English Language. I was not equipped to analyse my own language and I was ashamed at how the non-native speakers of English were far better able to spot the subjunctive! Grammar as part of my education would have given me

the terminology to name each part of speech in a writer's most memorable lines, which would have been rather useful when trying to analyse the effect of the language used.

Grammar's back

Anyway, I am delighted that grammar is making a comeback in our schools. A knowledge of grammar has a proven impact on writing, reading, mastering your own language, learning foreign languages, and also general thinking. Professor David Crystal, who wrapped up the day's proceedings to tumultuous applause, explained that "sentences exist to make sense of words; grammar makes sense of sentences".

So grammar is bound up with the meaning and effect of what we write and say; it gives us the words to talk about the choices we make when we communicate. Of course, you can get by without learning grammar, but to borrow an analogy from Professor Crystal, it's like driving without knowing the names for the parts of your car.

(URL: <https://blog.oxforddictionaries.com/2014/07/need-grammar/>)

Text 3 (Unit 2)

My Name is *Shanthi Cumaraswamy Street...*

I am passionate about transforming English Learning professionals into confident, effective and successful business communicators in English.

I spent 20 years in the finance world before retraining as a Business English Trainer in 2010.

I am the living example that a new, flourishing career can start in your mid-40s and that you're never too old to learn new things.

I am half Sri Lankan/Malaysian, half Italian. I was born in London (by chance), grew up in Malaysia and Italy and have lived in the UK since 1985 (when I attended university).

My family is scattered around the globe – Malaysia, Italy and California (with links to Barbados) making the word "globe-trotting" truly meaningful to our family.

I am wife to an Englishman, aunt to five gorgeous nephews and 'mummy' to our pet dog "Buster".

I am an ex-cancer sufferer who used her illness to turn her life and career around.

If I don't have a book to read, I feel lost.

I go running (ok, snail jogging!) three times a week.

I've been trying to start yoga and meditation for years but who knows...maybe my sixth decade (I am in my 50s) is the time I finally start and persevere)

I enjoy ironing and housework (I know....I am weird, but I find it mind-numbing which is a welcome distraction after work where my brain never stops ticking).

I love foreign cinema and grab any chance I can to go to the theatre.

My mantra in life is live for the moment and seize every moment to learn and grow. We're never too old to learn something new every day no matter how small. That's what makes life so precious.

Why not join the fast-growing EWAT community of professionals and start the journey on finally feeling equal in English?

I can't wait to see you there.

Ciao

Shanthi

(URL: <https://englishwithatwist.com/my-story/>)

Text 4 (Unit 2)

My Daily Routine

by Helen Austen

I wake up at 6 o'clock. I get up at 6.50. I make a cup of tea and iron my clothes. I have a shower and get dressed. I usually wear jeans, a blouse, a jumper or cardigan and boots in the winter, or a skirt and blouse in the summer. I brush my hair, put on my make-up. I pack my bag with all my teaching materials. I then put on my coat and leave the house. I walk to the bus stop. I catch the bus at 8.15, and then I pay my fare and sit down. It takes about 45 minutes to get to my destination three miles away. I get off the bus and walk to the school where I teach English. I have to sign in and get the key. Class starts at 9.25 and ends at 11.25.

I have lunch at 12. I eat a baguette or sandwich at the local café. I sometimes do some shopping before I walk back to school. I do some photocopying and go back to my classroom. I teach in the afternoon from 1 to 3pm. I then catch the bus back home and spend a couple of hours relaxing before I cook dinner.

My son goes to work shortly after I come home. Sometimes he cooks dinner before I get home, and sometimes I cook. I like to eat rice or pasta with a sauce. I chop the onions, fry them and then mix them with garlic, tomatoes, carrots, spinach and chilies. I boil the rice and then add the sauce. After dinner I wash up, sweep the floor, and tidy up a bit.

Then I make phone calls, mark my students' work, do the laundry. Then I go on Facebook, or watch TV until about 10.30 when my son comes home. We catch up on our day, and at about 11 o'clock I go to bed.

Other days I get up early, go downstairs, put on my computer and teach on *EF English Live* for three hours. Then I have a break, eat dinner with my son, have a walk or go shopping before returning to work and teaching again for another three hours. Working at home can be very convenient and I love being able to talk to people around the world. It is also nice working in a school and seeing people on a regular basis and working in a team. So I feel I have the best of both worlds.

(URL: <https://englishlive.ef.com/blog/useful-english-phrases-describe-daily-routine/>)

Text 5 (Unit 3)

Meaning of Family
by Michelle Blessing

'Family' is a single word, with many different meanings. People have many ways of defining a family and what being a part of a family means to them. Families differ in terms of economic, cultural, social, and many other facets, but what every family has in common is that the people who call it a family are making clear that those people are important in some way to the person calling them his family.

Definition of Family

The dictionary defines family in several ways. One definition is "a fundamental social group in society typically consisting of one or two parents and their children." While this definition is a good starting point, there are several modern family structures that are excluded by this definition, such as childless couples or other variations on the family unit. Another definition is "Two or more people who share goals and values, have long-term commitments to one another and reside usually in the same

dwelling." This definition encompasses the vast majority of modern family units; for the purposes of this article, the second definition will be used.

Who Makes a Family?

The traditional family consists of a father, mother and children. This is the family shown on television as the standard family. However, the 21st century showcases a variety of family units, some very different from the standard of the 1950s. Today, children are also often raised in single parent homes, by grandparents or by homosexual parents. Some families opt to have no children, or cannot have children due to some medical or emotional barrier. The idea that parents and children make a family is a basic definition; however, in order to accurately acknowledge other family structures, a broader definition is necessary. In addition to a more universal family definition, there are also plenty of people who consider a group of friends to be family, and adults who consider pets as defining members of the family unit.

Friends as Family

Many people consider friends to be as close or even closer than extended (or immediate) family. People who have lost close family members may create a family unit of friends with similar interests and goals to become replacements or enhancements to a lacking family structure. This type of family unit, while untraditional, can be just as close, if not closer, than a traditional structure. Friends are chosen by an individual; at times, these people may be more special or important than the family a person was born with. In addition, some people who have supportive families also have an extensive network of friends who they consider to be a second family or as additions to their blood or legal relatives.

Pets as Family

Pets can also become members of a family unit. Pets add an element of responsibility to a family, particularly for children. For couples who cannot, or choose not to, have children, pets can be a replacement and be loved as dearly as children. Pets, such as dogs and cats, are cared for as additional family members by many people and are mourned as such as well when they pass away.

Redefining Family

Rather than simply defining family by a dictionary definition, each individual should look to define a family by his own standards, enriching

the dictionary's definition. You can have several families in your lifetime, even several families at once if you choose. Regardless of how you choose to define your family unit, whether it is traditional or unique, your definition is of the family unit that works for you. As the saying goes, "Family is what you make it." Whether made of blood relatives, friends, or pets, or a combination of these, your family can offer you the support you need to thrive.

(URL: <http://family.lovetoknow.com/about-family-values/meaning-family>)

Text 6 (Unit 3)

John Hannah: My Family Values

The actor talks about his early memories of his grandparents and coming to terms with not being encouraged to work hard at school.

My family lived in a little terraced council house in East Kilbride, Scotland's first new town, and it was a brilliant place to grow up. The street was full of parents with young children the same age. My childhood memories are like everyone else's in the late 60s and early 70s – endlessly playing football in the street and being at each other's houses. I don't remember school at all – I remember summer holidays and endless sunshine. There probably wasn't any sunshine, but it feels like there was.

My dad is a retired tool maker. He's called John too and my grandad was also called John. But I wanted to give my son something completely different so we called him Gabriel. My mum, Susan, worked at the Schweppes factory nearby. The best thing about that was that it was also the factory for Cadbury so on a Friday afternoon she'd bring home a bag of bashed sweets.

I am the youngest of three and the only boy. There is eight years between me and the younger of my two sisters, Joan, and nine years between me and the eldest, Elizabeth. Both were named after my parents' parents. Joan was my dad's mum and Lizzie was my mum's mum. I was very much the baby of the family and I suppose being a boy I didn't have to do the dishes or anything so I was probably quite spoilt. Joan is a nurse and Liz works for the council.

I remember my gran and grandad Hannah's house really well and I can recall running in and sitting down on my grandad's knee. I was talking about this recently with my elder sister and she asked, "Do you know what age you were when Grandad died?" I had always assumed I was around

seven or eight but it turned out I was three. The fact that I have such clear memories of him from such a young age is incredible.

I was not academic at school and my parents didn't push me. They didn't give a shit really. They were great, but I have this theory that when my sisters got married, which they both did around 18, my parents basically forgot I was there. They were in their mid or late 30s and were ready to live their lives again. There are times when you blame all your faults on your upbringing – not being made to do homework, not being pushed to go to uni, that kind of thing – but as you get older, you realise that your parents did their best and you can't ask for more.

I met my wife [actress Joanna Roth] at the National Theatre when we did a play together. We've been married 18 years. I don't know what our secret is. I guess we got lucky with our choices. But there's been hardships and ups and downs and all of that. There were times we could have walked away and times we kind of did, but ultimately we've come out the other side and we're better for that.

We have 10-year-old twins, Gabriel and Astrid. The first year was a nightmare. I was shattered. Having kids changes the structure of your life fundamentally. The challenges are infinite and you have to deal with them the best you can. Children stop you from being so neurotic about yourself.

My parents are quite poorly at the minute so I go to Scotland to see them often. It's difficult – being 400 miles away seemed a good idea for the last 20-odd years but not so good now. I'm part of that “sandwich generation”; I feel the pressure of looking after my parents as well as having my responsibilities with my children. But there's no solution – there are lots of us in that situation and I'm very lucky in many other ways. (URL: <https://www.theguardian.com/lifeandstyle/2014/oct/24/john-hannah-my-family-values>)

Text 7 (Unit 3)

Songfacts. “Those Were the Days” by Mary Hopkin

In 1962, Gene Raskin took the melody and wrote English lyrics to it. It was popularized in the US by the folk trio The Limelitters.

In 1965, Paul McCartney saw Raskin and his wife perform this in a London club. McCartney remembered the performance 3 years later, when The Beatles formed Apple Records. In 1968, British model Twiggy telephoned McCartney about a singer who performed on the UK TV

program *Opportunity Knocks*. Three-time winner Mary Hopkin was a 17-year-old from Wales who had people talking about her performances. McCartney returned to London and auditioned Hopkin. He was impressed by her voice and recommended that she record "an American folk song" that he heard a few years earlier, "Those Were the Days."

The single was released simultaneously with the Beatles' "Hey Jude." While "Hey Jude" was #1 for nine weeks in the US, "Those Were the Days" was #2 for four of them and knocked the Beatles out of #1 in the UK charts.

McCartney produced the recording session for this and played acoustic guitar.

Versions of the song were also recorded in Spanish, French, Italian and German by Hopkin and McCartney. John Lennon's first wife, Cynthia, also recorded a version.

The despotic president of the African country of Equatorial Guinea Macias Nguema (1924-1979) was a complete and utter sadist. He liked to have thousands bludgeoned to death in the local football stadium as a military band played this song.

Comments on the article above

A

This was considered to be part of the international communist conspiracy to sap and impurify all of our precious bodily fluids. Fearless Christian anti-rock crusader Dr. David Noebel had some pretty harsh words for poor Miss Hopkin at the time. In his book "The Beatles, a Study in Drugs, Sex and Revolution", he stated that she "almost gave the whole show away" in an interview where she had the unmitigated nerve to state that "everything Russian is fashionable now". **Ekristheh - Halath, United States.**

B

I am a singer for healthcare facilities around New England. I've been singing this song for about 35 years and people of all ages seem to love it. It is my "magical song». Susan Lainey New Bedford MA USA **Susan Rezendes - New Bedford, Ma.**

C

A Japanese version of this song was used in an anime production whose plot dealt with a future society where people could live forever by transferring themselves into a robotic body. The procedure could not be reversed and those who did it found their new existence lacking in some of the pleasures and sensations we take for granted. There is a scene where this song plays and stirs up a longing for these beings human pasts.

"Nothing seemed to be the way it used to be" indeed. **Ken - Houston, Tx**
(URL: <http://www.songfacts.com/detail.php?id=1893>)

Text 8 (Unit 5)

Yekaterinburg

Yekaterinburg is the 4th largest city in Russia after Moscow, Saint Petersburg, Novosibirsk and is the capital of the Urals region. It was founded in 1723 by the order of Peter the Great as the metallurgical factory and by the 20th century it had become one of Russia's largest and most important financial, industrial and cultural centers. Between 1924 and 1991, the town was known as Sverdlovsk. The city is often said to be situated on the border of Europe and Asia (on the Asian side) and (at least) three symbolic monuments of this can be found near the city.

The official date of the city's foundation is November 18, 1723. It was granted town status in 1796.

The city was one of Russia's first industrial cities, prompted at the start of the eighteenth century by decrees from the Tsar requiring the development in Yekaterinburg of metal-working businesses. The city was built, with extensive use of iron, to a regular square plan with iron works and residential buildings at the centre. These were surrounded by fortified walls, so that Yekaterinburg was at the same time both a manufacturing centre and a fortress at the frontier between Europe and Asia. It therefore found itself at the heart of Russia's strategy for further development of the entire Ural region. The so-called Siberian highway became operational in 1763 and placed the city on an increasingly important transit route, which led to its development as a focus of trade and commerce between east and west, and gave rise to the description of the city as the "window on Asia". With the growth in trade and the city's administrative importance, the

ironworks became less critical, and the more important buildings were increasingly built using expensive stone. There was a proliferation of small manufacturing and trading businesses. In 1781 Russia's empress Catherine the Great nominated the city as the administrative centre for the wider region, which led to a further increase in the numbers of military and administrative personnel in the city.

The Tsar's Family

In the early hours of the morning of July 17, 1918, deposed Tsar Nicholas II, his wife Alexandra, and their children Grand Duchesses Olga, Tatiana, Maria, Anastasia, and Tsarevich Alexei were executed by the Bolsheviks at the Ipatiev House in this city. Other members of the Romanov family were killed at Alapayevsk later the same day. On July 16, 1918 the Czechoslovak legions were closing on Yekaterinburg. The Bolsheviks executed the deposed imperial family, believing that the Czechoslovaks were on a mission to rescue them. Legions came less than a week after and captured the city.

In 1977, the Ipatiev House was demolished by order of Boris Yeltsin, to prevent it from being used as a rallying location for monarchists. He later became the first President of Russia and represented the people at the funeral of the former Tsar in 1998.

Cathedral on the blood stands on the site of the Ipatiev House, where the Romanovs—the last royal family of Russia—were murdered

On August 24, 2007, the BBC reported that Russian archaeologists had found the remains of two children of Russia's last Tsar. The remains were discovered in the ground close to the site in Yekaterinburg where the former Tsar, his wife, and their three other daughters were found in 1991 along with the remains of four servants. The 2007 discoveries are thought to be those of Tsarevich Alexei and Grand Duchess Maria. Archaeologist Sergei Pogorelov said bullets found at the burial site indicate the children had been shot. He told Russian television the newly unearthed bones belonged to two young people: a young male aged roughly 10–13 and a young woman about 18–23. Ceramic vessels found nearby appear to have contained sulfuric acid, consistent with an account by one of the Bolshevik firing squad, who said that after shooting the family they doused the bodies in acid to destroy the flesh and prevent them becoming objects of veneration. The Tsar's remains were given a state funeral in July 1998.

(URL: <http://dkworld-photography.co.uk/russia/yekaterinburg/index.html>)

Text 9 (Unit 5)

Escape to the Country? I'd Rather Stay in London, Thanks

As a confirmed townie, sometimes I like to imagine my dream life in the countryside. A little barn with thick oak beams. A crackling fire, a dog, a stack of well-worn hardbacks.

The first few hours are splendid. Sitting on the train, speeding away from the office, council tax bills and the threat of mugging, would lift even the stoniest heart. I step down on to the platform at Rustling Gusset, or some other unimprovably named place and feel plump with joy. I drink tea, go for a walk, read the papers, have a good sleep. Not necessarily in that order.

Then, usually about 12 hours after I arrive, the trouble starts. I want to pop out to the shops, but they are five miles away and shut anyway. Of course they are. Why would anyone want to buy anything at two in the afternoon on a Saturday?

Perhaps I can just shop online instead? Oh no, I can't, because rural broadband operates at the same speed as semaphore. Shall we go to the cinema or see a play? We certainly can, but the cinema is a projector in the village hall showing new releases from two years ago. The theatre is a jaw-clenchingly awkward am-dram performance of 'The Importance of Being Earnest.' It is also in the village hall.

Never mind, I think, we don't need these modern entertainments. We can just socialise with our neighbours. There is only one problem: there aren't any neighbours in the countryside.

Cities are where you can swap ideas, and provide specialised services. In the countryside your doctor is probably also the vet and potentially the electrician and plumber, too. How fortunate that everything you could ever need is in the town, a mere 45-minutes away. In the city I can see a different consultant for each of my toes. On the same street, I can order food from a dozen different countries.

By all means cash in on London properties and move to that bargain cottage in the sticks. Perhaps one day the idea will appeal, but for the time being it is not for me. Because you don't only have to own a house in the countryside: you have to live in it too, and a lifetime is much longer than a weekend.

(from Ed Cumming's comments URL: <http://www.telegraph.co.uk/finance/property/moving-house/9793043/Escape-to-the-country-Id-rather-stay-in-London-thanks.html>)

Text 10 (Unit 5)

Town Versus Country: What Our Readers Think

In Defence of the Country

Jo Watson, Somerset

Whenever I read articles like this, I wonder who these people are who think there are no facilities in the country.

I find it quite odd anyway that Ed Cumming, when going to the country for a visit, is desperate to visit shops – is that really what he wants to do on a weekend away?

I and many others in this beautiful part of West Somerset have the ideal location. I am in a small town/large village with a small supermarket, post office, library, doctor's surgery, optician and several pubs (there is a butcher in a village a mile away). As for cinemas, we have greater choice here than when I lived in the Thames Valley, with three cinemas within a 10-minute drive (yes, these are in village halls, but they show up-to-date films).

We also have theatres in Taunton, Bristol and Exeter. We have a regular and punctual half-hourly bus service into Minehead and Taunton and yet we are a five-minute drive from the Quantock Hills for brilliant walking and 15 minutes from Exmoor. I can get from Taunton to London by train very easily; however, apart from getting to the airports I rarely go.

Why would I? I had years of being squashed on tubes, pushed and shoved on pavements, constantly keeping my hand on my bag to prevent pickpockets and fighting for a seat in a restaurant. If I have to go to a city, give me a Bristol or Exeter any day.

Ruth Hulme, Cheshire

In May last year we moved from Wilmslow, just south of Manchester, 30 miles away to the beautiful village of Bunbury, near Tarporley, Cheshire.

The advantages are many, ranging from the beautiful countryside complete with canal, real working farms, locally-sourced meat from the brilliant butcher Burrows and mud-covered veg purchased from Brosters farm shop via an honesty box – which in itself is a great place to meet locals. The drivers are courteous and, if driving a 4x 4, it is likely to be mud-covered, old and not driven in the middle of the road by a WAG.

When we can drag ourselves away from the blazing log fires fed by locally-sourced, free supplies, we are spoilt by a wealth of local pubs serving an extensive selection of real beers and food. Any trip to the city for cultural treats is just that; a treat, rather than taken for granted. Broadband speeds/phone signal issues have been overcome with boosters, making it possible to stay in contact with friends and shop online.

The only issue is the bruises obtained by pinching myself to see if this has really happened, and the odd bump from low beams!

Fans of the City

Annette Mills

I read your article and couldn't resist writing my thoughts as I prepare to leave the countryside after seventeen years.

Originally a Londoner, I had looked forward to moving away from the city. Unfortunately, nothing here is as it seems.

Are the people friendlier? Not at all. The locals are at best suspicious and greedy, at worst downright vindictive. If you own land, be prepared for repeated requests to walk dogs, ride horses and shoot pigeons on it. The sleepy agricultural tenant and his benign looking wife, in the cottage next door may well turn out to be malicious gossips who do not pay their rent and ask for large handouts of cash.

There are pop guns (bird scarers) on most of the adjacent fields that go off every 20 minutes. On Saturdays, during the shooting season, it is like living in a warzone. Most days there is background noise of machinery as even distant neighbours can be heard cutting logs or carrying out building work. If you are really unlucky you may have to listen to barking dogs night and day because a neighbour likes to leave his in an outdoor pen.

The local paper endlessly recommends restaurants that have received all sorts of awards and use only locally-grown produce. If you saw how much pesticide is sprayed onto the local fields you would not want to eat anything grown within a fifty mile radius from here. My husband says the only memorable thing about eating in local restaurants are the following days recovering from food poisoning.

I am looking forward to the future. Decent food, a transport infrastructure, taxis, and most important of all, meeting people who might view me without suspicion.

Sarah Knightly Brown, Cheltenham

In 1977 my family decided to move back to Cheltenham from a cottage in an "idyllic" Cotswold country village. We had lasted just 15 months, the same age as our first baby daughter.

It was mainly the lonlieness, being stuck out in a cottage with no company except a small baby, and needing a second car to go anywhere, as my husband was at work all day. I would push the baby out in her pram, and see no one, except maybe a car dashing past me on the road. There were no other babies the same age in the village, and the other people were all old and retired or real locals who didn't mix with incomers.

It was heaven moving back to a terraced house in the town, where I easily made friends, could walk to the park and take the dog off the lead, and meet other mums with small children. There was a babysitting circle we could join, playgroups, a gym with a crèche, and I didn't need a car to go everywhere. Friends dropped by in a way they never did in the country.

Over the years our family has expanded to four daughters, and they have grown up to be independent and with wide-ranging interests. They could get to school on their own, meet friends in town on their own, and socialise in the evening without us being constant taxi drivers.

A large provincial town the size of Cheltenham is ideal as a lifestyle, as we could still enjoy the country on our doorstep for walks at weekends, keep horses nearby and go to country pubs, whilst having the theatre, shopping, festivals, jobs and social life of town.

Our eldest daughter is now married and in her mid-thirties, with two children, and she and many of her friends have now moved back to Cheltenham to live – proof that another generation feel the same way as we did then!

Judy Young, London

My husband and I moved to London after nearly 30 years in the country.

I do not miss the country for one single second. We lived in a beautiful rural setting, but it was miles from any shops, public transport, pubs, restaurants and most importantly – friends. You had to drive everywhere!

Our quality of life has improved immeasurably. The car has gone. Public transport is great. We are healthier, slimmer and happier than we have been for a long time. We live in a very friendly street, where people keep an eye out for each other. And the other bonus is that we get a chance to meet so many different people from different backgrounds.

Best of Both Worlds

Jack Konynenburg, Chippenham, Wiltshire

Why is it always always London versus rural seclusion? I too am a confirmed townie and moved with my family from London in the 80s; not to countryside but to the centre of the market town of Chippenham in Wiltshire.

We have a host of local facilities, a railway station, and a vibrant community. We lived first in a medieval townhouse, now in our self-built modern house on an ex-industrial site. It is a convivial, exciting place to live, and should we want to walk or cycle in the countryside, it's only a few minutes away.

Gwenda Atkinson, Nottinghamshire

I have the best of both worlds. I live in a large village, 8,000 people, with three primary schools, an academy, two gyms with pools, four small supermarkets, a library and health centre. We have a choice of places to eat out or take away. A 15-minute bus ride takes us to the heart of Nottingham and the service runs every 15 minutes.

I can access all the village amenities by foot and as I walk around most people greet me or smile and frequently I stop for a chat. I have a five-minute walk to open fields.

I love my quiet and very social lifestyle.

Theresa Lane, Wiltshire

The answer to the town vs country debate is to do what my family did 20 years ago, which was to move from South London to a house with a large garden in the centre of a market town in rural Wiltshire. We have all the benefits of both; we can walk from our front door to coffee shops on every corner, bars, restaurants, a cinema, theatre, leisure centre, shops, weekly market, churches, schools, GPs and dentists. Equally, we can walk from home out into the countryside along a picturesque canal with views of nearby down land. If we are in need of a "London fix", a ten-minute walk takes us to a daily bus service to central London.

In short, market towns have it all.

(From URL: <http://www.telegraph.co.uk/finance/property/buying-selling-moving/9811261/Town-versus-country-what-our-readers-think.html>)

Text 11 (Unit 6)

How Did Medieval Universities Come into Being-and How Similar Are They to Our Own Universities?

(From interview with Carol Symes, co-author of *Western Civilizations*)

Eventually, two models of the university emerge in Europe. The word, university, means "corporation" and these corporations can be formed either by the teachers or by the students. And this is very fascinating because in Paris, Oxford, and Cambridge, the universities of northern Europe, the corporation is one of teachers. It is the teachers who set the curriculum, who decide what should be offered in the classroom, and who really make the rules, decide what the tuition will be, etc. In the southern European universities like Bologna and Montpellier, in southern France, Italy, and Spain, it's the students who are the Universitas, who are the corporation. It's the students who decide what they want to learn, it's the students who hire the teachers, and it's the students who fire the teachers if they think the teachers aren't doing a very good job, so here you have these two very different models. And it's still the case that, in modern Italy today, the universities still run along that southern model more than along the northern one.

In many other respects, these universities were very similar and the degrees they granted (Bachelor of Arts) are still the degrees that we get in medieval universities today. Moreover, if we try to think about if there is any continuity or similarity between these medieval universities and modern universities, there absolutely is, particularly when we think about the student life. Obviously, there were no women, or very few women, in most medieval universities but we're still talking about adolescents getting together and living in the same place with not a lot of money and getting into a lot of trouble. And we have a lot of university regulations that tell us a lot of things that are features of university life now were features of university life then: excessive drinking, skipping lectures, rebelling against the authority of one's teachers. So even though many medieval universities came about in a way that is different from our own, which tend to be founded by a different kind of authority, there is still a lot of continuity there.

Text 12 (Unit 6)

**The Differences in Meaning Between, "Lesson", "Class",
"Course" and "Subject"**

Lesson

"A lesson" is one period of time that you spend in the classroom (or laboratory), for example, a 40-minute period on Monday morning.

Class

The word, "class" can be used with three different meanings.

1) "We had an interesting class this morning" = "We had an interesting lesson this morning".

2) The word, "class" can also be used to mean a certain group of students, for example, "I'm in class 5A."

3) And finally, it can be used to mean "subject" or, in the university setting, "unit". For example, "I'm taking six classes this semester: maths, physics, chemistry, history, English and Chinese." = "I'm taking six subjects this semester: maths, physics, chemistry, history, English and Chinese."

Course

The word, "course" can have two meanings.

1) A "course" is similar to "a subject" but the word, "course" is more often used to refer to university studies rather than high school studies, although it is also possible to use it when referring to high school. In high school, we usually say, "I'm taking six subjects (or classes) this semester: maths, physics, chemistry, history, English and Chinese." In university, we usually use either the word, "course", "class" or "unit" to refer to the different units that you are enrolled in.

2) The word, "course" is also used to mean, "a degree course" as in, "I'm doing a Computer Science course" = "I'm studying for a degree in Computer Science".

Since the word, "course" can be used in two different ways, most universities nowadays use the word, "unit" or some other similar word when referring to the different classes you enroll in each semester.

Subject

The word, "subject" has two possible meanings or usages.

1) In (usually) high school, it refers to the different topics, (classes or units) that you are studying such as, "I'm taking six subjects (or classes) this semester: maths, physics, chemistry, history, English and Chinese."

2) The second meaning is more general. It is similar to the word, "topic" as in, "What was the subject of your conversation?" In Part 1, when the examiner asks, "What subject are you studying?" it is referring to what general topic, (or "major" in American English) you are studying at university. Usually, it's suitable just to reply by saying the name of your degree course as in, "My subject is Computer Science."

When the examiner is talking to a high school student or recent high school graduate, he or she asks, "What subjects are you studying?" (or, "What subjects did you study?")

A "subject" is quite distinct or clearly different from another subject (even if different subjects are related or connected to each other). In high school, each "subject" is quite distinct from the others; "maths", "physics", "chemistry" and "history" are quite different. But in the final one or two years of university, students usually take several units that cover different areas or aspects of the same subject, their major. For this reason, the word "subject" is less often used when referring to the different units that students are enrolled in at university.

Text 13 (Unit 7)

Grandfather Frost

The thought of Christmas generally makes me physically ill. Here in the UK it's become a repellent gluttony, greed and sloth fest – with optional pride and envy thrown in. Most of the seven deadly sins are covered at a stroke in the season of Mammon who seems to elbow out the Christian God in an annual popularity grudge-match, year-in and year-out.

... in Russia and in other Slavic nations, there is the reformed character of the evil sorcerer: Ded Moroz. His name translates as Grandfather Frost or Old Man Frost, and in a strange twist, we have the communists to thank for his continued real-world manifestation out of long remembered fairy and folk tales. Who'd have guessed?

His general persona is that of a decidedly bling Father Christmas. Of course, the Soviets would not have him appear at Christmas because there simply was no Christmas under communism due to its Christian packaging. That's of course in spite of its acknowledged Pagan roots. Make sense of that if you can! Ded Moroz had been a mythical gift giving figure associated with the New Year, but even that was too close for communism.

The most bizarre twist occurred throughout the Stalin years where Ded Moroz, Snegurochka (Snow Maiden) and the newly introduced “New Year Boy” appeared as surreal analogues of the Christian, Joseph, The Virgin Mary and the Christ Child, respectively – and all at the New Year celebrations too.

It’s worth mentioning that even though he was reborn as a gift-giving senior, he was still not bound to Christmas or New Year per se; that would come in the 20th Century. And yes, Russian ‘Christmas’ – in our terminology – is still celebrated at the year’s turn.

Another point of distinction is that the gifts he bore were not automatic seasonal handouts but rather rewards for a child’s good behaviour at any time of the year, though he does appear as an elemental winter figure.

By the early 20th Century, the metamorphosis into ‘Russian Santa’ becomes complete, even drawing upon aspects of his Western cousin, though idiosyncrasies still remain.

For a start, he is still “Grandfather Frost”, that Pagan sounding, literal translation of “Ded Moroz”, with his thick furs (an essential item for survival in ancient Russian winters) remaining intricately and elaborately decorated, compared to those of our blood-red “Santa”. Said furs were often coloured blue to draw a distinction between theirs and ours, though our red, and even silver and gold have featured, as contemporary ‘standards’ relaxed, – or should that be: slipped?

ONLINE SOURCES FOR LEARNING

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13. Study Guides. URL: <http://library.bcu.ac.uk/learner/Guide%20Index.htm>
14. The Guardian. URL: <https://www.theguardian.com/international>
15. The History of English. URL: <http://www.thehistoryofenglish.com/index.html>
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18. The Student's Guide to Grammar and Punctuation. URL: https://www.scribendi.com/advice/students_guide_to_grammar_and_punctuation.en.html
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