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**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ВСЕХ ОБРАЗОВАТЕЛЬНЫХ
ПРОГРАММ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ
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Дисциплина «Иностранный язык» (английский) является общеобразовательной дисциплиной, которая включает разделы грамматики, лексический материал общественно-политического, экономико-географического и социально-культурного характера.

Целью пособия является: формирование коммуникативной и профессиональной компетенции студента. В составе коммуникативной компетенции на интегративной основе формируются лингвистическая (языковая), дискурсивная (речевая) и социокультурная компетенции, расширение словарного запаса, овладение грамматикой английского языка.

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Введение

Образование в Республике Казахстан должно стать конкурентоспособным, высококачественным, таким, чтобы выпускники казахстанских ВУЗов могли легко продолжать обучение в магистратуре и докторантуре в республиканских и зарубежных вузах. Возрастающий авторитет Казахстана на мировой арене требует от его молодых граждан знаний, соответствующих международным стандартам. Через язык создается эффективная база для интернационального и интеркультурного взаимопонимания, возможности делового и научного информационного обмена.

Настоящее пособие предназначено для обучающихся всех специальностей неязыковых факультетов, изучающих дисциплину «Иностранный язык» (английский язык), и преподавателей, которые преподают данную дисциплину.

В пособии представлены тексты и задания различной направленности, в соответствии с программой курса. Имеется краткий грамматический справочник и упражнения для отработки изученных тем.

1 Methodical instructions

Knowledge of several languages has always expanded the communication and integration abilities of countries and peoples.

Main objective of training of students in English is achievement of practical possession of this language by them that assumes formation of ability to read different literature independently. For a full course of training students has to get a lexicon in 1400 of lexical units. Starting studying of the course «English" it is necessary to gain a clear idea of the maintenance of a subject and problems of science.

Feature of acquisition of a foreign language at credit training is that the volume of independent work of the students on development of speech skills and abilities considerably exceeds the volume of practical classroom training with the teacher.

To achieve success, it is necessary to get to work on language from the first days of training and to be engaged systematically.

Work of the student on a learning of foreign language covers: learning of words of English, explanation of action of rules of word formation, grammatical rules, reading texts in English aloud according to rules of reading, understanding of texts, creation of questions and answers to texts, the translation into Russian (oral and written).

Методические указания

Владение несколькими языками всегда расширяло коммуникационные и интеграционные способности стран и народов. Основной целью обучения учащихся английскому языку является достижение ими практического владения этим языком, что предполагает формирование умения самостоятельно читать различную литературу. За полный курс обучения учащийся должен приобрести словарный запас в 1400 лексических единиц. Приступая к изучению курса «Английский язык» необходимо получить четкое представление о содержании предмета и задачах науки.

Особенностью овладения иностранным языком при кредитном обучении является то, что объем самостоятельной работы учащегося по выработке речевых навыков и умений значительно превышает объем практических аудиторных занятий с преподавателем.

Для того чтобы добиться успеха, необходимо приступить к работе над языком с первых дней обучения и заниматься систематически.

Работа обучающегося по изучению иностранного языка охватывает: заучивание слов английского языка, уяснение действия правил словообразования, грамматических правил, чтение текстов на английском языке вслух в соответствии с правилами чтения, понимание текстов, построение вопросов и ответов к текстам, перевод на русский язык (устный и письменный).

Работа над лексикой

Чтобы понимать читаемое, необходимо овладеть определенным запасом слов и выражений. Важной частью изучения языка является умение работать со словарями различного характера. Умение найти нужное слово в словаре состоит в том, чтобы, во-первых, быстро находить его, а во-вторых, из всех значений слова выбирать подходящее по смыслу.

Остановимся сначала на технической стороне вопроса, т. е. на том, как быстро находить слова.

Прежде всего, для этого нужно твердо знать английский алфавит, так как слова расположены в словаре по алфавиту, причем твердое знание алфавита помогает при нахождении слова не только по первой букве, но и по всем остальным буквам. Если вы не знаете алфавита наизусть, вам придется постоянно обращаться за справками к таблице, что сильно замедляет работу. Целесообразно начинать искать нужное слово по напечатанным на крайних углах словаря словам: в левом углу дается первое слово левой страницы, а в правом углу – последнее слово правой страницы. Это сразу определяет, что именно можно найти на развороте этих страниц.

Работа над текстом

Понимание текста достигается при осуществлении двух видов чтения: изучающего или чтения с общим охватом содержания. Оба вида чтения складывается из следующих умений: а) догадываться о значении незнакомых слов на основе контекста; б) видеть интернациональные слова и определять их значения; в) использовать имеющийся в тексте иллюстративный материал, схемы, формулы и т. д.

Работа с текстами в этом пособии будет проходить в три этапа: дотекстовый, текстовый и послетекстовый. К каждому тексту предложены установочные упражнения, тренировочные упражнения и упражнения контролирующего характера.

Работа с диалогом

Наиболее распространенной формой общения является диалог. Обучение коммуникативной способности управления диалогическим общением оказывает большое влияние на развитие сложного и комплексного умения вести беседу, используя разные инициативные и ответные реплики в виде возражения, дополнения, сообщения сведений, запроса уточняющих сведений, уточнения, а также является основой дополнения ранее освоенных тем новыми ситуациями.

Разные темы проигрываются в различных видах диалога:

- обмена впечатлениями, мнениями;
- дискуссия (обсуждение);
- расспрос о произошедших событиях.

Управление речевым общением возможно осуществить с помощью соответствующей речевой ситуации и речевым поступком собеседника «сигналов-индикаторов управления» устно-речевой коммуникации. Коммуникативно-лингвистическое содержание этих сигналов и индикаторов представлено различными коммуникативными типами вопросов.

Для того, чтобы достичь более высоких результатов в осознанном понимании и умении пользоваться языком как средством общения, необходимо пользоваться различными способами обучения диалогической речи:

- использование диалога-образца;
- основа пошагового составления диалога;
- ведение диалога посредством искусственного создания ситуаций общения.

Методические инструкции для самостоятельной работы с преподавателем

Самостоятельная работа обучающихся — это особый вид учебной деятельности, направленный на самостоятельное изучение и выполнение поставленной задачи, формирование интереса к познавательной деятельности и пополнение знаний в определенной отрасли науки. Самостоятельная работа обучающихся связана с реализацией практических задач, обеспечивающих развитие логического мышления, творческой активности, исследовательского подхода в освоении учебного материала. Самостоятельная работа обучающихся (СРО) является важнейшей составной частью процесса подготовки будущих специалистов.

Подготовка к занятиям

Обычная форма самостоятельной работы учащегося, включающая усвоение лекционного и практического материалов, изучение рекомендуемой литературы, конспектирование статей, отдельных разделов учебников. Подготовка к текущему опросу и рубежному контролю - позволяет выявить знания, уровень подготовки по различным темам изучаемой дисциплины в форме собеседования, письменной работы или тестирования.

2 Lexical topics

UNIT 1. Environment. Ecology.

Task 1 Vocabulary.

a) Study words

Ecology - the relationship between living things and their environment, the relationships between the air, land, water, animals, plants, etc., usually of a particular area, or the scientific study of this.

Pollution - damage caused to water, air, etc. by harmful substances or waste.

Air pollution - harmful substances in the air, often consisting of waste from vehicles or industry

Water pollution - when toxic substances enter water bodies such as lakes, rivers, oceans and so on, getting dissolved in them, lying suspended in the water or depositing on the bed.

Environment - the air, water, and land in or on which people, animals, and plants live.

Environmental protection is the practice of protecting the natural environment by individuals, groups and governments.

Recycling - the activity of treating materials or products using a special industrial process so that they can be used again.

b) Look at the vocabulary list in the box. Explain the words with a partner.

Why are the words divided into two groups – those in normal text and those **in bold**?

Pollution	deforestation	Climate change
Recycling	Renewable energy	Public transport

Task 2. Pronunciation – Word Stress

1) **Theory:** Look up the word *alternative* in your dictionary. How does your dictionary tell you that there are 4 syllables in the word?

It might be written something like this: **Alternative: adjective, UK /ɒl' tɜː. nə. tɪv/**
The syllable after the apostrophe (') is the stressed syllable.

2) **Practice:** Use a dictionary to find the stressed syllable for the words in the box and complete the table with the stressed syllable in the dark box:

Alternative		Al	ter	na	tive
Climate			Clim	ate	
Desert					
Dioxide					
Electricity					
Extinction					
Generation					
Global					
Polluted					
Pollution					
Recycling					
Renewable					
Warming					

Task 3. Jigsaw reading cards.

Renewable energy

Up until now, most of the energy we used came from coal, oil and gas (fossil fuels). But these will not last forever and burning them is a major cause of climate change.

Many countries are now choosing to use renewable sources for their energy needs. Solar energy from the sun, wind power from turbines, hydroelectric energy from rivers and sea water, and geothermal power, taking heat from the centre of the Earth are the main sources of renewable energy. Countries like Iceland and Costa Rica are leading the way, with Iceland getting 100% of its energy from these renewable sources.

Public transport

Transport has a large environmental impact. People use cars more, especially in urban areas and this is one of the largest growing sources of carbon dioxide in the world. Private transport contributes to air pollution and global warming, and taking flights is also a big problem. As more and more people fly, greenhouse gases increase. In fact, emissions from aviation in Europe increased by 87% between 1990 and 2006.

By using public transport (buses, trains, metros) or cycling in cities emissions from urban transport could be cut by more than 50%. Using trains for longer journeys as an alternative to flying reduces the environmental impact often by as much as 90%, and for some journeys is just as quick.

Pollution

Air pollution and climate change are closely linked. Often it is the same gases that create the poor air quality in cities especially which can cause serious health problems for people living in urban areas.

Water pollution is a huge problem and unclean water is a major threat to human health. Water pollution happens when dangerous chemicals from factories, farming and other industries are allowed into rivers, lakes and oceans and into our water systems. Plastic waste is also a big problem.

Soil pollution is also a big problem. The use of fertilizer and pesticides can contaminate land and threaten food security.

Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and also reduces damage to the countryside.

Glass, paper and aluminium cans can all be recycled very easily. Many towns have special bins where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper. Even more effective than recycling is choosing products that use a minimum of plastic and paper packaging.

Climate change

Climate change, also called global warming, refers to the changes in the climate and a rise in the average temperatures on Earth. 97% of scientists agree that climate change is happening and the main cause is from an increase in greenhouse gases (like carbon dioxide, methane and Nitrous Oxide) in the atmosphere. These trap the heat from the sun, which is making the Earth hotter. This is known as the greenhouse effect. Over the last few years, there has been more extreme weather events, like floods, droughts, wildfires and heat waves.

Deforestation

Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere.

Many rainforests grow on poor soils, so when they are cut down or burned the soil is washed away in tropical rains, so that the area may turn into desert. Many plant and animal species that live there can become extinct, and indigenous tribes can lose their homes.

Task 4. The environment quiz. Discuss the questions below.

1. What is the main cause of global warming?
2. What problems can fertilizer and pesticides cause?
3. What is the greenhouse effect?
4. How do rainforests help to control global warming?
5. What type of soil do rainforests grow on? Why is this a problem?
6. Which countries use the most renewable energy?
7. Why is taking the train better for the environment than planes?
8. What is more effective than recycling?

Task 5. Expressions of certainty

1) Look at these statements made by a scientist. How certain is he about each statement?

- *“There’s no doubt at all that the Earth is getting warmer”*
- *“It’s fairly certain that Earth will have heated up by 4 degrees.”*
- *“There will be many other effects”*
- *“The USA and Russia could suffer from drought”*

2) Put the expressions in the correct section of the table below:

100% sure it will happen	
50% sure	
100 % sure it won’t happen	

3) Look at some more examples. Add these expressions to the table above.

Task 5: Expressions of certainty
 Look at these statements made by a scientist. How certain is the scientist about each statement?
 “There’s no doubt at all that the Earth is getting warmer.”
 “It’s fairly certain that Earth will have heated up by 4 degrees.”
 “There will be many other effects.”
 “The USA and Russia could suffer from drought.”
 Put the expressions in the correct section of the table below:

100% sure it will happen	
50% sure	
100 % sure it won't happen	

Add these expressions to the table:
 I'm sure... I'm not sure if...
 probably won't... will probably...
 I'm certain that... definitely won't...
 might... it's possible that... I doubt that...

Task 6. Discussion

Divide sentences into groups a, b or c. Decide if you think the following ideas:

a) will happen in the next 50 years	b) could happen	c) won't happen

1. Most cars will be electric
2. Alternative energy will be more important than coal and oil
3. You will recycle all your bags, cans and paper.
4. Almost all the rainforests will disappear.
5. People will continue to sunbathe.
6. The climate will get worse.
7. The next generation will care more about the environment than the present one.
8. In elections, environmental issues will become more important than any other issues.
9. Cars will be banned from cities.
10. People will destroy the Earth.

- Where will you place these in the table of certainty?
- Think about which expressions of certainty you can use to express your opinion - e. g. *I'm certain that* most cars will be electric.

UNIT 2. The Wonders of Science and Technology

In recent years, science and technology have made incredible changes to how we live.

The Internet, a global network, connects people worldwide, making information easy to share. Social media helps us communicate and share ideas instantly.

In medicine, new technologies have improved how we diagnose and treat illnesses. Precision medicine uses individual genetic information for better and safer treatments. Telemedicine lets people consult with doctors from a distance, making healthcare more accessible.

Renewable energy, like solar and wind power, is helping to create a cleaner environment. These sources are becoming alternatives to traditional fuels, showing a commitment to a greener future and addressing climate change.

Artificial intelligence (AI) is making machines smarter. From self-driving cars to personalized recommendations online, AI is changing how we live and work. However, it's essential to think about the ethical use of AI to avoid problems.

In conclusion, the progress in science and technology is bringing incredible possibilities. We need to use these advancements responsibly, ensuring they improve our lives while addressing global issues.

Task 1 Vocabulary Task:

Match the following words with their correct definitions:

• Telemedicine	A. The use of individual genetic information for medical treatments.
• Renewable	B. A global network connecting people worldwide, facilitating the easy sharing of information.
• Energy	C. The use of solar and wind power to create a cleaner environment.
• Precision Medicine	D. Making machines smarter, as seen in self-driving cars and personalized online recommendations.
• Internet	E. Consulting with doctors from a distance, making healthcare more accessible.
• Artificial Intelligence	

Task 2 Complete the sentences according to the text:

1) The _____, connects people worldwide, making information easy to share.

2) _____ lets people consult with doctors from a distance, making healthcare more accessible.

3) Renewable energy, like solar and wind power, is becoming alternatives to traditional fuels, showing a commitment to a greener future and addressing _____.

4) From self-driving cars to personalized recommendations online, AI is changing how we _____.

Task 3 True/False

- 1) The Internet has had no impact on how information is shared globally.
- 2) Precision medicine considers individual genetic profiles to tailor medical treatments.
- 3) Renewable energy sources like solar and wind power are not considered alternatives to traditional fuels.
- 4) Telemedicine allows patients to consult only with healthcare professionals in person.
- 5) Artificial Intelligence (AI) has no influence on sectors like autonomous vehicles and personalized online recommendations.

Task 4 Questions:

- 1) What global network connects people worldwide, facilitating the easy sharing of information?
- 2) How has precision medicine improved the field of healthcare?
- 3) Name two renewable energy sources mentioned in the text that contribute to a cleaner environment.
- 4) In what ways is artificial intelligence (AI) changing our daily lives, according to the text?
- 5) What challenges are highlighted in the conclusion regarding the progress in science and technology?

Lesson 2. Renewable resources.

Renewable resources are natural resources that can be replenished or replaced within a human lifetime. Examples include sunlight, wind, water, and biomass.

The sun gives us a lot of energy. It's very hot, and it never stops shining. We can use the sun's energy to make electricity. We do this with solar panels. Solar panels are flat and shiny. They're usually black or dark blue. We put them on roofs or in fields. The sun's rays hit the solar panels, and they make electricity.

We can also use wind to make electricity. Wind is moving air. We often get windy days when the air moves fast. We put big white windmills in windy places. When the wind blows, it moves the blades of a windmill. Wind turbines convert the kinetic energy of wind into electrical energy.

Water can also make electricity. We need fast-moving water for this. We usually find this near big hills or mountains. We build dams, and we put big machines in the water. The fast-moving water turns these machines, and they make electricity.

Biomass is a good kind of fuel because it does not make as much pollution as coal or oil. Biomass is a renewable resource, which means we can keep growing plants to make more biomass.

All these three things are renewable resources. This means that we can always get more of them. We can't run out of them. They're different from oil and gas, that are non-renewable resources. We need to use more renewable resources. But we also need to protect them. We can do this by using less water and recycling more. We can also do this by not cutting down so many trees.

Task 1 Questions: comprehensive test

1/What are renewable resources?

- a Resources that are harmful to the environment.
- b Non-renewable resources that are limited in supply.
- c Natural resources that can be replenished or replaced within a human lifetime.

2/How do solar panels generate electricity?

- a By converting the sun's rays into electrical energy.
- b By using wind to spin the blades of a windmill.
- c By burning biomass to produce heat.

3/What is the purpose of wind turbines?

- a To capture the sun's rays and convert them into electricity.
- b To generate heat by burning biomass.
- c To convert the kinetic energy of wind into electrical energy.

4/How is electricity generated using fast-moving water?

- a By installing solar panels on roofs or in fields.
- b By building dams and using machines turned by the water.
- c By using wind turbines in windy places.

5/Why is biomass considered a good kind of fuel?

- a It produces less pollution compared to coal or oil.
- b It is a renewable resource that can be easily replenished.
- c It is more efficient in generating electricity than other resources.

6/What distinguishes renewable resources from non-renewable resources?

- a Renewable resources are more expensive to use than non-renewable resources.
- b Non-renewable resources are more environmentally friendly than renewable resources.
- c Renewable resources can always be replenished, while non-renewable resources are limited.

7/What can be done to protect renewable resources?

- a Cutting down more trees to make room for renewable energy sources.

- b Using less water and recycling more.
- c Increasing the use of non-renewable resources.

Task 2 True/False

Renewable resources are natural resources that can be replenished or replaced within a human lifetime.

Solar panels are used to harness the energy of the wind.

Wind turbines convert the kinetic energy of wind into electrical energy.

Fast-moving water is needed to generate electricity from water.

Biomass is a non-renewable resource.

Oil and gas are renewable resources.

We need to use more renewable resources.

Recycling can help protect renewable resources.

Cutting down trees has no impact on renewable resources.

Task 3 Match halves

1 The sun gives us	a a lot of energy
2 We build dams, and we	b to make more biomass.
3 We often get windy days	c flat and shiny
4 Biomass is a renewable resource, which means we can keep growing plants	d put big machines in the water
5 We can also use wind	e to make electricity
6 Solar panels are	f when the air moves fast

UNIT 3. Mass Media

Lesson 1. Media

Vocabulary Task:

Study words and their meanings and learn.

- **Network** (n.) – a large system consisting of many similar parts that are connected together to allow movement or communication between or along the parts, or between the parts and a control centre.

- **Publication** (n.) – a book, magazine, newspaper, or document in which information or stories are published.
- **Web/website** (n.) – a set of pages of information on the internet about a particular subject, published by a single person or organization.
- **Broadcaster** (n.) – someone whose job is to speak on radio or television programmes.
- **Publish** (v.) – to make information available to people, especially in a book, magazine, or newspaper, or to produce and sell a book, magazine, or newspaper.
- **Headline** (n.) – a line of words printed in large letters as the title of a story in a newspaper, or the main points of the news that are broadcast on television or radio.
- **Newsstand** (n.) – a table or temporary structure used as a small shop for selling newspapers and magazines outside in public places.
- **Tabloid** (n.) – a type of popular newspaper with small pages that has many pictures and short, simple reports.
- **Gossip** (n.) – conversation or reports about other people’s private lives that might be unkind, disapproving, or not true.

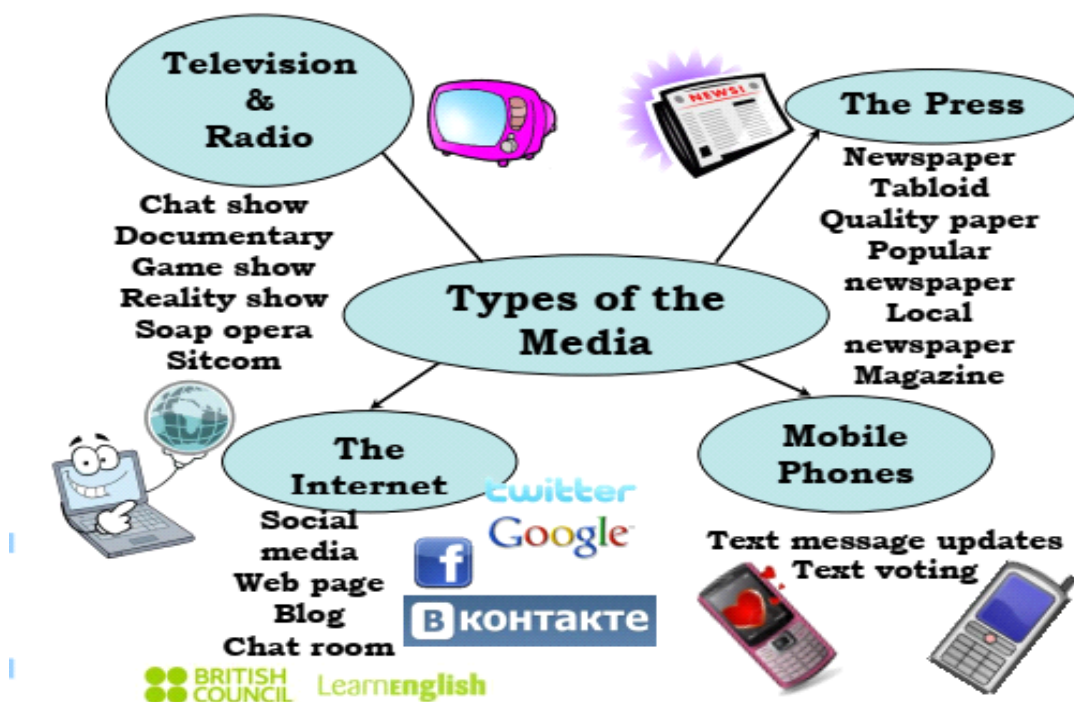
Study definitions:

- **Media** is the plural form of medium, which (broadly speaking) describes any channel of communication. This can include anything from printed paper to digital data, and encompasses art, news, educational content and numerous other forms of information. Anything that can reach or influence people, including phones, television, and the Internet can be considered a form of media.
- **Mass media** is a media technology that helps get the message across to a wide variety of people. Mass media is a form of one-way communication.
- **Social media** is an online technology through which people can create and share their own content. Social media is a form of two-way communication.

Ex. 1 Answer the questions

- What mass media do you know?
- Which is the most popular source of information? Why is it popular?

Brainstorming



Ex. 2 Match the words and their definitions.

- Television
- Newspaper
- Tabloid
- The Internet
- Radio
- a paper printed and sold usually daily or weekly with news, advertisements etc. ;
- the process of sending and receiving messages through the air; broadcasting programmes for people to listen to;
- broadcasting programmes (the news, plays, advertisements, shows, etc.) for people to watch on their television sets;
- a newspaper with rather small pages, many pictures and little serious news;
- a way to communicate with your partner who might be a thousand miles away using the computer (e-mails).

Ex. 3 Read the text and fill in the gaps using words: News, inform, press, audience, magazines, influence

Mass Media in our life

Everywhere, every day, exciting things are happening. Each day is filled with (1)____. People learn news and views during reading newspapers and (2)____, talking over the telephone or they are kept informed by watching TV or listening to the radio. The (3)____, the radio and television play a big role in the life of the

society. They (4)____, educate and entertain people. They also (5)____the way people look at the world and make them change their views.

Mass media plays a very important role in organizing public opinion. Millions of people watch TV and read newspapers in their free time. Most of people can't do without a newspaper in the underground or during the lunch break. TV also dominates the life of the family most of the time. It is also a habit which impossible to resist. The radio is turned on most of the time, creating a permanent background noise. So Mass Media become a very important part of our life. Mass media denotes a section of the media specifically designed to reach a large (6)____. The term was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines. However, some forms of mass media such as books and manuscripts had already been in use for centuries.

Ex. 4 Check up the underlined words

Mass media can be used for various purposes: advocacy, both for business and social concerns. This can include advertising, marketing, propaganda, public relations, and political communication. Entertainment, traditionally through performances of acting, music, and sports, along with light reading. Since the late 20th century also through video and computer games. Journalism is the discipline of collecting, analyzing, verifying and presenting information regarding current events, trends, issues and people. Those who practice journalism are known as journalists. Electronic media and print media include: Broadcasting, in the narrow sense, for radio and television. Many instances of various types of recorded discs or tapes. In the 20th century, these were mainly used for music. Video and computer uses followed. Film, most often used for entertainment, but also for documentaries.

Ex. 5 Read and answer the questions

- What is the recent source of information?
- What do newspapers contain?
- What do we use mobile phones for?

The Internet, which has many uses and presents both opportunities and challenges. Examples can include Blogs and podcasts (such as news, music, pre-recorded speech, and video) Mobile phones, which can be used for rapid breaking news and short clips of entertainment like jokes, horoscopes, alerts, games, music, and advertising. Publishing, including electronic publishing Video games, which have developed into a mass form of media since cutting-edge devices such as the PlayStation 3, Xbox 360, and Wii broadened their use. Millions of copies of newspapers appear every day. Many people subscribe to two or more newspapers; others buy newspapers at the newsstands. Most newspapers contain news, detailed articles on home and international affairs, reviews of books, art and TV shows. Many of them also cover sports events. In the USA daily newspapers are published in 34 different languages. The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

Ex. 6 Read and decide if the following is true or false

- TV is widely spread today.
- We get informed about the world by watching documentaries, science and political programs.
- TV helps people to relax.
- Some programs provide useful topics for conversation, wise heated discussions

TV is one of the best inventions the man ever made. We are really beginning to forget what the world was without TV. Everybody knows what a great force is TV in the world today. We become better informed by watching documentaries, science programs, discussions and political issues of the day. TV gives us opportunities to see the best actors, sport matches, to meet famous people. TV brings the world to our room. TV helps us to relax after a hard days work. Besides there is a considerable amount of TV programs (News, current affairs viewpoint. Musical Reviews, Sports Review, Travelers Clubs, Good Night Kids. etc) and they gather big audience. They provide useful topics for conversation, wise heated discussions. Current Affairs (Viewpoint, News) These programs deal with political and social problems of modern society. Their aim is to give an analyze of the problems and to show different viewpoints. They are concerned with the counties national events. They show meetings with famous political analysts, discussing the most topical political problems of today. To my mind we can't imagine our lives without mass media. It is silly to avoid it as we can use its advantages. Though we should be careful and filter all information we get.

Ex. 7 Fill in the table

We know about politics, crimes, cultural and sporting events. We can hardly imagine our life without Mass-Media. Mass-media has changed our lives in many ways. It has brought many positive things but also many negative things.

THE EFFECTS OF MASS-MEDIA	
Positive	Negative
You can learn a lot.	It takes a lot of your time.

Ex 8 Read the story. Give the title to the article.

Whenever and wherever something important happens, journalists and photographers are reporting on the events and taking pictures. These people often put themselves in dangerous situations. Some may be seriously hurt or even killed because of their efforts. Journalists go to areas where there are conflicts to report on the war. They also report on political protests.

Sometimes their responsibilities put them in danger as they try to find out the facts behind a story.

Photographers are courageous people. Wherever they go they are ready to put themselves in dangerous situations to take dramatic pictures. For instance to get the pictures of wild animals, photographers try to get as close as they can to the animals: sharks, snakes and crocodiles. They also may have to climb tall mountains or dive deep into the sea. Why do they do it?

Ex. 9 Give your opinion about the topic “He who owns the information, he owns the world”.

Lesson 2

Vocabulary. Check the meaning of these words:

-
- mass media
- source
- reliable
- quotation marks
- to make a reference
- plagiarism
- tough
- to be available
- in time
- to borrow
- to lend
- headline
- condensed
- celebrity
- crime
- to focus
- intriguing
- weather forecast
- financial
- tabloid
- broadsheet

Ex 1. Look at the picture. Describe. What is the man reading: tabloid (short articles, lots of pictures) or broadsheet (larger, longer articles, more serious)? Do you have both of these types of newspapers in your country?



Vocabulary

Ex. 2 Choose the correct words. Check in the Word List. Use the other words in sentences of your own.

- Tom always scans the newspaper **headings/headlines** before he goes to work.
- There are lots of articles about celebrities in the British **press/media**.
- They interrupted normal programming with a news **bulletin/ flash** about the tragedy.
- There`s an eight-page **article/ feature** about recycling in today`s paper.
- TV stations showed live **covering/ coverage** of the match.
- We saw his picture on the **front/ first** page of the newspaper.

*Ex. 3 Fill in: **running, gutter, top, unfold, shred, broadcast, updates, hit, comes, developments.***

- My favourite magazine out once a month.
- There is news every hour on that radio station.
- I bet there isn`t a of truth in that article about Tom Cruise!
- The health service has The headlines again for the third time this year.
- In just a moment, we`ll be bringing you a live, exclusive from the White House.
- I hate the press! All they print is gossip, scandal and lies!
- The fire on the underground was the story on the news.
- We`ll bring you the latest as theythroughout the day.
- All the newspapers are..... that story about the discovery of the dinosaur bones.

Ex. 4 Read the dialogue and do the task

Int: Hello, I`m from the local newsagents` association and we`re doing a **survey** on people`s reading habits. Would you mind answering a few questions?

Ann: Not at all.

Int: Great. So, what kind of newspaper do you read?

Ann: Well, I don't get one every day but I prefer broadsheet papers because they're well-written and **informative**.

Int: You don't read tabloids then.

Ann: No, because you have to take everything they write with a pinch of salt. It's not really news.

Int: What about gossip magazines? Do you ever read them?

Ann: Oh, occasionally. Just for fun. I think everyone enjoys a bit of **scandal** now and then.

Int: Do you believe the stories in them?

Ann: Not really. You can't believe everything you read, can you?

Int: Did you know that nearly all the people who **took part** in our survey today said that they get most of their information about what's going on in the world from gossip magazines?

Ann: Really? That's unbelievable! But then truth is stranger than **fiction!**

*Complete sentences.

- The interviewer works at.....
- The survey is about
- According to Ann, broadsheet papers are
- According to Ann, tabloids don't
- Ann thinks the stories in gossip magazines are
- Most of the people who were interviewed get informed from

*Try to explain the words in bold.

Ex5 Look through the three articles quickly. Guess which of the headlines go with these articles.

- Home and Away
- False Starts
- Health Facts
- The UFO again?
- Can Anyone Help?
- Who Knows Where You'll Travel?
- The Adventure Begins
- I'm Trying to be Brave
- Foundation Gets a Home

1 - Don't leave your career planning too late — the earlier you know your future, the earlier you can plan to make it happen! It's good if your parents believe in you and your future. But also mind that there are special centres which help teenagers to plan their future. Many of them now have web sites on the Internet.

2. Building the Channel Tunnel between England and France was the biggest European engineering project in history. A tunnel was first suggested by French Emperor Napoleon in 1802. Many engineers produced plans in the nineteenth century. In the 1880s a start was made to the tunnel. But two world wars made the tunnel dangerous for Britain. Britain preferred to be safe from Europe. It was not until

the 1960s that the idea of The Channel Tunnel came up again. The two countries finally met in the Tunnel in 1994.

3. Friday was very much Gorbachev's day.

Former Soviet President Mikhail Gorbachev finally got a home for his foundation. It's a beautiful building on Leningradsky Prospect in Moscow. On Friday a great number of well-known people came here. A five-minute video in English- looking very like a CNN advertisement -was shown to the guests.

The Gorbachev Foundation, founded in 1992, offers financial assistance for research and teacher training. It also works as a library. M, Gorbachev believes that the foundation will do a lot to save the environment in Russia.

Ex. 6 Match the headlines with the articles.

- a. EQUAL OPPORTUNITIES
- b. FAST FOOD
- c. Multi-colored petals
- d. MOON WATER
- e. MAD MARITAL PLUNGE

After years of research, scientists from Holland have invented a new tulip. The flower has petals which change color three times during its life. They start green, turn pink, and finish red.

A hoaxer in Brazil has sold bottled tap water to thousands of people for 20 US dollars a liter. He says the water is from the moon – which, in fact, has no water on it at all.

Boy pupils in Glasgow have won a discrimination case. In court they complained that their school allowed only girls to wear earrings. Are they happy with the result? Not exactly. The school rules have changed, but things haven't improved for the boys. Now no one can wear earrings at the school.

A new-married student couple in Cambridge has celebrated their wedding in an unusual way by jumping. In all their wedding gear, into the River Cam. The director of ' Brides 'n' Grooms' – the local wedding outfit shop- has spoken to other couples to discourage them from following suit.

Leeds police have arrested two men who mugged a bank clerk and stole his bank bag. The attack happened last Thursday when the man was on his way to work. The thieves ran off with the bag, but when they opened it, they found only a tuna sandwich. The bank clerk hasn't explained why his packed lunch was in the bag.

Ex. 7 Find benefits and dangers of television.

TELEVISION has changed our lives in many ways. Many people now spend more time watching TV than doing anything else. Researchers in the USA have said that when most students leave school they have spent 11,000 hours in the classroom and 22,000 hours watching television.

But what effect does this have?

Benefits of television	Dangers

Some ideas:

- Television helps us to learn more about the world and to know and see many new things.
- Television can make us passive. We don't have to think and our brains become lazy.
- It has increased the popularity of sports and arts.
- It takes time away from activities such as reading, conversation, and games.
- It is an enjoyable way to relax.
- It encourages us to buy things that we don't need, and can make us unhappy with our own lives.
- It has made us aware of our global responsibilities. In 1985, for example, 1.5 billion people in 147 countries watched TV pop concert and helped to collect more than \$100 million for people in Africa.
- It gives a false picture of society. A study in 1994 showed that people who watch a lot of television are more afraid of crime. They also think that there is a lot more crime than there really is.

Ex. 8 What will in future with television?

There is one point of view. Read the passage about future of television and complete the text with the words from the box.

The computer, dimensions, channels, 'holographic', programs, music, 'menu', width and depth.

THE FUTURE OF TELEVISION

In future, we probably won't watch television at all.

I think television (1)... will disappear. We'll use a computer and choose the programs that we want to watch. (2)... will then get the program from another computer, probably on the other side of the world. We'll be able to tell the computer what type of (3) we like (for example, types of films, (4)... , documentaries, etc.) and the computer will search for those programs and then give us a (5)... to choose from. The pictures that we see will also be different. They will be (6)... . This means that they will have three (7)... – they will have height, (8)... We will be able to look around the pictures that we see.

Speaking practice

*Every student should be given (or should bring) a short news article

1-read your news

2 talk to others and fill in the table. What question will you ask?

title	author	Key point

3-wall reading

4-small discussion

Lesson 3. Mass media in Britain

- **Put the words from the box into the correct column. Some words can go in more than one column.**

Talk show Comics Documentary Sitcom Traffic report
Tabloid Phone-in Soap opera Current Affairs
Programme
Weather forecast Quiz show Cartoon Reality show

Radio programmes	TV programmes	Magazines / Newspapers

- **Match the different types of media to their definitions and check your answers in exercise**
- **Pair work. Give an example of each type of media mentioned in exercise 2.**
- **Use the link and watch the video about British Media.**

https://www.youtube.com/watch?v=FaHA3_L4SyQ

Watching a Video

The Media in Britain

1 Classify

A - local B - quality C - popular

- 1) The Sun
- 2) The Mirror
- 3) The Daily Telegraph
- 4) The Times
- 5) The Independent
- 6) The Guardian
- 7) Oxford Times

2 Write

Give the full names of the television services:

BBC -

ITV -

3 Classify

A - commercial B - not commercial

- 1) The BBC
- 2) ITV
- 3) Channel 4
- 4) Channel 5

4 Tick ✓

The most favourite tv programmes of British teenagers:

- | | |
|---------------------------------------|--|
| Neighbours <input type="checkbox"/> | BBC News <input type="checkbox"/> |
| The Simpsons <input type="checkbox"/> | Doctors <input type="checkbox"/> |
| Sports tv <input type="checkbox"/> | East Enders <input type="checkbox"/> |
| Friends <input type="checkbox"/> | MTV <input type="checkbox"/> |
| Vets <input type="checkbox"/> | Top of the Pops <input type="checkbox"/> |

5 Write down

What videos do British teens usually watch?

6 What do you think:

Is cable TV a terrestrial type of TV?

Yes

No



UNIT 4. Advertising

Vocabulary Task:

Study words and their meanings and learn.

- **Advertising** - the activity of making products or services known about and persuading people to buy them.
- **Audience** – Population or target group viewing a television program or an advertising campaign.
- **Commercial break** – A break in television program transmission, during which advertisements are shown.
- **Live viewing** – Viewing of a programme or commercial at the actual time of transmission, it excludes any time-shifted viewing (i.e. watched via video or hard disk recording).
- **Promotion** – A promotional message placed by broadcasters, aimed at attracting audiences to forthcoming programmes or events.
- **Ratings (Rating Points)** – Television ratings (TVRatings, TVRs) are expressed as a percentage of the potential TV audience viewing at any given time.

Advertising is the practice and techniques employed to bring attention to a product or service. Advertising aims to put a product or service in the spotlight in hopes of drawing it attention from consumers. It is typically used to promote a specific good or service, but there are wide range of uses, the most common being the commercial advertisement.

Task 1. Write the actions under the correct places.

Watch your favourite sports team.	At the sports stadium
Try some local foods.	
See a film with your favourite actor/actress.	At the theatre
Sing songs with other fans.	
See a play.	At the cinema
Watch a musical.	
Wear a sports kit.	At the market
Register before you enter.	
Buy some local crafts.	
Watch the latest blockbuster from Hollywood.	
Competing in a sports event	

Task 2. Reading skills practice. Study the information in the advertisements:

Task 2. Check your understanding: questions

Read the questions and write the correct advert (A–F).

- | | |
|--|-----------------|
| 1. In which advert can you see actors and actresses performing on stage? | In advert |
| 2. In which advert must you register online first? | In advert |
| 3. In which advert does the event finish at midnight? | In advert |
| 4. In which advert can you see two professional sports teams? | In advert |
| 5. In which advert can you see the latest Hollywood movie? | In advert |
| 6. In which advert can you learn about the culture and customs of people many years ago? | In advert |
| 7. In which advert do you need a special kind of shoes? | In advert |
| 8. In which advert do people over the age of 65 pay less to enter? | In advert |

Task 3. Check your understanding: true or false

Circle *True* or *False* for these sentences.

1. The musical performance of *Oliver!* starts in August. *True False*
2. The medieval market in Shepton town square is closed on Sunday. *True False*
3. The rugby match starts at 3:00 p. m. *True False*
4. You have to register for the inline skating marathon online. *True False*
5. The sci-fi festival runs for one day. *True False*
6. You can eat traditional food at the medieval market. *True False*
7. Tickets for the musical performance of *Oliver!* can be booked by phone. *True False*
8. The sci-fi festival is on the same day as the new cinema opening. *True False*

UNIT 5. History and culture

Vocabulary Task:

Study words and their meanings and learn.

- **Artist** (n.) – someone who paints, draws, or makes sculptures.
- **Process** (n.) – a series of actions that you take in order to achieve a result.
- **Exhibit** (v.) – to show something publicly.
- **Painting** (n.) – a picture made using paint.
- **Gallery** (n.) – a room or building that is used for showing works of art, sometimes so that they can be sold.
- **Dye** (n.) – a substance used to change the colour of something.
- **Vivid** (adj.) – very brightly coloured.

Art and music in Kazakhstan and England

Art and music have always been an integral part of human culture, serving as a means of expressing ideas, emotions, and experiences. In both Kazakhstan and England, these forms of expression have played a significant role in shaping the identity and culture of each nation.

In Kazakhstan, art and music have deep roots in the country's history and traditions. The Kazakh people have a rich heritage of music and arts, which have been passed down through generations. Traditional Kazakh music is characterized by its use of instruments such as the dombra, a two-stringed instrument, and the kobyz, a traditional bow instrument. The music often reflects the nomadic lifestyle of the Kazakh people, with themes of nature, freedom, and the beauty of the steppe.

In addition to traditional music, Kazakhstan also has a thriving contemporary music scene. The country has produced a number of talented musicians who have gained international recognition. Artists like Dimash Kudaibergen, a singer known for his vocal range and emotional performances, have helped to put Kazakhstan on the map in the music world.

In terms of visual arts, Kazakhstan has a rich tradition of craftsmanship and decorative arts, with influences from Turkic, Persian, and Russian cultures. Traditional Kazakh crafts such as embroidery, weaving, and carpet-making are still practiced today, often incorporating traditional motifs and designs. Contemporary art in Kazakhstan is also thriving, with a growing number of artists gaining international recognition for their unique and thought-provoking works.

In England, art and music have played a significant role in shaping the country's cultural landscape. The music scene in England has long been a powerhouse in the global music industry. From influential bands like The Beatles and The Rolling Stones to groundbreaking artists like David Bowie and Adele, England has produced some of the most iconic and influential musicians in the world.

In addition to popular music, England also has a rich classical music tradition, with renowned orchestras and opera companies. The country is also home to a vibrant folk music scene, with a long history of traditional songs and dances that reflect the diverse cultural heritage of the country.

In terms of visual arts, England has a long and storied artistic tradition, with a rich history of producing some of the world's most celebrated artists. From the works of renowned painters like William Turner and John Constable to the influential works of contemporary artists like Damien Hirst and Tracey Emin, England has been a hotbed of artistic innovation and creativity.

Both Kazakhstan and England have also seen a growing interest in contemporary art and music, with a number of galleries, museums, and music venues dedicated to showcasing the work of both local and international artists. This has helped to create a vibrant and dynamic arts and music scene in both countries, attracting artists, musicians, and art enthusiasts from around the world.

In conclusion, art and music have played a vital role in shaping the cultural identity of both Kazakhstan and England. From traditional forms of music and art that reflect the rich cultural heritage of each nation to the vibrant contemporary scenes that continue to push the boundaries of artistic expression, both countries have a deep and enduring love for the arts. Regardless of the differences in their artistic traditions, both Kazakhstan and England have a shared appreciation for the power of art and music to inspire, challenge, and unite people from all walks of life.

Task 1. Make a plan for the text.

Task 2. Make up 7 questions about information in the text.

Task 3. Read the information about **Kazakh musical instruments.**

Kyui is a Kazakh word that refers to traditional music compositions normally performed by soloists using traditional instruments. In ancient times, musical instruments were widely used in various ways during the nomadic life, such as during magical rites, hunting sessions, military maneuvers, and for kids and youth's leisure activities. The design and features of each instrument are linked to its functions. Here is a list of several traditional instruments from Kazakhstan.

Dombra

The most popular Kazakh musical instrument is dombra, with its gentle and melodious sound created by only two strings. Since there are many local varieties of dombra, musicians are allowed to reproduce a great variety of sounds. All dombra's varieties are different in shape, frets and fingerboard length. There are numerous techniques of playing the dombra, which allows performers – also called dombrists.

Sybyzgy

Sybyzgy is an instrument consisting of a hollow reed tube with three holes. It is characterized by a trembling sound. Besides reed, sybyzgy can also be made of wood. In the past, it was very popular among Kazakh musicians thanks to its simple form and the availability of the material it is made of. Although it was easy and fast to make, it was very difficult to play. Performances with the sybyzgy normally include two-voice melodies: the first voice comes from the instrument, while the second one comes from the guttural sound of the performer.

Daulpaz

Daulpaz is a percussion instrument that produces a very strong and loud sound. In the past, it was used to give military signals (e.g. an attack signal), to invite people hunting, or to perform religious rites.

Kobyz

Along with dombra, kobyz was one of the most popular musical instruments of early nomads. Kobyz is a bow instrument that consists of two strings made of horsehair. It is believed to be the most ancient bow instrument of the world. It includes three parts (head, middle, and lower part) and it is hollowed out of one single piece of wood. Kobyz was mostly used during religious and magical rituals by shamans and folk singers. During these rituals, it served as a means of communication with the spirits. This particular instrument has a colorful timbre, perfect to imitate nature sounds, such as howling of wolves, cry of swans, and running horses.

Shankobyz

Shankobyz is a tongue folk instrument usually made of wood or metal. To play it, the musician has to press the instrument against his teeth or his lips as the

oral cavity serves as a resonator. By changing the articulation of the mouth and breathing, it is possible to change the tone quality of the shankobyz. Moreover, it is possible to make new tones by changing the diaphragm, tongue and lips position.

Zhetygen

Zhetygen is a stringed musical instrument which reminds of a lying harp. It has a mild, melodious sound. The classic version of the zhetygen has 7 strings, while the modern one has 15 strings. The most ancient type of zhetygen looked like an oblong box, hollowed out of a piece of wood. The strings were stretched by hand from the outside of the instrument. Later, zhetygen's upper part started to be covered with a wooden board. Under each string there were assyks (bones) which were used to tune the string. If the assyks were moved closer to each other, the tune raised, while if they were moved apart the tune fell.

Task 4. Make up a dialogue.

UNIT 6. Great people of the English culture

Vocabulary Task:

Study words and their meanings and learn.

- Outstanding figures - someone who is exceptionally impressive or remarkable in some way.
- Generation - all the people of about the same age within a society or within a particular family.
- Great person - a famous person in a particular area of activity.
- Notable figures - an important or famous person, important and deserving attention, because of being very good or interesting.
- Playwright - a person who writes plays.
- Compelling - a performance, painting, or other work of art is compelling when it has unusual power to hold your attention.
- Iconic band - very famous or popular a group of musicians who play modern music together, especially being considered to represent particular opinions or a particular time.
- Groundbreaking - original and important; showing a new way of doing or thinking about things.
- Renown - the state of being famous.
- Enduring - continuing for a long time; lasting.

Outstanding people

English culture is rich with outstanding figures who have made significant contributions to various fields including literature, music, art, and science. These individuals have left a lasting legacy that continues to inspire and influence generations of people around the world.

One of the most notable figures in English literature is William Shakespeare, often considered the greatest playwright in history. His timeless works such as "Romeo and Juliet," "Hamlet," and "Macbeth" continue to be celebrated and performed globally, showcasing his unparalleled talent for crafting compelling stories and characters.

In the world of music, the iconic band The Beatles revolutionized the music industry with their groundbreaking sound and songwriting. Their impact on popular culture and their enduring influence on modern music cannot be overstated.

English culture is also home to renowned artists like J. M. W. Turner and William Blake, whose innovative and visionary creations continue to captivate and inspire art enthusiasts around the world.

In the field of science, figures like Isaac Newton and Charles Darwin have forever changed our understanding of the natural world through their groundbreaking theories and discoveries.

These outstanding figures of English culture have not only shaped the cultural landscape of England but have also had a profound impact on a global scale. Their contributions continue to be celebrated and revered, ensuring that their legacies will endure for generations to come.

Task 1. Questions

- What are some of the key contributions The Beatles have made to the music industry and popular culture?
- What are some examples of how the legacy of outstanding English figures continues to inspire and influence generations of people around the world?
- How have J. M. W. Turner and William Blake's creations influenced the art world globally?
- What were some of the groundbreaking theories and discoveries made by Isaac Newton and Charles Darwin?
- In what ways have these influential figures shaped the cultural landscape of England?

Task 2. Match halves according to the text

1 groundbreaking

a sound.

2 groundbreaking

b talent.

3 a profound

c influence.

4 unparalleled

d theories and discoveries.

5 enduring

e figures.

6 notable

f contributions.

7 renowned

g impact.

8 significant

h artists.

Task 3. Decide if these statements are true or false according to the text

- 1 Outstanding figures in English culture have made significant impacts in literature, music, art, and science.
- 2 William Shakespeare is not considered a significant figure in English literature.
- 3 The Beatles changed the music industry with their innovative sound and songwriting.
- 4 J.M.W. Turner and William Blake are not renowned artists in English culture.
- 5 Isaac Newton and Charles Darwin revolutionized our understanding of the natural world through their discoveries.
- 6 Outstanding figures of English culture have had no impact on a global scale.
- 7 Their contributions are still honoured, guaranteeing that their legacies will last for many years.

UNIT 7. Nauryz

Vocabulary Task:

Match the words to their meanings

<ul style="list-style-type: none">• <i>Yurt</i>	<ul style="list-style-type: none">• the term means "five fingers" because nomads traditionally eat this dish with their hands. It consists of boiled meat served on a bed of thick, flat noodles and covered in an onion sauce called
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	tuzdyk.
• <i>Baursak</i>	• fried young lamb with onions and potatoes, is one of the most beloved Kazakh meat dishes.
• <i>Nauryz Kozhe</i>	• means 'new day', this holiday of spring and the renewed life of the Earth. the Kazakh New Year.
• <i>Kurt</i>	• a delicious puffy fried bread or empty fried patty served on special occasions all over Kazakhstan.
• <i>Syrne (sirne)</i>	• is a festive dish with seven symbolic components: meat, water, salt, grain, butter, flour and milk. The most traditional variant is made from broth, onion, katyk, kurt, kumis and boiled meat, kazy, barley and millet.
• <i>Airan</i>	• dried balls of sour milk, salt and sometimes pepper which are 2-5 centimeters in diameter.
• <i>Nauryz</i>	• a convenient and practical dwelling that is easy to construct, deconstruct, and load onto a camel or horse for transport across the steppe, the yurt is an unmistakable symbol of Kazakh culture and that of other Turkic nomadic peoples.
• <i>Beshbarmak</i>	• It is traditionally a cold drink made of yoghurt, water and salt which is similar to kefir.

Task 1. Work with the text.

Nauryz

The most important Kazakh holiday of the year is "Nauryz" - the Kazakh New Year. It is celebrated on March 22, when night and day are identical. Families gather together to help each other in constructing a "yurt" which is a traditional Kazakh home. On Nauryz you will see that it is decorated with beautiful Kazakh ornaments, rugs and blankets.

As a guest you will sit at a long low table and eat such Kazakh dishes as "karta" (round pieces of dried horse meat), "plov", "baursak", "besbarmak" (5 fingers-a meal which consists of noodles, onion, sheep meat).

The main traditional meal of this holiday is "Nauryz Kozhe". It is made of 7 components: meat, water, salt, airan, wheat, rice and raisin. Nauryz Kozhe is cooked by a family or a group of families or the people of the whole aul, village or settlement. All grown-ups and children must eat Kozhe or at least taste it. In fact this kind of Kozhe is a wish, a hope for the New Year to be successful.

At the end of the meal you will sit and have tea and listen to musicians playing dombyras and kobyz and singing songs. One of the major features of

"Nauryz" is the traditional costumes that men and women wear. This holiday is very popular like many other holidays you celebrate in spring.

Task 2.

1) Re-write, put the words in the right order.

1. Is, on March 22, when, celebrated, are identical, Nauryz, night and day.
2. Kazakh , and, is beautiful, yurt, ornaments, decorated with, rugs, blankets.
3. traditional, the main, this, meal, holiday, is, "Nauryz Kozhe", of.
4. is, holiday, popular, very, this.

2) Complete the sentences:

1. The most important Kazakh holiday...
2. It is celebrated on...
3. Families gather together...
4. The main traditional meal...
5. It is made of...
6. At the end of the meal...

3) Make up 5 questions about the topic.

UNIT 8. State system of Kazakhstan and the UK

Vocabulary Task:

Study words and their meanings and learn.

- *State* - If a king, queen, or government leader does something in state, they do it in a formal way as part of an official ceremony.
- *Law* - a rule, usually made by a government, that is used to order the way in which a society behaves.
- *Re-election* - the act of electing someone again to the same position.
- *Government* - is also a particular system of managing a country, state, city.
- *Republic* - a country that is governed by elected representatives and an elected leader.
- *Executive power* - the part of a government that is responsible for making certain that laws and decisions are put into action, rather than making laws.
- *Legislative* - relating to laws or the making of laws.
- *Judiciary system* - the part of a country's government that is responsible for its legal system, including all the judges in the country's courts.

- *Citizens* - a person who was born in a particular country and has certain rights or has been given certain rights because of having lived there.
- *Majilis* - 'sitting places' where community members gather to discuss local events and issues, exchange news, receive guests, socialize and be entertained.
- *Senate* - a deliberative assembly, often the upper house or chamber of a bicameral legislature.
- *Parliament* – is there to represent our interests and make sure they are taken into account by the Government.
- *Constitution* - the set of political principles by which a state or organization is governed, especially in relation to the rights of the people it governs.
- *President* - the person who has the highest political position in a country that is a republic and who, in some of these countries, is the leader of the government.

The state structure and legal institutions of the Republic of Kazakhstan

The Republic of Kazakhstan is a democratic, secular, and unitary state, which operates on the principles of the rule of law. The President is the head of state and holds the highest executive power. The President is elected through popular vote for a term of 7 years and is not eligible for re-election for one more term. The President appoints the Prime Minister, the head of the government, and various ministers to oversee different areas of governance.

Furthermore, Kazakhstan has a well-defined system of local self-government, enabling regional and local authorities to manage local affairs. This decentralization of power is essential for efficient governance and local problem-solving. The Constitution of Kazakhstan serves as the supreme law, outlining the basic principles of the state's organization, the rights, and duties of its citizens, and the structure of government bodies.

The Parliament in Kazakhstan is bicameral, consisting of the Majilis and the Senate. The Majilis, the lower chamber, is composed of 107 (98) deputies, elected for a five-year term. The Senate, the upper chamber, consists of 49 senators. Some senators are appointed by the President, while others are chosen by local representative bodies. The Parliament holds the legislative power and is responsible for adopting laws and making amendments to the constitution.

Kazakhstan's legal system is characterized by the presence of specialized courts, such as civil, criminal, and administrative courts. The legal institutions in Kazakhstan are structured to ensure the rule of law and protection of individual rights. The judiciary system is independent and operates to administer justice fairly and impartially. The hierarchy of courts includes district and city courts, as well as appellate and supreme courts. The Constitutional Council of Kazakhstan oversees the constitutionality of laws and regulations, ensuring they adhere to the principles and provisions outlined in the constitution.

The Prosecutor General’s Office is responsible for overseeing the legality of government actions, protecting the rights and freedoms of citizens, and combating crime and corruption. The National Human Rights Ombudsman institution is dedicated to safeguarding human rights and freedoms, receiving and addressing complaints from individuals regarding infringements on their rights and liberties.

Overall, the state structure and legal institutions of the Republic of Kazakhstan reflects a commitment to democratic principles, the rule of law, and upholding the rights and freedoms of its citizens.

Task 1. Questions

- What are the key principles governing the Republic of Kazakhstan?
- How are members of the Parliament elected in Kazakhstan?
- What role does the judiciary system play in maintaining the rule of law in Kazakhstan?
- Who oversees the legality of government actions in Kazakhstan?
- How is the President of Kazakhstan elected and for what duration?
- What is the role of the National Human Rights Ombudsman in Kazakhstan?
- How does the Republic of Kazakhstan display its commitment to democratic principles?

Task 2. Correct the statements

- The President of Kazakhstan serves a ten-year term and is eligible for unlimited re-elections.
- The Parliament in Kazakhstan is unicameral.
- Kazakhstan’s legal institutions are not organized to ensure the rule of law and protection of individual rights.
- The Prosecutor General’s Office in Kazakhstan is solely responsible for enforcing government actions, rather than overseeing their legality and combating crime and corruption.
- The National Human Rights Ombudsman institution does not exist in Kazakhstan to address complaints from individuals regarding infringements on their rights and liberties.
- The state structure and legal institutions of the Republic of Kazakhstan do not reflect a commitment to democratic principles, the rule of law, and upholding the rights and freedoms of its citizens.

Task 3. Match (sometimes there is more than one answer)

• The President	• holds the highest executive power
	• holds the legislative power

• The Constitution	• defines the basic principles of the state's organization
• the Prime Minister	• the head of the government
• The Parliament	• operates to administer justice
• The judiciary system	• the supreme law
	• the head of state
	• Is implemented by courts

The state structure and legal institutions of the United Kingdom

The United Kingdom has a unique state structure and a rich framework of legal institutions. As a constitutional monarchy, the UK's political system is characterized by a fusion of legislative, executive, and judicial powers.

The Parliament is at the heart of the state, made up of two houses: the House of Commons and the House of Lords. The House of Commons, elected by the public, holds significant legislative power and is responsible for debating and passing laws. The House of Lords, on the other hand, serves as a revising chamber, examining and suggesting amendments to proposed legislation.

The Prime Minister heads the government (the executive branch) and is responsible for implementing laws and making key policy decisions.

Furthermore, the judicial branch upholds the rule of law through an independent and impartial court system. The UK's highest court is the Supreme Court, which oversees cases of the utmost constitutional importance.

In addition to these governing bodies, the UK has a robust legal framework. English law serves as the foundation, complemented by statutory laws passed by Parliament and the devolved legislatures in Scotland, Wales, and Northern Ireland. Moreover, the UK's legal system is guided by the principle of common law, where judicial decisions and precedents play a pivotal role in shaping future rulings.

This intricate state structure and legal system are underpinned by the UK's adherence to the rule of law, parliamentary sovereignty, and the protection of individual rights. These foundational principles have been crucial in shaping the country's political and legal landscape, ensuring a system that safeguards citizens' freedoms and upholds democratic values.

Task 1: Questions

- What are the main legal institutions in the United Kingdom?
- How does the state structure of the United Kingdom differ from other countries?

Task 2: True or False

- The main legal institutions in the United Kingdom include the Parliament, the judiciary, and the monarchy.
- The state structure of the United Kingdom is identical to that of many other European countries.

- The monarchy has a purely ceremonial role and does not impact the UK's legal system.
- The UK's legal institutions have remained unchanged for centuries.
- The UK's legal system is entirely separate from its state structure.
- The state structure of the United Kingdom comprises the monarchy, Parliament, and the judiciary. (True)
- Legal institutions have no role in upholding the rule of law in the UK. (False)
- Legal institutions in the UK only focus on criminal justice and do not contribute to governance. (False)
- The Supreme Court is the highest judicial authority in the UK. (True)
- Legal institutions in the UK have no impact on the daily lives of its citizens. (False)

Task 3: Gap Fill with Missing Words

- The United Kingdom's state structure is comprised of several key components, including the _____, the _____, and the _____.
- Over time, the UK's state structure has _____ due to various historical and political factors.
- The monarchy in the United Kingdom plays a _____ role in the legal system and governmental processes.

Task 4: Make a scheme of the state structure of the UK.

Task 5: Match the words with their meanings.

• Monarchy	• relating to laws or the making of laws.
• The House of Commons	• one of the two parts of the UK parliament, whose members are not elected but have a high social position, or its members, or the place where it meets
• Parliament	• a system of government that has a king or queen, or a country that has this system of government
• Legislative power	• the part of a country's government that is responsible for its legal system, including all the judges in the country's courts.
• The House of Lords	• is there to represent our interests and make sure they are taken into account by the Government.
• Executive power	• one of the two chambers of parliament in Britain and Canada, whose members are elected to represent a particular area of the country
• Judicial power	• the part of a government that is responsible

	for making certain that laws and decisions are put into action, rather than making laws.
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UNIT 9. Education system of Kazakhstan and the UK

Academic mobility

Student mobility programs are becoming increasingly popular across universities globally. This is because they enable students to gain a global perspective and develop cross-cultural competencies.

In fact, students who participate in mobility programs are more likely to have better intercultural communication, adaptability, and problem-solving skills.

This results from the advantage of taking unique courses, research opportunities, and cultural immersion experiences that may not be available at their local college or university. But what exactly is a student mobility program and how is it structured? So without further ado, let's delve in, shall we?

What is student mobility?

Student mobility refers to the movement of students from one learning institution to another, whether domestically or internationally.

Thus, a student mobility program is a specialised program that enables students to study abroad, either for one or more semesters. Fundamentally, the purpose of such programs is to provide local students with an opportunity to gain international experience and exposure to different cultures whilst enhancing their academic and professional development.

Student mobility programs are typically facilitated through partnerships with other institutions and involve a process of application and selection in which students must meet certain criteria. For example, academic performance and language proficiency. In some instances, students are also given support throughout the program, such as assistance with visas and housing arrangements.

What is global student mobility?

Global student mobility describes the participation of students in overseas studies

or professional opportunities. For the most part, global student mobility is increasing, driven by factors such as globalisation, the internationalisation of higher education, and the demand for intercultural competence in the dynamic and competitive global job market.

In practice, it mainly involves students studying, conducting research, or working in a foreign institution, often temporarily. Nonetheless, it can take various forms, like short-term study abroad programs, semester-long exchange programs, internships, and research collaborations.

In essence, it's a way for students to broaden their horizons, gain new experiences and skills, and build international networks. Additionally, global student mobility is vital to international development and diplomacy, as it promotes cross-cultural understanding and collaboration.

Benefits of a student mobility program

The main benefits of student mobility programs can be summarised as:

Gain a different perspective

Student mobility programs can provide access to courses, unique research opportunities, and academic resources that may not be available at one's local institution. This can help enhance academic learning and provide new perspectives on academic topics.

The best thing about student mobility programs is that they allow students more freedom when considering what college will be right for them.

Enhance personal and intellectual maturity.

Studying in a new country can be daunting, but it can also help university students develop essential life skills like adaptability, independence, self-confidence and resilience. This, in turn, can enhance their personal and intellectual maturity as they navigate unfamiliar academic and social environments.

Experience living and studying abroad

Student mobility programs provide unique opportunities to experience and learn about different cultures, customs, and languages. This helps broaden their experiential horizons and enhance their understanding of the world. Some student mobility programs also provide funding so students can afford the costs of travelling with their family or friends over long distances.

Widens academic horizons

Student mobility programs can widen students' academic horizons by developing skills such as intercultural communication, language proficiency, and adaptability, which can improve their job prospects. Thus, expanding their academic knowledge and skills beyond their home institution's possible constraints.

Provides clarity to future career and goals

There is a gradual decline in the status and value of a degree because many educational credentials are now recognised. As such, many employers are becoming more selective and posing more challenging job requirements. And therefore, there is increased competition for graduates.

Fortunately, student mobility programs can help students set themselves apart whilst having better clarity of future domestic and international career goals, which can lead to future collaboration and job opportunities.

Types of student mobility programs

There are five main types of student mobility programs that universities offer, namely:

Internships

Students work in a professional setting, sometimes in a foreign country, during an internship. Internships can be paid or unpaid and may be offered by companies, non-governmental organisations, or government agencies.

The core purpose of an internship is to facilitate students to gain work experience and develop skills in a particular field while learning about a different culture and country.

Elective modules

Elective modules are courses or classes a student takes in a foreign country. They are typically taken for a shorter time than a full academic term.

These modules are often tailored to specific academic or professional interests. Principally, elective modules allow students to study abroad without disrupting their academic schedules.

Research

Research student mobility programs are predominantly designed for students who wish to conduct research in a foreign country. These specialised programs can particularly benefit students in science, technology, engineering, and mathematics (STEM) fields.

This is because they provide opportunities to work with diverse experts in their field and access resources that may not be available at their home institution.

Study visits

Study visits are short-term student mobility programs typically designed for groups of students. These visits may include lectures, workshops, and cultural activities. In addition, they are often focused on a specific academic or professional topic.

For most, study visits can be a good option for students who want to experience a different culture and learn about a particular topic but cannot commit to a longer program.

Formal student exchange program

Formal student exchange programs are specially structured agreements between universities or colleges in different countries that allow students to study abroad for up to a semester or an academic year.

During formal exchange programs, students typically pay tuition and fees to their home institution and can earn credits to transfer back to their local university. These programs are designed to promote cultural exchange and provide students with a unique academic and personal experience.

Task 1. Questions

- What is the meaning of mobility of students?
- What is the meaning of academic mobility?
- What is mobility in learning?
- How do you explain mobility?
- What is a mobility program?
- What is a mobility period?

Task 2. What is the Erasmus+ Mobility program?

Go through the link and study requirements for application.

<https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-projects-for-higher-education-students-and-staff>

Task 3. GUIDE to Academic Mobility for Students

List of required documents:

- 1) Application form
- 2) Transcript in English for the entire period of study (GPA min. 3.0)
- 3) A copy of the certificate of the level of language proficiency (IELTS 5.5 and above), or a confirmation certificate from your English teacher (language proficiency is min. Intermediate level)
- 4) Copy of passport
- 5) Recommendation letter



UNIT 10. How to choose a University

The choice of the University.

Choosing a university is one of the biggest decisions that you will make in terms of your education, and it can be overwhelming if you don't know where to start.

Breaking it down into seven key factors can make the task seem less daunting and will also help you to focus your research on universities most likely to suit you.

1. Distance

Consider how far away from home you would like be while you study. If you don't fancy heading too far away, explore universities in your home town or in the next town. However, if you are ready to fly the nest, look at universities further away or even in another country if you're keen to travel and experience a different culture.

2. Location

Along the same lines as the first point, ask yourself if you would feel more at home in a big city or in a smaller town. Think about the location you would feel the most comfortable in and then start to tick off universities in places that appeal to you. Picking a location that suits your personality will mean that you will be far more inclined to spend time exploring your surrounding area and making the most of it.

3. Course content

The next thing to decide on is the course that you want to study and the areas that you want to focus on within that subject. There will usually be variations across universities in course content and reading lists, so be sure to have a look at the previous year's curriculum. However, if you are unsure of the direction you want to take, choose a university or a country that allows you the freedom to experiment with different subjects to help you figure out your areas of interest.

4. Societies

Moving away from academics, you'll want to be at a university that supports socialising. If you have an established hobby or interest that you wish to continue while at university, make sure that your prospective institution supports that. Or if you're hoping to take up a new activity, sport or other pastime, scroll through the lists of societies and clubs on offer and see if there is one that takes your fancy. Additionally, doing some research into the events that are organised by the university or the students' association can give you an insight into the types of events and activities that you can expect to join.

5. Support

Whether you end up needing it or not, it's always important to be aware of the support that is available to you as a student. Check out what the students' union/association provides in terms of mental health, financing and course materials. Learn about the university's protocol for supporting students, and make sure you know that there are services in place if you run into any difficulties. And if you have a pre-existing mental health condition, a disability or any other additional needs, be sure to check out what support will be available to you when you reach university.

In relation to this, if you are an international student, familiarise yourself with the support available to you and how the university will help you to integrate with the student body.

6. Sustainability

With the increasing spotlight on sustainability, universities have no excuse not to dedicate time and resources to being a greener institution. Check out their policies on reducing carbon emissions, plastic use and food waste. It's important to know what your future university is doing to be more sustainable.

7. Cost

The final thing that you should look at when choosing a university is how much it will cost you. If you decide to stay in your home town, you are more likely to spend less than if you choose to study abroad. On the other hand, however, your choice of study-abroad country could offer better financial aid packages or lower tuition fees than your home country. It could also be that your cost of living in

another city may be lower than that of your home town. Weighing up these different scenarios can help you to decide.

Where to look for advice

Sometimes it can be hard to gain an accurate read on the factors that are listed above, especially if you don't know where to look. Here are some useful sources that can help to clarify some of these factors.

1. Open days – Attending an open day is not always practical, but if you can visit a couple of universities it is always a good idea to do so. You will get a much better feel for the campus. If possible, it's also worth spending time in the town or city the university is located in.

2. Speak to current students – This may be slightly harder to arrange, but it can be done. There will usually be student representatives at university open days who you can talk to and ask questions. But be aware that because they are working at a university event, they will be likely to have had a largely positive experience at university. To gain a more realistic, rounded view, try looking at student groups on Facebook or Twitter and ask questions on there. Alternatively, you could check online if there are any blogs or vlogs from students at your chosen university and see what they have to say.

3. Admissions officers – If you have a more specific question, don't hesitate to get in touch with admissions officers at universities. They will have heard every query under the sun, so don't be embarrassed by anything that you want to ask.

4. University websites, online blogs, social media – A quick google can unearth some interesting information about your university. Look at its website, where you will easily find information on some of the points mentioned, or you may be directed to social media threads or online forums that can provide you with answers.

5. School teachers – Have a chat with your schoolteacher or guidance counsellor if you're finding it hard to make a decision. They can help you to weigh up all the different factors and figure out which institution will work best for you. They may even be able to put you in touch with former high school students who have gone on to study at your university of choice.

6. Rankings – University rankings are a good source for an overview of how a university is performing. Depending on which ranking you turn to, you can determine different information about an institution. For example, the World University Rankings looks at the university's global position, the Impact Ranking looks at a university's commitment to sustainability and equality, the Teaching Rankings explore teaching quality, and the Reputation Rankings looks at how academics view an institution. Depending on what you're most interested in, rankings can help you see how well a university is performing across different measures.

Task 1. Write down underlined words. Find translations.

Task 2. Find the sentence in the text.

- Consider how far...

- If you have an established hobby...
- Additionally, doing some research into the events....
- Learn about the university's protocol for supporting....
- The final thing....

Task 3. Missing words.

surrounding area	travel and experience	course content
explore	choosing a university	

- 1) One of the biggest decisions that you will make in terms of your education is ____.
- 2) If you don't fancy heading too far away, ____ universities in your home town or in the next town.
- 3) Look at universities further away or even in another country if you're keen to ____ a different culture.
- 4) Picking a location that suits you, you should spend time exploring your ____ and making the most of it.
- 5) There will usually be variations across universities in _____ and reading lists.

Task 4. True or false?

- 1) If you are an international student it is a good idea to familiarise yourself with the support available to you at universities.
- 2) Attending an open day is always practical.
- 3) There will usually be student representatives at university open days who you can talk to and ask questions.
- 4) Never get in touch with admissions officers at universities.
- 5) You will easily find information about universities on websites, social media threads or online forums.
- 6) University rankings are not always a good source for an overview of how a university is performing.

UNIT 11. Professional skills

Have you got the skills you need for the 21st-century workplace? Read about what employers are looking for and test yourself to see if you are prepared!

1. Fill the gaps with the correct phrase from the box.

analyse information	communicate well	problem solving
---------------------	------------------	-----------------

good at making decisions	the 21st century	age of technology
--------------------------	------------------	-------------------

We are living in ¹ _____. Some people call it the ² _____. We need to learn skills such as ³ _____ and we need to be able to ⁴ _____ with other people around the world. Employers are looking for people who can ⁵ _____ well, people who are able to recognize whether information is reliable or not. They also like people who are ⁶ _____ without asking for help

Reading

Have you got the skills you need for the 21st-century workplace?

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?



Imagination

In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Think: Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?



Problem solving

Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?



Problem solving

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Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?



Communication skills

Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words.

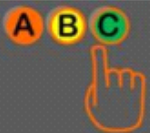
Think: How do people communicate with each other in the 21st century?



Critical analysis

Employers want workers who are able to recognise the difference between information that can be believed and false information.

Think: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?



Decision making

Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

2. Check your understanding: true or false

• 21st-century skills are not taught in schools in the UK.	<i>True</i>	<i>False</i>
• Employers like workers to be imaginative.	<i>True</i>	<i>False</i>
• Employers want workers to think about possible problems.	<i>True</i>	<i>False</i>
• Employers like workers to be original when solving problems.	<i>True</i>	<i>False</i>
• Future workers will need to be able to write concisely.	<i>True</i>	<i>False</i>
• People communicate with each other less in the 21st century.	<i>True</i>	<i>False</i>
• Employers believe it is useful to know a lot of information about celebrities.	<i>True</i>	<i>False</i>
• Employers don't want workers to make decisions without asking them.	<i>True</i>	<i>False</i>

3. Check your vocabulary: gap fill. Complete the sentences.

1.	UK schools and colleges _____ ICT skills.	have
2.	Employers _____ people with ideas for new approaches.	make
3.	Employers like workers who can _____ problems.	value
4.	Workers need to be able to _____ their work with their team.	differentiate
5.	Workers need to _____ their writing skills.	develop
6.	It is important that workers can _____ between truth and lies.	discuss
7.	Employees in the 21st century _____ more responsibility.	teach
8.	Employers like their workers to _____ decisions.	solve

UNIT 12. English in business communication

Task 1. Match these words to their definitions

- | | |
|-----------------|---|
| 1 proficiency | a a person or group with an interest in the success of a business or project. |
| 2 business | b communication and involvement between people or things. |
| 3 negotiation | c a relationship between two or more individuals or organizations working together towards a common goal. |
| 4 trade | d the activity of buying, selling, or exchanging goods or services between people, firms, or countries. |
| 5 collaboration | e working together with others to achieve a shared goal. |
| 6 partnership | f the skill or ability to do something well. |
| 7 interaction | g an organization where goods or services are exchanged for money. |
| 8 stakeholder | h discussions aimed at reaching an agreement between two or more parties. |

Task 2. Vocabulary. Match halves to make word combinations then read the text and check your ideas.

- | | |
|------------------|-------------------------|
| 1 effective | a skills |
| 2 business | b proposals |
| 3 multinational | c role |
| 4 cross-cultural | d business environments |
| 5 promotional | e communication |
| 6 pivotal | f language |
| 7 communication | g corporations |
| 8 primary | h purposes |

Task 3. Read the text

English in Business Communication

English is widely recognized as the primary language for international business, playing a pivotal role in facilitating global trade, negotiations, and corporate partnerships. It is the main language for both written and verbal communication in multinational corporations, promoting seamless interactions with clients and stakeholders worldwide and fostering collaboration among diverse teams.

When using English for business, clarity and conciseness are crucial. Effective communication in a business context demands precision to convey messages accurately and eliminate potential misunderstandings. Proficiency in business English enhances an individual's credibility and professional image, bolstering their capacity to engage in insightful discussions, negotiate favorable deals, and craft compelling business proposals.

In addition to verbal proficiency, written communication skills are highly valued in the business realm. Whether drafting emails, reports, or marketing materials, the ability to articulate thoughts clearly and persuasively is indispensable. Business English encompasses formalities such as writing letters, crafting legal documents, and producing engaging content for advertising and promotional purposes.

Proficiency in business English allows individuals to navigate cross-cultural business environments with confidence and adaptability. It also facilitates access to industry reports, market analyses, and academic literature, empowering professionals to stay abreast of global trends and developments within their respective fields.

English serves as a unifying force in the global business landscape, fostering synergy and collaboration across borders. Mastery of business English equips individuals with the linguistic prowess to build enduring partnerships, convey ideas persuasively, and thrive in the dynamic realm of international business.

Task 4. Answer the questions

How does English contribute to international business?

Why is clarity and conciseness important when using English for business communication?

What are the benefits of proficiency in business English for individuals in multinational corporations?

In what ways are written communication skills valued in the business realm?

How does proficiency in business English help individuals navigate cross-cultural business environments?

What formalities are included in business English writing?

What role does English play in fostering collaboration and synergy in the global business landscape?

Task 5. Decide which sentences are True and which are False

The primary language for international business is widely acknowledged to be English.

Proficiency in business English has no impact on an individual's credibility and professional image.

Business English includes writing letters, legal documents, and advertising content.

Proficiency in business English hinders individuals from navigating cross-cultural business environments.

English unites the global business landscape, promoting collaboration across borders.

Mastery of business English does not help individuals build partnerships or convey ideas effectively.

The skill of expressing thoughts clearly and persuasively is crucial when drafting emails, reports, or marketing materials.

Lesson 2. The structure and composition of written educational texts

The structure and composition of written educational texts play a pivotal role in conveying information effectively to the reader. Such texts are designed to present information in a clear, organized manner, facilitating comprehension and retention of key concepts. In educational materials, including textbooks and academic articles, the structure typically comprises an introduction, body, and conclusion.

In the introduction, the main topic is introduced, and the purpose of the text is outlined. This section provides an overview of what the reader can expect to learn or understand from the text.

Following the introduction, the body of the text delves into the core content, presenting information, explanations, and examples. This section is usually divided into subsections, each focusing on different aspects of the topic.

The conclusion serves as a summary, reinforcing the main points and often suggesting potential further reading or areas of study. Additionally, in more complex texts, there may be a separate section for references or additional resources to aid in further exploration of the topic.

The composition of these texts involves the use of headings, subheadings, bullet points, and numbering to organize information. Visual aids such as diagrams, charts, and tables may also be included to enhance understanding. The

language used in educational texts should be clear, concise, and tailored to the intended audience's level of comprehension.

Understanding the structure and composition of written educational texts is essential for effective learning and information dissemination. By organizing information in a logical and coherent manner, authors can ensure that readers are able to grasp complex concepts and information more readily.

Task 1. Answer the questions

- 1) What structure does educational text usually comprise?
- 2) What does the first structural part present?
- 3) What does the second structural part present?
- 4) What does the third structural part serve for?
- 5) Why the structure is essential?
- 6) What else does the composition of educational texts include?

Task 2. Fill in the gaps

- References
- Information
- Resources
- Subsections
- Comprehension
- Exploration

1) Academic texts are designed to present _____ in a clear, organized manner, facilitating _____ and retention of key concepts.

2) In more complex texts, there may be a separate section for _____ or additional _____ to aid in further _____ of the topic.

3) The main part is usually divided into _____, each focusing on different aspects of the topic.

Task 3. Practice

Find one text or use the text given by your teacher for structure analysis. Analyse its composition and the key point of each part.

3 ADDITIONAL READING

Media (Mass Media)

The mass media play an important role in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views.

Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that journalists are given too much freedom. They often intrude in people's private lives. They follow celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is — should this be allowed?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers.

Still, many people prefer radio. It's good to listen to it in the car, or in the open air, or when you do something about the house.

Newspapers don't react to events as quickly as TV, but they usually provide us with extra details, comments and background information.

The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

Mass media

Mass media (that is, the press, the radio and television) play an important role in the life of society. They inform, educate and entertain people. They also influence the way people look at the world and make them change their views. Mass media mould public opinion. Millions of people in their spare time watch TV and read newspapers.

Everybody can find there something interesting for him. On the radio one can hear music, plays, news and various discussions or commentaries of current events. Multiple radio or TV games and films attract a large audience. Newspapers are used in different ways, but basically they are read.

There is a lot of advertisement on mass media. Some of the TV and radio stations and newspapers are owned by different corporations. The owners can advertise whatever they choose.

But it is hardly fair to say that mass media do not try to raise cultural level of the people or to develop their artistic taste. Mass media brings to millions of homes not only entertainment and news but also cultural and educational programs.

UK Newspapers

In Great Britain there is no official control over the newspapers. The government does not exercise any official control over the newspaper industry and most of the English newspapers are very proud of their peculiarities, their individual styles. And although every newspaper has a definite profile, they can be classified into two main groups: quality and popular newspapers. Quality newspapers are serious, national newspapers. They are "Financial Times", "The Times", "The Daily Telegraph". "The Daily Telegraph" contains reports on national and international news, gives a full covering of sports and other topics. "Financial Times" is read mainly by professionals and business people as it contains a comprehensive coverage of industry, commerce and public affairs. "The Times" is the most famous newspaper. It is not actually the oldest newspaper in Britain, but some years ago it celebrated its two hundredth birthday. "The Times" gives a wide coverage of news events and reports on social life, the arts, education, etc. Popular newspapers are smaller in size and contain many photographs. Unlike quality newspapers popular newspapers are not so serious and their stories tend to be sensational. Popular newspapers are: "The Daily Express," "The Daily Mirror," "The Sun". "The Sun" has the largest circulation among daily newspapers.

Art and music

Art and music are powerful forms of expression that have captivated and inspired people throughout history. Both mediums have the ability to convey emotions, provoke thought, and cultivate a deep sense of connection within individuals and among communities. Art, in its myriad of forms such as painting, sculpture, and digital media, offers a visual representation of the human experience, serving as a reflection of society, culture, and personal narratives. Likewise, music, with its diverse genres and styles, possesses the remarkable ability to evoke feelings, transport us to different times and places, and unite individuals across language and cultural barriers.

Both art and music have the capacity to transcend boundaries and resonate with people on a universal level. They serve as a platform for creative expression, enabling artists and musicians to communicate their perspectives, beliefs, and aspirations. Through their work, they can provoke intellectual discourse, challenge societal norms, and foster empathy and understanding.

Moreover, art and music have the power to shape and define culture. They contribute to the identity of communities, nations, and civilizations, leaving a lasting impact on the collective consciousness of humanity. From ancient cave paintings to contemporary and innovative compositions, art and music have

continuously evolved, influenced, and inspired one another, enriching human experience and enriching our lives.

In conclusion, art and music play an integral role in shaping our world, providing avenues for expression, connection, and cultural enrichment. Their enduring influence continues to inspire, educate, and unite people across the globe, making them vital components of the human experience.

Art and music in Kazakhstan and England

Kazakhstan and England both have rich and diverse cultural heritages, including vibrant art and music scenes.

In Kazakhstan, traditional art forms such as embroidery, carpet weaving, and pottery are highly valued and have been passed down through generations. The country is also home to contemporary artists who draw inspiration from their nomadic heritage and the stunning landscapes of the Kazakh steppes. Moreover, Kazakh music is deeply rooted in its nomadic past, with traditional instruments such as the dombra and kobyz being integral to the country's musical heritage. In recent years, Kazakhstan has also seen a rise in contemporary music, with genres such as pop, hip-hop, and electronic music gaining popularity.

In England, art and music have played a central role in shaping the country's cultural identity. The UK has been home to many influential artists throughout history, with movements such as the Pre-Raphaelites and the Bloomsbury Group leaving a lasting impact on the art world. Likewise, England has a rich musical tradition, with iconic bands and artists such as The Beatles, The Rolling Stones, and Adele hailing from the country. The UK has also been at the forefront of various music movements, from punk rock to electronic dance music.

Both Kazakhstan and England boast diverse and thriving art and music scenes that continue to evolve and inspire audiences around the world. These cultural expressions serve as a reflection of the unique identities and histories of these two countries.

The text structure

Understanding the structure and composition of written educational texts is crucial for effective learning. These texts typically consist of an introduction, body, and conclusion.

The introduction sets the stage by outlining the main topic and purpose of the text, and may include a thesis statement or an overview of what will be covered.

The body of the text presents the main ideas, supporting evidence, and detailed explanations or examples. Each paragraph in the body typically addresses a specific subtopic, and they are interconnected to create a cohesive flow of information. Transition sentences help to smoothly connect these subtopics and maintain a logical progression.

Finally, the conclusion restates the main points and may offer additional insights, recommendations, or a summary of the key concepts discussed. The structure of educational texts aims to guide the reader through the material in a coherent and understandable manner, making the learning process more effective.

In addition, the composition of educational texts includes elements such as language clarity, coherence, and relevance to the educational objectives. These factors collectively contribute to creating engaging and informative learning materials. Understanding how to effectively structure and compose educational texts is essential for educators and students alike, as it enhances the transmission and absorption of knowledge.

4 SHORT GRAMMATICAL REFERENCE

Времена действительного залога

Для выражения времени совершения действия - настоящего, прошедшего и будущего - английский глагол имеет целую систему глагольных времен.

Глагольные времена (tenses) делятся на четыре группы:

1. *Simple*, 2. *Continuous*, 3. *Perfect*, 4. *Perfect Continuous*.

Каждая группа времен употребляется в зависимости от отношения действия к данному моменту времени или другому действию. Для каждого времени существуют свои индикаторы времен. Например для Present Simple – always, sometimes, every day, для Past Simple – yesterday, last and so on.

Основное значение этих времен следующее:

- времена неопределенные (Simple Tenses) обозначают факт совершения действия в настоящем, прошедшем и будущем;

- времена длительные (продолжительные) (Continuous Tenses) обозначают действие в процессе его протекания в данный момент в настоящем, прошедшем и будущем;

- времена совершенные (Perfect Tenses) обозначают действие, которое совершилось к данному моменту в настоящем, прошедшем и будущем;

- времена совершенные длительные (Perfect Continuous Tenses) обозначают действие, которое продолжалось некоторый период времени до наступления данного момента и, возможно, продолжается и после данного момента в настоящем, прошедшем и будущем.

Таблица -1

Таблица времен				
	Простые (Simple)	Продолженные (Continuous)	Перфектные (Perfect)	Перфектно-продолженные
Настоящие (Present)	1. регулярно повторяющ. действие 2. общеизвестный факт 3. действие «вообще» 4. с глаголами состояния 5. расписание (будущ.) do/does I, we, you, they + V he, she, it + Vs <i>every day, always, usually, often, rarely, seldom...</i>	1. действие происходит в момент речи 2. временное действие, «вокруг сейчас» 3. план, договоренность (будущ.) am/is/are am/is/are + Ving <i>now, at the moment, this week/month/year...</i>	1. действие произошло недавно, есть результат в настоящем 2. опыт 3. действие началось ранее, длилось опред. период и не закончилось (с гл. сост., длительные) have/has have/has + Ved/III ф.г.л. <i>yet, already, just, ever, never, many times, for, since</i>	1. действие началось ранее, длилось опред. период и не закончилось 2. следы «на лице» have been/has been have/has been + Ving <i>for, since, lately, recently</i>
Прошедшие (Past)	1. однократное или несколько последовательных завершённых действий в прошлом did Ved/II ф.г.л. <i>last year, yesterday, two months ago</i>	1. незавершённое действие в прошлом, в процессе совершения в определенный момент was/were was/were + Ving <i>yesterday at 6 o'clock, when mother came</i>	1. действие до действия в прошлом или завершённое к опред. моменту в прошлом had had + Ved/III ф.г.л. <i>yesterday by 5 o'clock</i>	1. действие происходившее определенный период времени до действия в прошлом had been had been + Ving
Будущие (Future)	1. спонтанные решения, предложения, обещания 2. прогнозы, основанные на мнении will (shall) will + V	1. действие которое будет совершаться (в процессе) в опред. момент в будущем will be will be + Ving <i>tomorrow at 5 o'clock</i>	1. действие, которое завершится к опред. моменту в будущем will have will have + Ved/III ф.г.л. <i>tomorrow by 5 o'clock</i>	_____
Будущие в прошедш. (Future-in-the -Past)	1. для согласования времен 2. II-ое условное would would + V	1. для согласования времен 2. II-ое условное would be would be + Ving	1. для согласования времен 2. III-ое условное would have would have + Ved/III ф.г.л.	_____

Таблица-2

ASPECT		SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
MEANING		When?	At what time?	By what time?	Since what time? How long?
Period of time		<i>usually, often, always, seldom, every day (week, month, year)</i>	<i>now, at the moment</i>	<i>ever, never, just, already, not...yet, by 3 p.m.</i>	<i>since 3 p.m., for a long time, for a month...</i>
Present	+	V, Vs	am is + Ving are	have has + Ved, V ₃	have has + been + Ving
	?	do, does — V	inversion	inversion	inversion
	—	do, does + not + V	am, is, are + not + Ving	have, has + not + Ved, V ₃	have, has + not + been + Ving
Period of time		<i>yesterday, last week (month, year), long ago</i>	<i>yesterday at 3 p.m., yesterday from 6 till 7, when you came...</i>	<i>yesterday by 3p.m., before some time in the past...</i>	<i>yesterday since 3 p.m., for some time in the past</i>
Past	+	Ved, V ₂	was were + Ving	had + Ved, V ₃	had + been + Ving
	?	did — V	inversion	inversion	inversion
	—	did + not + V	was, were + not + Ving	had + not + Ved, V ₃	had + not + been + Ving
Period of time		<i>tomorrow, next week (month, year)</i>	<i>tomorrow at 3 p.m., tomorrow from 6 till 7, when you come</i>	<i>tomorrow by 3p.m., by some time in the future</i>	<i>tomorrow since 3p.m., for some time in the future</i>
Future	+	will + V	will + be + Ving	will + have + Ved, V ₃	will + have + been + Ving
	?	inversion	inversion	inversion	inversion
	—	won't + V	won't + be + Ving	won't + have + Ved, V ₃	won't + have + been + Ving

Таблица-3





	INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
				
PRESENT	V, Vs I write. Я пишу (часто).	am is + Ving are I am writing. Я пишу (сейчас).	have has + Ved, V ₃ I have written. Я написал (уже, только что).	have has + been + Ving I have been writing. Я пишу (уже час, с 2-х часов).
PAST	Ved, V ₂ I wrote. Я написал (вчера).	was were + Ving I was writing. Я писал (вчера, в 3 часа, когда он вошел).	had + Ved, V ₃ I had written. Я написал (вчера к 3-м часам, до того как...).	had + been + Ving I had been writing. Я писал: (уже 2 часа, когда он пришел).
FUTURE	will + V I'll write. Я напишу (завтра).	will + be + Ving I'll be writing. Я буду писать (завтра, в 3 часа).	will + have + V ₃ I'll have written. Я напишу (завтра, к 3-м часам, до того, как он придет).	will + have + been + Ving I'll have been writing. Я буду писать (завтра, к тому времени, когда он придет).

Таблица времен глагола to work

	Present	Past	Future
--	---------	------	--------

Simple	I work Do you work? I do not work. He works Does he work? He does not work.	I worked. Did you work? I did not work.	I will work. Will you work? I will not work.
Continuous	I'm working Are you working? He is not working.	I was working Were they working? They were not working.	I will be working. Will you be working? I will not be working.
Perfect	I have worked Have you worked? He has not worked.	I had worked Had you worked? He had not worked.	I will have worked Will you have worked? He will not have worked.
Perfect Continuous	I have been working Has he been working? He has not been working.	I had been working. Had you been working? He had not been working.	I will have been working. Will you have been working? He will not have been working.

ТАБЛИЦА НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Infinitive	Перевод	Past Indefinite	Past Participle
arise	возникать	arose	arisen [i]
awake	будить,	awoke	awoke
awake	просыпаться	awaked	awaked
be	быть	was (were)	been
bear	носить, выдерживать	bore	borne
beat	бить	beat	beaten
become	становиться	became	become
begin	начинать(ся)	began	begun
blow	дуть	blew	blown
break	ломать	broke	broken
bring	приносить	brought	brought
broadcast	передавать	broadcast	broadcast

broadcast	передавать по радио	broadcasted	broadcasted
build	строить	built	built
buy	покупать	bought	bought
catch	ловить, схватывать	caught	caught
choose	выбирать	chose	chosen
come	приходить	came	come
cost	стоить	cost	cost
cut	резать	cut	cut
deal	иметь дело	dealt	dealt [delt]
dig	копать	dug	dug
do	делать	did	done
drink	пить	drank	drunk
drive	везти, приводить в движение	drove	driven [drivn]
eat	есть, принимать пищу	ate	eaten
fall	падать	fell	fallen
feed	кормить(ся)	fed	fed
feel	чувствовать	felt	felt
fight	бороться, сражаться	fought	fought
find	находить	found	found
fly	летать	flew	flown
forget	забывать	forgot	forgotten
freeze	замерзать, замораживать	froze	frozen
get	получать, становиться	got	got
give	давать	gave	given
go	идти, ехать	went	gone
grow	выращивать, расти	grew	grown
hang	висеть, вешать	hung	hung

have	иметь	had	had
hear	слышать	heard	heard
hide	прятать	hid	hidden
hit	ударить	hit	hit
hold	держат	held	held
hurt	повредить, ушибить	hurt	hurt
keep	держат, хранить	kept	kept
know	знат	knew	known
lay	класть	laid	laid
lead	вести	led	led
leave	оставлять, уезжать	left	left
let	позволять	let	let
lie	лежать	lay	lain
lose	терять	lost	lost
make	делат, заставлять	made	made
mean	значит, подразумеват	meant	meant [ment]
meet	встречат	met	met
pay	платит	paid	paid
put	класть	put	put
read	читат	read [red]	read [red]
ride	ехат	rode	ridden
ring	звонит, звенет	rang	rung
rise	подниматся	rose	risen
run	бежат	ran	run
say	говорит, сказат	said	said
see	видет	saw	seen
sell	продават	sold	sold
send	посылат	sent	sent
shake	трясти	shook	shaken
shine	сиять, светит	shone	shone
shoot	стрелять	shot	shot

show	показывать	showed	shown
shut	закрывать	shut	shut
sing	петь	sang	sung
sit	сидеть	sat	sat
sleep	спать	slept	slept
speak	говорить	spoke	spoken
spend	тратить	spent	spent
stand	стоять	stood	stood
steal	красть	stole	stolen
swear	клясться	swore	sworn
swim	плавать	swam	swum
take	брать	took	taken
teach	обучать, учить	taught	taught
tear	рвать	tore	torn
tell	рассказывать	told	told
think	думать	thought	thought
throw	бросать	threw	thrown
understand	понимать	understood	understood
wake	будить,	woke,	woken,
wake	просыпаться	waked	waked
wear	носить	wore	worn
win	выигрывать	won	won
write	писать	wrote	written

МОДАЛЬНЫЕ ГЛАГОЛЫ (MODAL VERBS)

Модальные глаголы — это такие глаголы, которые выражают отношение лица к действию или состоянию, выраженному инфинитивом. Модальный глагол в сочетании с инфинитивом образует в предложении составное глагольное сказуемое.

Модальные глаголы выражают необходимость, возможность, вероятность действия.

К модальным глаголам относятся глаголы can, may, must, ought, need, should, shall, will.

Модальные глаголы употребляются только в сочетании с инфинитивом смыслового глагола без частицы "to", кроме глагола "ought", за которым следует инфинитив с "to".

Модальные глаголы отличаются от других глаголов тем, что они не имеют ряда форм:

1) не имеют неличных форм — инфинитива, причастия, герундия.
2) не изменяются ни по лицам, ни по числам (не имеют окончания "s" в 3 л. ед. ч.). *He can sing well.*

3) вопросительная и отрицательная формы модальных глаголов в Present и Past Indefinite образуются без вспомогательного глагола "do".

В вопросительной форме модальный глагол ставится перед подлежащим:

Can you do it?

Must you come in time?

May I come in?

В отрицательной форме частица "not" ставится сразу же после модального глагола. Глагол can с частицей not пишется слитно — cannot:

He cannot do it.

You may not smoke here.

Модальные глаголы имеют следующие сокращенные отрицательные формы:

can't [ka:nt]	mayn't [meint]	couldn't [kudnt]
mightn't [maitnt]	needn't [ni:dnt]	mustn't

4) глаголы can и may имеют формы настоящего и прошедшего времени, но must, ought, need только одну форму — настоящего времени.

Present Ind. Can, may, must, ought, need *Past Ind* might.

Модальный глагол "Can"

Глагол "can" имеет значение обладать физической или умственной способностью, умением выполнять действие, выраженное инфинитивом глагола, с которым сочетаются "can", "could".

I can ski. Я могу (умею) кататься на лыжах.

Can you help me? — Yes, I can. No, I can't.

He cannot do this work.

Глагол "can" в сочетании с глаголами, обозначающими чувства и восприятия (to see, to hear, to feel и т. д.), на русский язык, как правило, не переводится.

Can you see that tree? Вы видите то дерево?

Глагол "can" может выражать настоящее и будущее время.

I can give you the book tomorrow.

Can you tell me the answer now?

Глагол "can" имеет значение разрешения (запрещения).

You can go to the pictures if you want to.

I'm sorry you can't park here.

Формы can и could употребляются в просьбах ("could" — более вежливо).

Can I (could I) take your pen? Можно взять вашу ручку?

Yes, you can. No, I'm afraid you can't.

Could you answer my questions?

Не могли бы вы ответить на мои вопросы?

Could I see you tomorrow evening?

Можно с вами встретиться завтра вечером?

Таким образом, "could" является не только прошедшим временем глагола "can", но употребляется в разговоре о настоящем и будущем.

В прошедшем времени "could" имеет значение обладать физической или умственной способностью в прошлом.

I could ski very well when a boy.

Я умел кататься на лыжах очень хорошо, когда был мальчиком.

Модальный глагол "May"

Глагол "may" имеет значение разрешения (в официальном стиле), т. к. в современном разговорном языке в отрицательных и вопросительных предложениях "may" заменяет глагол "can".

May I come in? Разрешите войти? (Можно войти?)

Yes, you may (Welcome. Please, do.)

В ответе, выражающем запрещение, употребляются глаголы can или must в отрицательной форме:

May I smoke here? No, you mustn't. No, you can't.

Глагол "may" выражает также возможность в настоящем и будущем.

I may see Mr. Brown this afternoon.

Я могу (есть такая возможность) увидеть сегодня днем господина Брауна.

Форма "might" как прошедшее время от глагола •"may" употребляется только при согласовании времен:

He said I might take the book. Он сказал, что я могу взять книгу.

Модальный глагол "Must"

Глагол "must" выражает необходимость, моральную обязанность или приказ совершить действие и соответствует в русском языке глаголам "должен", "нужно", "надо".

We must hurry, it's late. I must study a lot.

"Must" употребляется в отношении настоящего и будущего времени. В отношении прошедшего времени "must" употребляется только в косвенной речи:

He said he must speak to the doctor.

В ответах на вопрос с "must" в утвердительной форме употребляется "must", в отрицательной — "needn't".

Must I go there? — Yes, you must.

No, you needn't.

"Mustn't" — означает "нельзя" и употребляется или в отрицательном ответе на вопрос с "May I" или в самостоятельном предложении.

May I speak to you? — No, you mustn't.

You mustn't smoke here.

Модальный глагол "Ought"

Глагол "ought" в сочетании с Indefinite Infinitive выражает моральный долг, желательность действия, относящегося к настоящему и будущему.

На русский язык "ought" переводится "следовало бы", "следует", "должен". Инфинитив после глагола "ought" употребляется с частицей "to".

You ought to do it at once.

Вам следует (вы должны) сделать это сейчас же.

Глагол "ought" в сочетании с Perfect Infinitive употребляется в отношении прошедшего времени и указывает на то, что действие не было выполнено.

You ought to have done it at once.

Вам следовало бы сделать это сразу же (но вы этого не сделали).

Модальный глагол "Should"

Глаголы "ought" и "should" имеют очень близкое значение и могут быть использованы в одних и тех же ситуациях.

You ought to (should) see the new film.

Вам следует (надо) посмотреть новый фильм.

Однако, между этими двумя глаголами существует небольшая разница. Когда мы используем "should", мы выражаем свое субъективное мнение, "ought to" имеет более объективный оттенок необходимости совершить действие.

We ought to go and see Mary, but I don't think we will.

You should work harder.

Глагол "should" в сочетании с перфектным инфинитивом указывает на то, что действие, которое должно было осуществиться, не выполнено.

You should have done this work,

Вам следовало бы сделать эту работу.

Модальный глагол "Need"

Глагол "need" в качестве модального глагола в сочетании с Indefinite Infinitive выражает необходимость совершения действия в отношении настоящего и будущего времени. "Need" употребляется в вопросительных и отрицательных предложениях, а в утвердительных — если они содержат такие наречия с отрицательным значением, как hardly, scarcely (едва) и др.

Need you go there so soon? Нужно ли вам ехать так скоро?

I needn't tell you how important it is.

Мне не нужно говорить вам, как это важно.

Форма "needn't" в сочетании с Perfect Infinitive употребляется в отношении прошедшего времени и означает, что не было необходимости совершать действие.

You needn't have done it. Вам не нужно было этого делать,

Примечание: глагол "need" в качестве самостоятельного глагола имеет значение "нуждаться". В этом значении он имеет обычные формы спряжения:

*Do you need this pen? - Yes, I do.
No, I don't. He didn't need this book.*

Модальный глагол "To be to"

Глагол "to be" в сочетании с инфинитивом другого глагола с частицей "to" имеет модальное значение и указывает, что действие должно иметь место в соответствии с намеченным планом или договоренностью.

В этом значении формы глагола "to be" употребляются только в Present Indefinite (в отношении настоящего и будущего времени) и в Past Indefinite (в отношении прошедшего времени).

We are to finish the work in two weeks.

Мы должны (нам предстоит) закончить работу через две недели.

Глагол "to be" в Past Indefinite в сочетании с Perfect Infinitive указывает, что действие, которое должно было произойти, не совершилось.

I was to have started work last week, but I changed my mind.

Я должен был начать работу на прошлой неделе, но передумал.

"To be to" может употребляться в приказаниях:

You are to do your homework before you watch TV.

Модальный глагол "To have to"

Глагол "to have" (или "to have got") с последующим инфинитивом с частицей "to" имеет модальное значение долженствования. По значению он приближается к модальному глаголу "must".

I often have to travel on business.

"Have got" в отличие от "to have" употребляется, когда речь идет о том, что мы обязаны делать (а не просто вынуждены).

Форма "have got" особенно характерна для разговорной речи.

I haven't got to work tomorrow.

Мне не нужно завтра работать (я не обязана).

Отличие глагола "to have" от "must" в том, что глагол "to have" можете иметь оттенок, выраженный русскими словами "приходится", "вынужден".

I have to go now. Я вынужден сейчас уйти.

"Must" часто используется, когда речь идет о долженствовании, которое зависит от говорящего: когда я говорю "I must do", это значит, что я считаю это необходимым: "have (got) to" употребляется, когда речь идет о долженствовании, которое исходит "извне". Сравните:

I must stop smoking (I want to).

I must go to the dentist (I've got a toothache).

Вопросительная и отрицательная формы глагола "to have" образуются при помощи вспомогательного глагола "to do".

Do you have to do this work here?

Вместо "don't have to" или "haven't got to" часто употребляется "needn't".

You don't have to tell John about it.

You needn't tell John about it.

Глаголы "Shall" и "Will"

Глагол "shall" употребляется в качестве модального в вопросах в 1-м и 3-м лице единственного и множественного числа с целью получения указаний или распоряжений от лица, к которому обращен вопрос.

— *Shall we read?* — *Читать?*

— *Yes, please (Do, please).*

— *No, you needn't.*

Глагол "will" употребляется во втором лице для выражения просьбы.

Will you give me a pen, please. Дайте мне, пожалуйста, ручку.

Употребление вспомогательных и модальных глаголов во избежание повторения

Если сказуемое предложения следовало бы выразить тем же глаголом, которым выражено сказуемое предшествующего предложения, то употребляется лишь вспомогательный или модальный глагол. Такое употребление имеет место, среди других случаев, в оборотах типа "So do I" и "Neither (nor) do I", выражающих, что предшествующее высказывание относительно какого-нибудь лица или предмета в равной степени относится к другому лицу или предмету. В утвердительном обороте употребляется наречие "so", в отрицательном — "neither".

Вспомогательный или модальный глагол ставится перед подлежащим. В русском языке таким оборотам соответствуют обороты типа: "Я тоже", "Он тоже" и т. п.

You can come in my car and so can your dog.

She hasn't got much time and neither have I.

При противопоставлении используется "but".

He likes to ski but I don't.

Pete can skate well but I can't.

Пит хорошо катается на коньках, а я нет.

В разговорной речи оборот типа "So do I" заменяется предложением типа "Me, too" или "She does, too", "Same here".

Henry is a student.

Me, too = So am I.

Эквиваленты модальных глаголов

Взамен недостающих временных форм модальных глаголов употребляются их эквиваленты.

Как видно из таблицы, глагол "can" в будущем времени заменяет сочетание shall (will) be able + инфинитив с частицей "to".

Таблица модальных глаголов и их эквивалентов		
Present	Past	Future

Can am is able to are	Could Was/were able to	- shall-be able to will be
Must have to has to	- had to	- shall will have to
May Am Is Are	Might (только при согласовании) was allowed to were	Shall be allowed to Will

I'll be able to come in time tomorrow.

Я смогу прийти завтра во время.

Глагол "must" в прошедшем и будущем времени заменяется на глагол had, shall (will) have to.

I'll have to do a lot of work tomorrow.

Мне придется завтра много работать.

Глагол "may" в прошедшем и будущем времени заменяется на сочетание was (were) allowed to, shall (will) be allowed to.

You'll be allowed to go to the canteen in fifteen minutes.

Вам разрешат (вы сможете) пойти в столовую через 15 минут.

Эквиваленты модальных глаголов могут употребляться и как самостоятельные глаголы в нужном времени.

Participles

Причастие в английском языке

Причастие – это неличная форма английского глагола, которая обладает свойствами глагола, наречия и прилагательного.

Английские причастия делятся на причастие настоящего времени (Participle I) и причастие прошедшего времени (Participle II).

Причастие настоящего времени обозначает действие, протекающее одновременно с действием, выраженным сказуемым:

Look at the man crossing the street.

Взгляни на человека, переходящего улицу.

Причастие настоящего времени образуется при помощи окончания -ing:

to learn – learning

to speak – speaking

Причастие настоящего времени употребляется для образования продолженных времён:

They are watching a new film now.

Сейчас они смотрят новый фильм.

They were watching a new film at that time last night.

Они смотрели новый фильм в это время вчера вечером.

They will be watching a new film at this time tomorrow.

Они будут смотреть новый фильм в это время завтра.

Несмотря на то, что и герундий, и причастие настоящего времени имеют окончание -ing и совпадают по форме, их можно различить по оттенку в значении. Причастие по своему смыслу ближе к прилагательному, а герундий – к существительному:

That man shouting at the policeman seems familiar. – обозначение признака – причастие

Тот орущий на полицейского человек кажется мне знакомым.

Shouting will not do any good. – обозначение некоего действующего лица или предмета – герундий

Крики делу не помогут.

Причастие прошедшего времени – это тоже неличная форма глагола, также имеющая свойства глагола, прилагательного и наречия. Но в отличие от причастия настоящего времени, причастие прошедшего времени имеет лишь одну неизменяемую форму, по сути, это третья форма глагола. Причастие прошедшего времени в английском языке соответствует русскому страдательному причастию:

to give (давать) - given (данный)

to teach (обучать) - taught (обученный)

to break (ломать) - broken (сломанный)

Delivered goods will be stored in our warehouse.

Доставленные товары будут храниться на нашем складе.

Причастие прошедшего времени образуется так же, как и временная форма Past Simple, то есть при помощи окончания -ed. Для неправильных английских глаголов в таком случае нужно использовать их «третью» форму:

look – looked – looked

do – did – done

Причастие прошедшего времени (Participle II) употребляется для образования совершённых (перфектных) времён. Эти времена образуются при помощи вспомогательного глагола have, has, had, will have и третьей формы глагола, т. е. причастия прошедшего времени.

Recently they have watched a new film. (Present Perfect)

Они недавно посмотрели новый фильм.

They had watched a new film before I came. (Past Perfect)

Они посмотрели новый фильм до того, как я пришёл.

They will have finished watching a new film by the time I come. (Future Perfect)

Они закончат смотреть новый фильм к тому времени, как я приду.

Причастие прошедшего времени также употребляется для образования страдательного залога:

The museum was opened only last year.

Музей был открыт только в прошлом году.

Flowers are grown almost in any part of the world.

Цветы выращивают почти в любой части света.

Причастие прошедшего времени употребляется в функциях:

именной части составного сказуемого после глаголов: to be (быть), to feel (чувствовать), to look (выглядеть), to get (становиться), to become (становиться), и др. В этом случае Participle II переводится на русский язык страдательным причастием, прилагательным или наречием:

My pencil is broken.

Мой карандаш сломан.

She looked scared.

Она выглядела испуганной.

Joe felt depressed.

Джо чувствовал себя угнетённо.

определения - причастие может находиться как перед существительным, так и после него:

Clara looked at the broken vase.

Клара посмотрела на разбитую вазу.

Clara looked at the vase broken by someone.

Клара посмотрела на вазу, разбитую кем-то.

обстоятельства времени - причастие отвечает на вопрос: когда? А в функции обстоятельства причины на вопросы: почему? по какой причине?

When asked what he intended to do, he said he didn't know.

Когда его спросили, что он намеривается делать, он сказал, что не знает.

Squeezed by the ice, the steamer couldn't continue her way.

Так как пароход был сжат льдом, он не мог продолжать путь.

сложного дополнения с существительным в общем падеже или местоимением в объектном падеже:

She heard her name mentioned.

Она услышала, что упомянули её имя.

I want the work done immediately.

Я хочу, чтобы работа была сделана немедленно.

Примечание:

Русские причастия прошедшего времени действительного залога переводятся на английский язык придаточными предложениями:

Делегация, прибывшая вчера, остановилась в гостинице "Москва".

The delegation that arrived yesterday is staying at the hotel "Moskva".

Полицейский, подошедший к нему, попросил показать водительские права.

The policeman who came up to him asked him to show his driver's license.

Глагол to have + причастие прошедшего времени в функции сложного дополнения означает, что действие совершается не самим подлежащим, а кем-то другим для него, за него:

He had his shoes mended.

Он отдал в починку свои туфли.

I want to have my ceiling whitewashed.

Я хочу, чтобы мне побелили потолок.

Самостоятельный причастный оборот, в котором причастие имеет своё собственное подлежащее, может содержать причастие прошедшего времени. Предложения с самостоятельным причастным оборотом переводятся на русский язык придаточными предложениями:

All things considered, the offer seems reasonable.

Если учесть все стороны дела, предложение представляется вполне приемлемым.

With so little time left, there was no time for delay.

Так как времени осталось мало, медлить больше было нельзя.

PASSIVE VOICE

Общая формула образования глагола в пассивном (страдательном) залоге

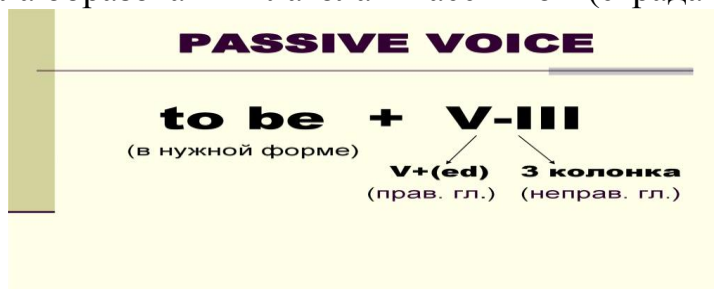


Таблица образования страдательного залога по временам

Passive - страдательный залог

	INDEFINITE	CONTINUOUS	PERFECT
PRESENT	am is + V3 are	am is + being + V3 are	have + been + V3 has
	Usually houses are built 8 months.	This house is being built now.	This house has been already built.
	<i>Обычно дома строят 8 месяцев.</i>	<i>Этот дом строится сейчас.</i>	<i>Этот дом уже построен.</i>
PAST	was + V3 were	was + being + V3 were	had + been + V3
	This house was built last year.	When I came last year this house was being built.	This house had been built before I came.
	<i>Этот дом был построен в прошлом году.</i>	<i>Когда я в прошлом году приехал, этот дом строился.</i>	<i>Этот дом был построен до того, как я приехал.</i>
FUTURE	will + be + V3	X	will + have + been + V3
	This house will be built next year.		This house will have been already built by January.
	<i>Этот дом будет построен в следующем году.</i>		<i>Этот дом уже будет построен к Январю.</i>

Правило преобразования предложений из активного залога в пассивный

Active voice

Subject Verb Object

Linda eats an orange

Passive voice

An orange is eaten by Linda

be + past participle

Subject Verb Agent

Таблица формул для определения залога и сравнения способов образования активного залога и пассивного

Обратите внимание, что при трансформации залога предложения его время не изменяется например : Future Simple Active ----- >Future Simple Passive.

Tenses	Active	Passive
Present Indefinite	1 st form of the verb + s/es Do/does (not) + V1	Is/am/are + V3
Past Indefinite	V2 Did (not) + V1	Was/Were + V3
Present Continuous	Is/am/are (not) + V1 + ing	Is/am/are (not) + being + V3
Past Continuous	Was/were (not) + V1 + ing	Was/were (not) + being + V3
Present Perfect	Has/have (not) + V3	Has/ Have (not) been + V3
Past Perfect	Had (not) + V3	Had (not) + been + V3
Future Perfect	Will/Shall (not) have + V3	Will/shall (not) have + been + V3
Modal Verb	Will, Shall, would, should, can, could, may, might, must, ought to + V1	Will, Shall, would, should, can, could, may, might, must, ought to + be + V3
Infinitive	To + V1	To be + V3

Примеры преобразования предложений из активного залога в пассивный



Passive Voice in English

TENSE

ACTIVE

PASSIVE

Present Simple	I do my homework.	My homework is done .
Present Continuous	I'm doing my homework.	My homework is being done .
Past Simple	I did my homework.	My homework was done .
Past Continuous	I was doing my homework.	My homework was being done .
Present Perfect	I have done my homework.	My homework has been done .
Past Perfect	I had done my homework.	My homework had been done .
Future Simple	I will do my homework.	My homework will be done .
Future Be going to	I'm going to do my homework.	My homework is going to be done .
Modal	I must do my homework.	My homework must be done .
Modal Perfect	I should have done my homework.	My homework should have been done .

5 GRAMMAR EXERCISES

Revision of English Tenses

Упражнения на времена английского глагола.

Упражнение 1. Join the two parts of sentences.

1. Fred plays tennis. . .	a) every Monday.
2. Fred is playing tennis. . .	b) for several times.
3. Fred has played tennis. . .	c) at the moment.
4. Fred played tennis. . .	d) at that time.
5. Fred was playing tennis. . .	e) next Monday.
6. Fred will play tennis. . .	f) when he was 15.

Упражнение 2. Copy the sentences and note if they refer to the present, past or future. Identify the tense.

Example: He cut his finger with a knife. (Simple Past)

- He often cuts himself.
- What time did John arrive?
- I never forget anything.
- Are you sitting comfortably?
- We drank a lot of Coke at the party.
- It was raining all night.
- The train will leave in a few minutes.

- I put on a clean shirt yesterday.

Упражнение 3. Put the following sentences into the correct tense: **Simple Past, Simple Present, Present Continuo or Past Continuous, Present Perfect.**

- I _____ (listen) to the radio while Mary _____ (cook) dinner.
- You _____ (buy) this book yesterday?
- Last Friday Jill _____ (go) home early because she _____ (want) to see a film.
- When your brother usually _____ (get) home in the evening?
- Jane always _____ (bring) us a nice present.
- What those people _____ (do) in the middle of the road?
- You _____ (read) this book?
- While Fred _____ (sleep), Judy _____ (watch) TV.
- When I _____ (be) young, I _____ (think) Mary _____ (be) nice — but now I _____ (think) she's fantastic.
- Jill _____ (walk) home when she _____ (see) her husband's car outside the cinema
- Look there! Sue and Tim _____ (run) to school.
- Jack's father _____ (not work) in London — he _____ (not speak) English.
- Joe _____ (buy) a car yesterday.
- Their father often _____ (go) to rock concerts.
- While you _____ (sleep), mother _____ (arrive).

Упражнение 4. Correct mistakes in the sentences.

- When she was younger, she has played tennis every day.
- It's already 10:00, but Jane hasn't finished her homework already.
- Joe crashed his car three times since Christmas.
- Did you done your homework, or have you been watching TV?
- Karl has been driving since five years.
- This hotel has been already in business for twenty years.

Perfect Continuous Tenses

Времена группы совершенно-продолженные

1. Put the verbs into the correct form (present perfect progressive).

- He (work) in this company since 1985.
- I (wait) for you since two o'clock.
- Mary (live) in Germany since 1992.
- Why is he so tired? He (play) tennis for five hours.
- How long (learn / you) English?
- We (look for) the motorway for more than an hour.
- I (live) without electricity for two weeks.

- The film (**run / not**) for ten minutes yet, but there's a commercial break already.
- How long (**work / she**) in the garden?
- She (**not / be**) in the garden for more than an hour.

2. Put the verbs into the correct form (past perfect progressive).

- We (**sleep**) for 12 hours when he woke us up.
- They (**wait**) at the station for 90 minutes when the train finally arrived.
- We (**look for**) her ring for two hours and then we found it in the bathroom.
- I (**not / walk**) for a long time, when it suddenly began to rain.
- How long (**learn / she**) English before she went to London?
- Frank Sinatra caught the flu because he (**sing**) in the rain too long.
- He (**drive**) less than an hour when he ran out of petrol.
- They were very tired in the evening because they (**help**) on the farm all day.
- I (**not / work**) all day; so I wasn't tired and went to the disco at night.
- They (**cycle**) all day so their legs were sore in the evening.

3. Put the verbs into the correct form (future perfect progressive).

- 1) I (**work**) all weekend so I won't be energetic on Sunday night.
- 2) How long (**you / wait**) when you finally get your exam results?
- 3) Julie (**not / eat**) much, so we'll need to make sure she has a good meal when she arrives.
- 4) How long (**she / plan**) to move house when she finally moves?
- 5) (**she / wait**) long by the time we get there?
- 6) (**he / play**) computer games for ten hours when he finally stops?
- 7) They (**study**) all day, so they'll want to go out in the evening.
- 8) They (**not / stay**) in the hotel for long when she arrives.
- 9) I (**not / walk**) when I meet you – I'll have been cycling.
- 10) She (**play**) squash, so she won't be dressed up.

Present Perfect

Innovations and technologies. Recent Achievements and Inventions of the 21st Century

Ex. 1. Look at these sentences. What are underlined words? What is the sentence structure?

1. I have **never** seen such rapid advancements in technology before.
2. They have **already** implemented telemedicine to make healthcare more accessible.
3. Scientists have made significant progress in renewable energy **since** the last decade.
4. I have **just** read an article about the ethical use of artificial intelligence.
5. Many individuals haven't **yet** experienced the benefits of precision medicine.

6. Our company has invested in AI technologies, and it has been a wise decision **so far**.
7. Have you **ever** used social media to share your ideas instantly?

Ex. 2. Fill in the blanks with the correct form of the verbs in the present perfect tense.

1. Scientists _____ (make) incredible discoveries in the field of medicine.
2. Many people _____ (never/hear) about precision medicine until recently.
3. Renewable energy sources _____ (become) more popular in the last decade.
4. ___you ever _____ (use) telemedicine for a medical consultation?
5. The Internet _____ (connect) people globally, transforming communication.
6. Our company _____ (invest) a significant amount in artificial intelligence research.
7. Individuals and businesses _____ (benefit) greatly from technological advancements.
8. Researchers _____ (study) the ethical implications of artificial intelligence.
9. I _____ (read) several articles about the impact of new technologies on society.
10. Many companies _____ (already/ develop) advanced artificial intelligence applications.
11. ___ you ever _____ (experience) virtual reality technology?
12. Renewable energy solutions _____ (make) a significant impact on reducing carbon emissions.
13. The Internet _____ (revolutionize) the way we access information and communicate.
14. Electric vehicles _____ (become) more popular in recent years.
15. By now, most people _____ (hear) about the concept of self-driving cars.
16. The world _____ (see) remarkable advancements in space exploration since 1960s.

Ex. 3. Read the sentences and choose the correct tense (Present Perfect or Past Simple)

1. Two years ago, he (connect) _____ a new device to the Internet.
2. We (celebrate) _____ many technological advancements in recent years.
3. She (use) _____ telemedicine for the first time last month.
4. Scientists (make) _____ significant progress in renewable energy research.
5. Precision medicine (already/change) _____ her treatment plan.
6. Last week, they (discuss) _____ the ethical use of artificial intelligence.
7. Our company (invest) _____ in the development of AI technologies for last 3 years.

8. The Internet (make) _____ information sharing much easier over the years.
9. I (never/try) _____ renewable energy sources until this summer.
10. By the present time many people (already/benefit) _____ from the technological changes.

Mass Media and News: Past Perfect and Future Perfect Grammar Exercise

Instructions: Complete the following sentences with the correct form of the verb in parentheses, using either the past perfect or future perfect tense.

Remember:

- **Past perfect:** had + past participle (used to talk about an action completed before another past action)
- **Future perfect:** will have + past participle (used to talk about an action that will be completed by a specific time in the future)

Sentences:

- By the time the news broke, the public _____ (already / consume) all the fake information circulating online.
- By 2030, the majority of news consumption _____ (shift) to personalized digital platforms.
- Before the invention of the printing press, news _____ (spread) primarily through word of mouth and handwritten letters.
- By the time the journalist reached the scene, the crowd _____ (disperse) due to police intervention.
- By the end of this decade, social media _____ (become) the primary source of news for many people.
- Before the internet, people _____ (rely) on newspapers and television for their daily news updates.
- By the time the interview aired, the politician _____ (address) the controversy surrounding his recent statement.
- By the year 2050, artificial intelligence _____ (revolutionize) the way news is produced and consumed.
- Before the advent of cable news, people _____ (depend) on limited broadcast channels for their news coverage.
- By the time the election results were announced, the media _____ (report) on the potential impact on the economy.

Fill in the blanks with the correct form of the past perfect or future perfect tense:

1. By the time the newspaper (arrive), I (already, read) the news online.
2. The journalist (not, finish) writing the article before the deadline.
3. They (complete) the documentary by next month.
4. We (publish) our 100th edition by the end of this year.
5. She (work) as a reporter for a decade by the time she turns thirty.
6. By the time the news (break), the situation (already, escalate) significantly.
7. The editor (review) all the submissions by 5 PM tomorrow.
8. I (not, see) the broadcast before you called me about it.
9. The magazine (celebrate) its 20th anniversary by 2025.
10. Before the era of smartphones, most people (get) their news from television or newspapers.

Passive voice exercises

PRESENT SIMPLE & PAST SIMPLE PASSIVE

- 1) **Active or passive?** Circle the correct answer in the sentences and then name them by circling: Active or Passive.

- | | | |
|---|--------|---------|
| 1 The movies make / are made in Hollywood. | Active | Passive |
| 2 They visited / were visited by their grandmother. | Active | Passive |
| 3 The librarian reads / is read books to the students. | Active | Passive |
| 4 The rent paid / was paid last night. | Active | Passive |
| 5 My cousin looks after / is looked after my little sister. | Active | Passive |
| 6 Henry Ford invented / was invented the assembly line in 1976. | Active | Passive |

- 2) **Fill in the sentences with the Present Simple Passive.**

- 1 Milk _____ (use) to make butter and cheese.
- 2 I _____ (give) a gift after each school year.
- 3 The children _____ (not teach) French at our school.
- 4 Flies _____ (catch) by spiders.
- 5 The shop _____ (close) on Saturday and Sunday.
- 6 We _____ (tell) jokes by our physics teacher.

- 3) **Make Past Simple Passive sentences using the following prompts.**

- 1 The football match / win / by the team from London

- 2 They / invite / to the birthday party last Friday.

- 3 The house / not sell / last month.

- 4 Visitors / ask / to turn their mobile phones off.

- 5 My friends / find / by the police after they got lost.

- 6 The old lady / bite / by John's dog.

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Education: Passive Voice Grammar Exercise

Instructions: Rewrite the following sentences in the passive voice. Remember to include the by-phrase if it is relevant to the sentence's meaning.

Remember:

- **Passive voice:** be + past participle (used to focus on the action rather than the doer)
- **By-phrase:** indicates the agent performing the action (optional)

Sentences:

- The teacher assigned homework to the students.
- The school board approved the new curriculum.
- The students will complete the project by next week.
- The university awarded scholarships to deserving students.
- The principal announced the school's new policy.
- The students had already finished the exam.
- The government funds the public education system.
- The parents will pick up their children from school at 3 pm.
- The students are learning about different cultures in their history class.
- The teachers evaluated the students' performance based on their final projects.

Participle I, II (Действительное и страдательное причастие)

Ex. 1. Переведите на русский язык, обращая внимание на причастия настоящего времени.

1. The girl standing at the window is my sister.
2. Having been sent to the wrong address the letter didn't reach him.
3. He sat in the arm-chair thinking.
4. She came up to us breathing heavily.
5. The hall was full of laughing people.
6. The singing girl was about fourteen.
7. Having read the book I gave it to Pete.
8. The large building being built in our street is a new school – house.
9. Having finished the experiment the students left the laboratory.
10. Being busy, he postponed his trip.

Ex. 2. Раскройте скобки, употребив причастие настоящего времени в активной и пассивной форме.

1. (To impress) by the film, they kept silent.
2. (To lose) the book, the student couldn't remember the topic.
3. He spent the whole day (to read) a book.
4. (To travel) around America for a month, she returned to England.
5. He watched Mike (to go) out of the door and (to cross) the street.
6. The question (to discuss) now is very important.
7. (To pack) in the beautiful box the flowers looked very lovely.
8. (To descent) the mountains, they heard a man calling for help.
9. (To reject) by everybody he became a monk.
10. (To show) the wrong direction, the travelers soon lost their way.

Ex. 3. *Раскройте скобки, употребив Indefinite или Perfect Participle I. Переведите.*

1. (To write) out all the words, I started to learn them.
2. (To buy) food, they left supermarket.
3. (to bark) dog doesn't bite.
4. She entered the room (to smile).
5. (To drink) coffee she was talking to her friend.
6. (To find) the keys, we were able to open the door.
7. (To make) the report, Tom left the room.
8. (To see) her he raised his hat.
9. My task (to finish), I went to bed.
10. While (to learn) the pronunciation of the words we learned their meaning.

Ex. 4. *Переведите на русский язык, обращая внимание на причастие прошедшего времени.*

1. He doesn't like boiled milk.
2. I remember well his words said at the meeting.
3. We don't like the book bought last week.
4. The stolen things were returned to the owner.
5. Asked about this event, he replied nothing.
6. The explanation given was not complete.
7. When burnt, coal produces heat.
8. The results received were of great importance for the further work.
9. When reconstructed the theatre looked more beautiful than before.
10. She showed us a list of the newly published books.

Ex. 5. *Раскройте скобки, употребив причастие прошедшего времени. Переведите.*

1. The letter (to write) by him was very long.
2. We are interested in the goods (to produce) by this factory.
3. She didn't understand the word (to say) by him.
4. He didn't see the things (to keep) in her box.
5. I don't like the video (to buy) yesterday.
6. This is the house (to build) many years ago.

7. The question (to put) to the professor was important.
8. When (to offer) to work abroad, he refused.
9. The article on agriculture (to publish) in this magazine was written by Smith.
10. You can get the book (to recommend) by our teacher in the library.

Ex. 6. *Переведите предложения на русский язык, обращая внимание на сложные дополнения с причастие прошедшего времени.*

1. He wants the documents sent by airmail.
2. They want the goods shipped on Monday.
3. I saw the letters received.
4. I must have my shoes cleaned.
5. She wants to have these documents sent off at once.
6. Why have you had the walls of your room painted blue?
7. They showed us a list of the goods sold.
8. I found the key lost.
9. I heard it was said for several times.
10. He wants the work done immediately.

Ex. 7. *Переведите предложения на русский язык, обращая внимание на сложное дополнение с причастием настоящего времени.*

1. The captain watched the sailors unloading the steamer.
2. I saw the workers packing the goods.
3. We watched them repairing the car.
4. I heard him shouting something from the opposite shore.
5. He watched them going down the mountain.
6. We saw him walking along the bank of the river.
7. The people watched the goods being discharged.
8. I saw the girl reading a book.
9. The children watched the boys playing football.
10. I saw her talking with a woman.

Ex. 8. *Переведите на русский язык, обращая внимание на независимый причастный оборот.*

1. The article translated, the young woman had nothing to do.
2. The door closed, he couldn't enter the room.
3. The next morning, it being Sunday, they all went to church.
4. The hour being late, Ann went to bed.
5. There being a strong wind, the flight was put off.
6. The keys having been lost, the man couldn't open the door.
7. Supper being over, they hurried home.
8. You can set your mind at ease, all being well.
9. Radio was invented in Russia, its inventor being the Russian scientist A. S. Popov.
10. Then they heard the noise of the plane, its shadow passing over the open glade.

Ex. 9. Переведите на английский язык, используя необходимую форму причастия.

1. Не читай, лежа в кровати.
2. Оставленная одна в комнате, маленькая девочка заплакала.
3. Книга, которую сейчас обсуждают – последнее сочинение этого писателя.
4. Вот новые журналы, присланные для вашего офиса.
5. Взяв бумагу и ручку, ребенок начал писать.
6. Играя в теннис, мальчик поранил руку.
7. Это доклад, который обсуждали во время последнего собрания.
8. Пообедав, туристы продолжили свое путешествие.
9. Заплатив за билеты, мы поспешили в зал.
10. Переходя дорогу, будь осторожен.

Ex. 10. Переведите на английский язык, используя причастие настоящего времени в активной или пассивной форме.

- Ему нравится статья, которую сейчас обсуждают?
- 2. Войдя в комнату, он быстро подошел к окну.
- 3. Девочка, играющая в саду, моя сестра.
- 4. Здание, которое строят в нашем районе, будет новым бассейном.
- 5. Мальчик, которого сейчас спрашивают, мой двоюродный брат.
- 6. Зная английский язык, ты можешь общаться с людьми разных стран.
- 7. Она сидела на скамейке, читая книгу.

Ex. 11. Выберите правильную форму и вставьте в предложение.

1. interesting/interested

This exercise is _____.

2. exciting/excited

On Christmas Eve, many children are so _____ that they stay up all night.

3. annoying/annoyed

My friend has a very _____ habit.

4. tiring/tired

I had such a _____ day I went straight to bed.

5. relaxing/relaxed

We were _____ after our holidays.

6. disgusting/disgusted

Their hamburgers are _____ .

7. satisfying/satisfied

I'm not _____ with my job.

8. boring/bored

George always talks about the same things, he is so _____.

9. disappointing/disappointed

I like this actor but the film was _____.

10. confusing/confused

English grammar can be_____.

Participle 1 and Participle 2 Exercise on Environment and Ecology Vocabulary

1. Fill in the blanks with the appropriate form of the verbs (Participle 2) based on the given vocabulary.

1. The _____ (pollute) air is harmful to our health.
2. The _____ (deforest) areas have led to a loss of biodiversity.
3. _____ (educate) about environmental issues, she actively promotes sustainable living.
4. The _____ (reduce) use of plastic bags is crucial for marine conservation.
5. The _____ (innovate) solutions presented at the conference impressed the audience.
6. With the _____ (increase) awareness of climate change, more people are adopting eco-friendly practices.
7. The _____ (contaminate) water sources pose a threat to aquatic ecosystems.
8. The _____ (implement) renewable energy sources can contribute to a greener future.
9. The _____ (consume) lifestyle of many societies contributes to environmental degradation.
10. _____ (discovered) solutions to clean energy are crucial for addressing global warming.

2. Complete the sentences by adding the correct present participle form of the verbs in parentheses.

1. The wind turbines on the hill are constantly _____ (turn), producing clean energy.
2. Bees are essential for pollination, actively _____ (help) plants reproduce.
3. The river, _____ (flow) through the valley, provides water for the nearby communities.
4. People in the neighborhood are currently _____ (recycle) their plastic and paper waste.
5. The sunflowers in the garden are beautifully _____ (bloom) in the summer sun.
6. Eco-friendly initiatives are progressively _____ (reduce) the use of single-use plastics.
7. The environmentalists are passionately _____ (advocate) for sustainable practices.
8. The leaves on the trees, _____ (change) color in the autumn, create a picturesque scene.
9. The children are excitedly _____ (plant) trees as part of the community project.
10. The environmental conference is actively _____ (address) global climate issues.

3. Choose the correct form (Participle 1 or Participle 2) of the verb in parentheses to complete each sentence.

1. The (pollute) _____ river was a cause for concern among the locals.
2. The (plant) _____ trees in the park have made it a more pleasant place.
3. The (use) _____ plastic bags have been banned in many places to reduce environmental impact.
4. The (protect) _____ wildlife sanctuary attracts nature enthusiasts from around the world.
5. Have you seen the (recycle) _____ bins near the entrance?
6. The (build) _____ wind turbines are producing clean energy for the community.
7. (Hike) _____ in the mountains, we witnessed the beauty of untouched nature.
8. The (deforest) _____ areas are being replanted to restore the ecosystem.
9. The (create) _____ eco-friendly products are gaining popularity in the market.
10. The (reduce) _____ carbon footprint campaign encourages people to use public transportation.

6 Tests
Passive voice
1 variant

1. I hope that the truth ___ very soon.

- A) will find out
- B) will be finding out
- C) is found out
- D) will be found out

2. The sports competitions which ___ on Sunday ___ by a lot of people.

- A) are held / will be visited
- B) was held / will visit
- C) will held / will visit
- D) E) will be held / will be visited

3. The business letter ___ just ___ .

- A) is / written
- B) has / been written
- C) was / written
- D) were / written

4. All the business letters ___ yesterday. They ___ to the post office immediately.

- A) answered / take
- B) were answered / took
- C) are answered / were taken

D) were answered / were taken

5. I ___ that I ___ at the station at 5.

A) was told / should be met

B) told / is being met

C) tells / am met

D) am told / was met

6. By the time we came to the bookshop all books ___

A) are sold

B) were sold

C) had been sold

D) are being sold

7. New schools ___ in our city every year.

A) is built

B) are to be built

C) will build

D) are built

8. This year a very beautiful theatre ___ in our city.

A) built

B) was built

C) has been built

D) had been built

9. This school ___ next year.

A) will close

B) is closed

C) will be closed

D) was closed

10. It is winter. Everything ___ with snow.

A) is covered

B) covered

C) were covered

D) will cover

Passive voice

2 variant

1. How many doors ... yesterday?

a) Had painted

b) Were painted

c) Are painted

d) Painted

2. His new book ... in every book shop in the town.

a) Is sold

b) Sold

c) Were sold

d) Has sold

3. His umbrella ... quite a lot of money.

a) Is cost

b) Have cost

c) Costs

d) Was cost

4. Some time ago a letter from my brother

a) Was come

b) Has come

c) Came

d) Come

5. The students ... everything they need their future profession.

a) Teach

b) Was taught

c) Taught

d) Are taught

6. What ... in your language?

a) This film is called

b) Is this film called

c) Is called this film

d) This film called

7. ... to the children on time?

a) Were the toys sent

b) Did the toys were sent

c) Did the toys send

d) Was the toys sent

8. The Arabic language ... in Turkey.

a) Not spoken

b) Don't spoken

c) Isn't spoken

d) Don't speak

9. This door ... when there are not many people in the shop.

a) Close

b) Closed

c) Was close

d) Is closed

10. ... a card to your parents?

a) Was you write

b) Did you write

c) Were you written

d) Did you written

1 variant

1. Choose the correct modal verb: ... we come and see you next Sunday at three o'clock in the afternoon?:

- A) am to
- B) may
- C) must
- D) had to
- E) might

2. Choose the correct modal verb: You ... read this book: you know the language well enough. :

- A) may
- B) need
- C) be able to
- D) can
- E) had to

3. Choose the correct modal verb: I have very little time. I ... go. :

- A) can
- B) may
- C) must
- D) be to
- E) will have to go

4. Choose the correct modal verb: She ... send a telegram because it was too late to send a letter. :

- A) had to
- B) is to
- C) can
- D) should
- E) need

5. Choose the correct modal verb: The meeting ... begin at five o'clock. Don't be late. :

- A) is to
- B) can
- C) could
- D) must
- E) should

6. Choose the correct modal verb: We ... not carry the bookcase upstairs ourselves: the workers will come and do it. :

- A) may
- B) could
- C) be able to
- D) need
- E) had to

7. Choose the correct modal verb: Peter ... return the book to the library. We all want to read it. :

- A) can
- B) may
- C) must
- D) have to
- E) am to

8. Choose the correct modal verb: You ... not go out in this rain. :

- A) should
- B) can't
- C) be able to
- D) can
- E) had to

9. Choose the correct modal verb: You ... not go with her: she knows the way perfectly well. :

- A) can't
- B) need
- C) could
- D) can
- E) had to

10. Choose the correct modal verb: If you want to improve your English, you ... work very hard. :

- A) can
- B) must
- C) be able to
- D) be to
- E) could

2 variant

1. Choose the correct modal verb:.. ... you translate this text into English?:

- A) might
- B) can
- C) had to
- D) be able to
- E) must

2. Choose the correct modal verb: It is already six o'clock. We ... hurry if we don't want to be late. :

- A) must
- B) may
- C) can
- D) could
- E) had to

3. Choose the correct modal verb: They spent all the morning on the river bank. Only Ann ... return home as she felt sick. :

- A) will have to
- B) could
- C) had to
- D) can
- E) have to

4. Choose the correct modal verb: Children ... borrow books from the school library. :

- A) is to
- B) be able to
- C) has to
- D) can
- E) may

5. Choose the correct modal verb: ... you pronounce this sound?:

- A) may
- B) might
- C) be able to
- D) can
- E) had to

6. Choose the correct modal verb: The train ... leave at 5. :

- A) may
- B) need
- C) is to
- D) have to
- E) should

7. Choose the correct modal verb: She ... translate the article without a dictionary. :

- A) could
- B) have to
- C) be able to
- D) can
- E) be to

8. Choose the correct modal verb: You ... not smoke here. :

- A) must
- B) is to
- C) be able to
- D) has to
- E) will have to

9. Choose the correct modal verb: You ... respect your parents. :

- A) be to
- B) is to
- C) have to
- D) could
- E) must

10. Choose the correct modal verb: If you have done your homework, you ... go for a walk. :

A) will have to

B) must

C) be able to

D) ought

E) may

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