

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution
Higher Education
"NORTH CAUCASUS FEDERAL UNIVERSITY"

SUGGESTIONS FOR TEACHING
on the implementation of practical work on
discipline "Foreign Language"

Field of study	11.03.02 Infocommunication Technologies and Communication Systems
Profile	"Intelligent Data Processing in Infocommunication Systems and Networks"
Form of study: Full-time	

CONTENTS

Introduction

Section 1. The UK

Practical lesson 1-3. The United Kingdom of Great Britain and Northern Ireland.

Practical lesson 4-6. British countryside and environment.

Practical lesson 7-9. Cities.

Practical lesson 10-12. British education.

Practical Lesson 13-15. Art and architecture.

Practical lesson 16-18. Leisure: holidays and sports.

Section 2. The United States of America

Practical lesson 19. The United States of America.

Practical lesson 20-21. Some interesting facts about the USA.

Practical lesson 22. The most important American cities.

Practical lesson 23. Educational structure in the USA.

Practical lesson 24-25. USA landmarks.

Practical lesson 26. Popular US sports.

Section 3. Canada

Practical lesson 27. Canada – some historical facts.

Practical lesson 28. Canadian countryside and environment.

Practical lesson 29. Cultural mosaic.

Practical lesson 30. The education system in Canada.

Practical lesson 31-32. Canadian landmarks.

Practical lesson 33-34. Canadian sports.

Methodical instructions for students on the organization and conduct of independent work

Appendix 1. Interview questions

Appendix 2. Questions for the round table

Recommended Reading and Internet Resources

INTRODUCTION

Methodical recommendations for practical classes of students in the discipline "Foreign Language (English)" are developed in accordance with the work program of the discipline in the field of training 09.03.01 Informatics and Computer Engineering

At present, the concept of education in our country is undergoing significant changes. A highly educated specialist today is, first of all, a competent person who is well versed in professional issues, demonstrating a high level of practical application of special skills and abilities. In this regard, the competence approach, from the standpoint of which training is considered through the prism of the requirements of the modern labor market, is of particular relevance for Russian education of all forms and levels.

The formation of an adequate understanding of one's abilities, awareness of the specifics and requirements of the chosen profession by an individual is one of the priority areas of the competence approach in education. The pedagogical process is organized in such a way that students not only receive new knowledge, but also have the opportunity to constantly apply it in practice.

The relevance of the topic of this manual lies in the need to form students' ability to participate in a direct dialogue of cultures, improve in a foreign language and use it to deepen their knowledge in various areas of public life, which can be achieved through the introduction of a competency-based approach to the practice of teaching English.

The main purpose of this textbook is to prepare students to consolidate the components of communicative competence, which will allow them to fully perceive and reproduce speech at the level of learning English, in accordance with the conditions of speech communication.

As a result of mastering the discipline according to the declared textbook, the student forms the following competencies:

- Is able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s) (UK-4)

As a result of mastering the discipline, the student must:

Know: the basics of establishing different types of communication (oral, written, business, intercultural, networking, etc.) in solving problems of professional activity; types of communication technologies for academic and professional interaction

Be able to: carry out communication in oral, written, hypermedia and other forms; reasonably choose the optimal means of communication and communication technologies, taking into account the specifics of academic and professional interaction

Possess: skills in the use of modern communication technologies, including in a foreign language(s), for academic and professional interaction

The purpose of practical classes is to consolidate theoretical knowledge and acquire practical skills and abilities necessary to master the basic strategies of business communication in the studied language.

Methodological recommendations for each practical work have a theoretical part necessary for the performance of practical tasks. Practical tasks are organically combined with theoretical knowledge.

Practical Lesson 1-3

Topic 1-3. The United Kingdom of Great Britain and Northern Ireland. The Nouns

1. General Information. Gender. Countable and Uncountable Nouns. Text: "The Queen and the UK".
2. The Number: Singular and Plural. The Possessive Case of Nouns. Noun + Noun.

The goal is to develop intercultural communication skills, to acquire knowledge about the structure, rules and norms of a foreign language, to master the lexical and grammatical content of the topic within the texts, video and audio stories "The Queen and the UK"; to further develop the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to participate in communication at different levels, to deepen their knowledge in the field of social life.

Competencies being formed: UK-4.

Theoretical part.

The Noun: General Information

1. A *noun* is a part of speech that denotes an object and answers the questions **who is this?** (who is this?) or **what is this?** (what is this?)

2. Nouns are usually accompanied by articles (**a, an, the**), possessive nouns (**my, your, his, her, its, our, their**) and demonstrative nouns (**this, these, that, those**) pronouns and are often combined with prepositions. These are the main formal features of a noun:

a bank, an economist, the file, my bill, these companies, in the office

3. Nouns have two numbers (singular and plural) and two cases (general and possessive).

4. English nouns can be masculine, feminine (animate objects) and neuter (inanimate objects and animals) gender. Gender is determined not by the form of the word, but by its meaning: **son** (son) – m.r., **nurse** (nurse) – j.r., **house** (house) – c.r.

5. Nouns are divided into the following classes:

- a) simple, derived and complex;
- b) proper and common nouns;
- c) animate and inanimate;
- d) countable and uncountable.

Gender

In modern English, gender is a semantic concept and refers only to nouns denoting people. All inanimate objects and animals are neuter.

Sometimes the use of the pronouns **he** or **she** instead of the pronoun **it** is a means of expressing a special attitude to a given object. For example, domestic animals can be designated as representatives of the male and female gender, and inanimate objects ship (ship), **car** (car), **country** (country) can be designated by the pronoun **she**.

To express the concept of gender in English, a variety of lexical means and the suffix **-ess** are often used as an indicator of the feminine gender (see Additional Materials).

Countable and Uncountable Nouns

Countable nouns include the names of objects that can be counted. Uncountable nouns include the names of objects that cannot be counted. The latter include **real** (cheese, iron), **abstract/abstract** (love, beauty) and **collective** (hair, furniture – furniture) nouns.

Features of the use of countable and uncountable nouns are presented in Table No1.

Some countable nouns in Russian are uncountable in English:

Uncountable (singular)	Countable (singular/plural)
advice	Advice/Tips
death	death/deaths
knowledge	Knowledge/Knowledge

news	News/News
progress	Success/Success
research	research/studies, etc.

Many English nouns can move from the category of uncountable to countable, and vice versa, changing their meaning and thereby changing the choice of articles:

Uncountable		Calculable	
time	– time	a time	– once
paper	– paper	a paper	– newspaper, document
cold	– cold	a cold	– cold
coffee	– coffee (drink)	a coffee	– coffee (1 serving) etc.

The Number: Singular and Plural

1. Plural nouns are usually formed with the ending **–s (-es)**, which is added to the singular form and sounds like **[s]** after voiceless consonants (lists), and like **[z]** after vowels and voiced consonants (shoes, coins, tomatoes).

2. Nouns that end in **"s", "ss", "x", "sh", "ch", "tch"** form the plural with the help of the **ending –es**, which is read as **[iz]**: speeches, classes, dishes, faxes.

3. Nouns ending in **–y** form the plural with **–s** if **–y** is preceded by **a vowel** (boy – boys) and with **–es** if **–y** is preceded by **a consonant**, and **–y** is changed to **–i** (city – cities).

4. Nouns ending in **–f** or **–fe** form the plural with **–es**, with **–f** changing to **–v**: leaf – leaves; life – lives.

Remember the exceptions:

belief – beliefs
chief – chiefs
handkerchief – handkerchiefs
roof – roofs
safe – safes
wharf – wharfs, wharves

5. Nouns ending in **–o** form the plural with the help of **the ending –es**: tomato – tomatoes, potato – potatoes.

Remember the exceptions:

casino – casinos
cuckoo – cuckoos
Eskimo – Eskimos
Kimono – Kimonos
piano – pianos
photo – photos
portfolio – portfolios
solo – solos
Hat – Hats
studio – studios
tobacco – tobaccos
zero – zeros
zoo – zoos

6. The nouns **child** and **oh** form the plural with the help of the ending **–en**: child – **children**,

ox – **oxen**.

7. Some nouns form the plural by changing the vowel of the root or by changing it completely:

man – men
woman – women

foot – feet
tooth – teeth
goose – geese.

mouse – **mice**
louse – **lice**
person – **people**

8. Nouns borrowed from Greek and Latin have retained the plural form of these languages: datum – **data** (given, magnitude); phenomenon – **phenomena** (phenomenon); crisis – **crises** (crisis).

9. In compound nouns that are written separately, the plural form is taken by the main word in semantic terms: custom-house – custom-houses; passer-by – passers-by; mother-in-law – mothers-in-law; hotel-keeper – hotel-keepers.

If the first word of a compound noun is **man** or **woman**, then both words take the plural form: woman-doctor – **women-doctors**.

In compound nouns that are written together, the plural forms the second word: housewife – housewives, schoolboy – schoolboys.

10. Some nouns have the same form in the singular and in the plural: a deer – some **deer**, a fish – some **fish**, a sheep – some **sheep**, a fruit – some **fruit**.

11. Some English nouns are used in both forms (as opposed to Russian equivalents): **clock** – **clocks** (clocks), **watch** – **watches** (wristwatches), **sledge** – **sledges** (sledges), **gate** – **gates** (gates).

12. Some English nouns also change their meaning when changing the number: **cost** – **costs**, **arm** – **arms**, etc.

The Possessive Case of Nouns

The possessive case (The Possessive Case of Nouns) usually denotes belonging and answers the question "**whose?**" ».

It is formed in several ways:

1) by adding an apostrophe (') and the ending **-s to a word in the singular**.

The woman's dress.

Ben Dent's office. "Ben Dent's office.

Ann and Mary's room. "Anna and Mary's room.

Dickens's novels. – Dickens's Romans.

2) with the help of an apostrophe (') for plural nouns (ending in –s):

The boy's book (singular). – The boy's book.

The boys'book (plural). – The boys' book.

Possessive forms are pronounced in the same way.

3) by adding an apostrophe (') and the ending **–s** to the plural **word** (**which** forms the plural not by adding **–s** at the end of the word, but by changing the whole form):

Women – **women's dresses** ;

Children – **children's bedroom**.

Inanimate nouns do **not** have the possessive case, so the common case with the preposition *of* of belonging is used to convey the relation of belonging:

The roof of the house is the roof of the house.

The legs **of the table**. – table legs.

Noun + Noun

The English language is characterized by the use of nouns that form a chain of words as a definition. The last noun is the main one defined by the word, and all the preceding ones are its definitions. Depending on the number of definitions, the combination can be two-, three- and multi-component. The translation should begin from right to left with the last noun:

weather changes – weather changes;

Weather Changes Description is a system for describing weather changes.

Note

The article in such combinations refers to the last (supportive) noun.

Let's consider a more complex example:

Sgt. Pepper's Lonely Hearts Club Band → (**Sgt.** → (abbreviated) **Sergeant** → sergeant; **Pepper's** → a possessive surname; **Lonely** → lonely (if an adjective occurs in a group of nouns, it refers to the next word and is translated with it); **Hearts** → hearts; **Club** → club; **Band** → orchestra (light or jazz music). The last word in combination is **Band**, so we are talking about the orchestra → Orchestra (what?) - Club (which club?) - lonely hearts (whose?) - Sergeant Pepper. So, the translation looks like this: **Sergeant Pepper's Lonely Hearts Club Orchestra**.

Reading and speaking

The Queen and the UK

The Queen is Head of State in the United Kingdom. As a constitutional monarch, Her Majesty does not 'rule' the country, but fulfils important ceremonial and formal roles with respect to Government. She is also Fount of Justice, Head of the Armed Forces and has important relationships with the established Churches of England and Scotland.

Monarchy is the oldest form of government in the United Kingdom. In a monarchy, a king or queen is Head of State. The British monarchy is known as a constitutional monarchy. This means that, while The *Sovereign* is Head of State, the ability to make and pass *legislation* resides with an elected Parliament.

Although the British Sovereign no longer has a political or executive role, he or she continues to play an important part in the life of the nation.

As Head of State, The Monarch *undertakes* constitutional and representational duties which have developed over one thousand years of history. In addition to these State duties, The Monarch has a less formal role as 'Head of Nation'. The Sovereign acts as a focus for national identity, unity and pride; gives a sense of stability and continuity; officially recognizes success and excellence; and supports the ideal of voluntary service. In all these roles The Sovereign is supported by members of their immediate family.

As Head of State the Queen has to remain strictly neutral with respect to political matters, unable *to vote* or stand for *election*. But The Queen does have important ceremonial and formal roles in relation to the Government of the UK.

The formal phrase 'Queen in Parliament' is used to describe the British legislature, which consists of the Sovereign, *the House of Lords* and *the House of Commons*. The Queen's duties include opening each new session of Parliament, dissolving Parliament before a general election, and approving Orders and Proclamations through the Privy Council.

The Queen also has a special relationship with the Prime Minister, retaining the right *to appoint* and also meeting with him or her on a regular basis.

In addition to playing a specific role in the UK Parliament based in London, The Queen has formal roles with relation to the devolved assemblies of Scotland, Wales and Northern Ireland.

In the earliest times the Sovereign was a key figure in the enforcement of law and the establishment of legal systems in different areas of the UK. As such the Sovereign became known as the 'Fount of Justice'.

While no longer administering justice in a practical way, the Sovereign today still retains an important symbolic role as the figure in whose name justice is *carried out*, and law and order is maintained.

Although civil and criminal proceedings cannot be taken against the Sovereign as a person under UK law, The Queen is careful to ensure that all her activities in her personal capacity are carried out in strict accordance with the law.

In the United Kingdom, The Queen's title includes the words 'Defender of the Faith'. This means Her Majesty has a specific role in both the Church of England and the Church of Scotland.

As established Churches, they are recognized by law as the official Churches of England and Scotland, respectively. In both England and Scotland, the established Churches are subject to the regulation of law. The principle of religious toleration is fully recognized both for those of other creeds and for those without any religious beliefs.

There are no established Churches in Northern Ireland nor in Wales. They were disestablished in 1869 in Northern Ireland and 1920 in Wales. There is no established Church in any Commonwealth country of which The Queen is monarch (i.e. a realm).

In addition to playing a role in the Churches of England and Scotland, The Queen recognizes and *supports* the various other faiths practiced in the UK and Commonwealth.

The Queen as Sovereign is Head of the Armed Forces. She is also the wife, mother and grandmother of individuals either having served, or are currently serving, in the Armed Forces.

The Queen is the only person *to declare* war and peace. This dates back from when the Monarch was responsible for raising, maintaining and equipping the Army and Navy. Today, this power can only be exercised on the advice of Ministers.

On enlistment, the Army and Air Force Acts require members of the Army, Royal Air Force and Royal Marines to take an oath of *allegiance* to the Monarchy as Head of the Armed Forces.

Members of the Royal Navy have never been required to swear an oath – the service was formed hundreds of years ago and its existence stems from the Sovereign's prerogative.

The Queen takes a keen interest in all the Armed Forces, both in the United Kingdom and in the Commonwealth. She undertakes regular visits to Service Establishments and ships, to meet servicemen and women of all ranks, and their families, both at home and overseas.

The Queen and other members of the Royal Family hold various appointments and *honorary* ranks in the Armed Forces. Such appointments include special relationships with certain ships, and honorary colonels (known as Royal Colonels) in Army regiments and Corps, and honorary ranks connected with Royal Air Force stations.

The Queen meets regularly with the Chief of the Defence Staff and the Single Service Chiefs. Her Majesty also keeps in touch with the work and interests of the Services through her Defence Services Secretary, a serving officer who is also a member of the Royal Household, who acts as the official link.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

Listening and watching

Watch the video “Queen Elizabeth II becomes longest reigning British monarch in history “ and answer the questions The British Monarchy [online]. Available from:

<http://www.royal.gov.uk/MonarchUK/Symbols/Overview.aspx> :

What were the early 1950-s famous for in Great Britain?

When did Elizabeth II ascend to the throne?

How did the Queen celebrate her Silver Jubilee?

Why was the period of 1990-s difficult for the Queen family?

References

References

1. Online course: English language for humanities and natural science specialties: electronic educational course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya,; FGAOU HPO Sev.-Kav. feder. un-t. - Stavropol : NCFU, 2020. based on LMS Moodle NCFU

List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p.: ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text: electronic.

3. Golitsynsky, Y.B. United States of America: A Handbook on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook: [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg: KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (accessed 12.04.2021). – ISBN 978-5-9925-0716-4. – Text: electronic.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

List of Educational and Methodological Support for Students' Independent Work in a Discipline (Module)

1. Guidelines for the implementation of practical work in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for Humanities and Natural Science Specialties.

2. Methodical recommendations for the organization of independent work of students in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for humanitarian and natural science specialties.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.

3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 4-6

Topic 4-6: British countryside and environment. The Article

1. General Information. The Use of the Indefinite Articles. The Use of the Definite Article. The Use of Zero Article. Text: "England"
2. The Use of Articles with Names and Surnames. The Use of Definite Articles with Geographical Names.

The goal is to master the lexical and grammatical content of the topic "England" within the framework of texts, video and audio stories; to complete the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve in a foreign language and use it to deepen their knowledge in the field of social life related to interpersonal relations.

Competencies being formed: UK-4.

Theoretical part.

The Article

The article is the main determiner of a noun, which conveys the meaning of definiteness or indefiniteness. It is a function word that has no real meaning of its own, so it is never used on its own.

In English, two types of articles are used: *indefinite (a/an)* and *definite (the)*, which acquire semantic meaning in a certain context.

The indefinite article is derived from the Old English word for "one," so it can only be used with numerable singular nouns: a tree, an apple.

The indefinite article has two forms: **"a"** and **"an"**.

The form **"a"** is used before words that begin with a consonant sound: **a** station, **a** big room. The form **"an"** is used before words that begin with a vowel sound (for ease of pronunciation): **an** apple, **an** old house.

The indefinite article, due to its origin, cannot be combined with plural nouns or with uncountable nouns. The place of the indefinite article is left blank in this case. This absence of the article is called **the zero article**.

The definite article "the" comes from the Old English pronoun "this", and can be used before nouns, both singular and plural. The definite article is used when both the speaker and his interlocutor mean the same subject.

Did you like the film? – Did you like the film?

If a noun has a descriptive word(s), then the article is placed before this word(s), but at the same time it refers to the noun: a table – a big table – a big new table.

The Use of the Indefinite Article

The indefinite article is mainly used before common numerable nouns (only in the singular!) and denotes one object that is incomprehensible or unfamiliar to the interlocutor. For example:

Yesterday I bought a book (I want to emphasize that I bought a book, not a magazine or a newspaper) → a book → I bought **a** book yesterday.

Usually the indefinite article is not translated into Russian, although sometimes its "indefiniteness" can be conveyed **by the words some, some, somehow, one**, etc.:

Somebody called you. – Who? – Who called? – **A** gentleman. – **A** man.

In the plural, the indefinite article is either absent (the "zero" article) or is replaced by the indefinite pronouns **some** (in the statement), **any** (in question and negation):

This is **a lamp**. – This is a lamp (not a decorative vase).

These are **lamps**. – These are lamps (not decorative vases).

There are **some lamps** on the table. – There are (several, some) lamps on the table.

Are there **any lamps** on the table? – Are there (any) lamps on the table?

The indefinite article is used:

- 1) to indicate that an object (person) belongs to a class:
 - ☐ They bought **a TV-set**. – They bought a TV (not a computer).
- 2) in the meaning of *one*:
 - ☐ I'll be back in **an** hour.
- 3) At the first mention of an object, person:
 - ☐ **A man** is waiting for you.
- 4) in the meaning of *any, any, every*:
 - ☐ **A pupil** must do homework.
- 5) after the verbs *to have (got), to be*:
 - ☐ She is **a secretary**.
 - ☐ I have (got) **a bicycle**. – I have a bicycle (not a motorcycle).
 - ☐ There is **a conference-hall** on the ground floor.
- 6) when designating a profession or when describing characteristic properties:
 - ☐ My mother is **a doctor**.
 - ☐ She is **a kind person**.
 - ☐ It's **a nice film**.
- 7) in exclamatory sentences after *what, such*:
 - ☐ What **a nice day**!
 - ☐ He is such **a clever boy**!
- 8) in a number of fixed expressions:
 - ☐ **to make a mistake – to make a mistake**
 - ☐ **to take a seat**
 - ☐ **to give smb a lift** – to give someone a lift
 - ☐ **to go for a walk**
 - ☐ **to catch a cold**
 - ☐ **to give a look**

The Use of the Definite article

The definite article "**the**" emphasizes the concreteness of the object (person) and is used with countable and uncountable nouns in the singular and plural. The definite article denotes objects that are familiar or understandable to the interlocutor. Thus, the named object stands out from a number of similar ones. For example:

Yesterday I went to a bookstore and had a book there long ago. – Did you buy it? – I bought a book and a magazine. → I bought **the** book and **a** magazine (this is the first time the interlocutor hears about the magazine, this subject is unfamiliar to him).

The definite article is usually not translated into Russian, although sometimes it can be rendered by the words "this", "exactly this", "the same", etc.:

I saw **the** woman who was at the party.

The definite article is used:

- 1) If the word was mentioned earlier:
 - ☐ They have a new house. **The house** is very big.

2) before a noun denoting a one-of-a-kind object (*the sun, the moon, the earth, the world, the south, the north, the east, the west, the sky, the sea, the atmosphere, the capital*):

- ☐ **The Earth** moves round the Sun.
- ☐ I'd like to travel round **the world**.
- ☐ Let's go to **the south** in summer.
- ☐ **The sky** is blue today.
- ☐ **The sea** was very calm.
- ☐ Moscow is **the capital** of Russia

3) if there is an ordinal numeral before a noun:

- ☐ John is always **the first** person to help everybody.
- ☐ I live on **the fourth** floor.

4) if there is a superlative adjective before a noun:

- ☐ It's **the best** book I've ever read.

5) If there are restrictive words before a noun (*only, same, main, final, last, next, left/right, right/wrong*):

- ☐ Your coat is **the same** colour as mine.
- ☐ It's **the only** way out. The last train leaves at 9 o'clock.
- ☐ You don't know **the right** answer.
- ☐ Who'll be **the next** to read?

6) with a noun with a generalizing meaning denoting a class of objects:

- ☐ **The giraffe** is a tall animal.
- ☐ **The bicycle** is an excellent means of transport.
- ☐ **The blue whale** is in the biggest creature in the world.

7) with a noun that denotes groups of people (*the aristocracy, the workers, the common people, the poor, the rich, the young, the old, the police, the army, the fire brigade, the French, the British*):

- ☐ **The common people** are often happier than the aristocracy.
- ☐ **The French** are famous for their fine wines.

8) before nouns denoting specific objects or having a limiting definition (usually with the preposition **of**):

- ☐ **The village** is not far from **the city**.

9) before a noun denoting a certain amount of a substance in a specific setting:

- ☐ Pass me **the salt**, please.

10) in the following stable combinations:

- ☐ **at the same time**
- ☐ **in the original**
- ☐ **on the whole**
- ☐ **The other day** – in the other days, in relation to the past
- ☐ **on the one hand ... on the other hand** – on the one hand... on the other hand
- ☐ **at the weekend**
- ☐ **by the way** – by the way
- ☐ **to tell the truth** – to tell the truth, etc.

The Use of Zero Article

Not all nouns are in a sentence with an article. This absence of an article is called **a zero article**.

The article is not used:

1) with innumerable (abstract and real) nouns:

- ☐ I hate **coffee**.-I prefer Indian **tea**.
- ☐ **Life** is not interesting without **love**.

2) with proper names (names and surnames, names of mountain peaks, islands, planets, holidays, sciences, sports, companies, airlines): *Mary Brown, Peter, Asia, Everest, Moscow.*

3) If a noun is preceded by a possessive or demonstrative pronoun: *my pen, that man.*

4) If the word is followed by a cardinal numeral: *page 3, room 25.*

5) if a noun is preceded by an indefinite (**some, any**) or negative (**no**) pronoun, as well as the words **much / many, more** (more), **most** (most), **little, few** (little), **both** (both, both), etc.: *many students.*

6) with the words **school, college, university, hospital, court, jail, prison, court, bed**, if they express the function of these objects (their purpose):

☐ He is **in hospital** now.

☐ She went to **the hospital** to see her father. "She went to the hospital to see her father.

7) with the names of months, days of the week and seasons: *in December, on Tuesday, in autumn.*

8) in fixed expressions:

☐ **in/on time**

☐ **at home**

☐ **at night**

☐ **by bus / train**

☐ **by heart** – by heart

☐ **at first**

☐ **by mistake**

☐ **to go to bed** – to go to bed

☐ **to have breakfast / lunch / dinner / supper** – to have breakfast / lunch / dinner, etc.

Note: Uncountable nouns

1. To denote a certain amount of a substance, **some is used**:

☐ I must buy **some bread**. – I need to buy bread.

☐ He made **some tea**.

2. If we are talking about a serving of the substance (if it can be bought), **A/AN is consumed**:

☐ He bought **a coffee** and a sandwich. – He bought (a cup of) coffee and a sandwich.

3. If we are talking about a variety, type of substance, **A/AN is used**:

☐ This is **an Indian tea**. – This is one of the Indian teas.

The Use of Articles with Names and Surnames

The article is not used if:

1) the noun is preceded by a word denoting the person's first or last name: *Tom Sawyer, Mr Brown, old John, little Tommy;*

2) before the name there is an address, title, profession: *Miss Marple, Professor Higgins, Doctor Watson, Queen Elizabeth, Prince Charles, Lord Byron, Admiral Nelson.*

The article "the" is used if:

1) We are talking about all family members:

The Browns will visit us next week.

2) It is used in the meaning of *the same*:

Is this man *the Poirit*?

The article "a" is used if:

- 1) We are talking about one of the family members:
He is *a true Rockefeller*.
- 2) It is used in the meaning of *some*:
There is *a Mr Brown* waiting for you.
- 3) The name denotes the work or prize:
He has got *a Renoir* in his collection.
This film won *an Oscar*.

The Use of Definite Article with Geographical Names

There are several cases of the use of the definite article with place names.

The article is not used:

- 1) in the names of parts of the world and continents: *Europe, Asia, Africa, Australia, North (South) America*.
- 2) with the names of the regions: *Latin America, Northern Africa, South-East Asia*.
- 3) in the names of countries: *Great Britain, England, Russia*.
- 4) in the names of cities: *London, Moscow, Paris*.
- 5) in the names of some lakes, if the word *Lake* is used: *Lake Seliger, Lake Baikal*.
- 6) in the names of mountain peaks and some islands: *Everest, Elbrus, Cyprus, Cuba*.

The definite article is used:

- 1) in the names of the following regions: *the Far East, the Middle East, the Caucasus, the Ruhr, the Tyrol, the Arctic, the Antarctic, the Crimea, the Lake District*.
- 2) in the official names of countries with the words "federation", "republic", "union", "state", "kingdom": *the Russian Federation, the German Republic, the United States of America, the United Kingdom of Great Britain and Northern Ireland*.
- 3) in the plural names of countries: *the Netherlands, the Philippines*.
- 4) in the names of rivers, seas, oceans, straits, lakes, canals, waterfalls: *the Atlantic Ocean, the Black Sea, the Thames, the English Channel, the Gulf Stream, the Suez Canal, the Niagara Falls*.
- 5) in the names of deserts, mountain ranges and groups of islands: *the Sahara Desert, the Pamir, the Urals, the Hawaii, the Bermudas*.

Exceptions:

- 1) the definite article is used in some names: *the Vatican, the Congo, the Lebanon, the Hague*.

Reading and speaking**England**

England is the most populous and significant country of the United Kingdom with over 51 million *residents*. It includes over 100 smaller islands, such as the Isle of Wight, in addition to its mainland. It is bordered by Scotland, Wales, the Celtic Sea, the North Sea and the English Channel.

Although being a relatively small country, England has held sway over almost every continent of the world at some time in history. This not only led to the spread of the English people all over the world, but also to the influx of other nations to this relatively small European island.

As surrounding nations, and those further afield, arrived in their droves in search of money, power and better prospects, the English nation became a varied one. Languages, cultures and religions *converged*. Today, the population is one of ever-increasing *diversity*. This continues to draw people from all over the world; both as a holiday destination and as a home. The long history of England is evident by the many *castles*, forts, bridges and monuments erected in memory of long-ago events and people. These alone give this country an aura of historical resonance.

The country is fairly flat, but the expanses of *lush*, green vegetation, narrow roads, and stone houses certainly grant it a quaint beauty all its own. The coastal regions are well populated and promise stunning vistas.

London is the capital city of England. This city is an ever-bustling metropolis that has successfully combined modern *amenities* with quaint historical charm. The old buildings and awesome tourist attractions lend it an old-fashioned air, despite the thousands of locals rushing to and fro as they carry on their everyday routine.

Scotland borders England to the north and Wales forms much of the western border. This makes England ideally situated to be the base from which visitors explore the remainder of the United Kingdom. There are many rivers and lakes in this *fertile* land. The tidal rivers (Thames, Mersey and Tyne) are the most significant in terms of their continued functionality and the ports on their banks. The Lake District is where most of the English lakes are situated.

England is ruled by a monarch, Queen Elizabeth II, who uses a parliament *to manage* the country. A Prime Minister is elected from the leading party and exercises his authority in cooperation with the Queen. The English culture is somewhat different to other nations, even those closely surrounding it. The *cuisine* is simple, using fresh ingredients of a high standard and avoiding strong herbs and spices.

As the origin of the English language, England has presented the world with many of the best known authors, playwrights and poets of all time. Well known examples are William Shakespeare and Charles Dickens. Folklore is another popular element of the English culture. Tales of centuries ago continue to delight young and old, some even carrying their own annual festivals with them.

The country is a most rewarding destination. Not only is it rich in its historical and cultural spheres, but these elements have played a major role in most other countries in the world. Therefore, travellers from around the world are able to identify with much of its *heritage*, recognising the influence this had on their own culture and development.

Because England has enjoyed such a rich history, many of its towns and cities exude a similar charm and intrigue. These various places were established over hundreds, even thousands, of years and by many different folk, including kings, queens, religious leaders and explorers. Generally speaking, towns are smaller versions of cities, and vice versa. Cities are usually granted their status by the Crown, and both towns and cities are independently run. However, they do fall under the legal umbrella of parliament and, ultimately, the Queen. As such, they form part of one, cohesive body; that is, England.

Although there are hundreds of places to visit in England, there are certainly a few that stand out; whether it is for their sheer size and magnitude (such as London), their heritage (such as Bath), their intrigue (such as Soho) or their quaint charm (such as Plymouth).

In England, there are also chartered towns and town councils. These comprise:

- Civil parishes – A *parish* is an administrative area that is part of a diocese. This has its own church as well as places of worship for other denominations
- Unparished areas (these were called boroughs until 1974, when this terminology was formally abolished)
- Towns that had ancient charters or market charters. They never gained borough charters or town councils thereafter.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Online course: English language for humanities and natural science specialties: electronic educational course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya,; FGAOU HPO Sev.-Kav. feder. un-t. - Stavropol : NCFU, 2020. based on LMS Moodle NCFU

List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p.: ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text: electronic.

3. Golitsynsky, Y.B. United States of America: A Handbook on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook: [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg: KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (accessed 12.04.2021). – ISBN 978-5-9925-0716-4. – Text: electronic.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

List of Educational and Methodological Support for Students' Independent Work in a Discipline (Module)

1. Guidelines for the implementation of practical work in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for Humanities and Natural Science Specialties.

2. Methodical recommendations for the organization of independent work of students in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for humanitarian and natural science specialties.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitrans.ru> – "Multitrans" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 7-9

Topic 7-9. Cities. Adjectives

1. General Information. Text: "Cities"
2. Adjectives. The Comparison of Adjectives.

The goal is to master the lexical and grammatical content of the topic "**Cities**" within the framework of texts, video and audio stories; to complete the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies being formed: UK-4.

Theoretical part.

Adjectives: General Information

The adjective (Adjective) denotes the attribute of an object and answers the question *what?* (what?): *red* (red), *interesting* (interesting), *Russian* (Russian). Adjectives in English do not change in gender, numbers and cases: a **young** man – a **young** man, a **young** woman – a **young** woman, **young** people – **young** people, **with a young man** – **with a young man** – a **young woman** – a **young woman**, **young people** – young people, with a **young** man – with a young man – with a **young** man.

Adjectives can be:

- a) simple, derivative and composite;
- b) qualitative and relative.

There *are no prefixes and suffixes* in simple adjectives: *short* (short), *black* (black). In *derived adjectives*, there is a prefix (*impolite* – impolite), a root and a suffix (*beautiful* – beautiful, *useless* – useless, *incorrect* – incorrect).

The most common suffixes and prefixes of adjectives are presented in Table No1.

Table No1 – Suffixes and prefixes of adjectives

Suffixes and prefixes	The most common meaning of the suffix and prefix	Examples	Translation
-ful	Availability of quality	beautiful useful	Beautiful Useful
-less	Lack of quality	useless helpless	Useless helpless
-and	quality or similarity to this quality	lucky rainy	Happy Rainy
-al -ic	attitude to some sphere of life	technical atomic	Technical Atomic
-ant/-ent	possession of quality, property	elegant innocent	Elegant Innocent
-eggs	availability of quality, properties	dangerous curious	Dangerous Curious
-ive	Characteristics	talkative	Talkative
-ish	Incomplete quality	reddish sweetish	Reddish Sweetish
-en	material, Assimilation to quality	wooden golden	Wooden golden,

			golden
-able/-ible	the ability to perform an action or obey it, the characteristic	eatable changeable flexible	Edible Changeable Flexible
a- in- the- and- im-	Denial of a feature or quality	unusual indifferent illegal irregular immortal	Unusual Indifferent Illegal Irregular Immortal

Compound adjectives are formed from two words: the last word is necessarily an adjective, the first word can be a noun, an adverb or an adjective:

sky , high → sky-high

Dark , Blue → Dark-Blue

Compound adjectives also include those formed from an adjective and a noun by adding the suffix **-ed**: **dark-faced , blue-eyed** .

Qualitative adjectives denote such features of an object that distinguish one object from another. For example, differences in shape (*round*), size (*large*), color (*black*), taste (*sweet*), weight (*heavy*), etc.

Relative adjectives usually denote:

- the material from which the object is made (*wooden* – wooden),
- place of action (*rural* – rural, village),
- field of knowledge (*mathematical* – mathematical),
- epoch (*medieval* – medieval), etc.

Relative adjectives do not have degrees of comparison and are not combined with the adverb *very*.

The Functions of the Adjectives

Adjectives can be used in a sentence in the function:

a) **Definitions of a noun**: an **old** house ; a **little** village

b) **nominal part of a compound predicate**:

It was **hot**.

The Comparison of Adjectives

Qualitative adjectives have three degrees of comparison – **positive** (initial form of the word), **comparative** and **excellent**.

There are two ways to construct degrees of comparison:

1) by adding the suffixes **-er, -est** to the positive form of one-syllable or two-syllable (–y) words (see Table No1);

Table No1 – Formation of degrees of comparison of adjectives in the suffix way

Degrees of comparison of adjectives (1 method)		
Positive	Comparative	Excellent
small	smaller	the smallest
large	larger	the largest

When constructing degrees of comparison, the following orthographic substitutions occur:

- a) the final consonant after the short vowel is doubled: big – bigger – (the) biggest;
- b) The final -y after the consonant changes to -i: easy – easier – (the) easiest.

Pronunciation is not affected by the peculiarities of writing.

2) adding the words **more**, **most**, denoting an increase in quality, and **less**, **least**, denoting a decrease in the quality of polysyllabic adjectives and adverbs formed from adjectives using the suffix **-ly** (Table No2):

Table No2 – Formation of degrees of comparison of adjectives and adverbs in an analytical way

Degrees of comparison of adjectives (2nd method)		
Positive	Comparative	Excellent
Beautiful	more beautiful (more beautiful) less beautiful (less beautiful)	(the) most beautiful (the most beautiful) (the) least beautiful (the least beautiful)

Sometimes monosyllabic words form degrees of comparison with the help of **more** / **less** or **most** / **least**, and vice versa, words consisting of more than one syllable have the suffixes **-er/-est at the end**. The choice of how the degree of comparison is formed depends on both the ease of pronunciation and euphony. For example, **crisp** (crisp) - **more crisp** - **(the) most crisp** sounds better than **crisp - crisper - (the) crispest**.

With superlatives (even in the absence of a noun), the definite article is often used:
Not is **the best**.

Exceptions: Some adjectives form the forms of degrees of comparison not according to the rules (see Table No3):

Table No3 – Formation of degrees of comparison of adjectives (exceptions)

Degrees of comparison of adjectives and adverbs (exceptions)		
Positive	Comparative	Excellent
good	better	(the) best
bad	worse	(the) worst (worst/worst)
many	more (more/more)	(the) most* (most/most)
much		
little** (little)	less (less / less)	(the) least (least/least)
FAR	farther / further (more distant/farther)	(the) farthest (farthest)
far		(the) furthest (farthest)
old	elder (older – in the family) older (older – in age)	(the) eldest (oldest) (the) oldest

Reading and speaking

In recent decades, people have been moving out of city centres into suburbs, new towns, smaller towns and the country. Villages and isolated farms and cottages, which used to be full of agricultural workers, are now the homes of people who drive to their offices in town. Even so,

Britain remains one of the most urbanised countries in the world, with nine in ten of the population living in towns or cities.

Britain's cities, at one time big by international standards, have long since been overtaken by giants like New York, Tokyo, Mexico City and Sao Paolo. But that does not mean that they are small. **London** has a population of almost seven million, and is the second biggest European city after Paris. Then there are a number of major conurbations: urban areas that started as collections of neighbouring towns, but have grown together and fused into massive single units. Birmingham is the main component of what is called the West Midlands, a mega-city about 57 kilometres across and with a population of more than 2.5 million. Manchester is grouped together with a ring of old industrial towns such as Stockport, Oldham and Bolton to make up Greater Manchester, again with just over 2.5 million people. Then there are the conurbations of West Yorkshire, Merseyside, Tyneside and Clydeside in Scotland.

The term inner city has come to have a specific meaning: not just the central area, but the older, densely populated parts of big cities with problems of decay and poverty. There has been a tendency for richer people to move away from the centre to suburbs where they can have gardens and bigger houses. This has left the historic centres to poorer residents who have not had the resources to maintain or improve their homes.

Big cities are by their nature anonymous places, and crime thrives on anonymity. For obvious reasons, crime also goes with unemployment. So inner-city areas in Glasgow, Birmingham, Manchester and many other cities found themselves in a vicious circle of deprivation. Drug-dealing, prostitution and crime were widespread. Services, including education, declined as people tried to move away rather than improve the situation. Many black and Asian people had the misfortune to be living, and in a sense trapped, in these areas.

Today there is a more positive attitude to the potential of city life. Living close together has great environmental benefits, and with good planning opens up possibilities of rich, convivial social life.

Edinburgh is the capital and second largest city in Scotland. Founded on Castle Rock by ancient British tribes who utilised the strategic elevated position of the volcanic rock. It is named after Edwin, King of Northumbria in the 7th century.

Edinburgh contains many art galleries and museums. The National Gallery of Scotland, in the New Town, is by far the most impressive. A large collection of European and British paintings from the Renaissance to the 20th century are on display. Famous artists include Rembrandt, Van Gogh, Ramsay and Raphael. Today Edinburgh is a lively city and a huge cultural centre.

Glasgow is the largest city in Scotland, and in its prime it was often referred to as the 'Second Capital'. The city gained wealth and importance during the Industrial Revolution due to its iron and steel production. Today the city is a successful centre of modern technology. Glasgow offers a full range of entertainment throughout the year. The Royal Scottish Opera, the Scottish National Orchestra and the Scottish Ballet can all be found here. The Mayfest is a three week long festival featuring ballet, art, opera and music. Large Folk Festivals run through June and July and the World Pipe Band Championships are held in August. Glasgow Cathedral was built mainly in the 13th century at the site of the original church built by St Mungo.

If you join the two million tourists per year who visit Glasgow, you will be struck by the pride that Glaswegians have in their city. It's more beautiful and more interesting (they say) than the capital of Scotland, Edinburgh.

Liverpool is a city waiting for a change of image. Parts of the centre, in particular the rebuilt Albert Dock, have already achieved that change, but most of the city is still suffering from the effects of long-term economic decline. In spite of all this, there is something very powerful and attractive about the culture of the city; Liverpudlians have a tremendous charm and creativity. Actors, comedians, writers, musicians and sports stars - the British media would be lost without Liverpool's contribution. The Beatles were one in a long list of big Merseyside bands - in the 60s there was a whole rock style known as the Mersey Beat; Brookside the popular TV soap opera is

set in Liverpool; Cilla Black, the nation's favourite TV presenter, has a Scouse accent and, of course, Liverpool is home to one of the world's great football teams.

Manchester. Mancunians have long had a high opinion of themselves; until Birmingham overtook them, theirs was the second city in Britain. In common with all other industrial areas of the country, they have had hard times: the failure of declining businesses and unemployment. But today the city is busy and hard-working again.

Manchester United is by a wide margin the richest football club in the world (number two is Barcelona). The university is the biggest in Europe, and students are an important part of the city's life. One result of this is that there is a big club and dance scene, and a lot of rock musicians have started life in Manchester: members of Oasis and Simply Red are Mancunians.

Students are also important customers for the many hundreds of restaurants in the city - mostly Indian and Chinese. There is the biggest Chinatown in Europe, with not only dozens of restaurants but also Chinese supermarkets; there is a Chinese food factory which makes two tons of noodles per hour; and every year the city has a Dragon-Boat Festival on the Manchester Ship Canal. There is also a lively area of pubs, cafes and clubs known as Gay Village.

Cambridge has no heavy industrial past to give it problems. On the contrary, its past is its fortune – the ancient university provides the basis for a vibrant modern economy. The first Cambridge College, Peterhouse, was founded in 1284, but there was a centre of learning in the town long before that. Today, the centre is a fascinating collection of beautiful old college buildings; you can take a boat down the River Cam and see some of the most impressive ones.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Online course: English language for humanities and natural science specialties: electronic educational course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya,; FGAOU HPO Sev.-Kav. feder. un-t. - Stavropol : NCFU, 2020. based on LMS Moodle NCFU

List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU HPO Sev.-Kav. Feder. University. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p.: ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text: electronic.

3. Golitsynsky, Y.B. United States of America: A Handbook on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook: [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg: KARO, 2018. –

608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (accessed 12.04.2021). – ISBN 978-5-9925-0716-4. – Text: electronic.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

List of Educational and Methodological Support for Students' Independent Work in a Discipline (Module)

1. Guidelines for the implementation of practical work in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for Humanities and Natural Science Specialties.

2. Methodical recommendations for the organization of independent work of students in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for humanitarian and natural science specialties.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 10-12

Topic 10-12. British education. The Numerals.

1. General Information. Text: "British education"
2. Fractions. Dates and Time. Money. Telephone Numbers.

The goal is to master the lexical and grammatical content of the topic "**British education**" within the framework of texts, video and audio stories; to further develop the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

The Numeral: General Information

Numerals in English are divided into cardinal and ordinal. Numerals that denote the number of objects and answer the question "**How many?** (how many?) are called *cardinal*: **one, two, three, etc** . Numerals that denote the order of objects when counting and answer the question **Which?** (which?) are called *ordinal*: **first, second, third, fourth, fifth, etc**.

According to the structure, numerals are divided into:

1) simple:

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

first, second, third
a million
a dozen
a hundred
a thousand

2) derivatives:

a) cardinal with a suffix *-teen*:

thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen

b) cardinal with a suffix *-ty*:

twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety

c) ordinal numerals with the suffix *-th*: fourth, fifth, etc.;

3) complex:

twenty-three
fifty-five
seventy-one

Compound numerals that include tens and ones are written with a hyphen.

Cardinal Numerals

Cardinal numerals from 1 to 12 are *simple*, they do not have special endings:

one – one
two – two
three – three
four – four
five – five
six – six
seven – seven
eight – eight
nine
this – this one
Eleven – Eleven
twelve

Cardinal numerals from 13 to 19 are formed by adding the suffix **-teen** to the stem of the cardinal numeral of the first ten (exceptions: **13 – thirteen** and **15 – fifteen**):

13 – thirteen – thirteen
14 – fourteen – fourteen

15 – fifteen – fifteen
16 – sixteen – sixteen
17 – seventeen – seventeen
18 – eighteen – eighteen
19 – nineteen – nineteen

Numerals ending in the suffix **–teen** **do** not have a constant word stress. It can be shifted under the influence of rhythm: **page fif'teen** – **'fifteen** pages.

Numerals denoting tens are formed using the suffix **–ty**:

20 – twenty – twenty
30 – thirty – thirty
40 – forty – forty
50 – fifty – fifty
60 – sixty – sixty
70 – seventy – seventy
80 – eighty – eighty
90 – ninety – ninety

Numerals denoting tens are always stressed on the first syllable.

Ordinal Numerals

Ordinal numerals denote the order of objects when counting and are formed from the corresponding cardinal numerals using the suffix **–th**:

one – **(the) first**
two – **(the) second** – second
three – **(the) third** – third
four – **(the) fourth** – fourth
five – **(the) – fifth**
six – **(the) sixth** – sixth
seven – **(the) seventh** – seventh
eight – **(the) eighth** – eighth
nine – **(the) ninth** – ninth
ten – **(the) tenth** – tenth
eleven – **(the) eleventh** – eleventh
twelve – **(the) twelfth** – twelfth
thirteen – **(the) thirteenth** – thirteenth
...
twenty – **(the) twentieth** – twentieth
twenty-one – **(the) twenty-first** – twenty-first
thirty – **(the) thirtieth** – thirtieth
forty – **(the) fortieth** – fortieth
One hundred and one – **(the) one hundred and first** – **one hundred and one**

The exception is numerals:

first – first
second – second
third – third

In the formation of ordinal numerals **(the) fifth, (the) eighth, (the) ninth, (the) fortieth** from the corresponding cardinal numerals of the first ten, their stems are modified.

In the formation of ordinal numerals from cardinal numerals with the ending **-u**, the final letter is changed to **-ie-**, and the suffix **-th** is added to this base.

Fractional Numerals

In Fractions, the **numerator** is a **cardinal** numeral, and the **denominator** is an **ordinal** numeral in the singular or plural. For example:

1/2 – one half
1/3 – one third
1/4 – a quarter
2/3 – two thirds
2/5 – two fifths
3/4 – three fourths
3/4 – three quarters
1½ - one and a half

In **decimal** fractions, not a comma is used, but a **period**, which is read as "**point**", for example:

1.03 – one point o-three
52.67 – fifty two point six seven

Zero integers are not read or read as **nought**.

0.35 – point thirty-five
0.1 – nought point one
0.01 – nought point nought one (point nought one)

Interest is denoted as follows: **4%** (or: **4 per cent**, **4 p.c.**).

Dates and Time

1) The full date includes the day, month, and year. For example:
23 June, 1959 – the twenty third of June, nineteen fifty-nine.

A **number** in a date is denoted **by an ordinal** numeral. A **year** is denoted **by a cardinal** numeral. If it is four-digit, then it is divided into **two two-digit numbers**, each of which is read separately. For example:

1924 — nineteen twenty-four
1802 — eighteen-o-two
1700 — seventeen hundred.

Since 2000, a four-digit numeral has not been divided into two two-digit numerals:
2007 – two thousand and seven

If it is not clear from the context what the year is denoting is used, "the year" is used before the numeral . For example: the year 2000 (two thousand).

Variants of writing and pronouncing dates:

October, 6 2008 – October the sixth, two thousand and eight
6 October, 2008 – (on) the sixth of October, two thousand and eight

2) In answer to the question What **time is it?** (=What's the time?) "What time is it?" the prepositions **past** (AmE **after**) "after" and **to** (AmE **of**) "before" are used:

It's 20 minutes past (after) seven – 20 minutes past (=after seven)
It's 10 (minutes) to (of) five – less than ten five (=10 minutes to five)
It's half past 7.
It's a quarter to 3.

As a rule, the time is called with an orientation to the "12-hour dial", where the hours from midnight to noon are denoted **a.m.** (Lat. **ante meridiem** – before noon), and from noon to midnight – **p.m.** (**post meridiem** – after noon):

Breakfast is served between 7 a.m. and .m. – 9 a.m. Breakfast is served from 7 am to 9 am.

The shop closes at 7.30 p.m. – The shop closes at 7.30 p.m.

However, in schedules, preference is given to the "24-hour dial":

The train arrives at 19.35. – The train arrives at 19.35.

In an official setting, the following numbers can be used:

5.05 – **five oh five**

5.15 – **five fifteen**

5.45 – **five forty-five**

5.50 – **five fifty**

Telephone Numbers

In English-speaking countries, each digit of the phone number is named separately: 1235 – **one-two-three-five**. The number 0 is read [əʊ] (in the American version – zero).

If the first or last two digits of the phone number are the same, the word double is often used :

6634 – **double six-three-four**;

3466 – **three-four-double six**;

6666 – **double six-double six**.

The word **double** is not used if the two middle digits are the same:

3446 – **three-four-four-six**.

The numbers 1000, 2000, 3000, etc. read: **one thousand, two thousand, three thousand**, etc.

Money

The sums of money in England and the United States are designated as follows:

£56 – fifty-six pounds – 56 pounds

80p – eighty pence / eighty p – 80p

£56.60 - fifty-six pounds sixty – 56 pounds 60 pence

\$97 – ninety-seven dollars – 97 dollars

70¢ - Seventy cents – 70 cents

\$41.50 – forty-one dollars fifty – 41 dollars 50 cents

Reading and speaking

As in other countries, the vast majority of people in medieval Britain were illiterate. Written texts were in Latin, and apart from churchmen, there was only a small group of professional clerks who could read and write; if you needed something written down, you had to pay one of these clerks to do it for you.

After the Norman invasion in 1066, Britain started to join the mainstream of European intellectual life. Rich families employed clerks to teach children at home. The Church set up small schools for ordinary people, especially choir schools where boys learned to read and write and to sing in the church choir. By the year 1200, there were the beginnings of a university in Oxford - at least a community of masters and scholars living and working together.

In 1440, England's most famous school, Eton, was founded by King Henry VI. In its early days it was a mix of rich and poor students: the rich paid, and the poor worked in the school, cooking and cleaning to pay for their education.

By the middle of the 17th century there were a number of charity schools around the country, paid for by committees of rich subscribers. Of course, they were almost exclusively for boys. Some aristocratic girls were well educated, speaking French, and Latin, and reading music. But they were taught by private teachers at home.

There was always a basic problem with education for the poor: when they had got it, what could they do with it? In a very static, rigid society, it was almost impossible to change your position. Status was based on family, on birth — not on brains, energy or talent. Poor people who became educated, it was said, would get ideas above themselves, and feel dissatisfied and frustrated.

However, with the industrial revolution from the middle of the 18th century, British society began to change radically. People in business made huge amounts of money, and the old aristocrats lost much of their power and influence. The pressure for universal education increased. So for the first time in history, ordinary working people had the chance to get an education - and the motivation of a more meritocratic society in which they could make use of it.

The French Revolution brought ideas of social equality and a belief that all human beings could perfect themselves through education. Women started to demand greater freedom, respect and access to education. There was still a tendency to teach girls particularly feminine subjects, such as cooking, sewing, art and music. But later in the 19th century, girls began to receive the same sort of education as boys. In 1874, Girton College, Cambridge, offered the first university places for women.

Through the 19th century more and more children went to school, and in 1880 education was made compulsory up to the age of 13. A few years later about 97 per cent of girls and boys were literate - a situation unimaginable in most of the rest of the world. The school-leaving age continued to go up in steps until it reached 16 in 1972.

Local, not central, government runs the state schools. Traditionally, schools have had a great deal of independence about what to teach and how to teach it. But in the end of the last century the government has introduced a National Curriculum; this means that every pupil in the country does more or less the same work, especially in primary schools.

Pupils cannot repeat a year in this system, which is based strictly on age. However badly they do, pupils go up to the next year. The only exception is GCSEs and A levels, which pupils can repeat if they need better results; for example, to get into a university.

League tables are published in the national press showing the exam results of each school. Consequently, some schools are more popular with parents than others. Many secondary schools are single-sex rather than co-educational. Statistics show that girls get better results when they are separated from boys.

There has been much debate in recent years about teaching style, is it better for the teacher to stand at the front of the class and lecture (in the old-fashioned way), or to set up a variety of learning activities for pupils to do individually or in groups? Traditionalists claim that the latter method, originating in the liberal 1960s, has failed.

About 7 per cent of children in Britain go to private/independent schools. The fees are between £5,000 and £15,000 per year; the main advantage of these schools is that discipline is better, so teachers and pupils waste less time.

The school year is divided into three terms. Schools have 13 weeks' holiday per year: six weeks in the summer, two weeks each at Christmas and Easter, and three half-term weeks. The year starts early in September.

British universities are not open to everyone. To get a place, you normally apply in your last year at school, before you have taken your A levels. The university makes you an offer; for example, it will give you a place if you get at least one grade A and two Bs in your A levels. The offer depends on market forces; for popular, high-prestige courses, the university will ask for very good A level results.

The number of students on a particular course (for example, Economics at Cardiff University) is strictly limited. The system does not allow students to follow full-time courses in a

casual way, having a job or living in another town as they study. Students are quite closely monitored, and have to see their teachers regularly. Consequently, drop-out and failure rates are low.

Officially, all universities in the country are equal in status. But they differ greatly in reputation and public image. In general, the older a university is, the higher its status. So the most prestigious are the ancient ones - Oxford and Cambridge - followed by long-established ones such as London, Manchester and Edinburgh.

Some of this is just based on tradition and snobbery. In fact, each university has strengths and weaknesses, and sensible students make their choices according to their own particular needs and priorities.

British universities are very popular with overseas students. There are about 70.000 - mostly from Africa, the Arab world and Far Eastern countries such as Malaysia and Indonesia. The Erasmus programme arranges exchanges (from three months one year) for students and teachers between universities in 24 countries including all the members of the European Union. In fact, the UK is the most popular destination, receiving over 25 per cent of all Erasmus students.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Online course: English language for humanities and natural science specialties: electronic educational course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya; FGAOU VPO Sev.-Kav. feder. un-t. - Stavropol : NCFU, 2020. on the basis of LMS Moodle NCFU

List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p.: ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text: electronic.

3. Golitsynsky, Y.B. United States of America: A Handbook on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook: [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg: KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (accessed 12.04.2021). – ISBN 978-5-9925-0716-4. – Text: electronic.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. -

Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

List of Educational and Methodological Support for Students' Independent Work in a Discipline (Module)

1. Guidelines for the implementation of practical work in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for Humanities and Natural Science Specialties.

2. Methodical recommendations for the organization of independent work of students in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for humanitarian and natural science specialties.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 13-15

Topic 13-15. Art and architecture. Pronouns.

1. General Information. Quantitative and Indefinite Pronouns. Reflexive Pronouns. Text: "Art and architecture"
2. Some. Any. No. Every. The Derivatives of Some, Any, No, Every.

The goal is to master the lexical and grammatical content of the topic "**Art and architecture**" within the framework of texts, video and audio stories; to further develop the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

The Pronoun

A pronoun is used in a sentence instead of a noun or adjective.

Pronouns can be used in a sentence in the function:

- 1) subject: **This is a new model.** – (what?) **This** is a new model.
- 2) noun part of the predicate: **This model is ours.** – This model (is it?) **ours**.
- 3) additions: **Show me the model.** – Show (to whom?) me this model.
- 4) definitions: **I'll buy this model.** – I will buy (which?) **this** model.

Personal Pronouns

Personal pronouns I (I), **you** (you, you), **he** (he), **she** (she), **it** (she, he, it), **we** (we), **they** (they) are indicators of a person. The 1st person pronoun **I** is always written with a capital letter. In combination in a sentence with other pronouns and nouns **I** is placed after them: **my sister and I, she and I**. The pronoun of the 2nd person singular and plural **you** corresponds to the Russian

you and **you**. The pronoun **it** replaces the noun denoting an inanimate object, as well as a child or an animal, if their gender is unknown or indifferent:

Don't wake up the baby. It is fast asleep. "Don't wake the child. He's fast asleep."

When talking about your pets or other animals whose gender is known, you can use **he** or **she**.

Personal pronouns have two cases: nominative and object (Table No1).

Table No1 – Declension of personal pronouns

Number	Face	Case			
		Nominative		Object (indirect)	
Unit. Number	1	I	I	me	me, me
	2	you	you	you	you, you
	3	he	He	him	him, him
		she	She	her	Yes, yes.
		it	it, she, he (for inanimate objects)	it	him, her, him, her
Mn. number	1	we	We	us	us, us
	2	you	you	you	you, you
	3	they	They	them	them, them

In a sentence, a personal pronoun in the nominative case performs the function of a subject or a nominal part of a compound predicate, in the object case – an object:

I saw the picture. – I saw the picture. (subject)

It's I (me). – It's **me**. (nominal part of the predicate)

We met them at the station. – We met **them** at the station. (direct addition)

Didn't show her the picture. – He showed **her** the picture. (prepositional indirect object)

Did not show the picture to her and not to me. – He showed the picture **to her**, not **to me**. (prepositional indirect object)

Possessive Pronouns

Possessive pronouns answer the question **whose?** [hu:z] **whose?** and show: a) belonging of something to someone; b) relations between two or more people. They have two forms related to the personal pronoun: **adducible** and **absolute** (Table No1).

Table No1. – Forms of possessive pronouns

Number	Face	Dependent Shape	Independent (absolute) Shape

Unit. Number	1 2 3	my your his her its	my, my, my, mine yours, yours, yours, yours his her him, her (o soulless)	mine yours his hers its	my, my, my, mine yours, yours, yours, yours his her his, hers
Mn. number	1 2 3	our your their	bear, bear, bear, bear Yours, yours, yours, yours their	ours yours theirs	bear, bear, bear, bear Yours, yours, yours, yours their

A possessive pronoun in *the attached* form is a definition and always comes before the noun to which it refers. In Russian, the possessive pronoun is translated by the pronoun "**svoy**" (or omitted):

She took her books and went away. She took **her** books and left.

You have to wash your face. "You need to wash (**your**) face.

Possessive pronoun in *absolute* form is used independently:

This is not my pen, mine is red. – This is not my pen, **mine** is red. (subject)

These books are ours. – These books **are ours**. (nominal part of the predicate)

I've broken my pencil. Please, give me yours. – I broke (my) pencil. Please give me **yours**. (direct addition)

Demonstrative Pronouns

Demonstrative pronouns have separate forms for the singular (**this**, this, this, **that**) and for the plural (**these**, **those**):

He doesn't live in this house. – He lives in **this** house.

He doesn't live in that white house. – He lives in **that** white house.

The pronouns **this** and **these** refer to objects that are in close proximity to the interlocutor, while **that** and **those** indicate objects that are distant.

Demonstrative pronouns perform the following functions:

1) (a) Definitions

These files are mine. " **These** folders are mine.

Those files are yours. " **Those** folders are yours.

2) b) the subject

These are my files. – **These** are my folders.

Those are your files. " **Those** are your files.

3) c) additions

Listen to this! "Listen to **this**!"

After the pronouns **this** and **that**, in order to avoid repetition of the previously mentioned noun, the pronoun **one** is often used:

Will you give me another book? I don't like this one. "Give me another book. I **don't like this one**."

After the pronouns **these** and **those**, the word "ones" after is usually not used:

I don't like this umbrella, let me have a look at that one.

I don't like these umbrellas, let me have a look at those.

In the meaning of the demonstrative pronoun, the pronoun **it is also used**, corresponding to the Russian pronoun **this**:

Who is there? – It is Helen. – Who is there? – **It's** Elena.

What is this? – It is a dictionary. – What is it? – **This is** a dictionary.

The demonstrative pronoun **such** can be used as a subject and as a definition:

Such was the agreement between them.

This is such an important problem. – This is such an important problem.

Reflexive Pronouns

Reflexive pronouns are formed by adding the possessive pronouns **my, our, your**, the personal pronouns **him, her, it, them**, and the indefinite pronoun **one** ending **-self**, which in the plural takes the form **-selves** (Table No1).

Table No1 – Reflexive pronouns

Face	Singular			Plural	
1	myself			ourselves	
2	yourself	myself,	myself,	yourselves	yourself,
3	himself herself itself	myself, myself, myself	myself,	themselves	yourself, yourself, yourself

The reflexive pronoun corresponds in Russian:

(a) particle – **shall**:

Be careful! Don't cut yourself. – Be careful not to cut yourself.

b) the pronoun of oneself (**oneself, oneself**):

I am not pleased with myself. – I am dissatisfied **with myself**.

He bought himself a new coat.

The reflexive pronoun **of self** after some Russian verbs is not translated into English. Such verbs include: to feel, to behave and some others:

He doesn't feel well. – He feels good.

Not behaves like a child. – He behaves like a child.

Reflexive pronouns are also used to strengthen the meaning of a noun or pronoun, corresponding to the Russian pronoun *sam* (*sama, sama, sami*).

I saw it myself.

Quantitative and Indefinite Pronouns

Quantitative Pronouns (Quantifiers) include **much, many, little**, few, and Indefinite Pronouns include **some**, any, **any, no, every**, and their derivatives, and **none, all** (all, all), **both** (both, both), **either** (any, one of two), **neither** (neither one nor the other), **each** (each, any), **other** (other), **one** (someone, some, somebody).

Much/ Many, Little/ Few, A Little/ A Few

1) **Many (many)** answers the question *how many? – how much?* and is used before *countable* nouns:

He doesn't have **many** friends. – He has **a lot of** friends.

Much answers the question *"how much?"* and is used before *uncountable* nouns or with *verbs*:

You work too **much**. – You're working too **much**.

Synonymous in meaning with **the words "many" and "much"** can also be such combinations as: **"a lot of", lots of, plenty of, a great deal of "** *many*, *"a sufficient quantity"*.

In affirmative clauses, **many** in the complement function is usually replaced by **a lot of**:
She has **a lot of** English books. – She has **a lot** of English books.

If **many** are preceded by **the words a good, a great**, then no substitutions should be made:
She has **a good (a great) many** English books. – She has **quite a lot** of English books.

The pronoun **much** is also not often used in affirmative sentences. It is usually replaced by **a lot (of) and a great deal (of)**:

These cars consume **a great deal of** petrol (a lot of petrol). – These cars consume **a large amount (a lot) of** gasoline.

A lot of time (a great deal of time, much time) was wasted.

2) **Few** answers the question *how many?* and is used before *countable* nouns:
He hasn't got **few** friends. – He has **few** friends.

Little answers the question *"how much?" – how much?* and is used before *uncountable* nouns or with *verbs*:

I have got **very little** time. – I have **very little** time.

The pronouns **"little" and "few"** more often mean "hardly", "little", "a little", almost absence and always have a negative meaning, so in ordinary colloquial speech **hardly any or not many/much is more often used**.

Few people come this way.

Hardly anyone comes this way. – **Hardly anyone walks** this way.

Not many people come this way. – **Many** people walk this way.

3) In **ordinary colloquial speech**, the words **very (very), too (very), extremely (extremely), comparatively (comparatively)** are used to strengthen the meaning.

I have **very little** time. – I have **very little** time.

We have **too few** holidays. – We have **very few** holidays.

4) **A few** and **a little** are used in the sense of "some, albeit a small amount" and are synonymous with **some**, while **little** and **few** are used in the sense of "not enough, almost none":

We rested **a few** minutes. "We rested **for a few** minutes.

I have **a little** time for this. – I have **a little** time for this.

Compare:

I've got **little** time.

I've got **a little** time. "I've got a **little** time."

Some, Any, No, Every

Some and **any** are used before countable plural nouns and uncountable nouns to denote an indefinite (small) number of objects or substances.

Some and **any** are often **not translated into Russian** (omitted during translation).

+	I have got some money.
-	I have not got any money. = I have no money.
?	<u>General question:</u> Have you got any money?

	<u>Special question:</u> Why didn't you buy some cheese? <u>Request:</u> Can I have some tea, please? – Yes, help yourself. <u>Offer:</u> Would you like some coffee? – Yes, please.
--	--

SOME

Some is consumed:

1) in *affirmative sentences* in the meaning of "somewhat", "some", "a little":

I've got **some** interesting books to read.

I have interesting books (= several interesting books) to read.

2) In *special questions* and *general questions* expressing a request or proposal:

Would you like **some** tea? – Would you like some tea? (suggestion)

Can I have **some** water? – Can I have (some) water? (request)

Why didn't you buy **some** cheese? – Why didn't you buy cheese? (special question)

3) with the preposition **of** "some" (about countable nouns) and "part" (about uncountable nouns):

Some of my friends

Some of his money – (some) part of his money

ANY

Any is used:

1) in *interrogative* sentences in the meaning of "somewhat", "somewhat", "any":

Have you got **any** interesting books? – Yes, I have some. / No, I haven't any.

Do you have any interesting books (any, any)?

2) in negative sentences in the meaning of "nothing" (not at all), "not chthgo":

I **haven't** got **any** interesting books to read.

I don't have any interesting books to read (none).

3) in affirmative sentences in the meaning of "any":

Any student knows it.

You can take **any** book you like. – You can take **any** book you want.

NO

No has the meaning of "none", "none", "none", "not at all" (if there is **no** in a sentence, the verb is used in the affirmative form, since there can be only one negation in an English sentence):

I've got **no** interesting books to read.

I don't **have** any interesting books to read (**none**).

No doctors can help him.

No doctor will help him.

no = not... any / not a

I **haven't** got **any** money. = I have **no** money.
There **aren't any** e-mails. = There are **no** e-mails.
There **isn't any** time. = There's **no** time.

EVERY

Every is used in affirmative sentences before a singular noun in the meaning of "all", "everyone":

Every house in this street is the same. – All the houses on this street are the same.

Every summer we have the holiday by the sea. – Every summer we spend our holidays at the seaside.

Reading and speaking

What makes the look of British towns and cities distinctive? The most striking feature is the lack of blocks of flats. People prefer to live in individual houses - units with their own front doors and sometimes gardens. Perhaps this says something about the national character; a love of privacy and a lack of interest in the wider community. There is a proverb: "An Englishman's home is his castle".

Whatever the deeper reasons for it, the result is that British towns and cities are full of two or three-stored houses. Only in the 1950s and 60s did councils start building tall blocks of flats in the American style; but these have been very unpopular, and the cheaper ones are now being demolished. Another distinctive feature of British buildings is the use of brick. Some of the oldest monuments, like Hampton Court Palace or Queens' College, Cambridge, are made of brick. It remains the favourite material for new houses today. While the rest of the world prefers concrete, for some reason the British taste is for brick, at least in smaller buildings.

Apart from some ancient churches, the oldest buildings you will see in Britain are castles. They are dotted all over the country, with many beautiful examples in Scotland and Wales. They were first built by the Normans after their invasion of England in 1066. The Tower of London dates from about 1078. Because of the Normans' desire to control the population, they started to build castles everywhere, but especially in the more restless regions.

For example, King Edward I built a series of massive castles in Wales at the end of the 13th century; his aim was to keep the lawless Welsh under English rule.

As the dominance of the English crown was established, the need for castles diminished. Then the use of gunpowder meant that they could no longer resist attack. So by the 15th century the castle-building age was over. Many Scottish castles are from a later period, but these are not military buildings; they are aristocratic family houses that imitated older styles.

Since the Middle Ages, architecture in Britain (as in most of Europe) has been based on three major styles Gothic, classical, and modern. The great early cathedrals and churches are in Gothic style - tall, with pointed arches and highly decorated; they are covered in sculptures of people, animals and plants. The buildings are fantastic engineering achievements, constructed with very little machinery and designed by architects whose names have been forgotten.

The tallest spire in Britain, at Salisbury Cathedral, is 123 metres high and was built in the 1330s. It is incredible that such size and perfection were achieved without a single crane or computer!

After the Gothic period, architectural fashion turned back to the classical age of Greece and Rome for its inspiration. So we see columns and triangular pediments as on Greek temples; round arches, domes and perfect Latin lettering as on Roman public buildings. Many of the finest London churches are in this style; St Paul's Cathedral (built by Sir Christopher Wren between 1675 and 1710) is the biggest and most celebrated, but there are many more all over the city.

Not only churches were in the classical style. Rich aristocrats built huge and impressive houses surrounded by parkland; they are on such a grand scale that it is difficult to imagine that they were once private homes, but of course they had dozens and sometimes hundreds of servants.

The British Museum (1823) was a victory for the classical, and the Houses of Parliament (1836) for the Gothic. There was also debate about the use of iron and steel: should these new materials be visible, as in the new bridges and railway stations, or hidden, as in the Natural History Museum, London, where the metal frame is covered by coloured brick and stonework.

From the 1920s on, new ideas were transforming art and music, and architecture, too, was caught up in the modernising culture. People wanted buildings which were not just copies of the past. Having abandoned both classical and Gothic styles, the challenge was to create - to invent - something really new. Luckily, this change in attitude came at the same time as exciting new engineering materials were becoming available.

With concrete and steel together and new types of glass, it was possible to escape from the traditional forms. For the first time in history, architects were free to make almost any shapes they liked.

British architecture is going through a dynamic period, with several big international names such as James Stirling and Norman Foster. Perhaps the architect best known in Britain is the designer of the Millennium Dome, Richard Rogers. He too, has carried out many major projects abroad. He was responsible for the airport in Marseille, numerous office complexes in Japan and the USA, and (with an Italian, Renzo Piano) for the great Centre Pompidou in Paris. In his own country he has worked on many smaller projects, such as the flats shown in the photograph on the right. But he is best known for the most spectacular modern building in the financial centre of London - the Lloyd's Building. Although it contains a very conservative insurance business, and is in the oldest part of London, it is an extraordinary and daring piece of modern architecture - all steel and glass, with pipes and lifts on the outside.

For some years now, young British artists seem to have given up the traditional forms of drawing, painting and sculpture. If you go to an art college exhibition, you will probably see photos, videos, constructions with lights and sounds, live people performing, found objects and philosophical statements. Media attention is always on the new, the daring and the shocking, and art prizes often reward originality rather than old-fashioned taste and skill.

One of the current celebrities is Mona Hatoum, who made a video with tiny medical cameras inside her own body. Tracy Emin became quite famous for making a small gallery entirely devoted to things about herself: pictures of her, bits of her hair and objects of importance to her.

But unquestionably the biggest name is Damien Hirst, who won the important Turner Prize in 1995. He is a joker who actually makes fun of those who pay high prices for his work. His best-known piece was a 4.5-metre shark in a tank of formaldehyde. The prize-winning piece was a cow and its calf, both cut down the middle, amusingly entitled *Mother and Child Divided*.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Online course: English language for humanities and natural science specialties: electronic educational course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya; FGAOU VPO Sev.-Kav. feder. un-t. - Stavropol : NCFU, 2020. on the basis of LMS Moodle NCFU

List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p.: ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text: electronic.

3. Golitsynsky, Y.B. United States of America: A Handbook on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook: [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg: KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (accessed 12.04.2021). – ISBN 978-5-9925-0716-4. – Text: electronic.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

List of Educational and Methodological Support for Students' Independent Work in a Discipline (Module)

1. Guidelines for the implementation of practical work in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for Humanities and Natural Science Specialties.

2. Methodical recommendations for the organization of independent work of students in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for humanitarian and natural science specialties.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 16-18

Topic 16-18. Leisure: holidays and sports. The verb.

1. General Information. Text: " Leisure: holidays and sports "
2. The Verb. Grammar Categories and Functions of Verbs.

The goal is to master the lexical and grammatical content of the topic " Leisure: holidays

and sports " within the framework of texts, video and audio stories; to further develop the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

The Verb: General Information

The Verb is a part of speech that denotes an action or a state of a person (object). In terms of structure, English verbs can be *simple*, *derived* and *compound*.

Simple verbs include verbs without prefixes and suffixes (**to run** – to run, **to take** – to take).

Derived verbs contain suffixes or prefixes (**to discharge** – to unload, **to shorten** – to shorten).

Compound verbs are either formed from two words that make up one concept (**whitewash**) or are a combination of verbs with adverbs or prepositions (they are also called phrasal verbs) (**to come in** – to enter, **to go on** – to continue, **to take off** – to remove).

Table No1 presents the most characteristic verb suffixes and prefixes.

Table No1 – English Verb Suffixes and Prefixes

-en	to shorten, to widen
-fy	to simplify, to signify
-ize	to mobilize, to organize
-ate	to demonstrate, to separate
re-	to reconstruct , to resell
dis-	to disappear , to disembark
a-	to unload , to untie

The Verb Forms

The English verb has four main forms:

I – **the Infinitive**,

II – **Past Simple**,

III – past participle / **Participle II**,

IV – Present **Participle** / **Participle I**

Table No1 – Basic forms of the verb

I	II	III	IV
Infinitive	Past Simple	Past Participle (Participle II) V-ed	Present Participle (Participle I) V-ing
(to) play (play)	played [d] (played)	played [d]	playing (playing)
(to) ask	asked [t]	asked [t] (asked)	asking
(to) translate (translate)	translated [ɪd] (translated)	translated [ɪd] (translated)	translating (translating)

The infinitive (the indefinite form of the verb) only names the action, without indicating either the person or the number, and answers the question "what (with)to do?" (for example, **to write** – (on)write). The formal feature of the infinitive is the particle **to**, which in some cases can be omitted.

According to the method of formation of the simple past tense and the past participle (II and III forms), verbs are divided into two groups: **regular** and **irregular**.

Regular verbs form these forms by adding the ending -ed to the infinitive form, which is pronounced as [t] after voiceless consonants, [d] after vowels and voiced consonants, [ɪd] after the sounds [t], [d].

Irregular verbs form forms II and III in various other ways. These verbs are summarized in a table of irregular (non-standard) verbs and should be memorized.

Table No2 – Irregular verbs

I	II	III	IV	Translation
Infinitive	Past Simple	Participle II (V-ed)	Participle I (V-ing)	
be	was / were	been	being	to be
become	became	become	becoming	Become

The most common irregular verbs are presented in the "Additional Materials" section.

The IV form of both regular and irregular verbs is formed in the same way: by adding the suffix -ing to the verb stem (for this reason, it is often absent in the table of irregular verbs). In the formation of the IV form, the silent letter -e is omitted, and the final consonant behind the short vowel sound is doubled (**to make – making, put – putting**).

In British English (unlike American), the final letter -l is also doubled: **to travel – travelling** (BrE) / **traveling** (AmE).

Grammar Categories and Functions of Verbs

1) The system of tense forms of the English verb differs significantly from the Russian one and covers *the personal forms* (**Finite forms**) and *non-personal forms* (**Non-finite forms**) of the verb.

Personal forms include verbs in three persons singular and plural in all tenses of the active and passive voices in the indicative and subjunctive moods. They serve as predicates in a sentence and are always used after the subject with which the verb-predicate agrees in person and number:

Is not **working** in the garden. – He **works** in the garden.

They **are working** in the garden. – They **work** in the garden.

Non-personal forms of the verb include **the Infinitive, the Gerund, and the Participle**, which express action without specifying the person, number, or mood.

2) According to their meaning and function in the sentence, English verbs are divided into **descriptive** (=semantic), **modal, auxiliary** and **linking verbs**.

Descriptive verbs have an independent meaning and are used in a sentence as a simple predicate:

He **called** you 5 minutes ago. – He **called** you 5 minutes ago.

Modal verbs (**can, may, must**, etc.) express the possibility, probability, necessity, desirability of performing an action expressed by a semantic verb:

I **can** speak English. – I **can** speak English.

Auxiliary verbs do not have an independent meaning and are used to form complex (analytical) verb forms that consist of 2, 3 or 4 components:

I **have written** a letter to my friend. – I wrote a letter to a friend.

I **am reading** an English book.

Auxiliary verbs in English include: **to do, to be, to have, shall, will, should, would.**

The meaning of the complex verb form is formed by the interaction of the meanings of the descriptive and auxiliary verbs.

The main linking verbs are the verbs **to be** (to be), **to become, to get, to grow** (to become), **to look** (to look). In English, unlike Russian, in the nominal compound predicate, the linking verb is never omitted:

Not an engineer. – He **(is)** an engineer.

It is getting cold. – It's getting cold. (=It's getting cold.)

A number of verbs (**to be, to have, to do,** etc.) can be used as descriptive, auxiliary, modal or linking verbs:

She is a doctor (linking verb). – She **(is)** a doctor.

She is in London (a significant verb). – She **(is)** in London.

She is reading a book. – She **reads a** book.

She is to come at 5 (modal verb). – She **should** come at 5.

A participle in English is a non-personal verb form, which, along with the properties of a verb, has the properties of an adjective or adverb.

Possessing the properties of an adjective, a participle serves as a definition of a noun. In this function, it corresponds to the Russian participle:

We visited one of the largest plants producing tractors in our country. "We visited one of the largest tractor factories in our country.

A broken cup lay on the table. "The broken cup was lying on the table.

Possessing the properties of an adverb, the participle serves as a circumstance that determines the action expressed by the predicate. In this function, it corresponds to the Russian adverbial participle:

He sat at the table thinking. He sat at the table, thinking.

Standing on the bank of the river, he watched the dockers at work. "Standing on the riverbank, he watched the dockers work.

Possessing the properties of a verb, the participle

a) may be supplemented by:

Signing the letter the manager asked the secretary to send it off at once. After signing the letter, the manager asked the secretary to send it immediately.

b) can be defined by an adverb:

Packing his things quickly, he hurried to the station. He quickly packed his belongings and hurried to the station.

c) has the forms of time and pledge.

Transitive verbs have two forms of the active voice participle and three passive voice participle forms:

	Active	Passive
Present	asking	being asked
Past	-	asked
Perfect	having asked	having been asked

Intransitive verbs have three forms of the active participle:

	Active
Present	coming
Past	How
Perfect	having come

Participle I

Participle I (Participle I) – the present participle of the active voice – is formed by adding -ing to a verb in the infinitive form (without the particle to):

to read

reading – reading, reading

to stand – to stand

standing – standing, standing

In a sentence, the participle I can act as:

- 1) definitions and be used either before the defined word or after the defined word:

The children listened to the reading grandmother very attentively. The children listened attentively to their grandmother reading.

The children listened to the grandmother reading a story. "The children listened to their grandmother reading the story.

In the last example, the participle together with qualifying words forms a participle phrase.

- 2) circumstances and used at the beginning or at the end of a sentence:

Reading the story grandmother often paused because she was very tired. "Reading the story, my grandmother often stopped because she was very tired.

Participle II

Participle II (Participle II) – the past participle – is always passive. It is formed by adding -ed to the stem of a regular verb or by alternating sounds in the root of an irregular verb:

to ask – to ask, to ask

asked – asked, asked

to order

ordered – ordered, ordered

In a sentence, participle II can act as a determinant; in this case, it stands either before or after the noun being defined.

The books read by him last week included several fairy tales. "The books he read last week included several fairy tales.

The arrested man appeared to be innocent. "The arrested man turned out to be innocent.

The examples below illustrate simple and complex participle forms in sentences. (Simpler, more common sentences are in parentheses.)

Having read ten pages of the book, he decided to have a break. (After reading ten pages of the book, he decided to have a break.)

After reading ten pages of the book, he decided to take a break. (After reading ten pages of the book, he decided to take a break.)

Having been translated into several languages, this story is well known in many countries. (Translated into several languages, this story is well known in many countries.)

Having been translated into several languages, this story is well known in many countries.
(Translated into several languages, this story is well known in many countries.)

Participial constructions

Object case with present participle

After the verbs expressing perception through the senses – to see *to see*, to observe *to observe*, to notice *to notice*, to hear *to hear*, to feel *to feel*, etc. – the phrase "object case with present participle" is used, which is a combination of a pronoun in the object case or a noun in the general case and the present participle (PresentParticiple). This phrase is similar to the phrase "object case with infinitive" and, like it, plays the role of one part of the sentence in the sentence, namely a compound object:

I saw him running. = I saw him run. "I saw him running.

In Russian, the phrase "object case with the present participle" is translated, as well as the phrase "object case with infinitive", by an additional subordinate clause with the conjunction *as* or *what*. However, there is a semantic difference between the participle phrases and the infinitive. The participle expresses the long-term nature of the action, i.e. the action in the process of its commission, and the infinitive expresses in most cases a completed action. Therefore, the participle phrase is translated into Russian by a subordinate clause with an imperfective verb, and the phrase with an infinitive is translated into Russian by a subordinate clause with a perfective verb:

We watched him slowly approaching the gate. "We watched him slowly approach the gate.

We saw him approach the gate and enter the garden. "We saw him go to the gate and enter the garden.

Object case with past participle

The phrase "object case with past participle" is a combination of a noun in the general case or a pronoun in the object case with a past participle. This combination plays the role of one part of the sentence in the sentence, namely a compound object. This phrase is used:

1. After verbs expressing sensory perception: to see *see*, to watch *to observe*, to hear *hear*:

I saw the bales opened and samples drawn. "I saw how the bales were opened and samples were taken.

2. After verbs expressing desire. In this case, along with the phrase "object case with past participle", the object case with the infinitive in the form of the passive voice is used:

He wants the work done immediately. = He wants the work to be done immediately.
He wants the work done immediately.

3. After the verb to have. The verb to have with the phrase "object case with past participle" means that the action is performed not by the subject himself, but by someone else for him, for him:

I had my hair cut yesterday.

I cut my hair yesterday (meaning: I did not cut my hair myself, but someone else cut my hair).

Independent participle phrase.

In English, *participial phrases* in the function of circumstance are of two types, namely:

1. Phrases in which the participle expresses an action related to the subject of the sentence. Such phrases correspond to the Russian adverbial participles:

Having lost the key he could not enter the house (having lost expresses an action related to the subject of he).

Having lost the key, he could not enter the house.

2. Phrases in which a participle has its own subject, expressed by a noun in the general case (less often by a pronoun in the nominative case):

My sister having lost the key, we could not enter the house (having lost has the subject my sister).
Since my sister had lost the key, we could not enter the house.

Participle phrases of this type are called independent participle phrases, because, having their own subject, they are not connected with the subject of the sentence.

Independent participial phrases are very common in scientific, technical, political and economic literature. They are less common in fiction and are almost never used in colloquial speech.

Reading and speaking

The classic British summer holiday used to be at the British seaside. But it had some fairly obvious drawbacks. Much of the coast is rocky rather than sandy. The water is so cold that bathers scream as they get in: according to the geography books, the Gulf Stream from Mexico warms the sea in this part of the world, but the British are skeptical - perhaps it does warm the sea, but not enough for most humans. Then there is the Great British Weather: one year there can be four weeks of hot sun in August, and the next it can be wet and windy almost every day.

All this means that people do not spend a great deal of time swimming and lying on the beach. Alternatives were developed. One of these was a whole culture of seaside entertainment centred on the funfair, with cafes and fish and chip shops, rides such as dodgem cars and ferris wheels, and a little light gambling on fruit machines. In the 19th century, dozens of seaside towns around the country built piers: pretty, ornate structures projecting out into the sea, like bridges leading nowhere, so that holidaymakers could promenade and enjoy the healthy sea breezes.

Another alternative, for the more studious types, was to explore the coast for things of biological and geological interest. Many children developed their first interest in science while watching the wildlife in rock pools or picking up fossils beneath the cliffs.

In the 1960s, British people started to realise that they could escape their own unreliable summers by going south. Travel has become ever cheaper since then, and today half of the nation's holidays are taken abroad. In spite of that, the British are still quite nervous about dealing with foreigners, so the great majority choose package holidays. This means that the flight, the hotel and food are all paid for in advance and arranged by the travel company. The tourist does not have to worry about negotiating with taxi drivers and waiters who do not speak English. The favourite package destination has always been Spain, and every summer thousands of charter planes take off from airports around the country heading for Alicante, Ibiza and Palma de Majorca. British holidaymakers have suffered from a rather negative image because they demand British food, beer, music and TV programmes; they want to create little bits of Britain in the sun. But that image is slowly changing as more and more Britons travel further afield and try to make some sort of contact with the local culture.

Houses in Britain are seen as an investment. Property prices have risen steeply in the last 20 years and continue to rise, so people buy houses in the hope of making money. Home ownership is high, at about 70 per cent. One result of this is that people are happy to work on their houses: the work benefits themselves, not a landlord. DIY (do-it-yourself) has become massively popular, with 60 per cent of all men and 30 per cent of all women "doing it themselves". There used to be a certain amount of prejudice against it. These days, not so many house owners are wealthy, so they try to avoid calling in the carpenter, plumber or electrician. But the do-it-yourself craze is

not based entirely on economics. It has become a hobby which gives many people pleasure and a sense of achievement. In government statistics, do-it-yourself is listed as a leisure activity. Every TV channel has its own do-it-yourself programme, and giant do-it-yourself superstores, selling tools and materials, have sprouted up all over the country.

Together with the love of house decoration goes a passion for gardens. They buy gardening books and watch gardening programmes on TV. There are gardening sections in the newspapers. As with do-it-yourself, gardening is work which people do in their leisure time. Some ambiguity remains - is it work or is it fun?

There are also conflicting attitudes to another national pastime - shopping. For some it is a boring task only to be done when it is absolutely unavoidable; for others it is an addictive pleasure. It is obviously more fun if you have a lot of money, and the rich have always enjoyed it in places like London's Bond Street, Knightsbridge or Piccadilly. But recently the habit has caught on among the rest of the population. Big American-style shopping malls have appeared, sometimes in town centres but very often out on a motorway and accessible only by car. The gigantic Bluewater in Kent, for example, looks almost like a theme park. It has branches of superstores, dozens of smaller shops, and, most importantly, parking for 13,000 cars. The idea, clearly, is not that the shopper drops in for a carton of milk and some cat food on the way home: this is designed for families to have a day out, wandering around, looking, dreaming and spending.

It is rather extraordinary how many of today's international games originated in Britain - football, rugby, tennis, boxing, rowing and horse racing among them. Of course, the Romans had boxing matches between gladiators in their circuses, horse racing was popular with the Greeks and Arabs long before the British got hold of the idea: and people have been playing football in one form or another for thousands of years, all over the world. But the contribution of the British was to take these games or sports and formalise them in various ways.

Football is a good example. The Maoris, the Japanese and the medieval Europeans all played forms of the game. A sort of football was very popular in England in the Middle Ages, especially as a contest between neighbouring villages. But at that time, there were very few rules. As it was played in English schools, the game became progressively more standardised and rule-governed, and by the middle of the 19th century it had become very much the game that we know today; the first actual set of rules was written by Cambridge University.

In the history of sport in general, horse racing was extremely important. From an early date, a major part of the pleasure of a day at the races was betting. Of course, when money is involved, things get serious. So racing was carefully regulated: the length of the race was standardised, and there were strict rules about the behaviour of riders. As soon as accurate watches became available, times were written down so that people could compare the performance of horses in different races. As other sports developed, these systems of regulation (and the attitudes of mind) were applied to them, too.

Lacrosse is another game that is common to English-speaking countries and Japan. The lacrosse stick is a sort of a hockey stick with a basket at the end.

Both netball and lacrosse are definitely minority interests, but cricket is a major part of English summer life. You can watch it all day on TV (or, bizarrely, listen to it on the radio), and then get the highlights again in the evening. News programmes keep you up-to-date with the score. Men, when they meet, exchange a few words about the state of the game.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Online course: English language for humanities and natural science specialties: electronic educational course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya; FGAOU VPO Sev.-Kav. feder. un-t. - Stavropol : NCFU, 2020. on the basis of LMS Moodle NCFU

List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p.: ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text: electronic.

3. Golitsynsky, Y.B. United States of America: A Handbook on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook: [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg: KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (accessed 12.04.2021). – ISBN 978-5-9925-0716-4. – Text: electronic.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

List of Educational and Methodological Support for Students' Independent Work in a Discipline (Module)

1. Guidelines for the implementation of practical work in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for Humanities and Natural Science Specialties.

2. Methodical recommendations for the organization of independent work of students in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for humanitarian and natural science specialties.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 19

Topic 19. The United States of America. Adverbs. The times of the band Continuous.

1. Times of the Continuous Group
2. Text "The USA"

The goal is to master the lexical and grammatical content of the topic "The USA" within the framework of texts, video and audio stories; to complete the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

The Progressive (Continuous) Tenses

The tenses of the Progressive (Continuous) group consist of two parts: an invariable part, the auxiliary verb **to be**, which serves as an indicator of person, number, and tense, and an invariant participle, the **I participle** (the so-called **-ing** form).

The Present Progressive (Continuous) Tense

<u>THE PRESENT PROGRESSIVE (CONTINUOUS) TENSE</u>	
AFFIRMATIVE OFFER	I am asking. He (she, it) is asking. You (we, they) are asking.
INTERROGATIVE OFFER	Am I asking? Is he (she, it) asking? Are you (we, they) asking?
NEGATIVE OFFER	I am not asking. He (she, it) is not asking. You (we, they) are not asking.

Affirmative sentences in Present Continuous are formed with the verbs **am, is, are** (**present tense** forms of the verb *to be*) and the verb ending **-ing** (*Participle I*):

I	on	reading a newspaper.
He She It My friend	is	
You We They My friends	are	

Interrogative sentences are formed by putting the verbs **am, is, are** before the subject:

On	I	reading a newspaper?
Is	He	
	She	
	It	
	My friend	
	You	

Are	We They My friends	
------------	--------------------------	--

Is Ann reading a newspaper? – Yes, she is/ No, she isn't.

The negative form is formed with the help of the negative particle not, which is placed after **am, is, are**.

I	am	not	reading a newspaper.
He She It My friend	is		
You We They My friends	are		

The Use of the Present Progressive (Continuous) Tense

Cases of the use of the Present Progressive (Continuous) Tense are presented in Table No1.

Table No1. – Cases of Use of the Present Progressive (Continuous) Tense

No. p/p	USE CASE	EXAMPLE
1	An action in development, unfinished, occurring at the moment of speech (I have started some action, but I have not finished it yet)	I am writing a letter to my sister now, don't bother me. <i>I'm writing a letter to my sister now, don't bother me.</i>
2	A long-term action that is taking place in the present period of time	He is writing a new book. <i>He is writing a new book.</i> The prices are rising. <i>Prices are rising.</i>
3	Planned, pre-planned action in the near future (usually with a time circumstance)	They are having a party next weekend. <i>They are throwing a party the following weekend.</i> My wife is coming in a minute. <i>My wife will be here in a minute.</i>
4	An incomplete action that is currently taking place, but not necessarily at the time of speech	Tom and Ann are talking in a café. Tom says: I'm reading an interesting book at the moment. I'll lend it to you when I finish it. <i>Tom and Anna are chatting in the café. Tom says: I'm reading a very interesting book right now. I'll give it to you when I'm done.</i> (Tom has started reading the book and has not yet finished reading it – an unfinished

		act, but at the moment he is not reading, he is in a café.)
5	Temporary situation	Bess is working in a café until she finds a better job. <i>Bess works in a café until she finds a better job.</i>
6	Expression of the emotional attitude to the action, characteristic of a given subject (irritation, surprise, bewilderment), always with the words always, constantly, forever	He is always giving me flowers! <i>He gives me flowers all the time! (surprise)</i> You are always losing your keys! <i>You're always losing your keys! (annoyance)</i> She is always smiling! <i>She's smiling all the time! (bewilderment)</i>
7	Expression of emotional attitude to the behavior of a person in a given situation	You are being cruel. <i>You are acting cruelly (now).</i>

Verbs that Are Not Used in Progressive Tenses

Verbs expressing feelings, perceptions, and mental states are not used in the tenses of the Continuous group. These verbs cannot express an action or state as a process taking place at a particular moment. These verbs include:

to love – to love
to like – to like
to hate – to hate
to prefer
to want – to want – to want
to wish, to desire – to wish
to need – to need something.
to see
to hear
to notice
to feel – to feel
to know
to understand
to remember – to remember
to forget
to think – to think
to believe
to recognize
to seem, to appear – to seem
to mean – to mean, to mean
to possess – to possess
to consist – to consist
to depend – to depend, etc.

BUT!

I think he is a good person.

I'm thinking of buying a new car.

The Past Progressive (Continuous) Tense

The formation and cases of the use of the past long (continued) tense are shown in Table No1 and Table No2.

Table No1 – Past Progressive Education

AFFIRMATIVE PROPOSAL	I (he, she, it) was asking. You (we, they) were asking.
INTERROGATIVE SENTENCE	Was I (he, she, it) asking? Were you (we, they) asking?
NEGATIVE OFFER	I (he, she, it) was not asking. You (we, they) were not asking.

Table No2. – Cases of Past Progressive Use

No p/n	USE CASE	EXAMPLE
1	An action in development, incomplete, that took place at a certain point in the past	Yesterday at 6 o'clock I was writing a letter. <i>Yesterday at 6 o'clock I wrote a letter.</i>
2	An action that took place at the time when some other action expressed in Past Simple occurred (in subordinate clauses, usually beginning with the word when when)	He was reading a book when I <i>entered</i> the room. <i>He was reading a book when I walked into the room.</i>
3	Parallel actions in the past (in tense subordinate clauses, usually beginning with the word while <i>bye, while</i>)	I was watching TV while he was looking through the newspapers. <i>I was watching TV while he was looking at the newspapers.</i>
4	An action that took place in a limited period (when the sentence emphasizes the duration of the process), often with the words " all day long ", " the whole month for a whole month ", etc.	I was talking to him from 7 till 8 o'clock last night. <i>I spoke to him last night from 7 to 8 o'clock.</i>

The Future Progressive (Continuous) Tense

The formation and cases of the use of the future long (continued) tense are shown in Table No1 and Table No2.

Table No1 – Formation of Future Progressive Tense

AFFIRMATIVE PROPOSAL	I (we) shall be asking. You (he, she, it, they) will be asking.
INTERROGATIVE SENTENCE	Shall I (we) be asking? Will you (he, she, it, they) be asking?
NEGATIVE OFFER	I (we) shall not be asking. You (he, she, it, they) will not be asking.

Table No2. – Cases of Future Progressive Tense Use

No. p/p	USE CASE	EXAMPLE
1	An action in development, unfinished, which will take place at some point in the future.	Tomorrow at 6 o'clock I shall be writing a letter. <i>Tomorrow at 6 o'clock I will write a letter.</i>
2	An action that will last at the moment when any other action expressed in <i>Present Simple</i> occurs.	He will be reading a book when you <i>come</i> . <i>He'll be reading a book when you come.</i>

Reading and speaking

The United States of America is the third largest country in the world based on population and land area. The United States also has the world's largest economy and is one of the most influential nations in the world.

The original 13 colonies of the United States were formed in 1732. Each of these had local governments and their populations grew quickly throughout the mid-1700s. However during this time tensions between the American colonies and the British government began to arise as the American colonists were subject to British taxation but had no representation in the British Parliament. These tensions eventually led to the American Revolution which was fought from 1775-1781. On July 4, 1776, the colonies adopted the Declaration of Independence and following the American victory over the British in the war, the U.S. was recognized as independent of England. In 1788, the U.S. Constitution was adopted and in 1789, the first president, George Washington, took office.

Following its independence, the U.S. grew rapidly and the Louisiana Purchase in 1803 nearly doubled the nation's size. The early to mid-1800s also saw growth on the west coast as the California Gold Rush of 1848-1849 spurred western migration and the Oregon Treaty of 1846 gave the U.S. control of the Pacific Northwest.

Despite its growth, the U.S. also had severe racial tensions in the mid-1800s as African slaves were used as laborers in some states. Tensions between the slave states and non-slave states led to the Civil War and eleven states declared their secession from the union and formed the Confederate States of America in 1860. The Civil War lasted from 1861-1865 when the Confederate States were defeated. Following the Civil War, racial tensions remained through the 20th century. Throughout the late 19th and early 20th centuries, the U.S. continued to grow and remained neutral at the beginning of World War I in 1914. It later joined the Allies in 1917.

The 1920s were a time of economic growth in the U.S. and the country began to grow into a world power. In 1929 however the Great Depression began and the economy suffered until World War II. The U.S. also remained neutral during this war until Japan attacked Pearl Harbor in 1941, at which time the U.S. joined the Allies.

Following WWII, the U.S. economy again began to improve. The Cold War followed shortly thereafter as did the Korean War from 1950-1953 and the Vietnam War from 1964-1975. Following these wars, the U.S. economy for the most part grew industrially and the nation became a world superpower concerned with its domestic affairs because public support wavered during previous wars. On September 11, 2001, the U.S. was subject to terrorist attacks on the World Trade Center in New York City and the Pentagon in Washington D.C., which led to the government pursuing a policy of reworking world governments, particularly those in the Middle East.

The U.S. government is a representative democracy with two legislative bodies. These bodies are the Senate and House of Representatives. The Senate consists of 100 seats with two representatives from each of the 50 states. The House of Representatives consists of 435 seats and are elected by the people from the 50 states. The executive branch consists of the President who is

also the head of government and chief of state. On November 4, 2008 Barack Obama was elected as the first African American U.S. president.

The U.S. also has a judicial branch of government that is made up of the Supreme Court, the U.S. Court of Appeals, U.S. District Courts and State and County Courts. The U.S. is comprised of 50 states and one district (Washington D.C.).

The U.S. has the largest and most technologically advanced economy in the world. It mainly consists of the industrial and service sectors. The main industries include petroleum, steel, motor vehicles, aerospace, telecommunications, chemicals, electronics, food processing, consumer goods, lumber and mining. Agricultural production, though only a small part of the economy, includes: wheat, corn, other grains, fruits, vegetables, cotton, beef, pork, poultry, dairy products, fish and forest products.

The U.S. borders both the North Atlantic and North Pacific Oceans and is bordered by Canada and Mexico. It is the third largest country in the world by area and has a varied topography. The eastern regions consist of hills and low mountains while the central interior is a vast plain (called the Great Plains region) and the west has high rugged mountain ranges (some of which are volcanic in the Pacific Northwest). Alaska also features rugged mountains as well as river valleys. Hawaii's landscape varies but is dominated by volcanic topography. Like its topography, the climate of the U.S. also varies depending on location. It is considered mostly temperate but is tropical in Hawaii and Florida, arctic in Alaska, semiarid in the plains west of the Mississippi River and arid in the Great Basin of the southwest.

The country is a federative republic which consists of 50 states and District of Columbia, where Washington, D.C., the capital of the country, is situated. The head of the country is the President, who is elected every four years. Every state has its own Constitution and the system of power. The supreme legislative organ is Congress of the US. The members of Congress are called congressmen. Congress consists of two chambers – the House of Representatives and the Senate.

The main law of the USA is the Constitution. It was created and adapted in Philadelphia in 1787.

The population of the country is sometimes called "salad bowl", because all nations and nationalities are mixed up, though they keep their specific features. There are white people, Afro-Americans, American Indians, Puerto-Ricans, Chinese and Japanese people.

The flag of the USA has thirteen white and red stripes and 50 white stars against the blue background (one for every state).

Many famous Americans, such as Abraham Lincoln, George Washington, Benjamin Franklin, John Fitzgerald Kennedy, Franklin Roosevelt, William (Bill) Clinton, Mark Twain, O'Henry, and J.D. Salinger are famous all over the world.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for

- schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 20-21

Topic 20-21. Some interesting facts about the USA. The times of the band Perfect Continuous.

1. General Information. Text: "Some interesting facts about the USA"
2. The times of the Perfect Continuous group

The goal is to master the lexical and grammatical content of the topics "USA facts" within the framework of texts, video and audio stories; to complete the development of listening, reading, speaking, writing skills within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies being formed: UK-4.

Theoretical part.

The times of the Perfect Continuous band

The tenses of this group have absorbed the features of both perfect and continuous, and they describe actions that lasted for a certain time. Of these, the most frequently used is Present Perfect Continuous. Past is used less often, and very rarely - Future.

What is Perfect Continuous?

Perfect for a long time – what kind of animal is it? In this group, each time has only one case of use.

Present Perfect Continuous describes an action that began in the past and continues in the present moment, or has just ended:

He has been working here for 2 years. "He has been working here for two years.

Past Perfect Continuous describes an action that continued in the past before another action, event, or point in time:

He had been working for 2 hours before his boss came. "He had been working for two hours before his boss came.

Future Perfect Continuous describes an action that will begin in the future, and will last for some time until another action, event, or point in time:

In May he will have been working here for 2 years.- In May it will be two years since he has been working here.

As you may have noticed, the word "уже" is often added to the English translation, although it may not be present in the English sentence. This is because the Perfect Continuous tense itself conveys the meaning that "the action has been going on for some time."

The structure of a perfect long time

The general formula for time is Perfect Continuous: **to have + been + V-ing.**

As you can see, the structure of the tenses of this group is quite cumbersome, so abbreviations of the auxiliary verb have are often used in the appropriate form (had — 'd, have — 've, has — 's).

The most characteristic marker words of this tense are the prepositions for and by. In the table below, let's recall all three tenses of the group in more detail.

	Past Perfect Continuous	Present Continuous	Perfect Future Continuous	Perfect
Structure	had been + V-ing for (during) since (c..)	have/has been + V-ing for (during) since (c..)	will have been + V-ing for (during) by (k)	
Marker words	a few years for a long time before when	lately, recently all morning/day/week	before after by the time, by then, by that time	

Cases of use

	An action that continued in the past before another action or event	The action began in the past and continues in the present moment, or has just ended	An action that will begin in the future and will last until another action, event, or point in time
Example	He had been working for 2 years before his boss fired him. "He worked here for 2 years until the boss fired him.	He has been working here for 2 years. "He has been working here for 2 years.	In May he will have been working here for 2 years.- In May it will be 2 years since he has been working here.

Don't forget that in the tenses of Perfect Continuous we can't use short verbs, just like in the simple Continuous. In such cases, we replace the tense of Perfect Continuous with the tense of Perfect, for example: *I haven't seen him since Monday.*

Reading and speaking

Football is the most popular sport. American football is the most popular spectator sport in the United States. It is a *combat* game where highly trained athletes skillfully and brutally execute strategic plans. Attending a football game often begins with a "tailgate party" in the parking lot of the stadium followed by several hours of rowdy, emotionally charged *excitement*. Most fans watch football while gathered in a local bar or at a friend's home in front of a big-screen TV.

The National Football League (NFL) consists of 32 professional teams located in major cities across the USA. Each team plays 16 games between early September and the end of December. The two best teams meet at the Superbowl near the end of January. Games are on Sunday afternoons with a few nationally televised games on Monday nights. It is difficult to get tickets for any NFL games as they are generally "sold out" before the season begins. You can sometimes *obtain* tickets through travel agents and ticket brokers at premium prices. You can almost always buy tickets, for a high price, from illegal "ticket scalpers" in front of the stadium just before a game.

At hundreds of universities across the USA, they play college football games on Saturday afternoons. Games at the "football schools" with *outstanding* teams often attract over 100,000 fans. It is difficult to obtain tickets to games at the best football schools but easy to get tickets at the less popular college games.

Baseball is the second most popular sport in the USA and it has a completely different atmosphere than football. It is a game of *intense* concentration and the near perfect execution of playing skill. Attending a baseball game might start with a tailgate party that resembles a family picnic followed by several hours of relaxed socializing with friends while watching the game.

Safeco Field is home to the Seattle Mariners, a Major League Baseball team in the American League.

There are 30 Major League baseball teams divided into the National League and the American League. Each team plays about 160 games on weekday evenings or weekend afternoons between early spring and late fall. The best team from each league meet in late fall for the World Series games to determine the National Champion. Only the most popular games are sold out, so you can normally buy tickets to most Major League games.

Several hundred minor league baseball teams play in smaller cities across the USA and Canada. Each team is *affiliated* with one of the Major League teams and used as a training ground for future Major League players. Tickets are almost always available for minor league games.

Basketball is a very popular winter sport. Basketball combines the fast-paced excitement of football with the concentration and athletic *prowess* of baseball. Basketball game can be intensely exciting but are usually less *rowdy* than football games.

The National Basketball Association (NBA) contains 29 teams from major Canadian and US cities. They play about 100 games on evenings and a few afternoons between October and May. The championship games are in June. NBA games in many cities are sold out well in advance, so it may be difficult to obtain tickets. There are ten Women's National Basketball Association teams (WNBA) in the US. Their games are not as popular as the NBA games but are just as exciting, and you can easily obtain tickets.

Hundreds of universities across the USA play college basketball. At the "basketball schools" with excellent teams ticket might be hard to find.

Hockey is not as popular as football, baseball or basketball, but it has a *loyal* following of fans in certain cities of the USA and Canada. The game has the fast paced excitement of football and basketball with plenty of *violent* body contact. Hockey games have a reputation for attracting loud, beer-drinking, rowdy fans.

The National Hockey League (NHL) has 30 teams in major cities across the USA and Canada. Each team plays about 80 games between October and April. Playoff elimination games are held after the season and the two top teams play in the "Stanley Cup" championship. Tickets are available for hockey games in most cities as only the most popular games are sold out.

Make a short summary of the text. Do it according to the following format.

☐ The title of the text is...

- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

Times Square

Times Square, the most bustling square of New York is known for its many Broadway theatres, cinemas and electronic billboards. It is one of those places that make New York a city that never sleeps.

By the end of the nineteenth century, New York City had expanded up to 42nd street and the area was becoming the center of the city's social scene. In 1904, the New York Times built the Times Tower on 43rd street just off Broadway to replace its downtown premises. The square in front of the building was called Longacre square, but was soon renamed Times Square. The name is now used for the area between 40th and 53rd street and 6th and 9th avenue.

The inauguration of the New York Times' new headquarters at 1 Times Square was celebrated with a fireworks display, starting a New Year's Eve tradition which still continues today.

The first famous ball-lowering from the 1 Times Square's rooftop pole was held on New Year's Eve 1907.

At the start of the First World War, Times Square was the center of the Theater District and attracted a large number of visitors. This made the square an ideal place for billboards. In 1917 the first large electric display billboard was installed. Eleven years later, the first running electric sign was lit for the first time, to announce Herbert Hoover's victory in the Presidential elections. The billboards have become such a tourist attraction for the area, that the zoning now requires the buildings to be covered with billboards!

In the thirties, the Great Depression led to a sharp decline in theater attendance. Many businesses had to close down, and they were quickly replaced by strip teases and and peep shows. The area continued to attract visitors though and after the Second World War, the Theater District was booming again. At the end of the sixties, the area started to go downhill and by the mid-seventies, tourists avoided Times square, which had become a seedy, crime-ridden and drug-infested place.

In the 1980s redevelopment proposals were submitted, with little result. This changed a decade later, when the Walt Disney Company opened a Disney store on Times Square. This attracted more family-friendly businesses to the area, leading to a so-called 'Disneyfication'. The area was now - like most of New York City - a lot safer than in the early nineties and Times Square once again became a magnet for tourists and a center of New York's social scene.

Today Times Square is a constantly buzzing tourist magnet; the square is even one of the most visited places in the world.

For most of its existence Times Square wasn't much more than a large traffic intersection, but it is now being redeveloped into a pedestrian-friendly square with large car-free plazas replacing much of the asphalt. The redevelopment project - dubbed Times Square Transformation - started in 2012 and is expected to be completed in 2016.

Many people come to Times Square for the ambiance and the billboards spectacle, but there are also many restaurants and shops - well over 100 - in the area including some crowd-pullers such as the Disney Store and a large Toys"R"Us. But Times Square is best known for its entertainment, and plenty of visitors come here to attend a Broadway show. Times Square is also home to MTV's headquarters and ABC's 'Good Morning America' is broadcast in front of a live audience from its office at 44th and Broadway.

The most famous building at the square is undoubtedly the iconic Paramount Building. The building was home to the Paramount theater where stars such as Fred Astaire, Bing Crosby and Frank Sinatra performed in their heyday. Unfortunately the theater was demolished and the Paramount building is now merely an office tower.

Another former theater, the Embassy Theater, is now the home of Times Square's own visitors center. Here you can get information about events and Broadway shows. There's also a small museum that tells the history of Times Square.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU
2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
3. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.

6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 22

Topic 22. The most important American cities. The times of the Perfect group.

1. General Information. Washington DC
2. The Times of the Perfect Group

The goal is to master the lexical and grammatical content of the topic " Washington DC " within the framework of texts, video and audio stories; to further develop the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

Perfect tense: perfect tense

In English, the Perfect tense is the perfect tense expressing completed actions, the result of which is directly related to a given moment in time. These actions have either just been completed, or by a certain moment – all this is Perfect Tenses.

From the point of view of the Russian language, an action in the present tense cannot end, that's why it is present. If the action has ended, then the tense must be past. The English language adheres to a different logic: in it, an action in the present can be completed, and an example of this is Present Perfect. Also, an action could have been done a long time ago or never at all, but it has a meaning in the present tense.

How Present Perfect is formed

Approval

Predicate in Present Perfect consists of an auxiliary verb have (has) and the main verb. With pronouns I, you, we, they and plural nouns used have, with pronouns she, he, it and nouns in the singular — has.

The main verb in the formation of a sentence in Present Perfect should be in the third form: the ending –and, irregular verbs can change the root of the word.

Formula: **I/We/You/They+have+ 3-I form of the verb**

Examples: I have started. "I've begun. We have gone. "We're gone. You have finished. "You're done. "They have come. "They've come."

Formula: **He/She/It+has+ 3-I form a verb**

Examples: He has decided. "He decided. She has done. "She did. It has turned off. "It's turned off.

Denial

When constructing a negative sentence in Present Perfect Tense, the negative particle not is placed between the auxiliary and main verbs.

Formula: **I/We/You/They+have not+ 3-I form of the verb**

Examples: I have not started. "I didn't start. We have not gone. "We didn't leave. You have not finished. "You're not done. They have not come. "They didn't come.

Formula: **He/She/It+has not+ 3-I form of the verb**

Examples: He has not decided. "He hasn't decided. She has not done. "She didn't. It has not turned off. "It didn't turn off.

In colloquial speech, the verb to have (has) can take abbreviated forms. In the affirmative sentence, have (has) is combined with a pronoun, in the abbreviated form have looks like "ve",

has looks like "s". In the negative clause, have (has) is combined with not, the abbreviated forms look like "haven't" and "hasn't".

Examples: *We've gone. He's decided. I haven't started. She hasn't done.*

Question

The interrogative sentence in Present Perfect in English begins with an auxiliary verb, followed by the pronoun and the main verb in the third form.

Formula: **Have+I/we/you/they+ 3-I form of the verb**

Examples: Have I started? "Did I start?" Have we gone? "Are we gone?" Have you finished? "Are you done?" Have they come? "Have they come?"

Formula: **Has+he/she/it+ 3-I form of the verb**

Examples: Has he decided? "Has he decided?" Has she done? "Did she do it?" Has it turned off? "Has it turned off?"

When to use Present Perfect

1. It is necessary to show the result of an action that has already been performed. With the help of Present Perfect, attention is focused on the result.

Examples: *I did it. —I did it* (Past Simple— the action was in the past).
I did it. —I have done it (Present Perfect— the action is over, so there is a result).

Marker words: already (already), just (just now), yet (already, yet).

2. Present Perfect in English is used when it comes to the speaker's personal experience.

Example: *I've been to England but I haven't been to Scotland.*

The description of life experience is characterized by the presence of the adverbs ever (someday) and never (never).

I have never tried green tea. "I've never tasted green tea.

3. Present Perfect shows a lasting action that is still relevant: it started in the past, it has a result in the present, and maybe it will continue in the future.

Examples:

We've known each other since school years. "We have known each other since school.

I've studied English for 5 years. — I have been learning English for 5 years (I started in the past, 5 years is the result in the present).

I've lived in the suburbs since childhood. — I've lived in the suburbs since I was a kid (I started living there as a kid and, as a result, still live in the suburbs).

Usually, in such cases, the prepositions for (during) and since (since, starting with) are used in the sentence.

How Past Perfect is formed

Past Perfect is the past perfect tense in English. Its peculiarity is that it is not used in speech independently and is necessarily tied to another action. For example, you need to report an event in the past that happened earlier than the other mentioned events.

Approval

The predicate in Past Perfect consists of two parts: the auxiliary verb had and the third form of the main verb.

Formula: **I/He/She/It/We/You/They+had+ 3-I form of the verb**

Examples: I had done. "I did. He had seen. "He saw it. She had found. "She found it. It had fallen. "It fell. We had learned. "We've learned. You had decided. "You've decided. They had gone. "They're gone.

Denial

The negative sentence in Past Perfect Tense is formed by using the negative particle not between the auxiliary verb had and the main verb.

Formula: **I/He/She/It/We/You/They+had not+ 3-I form of the verb**

Examples: I had not done. "I didn't. He had not seen. "He didn't see it. She had not found. "She

didn't find it. It had not fallen. "It didn't fall. We had not learned. "We haven't learned. You had not decided. "You haven't decided. They had not gone. "They didn't leave.

In colloquial speech, abbreviated forms are used: in an affirmative sentence, had is combined with a pronoun, in a negative sentence – with the particle not.

Examples: *I'd done. You'd decided. I hadn't done. You hadn't decided.*

Question

The interrogative sentence in Past Perfect begins with the auxiliary verb had, followed by the subject and the main verb.

Formula: **Had+I/he/she/it/we/you/they+ 3-I form of the verb**

Examples: Had I done? "Did I do it?" Had he seen? "Did he see it?" Had she found? "Did she find it?" Had it fallen? "Did it fall?" Had we learned? "Have we learned?" Had you decided? "Have you decided?" Had they gone? "Are they gone?"

When to Use Past Perfect

1. Past Perfect Tense always goes hand in hand with another action in the past. This temporal construct is used to describe an action that happened before another action or a certain moment in the past.

Example: *We arrived at the station at 7.30, but the train had left.* — We arrived at the station at 7:30, but the train had already left (first the train left — Past Perfect, then we arrived at the station — Past Simple).

In such a case, the words are often used: by... (to a certain time/moment), after (after), before (before, before), when (when), earlier (before), first (first, first).

2. Past Perfect can explain why: The sentence specifies that the action expressed by Past Perfect caused another action to occur.

Example: *He was hungry. He hadn't eaten for eight hours. "He was hungry. He hadn't eaten for eight hours.*

3. In Past Perfect, you can also talk about personal experiences that have yielded results in the past.

Example: *The last week of my holidays was the worst week I had ever had.*

How Future Perfect is formed

Future Perfect is the future perfect tense in English, it shows an action that will start in the future and end up to a certain point in the future.

Approval

The affirmative sentence in Future Perfect is constructed with the auxiliary verb have in tense Future Simple (will have) and the third form of the main verb.

Formula: **I/He/She/It/We/You/They+will have+ 3-I form of the verb**

Examples: I will have finished. "I'll finish." He will have decided. "He'll decide." She will have painted. "She'll draw it." It will have produced. "It will." We will have arrived. "We'll arrive." You will have confirmed. "You will confirm." They will have received. "They'll get it."

Denial

In a negative clause, the negative particle not appears between will and have.

Formula: **I/He/She/It/We/You/They+will not have+ 3-I form of the verb**

Examples: I will not have finished. "I won't finish." He will not have decided. "He won't." She will not have painted. "She won't draw." It will not have produced. "It won't." We will not have arrived. "We won't come." You will not have confirmed. "You won't confirm." They will not have received. "They won't get it."

In colloquial speech, the auxiliary verb "will have" is more often found in the abbreviated form, in an affirmative sentence this form will sound like "I'll have", in a negative sentence - "won't have".

Examples: *She'll have painted. You'll have confirmed. It won't have produced. We won't have arrived.*

Question

The interrogative sentence in Present Perfect Tense is formed by putting will in the first place, then the subject is placed, after it have and then the 3rd form of the main verb.

Formula: **Will+I/he/she/it/we/you/they+have+ 3-I form of the verb**

Examples: Will I have finished? "Shall I finish?" Will he have decided? "Will he decide?" Will she have painted? "Will she draw?" Will it have produced? "Will it produce?" Will we have arrived? "Will we arrive?" Will you have confirmed? "Will you confirm?" Will they have received? "Will they get it?"

Consuming Future Perfect

The Future Perfect time shows the action that will begin in the future and will also end up to a certain point in the future.

Examples:

I want to quit my job in a month. I will have worked for 5 years for this company by then.
— *I want to quit in a month. By that time, I will have worked in this company for 5 years.*

We will have built our new house by the next year. — We will complete our new house by next year.

In such sentences, the words by... (to a certain time/moment), by the time (to the time (to the time as), by then (to the time), by tomorrow (to tomorrow , to tomorrow), before (before), when (when), until/till (before).

Reading and speaking

Washington DC

Founded on July 16, 1790, Washington DC is unique among American cities because it was established by the Constitution of the United States to serve as the nation's capital. From its beginning, it has been *embroiled* in political maneuvering, sectional conflicts and issues of race, national identity, compromise and, of course, power.

The choice of Washington's site along the Potomac and Anacostia Rivers resulted from a compromise between Alexander Hamilton and northern states who wanted the new federal government to assume Revolutionary War *debts*, and Thomas Jefferson and southern states who wanted the capital placed in a location friendly to slave-holding agricultural interests.

George Washington, the first president and namesake of the city, chose the site and appointed three commissioners to help prepare for the arrival of the new government in 1800. Pierre Charles L'Enfant designed the city as a bold new capital with *sweeping* boulevards and ceremonial spaces *reminiscent* of Paris in his native France. Benjamin Banneker, a self-taught African American mathematical genius, provided the astronomical calculations for *surveying* and laying out the city. The full development of Washington as a monumental city, however, did not come until a hundred years later when the McMillan Commission updated its plan to establish the National Mall and monuments that most visitors to Washington now know.

During the War of 1812, most of the city was burned to the ground. British forces invaded the city and burned public and government buildings, including the White House, in response to American forces invading York, now known as Toronto, and burning most of it to the ground. However, the British left the residential areas untouched and also spared the home of the Commandant of the Marines, located on Marine Barracks, as a sign of respect. It is now the oldest government building in continuous use in the nation's capital. The Patent Office and the Post Office were also *spared* because of Dr. William Thornton, Superintendent of Patents, pleading with British officers that the knowledge lost therein would be a disservice to mankind.

As a southern city, Washington has always had a significant African American population. Before the Civil War, the city was home to a growing number of free blacks who worked as skilled *craftsmen*, hack drivers, businessmen and laborers. It also included enslaved African Americans and was the site of slave auctions before they were outlawed in the city in 1850. Slaves owned in Washington were emancipated on April 16, 1862, nine months before Lincoln's Emancipation Proclamation of Jan. 1, 1863. Washington remained home to a large African American population

who created *vibrant* communities and championed civil rights despite racial segregation and *prejudice*. Duke Ellington was born and raised in Washington's Shaw neighborhood and played in his first band here.

Washington, DC was envisioned by its founders as a commercial center as well as the seat of government. The location on the Potomac River was chosen, in part, because it already included two existing port towns of Georgetown, Md., and Alexandria, Va., which served as regional shipping centers for tobacco and wheat. When Alexandria returned to Virginia in 1846, residents argued that inclusion within the Federal District of Columbia hurt business and the city of Washington would never need that much room to grow.

But after the Civil War, Washington did grow, eventually *absorbing* Georgetown and the surrounding farms and rural areas beyond L'Enfant's original plans for the city. The initial boundary of Washington City was Florida Avenue, originally called Boundary Street. The first neighborhoods were those that grew up around the Capitol (Capitol Hill), the Center Market (Downtown), and the White House (Lafayette Square). The expansion of *streetcar* lines in the mid-19th century spurred creation of new suburbs. Two early suburbs, LeDroit Park and Anacostia, both began as developments that excluded African Americans and later became predominantly African American communities.

Wars and national events have always resulted in the growth of the federal government and increases in population. During the Civil War, Washington was an armed *encampment* with soldiers *bivouacked* everywhere and public buildings serving as hospitals. Bread for soldiers was baked in ovens located on the White House grounds. During World War II, "government girls" were recruited to fill office jobs to replace men who had gone to war.

Washington is also a cosmopolitan city. While it has always had foreign delegations from the countries of the world, it also boasts an increasingly diverse ethnic population. A growing Latino population represents every Central and South American country with a particularly large community of Salvadorans. A large Ethiopian population has resulted from the political *turmoil* there. New ethnic groups have brought new restaurants, as well as new residents. While DC lost residents to surrounding suburbs in the 1990s, new housing and urban revitalization is now attracting people back to the city for a downtown renaissance of housing, offices, entertainment and nightlife.

As the capital of the world's most powerful democracy, it is ironic that residents of Washington lack full self-government and limited self-government was only restored in 1974 after nearly 100 years with an appointed commissioner system. Representation in Congress is limited to a non-voting delegate to the House of Representatives and a shadow senator. 1964 was the first Presidential election in which Washington residents were able to vote.

After more than 200 years as the nation's capital, Washington is brimming with a unique history of its own. It has developed as a complex and layered city with multiple personalities. As home to the federal government, it has attracted a diverse mix of government workers, members of Congress from every state, foreign emissaries, lobbyists, petitioners and protestors. While elected and appointed officials come and go giving the city its reputation as a transient community, many of the city's residents have called Washington home for multiple generations. Their stories give Washington its distinctive character as both a national and local city.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 23

Topic 23. Educational structure in the USA. Times of the Simple group.

1. General Information. Text: " Educational structure in the USA "
2. Times of the Simple group.

The goal is to master the lexical and grammatical content of the topic " Educational structure in the USA " within the framework of texts, video and audio stories; additional development of listening, reading, speaking, writing skills within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

The times of the Simple group

For each group of tenses, we will sum up the results. If you have already read about present, past and future simple, then you are here to sum up the results. And if not, then you are welcome:

Present simple

Past simple

Future simple

What is the essence of Simple?

As you know, there are four aspects to English tenses: simple, continuous, perfect, and perfect continuous. Each of them is responsible for its own "territory." Simple are the simple tenses, which usually describe an action as a fact. We are only interested in the action itself, the fact that the action has occurred. We are not interested in the duration or duration of the action, its result, or its relationship to other actions.

Next, there will be a table on all the main characteristics of each time. See what they have in common, what are the differences, remember the structure, get acquainted with examples, and at the end do the exercise for all three times. This is a summary lesson.

	Past simple	Present simple	Future simple
Structure	Exc.2 (Wood)	V (V-s in 3 persons, units)	will + V
Auxiliary verb	did	do/does	will
Marker words	yesterday, last week/month/year, when I was a child/at school/young	every day, usually, often, never, always, sometimes (<i>same for regular actions in the past and future</i>)	tomorrow, next week/month/year
Forms of the verb to be	was/were	am/is/are	will be
Cases of use			
Regularly repetitive actions	I ran every morning last summer. "I ran every morning last summer."	I run every morning. "I run every morning."	I will run every morning next summer. "I'll run every morning next summer."
A common simple action with or without time	I needed your help yesterday. "I needed your help yesterday."	I need your help. "I need your help."	I will need your help tomorrow. "I'll need your help tomorrow."
Sequential actions	I went home, cooked dinner and watched TV. "I came home, cooked dinner and watched TV."	Usually I go home, cook dinner and watch TV. "I usually come home, cook dinner and watch TV."	I will come home, cook dinner and watched TV. "I'll come home, cook dinner, and watch TV."
Well-known facts, laws of nature		Two times two is four. "Two times two is four."	
Plans, forecasts, assumptions, promises			I promise I will be ready. "I promise, I'll be ready."

Exercise for the times of the Simple group:

Translate simple sentences by choosing the right time. Test yourself by the answers below, good luck!

1. I get up at 7 a.m. every day.

2. He will come next Saturday.
3. I called my parents yesterday.
4. I'm not going to be at next week's party.
5. Anna will buy a new dress tomorrow.
6. When I was a schoolboy, I often missed classes.
7. He thinks it will work.
8. She doesn't visit us very often.
9. We don't trust you.
10. Mom cooked a delicious dinner last night.
11. Is she Russian?
12. I didn't know about Kate's birthday.

Reading and speaking

Preschool encompasses non-compulsory classroom-based early-childhood education prior to the age of five to six. Pre-kindergarten (also called Pre-K or PK) is the preschool year immediately studied before the year of Kindergarten, which is typically studied at age five to six. Preschool education may be delivered through a preschool or as a reception year in Elementary school. Head Start Program, the federally funded pre-kindergarten program founded in 1965 prepares children, especially those of a disadvantaged population, to better succeed in school. However, limited seats are available to students aspiring to take part in the Head Start Program. Many community-based programs, commercial enterprises, non-profit organizations, faith communities, and independent childcare providers offer preschool education. Preschool may be general or may have a particular focus, such as arts education, religious education, sports training, or foreign language learning, along with providing general education.

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades.

Around age six, U.S. children begin primary school, which is most commonly called “elementary school”. They attend five or six years and then go onto secondary school.

Secondary school consists of two programs: the first is “middle school” or “junior high school” and the second program is “high school.” A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade), U.S. students may go on to college or university. College or university study is known as “higher education”.

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the U.S. this includes your “grades” and “grade point average” (GPA), which are measurements of your academic achievement. Courses are commonly graded using percentages, which are converted into letter grades.

The grading system and “grade point average” in the U.S.A. can be confusing, especially for international students. The interpretation of grades has a lot of variation. For example, two students who attended different schools both submit their transcripts to the same university. They both have 3.5 GPAs, but one student attended an average high school, while the other attended a prestigious school that was academically challenging. The university might interpret their GPAs differently because the two schools have dramatically different standards.

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. university studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The academic year at many schools is composed of two terms called “semesters.” (Some schools use a three-term calendar known as the “trimester” system.) Still, others further divide the

year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

A major characteristic of American schools is the high priority given to sports, clubs and activities by the community, the parents, the schools and the students themselves. Extracurricular activities are educational activities not falling within the scope of the regular curriculum but under the supervision of the school. These activities can extend to large amounts of time outside the normal school day; home-schooled students, however, are not normally allowed to participate. Student participation in sports programs, drill teams, bands, and spirit groups can amount to hours of practices and performances. Most states have organizations that develop rules for competition between groups. These organizations are usually forced to implement time limits on hours practiced as a prerequisite for participation. Many schools also have non-varsity sports teams; however, these are usually afforded fewer resources and less attention.

Sports programs and their related games, especially football and/or basketball, are major events for American students and for larger schools can be a major source of funds for school districts.

The U.S. Higher Education System. A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Presently, a college or university graduate with a bachelor's degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the USA.

Graduate programs in pursuit of a master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master's programs, such as journalism, only take one year.

The majority of a master's program is spent in classroom study and a graduate student must prepare a long research paper called a "master's thesis" or complete a "master's project."

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

Listening and watching

Watch the video "How is power divided in the United States government?" and answer the questions:

2. When was the new constitution adopted?
3. Which branch of government is described in Article I of the Constitution?
4. Which branch of the government commands the US military?

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical lesson 24-25

Topic 24-25. The USA landmarks. The verb to be, to have.

1. To Be. To Have and Have got. There + to Be. Text: "USA landmarks"
2. Functions of Be, Have, Do as Auxiliary and Full Verbs.

The goal is to master the lexical and grammatical content of the topic "USA Landmarks" within the framework of texts, video and audio stories; to complete the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

Functions of Be, Have, Do as Auxiliary and Full Verbs

Functions of the verb to be

1. The be + *Circumstance* (usually expressed as a noun with a preceding preposition) acts as a semantic verb "to be", "to be" in personal and non-personal forms.

The table **is** in the room. The table (**is**) in the room.

2. The be + *noun or adjective* is a linking verb in personal or non-personal form.

She **is** a girl. – She's a girl.

She **was small**. – "She was small.

3. The be + *Semantic form of the verb* used to form group tenses *Continuous*.

I **am working**. – I am working now.

4. The be + *III form of the semantic verb* used for education *passive voice* (Passive Voice).

The letter **was finished**. – The letter was finished.

5. To be + to (*infinitive*) is form of obligation.

I **am to** go home. – I **have to** go home.

Sometimes the combination to be + to (*infinitive*) indicates an action in the future and is translated into the future tense.

The method **is to be described** in detail. – This method will be described in detail.

Note. The be + to (*infinitive*) can be a compound predicate, and in such cases it is translated by verbs like "concludes", "consists in", "means", etc.

Then live is to learn. – To live is to learn.

The main aim is to get good results. – The main task is to get good results.

Thus, in order to determine the function of the verb **to be**, it is necessary to find out what is behind it.

Functions of the verb to have

1. Then have + *Noun* acts as a semantic verb "to have".

I **have** a book. – I **have** a book (I have a book).

2. Then have + *III Shape* is an auxiliary verb of the tense of the group *Perfect*.

I **have finished** my work.

3. Then have + to (*infinitive*) is form of obligation.

I **have to** go home. – I **have to** go home.

Thus, in order to determine the function of the verb **to have**, it is necessary to find out what is behind it.

Functions of the verb to do

1. The semantic verb "to do".

I **do** my work. I **do** the work.

2. Auxiliary verb in interrogative and negative sentences (*Present Simple* and *Past Simple*).

Do I work? I **do** not work. – Do I work? I don't work.

3. Strengthening of the verb after it in an affirmative sentence. It is often translated by words like "still", "really".

Do come ! – I beg you to come!

He didn't do it. – He did it .

This **did** take place. – It **really** happened.

Exceptions **do**, however, occur. – However, exceptions **do** occur.

4. Substitute for the previous verb.

Do you work? Yes, I **do**. – Do you work? Yes, I **do**.

Didn't work as well as I **did**. – He worked as well as (**worked**) me.

To Be

The verb **to be** is the only verb in the English language that has retained almost all singular and plural forms in all persons in the present tense and singular and plural forms in the past tense.

The verb **to be** has many meanings: *to be, to exist, to be, to live, to appear*.

The verb **to be** is self-sufficient: that is, it does not need auxiliary verbs to form questions and negations, it does everything by itself.

I **am** clever. "I'm smart.

Am I clever? (simple permutation) – Am I smart?

I **am not** clever. (the negative particle not is used immediately after the forms of the verb to be). – I am not smart.

Table No1 – Conjugation of the verb **to be** in the present tense (*Present Simple Tense*)

Affirmative sentence	Negative Offer	
I am (I'm)	I am not (I'm not)	
He is (he's)	He is not (he isn't)	
She is (she's)	She is not (she isn't)	
It is (it's)	It is not (it isn't)	
We are (we're)	We are not (we aren't)	
You are (you're)	You are not (you aren't)	
They are (they're)	They are not (they aren't)	
Interrogative sentence	Short Answer	
Am I?	Yes, I am.	No, I am not.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

As can be seen from the table, the verb has three present tense forms: **am** – for the first person singular, **is** – for the third person singular and **are** – for all plural persons. In colloquial speech, as a rule, abbreviated (reduced) forms are used.

I'm a student.

Am I late? – No, you **aren't**. You **are** on time.

Jane **isn't** a teacher.

Those people **aren't** English. They **are** Australian.

The verb **to be** in the past tense has two forms: **was** – for the singular and **were** – for the plural. The verb **to be** in the past tense retains its self-sufficiency, that is, the verb to be does not need other auxiliary verbs to form the interrogative and negative forms of the past tense :

I **was** at the theatre yesterday. – I was at the theatre yesterday.
Were you at the theatre yesterday? – Were you at the theatre yesterday?
Was he at school yesterday? – Was he at school yesterday?
Were you at sea last year? – Were you at sea last year?
I **wasn't** at the theatre yesterday. "I wasn't at the theatre yesterday."
We **weren't** at sea last year. – We were not at sea last year.
I **wasn't** cold yesterday. "I wasn't cold yesterday."
He **wasn't** busy last Saturday. – He wasn't busy last Saturday.

Table No2 – Conjugation of the verb to be in the past tense (*Past Simple Tense*)

Affirmative sentence	Negative Offer	
I was	I was not (I wasn't)	
He was	He was not (he wasn't)	
She was	She was not (she wasn't)	
It was	It was not (it wasn't)	
We were	We were not (we weren't)	
You were	You were not (you weren't)	
They were	They were not (they weren't)	
Interrogative sentence	Short Answer	
Was I?	Yes, I was.	No, I wasn't.
Was he?	Yes, he was.	No, he wasn't.
Was she?	Yes, she was.	No, she wasn't.
Was it?	Yes, it was.	No, it wasn't.
Were we?	Yes, we were.	No, we weren't.
Were you?	Yes, you were.	No, you weren't.
Were they?	Yes, they were.	No, they weren't.

In the future tense, the verb is not conjugated by persons and numbers and is not independent. Affirmative, negative and interrogative sentences are formed with the help of auxiliary verbs **shall** – for the first person singular and plural (*I, we*) and **will** – for all others.

He **will be** back in 2 minutes. – He'll be back in 2 minutes.

Will he **be** back in 2 minutes? – Will he be back in 2 minutes?

He **won't be** back in 2 minutes. – He won't be back in 2 minutes.

Table No3 – Conjugation of the verb to be in the future tense (*Future Simple Tense*)

Affirmative sentence	Negative Offer	
I shall be	I shall not be (I shan't be)	
He will be	He will be (he won't be)	
She will be	She will be (she won't be)	
It will be	It will be (it won't be)	
We shall be	We shall be (we shan't be)	
You will be	you will be (you won't be)	
They will be	they will be (they won't be)	
Interrogative sentence	Short Answer	
Shall I be?	Yes, I shall.	No, I shan't.
Will he be?	Yes, he will.	No, he won't.
Will she be?	Yes, she will.	No, she won't.
Will it be?	Yes, it will.	No, it won't.
Shall we be?	Yes, we shall.	No, we shan't.
Will you be?	Yes, you will.	No, you won't.
Will they be?	Yes, they will.	No, they won't.

To Have and Have (got)

The verb **to have (has)** and the phrase **have got / has got** mean *to have, to possess, to possess*:

I **have** a car. (I **have got** a car.) – I have a car.

You **have** a car. (You **have got** a car.) – You have a car.

He **has** a car. (He **has got** a car.) – He has a car.

Tim **has** two sisters. (Tim **has got** two sisters.) – Tim (has) two sisters.

Abridged version:

I've got a car.

He's got a car.

They've got a car. etc.

The interrogative form of the phrase **have got/has got** is formed by putting the verb **have / has** before the subject:

Have you **got** a car? – Do you have a car?

Has he **got** a car? – Does he have a car?

The negative form is formed with the help of the negative particle **not**, which is placed immediately after the verb **have (has)**:

I **have not got** a car. – I don't have a car.

He **has not got** a car. "He doesn't have a car.

The negative and interrogative forms of the verb **to have (has)** are formed with the help of auxiliary verbs **do, does, did, will, shall**:

I **don't have** a car. / Tim **doesn't have** a car.

Do you **have** a car?

Does he **have** a car?

In most cases, sentences constructed with the phrase **have got/has got** and the verbs **do/does** have the same meaning:

They **don't have** any children. = They **haven't got** any children.

They have no children.

Does Helen **have** a car? = **Has** Helen **got** a car? – Does Helen have a car?

However, if we are talking about the constant presence of something, then the interrogative and negative forms of the verb *to have* are formed with the help of the auxiliary verb **to do (does)** – for the pronouns *he, she, it* and *nouns in the singular*:

Do you **have** time for your lessons? – Do you have time to study? (in general, in principle)

I **don't** always **have** time for my lessons. – I don't always have time to study.

If we are talking about a single, concrete case of the presence of something, then the interrogative and negative forms of the phrase **have (has) got are used**.

Have you **got** time for a game of tennis? – Do you have time to play tennis?

Do you often **have** headaches? – Do you **often** have headaches?

Have you **got** a headache? – Do you have **a headache** now?

In some expressions, **the verb to have** loses its original meaning of "possession", for example: *to have lunch – to dine*. The interrogative and negative forms of such combinations in tense are formed with the help of auxiliary verbs:

Do you often **have** dinner at home? – Do you often **dine** at home?

We **don't have** dinner at home on Sundays. – We don't **dine** at home on Sundays.

The past tense form for the verb **to have** in affirmative sentences is **had** for all persons and numbers:

I **had** dinner at 5 yesterday. "Yesterday I had dinner at 5 o'clock.

They **had** a car last year. – They had a car last year.

The interrogative and negative form in the past tense is formed with the help of the auxiliary verb **did**:

Did you **have** classes yesterday? – Did you have classes yesterday?

I **didn't have** time to ask all my questions. – I didn't have time to ask all the questions.

The future tense **to have** in affirmative, negative, and interrogative sentences has the form – **shall/will have**:

I **shall have** an English lesson tomorrow. – I have an English lesson tomorrow.

They **will not have** an English lesson tomorrow. – They (have) an English lesson tomorrow.

Will Tim **have** an English lesson tomorrow? – Does Tim have an English lesson tomorrow?

Table No1 – Conjugation of the verb **to have** in *Simple Tenses*

	+	-	?
Present	I have (I've) He has (He's) She has (She's) It has (It's) We have (We've) You have (You've) They have (They've)	I have not (I haven't) He has not (He hasn't) She has (She hasn't) It has (It hasn't) We have (We haven't) You have (You haven't) They have (They haven't)	Have I Has he Has she Has it Have we Have you Have they
Past	I had He had She had It had We had You had They had	I didn't have He didn't have She didn't have It didn't have We didn't have You didn't have They didn't have	Did I have Did he have Did she have Did it have Did we have Did you have Did they have
Future	I shall have He will have She will have It will have We shall have You will have They will have	I shall not have He will not have She will not have It will not have We shall not have You will not have They will not have	Shall I have Will he have Will she have Will it have Shall we have Will you have Will they have

Reading and speaking

Niagara Falls. More than 750,000 gallons of water per second thunder down this iconic 167-foot waterfall the most powerful on the North American continent. The falls straddle the border between the U.S. and Canada, and though some argue that Horseshoe Falls set on the Ontario side is more spectacular than the smaller American Falls, the landmark has held a

particular place in American history ever since 1901, when Michigan schoolteacher Annie Edson Taylor was the first person to go over the falls (and survive) in a barrel.

Mount Rushmore National Memorial, Keystone. Carved into a granite mountain face in South Dakota's southwesterly Black Hills, this sculpture of four of America's most influential presidents (Washington, Jefferson, Lincoln, and Theodore Roosevelt) was considered an extraordinary feat of engineering when it was completed in 1941 and it's still majestic today, bringing in more than two million visitors per year.

Golden Gate Bridge, San Francisco. Stretching 1.7 miles high above the mist-enshrouded waters of San Francisco Bay, this peaked, vermilion-painted suspension bridge (the color is officially known as International Orange) is as striking today as it was when it was completed in 1937. The natural surroundings including the coves and forested bluffs of Marin County; the island of Alcatraz; and numerous sailboats, barges, kite-surfers, and even frolicking seals can all be seen from the bridge on a clear day.

The Wave, Coyote Buttes. Set in the remote Paria Canyon-Vermilion Cliffs Wilderness on the Arizona/Utah border, this dazzling rock formation, which looks like a cresting wave frozen in time, isn't easy to access: you'll need a permit from the Bureau of Land Management, which allows only 20 people per day to visit the delicate landform. But getting to see this fiery swirl of Jurassic-age sandstone, carved by the wind more than 190 million years ago, is well worth a little advance planning.

Washington Monument, Washington, D.C. This stately 555-foot monument, built in the bladelike shape of an Egyptian obelisk and completed in 1884, is the most prominent structure in the American capital city. Built in honor of the nation's first president, the marble monument has been visible in the background during some of the country's most historic moments, including Martin Luther King, Jr.'s "I Have a Dream" speech and Barack Obama's presidential inauguration. It's at its most beautiful when mirrored in the Reflecting Pool at sunrise or sunset, and especially on the Fourth of July with evening fireworks bursting overhead.

Grand Central Terminal, New York City. Constructed at the beginning of the 20th century, this Beaux-Arts beauty's interior is as lovely as its exterior. Usually teeming with crowds of commuters, the cavernous main concourse is full of dazzling architectural details, including the much-photographed information booth with its four-faced clock; the domed gold-and-cerulean-blue ceiling painted with astronomical signs and studded with fiber-optic stars; and grand staircases, arched passageways, and palatial mezzanines (housing cocktail bars, where you can sip while you people-watch).

Independence Hall, Philadelphia. This stately Georgian building was erected in the 18th century and used as the meeting place for the Second Continental Congress. Not only was the Declaration of Independence adopted within these red brick walls, but the U.S. Constitution was drafted here, too, making this immaculately maintained building a national shrine.

Clingmans Dome, Great Smoky Mountains National Park. From the overlook tower here at the highest point in the Great Smoky Mountains National Park, you can see seven states if the weather is willing to cooperate. After all, you're in the Smokies, named for the fog that often blankets the old-growth forest.

The Fountains of Bellagio, Las Vegas. From a nine-acre lake on the Vegas Strip, water shoots up to 460 feet in the air in an elaborately choreographed display complete with flashy lighting and music everything from "Singin' in the Rain" to "Viva Las Vegas," naturally. The 1,200-nozzle Fountains of Bellagio put its design firm, WET, on the map, leading to commissions for the Dubai Fountain and dozens more.

Stone Arch Bridge, Minneapolis. Consisting of 23 arches made of native granite and limestone, the bridge offers spectacular panoramas of St. Anthony Falls across the Mississippi River. Built as a railroad bridge in 1883, it's been open to pedestrians and bicyclists since 1994.

Dry Tortugas National Park/Fort Jefferson, Florida Keys. These seven islands, made from coral reefs and sand, are at the far end of the Florida Keys and closer to Cuba than the American mainland. They are notable not only for Fort Jefferson – a large 19th-century masonry

fort built to guard the Gulf Coast but also for the colorful marine life best viewed while snorkeling in the pristine waters.

Brooklyn Bridge, New York City. At its completion in 1883, this engineering marvel was the world's longest suspension bridge. Even though it hasn't held that title for a while, the Brooklyn Bridge's two Gothic arched towers are an instantly recognizable symbol of New York and all its innovation.

Monument Valley. Straddling the Utah and Arizona border on a Navajo Tribal Park, this vast desert valley is punctuated by red siltstone buttes sculpted by the wind into hand-like shapes known as "mittens." Director John Ford immortalized the landscape in western films like *The Searchers*.

Bonaventure Cemetery, Savannah. Originally the Bonaventure Plantation, this 100-acre cemetery on a scenic bluff overlooking the Wilmington River oozes with southern atmosphere. Spanish moss drips from the limbs of live oak trees that line the pathways between ornate grave sculptures.

Chrysler Building, New York City. While the Empire State Building may be the tallest skyscraper in New York, this 77-story Art Deco masterpiece is certainly the prettiest with its shiny stainless-steel crown and architectural flourishes. Pay attention to the details: the big eagles on the 61st floor are modeled after the hood ornaments from a 1929 Chrysler.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical lesson 26

Topic 26. Popular US sports. Classification of verbs. Infinitive.

1. Text: "USA sports"
2. General Information. Infinitive Clauses.

The goal is to master the lexical and grammatical content of the topic "**Popular US sports**" within the framework of texts, video and audio stories; to complete the development of listening, reading, speaking, and writing skills within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

Infinitive: General Information

The infinitive is a non-personal verb form that only names an action, without specifying either a person or a number. The infinitive answers the questions *what to do?* *what to do?* : to read, *to read*; to write, *write, write*; to buy, *buy*; to sell, *sell, sell*.

The formal feature of the infinitive is the particle **to**, which has no independent meaning and does not take stress. However, the particle **to** is often omitted before the infinitive.

The infinitive originated from a verbal noun and retained the properties of this part of speech, performing in the sentence, like the infinitive in Russian, the syntactic functions of a noun. In this respect, the functions of the infinitive are in many respects similar to the functions of the gerund.

The infinitive can be used in the sentence:

1. Subjects:

To skate is pleasant. – *Skating is pleasant.*

2. The nominal part of the predicate:

*Your duty was **to inform** me about it immediately.*

*It was your duty **to inform** me of this immediately.*

3. Part of a compound verbal predicate:

*She began **to translate** the article. – She began to translate the article.*

4. In addition:

*I asked him **to help** me. – I asked him to help me.*

5. Definition:

*He expressed a desire **to help** me.*

6. Circumstance:

*I went to the station **to see off** a friend.*

I went to the station to see my friend off.

The verbal properties of the infinitive are expressed in the following:

1. The infinitive can have a direct object:

I told him to post the letter. "I told him to send a letter.

2. The infinitive can be defined by an adverb:

I asked him to speak slowly. I asked him to speak slowly.

3. The infinitive has the forms of tense and voice.

In English, transitive verbs have four infinitive forms in the active voice and two forms in the passive voice.

Table No1 – Infinitive Forms

	Active	Passive
Simple	to ask	to be asked
Continuous	to be asking	-
Perfect	to have asked	to have been asked
Perfect Continuous	to have been asking	-

The personal forms of the verb express the tense of the action in the present, past, or future. For example:

He works in a bank. "He works in a bank.

He worked yesterday. "He worked yesterday.

He will work tomorrow. "He'll be working tomorrow."

The infinitive can express time only relatively, i.e. in relation to the action expressed by the verb in the predicate.

The action indicated by the infinitive can be simultaneous with the action expressed by the verb in the predicate:

*He seemed **to be sleeping**. He seemed to be asleep.*

*He is trying **to work**. "He's trying to work.*

The action indicated by the infinitive can precede the action expressed by the verb in the predicate:

*The rain seems **to have stopped**. "It seems that the rain has stopped.*

*It is nice **to have talked** to you. – It was a pleasure to talk to you.*

The action of the infinitive later than the action of the verb in the predicate is understood from the context and meaning:

*He intends **to do** it tomorrow. "He intends to do it tomorrow."*

*The goods are **to be delivered** next week. – The goods are due to be delivered next week.*

The To-Infinitive

As mentioned above, the infinitive is usually preceded by the particle **to**: **to speak**, *to talk*, **to buy**, *to buy*, **to read**.

If there are two infinitives in a sentence connected by the conjunction **or**, then the particle **to** is usually omitted before the second of them:

*I intend **to call** on him and **discuss** this question.*

I'm going to call on him and discuss the matter.

*I asked him **to telephone** to me on Monday or **wire**.*

I asked him to call me on Monday by telephone or telegraph.

The particle **to** is sometimes used at the end of a sentence without a verb when the verb is previously mentioned in the sentence. In this case, the particle **to** is stressed. This use of the particle **to** is often found after the verbs **to want** *want*, **to wish** *to want*, **to mean** *to mean*, **to try**, *to try*, *to try*, **to allow** *to allow*, **to be going together**, **ought should**, **to have** in the meaning of *should*, **should (would) like** *would like*, etc.:

*He wants me to go there tonight, but **I don't want to** (implied: go). – He wants me to go there tonight, but I don't want to.*

*I was asked to take part in the trip, but **I am not going to**. – I was asked to take part in the trip, but I am not going to.*

Infinitive Without To

The infinitive is used without the particle **to**:

1. After the modal verbs **must**, **can (could)**, **may (might)**, and **need**:

You must do it at once. "You must do it immediately.

He can speak German. "He can speak German.

2. After the verbs to make force, to let allow, and sometimes also after to help help (especially often in the USA):

He made me read this book. "He made me read this book.

I let him go there. "I let him go there.

3. In the phrase "object case with infinitive" after the verbs to see to see, to watch to observe, to hear to hear, to feel to feel and some others:

I saw her leave the room. "I saw her leave the room.

I heard her sing. "I heard her singing.

Note: When the verbs listed in paras. 2 and 3 are used in the passive voice, the infinitive that follows it is used with the particle **to**:

He was made to do it. "He was forced to do it.

He was seen to leave the house. "We saw him leave the house.

4. After the expressions **had better**, **it would be better**, **would rather**, **would sooner prefer**:

You had better go there at once. "You'd better go there immediately."

I would rather not tell them about it. "I'd rather not tell them about it.

For + Noun (Pronoun) + Infinitive

The action expressed by the infinitive usually refers to the subject or object of the sentence:

I want to go there tomorrow (to go refers to the subject I).

I want to go there tomorrow.

I asked him to come here (to come refers to the addition to him).

I asked him to come here.

An action expressed by an infinitive can also refer to a person (or an object) that does not serve as a subject or an object of a sentence. In this case, the person (or object) to which the infinitive action refers is expressed by a noun in the general case or by a pronoun in the object case with the preceding preposition **for**. The phrase **for + noun (or pronoun) + infinitive** is one sentence member, namely: a compound subject, a compound nominal part of a predicate, a complex

definition or circumstance. The infinitive can be used both in the active and in the passive voice. Such phrases are translated into Russian with the help of an infinitive or a subordinate clause:

It is easy for you to say that (compound subject). – It's easy for you to say that.

This is for you to decide (the compound nominal part of the predicate). – You have to decide.

The first thing for me to do is to find out when the streamer arrives. "The first thing I have to do is find out when the steamer arrives.

The water was too cold for the children to bathe (a complex circumstance expressing the consequence). "The water was too cold for the children to bathe.

Noun + Infinitive

An independent infinitive phrase (Noun + Infinitive) consists of a noun in the general case and an infinitive. A noun in this phrase means a person or an object that performs an action expressed by the infinitive, or is subjected to this action. Such a phrase is at the end of the sentence and is separated by a comma. It is translated into Russian by a sentence with the conjunction *при*, in which the verb expresses the obligation. An independent infinitive phrase is found in legal texts and in commercial documents:

The sellers offered the buyers 5,000 tons of gas oil, delivery to be made in October. "The sellers offered buyers 5000 tons of gas oil, and the delivery was to be made in October.

Reading and speaking

Football is the most popular sport. American football is the most popular spectator sport in the United States. It is a combat game where highly trained athletes skillfully and brutally execute strategic plans. Attending a football game often begins with a "tailgate party" in the parking lot of the stadium followed by several hours of rowdy, emotionally charged excitement. Most fans watch football while gathered in a local bar or at a friend's home in front of a big-screen TV.

The National Football League consists of 32 professional teams located in major cities across the USA. Each team plays 16 games between early September and the end of December. The two best teams meet at the Superbowl near the end of January. Games are on Sunday afternoons with a few nationally televised games on Monday nights. It is difficult to get tickets for any The National Football League games as they are generally "sold out" before the season begins. You can sometimes obtain tickets through travel agents and ticket brokers at premium prices. You can almost always buy tickets, for a high price, from illegal "ticket scalpers" in front of the stadium just before a game.

At hundreds of universities across the USA, they play college football games on Saturday afternoons. Games at the "football schools" with outstanding teams often attract over 100,000 fans. It is difficult to obtain tickets to games at the best football schools but easy to get tickets at the less popular college games.

Baseball is the second most popular sport in the USA and it has a completely different atmosphere than football. It is a game of intense concentration and the near perfect execution of playing skill. Attending a baseball game might start with a tailgate party that resembles a family picnic followed by several hours of relaxed socializing with friends while watching the game.

Safeco Field is home to the Seattle Mariners, a Major League Baseball team in the American League. There are 30 Major League baseball teams divided into the National League and the American League. Each team plays about 160 games on weekday evenings or weekend afternoons between early spring and late fall. The best team from each league meet in late fall for the World Series games to determine the National Champion. Only the most popular games are sold out, so you can normally buy tickets to most Major League games.

Several hundred minor league baseball teams play in smaller cities across the USA and Canada. Each team is affiliated with one of the Major League teams and used as a training ground for future Major League players. Tickets are almost always available for minor league games.

Basketball is a very popular winter sport. Basketball combines the fast-paced excitement of football with the concentration and athletic prowess of baseball. Basketball game can be intensely exciting but are usually less rowdy than football games.

The National Basketball Association contains 29 teams from major Canadian and US cities. They play about 100 games on evenings and a few afternoons between October and May. The championship games are in June. The National Basketball Association games in many cities are sold out well in advance, so it may be difficult to obtain tickets. There are ten Women's National Basketball Association teams in the US. Their games are not as popular as the The National Basketball Association games but are just as exciting, and you can easily obtain tickets.

Hundreds of universities across the USA play college basketball. At the "basketball schools" with excellent teams ticket might be hard to find.

Hockey is not as popular as football, baseball or basketball, but it has a loyal following of fans in certain cities of the USA and Canada. The game has the fast paced excitement of football and basketball with plenty of violent body contact. Hockey games have a reputation for attracting loud, beer-drinking, rowdy fans.

The National Hockey League has 30 teams in major cities across the USA and Canada. Each team plays about 80 games between October and April. Playoff elimination games are held after the season and the two top teams play in the "Stanley Cup" championship. Tickets are available for hockey games in most cities as only the most popular games are sold out.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 27

Topic 27. Canada – some historical facts. The Passive Voice.

1. General information. Text: " Facts about Canada"

The goal is to master the lexical and grammatical content of the topics "Facts about Canada Financial Life in the USA"; "Information about Canada" within the framework of texts, video and audio stories; additional development of listening, reading, speaking, writing skills within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

In English grammar there is such a thing as voice. It can be either active or passive (passive). If the subject performs the action itself, we refer it to the category of the active voice, for example, "mom often bakes pies". In this sentence it is clearly seen who exactly performs the action, so we translate it in one of the tenses of the active voice, in this case - in the present indefinite tense - "mother often bakes cakes".

Now let's consider another sentence, for example, "I am often called", or "I was given a bouquet of roses". In this case, it is not at all clear who exactly performs the action, i.e. calls and gives flowers. The subject performs the action, it is influenced by another person. In the passive voice, attention is paid to the result of the action.

Please note the following suggestions:

Valid Bond	Passive voice
We are building a house	A new house is being built in our area
I wrote a letter to my sister	My sister often gets letters
Anna writes a lot of letters every day	Anna receives a lot of letters every day
I sliced bread for lunch	The bread is already sliced

Actions related to the active voice are performed by the subject, while actions expressed by the passive voice do not have a performer.

How Passive Voice is formed

To form the passive voice forms of Indefinite / Simple tenses, we need The verb to be+participle II, in other words, the third form of the verb. "To be" in this case is the mobile part of this formula, which changes its form depending on the tense, person and number of the subject, and the participle always remains unchanged.

The general formula for the formation of the passive voice:

to be + V₃

Present Simple Passive:

am/is/are + V₃

I am given a dollar every day

Vegetables are grown in greenhouses

Butter is made from milk

Past Simple Passive:

was/were + V₃

This house was built 100 years ago

When was the telephone invented? – When was the telephone invented?

We weren't invited to the party last week. "We weren't invited to last week's party"

Future Simple Passive:

will be + V₃

The room will be cleaned tomorrow

All the students will be examined on Monday All students will be examined on Monday

I will be given a bicycle for my birthday

To form a negative sentence of the simple tenses of the passive voice, it is necessary to put

Not after the verb to be:

You will not be taken for a walk- You will not be taken for a walk

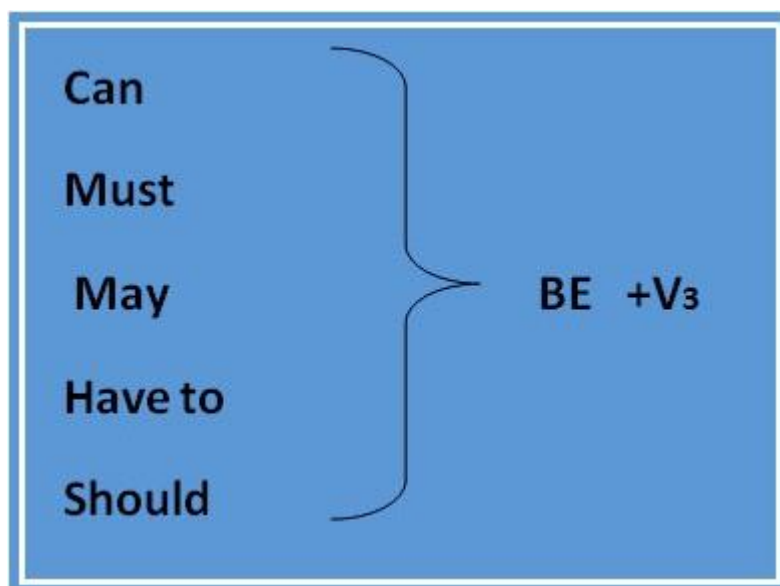
And to form an interrogative sentence, we put the form to be before the subject:

Are we allowed to park here? "Can we park here?"

As for the use of the present, past and future tenses of the band Indefinite / Simple in the passive voice, it is completely the same as the real voice of these tenses.

Passive Voice with Modal Verbs

Passive constructions can be combined with all modal verbs.



She must be taken to the hospital

The dog can be fed with meat and vegetables

He has to be taken to the swimming pool by car, as it is quite a long way – He has to be taken to the pool by car, as it is very far away

This work should be done very carefully

Prepositions By and with in Passive Voice

When we want to say WHO or WHAT is the cause of an action, we use the preposition By.

In an English sentence with a passive construction, the preposition By can introduce:

person/people who performed some action: – After the match the stadium was destroyed by football fans After the match the stadium was destroyed by football fans – This tree was planted by my grandfather This tree was planted by my grandfather

The books about Harry Potter were written by J.K. Rowling

generalized figure / organization – The industry is controlled by the state. The plane was hijacked by the bandits – the plane was hijacked by bandits. The bill was adopted by the Parliament – the bill was passed by the Parliament.

— natural phenomenon — The city was ruined by earthquake — the city was destroyed by an earthquake

When we want to say WHAT is an instrument of action, we use the preposition with

The note was written with a pencil

He was killed with a knife – He was killed with a knife

Passive Voice does not use the following verbs:

Intransitive verbs, because there is no object that has any effect on them (e.g. live, work, arrive)

Linking verbs be (to be) become (to become)

The verb have

Reading and speaking

Facts about Canada

Canada is located in the continent of North America. It is bound in the north by the Arctic Ocean, in the east by the North Atlantic Ocean, in the south by the United States of America (USA) and in the west by the North Pacific Ocean. Alaska, a state of the US lies in its north-western part. Canada is the largest, among the various nations of the world that share an international border with only one country.

The geographic coordinates of the country are 60 degrees 00 minutes north and 95 degrees 00 minutes west. The northernmost point of the country is Cape Columbia on Ellesmere Island in northwest territory, while the southernmost point is Middle Island in Lake Erie, Ontario and the

easternmost point is Cape Spear in Newfoundland, while the westernmost point is Mt. St. Elias in the Yukon territory. Canada is divided into six time zones.

The total area of Canada is 9,984,670 sq km and this makes it the second largest country in the world. Of this total the land area is 9,093,507 sq km while the remaining 891,163 sq km is covered by water.

The Rocky Mountains with their snow-capped peaks and their clear blue lakes are found in the western part of the country. The rest of the country is mostly covered with plains, however *lowlands* are found in the southeast. Due to its vast extent varied landforms like mountains, plains, deserts and *fjords*, all are found in Canada.

The highest point in the country is Mount Logan which is 5,959 m high while the lowest point is the Atlantic Ocean which lies at 0 m.

Most of northern Canada has an arctic or subarctic climate with long harsh winters, short sunny summers and little precipitation and mean temperatures below *freezing* point for about seven months in a year. While the southern part of the country has a relatively milder climate often experiencing high levels of humidity during the summer months and the temperatures rise above 30 degrees *centigrade*.

The western and south-eastern part of the country experience heavy rainfall while the *prairies* are relatively dry. Most of the country's rain and snow in the east of the Rocky Mountains is caused by *cyclonic* storms that form as a result of the mixing of air from the Arctic, Pacific and North American interior.

In general terms, four seasons can be distinguished in Canada, they are Spring (March to May), Summer (June to August/September), Autumn (September to November) and Winter (December to February or later).

Canada has immense fresh water resources and almost 9% of its territory is water. An interesting fact about Canada's hydrology is that nearly 60% of the country's rivers flow and drain towards the north; away from the nearly 90% of its population which lives in the south. The major rivers of the country are the Athabasca, Columbia, Fraser, Mackenzie, Nelson, Ottawa, St. Lawrence, Saskatchewan and Yukon. Of these the Columbia and the Yukon cross the international border into the USA, while Mackenzie is the largest river of Canada.

Canada has more lakes than any other country in the world and more than 500 lakes in the country are larger than 100 sq km. Some of the biggest lakes of Canada are Lake Superior, Huron, Great Bear, Great Slave, Erie, Winnipeg, Ontario, Athabasca and Winnipegosis. Of these, the four which form a part of the great lakes-Superior, Huron, Erie and Ontario are shared with USA.

The total estimated population of Canada for the year 2013 was about 34 million.

For the year, 2013 the estimated birthrate is 10.28 births per 1,000 and the death rate is 8.2 deaths per 1,000 members of the population, while the infant mortality rate is 4.78 deaths per 1,000 live births. The sex ratio is estimated to be 0.99 *males* for every *female* and the growth rate of the population is estimated at 0.77%.

The distribution of the population in Canada is quite *uneven*. Nearly 90% of its population is concentrated in the southern part within 160 km of the border with the US. The estimated population density for the year 2013 is four persons per sq km.

The estimated figures for the year 2013 for age structure in Canada show that 15.5% of the population consists of children between 0-14 years, 12.9% of the population is in the early working age between 15-24 years, 41.4% of the population is in the prime working age between 25-54 years, 13.3% of the population is in the *mature* working age between 55-64 years and 16.8% of the population is in the elderly age of 65 years and over.

As per the 2010 census, 81% of the total population in Canada is classified as *urban* population, while the remaining 19% is classified as rural population.

The main religion in Canada is Christianity, comprising of Roman Catholics, Protestants and other Christian sects however, the country also has Muslims and people of other unspecified faiths.

The official languages of Canada are English and French, but other languages are also spoken in the country.

The ethnic groups living in Canada include whites of British, French and other European origin, Amerindians, Asians, Africans, Arabs and others of mixed background.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 28

Topic 28. Canadian countryside and environment. Modals.

1. General Information. Text: "Canadian countryside"
2. Modal verbs

The goal is to master the lexical and grammatical content of the topics of the "Canadian countryside" within the framework of texts, video and audio stories; to complete the skills of listening, reading, speaking, writing within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

The Grammatical Characteristics of Modal Verbs

Modal Verbs do not denote actions, but attitudes towards them. With the help of modal verbs, the speaker shows that he considers this or that action possible or impossible, obligatory or optional, probable or unlikely. Modal verbs include **can, may, must, should, need**. In addition, modal meanings can be expressed by the verbs **to be** and **to have**.

Modal verbs are considered defective, inferior in form. They lack a number of grammatical forms. Many of them are used only in the present tense, do not have the ending -s in the 3rd person singular and do not form non-personal forms (*participles, infinitive, gerund*).

Modal verbs are never used after the infinitive, for example:

*If you want to apply for this job, you **have to be able to** type at least 60 words a minute.*
(instead of can, a verb is used, replacing it in the meaning of "to be able")

*If you want to apply for this job, you **must be able to** type at a speed of at least 60 words per minute.*

Modal verbs, as a rule, are followed by a semantic verb without the particle **to** (except **for to be** and **to have**).

Modal verbs can be used with all infinitive forms depending on the time of the action. If the action refers to the present tense, then a simple infinitive or a continuous infinitive (**Progressive**) is used:

*Can't **play** tennis. – He knows how to play tennis.*

*He **may be playing** tennis now. – He may be playing tennis now.*

If the action refers to the past, then **the perfect infinitive** is used.

*You **could have taken** care of her.*

Interrogative and **negative forms of sentences** with a modal verb are formed without auxiliary verbs (except for the verb **to have**). Usually the modal verb in the question is placed before the subject. For example:

May we leave early? "Can we leave early?"

Can you come and see me tomorrow? -Yes, I can. / No, I can't

Can you come to me tomorrow?" /No.

The negative form is formed with the help of the particle **not**, which comes after the modal

verb.

You must not smoke here. "You shouldn't smoke here.

You needn't go there. "You don't have to go there.

Can

The modal verb **can** has the following forms:

can – present tense (*can, can*, etc.);

could – past tense (*could, could*), subjunctive mood (*could*), a form of politeness.

Can can express:

1) mental and physical possibility, the ability to perform an action expressed by the infinitive of the verb behind it:

I can lift this suitcase. "I can lift this suitcase.

I can't understand you. "I can't understand you.

The same meaning can be expressed by the synonymous phrase **to be able**, which is used in all tenses:

Is not (was, will be) able to come and see us every Sunday. – He can (could, can) visit us every Sunday.

2) permission; prohibition (in negative) and uncertainty (in interrogative sentences):

You can use my book. "You can take my book."

You can't speak to your mother like that. "You don't dare (I don't allow) talk to your mother like that.

Can it be true? "Is it really true?"

Must

The modal verb **must** has only one form, which is used in the present tense and does not change in indirect speech. In the past and future tenses, the verb **to have** with the particle **to** (**had to, shall / will have to**) is used **instead of the obligation**.

I must do it. "I have to do it.

I had to do it. "I had to do it.

I'll have to do it. "I'll have to do it.

Must can express:

1) Necessity, obligation, duty:

Every young man must serve in the army. "Every young man should serve in the army.

2) Prohibition (in negative sentences):

You must not disturb him. "You must not disturb him.

3) persistent advice, order:

You must speak to Nick. Not in trouble. "You have to talk to Nikolai. He's in trouble.

May

The verb **"may"** has the following forms:

may – present tense (*can, can*, etc.)

might – past tense (*could, could*); subjunctive mood (*could, could*).

The verb **may** may express:

1) permission, permission to perform any action:

You may take my umbrella. "You can take my umbrella."

May I come in? – Can I come in?

2) Assumption based on uncertainty:

It may start raining. "It's probably going to rain."

Can't be at home. – Maybe (maybe), he's not at home.

The might form can express reproach or disapproval:

You might have told him about it. "You could have told him about it."

Need

The modal verb "**need**" has only one form. It is used mainly in negative sentences and expresses the uselessness of performing an action:

You needn't come so early. "You don't need to come so early."

Need can also be used as a semantic verb with the meaning of "to need something":

He doesn't need a long rest. – He needs a long rest.

Do you need my advice? "Do you need my advice?"

Should, Ought to

The modal verbs **should** and **ought have** only one form, which is used in the present tense and does not change in indirect speech.

The verbs **should** and **ought** have practically the same meanings and differ only in that **ought** is used with the particle **to**, and **should** is used without it.

They can express:

1) advice or recommendation (*should, should*):

You ought to be more attentive at the lessons. – You should be more attentive in class.

You shouldn't go to bed so late. "You shouldn't go to bed so late."

2) bewilderment, surprise, indignation. In this case, **should** give an emotional coloring to the statement, without expressing the modality:

Why should I go there? "Why on earth should I go there?"

How should I know? "How do I know?"

"Be to" As a Modal

The modal verb **to be** is used in two forms, **the Present** and **the Past Simple**, and always with the particle **to**:

We are to meet on Friday. – We will meet (should meet) on Friday.

We were to meet last Friday. "We were supposed to meet last Friday."

To be to can express:

1) preliminary agreement, planned action:

Mary and John are to marry in June. "Mary and John will be married in June."

Wasn't to come and see me last week. "He was supposed to visit me last week."

2) Orders, instructions:

The Principal says I am to arrange the meeting. "The director says that I have to organize a meeting."

"Have to" As a Modal

The equivalent of the modal verb (**must**) – **to have** can be used in the present, past and future tenses, forming the interrogative and negative forms according to the general rule (with the help of auxiliary verbs **do, does, did**): It is followed by the infinitive with the particle **to**.

*Doesn't have to get up at 6 o'clock. "He has to get up at six."
Does he have to get up at 6 o'clock? "Does he have to get up at six?"
He doesn't have to get up at 6 o'clock. "He doesn't have to get up at six."*

The modal verb **to have to** expresses the obligation and necessity due to the circumstances:

*I didn't want to go there, but I had to. "I didn't want to go there, but I had to."
I have to cook dinner myself because my mother is out. – I have to cook dinner myself, because my mother is not at home.*

Uses of Modals, etc to Express Ability

The modal verb **can/could** can express an innate or acquired ability to do something in the present or past, such as:

Present reference: *I can hear music.
I hear music.*

Past or perfect reference: *I couldn't play chess when I was a child.
I didn't know how to play chess as a child.*

*He could have danced all night.
He must have been dancing all night.*

In addition to the modal verb **can/could**, the following verbs and expressions can be used to express ability/skill:

be (un)able to: *I **am (not) able to** attend this meeting.
I (can't) come to this meeting.*

be (in)capable of: *He **is (not) capable of** doing the job.
He can't do the job.*

manage to: *We **managed to** persuade him to accept it.
We were able to convince him to accept it.*

succeed in: *They **will succeed in** getting what they want.
They will successfully get what they want.*

Natural ability can be expressed as follows:

***Can** you **run** 1500 metres in 5 minutes?
Can you run 1500 meters in 5 minutes?*

*I **cannot run** 1500 metres in 5 minutes.
I can't run 1500 meters in 5 minutes.*

In this case , you can use **am/is/are able to instead of can**, although it is much less common in this case. Compare:

*Billy is only 9 months old and he **can** already stand up.*

*Billy is only 9 months old and he **is already able to** stand up.*

However, when it comes to an action that takes place at the moment of speech, am/is/are able is not used:

*Look! I **can** stand on my hands!*

If we are talking about an acquired skill or skill in the present, the modal verb can is also used (the expression am/is/are able to is less typical in this situation).

***Can** you drive a car?
Do you know how to drive?*

*I **can't** drive a car.
I don't know how to drive.*

In this case , **the verb can is often used with verbs such as drive, play, speak, understand**, and the statement has the same meaning as in Present Simple:

*I **can** play chess = I play chess.
I play chess.*

To express any skill in the past, **the verb could or its substitute was/were able to**:

*Jim **could** run very fast when he was a boy.
Jim ran very fast when he was a child.*

*Barbara **was able to** sing very well when she was younger.
Barbara could sing well when she was younger.*

*I tried again and found that I **could / was able to** swim.
I tried again and realized that I could swim.*

It should be noted that could cannot be used when referring to a specific action that has successfully completed in the past. In this case, instead of **could**, **the expressions were / were able to, managed to, for example**:

*In the end they **were able to** rescue the cat on the roof.
In the end they **managed to** rescue the cat on the roof.
In the end, they managed to rescue the cat, which had climbed onto the roof.*

However, the modal verb **could** can be used in the event that the action has not completed successfully (i.e. in negative sentences) or in questions such as:

*They tried for hours, but they **couldn't** rescue the cat.
They tried to save the cat for several hours, but could not.*

***Could** they rescue the cat on the roof?
- No, they **couldn't**. It was too difficult.
Did they manage to remove the cat from the roof?
-No. It was too difficult to do.*

However, the affirmative answer to the last question would be:

-Yes, they managed to. (could substitute)

To express a **skill / ability** with the help of the verbs **can / could** , constructions in the passive voice can also be used:

*The lecture **couldn't be understood** by anyone present.
None of those present could understand the lecture.*

*The dinner **could have been prepared** if someone had been home.
Dinner could be cooked if someone was at home.*

Uses of Modals, etc to Express Requests

Requests in English are usually made in the form of general questions using the modal verbs **may, can, could, will, would**. Requests are pronounced with an intonation of increase. Adding "please" to a request makes it more polite. As a rule, polite requests are not asked in the form of negative questions.

The constructions **Could you, Can you, Will you, Would you** are used in requests to do something, while **May I, Could I, Can I** are used in requests and permission requests.

The ways in which permission is expressed in English may vary in the degree of directness and politeness. Requests for permission may relate to the present or the future.

1. Requests with the modal verb **can** are the most common form, used mainly in situations of informal communication:

***Can** I borrow your umbrella, please? – Can I take your umbrella?*

2. **Could** is a more polite alternative to **can** and is used more often in cases where the speaker is not sure that he will receive a positive response to his request:

***Could** I borrow your umbrella, please? – Could you borrow your umbrella?*

3. **May** is an even more polite, "respectful" form of expressing a request, which is used, as a rule, in situations of formal communication:

***May** I borrow your umbrella, please? – Could you borrow your umbrella?*

4. The most polite and formal form of expressing a request is the modal verb **may**. It should be noted that this form is the least used of all the above:

***Might** I borrow your umbrella, please? – Could you borrow your umbrella?*

In everyday communication, the verbs **can, could, and may** are often used interchangeably when expressing "neutral" requests.

Typical responses to requests are as follows:

- affirmative answer: *Of course you can/may*
- Negative answer: *No, you can't/may not.*

It should be noted that modal verbs such as **could** and **might** are not used when responding to a request, i.e. the statement "*Of course you could/might*" or "*No, you couldn't/might not*" are incorrect.

There are other ways to respond to a request or request, the degree of politeness of which

also varies from a very polite permission to a fairly categorical refusal:

- Permission: *Of course.*
- Refusal: *I am afraid not*
I'd rather you didn't
Certainly not.

A polite refusal is usually accompanied by an explanation, for example: *I am afraid you can't, because...*

The refusal can be expressed as follows:

Frankie **can't/may not/mustn't** stay up late. – Frankie *can't (mustn't)* stay up late.

It should be remembered that **mustn't** expresses the most categorical form of prohibition. There are many ways to express varying degrees of politeness in requests. To make a request even more polite, the adverb **possibly is often added**:

<i>Can/Could I (possibly)</i>	} use your phone?
<i>Do you think I could/might</i>	
<i>I wonder if I could/might</i>	

In addition to the above modal verbs, the following verbs and expressions that are close in meaning to modal verbs can also be used to express permission/prohibition:

(not) be allowed to: *You're (not)allowed to stay out late.*
(not) be permitted to: *You're (not) permitted to stay out late.*
You can (can't) walk until late.

be forbidden to: *You're forbidden to stay out late.*
You're not allowed to walk until late.

be prohibited: *Smoking is strictly prohibited.*
Smoking is strictly prohibited.

Be not to: *You're not to smoke.*
You can't smoke.

Negative imperative: ***Don't smoke!***
Smoking is prohibited!

Similar expressions are often found in announcements in public places:

Thank you for not smoking. "We don't smoke.

Passengers are requested to remain seated till the aircraft stops. – Passengers are asked to remain fastened until the aircraft comes to a complete stop.

Trespassing is strictly forbidden. "No passage!"

Uses of Modals, etc to Express Certainty and Possibility

In English, there are various ways of expressing a certain degree of confidence in the facts in question. If the speaker is completely sure of what is being said, then the statement is constructed using the main verb in the required tense form, for example:

*Jane **is working** at home (a certain fact). – Jane works at home.*

If the utterance assumes a certain degree of probability of what is being said, then the modal verbs **may/might/could** are used:

*Jane **may/might/could** work at home.*

Table No1 presents examples of sentences with verbs in different aspect-tense forms (definiteness) and corresponding examples with modal verb forms (varying degrees of confidence).

Table No1 – Aspect-tense forms of verbs (definiteness) vs. modal verbs (probability)

certain	possible / less certain
He is at home	He may/might/could be at home (now)
He will be at home tomorrow	He may/might/could be at home tomorrow
He was at home yesterday	He may/might/could have been at home yesterday
He leaves at 9	He may/might/could leave at 9
He will leave tomorrow	He may/might/could leave tomorrow
He has left	He may/might/could have left
He left last night	He may/might/could have left last night
He will have left by 9	He may/might/could have left by 9
He is working today	He may/might/could be working today
He will be working today	He may/might/could be working today
He was working today	He may/might/could have been working all day
He has been working all day	He may/might/could have been working all day
He will have been working all day	He may/might/could have been working all day

In addition to the above-mentioned verbs, the degree of certainty/probability can also be expressed by the modal verbs **should be** and **ought to be**:

*John **should be / ought to be** at home.*

*John **should be / ought to be** working. – John is probably working.*

*John **should have left / ought to have left** tomorrow. "John must be leaving tomorrow.*

However, these modal verbs are less commonly used in this function because their primary function is to express an obligation, which can lead to misunderstandings. For example, the sentence "He should have arrived" might have the following meanings: "*I think he probably has arrived*" and "*He failed in his duty to arrive yesterday*."

In interrogative sentences, the modal verbs **Might...?**, **Could....?**, less often **Can...?** and **May...?**

***Might/Could/Can** this be true?*

***Might/Could** he know the answer?*

***Might/Could/Can** he still be working?*

***Might/Could/Can** he have been waiting long?*

In sentences expressing the negation of probability, modal verbs with the negative particle **not**: **may not, mightn't, can't** are used.

*He **may not** be here. – He cannot be here.*

*He **may not** have been working late. – He couldn't work late.*

It should also be clarified that the modal verb **can** in combination with the negative particle **not** often expresses disbelief:

*What you're saying **can't be** true! I can hardly believe in it! "What you're talking about can't be true! I can't believe it!"*

All modal verbs can be arranged on the following scale:
certain

*He **is** at home. (= it's a certain fact)*

*He **could be** at home. (= doubtful possibility)*

*He **should be** at home. (= doubtful possibility)*

*He **ought to be** at home. (=doubtful possibility)*

*He **may be** at home. (= it's possible, but uncertain)*

*He **might be** at home. (= less certain than *may*)*

*He **isn't** at home. (= it's a certain fact)*

*He **can't be** at home. (= it's nearly certain)*

*He **couldn't be** at home. (= more 'tentative' than *may*)*

*He **may not be** at home. (= possible, but uncertain)*

*He **mightn't be** at home. (= less certain than *may not*)*

uncertain

Uses of Modals, etc to Express Certainty and Possibility

In English, there are various ways of expressing a certain degree of confidence in the facts in question. If the speaker is completely sure of what is being said, then the statement is constructed using the main verb in the required tense form, for example:

*Jane **is working** at home (a certain fact). – Jane works at home.*

If the utterance assumes a certain degree of probability of what is being said, then the modal verbs **may/might/could** are used:

*Jane **may/might/could** work at home.*

Table No1 presents examples of sentences with verbs in different aspect-tense forms (definiteness) and corresponding examples with modal verb forms (varying degrees of confidence).

Table No1 – Aspect-tense forms of verbs (definiteness) vs. modal verbs (probability)

certain	possible / less certain
He is at home	He may/might/could be at home (now)

He will be at home tomorrow He was at home yesterday	He may/might/could be at home tomorrow He may/might/could have been at home yesterday He may/might/could leave at 9 He may/might/could leave tomorrow He may/might/could have left He may/might/could have left last night He may/might/could have left by 9
He leaves at 9 He will leave tomorrow He has left He left last night He will have left by 9	He may/might/could be working today He may/might/could be working today He may/might/could have been working all day He may/might/could have been working all day He may/might/could have been working all day
He is working today He will be working today He was working today	
He has been working all day	
He will have been working all day	

In addition to the above-mentioned verbs, the degree of certainty/probability can also be expressed by the modal verbs **should be** and **ought to be**:

*John **should be** / **ought to be** at home.*

*John **should be** / **ought to be** working. – John is probably working.*

*John **should have left** / **ought to have left** tomorrow. "John must be leaving tomorrow.*

However, these modal verbs are less commonly used in this function because their primary function is to express an obligation, which can lead to misunderstandings. For example, the sentence "He should have arrived" might have the following meanings: "*I think he probably has arrived*" and "*He failed in his duty to arrive yesterday*."

In interrogative sentences, the modal verbs **Might...?**, **Could....?**, less often **Can...?** and **May...?**

***Might/Could/Can** this be true?*

***Might/Could** he know the answer?*

***Might/Could/Can** he still be working?*

***Might/Could/Can** he have been waiting long?*

In sentences expressing the negation of probability, modal verbs with the negative particle **not**: **may not**, **mightn't**, **can't** are used.

*He **may not** be here. – He cannot be here.*

*He **may not** have been working late. – He couldn't work late.*

It should also be clarified that the modal verb **can** in combination with the negative particle **not** often expresses disbelief:

*What you're saying **can't be** true! I can hardly believe in it! "What you're talking about can't be true! I can't believe it!"*

All modal verbs can be arranged on the following scale:

certain

*He **is** at home.* (= it's a certain fact)
*He **could be** at home.* (= doubtful possibility)
*He **should be** at home.* (= doubtful possibility)
*He **ought to be** at home.* (=doubtful possibility)
*He **may be** at home.* (= it's possible, but uncertain)
*He **might be** at home.* (= less certain than *may*)

*He **isn't** at home.* (= it's a certain fact)
*He **can't be** at home.* (= it's nearly certain)
*He **couldn't be** at home.* (= more 'tentative' than *may*)
*He **may not be** at home.* (= possible, but uncertain)
*He **mightn't be** at home.* (= less certain than *may not*)

uncertain

Reading and speaking

Canada's expansion took place from east to west. Yet most of its rivers, lakes, prairies and mountain ranges run north to south, forming natural barriers to travel and communications. As a result, all of Canada's regions have easier connections with their neighbours in the USA to the south, than with each other.

Contrary to popular belief, the Prairies are not completely flat. Apart from the plains of southern Saskatchewan, southwest Manitoba and southeast Alberta, there are undulating forests, magnificent rivers, lakes, the foothills of the Rockies and Tundra stretching 600 km to the Northwest Territories and the Arctic Circle.

The Prairies are the breadbasket of Canada and of the world. For six months of the year they are under snow and ice. A lot of the farmers become "snowbirds" and spend the winters in Arizona, in the USA. After their return in March, work begins in earnest: planting and cultivating the wheat crop. It is harvested in August and transported to the head of Lake Superior on freight trains which are often 150 box-cars long.

Almost half the people who live in British Columbia today were born elsewhere. Yet, British Columbians are extremely proud of their homeland. There is something for everyone with the sea, mountains, forests, desert, lakes and vineyards. Above all, for Canada, it is warm. It hardly ever snows in Victoria, its capital.

Fishing, mining, forestry and hydroelectric power are practically the only industries, so the skies are clear and the air is fresh. British Columbians fight hard to keep it that way and complain very loudly if big business wants to destroy more of the natural environment. In the Queen Charlotte Islands, where the forests are thought to be older than human existence, destructive clear-cut logging has been stopped. Public pressure has also put an end to pollution from paper mills in the Coast Mountains.

British Columbia is Canada's door to the Pacific Rim. In recent years this door has welcomed thousands of immigrants from Hong Kong. They have brought investment capital and their expertise for business with them. Canada's future is looking westward.

Stephen Leacock, a Canadian humorist, once said that life in Canada consisted of preparing for winter, enduring winter and recovering from winter. Houses are winterised by adding storm windows; cars are winterised with snow tyres and anti-freeze.

Winter is when people go underground to shop. All the larger cities have huge indoor or underground shopping malls. When it is cold outside, you can go to a mall and shop, see a movie, or have a meal without going outside.

When it is not cold, Canada can be surprisingly hot. Toronto in summer can be 35°C and very humid. Then, it is time to get out the camping gear and the barbecue and head for the great outdoors.

Occupying nearly 40 per cent of Canada's total landmass, the North is an iconic, yet mysterious part of Canada, famous for its clichéd images of igloos, Eskimos, icebergs, polar bears, seal-clubbers and Northern Lights, but also a region few will ever visit.

Small in population, mostly weak economically and often unbearable in weather, Canada's northern communities are among the most isolated parts of the country, and easily ignored by all but those who actually live there. For those tough enough to do so, however, northern living can be a source of great pride and a symbol of man's ability to overcome some of nature's harshest terrain in the pursuit of a traditional pioneer lifestyle that a small minority of Canadians have enjoyed for centuries.

The unique atmosphere of the Canadian north causes spectacular light phenomena in the night sky known as the aurora borealis. Along with the snowy, generally treeless landscapes, Canada's North is particularly well-known as being the fabled "land of the midnight sun." Due to its proximity to the Arctic Circle, days up there can entail up to 24 straight hours of sunlight in the summer, but also 24 hours of straight darkness in the winter.

Canada's most extreme northern region is home to land that is so frozen, dry and featureless that it's been used as training ground for astronauts. Despite the sub-arctic temperatures, much of the land is actually considered desert, since there is virtually no moisture or precipitation, and few living creatures can survive.

Unlike the rest of the country, Canada's North was never entirely taken over by Europeans. Both the Northwest Territories and Nunavut have thus retained their aboriginal majorities, while the Yukon has the country's largest per-capita aboriginal community, at around 23 per cent of the population. Many of these residents retain cultures and traditions that have remained unchanged for centuries, and in some very rural communities, subsistence hunter-gatherer lifestyles are still practised.

In 1870, the British decided land ownership was better suited to governments than corporations, and agreed to transfer the management of Rupert's Land to the recently-formed Government of Canada. The land was then chopped up into several provinces and territories in the early 20th century, establishing not only the three northern territories, but also the Prairie Provinces of Saskatchewan and Alberta.

Though tour guides may attempt to put an upbeat face on Canada's North by playing up its "serenity" and "vast open spaces," the North is not generally a happy part of the country. Virtually every negative statistic you can imagine – crime, domestic violence, prison population, drugs, suicide – are vastly higher in the North than anywhere else in Canada. The most common explanation is that the overbearing dullness and economic hopelessness of the region, coupled with its often hideous weather, provokes all sorts of depression and anxiety in its residents, as well as a generally nihilistic worldview.

Originally, the main difference between provinces and territories is that they were governed by two different political systems. Although they each still maintain some unique characteristics today, the distinction has become far blurrier and less relevant over the last few decades.

The main distinction has to do with natural resource royalties, which territorial governments cannot charge nor collect. This is the last lingering legacy of colonialism in the territories, and is showing signs of becoming a more contentious political issue as the North begins to make significant new discoveries of diamonds and oil.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...

- The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 29

Topic 29 Cultural mosaic. Adverbs.

1. General Information. The Comparison of Adverbs.
2. Text: "Cultural mosaic"

The goal is to master the lexical and grammatical content of the topics "Cultural mosaic"; "Ottawa" within the framework of texts, video and audio stories; additional development of listening, reading, speaking, writing skills within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

Adverbs

An *adverb* indicates a sign of an action or the circumstances under which the action takes place. An adverb can refer to a verb, showing **how, where, when, and how an** action occurs:

Doesn't work **hard**. – He works **hard**.

She lives **there**.

An adverb can refer to an adjective or another adverb, indicating their features:

The work is done **quite** well. – The work is done **quite** well.

According to their **structure**, adverbs are divided into *simple, derived and complex*.

Simple adverbs do not have suffixes: **often** (often), **never** (never), **yet** (yet), **here** (here), **there** (there).

Derived adverbs are formed mainly with the help of the suffix **-ly**, which is added to the stem of the adjective (**slowly** – slowly, **seriously** – seriously), or, sometimes, other parts of speech (**daily** – daily, **weekly** – weekly). Other suffixes that form adverbs are less productive and occur less frequently: sideways (sideways), otherwise (otherwise), forward (forward), warlike (belligerently), twofold (twice), etc.

If the adjective ends in **-y**, then when the suffix **-ly** is added, the letter **-y** changes to **-i**: **happily** (happy), **easily** (easily).

As a rule, adverbs with the suffix **-ly** retain the meaning of the adjectives from which they are derived. However, there are several adverbs that have a completely different meaning: **hard** (hard, heavy) – **hard** (hard, with difficulty) – **hardly** (barely), **near** (close) – **near** (**almost**).

A number of adverbs and adjectives coincide in form: **fast** (fast, fast), **early** (early, early), etc.

Compound adverbs are formed from two or more stems. They include: **inside**, **outside**, **sometimes**, **somewhere**, **nowhere**, **elsewhere**, **at last**, **at least** (no at least), **moreover**, etc.

According to their **meaning**, adverbs are divided into:

a) *adverbs of place* – **inside** (inside, inside), **here** (here), **there** (there), **below** (below), **above** (above, above), **where** (where, where), etc.;

b) *adverbs of time* – **today** (today), **yesterday** (yesterday), **tomorrow** (tomorrow), **then** (then), **often** (often), **never** (never), **lately** (recently), etc.;

c) *adverbs of the mode of action* – **well** (good), **badly** (badly), **quietly** (calmly, quietly), **fast**, **quickly** (quickly), **hard** (hard, with difficulty), etc.;

d) *adverbs of measure and degree* – very, much, little, enough, **too**, nearly, **almost**, etc.

The Comparison of Adverbs

Most adverbs (mainly adverbs of the mode of action) have three degrees of comparison – **positive** (the initial form of the word), **comparative** and **superlative**.

There are two ways to construct degrees of comparison:

1) by adding the suffixes **-er**, **-est** to the positive form of one-syllable or two-syllable adverbs ending in **-ly** (see Table No1);

Table No1 – Formation of degrees of comparison of adverbs in the suffix way

Degrees of comparison of adverbs (1 method)		
Positive	Comparative	Excellent
almost	Faster	the fastest

Early	earlier	The earliest
--------------	----------------	---------------------

2) adding the words **more**, **most**, denoting an increase in quality, and **less**, **least**, denoting a decrease in the quality of polysyllabic adverbs formed from adjectives using the suffix **-ly** (Table No2):

Table No2 – Formation of degrees of comparison of adverbs by analytical method

Degrees of comparison of adverbs (2nd method)		
Positive	Comparative	Excellent
Clearly	<u>more</u> clearly	<u>most</u> clearly

Exceptions: Some adverbs form the forms of degrees of comparison not according to the rules (see Table No3).

Table No3 – Formation of degrees of comparison of adverbs (exceptions)

Degrees of comparison of adverbs (exceptions)		
Positive	Comparative	Excellent
well	better	(the) best
badly	worse	(the) worst (the worst/worst

The Functions of Adverbs

- 1) An adverb in a sentence is always **a circumstance**.
- 2) An adverb can also serve:
 - a) interrogative word with which the sentence begins:
When did you come? – When did you arrive?
Why are you late? "Why are you late?"
 - b) to connect simple sentences (**so** – therefore, thus, so; **then** – then, then; **however** – however; **besides** – in addition) and to attach subordinate clauses to the main clause (**when** – when, **where** – where, **why** – why, **how** – how):
It rains, so I'll have to take my umbrella. –
 It's raining, **so** you'll have to take an umbrella.
I don't know where they live.

Prepositions

Prepositions play an essential role in the grammatical analysis of a sentence, for identifying the functions of a noun in a sentence. There are **spatial** prepositions and **temporal prepositions**.

Prepositions denoting spatial relations

Spatial prepositions are divided into prepositions **of position in space (place)** and prepositions **of motion (direction)**.

Prepositions of position in space (place)

- ☐ **in**
The students are **in** the room. – The students are **in** the room.
- ☐ **inside (inside, position inside something)**
He looked **inside** the box.
- ☐ **outside**
outside the home
- ☐ **Around**
There is a garden **around** the house. – **There** is a garden around the house.
- ☐ **Behind**

There was a small yard **behind** the house. " **There** was a small yard behind the house.

☐ **at (y, v)**

The teacher was sitting **at** his table. – The teacher was sitting **at** his desk. (being **in front** of the object)

The students are **at** the theatre. – Students are **in the** theatre.

I am **at** school. – I am at school (studying).

I am **at** the lesson. – I am in the lesson (studying).

(**being somewhere with a specific purpose**)

☐ **by (y)**

He was standing **by** the window. – He was standing **by the** window. (finding **on the side**)

☐ **on (on, being on a plane)**

There spots **on** the Sun. – **There** are spots on the Sun.

The book is **on** the table.

☐ **above**

There is a bookshelf **above** the table. – **There** is a bookshelf above the table.

☐ **under**

Look **under** the bed.

Prepositions of movement (directions)

☐ **to (b, k; denotes the direction of movement)**

I go **to** the Institute. – I go **to the** Institute.

☐ **towards**

He started **towards** the door.

☐ **into (in; movement into an "object", "under the roof")**

He went **into** the house. He went into the house .

☐ **from (from; removal from something)**

I come **from** the theatre. – I'm coming **from** the theatre.

He took the book **from** me. – He took the book **from** me.

☐ **out of (from; movement from "object", "from under the roof")**

I go **out of** the theatre. – I'm leaving **the** theatre.

He looked **out of** the window. He looked out **of the** window.

☐ **across**

Be careful **walking across** the street.

☐ **through (through; movement through any medium)**

He looked **through** the window. He looked out **the** window.

☐ **over (through; movement over an obstacle)**

He jumped **over** the fence. He jumped **over the** fence.

Prepositions denoting temporal relations

Prepositions of Time

☐ **at (to indicate the exact time (by clock))**

at 5 o'clock – **at** 5 o'clock

In addition: **at night** , **at noon** , **at the weekend** , **at Christmas**

☐ **on (to indicate a specific day or date)**

on Monday – on Monday; **on the fifth(day) of May** – the fifth (day) of May

☐ **in (used with indications of time periods – year, season, month, week, etc.)**

in May – in May, **in 1960** – in 1960, **in summer** – in summer, **in the morning** – in the morning; **in the evening** – in the evening; **in the afternoon** – after lunch (in the afternoon)

☐ **in**

- I shall come back **in** two days. I shall be back **in** two days.
- **for (during, continuing; for a while)**
He has not been doing it **for** two days. – He does it (**for**) two days.
He has gone away **for** two days. He has gone away **for** two days.
 - **by (to; usually with a perfect)**
Doesn't have to come **by** five o'clock." "He came at five o'clock.

Prepositions denoting relations expressed in Russian by case endings (of, to, by, with)

- **of** (indicates relations expressed in Russian **by the genitive case** (*who, what?*))
The roof **of** the house is red. – The roof of the house is red.
- **to** (indicates the relations expressed in the Russian language **by the dative case** (*whom, what?*))
I sent a book **to** him.
- **by, with** (indicate the relations expressed in the Russian language **by the instrumental case** (by whom, what?))
We write **with** a pen.

In English, there are often adverbs that coincide with prepositions in their form:

Ne is **in**. – He is at home. (in — adverb)

Ne is **in** the room. – He is in the room. (in – preposition)

Sometimes adverbs are so closely related to verbs that they form a single semantic whole with them. In this case, adverbs change the meaning of the verb after which they stand and correspond in function to Russian prefixes. Compare: *ходить, причить, подить, непенепуть, непенепенепеть, онуть, etc* . In English, these "prepositions" (adverbs) are not before, but after the verb and have not formally merged with it: *to go – to go; to go away – to leave; to go out – to enter; to go through – to pass; to go over – to pass, etc*.

If two prepositions are in a row, then the first one refers to the verb (to the left) and the other to the noun (to the right). The left preposition will be *a post-verb adverb* and the stress falls on it when reading.

Not sits **on the** chair." He continues to sit in the chair.

This problem was worked **out by** many scientists. – This problem has been developed by many scientists.

Reading and speaking

Canada has a reputation for being a mosaic of world cultures, in contrast to the USA's melting pot image. In the early days in the eastern provinces, settlers were forced to form mixed-race, multilingual communities because farms were small and good land was scarce.

When the west of Canada was opened up, there was so much space that Ukrainians, Germans, Poles and many other national and religious groups were able to form their own separate communities. They kept their own cultures and languages. There are still communities today where English is a second language. The Hutterites, who live on the Prairies, originally came from Russia. They still dress traditionally and farm communal land.

The latest groups to arrive are people from China, Hong Kong and other parts of the Pacific Rim. They have brought Asian cultures and business connections to Canada, which until recently looked mainly to Europe and the United States.

Canadian music reflects the country's unique diversity – its strong English and French heritage, its pre-colonial aboriginal traditions as well as the influence of its immigrant populations. Although, Canadian music has been heavily influenced by American music and culture; the close proximity between the two neighbors and the subsequent migration makes this inevitable, the country has nevertheless consistently produced musicians of international renown.

Canadian art is a conglomeration of influences from different cultures across the world as well as its own pre-colonial aboriginal art. Before the advent of the first European settlers in Canada, indigenous art was primarily a confluence of the aboriginal culture and music with art itself. In the mid 19th century French Colonial art, largely in the renaissance period featuring religious depictions was patronized mainly by the Catholic Church. Some known painters of this period are Pierre Le Ber, Cornelius Krieghoff and Paul Kane.

A group of landscape painters called the Group of Seven, who came into prominence in the early 20th century, are debated to be the most influential artists in Canada's history. Their art lent to a surge of nationalism in Canada. The original members of the group were Franklin Carmichael, Lawren Harris, A.Y. Jackson, Frank Johnston, Arthur Lismer, J.E.H MacDonald, and Frederick Varley. Canadian art achieved a distinct identity of its own only after the Second World War in 1945 when the government also played a vital role in the propagation of art. This was also the period when abstract art came into being in the country.

After the arrival of the Europeans, architecture in Canada was initially influenced by the Baroque and New England styles and later by the Victorian and Gothic Revival styles. The Château style was used in several public structures, such as the Supreme Court building. The desire for a unique Canadian style led to a revival of the Neo-Gothic style during the inter-war period.

After the Second World War glass skyscrapers started dominating Canada's skyline. Many Canadian projects of this period were designed by foreigners, who won open contests. Prominent Modernists such as Ludwig Mies van der Rohe and I.M Pei designed major works in Canada. At the same time top Canadian architects did much of their work abroad.

Modern Canadian Literature can be predominantly divided into two categories – English and French literature, although in recent years immigrant literature from Canada has also made its mark internationally. The first writers in English were primarily travelers, explorers, British officers and their wives. The earliest documents were therefore, simply narratives of journeys and exploration. However, since Canada officially became a country in 1867 it has been argued that the literature predating this was colonial.

In the 1960s, an experimental branch of Québécois literature began to develop. In 1967, the country's centennial year, the national government decided to increase funding to publishers which gave further impetus to local literature. Prior to this, Canadian English literature was seen more as an appendage to British and American Literature.

Booker Prize winning authors from Canada are: Michael Ondaatje, Margaret Atwood and Yann Martel; while Alice Munro has won the Man Booker International Prize as well as the Nobel Prize in Literature.

Like its art and literature, Canadian fashion was heavily borrowed and adopted from French fashion when the first European settlers started arriving in the country. Similarly, modern Canadian fashion is seen as more non-Canadian with more global influences. Some of the top fashion houses in Canada include LGFG fashion house, Greta Constantine, Pink Tartan, Smythe and the top designers include Denis Gagnon and Jeremy Laing.

Canadian cinema has been largely regional and niche in nature. Notable filmmakers from English Canada include David Cronenberg, Guy Maddin, Atom Egoyan, Allan King, and Michael Snow. Notable filmmakers from French Canada include Claude Jutra, Gilles Carle, Denys Arcand, Jean Beaudin, Robert Lepage, Denis Villeneuve and Michel Brault.

Predictably, like all its other art forms, Canadian Cinema is intricately linked with the cinema of its neighbor; the US. Canadian directors who are best known for their American-produced films include Norman Jewison, Jason Reitman, Paul Haggis and James Cameron. Canadian actors who achieved success in Hollywood films include Mary Pickford, Norma Shearer, Donald Sutherland, Jim Carrey and Ryan Gosling.

One of the most famous and dearly beloved of the Canadians in the last 100 years is Terry Fox, who had his leg amputated due to cancer, and since then he is honored as a secular saint of modern Canada. He organized a one man marathon across the country to raise funds for cancer research.

Other famous Canadians include Dr. David Suzuki, scientist activist and media star; hockey player Wayne Gretzky; Marc Garneau, the first Canadian in outer space; non-fiction author Pierre Berton, and Nobel Laureate in Medicine for his research in Diabetes, Dr. Frederick Banting.

The most internationally renowned Canadians hail from the world of cinema and music and include singers Bryan Adams, Celine Dion, Neil Young, Shania Twain, Justin Bieber; actors Keanu Reeves, Michael J Fox, William Shatner, Jim Carrey, Ryan Gosling, Ryan Reynolds, Ellen Page, Donald Sutherland, Pamela Anderson; director James Cameron and many more.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.

6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical Lesson 30

Topic 30. The educational system in Canada. Prepositions.

1. General Information. Prepositions
2. Text: "Learn in Ottawa"

The goal is to master the lexical and grammatical content of the topics "Learn in Ottawa"; "Ottawa" within the framework of texts, video and audio stories; to complete the development of listening, reading, speaking, writing skills within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

Prepositions

Prepositions play an essential role in the grammatical analysis of a sentence, for identifying the functions of a noun in a sentence. There are **spatial** prepositions and **temporal prepositions**.

Prepositions denoting spatial relations

Spatial prepositions are divided into prepositions **of position in space (place)** and prepositions **of motion (direction)**.

Prepositions of position in space (place)

- ☐ **in**
The students are **in** the room. – The students are **in** the room.
- ☐ **inside (inside, position inside something)**
He looked **inside** the box.
- ☐ **outside**
outside the home
- ☐ **Around**
There is a garden **around** the house. – **There** is a garden around the house.
- ☐ **Behind**
There was a small yard **behind** the house. " **There** was a small yard behind the house.
- ☐ **at (y, v)**
The teacher was sitting **at** his table. – The teacher was sitting **at** his desk. (being **in front** of the object)
The students are **at** the theatre. – Students are **in the** theatre.
I am **at** school. – I am at school (studying).
I am **at** the lesson. – I am in the lesson (studying).
(being somewhere with a specific purpose)
- ☐ **by (y)**
He was standing **by** the window. – He was standing **by the** window. (finding **on the side**)
- ☐ **on (on, being on a plane)**
There spots **on** the Sun. – **There** are spots on the Sun.
The book is **on** the table.
- ☐ **above**

- There is a bookshelf **above** the table. – **There** is a bookshelf above the table.
under
Look **under** the bed.

Prepositions of movement (directions)

- **to (b, k; denotes the direction of movement)**
I go **to** the Institute. – I go **to** the Institute.
- **towards**
He started **towards** the door.
- **into (in; movement into an "object", "under the roof")**
He went **into** the house. He went **into** the house .
- **from (from; removal from something)**
I come **from** the theatre. – I'm coming **from** the theatre.
He took the book **from** me. – He took the book **from** me.
- **out of (from; movement from "object", "from under the roof")**
I go **out of** the theatre. – I'm leaving **the** theatre.
He looked **out of** the window. He looked **out of** the window.
- **across**
Be careful **walking across** the street.
- **through (through; movement through any medium)**
He looked **through** the window. He looked **out the** window.
- **over (through; movement over an obstacle)**
He jumped **over** the fence. He jumped **over** the fence.

Prepositions denoting temporal relations

Prepositions of Time

- **at (to indicate the exact time (by clock))**
at 5 o'clock – at 5 o'clock
In addition: **at night , at noon , at the weekend , at Christmas**
- **on (to indicate a specific day or date)**
on Monday – on Monday; on the fifth(day) of May – the fifth (day) of May
- **in (used with indications of time periods – year, season, month, week, etc.)**
in May – in May, in 1960 – in 1960, in summer – in summer, in the morning –
in the morning; in the evening – in the evening; in the afternoon – after lunch
(in the afternoon)
- **in**
I shall come back **in** two days. I shall be back **in** two days.
- **for (during, continuing; for a while)**
He has not been doing it **for** two days. – He does it **(for)** two days.
He has gone away **for** two days. He has gone away **for** two days.
- **by (to; usually with a perfect)**
Doesn't have to come **by** five o'clock." "He came at five o'clock.

Prepositions denoting relations expressed in Russian by case endings (of, to, by, with)

- **of (indicates relations expressed in Russian by the genitive case (who, what?))**
The roof **of** the house is red. – The roof of the house is red.
- **to (indicates the relations expressed in the Russian language by the dative case (whom, what?))**
I sent a book **to** him.
- **by, with (indicate the relations expressed in the Russian language by the instrumental case (by whom, what?))**

We write **with** a pen.

In English, there are often adverbs that coincide with prepositions in their form:

He is **in**. – He is at home. (in — adverb)

He is **in** the room. – He is in the room. (in – preposition)

Sometimes adverbs are so closely related to verbs that they form a single semantic whole with them. In this case, adverbs change the meaning of the verb after which they stand and correspond in function to Russian prefixes. Compare: *ходить, причить, подить, неперепуть, неперепенепеть, оумь, etc* . In English, these "prepositions" (adverbs) are not before, but after the verb and have not formally merged with it: *to go – to go; to go away – to leave; to go out – to enter; to go through – to pass; to go over – to pass, etc*.

If two prepositions are in a row, then the first one refers to the verb (to the left) and the other to the noun (to the right). The left preposition will be a *post-verb adverb* and the stress falls on it when reading.

Not sits **on the** chair." He continues to sit in the chair.

This problem was worked **out by** many scientists. – This problem has been developed by many scientists.

Reading and speaking

As a Global Learning Centre, Ottawa is an enviable city in which to pursue academic studies or professional development in both English and French. The region's six universities and colleges, plus numerous technology institutes and professional schools create a highly integrated and flexible education and training delivery system. In addition, a number of world-class events are hosted in Ottawa to support specialized and advanced learning.

Ottawa's philosophy is that knowledge is the key to maintaining high standards of living and sustaining a competitive edge in today's world markets. The city's emphasis on learning is reinforced by a dynamic business and technology sector that works in partnership with our educational institutions through various agencies, foundations and undertakings to ensure that the system meets the needs of industry through creative and timely programs that are focused on both today's needs, and those of the future.

For children in grades kindergarten to grade 12, Ottawa offers a rich array of public and private schools. While there is ample opportunity to learn in English, French, French immersion and English as a second language, Ottawa also offers learning in a host of different cultures, languages and religions, reflecting our diverse multicultural community.

Ottawa has a number of academic and industrial research networks. Driven by a world-class standard of excellence championed by institutions such as the National Research Council and the Communications Research Centre, these networks include institutes and programs such as the National Capital Institute of Telecommunications, Ottawa Centre for Research and Innovation, and the Ottawa Life Sciences Council. Both Carleton University and the University of Ottawa also support advanced research activities.

Ottawa's educational network includes a number of organizations that specialize in professional development and skills upgrading. Some of these include:

The University of Ottawa's Executive MBA Program

The University of Ottawa's Standard MBA Program is designed for candidates in the early stages of their professional careers

Carleton University's Sprott School of Business offers dozens of high-quality professional development programs

Forum for International Trade Training offers specialized training to businesses who want to increase their export capabilities

Vitesse Re-skilling Canada Inc. was created by the National Research Council, University of Ottawa and Carleton University to provide new software-engineering skills tailored to meet the requirements of industry and the special needs of under-employed or unemployed professionals.

Ottawa is also home to the offices of hundreds of professional associations, many of whom offer specific training for their members.

Ottawa offers a wealth of private post-secondary schools which support a variety of curricula. These include professional development, vocational training, adult literacy, new language training, specialized career studies, reskilling in preparation for career transitions, continuing education, and more.

Ottawa also offers a wide variety of other private learning institutions for your elementary or secondary school students. These include Montessori and Waldorf Schools, as well as a host of schools dedicated to specific religious and cultural groups.

In 1966, Montessori began offering Montessori education to a small number of children between 3 and 6 years of age under the name Ottawa Montessori School. Twenty years later they purchased two buildings in Alta Vista and added a 'link' to make it one school. In 2003 they offered a Junior High Program for grades 7 and 8 and by 2009; a High School became a strategic goal. In 2012 that goal was implemented and they now offer High School at The Element. OMS Montessori is a not-for-profit private school offering an authentic Montessori education in the nation's capital. At Ottawa Montessori School, they have a rich community of students with diverse abilities, interests, cultures and needs. The curriculum they offer is internationally recognized and implemented in schools across Canada, the United States and throughout the world. They are licensed under the Day Nurseries Act, listed as a private school on the Ministry of Education's website. The Element has the authority to grant credits toward the Ontario Secondary School Diploma. Of over thirty self-proclaimed Montessori schools in Ottawa, Ottawa Montessori School is one of only three accredited schools, and is recognized as a leading Montessori school in Canada.

As part of Ontario's excellent education system, Ottawa's public schools provide high standards of learning in both official languages.

The Ottawa-Carleton District School Board is the largest school board in Ottawa and offers students and parents a world of choice for education, growth, and achievement. 147 schools offer a wide range of programs to promote learning excellence and meet the individual needs of students, parents, and the community at large. All schools are teaching communities where the principals, vice-principals, teachers, and support staff nurture and challenge students to achieve their best in academics, the arts, athletics, and technology. They are dedicated to providing a welcoming environment to parents, students, and staff in all schools. Cultural diversity is an important part of the community and is contributing to the growth and vibrancy of Ottawa.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

References

References

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

Further reading

1. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.
2. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p.: ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.
3. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
4. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

Methodical literature

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t. - Stavropol : NCFU, 2016. - 1503 p.

Internet Resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English Online.
5. <http://www.multilex.ru/online.htm> – "Multilex" – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – "Multitran" – Multimedia English-Russian and Russian-English Dictionary.

Practical lesson 31-32

Topic 31-32. Canadian landmarks. Conjunctions.

1. General Information Text: "The Northern Territories of Canada"
2. Text: "Niagara Falls"

The goal is to master the lexical and grammatical content of the topics "The Northern Territories of Canada"; "Niagara Falls" within the framework of texts, video and audio stories; additional development of listening, reading, speaking, writing skills within the framework of the competence approach.

The relevance of the topic lies in the need to form students' ability to participate in a direct dialogue of cultures, improve their skills in a foreign language and use it to deepen their knowledge in the field of social life related to the family, family relationships, and family ties.

Competencies formed: UK-4.

Theoretical part.

In English, a conjunction is an auxiliary part of speech that connects two words, separate, independent sentences or parts of a complex sentence. Conjunctions do not change their form, do not act as any part of the sentence in a sentence and are not used by themselves.

She likes swimming and yoga. "She loves swimming and yoga. He read the instructions but he didn't carry them out. – He read the instructions, but (he) did not follow them.

Classification of English conjunctions

English conjunctions can be divided into simple, derivative, complex and compound conjunctions according to their formation.

Simple conjunctions consist of a single root with no suffixes or prefixes:

and – and; as – because; or – or; then – then; but – but; if – if; till – till; how – as; so – so.

Derivative conjunctions originate from other parts of speech and contain a suffix or prefix: because – because; unless – if not; until – not yet.

Compound conjunctions are formed from other conjunctions, using suffixes, prefixes, or the "-ever" part:

although – although; however – nevertheless, however; whenever – whenever – whenever

Composite conjunctions consist of two or more words, auxiliary and independent parts of speech. They also include paired conjunctions:

as if – as if; in case – in case; as well as – just as; not only ... but also – not only ... but also; whether ... or – or ... or; neither ... nor – ni ... ni.

Functions of conjunctions in a sentence

English conjunctions are divided into 3 main groups according to their meaning: composing, subordinate and paired conjunctions.

Coordinating conjunctions

Cooperative conjunctions combine words and phrases, homogeneous sentence members or independent sentences of equal importance into one compound sentence.

These include the conjunctions: "and – and", "but – but", "or – or", "as well as – just as", "moreover – moreover", "not only ... but – not only... but" and others.

All compositive conjunctions can be divided into 4 groups:

Conjunctive. Adversarial. Divisive. Cause-and-effect.

Let's look at each of these groups separately.

Conjunctive conjunctions connect two words or two simple sentences.

Examples of such conjunctions: "and – and", "both ... and – as ... so and", "as well as – just as and", "not only ... but also – not only ... but also".

She is smart and beautiful. "She's smart and beautiful. He likes sports as well as music. "He likes sports as much as music. She can both speak and write English. "She can both speak and write in English. He neither wrote nor phoned. "He didn't call, he didn't write. She is not only pretty, but also kind. "She is not only pretty, but also kind.

Adversarial conjunctions express the opposition of one part of the sentence to another.

Examples of such conjunctions are: "but", "still", "yet", "while", "while", "nevertheless", etc.

I will go, and you stay here. "I'll go, and you stay here." He is short but strong. "He's not tall, but he's strong. He says that he saw nothing, however, I don't believe. "He says he didn't see anything, but I don't believe it. Nevertheless, I want to go there. "Still, I want to go there. A story that is strange yet true. – A story that is strange, but true.

Разделительные союзы используются для предоставления двух вариантов чего-либо, иногда в качестве выбора между чем-либо.

Примеры таких союзов: «or – или», «either ... or – или ... или», «neither ... nor – ни ... ни», «otherwise – в противном случае», «or else – а то (иначе)».

Would you like meat or fish? – Хотите мясо или рыбу? You either go with me or with him. – Ты идешь или со мной, или с ним. I'd like you to come, or else I'll feel lonely. – Я хочу, чтобы ты пришла, а то я буду чувствовать себя одиноким. You must pay the fine, otherwise you will be punished. – Вы должны заплатить штраф, в противном случае вы будете наказаны.

Причинно-следственные союзы указывают причину тех или иных действий.

Примеры таких союзов: «for (since) – так как», «so – чтобы».

I cannot tell whether she is old or young for I have never seen her. – Я не могу сказать она старая или молодая, так как я никогда не видел ее. Hand me that screwdriver so I could fix this. – Передай-ка мне ту отвертку чтобы я мог починить это.

Подчинительные союзы (subordinating conjunctions)

Подчинительные союзы соединяют придаточное предложение с основным, от которого оно зависит по смыслу, образуя сложноподчиненное предложение.

К ним относятся:

«after – после того, как», «as – так как», «before – перед тем, как», «if – если», «since – так как / с тех пор, как», «that – что / чтобы», «till – пока / до тех пор, пока», «unless – пока не / если не», «whether – ли», «where – где», «although – хотя / несмотря на то, что», «because – потому что», «how – как», «once – как только (часто не переводится)», «than – чем / нежели / разве только», «though – хотя / несмотря на», «until – до тех пор, пока», «whenever – всякий раз, когда / когда бы ни», «while – в то время, как», «when – когда».

Важно! Подчинительный союз всегда ставится в начало придаточного предложения. Перед ним не ставится запятая.

Английские подчинительные союзы по значению делятся на несколько подгрупп:

Изяснительные союзы вводят подчиненное предложение, в котором даются более подробные сведения, относительно главного предложения.

Примеры таких союзов: «that – что», «if – ли», «when – когда», «whether – ли», «why – почему», «how – как».

Mendeleev predicted that vacant places in his table would be filled in. – Менделеев предсказал, что пустующие места в его таблице будут заполнены. He suggested that we should decrease the intensity of the current. – Он предложил, чтобы мы уменьшили напряжение тока. I don't care if he comes or not. – Мне без разницы, придет ли он или нет.

Временные союзы вводят информацию относительно времени.

Примеры таких союзов: «before – прежде», «since – с (каких-либо пор)», «till – до (каких-либо пор)», «after – после» и др.

I returned home after he had gone. – Я вернулся домой после того как он ушел. I have not seen him since we moved into the city. – Я не видел его с тех пор как мы переехали в город. The tourists did not make camp till (until) it grew dark. – Туристы не разбивали лагеря, пока не стемнело. He knew that the patrols might catch tracks before they were covered with snow. – Он знал, что патруль может обнаружить его следы, прежде чем они покроются снегом.

Причинные союзы вводят информацию относительно причины или повода чего-либо.

Примеры таких союзов: «as – так как», «because – потому что», «since – так как», и др.

He may enter, as he is a friend. – Он может войти, поскольку он друг. As he was not there, I left a message with his brother. – Так как его там не было, я передал сообщение через его брата. A copper wire became red-hot because an electric current was passed through it. – Медная проволока раскалилась докрасна, потому что через нее был пропущен электрический ток.

Целевые союзы вводят информацию относительно цели на что-либо.

Примеры таких союзов: «that – чтобы», «lest – (с тем намерением) чтобы не», «in order that – для того чтобы» и др.

We eat so that we could live. – Мы едим чтобы мы могли жить. He held my hand lest I should fall. – Он держал меня за руку чтобы я не упала. In order that an inflammable gas may burn in air it must first be raised to the ignition temperature. – Для того чтобы горючий газ горел в воздухе, его температура должна быть повышена до температуры вспышки.

Союзы следствия вводят информацию относительно последствий чего-либо.

Пример: «so ... that – так ... что».

He was so weak that he could hardly stand. – Он был так слаб, что едва мог стоять. She ate so much that she fell ill. – Она так много съела, что заболела.

Условные союзы вводят информацию относительно условия чего-либо.

Примеры таких союзов: «if – если», «unless – если не», «provided (that) – при условии, что».

I will go abroad if I get a good job. – Я поеду за границу, если получу хорошую работу. They won't help you unless you tell them the truth. – Они тебе не помогут, если ты не скажешь им правды. The volume of gas is proportional to its absolute temperature provided its pressure remains constant. – Объем газа пропорционален его абсолютной температуре, при условии что давление остается постоянным.

Уступительные союзы вводят информацию относительно признания, подтверждения чего-либо.

Примеры: «though / although – хотя, несмотря на то, что».

He works hard though he is weak. – Он много работает, хотя он и слаб. She is always neatly dressed although she is poor. – Она всегда аккуратно одета, несмотря на то, что она бедна.

Союзы сравнения вводят информацию относительно того, что сравнивается.

Пример: «than – чем».

He is cleverer than I am. – Он умнее, чем я. I like her better than him. – Она мне нравится больше, чем он.

Союзные слова

Как в английском, так и в русском языке придаточное и главное предложение могут быть связаны не только союзами, но и союзными словами — относительными местоимениями.

К ним относятся: «who – кто, который», «what – что», «whose – чей / чья / чье», «when – когда», «which – (тот) который (о вещах или животных)», «that – который, кто», «where – где», «how – как», «why – почему».

В отличие от английских союзов, союзные слова не только связывают части сложного предложения, но и являются членами придаточного предложения:

I know the architect who has built this opera house. – Я знаю архитектора, который построил этот оперный театр (союзное слово «who» здесь является подлежащим). We were not even explained what to do. – Нам даже не объяснили, что нужно делать (союзное слово «what» здесь является дополнением). I am sure Lisa will help you when she comes. – Я уверен, что Лиза тебе поможет, когда она придет (союзное слово «when» здесь является обстоятельством времени).

Reading and speaking

The Northern Territories of Canada

Occupying nearly 40 per cent of Canada's total landmass, the North is an iconic, yet mysterious part of Canada, famous for its clichéd images of igloos, Eskimos, icebergs, polar bears, seal-clubbers and Northern Lights, but also a region few will ever visit.

Small in population, mostly weak economically and often *unbearable* in weather, Canada's northern communities are among the most isolated parts of the country, and easily ignored by all but those who actually live there. For those tough enough to do so, however, northern living can be a source of great pride and a symbol of man's ability to overcome some of nature's *harshest terrain* in the pursuit of a traditional pioneer lifestyle that a small minority of Canadians have enjoyed for centuries.

The unique atmosphere of the Canadian north causes a spectacular light phenomena in the night sky known as the *aurora borealis*.

"Northern" Canada encompasses all land above the country's 60th parallel, which is divided into three territories (from west to east): Yukon, the Northwest Territories and Nunavut.

Upwards of 90 per cent of the land in all three is strictly uninhabitable, a barren wasteland of rock, ice and snow, meaning most populated areas are located either in the southern region or close to the coast of some lake, river or ocean. Even then, “habitable” is very much in the eye of the beholder. Even in the cities, it’s not at all uncommon for winter temperatures to *dip* below -40°C).

Along with the snowy, generally treeless landscapes, Canada’s North is particularly well-known as being the *fabled* “land of the midnight sun.” Due to its *proximity* to the Arctic Circle, days up there can entail up to 24 straight hours of sunlight in the summer, but also 24 hours of straight darkness in the winter.

Canada’s most extreme northern region is home to land that is so frozen, *barren*, dry and featureless that it’s been used as training ground for astronauts. Despite the sub-arctic temperatures, much of the land is actually considered desert, since there is virtually no moisture or precipitation, and few living creatures can survive.

The aboriginal people of Canada’s North, known for their distinctive *furry* coats, are known as “Inuit.” The popular term “Eskimo” is now considered politically incorrect.

Unlike the rest of the country, Canada’s North was never entirely taken over by Europeans. Both the Northwest Territories and Nunavut have thus retained their aboriginal majorities, while the Yukon has the country’s largest *per-capita* aboriginal community, at around 23 per cent of the population. Many of these residents retain cultures and traditions that have remained unchanged for centuries, and in some very rural communities, subsistence hunter-gatherer lifestyles are still practised.

French and British fur traders first migrated to Canada’s North in the mid 1600s, moving west from Europe’s colonies on the Atlantic coast. In 1670, the British, in typical British fashion, made a sweeping claim of ownership of much of the northernmost region of North America, naming the vast territory Rupert’s Land and placing political control in the hands of the British-run Hudson’s Bay Company. Given a great deal of independence by London, for two centuries the HBC grew large and wealthy though its cutthroat dominance of the *lucrative* Canadian fur trade, dotting the northern half of the continent with military bases and commercial trading posts that gradually evolved into modest villages (to this day, many northern cities are still named “Fort” something-or-other).

Created by Inuit for centuries, the “Inukshuk” are little men made of rock that help travelers find their way through difficult terrain.

In 1870, the British decided land ownership was better suited to governments than corporations, and agreed to transfer the management of Rupert’s Land to the recently-formed Government of Canada. The land was then *chopped up* into several provinces and territories in the early 20th century, establishing not only the three northern territories, but also the Prairie provinces of Saskatchewan and Alberta.

Though tour guides may attempt to put an upbeat face on Canada’s North by playing up its “serenity” and “vast open spaces,” the North is not generally a happy part of the country. Virtually every negative statistic you can imagine — crime, domestic violence, prison population, drugs, suicide — are vastly higher in the North than anywhere else in Canada. The most common explanation is that the overbearing dullness and economic hopelessness of the region, coupled with its often hideous weather, provokes all sorts of depression and anxiety in its residents, as well as a generally nihilistic worldview.

Originally, the main difference between provinces and territories is that they were governed by two different political systems. Although they each still maintain some unique characteristics today, the distinction has become far blurrier and less relevant over the last few decades.

The main distinction has to do with natural resource royalties, which territorial governments cannot charge nor collect. This is the last lingering legacy of colonialism in the territories, and is showing signs of becoming a more contentious political issue as the North begins to make significant new discoveries of diamonds and oil.

Make a short summary of the text. Do it according to the following format.

☐ The title of the text is...

- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

Niagara Falls

Niagara Falls, city in the Regional Municipality of Niagara, southeastern Ontario, Canada, a port on the Niagara River opposite Niagara Falls, New York. The city overlooks the Horseshoe, or Canadian, Falls cataract of Niagara Falls; the crescent-shaped cataract is 54 M (177 ft) high and carries nine times more water than its United States counterpart. Niagara Falls is an enormously popular tourist destination, and it also serves as a major source of electricity for Ontario.

The city is connected to the U.S. side of the falls by several bridges, including the Rainbow, Whirlpool, and Queenston-Lewiston bridges. Principal manufactures include processed food, abrasives, chemicals, automotive parts, metal and paper goods, and wines and alcoholic beverages. Logistics, i.e. storage and warehousing and information technology/call centres are also important to the city's economy.

Points of interest include Queen Victoria Park, adjacent to the Canadian Falls and principal site of the annual Winter Festival of Lights; the historical museum at Lundy's Lane, site of a brutal battle between American and British forces in 1814; The Maid of the Mist, Marineland, with Friendship Cove which provides interaction with Killer and Beluga whales, an aquatic theatre and a game farm; Skylon Tower and Pavilion, containing a revolving restaurant and an observation deck overlooking the falls; the Butterfly Conservatory at the Niagara Parks Botanical Gardens; Canada One Factory Outlets which features brand name shopping; and of course, Casino Niagara. The city is also home to several golf courses and continues to position itself as a world-class golf destination.

In September 1998, the Ontario Casino Corporation publicly announced that Falls Management Company will be the permanent operators of Casino Niagara. Falls Management Company, unveiled their plans for the permanent casino for Niagara Falls, Ontario, Canada - including a 350 room Hyatt Hotel, convention centre, world-class retail mall and entertainment centre.

Originally called Elgin, the community merged with Clifton in 1856 and was known by that name until 1881, when its name was changed to Niagara Falls. It was incorporated as a city in 1904. In 1963 the city was greatly expanded when it merged with Stamford township. The flourishing tourist industry enables Niagara Falls to continue to grow commercially and culturally.

Interesting Facts:

- Niagara Falls received its reputation as the “Honeymoon Capital of the World” when Aaron Burr’s daughter-Theodosia-chose a Niagara Falls honeymoon in 1801. She was followed up by Jerome Bonaparte, Napoleon’s brother, in 1804 and thus, a tradition was born. Now over 50,000 Niagara honeymoons are arranged each year.

- In 1848, Niagara Falls actually stopped flowing for 30 hours when ice fields from Lake Erie jammed at the source of the river.

- Marilyn Monroe visited the falls to film portions of the thriller Niagara Falls, released in 1953. Other notable visitors have included King George the V in 1939 and Princess Diana with her sons in 1991.

- The first person to attempt to go over Niagara Falls in a barrel was a 63-year-old woman. Seeking fame and fortune, schoolteacher Annie Taylor loaded herself – and her cat – up in a barrel and descended over the falls in 1901. She survived. A new Niagara Daredevil exhibit, with barrels and all, is available at the IMAX Niagara Theatre.

The old scow. The dumping scow that can be seen marooned in the upper rapids just above the Falls and opposite the Floral Showhouse, has been there since August 6, 1918. It is an aging reminder of near tragedy and a spectacular rescue.

The steel barge was loaded with rock and had two men on board – Gustav Lofberg and James Harris. The scow was being towed to the upper river by a Hydro tug when its tow line broke and it set adrift. Fortunately, the men thought to open the dumping hatches in the bottom of the craft and the scow was grounded 767 m (838 yd) from the brink of the falls, where the men were surrounded by treacherous rapids.

Frantic efforts were made to rescue the men all that night and until late the next day. Finally a breeches-buoy was rigged from a powerhouse on shore to the rig. After several attempts were made to throw a line across to the rig the line became tangled, preventing the buoy from reaching the barge.

William “Red” Hill Sr., a famous Niagara River daredevil volunteered to swing himself out to the obstruction hand-over-hand above the raging water. The breeches-buoy finally reached the scow and the men aboard were rescued.

Today, the steel barge is now a part of the Niagara legend and a favourite resting spot for gulls.

Famous visitors. Niagara Falls has attracted visitors from around the world for centuries – politicians, celebrities and world leaders have all been drawn here to see this natural wonder in person. Niagara Parks has welcomed not only VIPs but many motion picture stars and television productions as well, including Marilyn Monroe, Christopher Reeve and Drew Barrymore. Stories, poems and songs have also been written to describe the Niagara experience to the world.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

Список литературы

Основная литература

1. Онлайн курс: английский язык для гуманитарных и естественнонаучных специальностей: электронный образовательный курс / Самарина В. С., Айназарова С. Н., Е.Н. Хусаинова, О.О. Варнавская,; ФГАОУ ВПО Сев.-Кав. федер. ун-т. - Ставрополь : СКФУ, 2020. на базе LMS Moodle СКФУ

Перечень дополнительной литературы:

1. Иностранный язык для гуманитарных и естественнонаучных специальностей: учебник / О.С. Шибкова, Е.Н. Хусаинова, О.О. Варнавская, Г.Н. Нежелская, О.В. Щербинина; ФГАОУ ВПО Сев.-Кав. федер. ун-т. - Ставрополь : СКФУ, 2016. - 1503 с. - Печатается по решению УМС СКФУ
2. Голицынский, Ю.Б. Великобритания: пособие по страноведению: [12+] / Ю.Б. Голицынский. – 2-е изд., испр. – Санкт-Петербург: КАРО, 2019. – 480 с.: ил. – (Английский язык для школьников). – Режим доступа: по подписке. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (дата обращения: 12.04.2021). – ISBN 978-5-9925-1350-9. – Текст: электронный.
3. Голицынский, Ю.Б. Соединенные Штаты Америки: пособие по страноведению: [12+] / Ю.Б. Голицынский. – Санкт-Петербург: КАРО, 2019. – 448 с.: ил. – (Страноведение). – Режим доступа: по подписке. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (дата обращения: 12.04.2021). – ISBN 978-5-9925-0137-7. – Текст: электронный.
4. Качалова, К.Н. Практическая грамматика английского языка с упражнениями и ключами: учебник: [16+] / К.Н. Качалова, Е.Е. Израилевич. – Санкт-Петербург: КАРО, 2018. – 608 с. – Режим доступа: по подписке. –

URL: <https://biblioclub.ru/index.php?page=book&id=574452> (дата обращения: 12.04.2021). – ISBN 978-5-9925-0716-4. – Текст: электронный.

5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, экземпляров 92

Перечень учебно-методического обеспечения самостоятельной работы обучающихся по дисциплине (модулю)

1. Методические указания по выполнению практических работ по дисциплине «Иностранный язык (английский)» - разработано кафедрой иностранных языков для гуманитарных и естественнонаучных специальностей.

2. Методические рекомендации по организации самостоятельной работы студентов по дисциплине «Иностранный язык (английский)» - разработано кафедрой иностранных языков для гуманитарных и естественнонаучных специальностей.

4. Интернет-ресурсы

1. <http://www.englishclub.com> – Сайт для изучения английского языка в режиме онлайн.
2. http://www.native_english.ru – Материалы для изучающих английский язык: статьи, тесты, игры, идиомы, пословицы, программы, аудиокниги, фильмы.
3. <http://www.english.language.ru/index.html> – Тестирование онлайн. Бесплатные интерактивные уроки английского языка.
4. <http://www.lingualeo.ru> – Английский язык в режиме онлайн.
5. <http://www.multilex.ru/online.htm> – «Мультилекс» – англо-русский и русско-английский электронный словарь.
6. <http://www.multitran.ru> – «Мультитран» – Мультимедийный англо-русский и русско-английский словарь.

Практическое занятие 33-34 Тема 33-34 Canadian sports. Review.

1. General Information. Review.
2. Text: "Canadian sports"

Цель – освоение лексико-грамматического наполнения тем "Canadian sports"; "Ottawa" в рамках текстов, видео- и аудиосюжетов; доформирование навыков аудирования, чтения, говорения, письма в рамках компетентного подхода.

Актуальность темы состоит в необходимости формирования у студентов способности участвовать в непосредственном диалоге культур, совершенствоваться в иностранном языке и использовать его для углубления своих знаний в области общественной жизни, имеющей отношение к семье, семейным взаимоотношениям, родственными связям.

Формируемые компетенции: УК-4.

Теоретическая часть.

The Sentence. The Sentence Word Order

1. Для того, чтобы правильно переводить с иностранного языка на родной (и наоборот), необходимо хорошо разбираться в структуре предложения в обоих языках. Изучением структуры предложения занимается специальный раздел науки о языке – *синтаксис*.

2. Слова, входящие в состав предложения и отвечающие на какой-нибудь вопрос, называются членами предложения. В состав простого распространенного предложения

кроме *главных членов предложения* (подлежащее, сказуемое) входят и *второстепенные* (дополнение, определение и обстоятельство):

My wife (1) earns (2) a good (3) salary (4) in this company (5).

Моя жена получает хорошую зарплату в этой компании.

1-подлежащее, 2-сказуемое, 3-определение, 4-дополнение, 5-обстоятельство

3. В зависимости от цели высказывания различают следующие виды предложений:

а) **повествовательные:**

The café is on the first floor. – Кафе находится на втором этаже.

б) **вопросительные:**

When did you come? – Когда вы пришли?

в) **повелительные:**

Open the window, please. – Откройте окно, пожалуйста.

г) **восклицательные:**

How well she sings! – Как она хорошо поет!

4. В английском языке каждый тип предложения имеет строго установленный порядок слов. В русском языке порядок слов достаточно свободный, так как отношения между членами предложения выражаются, в основном, с помощью падежных окончаний. Например, в предложении «**Шофер доставил товары**» при перестановке членов предложения общий смысл не изменится («Доставил шофер товары», «Товары шофер доставил», «Шофер товары доставил», «Доставил товары шофер» и т.д.).

В соответствующем английском предложении “**The driver delivered the goods**” порядок слов изменить нельзя, так как падежные окончания отсутствуют, и на синтаксическую функцию слов указывает только их место в предложении.

The Affirmative Sentence

1. Повествовательное предложение (Affirmative Sentence) может быть **утвердительным** или **отрицательным**. В повествовательном утвердительном предложении обязателен **прямой** порядок слов (подлежащее – сказуемое). За сказуемым следует дополнение; определение может стоять перед подлежащим и дополнением, или следовать за ними; обстоятельство обычно находится в начале или в конце предложения (Таблица №1).

Таблица №1 – Порядок слов повествовательного утвердительного предложения

0	1	2	3	4
	(определение)		(определение)	
обстоятельство	подлежащее	сказуемое	дополнение	обстоятельство
	(определение)		(определение)	
On Tuesday	I	start	work	at в 8.30.
Во вторник	я	начинаю	работать	в 8.30.

2. В предложении кроме прямого дополнения (отвечающего на вопрос **кого? что?**) может быть еще и косвенное дополнение (отвечающее на вопросы косвенных падежей: **кого? чего? кому? чему? кем? чем?** и др.) без предлога или с предлогом. Если в предложении два дополнения, то прямое дополнение может ставиться после косвенного (которое употребляется без предлога):

He gave (кому?) **me** (что?) **the book**. – Он дал **мне** книгу.

Если косвенное дополнение следует за прямым, оно употребляется с предлогом **to**:
We sent (что?) a letter (кому?) **to our partners**. – Мы отправили письмо **нашим партнерам**.

3. Если в предложении имеется не одно обстоятельство, а несколько, то они располагаются в следующем порядке: сначала обстоятельство образа действия (1), затем обстоятельство места (2) и, наконец, обстоятельство времени (3):

He ran (1) **much** (2) **in the park** (3) **yesterday**. – Он много бегал вчера в парке.

4. В английском предложении встречаются и отступления от обычного порядка слов. При так называемой инверсии (обратном порядке слов) сказуемое или его часть стоит перед подлежащим.

Инверсия в английских предложениях употребляется:

а) в предложениях с конструкцией **there is/are**:

There **is a lamp** on the table. – На столе лампа.

б) в предложениях, начинающихся с **here**, когда подлежащее выражено существительным:

Here **is the book** you want. – Вот книга, которая вам нужна.

Here **comes the manager**. – Вот идет менеджер.

в) в некоторых коротких фразах, представляющих собой реакцию на предыдущее высказывание и используемых только в разговорной речи (в предложениях типа **So do I** и **Neither do I**, указывающих на совпадение мнения/ситуации):

I like milk. – **So do I**. – Я люблю молоко. – Я тоже.

I can play the guitar. – **So can I**. – Я могу играть на гитаре. – Я тоже.

I am a student. – **So am I**. – Я студент-экономист. – Я тоже.

We didn't go to the theatre yesterday. – **Neither did we**. – Мы не ходили в театр вчера.
– Мы тоже.

г) в словах автора, стоящих после прямой речи:

"I have heard about it," **said he**. – «Я слышал об этом», – сказал он.

д) при построении вопросительного предложения:

Is she an economist? – Она экономист?

5. В английском отрицательном предложении может быть **только одно отрицание**, в отличие от русского, где их может быть несколько:

I **never** tell anything to anybody. – Я **никогда никому ничего не** говорю.

(1 отрицание)

(4 отрицания)

В разных типах предложений используются общие приемы построения отрицаний:

1) с помощью отрицательной частицы **not**, которая обязательно должна ставиться после модального или после **первого** вспомогательного глагола. В разговорной речи частица **not** имеет «стяженную» (=сокращенную) форму:

He was **not (wasn't)** present at the concert. – Он **не** был на концерте.

They **did not (didn't)** come in time. – Они пришли **не** вовремя.

2) с помощью отрицательных слов **no / none / neither / nobody / never / nothing** и др.:

I have **no** money. – У меня **нет** денег.

He knows **nothing**. – Он **ничего** не знает.

Questions

В английском языке широко используются следующие основные типы вопросов: общий, специальный, альтернативный, разделительный (или присоединенный).

1. **Общие вопросы (Yes / No questions)** относятся ко всему предложению в целом. На них дается краткий ответ:

– **Do you like cheese?** – **Yes, I do.** – Вы любите сыр? – Да.

– **Are you Finnish?** – **No, I am not.** – Вы финн? – Нет.

Таблица №1. – Структура общего вопроса

1	2	3	4	5
глагол (вспомогательный, модальный, связка)	подлежащее	знаменательная часть сказуемого	дополнение	обстоятельство
Did	you	buy	tickets	yesterday?
Is	Anthony	painting	his car	now?

2. **Специальные вопросы** задаются к разным членам предложения и требуют конкретного ответа:

What is your address? – Какой у тебя адрес?

Where do you work? – Где ты работаешь?

Структура специального вопроса практически совпадает с общим. Единственное отличие – перед общим вопросом ставится вопросительное слово **what** (что?), **where** (где? куда?), **who** (кто?), **when** (когда?), **why** (зачем? почему?), **how** (как?) и др. или выражение **how many...**, **how much...**(сколько?) и т.д.

Таблица №2. – Структура специального вопроса

0	1	2	3	4	5
вопросительное слово (выражение)	глагол (вспомогательный, модальный, связка)	подлежащее	знаменательная часть сказуемого	дополнение	обстоятельство
When Когда	did	he он	lose потерял	his passport? свой паспорт?	
<u>How many contracts</u> Сколько контрактов	<u>did</u>	<u>they</u> они	<u>sign</u> подписали		<u>last week?</u> на прошлой неделе?

Следует выделить подтип специального вопроса – так называемый **вопрос к подлежащему** (и к его определению), который начинается с вопросительных слов **who** (кто?), **what** (что?), **which** (который?), **whose** (чей?). В этом вопросе порядок слов – прямой. Ответ дается краткий (подлежащее + глагол-сказуемое):

Who runs this company? – **Daniel Spencer (does).** –

Кто управляет этой компанией? – Дэниел Спенсер.

Which exhibition is better? – **Theirs.** – Какая выставка лучше? – Их.

Следует различать вопросы к дополнению (требующие вспомогательного глагола и имеющие обратный порядок слов) и вопросы к подлежащему (не требующие вспомогательного глагола и имеющие прямой порядок слов). Сравните:

Don't be silly! – Не будь глупцом!

2. Для обозначения просьбы в конце повелительного предложения могут использоваться ..., **please**. / ..., **will you?** / ..., **won't you?**:

Help me, please. – Пожалуйста, помоги мне.

Go home, will you? – Иди домой, хорошо?

Come tomorrow, won't you? – Приходи завтра, ладно?

3. Для выражения просьбы, приказания или предложения что-то сделать может использоваться конструкция с глаголом **let** (разрешать):

Let me help you. – Позвольте мне помочь вам.

Let Tom/him/her/them do it! – Пусть Том/он/она/они сделает(ют) это!

Let us / Let's go to see them! – Давайте навестим их!

После **let** употребляется существительное или местоимением в объектном падеже, за которыми следует смысловой глагол в форме инфинитива без частицы **to**.

Несколько выражений с глаголом **to let** довольно часто встречаются в разговорной речи:

to let smb. know – дать знать / сообщить кому-либо;

to let smb. alone – оставить кого-либо в покое / не приставать;

to let smb. down – подвести / расстроить кого-либо;

to let smb. in/out – впустить / выпустить кого-либо;

Let me know when you will come. – Дайте мне знать, когда вы придете.

Let her alone. – Оставьте ее в покое (Не приставайте к ней).

Отрицательные предложения с глаголом **to let** (предложение не совершать совместное действие) образуются 2-мя способами:

Don't let's stay at this hotel. = Let's not stay at this hotel. –

Давайте не будем останавливаться в этой гостинице.

4. **Восклицательные предложения** (Exclamatory Sentences) передают различные сильные чувства – радость, разочарование, огорчение и т. п. Они начинаются со слов **what** (какой, что за) или **how** (как). **What** относится к существительному, а **how** – к прилагательному или наречию. Порядок слов в этих предложениях прямой (подлежащее – сказуемое):

What a nice dress she is wearing! – Какое на ней красивое платье!

What a silly story it is! – Что за глупая история!

How late it is! – Как поздно!

Reading and speaking

As an outdoorsy people with a strong love of competition, teamwork and (occasionally) fitness, sports have long served as one of Canada's favourite pastimes – both watching and playing alike. Though hockey and football remain the country's most cliched and famous, virtually every major organized sport has its share of Canadian fans, and the nation is home to a vast array of professional teams, leagues and players just waiting to be obsessively cheered or booed.

Hockey. Canada is a nation of so many hockey myths and legends one could author a whole other guide about them (and many have). The last-minute, tie-breaking goal of Paul Henderson in the Canadian-Soviet "Summit Series" of 1972 is probably the only game that has achieved true "where were you when" style status, however.

Stereotypical though it may be, there's no escaping the fact that Canadians really love their hockey. Forged in the early 19th century but popularized and structured as a professional sport in the early 20th, hockey has dominated the Canadian psyche ever since. To many, particularly those in the eastern part of the country, hockey has a heavily romanticized image as a rough-and-tumble game Canadians have played for generations on frozen lakes in the long winter months, and a sport

whose ancient rules, loyalties and traditions can be passed down to teach important lessons about sportsmanship, teamwork and athleticism.

Football. Next to hockey, football reigns supreme in the Canadian sports world. Similarly competitive, fast-paced and aggressive – and with playoff seasons that often dovetail conveniently – the two sports have considerable overlap in terms of appeal. For overseas readers, it should be noted that when Canadians speak of “football,” they are referring to the rugby-inspired game sometimes known as “American Football” or “Gridiron” and not the kicking-based game North Americans call soccer, discussed below.

Probably among the most legendary Canadian Football League players, Warren Moon was an American-born quarterback who was recruited by the Edmonton Eskimos in 1978 and helped them win five consecutive Grey Cups. He later moved back to the U.S. and played for four different NFL teams between 1984 and 2000.

Though many Canadians actively follow the National Football League and its Super Bowl playoffs, there are actually no Canadian teams in it, making it the only major professional sport in which Canada and the United States are not integrated into a single league. This is due to the fact that the rules of so-called Canadian Football are slightly different than its American counterpart, meaning that Canadians have to compete in a different league all their own: the Canadian Football League.

The distinctions between the National Football League and the Canadian Football League football mainly have to do with the size of the field (Canada’s is larger) and the amount of downs, or plays (America has more), though there are a large number of other, subtler differences as well. In practical terms, however, the differences aren’t particularly difficult to grasp, and somewhat ironically, Canadian football is actually heavily Americanized, in the sense that it’s often used as a training ground for U.S. athletes who will one day migrate to the National Football League.

Lacrosse. A popular urban legend (spread mostly by lacrosse players themselves) is that lacrosse is actually Canada’s “official” national sport, and hockey a mere jealous wannabe. In reality, the Parliament of Canada gave both sports co-equal status in 1994, declaring that hockey was Canada’s official “winter sport” while lacrosse was its official sport of summer. Regardless, this is still a high honour for a game that remains largely unknown outside of North America, and whose roots date back to precolonial times.

The two greatest Canadian lacrosse players of all time are said to be Gary and Paul Gait, two twin brothers who played for Syracuse University where they set a number of national records. Both are revered as elder statesmen of the sport that doesn’t tend to produce a lot of celebrities.

Originally an aboriginal game used to keep native warriors in fighting shape, lacrosse was appropriated by French settlers in the mid-1800s, who named the sport “La Crosse” in recognition of its vaguely crucifix-shaped playing sticks (French-Canadians saw religious analogies everywhere in those days). Broadly similar to hockey or soccer, the sport is played by two teams of 10 who each try to score on each other’s net by pitching a small rubber ball across an indoor or outdoor field using scoop-like netted sticks. Like football or rugby, it’s also a fairly rough-and-tumble game involving many body-checking and broken bones.

The first professional lacrosse association was founded in 1867, and its legacy continues today in the form of the National Lacrosse League, which features nine pro teams from both the U.S. and Canada. In eastern Canada, the sport is also quite popular at the university level, and most of the region’s biggest universities battle it out in their own league, the Canadian University Field Lacrosse Association.

While undoubtedly rich in history, lacrosse has long struggled to achieve the sort of mainstream fame and fortune of other professional sports in Canada. Its fans are probably best described as a proud but small subculture within the sporting world, and the National Lacrosse League playoffs rarely capture the public’s (or media’s) attention the way National Hockey League, Canadian Football League or National Football League games routinely do.

Plenty of Canadians still have the adventurous, pioneer spirit that built the country. People go canoeing down the 4,200 km of the Mackenzie River, which flows into the Arctic Ocean, or

whitewater rafting through the Fraser River Canyon in British Columbia. Some even go kayaking among the whales and icebergs up the west coast to Alaska.

With so much winter, it is not surprising that Canadians are good at winter sports. Champions such as Kate Pace and Rob Boyd have reached the top of international skiing. Resorts like Whistler and Lake Louise attract skiers from Europe and Japan. Ice hockey (simply called hockey) is so popular it is more of a religion than a sport.

Make a short summary of the text. Do it according to the following format.

- ☐ The title of the text is...
- ☐ The text is devoted to...
- ☐ It consists of...
- ☐ The first passage deals with...
- ☐ The second (third, fourth, etc.) passage deals with...
- ☐ The main idea of the text is...

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous
Educational institution of higher education
"NORTH CAUCASUS FEDERAL UNIVERSITY"

SUGGESTIONS FOR TEACHING
on the organization and conduct of independent work
in the discipline Foreign Language
for students

Area of study 11.03.02 Infocommunication Technologies and Communication
Systems

Specialization "Intelligent Data Processing in Infocommunication Systems and
Networks"

Table of Contents

1. Introduction
2. General characteristics of the student's independent work
3. Schedule for the implementation of the SRS
4. Methodical instructions
5. Guidelines for preparing for the exam.
6. List of recommended literature.

Introduction

The purpose of mastering the discipline "English" is to increase the initial level of foreign language proficiency achieved at the previous stage of education, and to master the necessary and sufficient level of communicative and professional competencies by students to solve social and communicative problems in various areas of domestic, cultural, professional and scientific activities when communicating with foreign partners, as well as for further self-education. The objectives of the discipline "English Language" are as follows:

- ☐ to develop a stable interest in learning a foreign language;
- ☐ to stimulate the creative activity of students;
- ☐ to stimulate the research activities of students.

The discipline "Foreign Language" belongs to Block 1 (compulsory part). Its development takes place in 1-2 semesters.

When mastering this discipline, students need to have a confident **knowledge** of the basic phonetic and grammatical structures; possession of the necessary active vocabulary. The student should also **be able to:** apply the skills of oral speech in a foreign language; perform lexical and grammatical tasks.

The main types of training are practical classes. Current control is carried out on the basis of a rating system. Teaching the discipline involves the active work of students in the study of basic and additional literature, preparation for an interview, preparation of reports for a round table, preparation for the exam.

General characteristics of the student's independent work in the study of the discipline "Foreign Language"

Independent work of students occupies an important place in the educational and research activities of students. Without independent work, it is impossible not only to master any university discipline, but also to form a specialist as a professional. In a broad sense, independent work should be understood as the totality of all independent activities of students both in the classroom and outside it, in contact with the teacher and in his absence.

Independent work of students in a foreign language in a non-linguistic university is a special form of self-education. It is multifunctional in nature and helps to master a foreign language as a necessary professional component of a modern specialist, contributes to the formation of skills for the autonomous acquisition of knowledge and the development of information culture.

The purpose of students' independent work in the process of studying the discipline is to learn how to work meaningfully and independently:

- 1) with educational material on the discipline,
- 2) with original literature in the specialty.

Based on the goal, the following tasks are defined :

- to increase the level of educational autonomous ability for self-education;
- to develop cognitive and research skills;
- consolidate lexical and grammatical material with the help of various exercises;
- to develop the ability to discuss the proposed topic;

The main forms of work and control of students are:

Preparation for practical classes is one of the main forms of organizing independent work, which consists in the performance by students of a set of educational tasks in order to master the academic discipline, acquire skills and abilities.

The purpose of independent preparation for practical classes: instilling skills and skills of practical activity in the discipline being studied.

Tasks of independent preparation for practical classes: consolidation, deepening, expansion and detailing of knowledge when performing tasks; development of cognitive abilities, independent thinking, creative activity; mastering new methods and techniques of studying the discipline; developing the ability to logically comprehend the knowledge gained to perform tasks; providing an individual form of learning.

Interview is an oral test of a student's knowledge of a certain section, topic, problem, etc., which allows you to assess their ability to argue their own point of view, which involves a comprehensive discussion of any issue, problem or comparison of information, ideas, opinions, suggestions.

Objectives

- students' awareness of contradictions and difficulties associated with the problem under discussion;
- updating previously acquired knowledge;
- creative rethinking of the possibilities of applying knowledge.

3. Schedule for independent work

Codes of implemented competencie s, indicator(s)	Type of student activity	Assessment Tools and Technologies	Number of hours, including		
			SRS	Contact work with the teacher	Total
1 semester					
ID-1, UK-4, ID-2, UK-4 ID-3UK-4	Independent study of literature	Interview	92	16	108
ID-1, UK-4, ID-2, UK-4 ID-3UK-4	Preparing for the discussion	Discussion	92	16	108
Total for 1 semester			184	32	216
Semester 2					
ID-1, UK-4, ID-2, UK-4 ID-3UK-4	Independent study of literature	Interview	130	32	162
Total for the 2nd semester			130	32	162
Total			314	64	378

To perform independent work, it is necessary to use the literature that is offered in the list of recommended literature, Internet resources or other sources at the discretion of the student.

Independent work is designed for different levels of mental activity. The work performed will allow you to acquire not only knowledge, but also skills, as well as develop your own method of training, which is very important in the further process of scientific activity.

When studying the discipline, the following forms of independent work of the student are provided:

- independent study of literature, online video materials;
- preparation for the discussion of the problem;
- independent solution of communicative and speech problems;
- preparation of the report;
- performing phonetic, lexical and grammatical exercises, written tasks;
- preparation of the presentation.

4. Control points and types of reporting on them

Control of independent work is carried out by the teacher in the classroom.

The following types of control are provided: presentation of the results of independent work, text activities, round tables, interviews.

5. Methodical recommendations for the study of theoretical material

Reading the main and additional literature on the course with notes by sections.

Independent work when reading educational literature begins with studying the synopsis of the material received while listening to the teacher's lectures. The information received must be comprehended. If necessary, diagrams and other additional information can be included in the lecture notes. When studying new material, a synopsis is compiled. The most essential in this material is briefly stated.

Work with electronic resources on the Internet.

To increase the effectiveness of independent work, the student must be able to work in the Internet search engine and use the information found in preparation for classes. Information can be searched by author, title, type of publication, year of publication or publisher. Also available on the Internet is a service for downloading guidelines and manuals, selecting the necessary scientific literature.

Taking notes and abstracting of the original source and research literature.

A synopsis is a verbatim extract from the text of the source. At the same time, it is necessary to understand that a synopsis is not a complete rewriting of someone else's text. It is necessary to know that when writing a synopsis, the source text is first read, the main provisions are highlighted in it, examples are selected, the material is recomposed, and only then the text of the synopsis is drawn up. The synopsis can be complete, when the work is carried out with the entire text of the source, or incomplete, when any one or more issues raised in the source are of interest.

Abstracting is a complex creative process, which is based on the ability to extract the main information from the text of the original source. Abstracting is the process of analytical and synthetic processing of information, which consists in the analysis of the primary document, finding semantically significant data (main provisions, facts, bring the day, results, conclusions). Abstracting is aimed at reducing the physical volume of the primary document while maintaining its main semantic content, it is used in scientific, publishing, information and bibliographic activities.

6. Methodical instructions (for the types of work provided for by the work program of the discipline)

The following types of *independent work* are assumed:

Independent extracurricular reading.

This type of independent work involves reading texts, both from adapted and original (non-adapted) sources.

Extracurricular reading contributes to the development of independent understanding of the text. Work on extracurricular reading pursues the following goals: to accustom students to independent work on literature in a foreign language; to develop and improve speech skills; to expand the active vocabulary of students; taking into account their specialization, to identify and develop their individual creative abilities; to instill the ability to freely use special literature in English; to conduct thematic conversations; to expand the horizons of students, contributing to deep knowledge.

Extracurricular reading is an active means of learning the language as a whole. One of the main tasks of language teaching is the development of synthetic reading skills, i.e. understanding the text as a single semantic whole without means of translation into the native language. Extracurricular reading of students contributes to the development of untranslated understanding of the text in English.

Repeated exercise and systematic extracurricular reading serve as the basis and basis for the development of such skills that negate the need for internal translation, narrow the distance between translated and untranslated understanding. Untranslated understanding is the final stage

of work on the language.

In the process of working on the material, we offer the following requirements for extracurricular reading:

1. Carefully read the text and assimilate its content.
2. Learn to verbally convey the content of the text read.
3. Write down the most active words and expressions of a neutral or special nature.

Having fulfilled the above requirements, the student passes extracurricular reading.

Practice has shown that it is most appropriate to start checking extracurricular reading with an interview on the text read. It is recommended to write down the main ideas of the text being read in your interpretation or convey its content in writing in your own words. At the same time, it is important to let the student speak on the issue raised, at the same time, at the initial stage, he can use the notes or the compiled retelling plan in preparation. During the retelling, the teacher corrects mistakes in the student's oral speech. In the retelling, the student should use new words and expressions.

Independent home reading of a text common to the whole group and individual reading should not exclude each other. It should be borne in mind that home reading using a single textbook is especially convenient for the teacher, who gets the opportunity to show the methods of work on one text and then check reading comprehension.

It is advisable to move to individual reading at a later stage of teaching a foreign language, when students have already mastered the techniques

readings and their language level allows you to check the degree of reading comprehension.

Conducting extracurricular reading requires a lot of work not only by the student himself, but also by the teacher. The teacher should carefully analyze the text proposed for home reading, since its content and language determine the goals of reading, which, in turn, determine the methodology of work. Depending on the types of reading, it is necessary to organize the work of students on new words. They should not be allowed to use a written translation of the text prepared in advance. When checking reading with a general coverage of the content of a text of significant volume, it is impossible to require students to write out unfamiliar words, since in this case reading in order to establish the main meaning will be replaced by deciphering individual sentences and will be reduced to mechanical copying from the dictionary (at best), or even to rewriting words. When reading individual texts with elements of analysis, it is possible to allow the use of dictionary notebooks with written out words. Where untranslated understanding is required, it is impossible to use written out words.

Thus, the teacher, organizing extracurricular reading, always pursues the main goal - to teach students to look at reading as a source of information, to accustom them to reading technical literature and literature in the specialty.

An interview is a means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to identify the amount of knowledge of the student on a certain section, topic, problem, etc.

The problems brought up for the interview are determined in the tasks for the student's independent work, and can also be determined by the teacher conducting practical classes. During the interview, the student should be able to discuss the relevant problems with the teacher at the level of dialogue.

Preparation for the round table

Preparation for the seminar-round table begins with the distribution of forms of participation and the functions of students in the seminar-round table. Students determine the range of problems and issues to be discussed; selection of basic and additional literature for the topic of the seminar-round table, as well as further study of literature.

***The purpose of the Round Table** is to provide participants with the opportunity to express their point of view on the problem under discussion, and in the future to formulate either a common opinion or clearly distinguish between the different positions of the parties.*

Stages of preparation for round tables:

1. Choosing a topic.
2. Selection of a presenter (moderator) and his training.
3. Selection of participants and determination of experts of the Round Table.
4. Preliminary mailing of questions to prospective participants is carried out 5-7 days before the Round Table;
5. Preparation of a questionnaire for the participants of the Round Table – the purpose of the questionnaire is to quickly and without spending a lot of time and money to get an objective idea of the opinion of the participants of the Round Table on the problems under discussion.

Methodology of the Round Table.

The Round Table is opened by the moderator. He introduces the participants of the discussion, directs its course, follows the time limit, which is determined at the beginning of the discussion, summarizes the results, summarizes constructive proposals. The discussion within the framework of the Round Table should be constructive, should not be reduced, on the one hand, only to reports on the work done, and on the other hand, only to critical speeches. Messages should be brief, no more than 10-12 minutes. The draft final document is announced at the end of the discussion (discussion), additions, changes, amendments are made to it.

Presentation of the materials of the Round Table.

The most common options for publishing the results of the roundtable discussions are as follows:

□ *A brief (reduced) summary of all the speeches of the participants of the Round Table.* In this case, the most important thing is selected. The text is given on behalf of the participants in the form of a direct speech. At the same time, the moderator of the Round Table must discuss with the speakers what exactly will be selected for publication from each speech. These rules dictate ethical requirements that must always be observed when working with the authors of texts.

□ *a general summary* extracted from various speeches made during the discussion. In fact, these are general conclusions on the material that was heard during the conversation or discussion of the Round Table.

□ *A full summary of all the participants' presentations*

7. Methodical instructions

When preparing for an oral answer, the student is allowed to use explanatory dictionaries.

When checking the written task, the following are evaluated:

- the depth of the content of the created written text and its compliance with the given topic;
- the ability to construct a statement compositionally competently, using adequate ways of expressing semantic, communicative and structural continuity within the text;
- lexical, grammatical, syntactic, stylistic and orthographic literacy of presentation.

When checking oral tasks, the following are evaluated:

- the degree of understanding of the article (text), the ability to phonetically, lexically and grammatically correctly present the content of the text and comment on it, choosing language means that contribute to the selection of relevant information (*Tasks 2, 3*);
- correctness, depth and completeness of linguo-stylistic analysis (*Task 2*);
- content, completeness, fluency and linguistic literacy of a monologue statement (*Task 3*);
- adequate use of thematic and lexico-grammatical material covered during the semester (*Task 4*).

Appendix 1. Interview questions

1. What have you learned about the British Monarchy?
2. What is the role of the Queen as Head of State?
3. What English-speaking countries do you know?
4. Where did most English words come from?

5. What kinds of English do you know? What are the most popular kinds of English? Why?
6. What are the main elements of English culture?
7. Can you name the famous sightseeing of London?
8. What do you know about Belfast and Cardiff?
9. List the most popular sightseeing of UK cities.
10. What do you know about the press corps in the London Heathrow Airport?
11. What are the most important industries in Great Britain?
12. Can you name two legislative bodies of the USA government?
13. What does the judicial branch of the USA government consist of?
14. What are the main USA industries?
15. What were the main activities of the first native New Yorkers?
16. What is the unique characteristic of the American higher education system?
17. Can you name the most popular USA landmarks?
18. What was the role of Washington, DC during the Civil War?
19. Where is the USA situated?
20. What is the climate of the country like?
21. How can you characterize the economy of the USA?
22. What are the most important responsibilities of the Governor General of Canada?
23. What does Canadian music reflect?
24. Who were the most influential artists in Canadian history?
25. What are two categories of modern Canadian literature?
26. Who is considered to be a founder of Chicago blues and jazz?
27. What private learning institutions does Ottawa offer?
28. What do you know about Montessori education?
29. What are the Northern Territories of Canada famous for?
30. What are the points of interest in Niagara Falls?

1. Criteria for assessing competencies

A grade of "excellent" is given to a student if he/she has formed the competence UK-4 and knows the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Is able to implement the main communicative strategies in a foreign language, organize individual independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Excellent command of linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language, from various fields of knowledge; skills related to rational methods of mental work, in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction

A good grade is given to a student if he or she knows the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Is good at implementing basic communicative strategies in a foreign language, organizing individual independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Has a good command of linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language, from various fields of knowledge; skills related to rational methods of mental work in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction

A grade of "satisfactory" is given to a student if he/she partially knows the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Satisfactorily knows how to implement the main communicative strategies in a foreign language, organize individual

independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Satisfactorily has linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language, from various fields of knowledge; skills related to rational methods of mental work, in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction.

The grade "unsatisfactory" is given to a student if he/she does not have the competence UK-4 and he/she knows poorly the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Does not know how to implement the main communicative strategies in a foreign language, organize individual independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Does not possess linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language, from various fields of knowledge; skills related to rational methods of mental work, in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction.

2. Description of the rating scale

The maximum possible score for the entire current control is set at **55**. The current control measure is considered passed if the student received at least 60% of the maximum score established for this control. The rating score given to the student for the current control measure passed by the student within the time limits established by the schedule of control measures is determined as follows:

Level of completion of the control task	Rating score (in % of the maximum score for the control task)
Excellent	100
Good	80
Satisfactory	60
Unsatisfactory	0

3. Methodological materials that determine the procedures for assessing knowledge, skills, and (or) experience that characterize the stages of competence formation

The procedure for conducting this assessment activity includes: an oral survey on the topics included in the course of studying the discipline "Foreign Language".

The tasks offered to the student allow you to check the level of competence of the UK-4.

To prepare for this assessment event, it is necessary to familiarize yourself with the content of the proposed text and grammatical exercises for a subsequent oral answer in 30 minutes.

When preparing for the answer, the student is given the right to use a dictionary (paper) and guidelines for practical work in the discipline "Foreign Language (English)".

When checking the task, the consistency and accuracy of the presentation of the material, the ability to formulate clearly and correctly your thoughts in a foreign language are evaluated.

Evaluation sheet.

Surname, first name of the student	Consistency and accuracy of the presentation of the material	Ability to formulate your thoughts clearly and correctly	Overall rating

Appendix 2. Questions for the round table

Theme 3 The Crown and the UK.

1. What do you know about the British monarchy?
2. What is the role of the Queen/King as Head of State?
3. What is the role of churches in the UK?
4. The UK Parliament and the Monarch.

Theme 8 Cities.

1. London
2. Cardiff.
3. Edinburgh.
4. Belfast.
5. Oxford, Cambridge
6. Which of these cities would you most like to visit? Why?
7. Have any of the cities in your country transformed themselves like Glasgow?
8. Does it make any difference to a city to have a great football team, like Manchester?
9. Which cities in your country would you recommend to a visitor? Which would you not?

Topic 11 British education.

1. Can you imagine a time before there were schools? Would you like to have lived then?
2. Do you think that the spread of education was important for economic development?
3. What are the differences between the English system of education and your own?
4. What is better about the English system, and what is worse? Which is better - to have a more selective university system, or more students?
5. What are the differences between the universities in your country?
6. Would you rather live at home or go away for your university course?

Topic 15 Art and architecture.

1. Which countries have produced the greatest painters? Is Britain one of them?
2. What do you think of Hamilton's statement about pop art? Should all art be like that? Is it important for an artist to do something new and original?
3. Do you create any kind of art works? If not, what would you like to create?
4. Why do you think American pop music has tended to dominate the world market?
5. Does your country produce good pop music? How much British music do you listen to?
6. Does pop music change because of its youth and vitality, or just for commercial reasons?
7. Which pop styles, past or present, do you like best? Why?

Theme 17 Leisure: holidays and sports.

1. Christmas and New Year.
2. St. Valentine's Day.
3. Public holidays in spring
4. St. Patrick's Day
5. the official birthday of Queen Elizabeth II

Topic 22 The most important American cities.

1. New York City.
2. Washington DC.
3. Los Angeles
4. San Francisco.
5. Chicago.
6. Houston.

Topic 28 Canadian countryside and environment.

1. Causes, impacts, climate system, greenhouse effect, science, global warming, health.

2. Priorities, partnerships, international financing and agreements.
3. Funding for projects to support Canada's climate plan.

Topic 32 Canadian landmarks.

1. What are the bridges that connect Niagara Falls to the US side of the Falls?
2. What are the points of interest in Niagara Falls?
3. What reputation did Niagara Falls receive in 1801?
4. What celebrities visited Niagara Falls?

1. Criteria for assessing competencies:

A grade of "excellent" is given to a student if he/she has formed the competence UK-4 and knows the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Is able to implement the main communicative strategies in a foreign language, organize individual independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Excellent command of linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language, from various fields of knowledge; skills related to rational methods of mental work, in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction

A good grade is given to a student if he or she knows the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Is good at implementing basic communicative strategies in a foreign language, organizing individual independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Has a good command of linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language, from various fields of knowledge; skills related to rational methods of mental work in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction

A grade of "satisfactory" is given to a student if he/she partially knows the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Satisfactorily knows how to implement the main communicative strategies in a foreign language, organize individual independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Satisfactorily has linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language, from various fields of knowledge; skills related to rational methods of mental work, in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction.

The grade "unsatisfactory" is given to a student if he/she does not have the competence UK-4 and he/she knows poorly the phonetic, grammatical, lexical structures of oral and written speech to a certain extent. Does not know how to implement the main communicative strategies in a foreign language, organize individual independent, group and collective work to solve foreign language educational and practical problems within the framework of business communication. Does not possess linguistic and subject, interpersonal and intercultural knowledge necessary for the implementation of foreign language business communicative activities; ways of replenishing knowledge based on the use of original sources, including electronic and in a foreign language,

from various fields of knowledge; skills related to rational methods of mental work, in the implementation of business foreign language communication within the framework of interpersonal and intercultural interaction.

2. Methodological materials that determine the procedures for assessing knowledge, skills, and (or) work experience that characterize the stages of competence formation

The procedure for conducting this assessment event includes: discussion of the discussion topics of the round table included in the course of study of the discipline "Foreign Language".

The topics offered to the student allow you to check the level of competence of the UK-4

To prepare for this assessment event, it is necessary to familiarize yourself with and study the literature on the proposed topic in advance outside of class time for subsequent oral discussion within the framework of a round table.

In preparation for the discussion, the student is given the right to use literature in paper and electronic form, as well as Internet resources recommended in the guidelines for practical work in the discipline "Foreign Language".

When checking the task, the consistency and accuracy of the presentation of the material, the ability to formulate clearly and correctly your thoughts in a foreign language are evaluated.

Evaluation sheet.

Surname, first name of the student	Consistency and accuracy of the presentation of the material	Ability to formulate your thoughts clearly and correctly	Overall rating

List of recommended literature

List of basic literature:

1. Foreign Language (English): Textbook (Practicum) / O. O. Varnavskaya, L. G. Gubanov, G. N. Nezhelskaya [i dr.]; North Caucasus Federal University, Institute of Humanities, Department of Foreign Languages for Humanities and Natural Specialties. – Stavropol: North Caucasus Federal University, 2022. – 109 p. – EDN KNOECH.

2. Online Course: English Language for Humanities and Natural Science Specialties: Electronic Educational Course / Samarina V. S., Ainazarova S. N., E.N. Khusainova, O.O. Varnavskaya; FGAOU HPO Sev.-Kav. feder. un-t.- Stavropol: NCFU, 2020. on the basis of LMS Moodle NCFU

List of additional literature:

1. Foreign Language for Humanities and Natural Science Specialties: Textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; FGAOU VPO Sev.-Kav. Feder. un-t.- Stavropol : NCFU, 2016. - 1503 p. - Printed by the decision of the UMS NCFU

2. Golitsynsky, Y.B. Great Britain: a manual on country studies: [12+] / Yu.B. Golitsynsky. – 2nd ed., ispr. – St. Petersburg: KARO, 2019. – 480 p. : ill. – (English language for schoolchildren). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574019> (date of access: 12.04.2021). – ISBN 978-5-9925-1350-9. – Text : electronic.

3. Golitsynsky, Y.B. United States of America: A Manual on Country Studies: [12+] / Yu.B. Golitsynsky. – St. Petersburg: KARO, 2019. – 448 p. : ill. – (Country Studies). – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=610771> (date of access: 12.04.2021). – ISBN 978-5-9925-0137-7. – Text: electronic.

4. Kachalova, K.N. Practical Grammar of the English Language with Exercises and Keys: Textbook : [16+] / K.N. Kachalova, E.E. Izrailevich. – St. Petersburg : KARO, 2018. – 608 p. – Mode of access: by subscription. – URL: <https://biblioclub.ru/index.php?page=book&id=574452> (date of access: 12.04.2021). – ISBN 978-5-9925-0716-4. – Text : electronic.
5. Murphy, R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English: without answers / Raymond Murphy. - 3 edition. - Cambridge: Cambridge University Press, 2013. - 275 p.: il. - ISBN 978-0-521-67581-9, copies 92

List of educational and methodological support for students' independent work in the discipline

1. Methodical Guidelines for the Implementation of Practical Work in the Discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for Humanities and Natural Sciences Specialties.
2. Methodical recommendations for the organization of students' independent work in the discipline "Foreign Language (English)" - developed by the Department of Foreign Languages for humanitarian and natural science specialties.

List of resources of the information and telecommunication network "Internet" necessary for mastering the discipline

1. <http://www.bbc.co.uk/home/today/index.shtml> - BBC Resources & Materials
2. <http://www.englishonline.co.uk> - English Online - English Language Resources
3. <http://www.alleng.ru/english/engl.htm> - English Learning Resources
4. <http://www.english-globe.ru/> - English Learning Resources
5. <http://www.britannica.com> is the most complete and oldest universal encyclopedia in English
6. <http://www.multitran.ru> - electronic dictionary
7. <http://biblioclub.ru> - University Library Online