

КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ

ИНСТИТУТ ФИЛОЛОГИИ И ИСКУССТВ

КАФЕДРА АНГЛИЙСКОЙ ФИЛОЛОГИИ

**АНГЛИЙСКИЙ ЯЗЫК:
ПРОФЕССИОНАЛЬНЫЙ УРОВЕНЬ**

**УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ ДЛЯ СТУДЕНТОВ ОТДЕЛЕНИЯ
РОМАНО-ГЕРМАНСКОЙ ФИЛОЛОГИИ**

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А64 Английский язык: профессиональный уровень: Учебно-методическое пособие для студентов отделения романо-германской филологии Казанского (Приволжского) федерального университета/ авт.-сост. Г.В.Садыкова / Казан. (Приволжск.) федер. ун-т., отделение романо-герм. филол., каф. англ. филол. – Казань, 2013. – 24 с.

Учебно-методическое пособие предназначено для изучающих английский язык с уровнем подготовки не ниже продвинутого (advanced level). Разработка включает в себя ряд упражнений и заданий, направленных на усовершенствование навыков аудирования, чтения и письма и уделяет особое внимание расширению словарного запаса и активному использованию сложных грамматических структур и идиоматических выражений. В пособие также включен материал по совершенствованию навыков академического письма. Разработка может быть использована как самостоятельно, так и в качестве дополнительного пособия к учебнику Proficiency Masterclass (авторы Kathy Gude и Michael Duckworth) и другим учебникам.

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ПРЕДИСЛОВИЕ

Данное учебно-методическое пособие предназначено для студентов отделения романо-германской филологии, изучающих английский язык на профессиональном уровне (proficiency level). Пособие также может быть использовано другими изучающими английский язык студентами с уровнем подготовки не ниже продвинутого (advanced level).

Разработка состоит из трех основных частей, объединенных общей темой (environment, culture, community). Каждая из частей включает в себя ряд упражнений и заданий, направленных на усовершенствование навыков аудирования, чтения и письма. Все материалы взяты из качественных аутентичных (как правило, неадаптированных) источников и по сложности соответствуют продвинутому и профессиональному уровням языковой компетенции. Выбор упражнений и заданий продиктован необходимостью расширения словарного запаса, дальнейшей тренировки использования сложных грамматических структур и идиоматических выражений. Ссылки на Интернет-ресурсы, в частности на интерактивные тесты, позволяют пользователям пособия выбрать дополнительные материалы для дальнейшего закрепления развиваемых навыков.

Учебно-методическое пособие может быть использовано как самостоятельно, так и в дополнение к учебнику Proficiency Masterclass (авторы Kathy Gude и Michael Duckworth) и другим учебникам. Данная разработка позволяет восполнить недостаток заданий на аудирование и упражнений на закрепление новой лексики и компенсировать отсутствие заданий на перевод в зарубежных учебниках. В пособие также включен материал по совершенствованию навыков академического письма, в частности, по написанию научной статьи.

При работе с пособием, в целом, не требуется соблюдение последовательности использования частей. Задания на аудирование теоретически могут быть использованы как дополнительные к любому основному пособию на профессиональном уровне. Учитывая доступность видео-материалов и возможность их многократного прослушивания, студенты могут выполнять данные задания дома или в компьютерном классе (лингфонном кабинете) в учебном заведении. Вместе с тем, задания на перевод, как правило, требуют предварительной работы с лексикой, отрабатываемой в предыдущих упражнениях. При использовании пособия как дополнительного к учебнику Proficiency Masterclass (Gude & Duckworth, 2002) рекомендуется предварительно проработать соответствующие задания из пятой, шестой и седьмой глав.

Пособие может являться дополнительным материалом при подготовке к международным языковым экзаменам (в частности Certificate of Proficiency in English или TOEFL) и при подготовке к обучению в англоязычной магистратуре или докторантуре.

THEME 1: ENVIRONMENT

LISTENING

Watch the following video and do activities below

Euronews Science: Cambodia's endangered animals <http://youtu.be/bbIXqPvtc2k>



Exercise 1: Answer the following questions:

Why are sun bears hunted?

What is the biggest threat to the survival of the elephants today?

What predictions are made about the population of elephants?

Exercise 2: Watch the video for the second time and find English equivalents for the following words and phrases:

Быть на грани исчезновения

Разрушение среды обитания

Долгосрочные перспективы

Уменьшиться как минимум на 30 процентов

Быть в опасности

Численность (слонов) резко уменьшается

Главная опасность для их выживания

Эти (конфликты) должны быть решены

В обозримом будущем

Exercise 3: In the video find synonyms for the following words:

Decline

Fight

Evaluate

Imprisonment

Decreasing

Be the reason (for sth)

Exercise 4: In the video find an antonym for the following word:
Poaching

Exercise 5: Write a 50 word summary of the video using at least 5 words and phrases practiced above.

Exercise 6: Watch one of the videos below and answer the questions. Then pick out minimum 5 words and/or phrases that you find helpful and/or difficult, translate and find synonyms or antonyms for these words.

Global Warming 101 <http://youtu.be/oJAbATJCugs>

1. What causes the green house effect?
2. What may be short-term and long-term consequences of global warming?
3. What can a single person do to help the planet?

Creature Comforts <http://youtu.be/P3AAdkfiamU>

1. The polar bear says that a zoo for poor animals is the same as a nursery home for old people. In which way? Express your ideas in two-three sentences.
2. Listen carefully to the Brazilian lion. It seems that despite people's attempts to reconstruct the natural habitat of animals, they still lack bioliteracy. Enumerate the points that people miss, mentioned by the lion.
3. The manner of speech of each animal reveals some of their stereotypical or common characteristic features. Could you give some examples?

Deforestation in Congo <http://youtu.be/mLtCX88jaCU>

1. How deforestation influenced the life of local Pygmies tribes?
2. How quickly this process is increasing?
3. The narrator mentions several reasons of massive deforestation in Congo. What are they?
4. What is one of the most serious consequences caused by deforestation?

The Story of Electronics (2010) http://youtu.be/sW_7i6T_H78

1. Why is the system in crisis as it claimed in the video?
2. What does "designed for the dump" mentality mean?
3. What is the negative side of recycling?
4. What advantages do take-back laws may have?

READING

Read the following text and do activities below.

Nuclear Energy Policy

(adapted from Wikipedia http://en.wikipedia.org/wiki/Nuclear_energy_policy)

Nuclear energy policy is a national and international policy concerning some or all aspects of nuclear energy, such as mining for nuclear fuel, extraction and processing of nuclear fuel from the ore, generating electricity by nuclear power, enriching and storing spent nuclear fuel and nuclear fuel reprocessing.

Nuclear energy policies often include the regulation of energy use and standards relating to the nuclear fuel cycle. Other measures include efficiency standards, safety regulations, emission standards, fiscal policies, and legislation on energy trading, transport of nuclear waste and contaminated materials, and their storage. Governments might subsidize nuclear energy and arrange international treaties and trade agreements about the import and export of nuclear technology, electricity, nuclear waste, and uranium.

Following the March 2011 Fukushima I nuclear accidents, China, Germany, Switzerland, Israel, Malaysia, Thailand, United Kingdom, and the Philippines are reviewing their nuclear power programs. Indonesia and Vietnam still plan to build nuclear power plants. Thirty-one countries operate nuclear power stations, and there are a considerable number of new reactors being built in China, South Korea, India, and Russia. As of June 2011, countries such as Australia, Austria, Denmark, Greece, Ireland, Latvia, Lichtenstein, Luxembourg, Malta, Portugal, Israel, Malaysia, New Zealand, and Norway remain opposed to nuclear power. However, by contrast, most of the prior mentioned countries remain fully in favor, and financially support Nuclear Fusion energy and research, including EU wide funding of the ITER project.

Since nuclear energy and nuclear weapons technologies are closely related, military aspirations can act as a factor in energy policy decisions. The fear of nuclear proliferation influences some international nuclear energy policies.

Proponents have long made inflated projections of the expected growth of nuclear power, but major accidents and high costs have kept growth much lower. Moreover, construction costs have often been much higher, and times much longer than projected, failing to meet optimistic projections of "unlimited cheap, clean, and safe electricity."

Since about 2001 the term "nuclear renaissance" has been used to refer to a possible nuclear power industry revival, driven by rising fossil fuel prices and new concerns about meeting greenhouse gas emission limits. At the same time, various barriers to a nuclear renaissance have been identified. These include: unfavourable economics compared to other sources of energy, slowness in addressing climate change, industrial bottlenecks and personnel shortages in nuclear sector, and the unresolved nuclear waste issue. There are also concerns about more nuclear accidents, security, and nuclear weapons proliferation.

In March 2011 the nuclear emergencies at Japan's Fukushima I Nuclear Power Plant and other nuclear facilities raised questions among some commentators over the future of the renaissance. Following the Fukushima I accidents, the International Energy Agency halved its estimate of additional nuclear generating capacity to be built by 2035. Platts has reported that "the crisis at Japan's Fukushima nuclear plants has prompted leading energy-consuming countries to review the safety of their existing reactors and cast doubt on the speed and scale of planned expansions around the world".

A study by UBS, reported on April 12, predicts that around 30 nuclear plants may be closed world-wide, with those located in seismic zones or close to national boundaries being the most likely to shut. The analysts believe that 'even pro-nuclear countries such as France will be forced to close at least two reactors to demonstrate political action and restore the public acceptability of nuclear power', noting that the events at Fukushima 'cast doubt on the idea that even an advanced economy can master nuclear safety'.

Exercise 7: Read the following statements and decide if they are *True* or *False* according to the text above:

1. Nuclear energy policy is an international law that regulates extraction and processing of nuclear fuel, nuclear energy efficiency standards, its trading, transportation and storage of nuclear waste and contaminated materials and other aspects of nuclear energy production and use.
2. Russia is one among those countries that are in favor of nuclear energy.
3. Nuclear proliferation has little to do with nuclear energy policy.
4. The text suggests that leading energy-consuming countries may harden their safety regulations and discontinue some projects related to construction of nuclear plants.

Exercise 8: To introduce someone's opinion or show the source of information, the following words could be used:

Discuss, argue, state, claim, dispute, declare, assert, maintain.

1. Find 2 more verbs in the text above that might be used for the same purpose.
2. Write down two sentences with at least 5 of these verbs. Your first sentence should be taken from an English-English dictionary or other reliable sources and should show a good context for the word usage. Your second sentence should be your own. Pay attention to how these words could be used in the context, specifically what nouns and adverbs they collocate with and what prepositions they may take, if any.

Exercise 9: Translate the second and sixth paragraphs of the text into Russian.

Exercise 10: Translate the following sentences into English:

1. После аварии на атомной станции Фукусима встал вопрос о необходимости пересмотреть политику в сфере атомной энергетики и установить более жесткие правила безопасности.
2. Несмотря на угрозу, которую представляют атомные реакторы, многие страны, активно потребляющие атомную энергию, продолжают полностью поддерживать рост атомной энергетики.
3. Сторонники атомной энергетики не учитывают по-прежнему нерешенных вопросов, связанных с угрозой окружающей среде, нехваткой квалифицированного персонала, неблагоприятной экономической ситуацией, затратами, необходимыми для постройки новых станций и хранения ядерных отходов.

4. Отстаивая свою точку зрения, противники атомной энергетики ссылаются на необоснованно раздутые прогнозы, касающиеся дешевизны и быстроты постройки новых станций.
5. Аналитики предсказывают, что к концу десятилетия более половины станций по всему миру будут закрыты или существенно изменят требования к безопасности.

GRAMMAR

Future time

Exercise 11: Read tutorials and do exercises located at the following sites:

English Club: Future Time Quiz: http://www.englishclub.com/grammar/verbs-m_future_quiz.htm

English Page: Verb tenses (tutorials and exercises) – exercises 18-28:

<http://www.englishpage.com/verbpage/verbtenseintro.html>

E-Grammar: Time Clauses: <http://www.e-grammar.org/time-clauses/>

SpeakSpeak: Future Perfect Simple vs. Continuous <http://speakSpeak.com/english-grammar-exercises/upper-intermediate/future-perfect-simple-v-continuous>

Exercise 12: Translate the following sentences using appropriate verb forms showing future time.

1. На следующей недели Александра сдает тест на вождение. Если она его сдаст, то уже через месяц она сама сможет водить автомобиль.
2. Не вставай. Я сам открою дверь.
3. Он обязательно преуспеет в этот бизнесе. (use *bound/sure*)
4. Если люди всего мира прекратят вырубать огромные территории тропического леса, то мы увидим значительные изменения в состоянии окружающей среды в течение 21 века.
5. Обещаю, что я никому не расскажу твой секрет. Даже если кто-нибудь спросит меня, что случилось в тот день, я не открою правды ни единому человеку.
6. Я полностью уверена в том, что когда мы приедем на вечеринку, Джерри будет смотреть телевизор, Сэм – делать коктейлы, Эрин – танцевать, а Эрик – жаловаться. Так всегда происходит.
7. Мы с нетерпением ждем поездки в США в следующем месяце. Мы посетим Вашингтон, Нью-Йорк и Бостон.
8. Я еду на Гаити, куда я давно мечтала поехать. Пока ты здесь будешь заниматься документами и общаться с надоедливыми клиентами, я буду лежать на солнечном тропическом пляже. Завидуешь?
9. К твоему приходу из магазина, я уже приберу в зале и помою посуду. Все будет вылизано к тому времени, когда приедут твои родители.
10. К тому времени, когда мы закончим изучать эти правила использования времен, мы овладеем всеми 12 временами, включая их формы в пассиве.
11. Как только распогодится, мы пойдем на пляж и будем купаться.
12. Мэри только что позвонила и сказала, что будет здесь в 8 часов вечера. К тому времени, как она сюда прибудет, мы прождем ее уже более 2х часов.

13. Я обязательно встречу тебя в аэропорту. Когда прилетает твой самолет?
14. В июне у моих бабушки и дедушки важное событие: они будут женаты вот уже 50 лет.
15. Скорее всего, она не поступит в университет (use *likely/unlikely*).
16. Сейчас 2 часа дня, и я уже 3 часа пишу сочинение. Я наверно уже закончу сочинение к 6 вечера, но к этому времени я буду его писать уже целых семь часов и уже вряд ли захочу идти куда-либо с друзьями.
17. Пока я покупаю продукты, ты приберешь дом.

VOCABULARY

Exercise 13: Study the following expressions with *light* and *dark* and translate the sentences below

light at the end of the tunnel

keep someone in the dark

make light of something

go out like a light

a leap in the dark

the bright lights

come to light

see the light

a dark horse

1. Девочка очень устала кататься на горках и моментально уснула в машине родителей.
2. Судья задавал много вопросов свидетелем, и хотя часть нужной информации удалось выявить, главный обвиняемый по-прежнему остался для всех темной личностью.
3. До сих пор никто не спускался на глубину моря на этой подводной лодке, так что данная экспедиция была весьма рискованной.
4. Я знал его с детства и полностью полагался на него в решении финансовых вопросов компании, но после аудита я стал понимать, что сильно ошибался.
5. К сожалению, он слишком несерьезно отнесся к проблемам со здоровьем. Первоначально он все от нас скрывал, а когда мы все же узнали, мы смогли убедить его пройти лечение.
6. Она жила в маленьком поселке, и огни большого города манили ее с детства. Она вкальвала с малых лет и уже не видела света в конце тунеля, когда неожиданно ей предложили работу в Москве.

Exercise 14: Translate the following sentences paying attention to collocations with *adverbs*.

1. Он ужасно расстроился, когда узнал, что его не повысили в должности.
2. Он сильно изменился с тех пор, как я видел его в последний раз.
3. Он серьезно пострадал в автомобильной аварии.
4. Совершенно резонно ожидать от детей того, что они будут помогать своим стареющим родителям.
5. Родители сильно обиделись, когда сын не пригласил их на регистрацию брака.

6. Она полностью осознавала, как тяжело ей придется выживать в чужом городе.
7. Это была так благородно с Вашей стороны помочь мне в трудную минуту.
8. Солдаты были хорошо подготовлены к выполнению поставленных задач.

Exercise 15: Match the idioms with their meaning and think of their Russian equivalents. Make up at least one sentence for each of the idioms.

- | | |
|---|---|
| 1. <i>be in the dog-house</i> | a. have difficulty in speaking |
| 2. <i>have a whale of time</i> | b. waste time by trying to do something impossible |
| 3. <i>crocodile tears</i> | c. be in the situation when someone is annoyed with you |
| 4. <i>keep the wolf from the door</i> | d. move very slowly |
| 5. <i>get/have a frog in one's throat</i> | e. enjoy yourself very much |
| 6. <i>(different) kettle of fish</i> | f. carry just enough money to buy the basic things |
| 7. <i>flog a dead horse</i> | g. an insincere display of grief |
| 8. <i>move at a snail's pace</i> | h. a matter under consideration |

Exercise 16: Translate the following sentences. Make up sentences of your own with underlined words.

1. When the salary is low, and you hardly make both ends meet, the saving of money is quite negligible.
2. Corporations are taking problems such as the depletion of the ozone layer far more seriously than they ever did in the past.
3. Many people are afraid of onslaught of new technologies, and prefer using old method to learning the new one.
4. Clay's eloquence, wit and mellifluous voice were known to move listeners to tears.
5. A consumer society is a great part of the modern economy.
6. No wonder, even the United Nations has begun to follow the unwritten dictum.
7. Oh gosh, they flogged you this expensive device, and you don't even know how to use it! What a naive person you are!
8. The government had conducted a yearlong investigation into agreements among companies not to poach employees from each other.
9. Mechanization has reduced conventional animal farming to production and eliminated true animal husbandry.
10. I won't be put upon any longer.
11. Oversimplifying his personality won't lead to any good.
12. Disposable things are very handy but our planet can't cope with all this garbage, that people are used to throw away.
13. We will have to take drastic action to resolve this issue.
14. Cutting down the forests people destroy habitat of millions of species.
15. It exists mainly in the human mind and is manufactured from two sources: careless data acquisition and dubious data processing.
16. It's a crying injustice that one of the cemeteries in our city is turned into a landfill sites.

17. We must direct our efforts towards relieving the plight of children living in poverty.
18. When people understood that fossil fuels are limited, they started to develop the usage of alternative sources of energy.
19. To unravel a mystery became the aim of his life.
20. They also help protect and insulate the body and its internal organs.
21. He was never afraid of the perils of being famous.
22. The ranks of the unemployed are daily swelling
23. He wore that somber expression that sent shivers down my spine – something had happened...
24. He pumped all his savings into building the boat.
25. The mass media workers won't miss rough and tumble of the elections.
26. Most experts say technology is developing at exponential rates.
27. News of the bombing extinguished all hope of peace.
28. It's ludicrous that I have been fired.
29. Sudden and strident noise cracked the silence when the engine was started.
30. The thing which most disturbed him was the perversion of language and truth.
31. The dinosaur in the museum looked terrifying, but our guide said it had been herbivorous and absolutely nonaggressive.
32. The intrepid kitten was hunting after the fly that got trapped between window panes.
33. He put everything down to ignorance, but it did not help him to avoid the court.
34. Environmental sustainability proposes maintenance of natural resources.
35. If your disagreement with your teacher puts you in an untenable position, you better just admit you made a mistake and get on with it.
36. Astronomers say that the gradual cooling of the moon's interior probably caused the shrinkage.
37. It was too difficult for us to find a viable alternative.

Exercise 17: Make up sentences with the following words and phrases.

natural balance of nature

put up a fight

chomp (ones' way through)

wreck

revolting breath

enclose

gale

impiety

blissfully unaware

ruthless

scarce (water)

end up

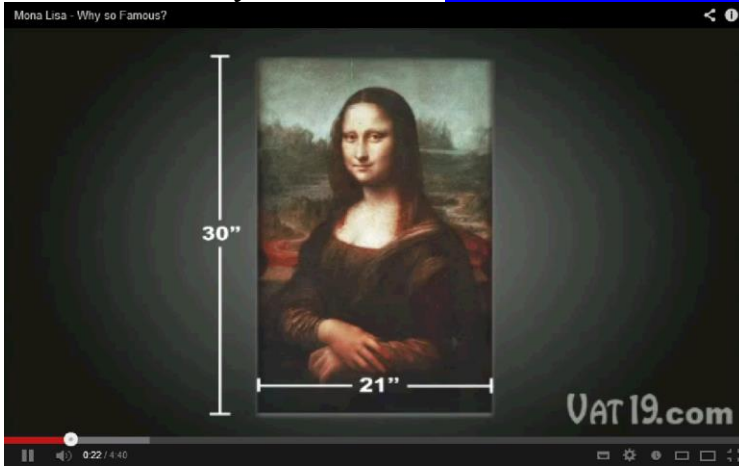
be due to something

wealth of information

THEME 2: CULTURE**LISTENING**

Watch the following video and do activities below.

Mona Lisa - Why so Famous? <http://youtu.be/litbJszd1kM>



Exercise 18: Answer the following questions:

1. What are the main innovations mentioned in the video (in terms of technique)?
2. What is *sfumato*?
3. What is interesting about the landscape in the painting?
4. Who is the lady depicted on the portrait?
5. When was the painting made?
6. How do different people interpret the mystery of smile?
7. Why will this painting remain one of the greatest portraits of all time?

Exercise 19: Watch the video for the second time and find English equivalents for the following words and phrases:

1. В чем весь сыр-бор? (В чем причина шумихи?)
2. Исторически важная (фигура)
3. Давайте взглянем внимательнее
4. Придумать термин (ввести в обращение термин)
5. Для создания ощущения гармонии
6. Совершенно беспрецедентный (не имеющий аналогов)
7. Невероятно точное воспроизведение
8. Главное новшество
9. Большинство экспертов сходятся на том, что ...
10. Стать основателем нового стиля
11. Заказать написание портрета
12. Более приближенное изображение
13. Фактически является стандартом
14. существуют множество теорий от ... и до ...

Exercise 20: In the video find adjectives describing these nouns.

Color
Background
Gaze
Smile
Pose
Layers of color
Landscape
Cleaning
Portraits
Blending of colors
Composition
Depiction

Exercise 21: Write a 50 word summary of the video using at least 5 words and phrases practiced above.

Exercise 22: Watch one of the videos below and answer the questions. Then pick out minimum 5 words and/or phrases that you find helpful and/or difficult, translate and find synonyms or antonyms for these words.

The Art of Logo Design / Off Book / PBS <http://youtu.be/x3jTSB2ez-g>

1. What is Logo? Name its origin.
2. Name the features of a good logo.
3. What parameters should the logo designer fulfill to make the logo recognizable?

Deju Vu With Quentin Crisp <http://youtu.be/5Gv68ROOtfE>

1. What does Quentin Crisp confess in his book? What does the idiom 'to practice what you preach' mean?
2. Crisp expresses an interesting idea that he used to be 'a Yes man in No man's land' while he lived in Britain. What does this mean? And how is the American way different in this respect?
3. What is the quality of the British people that Americans still like in them? And what is the other side of the coin?
4. In general, how are British and American tastes different as to what they want to see in a magazine?
5. In one phrase, name one disadvantage of living in New York that Quentin Crisp mentions.

VOCABULARY & GRAMMAR

Exercise 23

Match the following expressions with their meanings. Then translate the sentences below.

- | | |
|---------------------------|--|
| 1. Take it as read | a. To know the line of a speech by heart |
| 2. Read between the lines | b. Understand what is implied but not necessary said |
| 3. Word for word | c. Not to know what to say |
| 4. In a word | d. Repeated exactly as being known |
| 5. Ward perfect | e. Regarding something as being known |
| 6. Not to mince words | f. Speak freely or directly |
| 7. Lost for words | g. Briefly |

1. Хотя девочка не особо любила стихи, она с энтузиазмом приступила к заучиванию своей роли в спектакле и зубрила ее до тех пор, пока не выучила ее в совершенстве.
2. Предвзятое мнение журналистов меня интересует так же мало, как и излишне суровая критика экспертов. Одним словом, я не считаю нужным оправдываться.
3. Большинство девушек в России считают само-собой разумеющимся, что молодой человек., пригласивший ее в кафе, полностью оплачивает счет.
4. Хотя он и не писал об этом открыто, вдумчивый читатель мог понять всю глубину переживаний писателя по тем ситуациям, в которые попал его главный герой.
5. Некоторые преподаватели ставят «отлично» только тем студентам, которые на экзамене способны воспроизвести лекцию дословно.
6. Он не выбирал слов, когда обрушился с критикой на правительство, которое, по его мнению, совершало противозаконные действия в отношении своих граждан.
7. Слова подруги прозвучали настолько непочтительно и неблагодарно, что она ратерялась и не знала, что ответить.

Exercise 24

Match the following words with their synonyms or meanings. Make up a sentence with 10 of these words.

- | | |
|------------------|--|
| 1. determined | a. incapable of being satisfied or appeased, voracious |
| 2. likable | b. courageous |
| 3. incoherent | c. unpleasant, bad-tempered |
| 4. witty | d. silly, childish |
| 5. infantile | e. clever and original |
| 6. disagreeable | f. not deserving effort, attention, or respect |
| 7. unworthy | g. clever (humor) |
| 8. plucky | h. disconnected and incomprehensible |
| 9. relentless | i. pleasant |
| 10. ingenious | j. unlucky, ominous |
| 11. insatiable | k. unforgiving (enemy), persistent, harsh |
| 12. inauspicious | l. resolute |

13. elaborate	m. odd, absurd (situation)
14. comical	n. entertaining
15. garbled	o. unlettered, uneducated
16. illiterate	p. cunning
17. crafty	q. always
18. immortal	r. displaying a sense of overbearing self-worth or self-importance
19. amusing	s. unbelievable, improbable
20. arrogant	t. complicated, detailed
21. implausible	u. jumbled and unclear
22. painstaking	v. done with or employing great care and thoroughness
23. invariably	w. living forever

Exercise 25

Study tutorials and do interactive exercises related to cleft sentences located here:

BBC Learning English: Cleft Sentences:

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv149.shtml>

Grammar-Quizzes.com: Cleft Sentences: <http://www.grammar-quizzes.com/sent-cleft.html>

Cleft Sentences

Structure	Example
It + to be + emphasized info + who/that	It was Daniel who saw her first. It is because of his arrogant mother that nobody likes him. It was in 1998 that he got interested in snowboarding.
What + (S)V + to be + emphasized info (noun or infinitive with or without <i>to</i>)	What I can't understand is his attitude. What really surprised me was his glamorous outfit. She wanted to become a model, so what she did was (to) move to New York City.
All + SV + to be + emphasized info (noun or infinitive with or without <i>to</i>)	All I wanted was a glass of water. All she can afford is (to) rent a small studio. All you ever do is (to) complain.

Exercise 26

Translate the following sentences paying special attention to underlined words and phrases.

1. Что меня особенно удивило, это бесчисленное количество ошибок и опечаток в тексте.
2. Действия человека не всегда управляются законами чистого разума.
3. Именно его удивительная способность производить впечатление приятного во всех отношениях молодого человека позволило ему быстро продвинуться по служебной лестнице.
4. Мемуары политиков не часто содержат мысли, которые стоит запомнить.

5. Она солгала о своей квалификации, когда подала заявку на свободную должность, и именно это стоило ей незапятнанной репутации.
6. Апатичный и непроявляющий интерес к работе учитель не может ожидать значимых достижений от своих учеников.
7. Все, что получило правительство в результате принятого закона, это многочисленные несанкционированные забастовки и митинги.
8. Твои подозрения совершенно несправедливы, а ведешь себя ты, как ребенок.
9. Штабквартира назначила солдат в разные подразделения.
10. Никто не хотел брать на себя ответственность за террористический акт.
11. Именно ее непредвзятое мнение помогло мне лучше понять нашего начальника.
12. Наш новый коллега получил репутацию умного, находчивого и даже отважного человека, который всегда находил что ответить начальству.
13. Чего я не могу понять, это почему она продолжала работала в условиях постоянного и жесткого давления.
14. Оппозиция принимала все меры, чтобы протесты оставались в рамках только ненасильственного сопротивления.
15. Казалось, он был неспособен контролировать свое высокомерное и агрессивное отношение к женщинам, и многие считали его поведение выходящим за рамки нормального.
16. Она не отличалась особой находчивостью и выдумывала неправдоподобные оправдания своему отсутствию.
17. Его непочтительные ремарки в прессе и неблагодарное отношение к отцу – вот что повергло всех в шок.
18. Так как мальчик еще был безграмотным, а его речь невнятная, он так и остался непонятым.

READING & WRITING

Exercise 27

Read the text below and answer these questions:

1. What is the structure of the text? Why such a structure is used in this text?
2. How would you describe the style: formal/neutral/informal, personal/impersonal? Why is such a style used?
3. Is the report factual or based on opinion? Why?
4. Who do you think wrote such a report and for what purposes?

Research Report

Abstract

The aim of this report was to investigate UniLab staff attitudes to personal mobile phone use in staff and team meetings. A staff survey on attitudes towards the use of mobile phones in the staff / team meetings was conducted. The results indicate that the majority of staff find mobile phone use a major issue in staff meetings. The report concludes that personal mobile phones

are disruptive and should be turned off in meetings. It is recommended that UniLab develops a company policy banning the use of mobile phones except in exceptional circumstances.

Introduction

There has been a massive increase in the use of personal mobile phones over the past five years and there is every indication that this will continue. According to Black (2002) by 2008 almost 100% of working people in Australia will carry personal mobile phones. Black describes this phenomenon as ‘serious in the extreme, potentially undermining the foundations of communication in our society’ (2002, p 167). Currently at UniLab 89% of staff have personal mobile phones.

Recently a number of staff have complained about the use of personal mobile phones in meetings and asked what the official company policy is. At present there is no official company policy regarding phone use. This report examines the issue of mobile phone usage in staff meetings and small team meetings. It does not seek to examine the use of mobile phones in the workplace at other times, although some concerns were raised.

For the purposes of this report a personal mobile phone is a personally funded phone for private calls as opposed to an employer funded phone that directly relates to carrying out a particular job.

Methods

This research was conducted by questionnaire and investigated UniLab staff members’ attitudes to the use of mobile phones in staff / team meetings. A total of 412 questionnaires were distributed with employees’ fortnightly pay slips (see Appendix 1).

The questionnaire used Likert scales to assess social attitudes (see Smith 2002) to mobile phone usage and provided open ended responses for additional comments. Survey collection boxes were located in every branch for a four week period. No personal information was collected; the survey was voluntary and anonymous.

Results

There was an 85% response rate to the questionnaire. A breakdown of the responses is listed below in Table 1. It can be clearly seen from the results that mobile phones are considered to be disruptive and should be turned off in meetings.

Table 1

Personal mobile phone usage in staff and team meetings is...	Strongly agree %	Agree %	Disagree %	Strongly disagree %
Not a problem	5	7	65	23
An issue	40	45	10	5
Disruptive	80	10	7	3
Phones should be permissible	6	16	56	22
Phones should be turned off	85	10	3	2
Allowed in some circumstances	10	52	24	14

The survey also allowed participants to identify any circumstances where mobile phones should be allowed in meetings and also assessed staff attitudes towards receiving personal phone calls in staff meetings in open ended questions. These results showed that staff thought that in some circumstances, eg medical or emergencies, receiving personal phone calls was acceptable, but generally receiving personal phone calls was not necessary.

Discussion / Interpretation of Results

It can be seen from the results in Table 1 that personal mobile phone use is considered to a problem; however it was acknowledged that in some situations it should be permissible. 80% of recipients considered mobile phones to be highly disruptive and there was strong support for phones being turned off in meetings (85%). Only 12% thought that mobile phone usage in staff and team meetings was not a problem, whereas 85% felt it was an issue. The results are consistent throughout the survey. Many of the respondents (62%) felt that in exceptional circumstances mobile phones should be allowed, eg medical, but there should be protocols regarding this.

These findings are consistent with other studies. According to Smith (2005) many companies have identified mobile phones as disruptive and have banned the use of mobile phones in meetings. Havir (2004) claims that 29% of staff meeting time is wasted through unnecessary mobile phone interruptions. This affects time management, productivity and team focus.

Conclusion

The use of mobile phones in staff meetings is clearly disruptive and they should be switched off. Most staff felt it is not necessary to receive personal phone calls in staff meetings except under certain circumstances, but permission should first be sought from the team leader, manager or chair.

Recommendations

It is recommended that UniLab develops an official policy regarding the use of mobile phones in staff meetings. The policy should recommend:

- mobile phones are banned in staff meetings
- mobile phone may be used in exceptional circumstances but only with the permission of the appropriate manager or chair

Finally, the policy needs to apply to all staff in the company.

Source: Sample Research Report by RMIT University

https://www.dlsweb.rmit.edu.au/lsu/content/2_assessmenttasks/assess_tuts/reports_ll/report.pdf

f)

Exercise 28

Study vocabulary and syntax of the report and answer the following questions:

1. What tense does the author use to introduce the idea or data? Are these active or passive constructions?
2. Study the table and how the author describes it. What words and constructions are used?
3. What constructions are used to provide recommendations?

Task: Underline all verbs and good phrases used in the report above that could be used in your own report. Write down your own sentences with these words.

Exercise 29

Study the following criteria of a good research paper provided to students of Jefferson Community College, USA (*source:* <http://www.sunyjefferson.edu/about-jcc/college-directory/college-departments/english/mla-documentation/sample>). Does the sample report above satisfy these criteria? Support your view for each item with quotes from the sample report above.

This student-generated research paper demonstrates the following:

- clear focus (evident in thesis and relevant information/details)
- clear organization (evident through topic sentences)
- specific and varied evidence, such as statistics, historical facts, cases, expert explanations, and examples
- authoritative sources in sufficient numbers to show depth of research
- exceptional integration of diverse sources, such as scholarly journal articles, books, popular magazine articles, and Internet (Note that the paper doesn't rely on Internet sources!)
- clear student explanations and commentary tying evidence to the main points and ultimately to thesis
- correct MLA documentation (in-text citations and works-cited page) and MLA format
- varied and effective signal phrases that introduce quotes, summaries, and paraphrases

Exercise 30

Study the following recommendations given to students of the University of Essex, UK (*source:* http://www.essex.ac.uk/psychology/department/A-Z_files/GUIDE%20TO%20WRITING%20RESEARCH%20REPORTS.pdf). How well does the report above follow these recommendations? Provide examples to support your answer.

General Notes on Style for Research Report

Using an appropriate style can be very difficult, even if you have written formal reports before. In time, the conventions described below should become fairly automatic. Again, by reading journal papers you should learn and remind yourself of what the usual practices are.

1. Use of personal pronouns

Be sparing with the use of personal pronouns (we, I, our, me, etc.). Frequent use of personal pronouns can make your writing sound anecdotal (i.e., based on limited evidence), or appear dependent upon your subjective interpretation (e.g., as if others would not draw the same

conclusion from the evidence that you have presented). When writing a method or results section, it is rarely essential to use “I” or “we”. For instance, you would NOT need to write: “I conducted a *t*-test”, as it is obvious that you as the author of the report conducted the test. Similarly, you should NOT write: “I conclude that the result is significant”, as other people would draw the same conclusion given the same data and the same test result. Any time that you use a personal pronoun you should check that it is clear whom “I” or “we” refers to, and that this provides the best way to express what you want to communicate. Conventions concerning the use of personal pronouns do vary from one area of research to another. You can expect to receive guidance where conventions differ from those described above (e.g., from your project supervisor).

2. Use of tenses

Tenses can be very difficult to use correctly. These guidelines can only be very general rules of thumb. Basically, anything that is history should be written in the past tense. When you write up your work, even your method and results will be history, and should be described in the past tense. The conclusions of previous workers are history, however yours are still current and should be described in the present tense. The theories and models that were derived from the results and conclusions still make predictions today (even if they are the wrong ones) and their predictions thus should be described using the present tense. Thus, for a previous piece of work that you are

describing: “Smith et al. (1970) found that... they concluded that...and developed the XYZ model. This predicts that...” If you were discussing the results of *your* experiment: “It was found that... and thus we conclude that.... the ABC model predicts that...”

3. Other Points to Note

Avoid contracting words (don’t, can’t, couldn’t, etc.). Always proof read your work for typos. For example, the spell checker will not alert you to ‘trials’ being incorrectly spelled as ‘trails’.

The word “data” is plural. For example, write: “*the data were collected*”, not “*the data was collected*”.

Affect (verb) to have an influence on something: “*something has affected my experiment*”; something has changed my experiment.

Effect (verb) to cause something to happen: “*something has effected my experiment*”; something has done my experiment for me.

Effect (noun) a consequence or an outcome: “*this is a negative effect*”; this is a bad outcome.

Affect (noun) an emotional state: “*this is a negative affect*”; this is a bad mood.

Most common usages are affect (verb) and effect (noun): e.g., “The problems described above affected the results by diminishing the size of the experimental effect.”

4. Some general advice

On the whole, pieces of information should occur only once in the report, and therefore, if you find yourself repeating large chunks of material in different sections you have gone astray and either one of the occurrences is wrong or perhaps you have not planned the content of your

sections properly. The exception to this rule is the abstract, which should contain *only* information reported elsewhere, but of course reported much more concisely.

Write the title and abstract last (once you know what is in the rest of the report), then add this to the front of your report. Keep the raw data and intermediate calculations but do not include them in the report (other than in an appendix).

Exercise 31

Your task is to write a report on a research study that you have recently conducted. Alternatively you can write a report on the results of a survey conducted by Russian psychologists, sociologists, linguists, educators, etc. that you can locate online, for example, here http://socioedu.ru/userfiles/file/soe2011_2_part1.pdf or <http://gov.cap.ru/hierarchy.asp?page=/.544535/558291/575371>.

You may want to study the following links to learn more about how to write a research report:

Writing a research paper by Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/owlprint/658/>

An Example Report by E.Gadd (2008)

http://www.saadawi1.net/upLoadedFiles/extra_files/id8j1ae6ok.pdf

A Guide to Write APA Style Research Papers <http://www.ccc.commnet.edu/library/apa.pdf>

Example Student Research Paper (Color Psychology Paper)

http://www.readwritethink.org/files/resources/lesson_images/lesson1155/example_paper.pdf

THEME 3: COMMUNITY

LISTENING

Watch the following excerpt from a documentary “American Tongues” and do exercises below.

You Talk Funny: American Tongues <http://youtu.be/XIm5TT77stg>



Exercise 32

Read the statements below and decide whether they are *True or False*.

1. A woman from New England broke up with her fiancé after she realized that he was a true southerner.
2. A woman from New England told her fiancé that she would not want to have children who would speak with a southern accent.
3. A fiancé of New Englander did not have any southern accent when he studied at Yale University.
4. The second character (an older man with gray hair) compares the southern accent to kids' talk.
5. An Ohio columnist was able to identify the negative stereotypes that northerners hold towards southerners when he talked to a New York editor.
6. In response to the New York editor the Ohio columnist changed his accent and started talking to the New Yorker with a heavy southern accent.
7. The Ohio columnist tends to tease back and even tells a joke about New Yorkers.
8. A blond middle-age woman from the south thinks that even though northerners are not hospitable, their accent is pleasing to the ears.
9. According to the movie, southerners tend to use more adjectives like “darling” and “precious”.
10. A middle-age man in glasses was made fun of for non-standard pronunciation at the wedding.
11. According to the Texas columnist, the southern accent negatively affected Jimmy Carter.
12. In the southern mind the northern accent equals ignorance and racism.
13. Many classical American WWII movies generally used stereotyped characters where southerners were depicted as kind and friendly hillbillies.
14. Military movies reinforced the prejudice against the southern accent.

Exercise 33

Watch the video “You talk funny” once again and find English equivalents for the following words and phrases:

1. Иметь легкий южный акцент
2. Его акцент стал усиливаться
3. «Деревеньщина», «деревня» (о человеке)
4. Люди бывают очень прямолинейными (резкими, грубыми)
5. К западу от Гудзона – поголовная гибель мозга
6. Дразнить в ответ
7. Принимать оборонительную позицию
8. Гнусавость (при использовании назальных звуков)
9. Это раздражает (о голосе, неприятно для слуха)
10. Это мешало (являлось проблемой)
11. Стереотипы подкреплялись в бесконечно огромном количестве фильмов
12. Он является предметом насмешек

VOCABULARY

Exercise 34

Match the following expressions with their meanings.

- | | |
|--|---|
| 1. As good as gold | a. A recording, movie, or other form of entertainment that was very popular in the past |
| 2. Heart of gold | b. Having or exhibiting the power of fluent and persuasive speech; eloquent |
| 3. Golden age | c. A very kind and good nature |
| 4. Golden oldie | d. Well-behaved and obedient |
| 5. Golden rule | e. Every bad situation has some good aspect to it. |
| 6. Golden handshake | f. The period when an art, skill, or activity is at its peak. |
| 7. Born with a silver spoon in one's mouth | g. A basic principle that should be followed to ensure success |
| 8. Silver-tongued | h. A payment given to someone who is laid off or retires early. |
| 9. Every cloud has a silver lining | i. To have opportunities that you did not earn but that you have from the influence (wealth) of your family |
| 10. Help someone out | j. To serve or provide oneself with, to take what you want |
| 11. Lend a helping hand | k. Can't resist doing something, unable to do otherwise |
| 12. It can't be helped | l. Assist someone in a difficult situation |
| 13. Can't help doing/can't help oneself | m. To assist someone willingly |
| 14. Help yourself | n. No one can change the situation |

Exercise 35

Translate the following sentences using expressions with *gold*, *silver* or *help* above.

1. Экономический расцвет этого города пришелся на послевоенные годы.
2. У нее совершенно отсутствуют амбиции и стремление достичь карьерных высот, так как она родилась в богатой семье и у нее все есть.
3. Мне кажется тебе не стоит так переживать и торопиться с увольнением: сейчас все очень сложно, но нет худа без добра. Зарплаты уже стали выше.
4. Когда у меня не было ни копейки денег, именно он помог мне.
5. Ужин в холодильнике. Не стесняйся, бери что хочешь.
6. Раньше ребенок постоянно устраивал скандалы, но после занятий с психологом он стал хорошо себя вести.
7. Мама всегда была готова помочь сыну, когда он был особенно занят на работе.

8. Мошеннику не составило труда уговорить бабушек растаться со своими деньгами, так как он обладал особым талантом красиво и убедительно говорить.
9. Золотое правило всех молодых жен: никогда не критикуй маму своего мужа.
10. Моя мама – самый добрый и отзывчивый человек на свете. Она не только вырастила троих своих детей, но еще взяла на попечительство пятерых сирот.
11. В связи с сокращением бюджета государственных университетов США, многие факультеты увольняют профессоров, получающих большие зарплаты, но не забывают дать очень хорошее выходное пособие.
12. Она не смогла удержаться и накричала на сына, когда тот вымазался в грязи с ног до головы.
13. Почти все дети часто болеют, когда начинают ходить в садик. Мы тоже не сможем избежать этого.
14. Я люблю брать напрокат фильмы, особенно старые - классику советского кино.

Exercise 36

Make up phrases using words from both columns. Then make up your own sentences with each of these phrases.

- | | |
|--------------------|-------------------------|
| 1. Lucrative | a. prize |
| 2. Capture (verb) | b. mind, societies |
| 3. Gravity | c. eye |
| 4. Breed (verb) | d. a law |
| 5. Dispose (verb) | e. the dictator |
| 6. Confined | f. of all enemies |
| 7. Acquisitive | g. societies |
| 8. Squander (verb) | h. someone's attention |
| 9. Grip (noun) | i. business |
| 10. Discerning | j. of the situation |
| 11. Consolation | k. by country officials |
| 12. Depose (verb) | l. of death, of fear |
| 13. Repeal (verb) | m. a change |
| 14. Affluent | n. discontent |
| 15. Induce (verb) | o. one's money |

Exercise 37

Match the word with its meaning.

- | | |
|-----------------|--|
| 1. Miserable | a. Something that is passed down from preceding generations; a tradition |
| 2. Extravagant | b. the force of attraction between masses; seriousness, weight |
| 3. Heritage | d. quick to perceive or apprehend; alert |
| 4. Disintegrate | d |
| 5. Confine (v) | d. very uncomfortable or unhappy; mean |
| 6. Crumple (v) | e. to become reduced to components, fragments, or particles; To lose cohesion or unity |
| 7. Slump (v) | |

- | | |
|---------------------|---|
| 8. Distressed (adj) | f. producing wealth; profitable |
| 9. Constrain (v) | g. given to lavish or imprudent expenditure; Exceeding reasonable bounds; unreasonably high |
| 10. Lucrative | h. to press, bend, or crush out of shape: to cause to collapse. |
| 11. Observant | i. to compel or force, esp by persuasion, circumstances, etc.; oblige |
| 12. Dispose (v) | j. to keep within bounds; restrict, to imprison, to restrict in movement |
| 13. Gravity | k. to drop or slide down suddenly : collapse |
| | l. get rid of, kill, destroy |
| | m. much troubled; upset; afflicted; in financial straits; poor |

Exercise 38

Make up phrases using words from both columns. Then make up your own sentences with each of these phrases.

- | | |
|----------------|-------------------------------|
| 1. Interface | a. temptation |
| 2. Confine | b. the opportunity |
| 3. Degrade | c. between crime and politics |
| 4. Withstand | d. expression on one's face |
| 5. Solemnity | e. to bed |
| 6. Austerity | f. of the ceremony |
| 7. Acquisitive | g. for criticism |
| 8. Vacant | h. mind |
| 9. Legal | i. oneself into a reptile |
| 10. Come in | j. budget |
| 11. Grasp | k. aid |

Exercise 39

Translate the following sentences paying special attention to underlined words and phrases.

- Мы все должны прилагать усилия, чтобы сохранить достояние страны.
- Расточительный образ жизни не пошел на пользу его благосостоянию. Более того когда-то доходный бизнес пришлось продать, чтобы оплатить все долги.
- Министр подвергся жесткой критике президента и в конце концов был вынужден подать в отставку.
- Малейшие сомнения, отразившиеся на ее лице, не смогли ускользнуть от его внимательного взгляда.
- Новый начальник постепенно избавился от всех сотрудников, которые могли бы претендовать на его место.
- Продуманное расположение спортивных объектов – вот, что особенно понравилось олимпийскому комитету.
- Финансовый кризис добавил серьезности к тем существующим проблемам, что ведут к распаду семей.

8. Женщины слишком часто бывают ограничены семейными обязанностями.
9. Достижения в коммуникационных технологиях позволяют не ограничивать общение с друзьями географическими рамками.
10. Его охватил страх, так как он понимал с какими трудностями ему придется столкнуться.
11. Он ухватился за возможность попросить повышение зарплаты.
12. Распространение малярии возможно явилось причиной падения Римской империи.
13. Высокий уровень безработицы и отсутствие благоприятных перспектив пораждают недовольство как среди молодежи, так и людей среднего и пенсионного возраста.
14. Опозорившись перед одноклассниками, он чувствовал себя ужасно.
15. Кризис в Греции заставил правительство страны принять бюджет, основанный на режиме строгой экономии.

GRAMMAR

Passive Verb Form

Exercise 40

Study the following tutorials and do interactive exercises located here:

Perfect English Grammar: the Passive <http://www.perfect-english-grammar.com/passive.html>

Useful English: Summary Charts of English Tenses (active and passive voices)

<http://usefulenglish.ru/grammar/tenses-summary-charts>

English Grammar Online 4 U: Passive Voice <http://www.ego4u.com/en/cram-up/grammar/passive>

The Writing Center: Passive Voice <http://writingcenter.unc.edu/handouts/passive-voice/>

READING & WRITING

Exercise 41

Read the following suggestions for how to write an article in tests taken for CAE or CPE (published by Jain Cook at <http://www.onestopenglish.com/community/lesson-share/pdf-content/exams/exams-article-writing-cae-and-cpe-lesson-plan/147546.article>). Which tips do you find most important?

Articles CAE (CPE)

At least one of the tasks in Paper 2 will involve writing something intended for publication. Such tasks include **an article, an entry for a competition, and a review**, and all could be published in an English-language magazine. The publication can sometimes be described as a **newspaper**, and sometimes as a **newsletter**, which is a one or two page magazine, sent to members of a club or society. Always read the instructions for the task carefully to be clear about **whom** you are writing for.

What is an article?

An article

- is a piece of writing usually intended for publication in a newspaper, magazine or journal
- is written for a wide audience, so it is essential to attract and retain the readers' attention
- may include amusing stories, reported speech and descriptions
- can be formal or informal, depending on the target audience
- should be written in an interesting or entertaining manner
- should give opinions and thoughts, as well as facts
- is in a less formal style than a report

An article can

- describe an experience, event, person or place
- present an opinion or balanced argument
- compare and contrast
- provide information
- offer suggestions
- offer advice

A realistic article should consist of:

1. an eye-catching **title** which attracts the readers' attention and suggests the theme of the article. (Think about why you read a magazine or newspaper article recently - what made you read it?) Articles can also have subheadings before each paragraph.
2. an **introduction** which clearly defines the topic to be covered and keeps the reader's attention.
3. the **main body** of two to five paragraphs in which the topic is further developed in detail.
4. the **conclusion** - summarising the topic or a final opinion, recommendation or comment.

REMEMBER

Before you begin writing it is important to consider:

- **where** is the article going to appear - in a newspaper or magazine?
- **who** are the intended readers - a specific group such as students or teenagers, or adults in general?
- **what** is the aim of the article - to advise, suggest, inform, compare and contrast, describe, etc.?

These three points are the deciding factors in the layout of your article, its style, language and level of formality. Determine the information you are going to use and organize your ideas carefully into paragraphs. Each paragraph should have a clear topic sentence.

The article could be formal, semi-formal or informal, depending on your intended audience. Use vocabulary and descriptive language appropriate for the article. Linking words and expressions, and a variety of vocabulary will only improve your work and make it more interesting. **DO NOT** use over-personal or over-emotional language or simplistic vocabulary. **DO NOT talk about yourself.** You are writing for the general public, not a close circle of

friends. Your opinions are only interesting to other people if you can make them amusing, justify them or explain them.

Exercise 42

Read the following CPE writing task and a sample article written in response to this task (source:

https://www.teachers.cambridgeesol.org/ts/digitalAssets/115873_188086_CPE_Writing_Final_1_.pdf) Evaluate the paper taking into consideration tips provided above and evaluation criteria that could be found here on p.4 <http://www.scribd.com/doc/5012000/CPE-PROFICIENCY-SAMPLE-PAPER-2>. Your evaluation should comment on:

- 1) content
- 2) range of language
- 3) appropriacy of register and format
- 4) organization and cohesion
- 5) accuracy
- 6) target reader.

Sample Task:

You have read an article in an English language newspaper which states that ‘the wheel is our best invention’. The newspaper has invited readers to contribute their own articles suggesting one or two other inventions or discoveries which are as significant as the wheel. You decided to write an article, briefly describing at least one such invention or discovery, and explaining its significant to the development of civilisation. Write your article.

I was greatly inspired by your very interesting and informative article about the wheel as our best invention. True, one does not realise how many things have stemmed from this single shapely object – we take them for granted. However, although the wheel may have been one of the first great inventions, but it was not the only one that has contributed to the development of our civilisation.

In my opinion the invention of paper has been equally significant. It does not matter that other great world civilisations, i.e. ancient China and Egypt were there first. It is the Western civilisation that has really used it fully and its current world position cannot be imagined without the invention of paper.

First of all, paper allowed people to record and preserve their thoughts. Human ideas were no longer elusive and temporary. They could be kept for others for a long time. This made it possible for science and culture to develop. Thanks to paper intra-cultural and international exchange of ideas could happen. Paper available to the highest strata of society stores the most important records: laws and orders, church liturgy, but also literature in many languages. People could develop a written form of the language they spoke. Every nation is proud of the earliest written records of their poets and writers’ words. Paper made education possible to the scale earlier unimaginable.

Some may argue that print is an invention that added greatly to the invention of paper, but we should not forget which one was the first. Thus, combined print and paper marked the beginning of civil society and democracy. Access to information – the Bible – and the fact that more and more people could learn to read and interpret a written word meant that everybody could judge for themselves and refused to obey orders of some higher authority that could simply be wrong. The development of printed documents is inextricably connected with modern capitalism and industrial society. Money first in the form of metal coins, soon took the shape of banknotes and other securities. We are not able to imagine the world without them now.

Paper is everywhere. It is something obvious and natural. It will not be replaced by any electronic devices. The vision of a workplace without paper, predicted some time ago, will never materialize. We may prefer to write an e-mail on our PC, but we will always enjoy a tactile pleasure of turning a page as we read.

Additional resources to prepare for the writing test could be found here:

CPE Proficiency Sample <http://www.scribd.com/doc/5012000/CPE-PROFICIENCY-SAMPLE-PAPER-2>

Prepare for CPE <http://prepareforcpe.blogspot.ru/2008/01/paper-two-writing.html>

Cambridge CPE Writing Sample Paper

http://www.lingoclub.com/html2/index.php?option=com_sobi2&sobi2Task=sobi2Details&sobi2Id=559&Itemid=134

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