

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное
учреждение высшего образования
«Пермский государственный гуманитарно-педагогический университет»



Е.А. Смердова

**ENGLISH FOR BACHELOR STUDENTS.
CONDUCTING FUNCTIONAL LITERACY =**

**АНГЛИЙСКИЙ ЯЗЫК.
ОСНОВЫ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ**

Рабочая тетрадь



Пермь
ПГПУ
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УДК 811.111(075.8)
ББК Ш143.21–923
С 501

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Смердова, Е.А.

С 501

English for bachelor students. Conducting functional literacy =
Английский язык. Основы функциональной грамотности:
рабочая тетрадь / Е.А. Смердова ; Перм. гос. гуманит.-пед. ун-т.
– Пермь, 2023. – 42 с. – Текст. Изображение (визуальный) :
непосредственный.

ISBN 978-5-907675-62-9

Рабочая тетрадь «English for bachelor students. Conducting functional literacy = Английский язык. Основы функциональной грамотности», подготовленная с учетом требований ФГОС ВО, состоит из пяти разделов, которые включают лексико-грамматические, фонетические задания, задания по анализу текстов, проектные задания в соответствии с тематикой учебного пособия «English for bachelor students. Английский язык» и рабочей программой по дисциплине «Иностранный язык» и способствует формированию у студентов функциональной грамотности и критического мышления в рамках общих и профессиональных компетенций. Материалы рабочей программы соответствуют разделам 1–3 рабочей программы дисциплины «Иностранный язык» (учебно-познавательный, страноведческий, профессионально-ориентированный).

Рабочая тетрадь предназначена для аудиторной и самостоятельной работы студентов неязыковых факультетов всех профилей подготовки в течение 1–2 семестров.

УДК 811.111(075.8)

ББК Ш143.21–923

Издается по решению учебно-методического совета
Пермского государственного гуманитарно-педагогического университета

ISBN 978-5-907675-62-9

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ПРЕДИСЛОВИЕ

В условиях быстрых темпов технологического прогресса современная система образования призвана не только рационализировать обучение, но и развивать критическое мышление, способность обучающихся быстро ориентироваться в неопределенной ситуации и творчески преобразовывать окружающую действительность. Это становится возможным при использовании заданий на формирование и развитие функциональной грамотности обучающихся.

Целью данной рабочей тетради является развитие у обучающихся навыков устной и письменной речи в условиях профессиональной и личной коммуникации на иностранном языке в соответствии с требованиями ФГОС ВО. Рабочая тетрадь служит дополнением и расширением тем, изучаемых в учебном пособии, а также призвана развить аналитические способности обучающихся и повысить их мотивацию посредством увеличения доли самостоятельной работы и практикоориентированных заданий.

Рабочая тетрадь состоит из 5 разделов, которые соответствуют разделам 1–3 рабочей программы дисциплины «Иностранный язык».

Разделы 1–3 рабочей тетради соответствуют разделу «Учебно-познавательный курс» и включают материалы по темам: «Семья и родственники», «Хобби», «Университет», «Мой рабочий день», «Образование в Великобритании».

Раздел 4 («Страноведческий курс») содержит основные сведения по географии, политическому устройству и символике англоязычных стран (Великобритании, США, Австралии, Канады).

Раздел 5 («Профессионально-ориентированный курс») предлагает материалы, раскрывающие специфику педагогической деятельности.

Каждый из разделов расширяется в соответствии с преобладающей темой и/или когнитивными операциями, требующимися для ее освоения.

Таким образом, ключевой темой «Unit 1. Family and relatives» становится «*Hierarchy*», развивающая умение студентов графически систематизировать информацию; «Unit 2. University life» получает расширение по теме «*Future*», которая ориентирована на развитие умения обучающихся планировать свою деятельность и прогнозировать возможные результаты деятельности; «Unit 3. Education in the United Kingdom» находит свое продолжение в теме «*Communication*», которая направлена на развитие умения осуществлять коммуникацию в различных ситуациях бытового и делового общения; ключевой темой «Unit 4. English-speaking countries» становится «*Legends & History*», которая имеет целью развитие у студентов лингвострановедческого

культурного фона; «Unit 5. My future profession» получает расширение по теме «*Inspiration*», которая призвана развить у обучающихся креативное мышление.

Подобное расширение тем разделов позволяет концентрировать внимание обучающихся на конкретных когнитивных операциях (синтез, анализ, обобщение, классификация и т.д.), а также развивать их глобальную компетенцию, критическое и креативное мышление, умение работать со сплошными и несплошными текстами.

Каждый урок имеет однотипную структуру и содержит следующие элементы:

- 1) вопросы для самопроверки;
- 2) задания на работу с несплошными текстами;
- 3) guided discovery по ключевым для раздела грамматическим темам.

В формате guided discovery изучаются грамматические темы, вызывающие наибольшие затруднения у студентов неязыковых факультетов: the articles; the possessive case; countable and uncountable nouns; the present continuous tense; the past simple tense; ways of predicting the future; the perfect tenses; comparatives and superlatives; the passives; the modals; infinitives; participle and gerund. Сложность изучения этих тем заключается в отсутствии некоторых грамматических понятий в русском языке (артикли, притяжательный падеж и пр.) Их изучение предлагается строить, исходя из анализа примеров употребления конкретных грамматических структур и постепенного перехода от заданий репродуктивного типа к заданиям продуктивного типа.

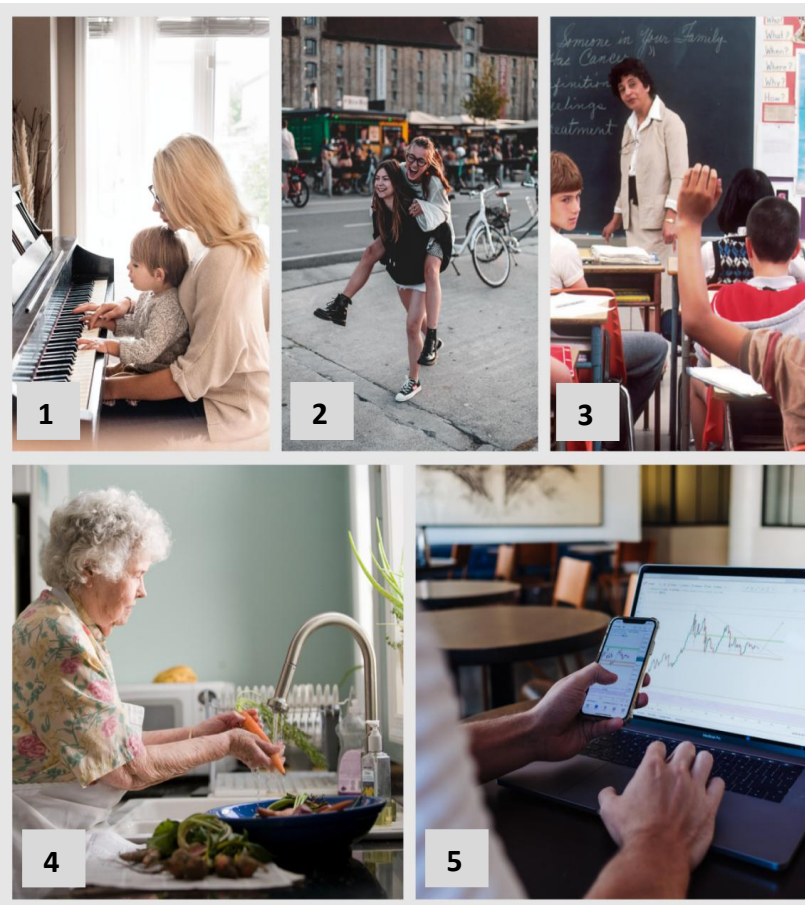
Вопросы для самопроверки рекомендуется использовать для организации самостоятельной работы студентов с последующей проверкой знаний в формате коллоквиума по темам изучаемого раздела. Задания на работу с несплошными текстами предполагают групповую работу обучающихся по решению задач, развивающих глобальную компетенцию и креативное мышление, знания студентов о странах изучаемого языка, их традициях и истории, а также умение сопоставить ценности и традиции своей страны с культурой стран изучаемого языка.

UNIT 1. FAMILY AND RELATIVES

SELF-ASSESSMENT QUESTIONS:

- 1) *Make a report about the Royal family. Use the text about Jacky's family as an example.*
- 2) *How do they express that one possesses something (by the case / by pronouns)? What is the difference between 'my' and 'mine'? Give other examples.*
- 3) *What do they use articles for? What other languages with and without articles do you know? How do people communicate without articles?*
- 4) *Think of all the situations when one can use the present simple tense.*
- 5) *Why do they use auxiliary verbs? Do we have auxiliaries in the Russian language? What do they use instead of auxiliaries?*
- 6) *What is the difference between general and special questions? Give examples.*

1. Match the dialogues a-c to the pictures 1-5. There are 2 extra pictures.



a) - Hey, granny, do you need any help?

- No, honey, I'll do all the chores by myself. You know, I like it, thank you!

b) - Ted, what's your question?

- May I go out, Ms. Holmes?

- Yes, of course. And now open your workbooks, page 12...

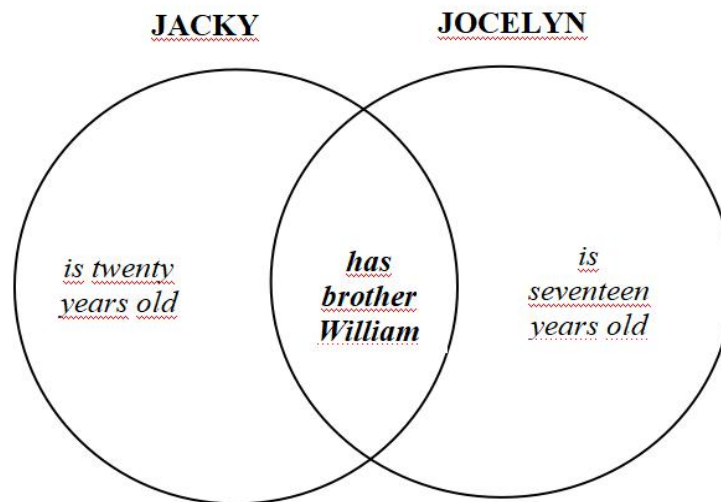
c) - Hi, Liz, I'll be late today. Don't wait for me, go to bed.

- Hey, John, what's up?

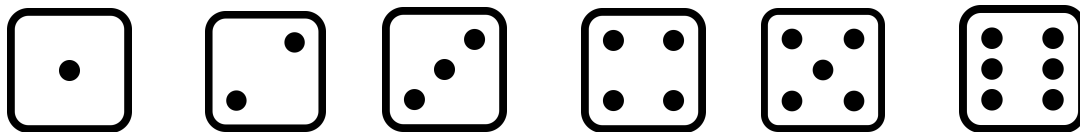
- It's CEO, he asked me to make a report about sales tomorrow...

Work in pairs. Choose one picture left and make up a dialogue. Act out the dialogue.

2. Read the text about Jacky. Form the Venn diagram about Jacky and one of her relatives. Look at the example:



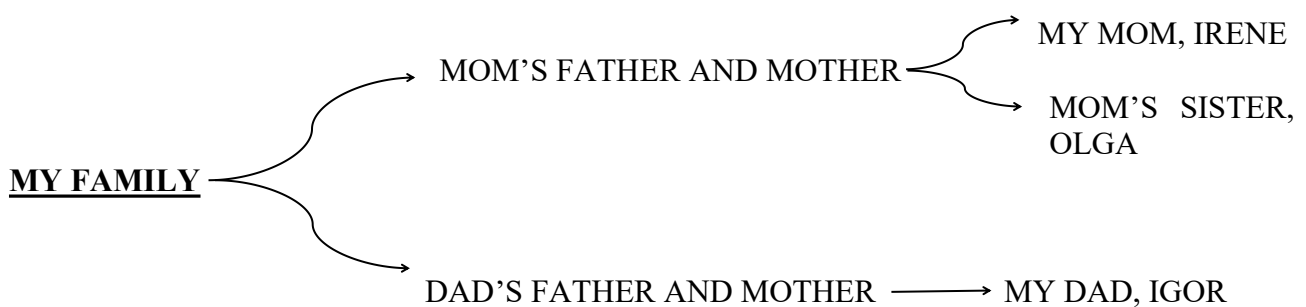
3. Roll a dice twice. For the first time choose a pronoun, for the second one – a noun. Use the appropriate form of the verb ‘have got’.



I	YOU	HE	SHE	WE	THEY
<i>an apple</i>	<i>two cats</i>	<i>a dog</i>	<i>a sister</i>	<i>a car</i>	<i>five brothers</i>

For example: and - *I have got a sister.*

4. Form a brace map about your family. Use the example below:



GUIDED DISCOVERY. UNIT 1

1.1. ARTICLES



(1) *I saw a man in the hall.*

(2) *The man was tall.*

Task 1. Answer the following questions:

- Has the speaker in (1) seen that man before in the hall?
- Has he seen that man in (2) before?
- What differs in (1) and (2) in terms of vocabulary?

Task 2. Look at the examples below and form the rule for A/AN and THE using the table below.

- My father is a lawyer.
- I've got a sister. Her name is Alice.
- I put an apple on the table. The apple was red.
- The best theater is situated in Moscow, Russia.
- My brother's flat is on the ninth floor.
- The Earth goes round the sun.
- The British Museum is situated in London, Great Britain.
- I usually wake up at 7 o'clock in the morning.
- We go to the cinema twice a month.

A/AN-RULE	A/AN-EXAMPLE	THE-RULE	THE-EXAMPLE

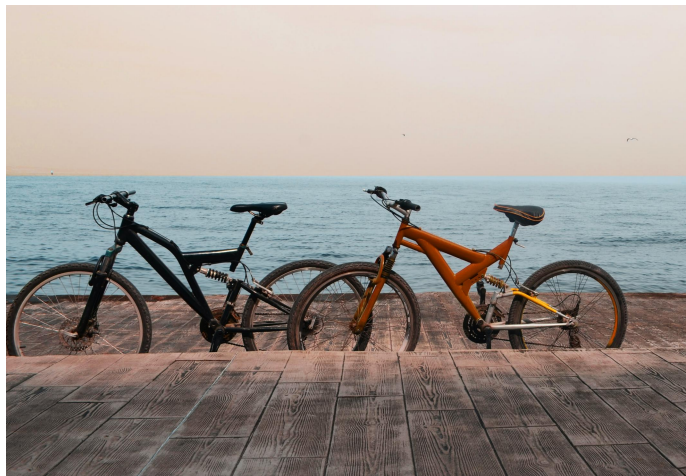
1.2. POSSESSIVE CASE



(1) This is my friend's house.

Task 1. Look at sentence (1) and answer the questions below.

- 1) Do you know who has got this house?
- 2) Who has got the house?
- 3) Do you have this house?



(2) These are my brothers' bikes.

Task 2. Look at sentences (1), (2) and form models for the possessive case. Use the following signs: subject - S, object - O, verb - V, apostrophe - '.

- (1) Singular: S + _____ + _____ + _____ .
- (2) Plural: S + _____ + _____ + _____ .

Task 3. Fill in the gaps.

- 1) This is my _____ (sister / bike).
- 2) These are my _____ (mom / gloves).
- 3) These are my _____ (cousins / toys).
- 4) It's my _____ (uncle / dog).
- 5) They are my _____ (friends / bags).

Task 4. Complete the sentences forming the possessive case.

This		my	cousins	toy
These	is	her	brothers	bag
That	are	his	sister	posters
Those		our	friends	homework
It		their	uncle	umbrella
They			mom	cousins
			aunt	sister
			dad	shoes

For example: These are my cousin's shoes.

Task 5. Work in two groups. Look at the picture below and form as many 'possessive' phrases as you can. You'll have 5 minutes. Say the phrases in turns. The winner is the one who says the last phrase of all.



Use the words below:

*a lap top
 a pencil
 a board
 jeans
 a shirt
 a watch
 a notebook
 glasses
 a smartphone
 a T-shirt
 hair
 a pen*

For example: I see the girl's Post-It notes.

UNIT 2. UNIVERSITY LIFE

SELF-ASSESSMENT QUESTIONS:

- 1) *According to the text, how many levels of education do you know? Choose one and describe it following the plan: name of level; time it lasts; degree; kind of terminal examination; routine activities.*
- 2) *What similar in the routine of university life and of the school can you find? Why? Give examples.*
- 3) *What facilities does Perm State Humanitarian Pedagogical University provide? Which of them do you use? Why (not)? What facilities would you like to have? Why?*
- 4) *How can one distinguish between countables and uncountables? What quantitative pronouns do they use to express different number and amount?*
- 5) *What meaning does 'a' add to 'little' / 'few'? Use them in sentences and explain the meaning.*
- 6) *What is the difference between 'will' and 'shall'? What meanings do they have? Give examples.*

1. Read the text about our university and draw a map of it. Show your map and give a talk about the university.

2. Think of your dream university. What does it look like? How many faculties are there? What are they? What facilities does it have? Tell about your dream university using different ways of expressing the future.

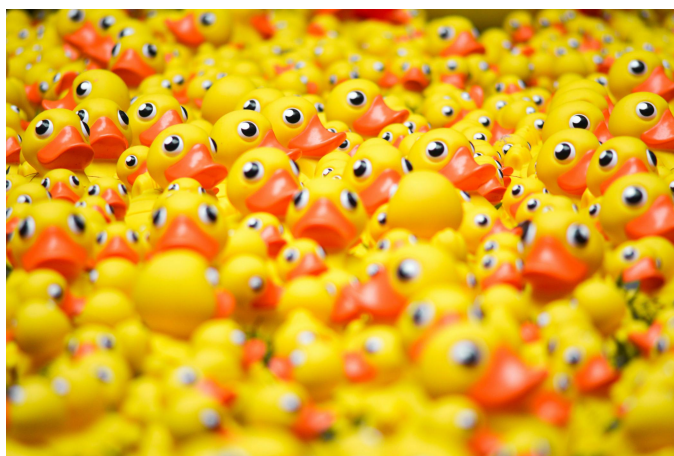
For example: My dream university will probably be settled on the Moon. It is likely to be an agricultural one...

3. Listen to the other students' reports on their dream universities and fill in the table. Make up the titles of the columns by yourself.

Name	_____	_____	_____	_____	_____
1.					
2.					
...					

GUIDED DISCOVERY. UNIT 2

2.1. COUNTABLES AND UNCOUNTABLES



Task 1. Read the sentences below and answer the questions:

- (1) *There isn't much space in my room.*
- (2) *Are there many ducks in the pond?*
- (3) *I'm busy now, I have little time.*
- (4) *What a poor thing! She's got few friends only.*
- (5) *He's lucky enough, he's got a few faithful friends indeed!*

- a) What sentences point at objects and subjects one can count?
- b) What sentences tell about objects and subjects one cannot count?
- c) What helps to point at the large amount of something?
- d) What helps to point at the small amount of something?
- e) What is the role of the article in phrases 'little / a little', 'few / a few'?
Thranslate sentences (4) and (5) and explain the difference in the meanings.

Task 2. Fill in the gaps with 'much / many':

- 1. Do you drink _____ coffee?
- 2. I like reading. I read _____ books.
- 3. We have _____ English lessons this year.
- 4. I like this new teacher very _____
- 5. I can't remember _____ from this text.
- 6. Do you learn _____ new English words every day?
- 7. We haven't got _____ bread.
- 8. There isn't _____ salad in the fridge.
- 9. I can't spend _____ money on gadgets.

Task 3. Find and correct mistakes if any:

1. We didn't take many food with us.
2. There aren't much new subjects this year.
3. I haven't much free time today.
4. He doesn't do much written exercises every day.
5. We don't drink many coffee in our family.
6. There isn't much furniture in my room
7. There wasn't many happiness in his face.
8. Not many new ideas were discussed.
9. We won't have many lessons tomorrow.
10. I won't have much mistakes in this exercise.

Task 4. Fill in the gaps with (a) few, (a) little:

1. Unfortunately, I made _____ mistakes in the test.
2. We have only _____ tomatoes, but it should be enough for a salad.
3. I've got _____ time at the weekend. Would you like to meet?
4. In London I met _____ friends that I haven't seen for a long time.
5. There are very _____ books about art in this library.
6. There's _____ soup left, not enough for both of us.
7. Can you put _____ sugar in my lemonade, please? It's too sour.
8. I drink very _____ coffee because my doctor doesn't recommend it.

Task 5. Look at the pictures below and form 5 sentences about each of them using 'many/much/(a) few/(a) little'.

sofa, arm-chair, lamp, frame, book, sausage, milk, bread, salad, celery, mirror, typewriter, rug, vase, tomato, potato, cucumber, water, coffee-table, figure, chest, picture, egg, pasta, strawberry, pepper, vacuum-cleaner, drums, guitar, sauce, butter, pumpkin, butter, chair, desk, carpet, pillow, curtains, pork, beef, bacon, cream, sour book-case. cream, grapes.



Task 6. Think of the room / fridge of your dream / of a minimalist / on Mars / of a college professor / of a student. Make up 5 sentences.

2.2. PAST SIMPLE



(1) I went to London last summer.

Task 1. Look at sentence (1) and answer the questions below.

- 1) When was it?
- 2) Is the speaker in London now?
- 3) How much time did the speaker spend in London?

(2) My family didn't go to London with me.

(3) Did you go anywhere last summer?

Task 2. Look at sentences (1, 2, 3) and form models for the past simple tense.

“+” S + _____ .
“_” S + _____ + _____ + _____ .
“?” _____ + S + _____ ?

Task 3. Underline time markers suitable for the past simple tense.

every day, in 1996, at present, five days ago, now, yesterday, tomorrow, last evening, at the moment, next Saturday, this Saturday, still, last spring

Task 4. Look at the table below and form the pronunciation and spelling rules.

hate – hated	stop – stopped	carry – carried	enjoy – enjoyed

Task 5. Complete the sentences.

1. I _____ (enter) the university two months ago.
2. The first lecture I _____ (attend) was Psychology.
3. I _____ (have) a seminar yesterday.
4. We _____ (study) six days last week.
5. I _____ (go) to the library a week ago.
6. We _____ (carry out) an experiment at the last seminar.
7. I _____ (receive) a state grant last month.

Look at the sentences and mark them as true or false about you. Turn false sentences about you into true ones. Use the past simple tense.

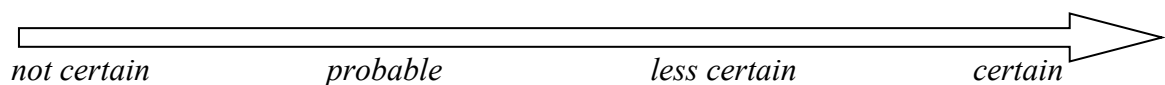
Task 6. Make up 3 sentences of your own - one of them should be false. Read to your partner and try to guess, which one is false. Use the past simple tense.

2.3. THE FUTURE (PREDICTIONS)



Task 1. Look at the sentences and position a number of a sentence on the probability line below.

- (1) I think he **will** go home to change his clothes.
- (2) He spilled the coffee. He **is going to** launder his jeans.
- (3) His smartphone **will probably** be repaired.
- (4) His friends **are probably going to** talk to him about his schedule for today.
- (5) His sister **may** pick him up.
- (6) His boss **could** give him some time off today.
- (7) He **is likely to** be late at the meeting this evening.



Task 2. Look at the sentences in Task 1 and fill in the gaps in the models below.

- (1) S + _____ + V.
- (2) _____ + _____ + V.
- (3) _____ + _____ + probably + _____.
- (4) _____ + _____ + probably + _____ + V.
- (5) _____ + _____ + V.
- (6) S + _____ + _____.
- (7) _____ + _____ + _____.

Task 3. Look at the pictures below and make up as many sentences as you can. Use the models from Task 2.



Read the sentences about each picture separately in groups. The winner is the group that says the last sentence of all.

UNIT 3. EDUCATION IN THE UNITED KINGDOM

SELF-ASSESSMENT QUESTIONS:

1) *According to the text, how many educational stages in the UK do you know? Choose one and describe it.*

2) *What examination do students pass to enter the university in the UK? In Russia?*

3) *What is the difference between further education in the UK and in Russia (use the table below to compare):*

Country	Time it lasts	Entrance exams	Routine	Other (if needed)
FE in the UK				
FE in Russia				

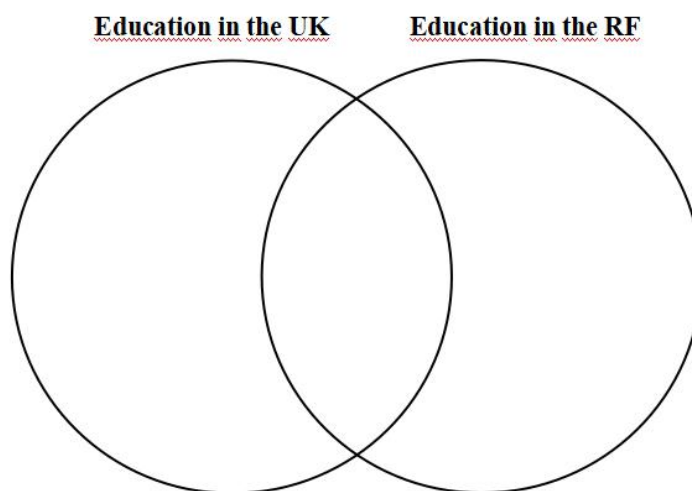
4) *What is the National Curriculum? Why do teachers and students need it?*

5) *What word formation strategies do you know? Do they look the same as in the Russian language? Why? Give examples.*

6) *Why should one use the present continuous tense? How do they form it?*

7) *Choose one of the indefinite pronouns' set (SOME, ANY, NO, EVERY), form all the possible options and use them in sentences. Explain the meanings.*

1. Compare the British educational system to the Russian one. Use the Venn diagram below as an example.



2. Match the word formation strategy to the example. Explain the strategy and find more examples in Unit 3.

science - scientist
divide - subdivide
a delegate - to delegate

adding a prefix
 conversion (zero derivation)
 adding a suffix

3. Match the beginnings to the endings of the words. Then use them in sentences.

mis- sub- post- -or -er -ment	research, graduate, understanding, develop, instruct, divide
--	---

4. Match the parts of the phrases below. Use them in sentences.

- | | |
|------------------------------|---------------------|
| 1. compulsory | a. level of English |
| 2. intermediate | b. jobs into |
| 3. to conduct | c. scientist |
| 4. to subdivide | d. school education |
| 5. to be in charge of | e. education |
| 6. an outstanding | f. teacher |
| 7. to make a contribution to | g. entrance |
| 8. an experienced | h. a research |
| 9. free | I. the project |

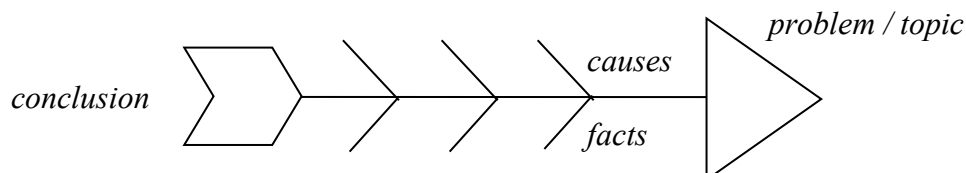
5. Work in pairs. Roll the dice. Speak on the topic. You'll have 2 minutes.



Jobs	PSHPU	School	Family	UK educational system	Science
------	-------	--------	--------	-----------------------------	---------

6. Make a fishbone chart about one of the topics below.

- a) *Further education meets great perspectives in the near future in Russia.*
- b) *Higher education needs a booster.*
- c) *My job choice depends on many reasons.*
- d) *Schools will be completely different in the near future.*



7. Read the chat below and fill in the gaps with the correct form of the verb 'to be'.

- a) - Hi, Nick, _____ you going with us tomorrow?
- Hey, Chris, sure! _____ Sarah going, too?
- No, pal, she _____ visiting her sister in another city...
- Bad news... Whenever, count on me. I _____ planning a lot of fun!!

- b) - Sasha, _____ you seeng granny next month?
- Yes, I _____ arriving on Monday, July, 6.
- _____ anybody picking you up?
- No, I _____ going to take a cab.
- Hopefully, granny _____ waiting for you!! You seem to _____ having fun together! Take care of her!!

Choose one chat and form a short text based on it. Use the continuous tenses.

GUIDED DISCOVERY. UNIT 3

3.1. PRESENT CONTINUOUS



(1) They are making a tuna salad now.

Task 1. Look at sentence (1) and answer the questions below.

- 1) How many people are doing this action?
- 2) When are they doing it?
- 3) Do they do it every day?

(2) A girl isn't looking at the man at the moment.

(3) Is the man having fun now?

Task 2. Look at sentences (1, 2, 3) and form models for the present continuous tense.

“+” S + _____ + _____ .
“_” S + _____ + _____ + _____ .
“?” _____ + S + _____ ?

Task 3. Underline time markers suitable for the present continuous tense .

every day, at present, five days ago, now, tonight, tomorrow, this evening, at the moment, next Saturday, this Saturday, still, last spring

Task 4. Look at the table below and form the spelling rules.

write – writing	sit – sitting	travel – travelling	lie – lying

Task 5. Referring to personal arrangements: fill in your personal schedule for this month and tell your partner about your arrangements using the present continuous tense.

For example: I'm seeing my dentist on December, 11.

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i> <i>DENTIST!</i>	<i>12</i>	<i>13</i>
<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>
<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>
<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>			

UNIT 4. ENGLISH-SPEAKING COUNTRIES

SELF-ASSESSMENT QUESTIONS:

Part 1

- 1) *What countries does the United Kingdom of Great Britain and Northern Ireland border (by land / by water)?*
- 2) *What water sources in the UK do you know? Choose one and describe it following the plan: name of source; its location; famous settlements nearby; legends about this water source (if any).*
- 3) *What is the difference between the UK and Great Britain?*
- 4) *Do all the people in the UK speak English only? Why?*
- 5) *Choose one country from the UK and describe it following the plan: its name; capital; languages spoken; nature; urban lifestyle; culture.*
- 6) *Think of two situations when you use comparatives / superlatives. How do they form them? Give examples.*

Part 2

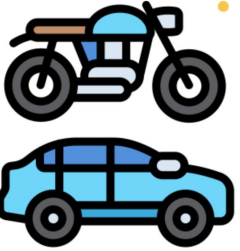
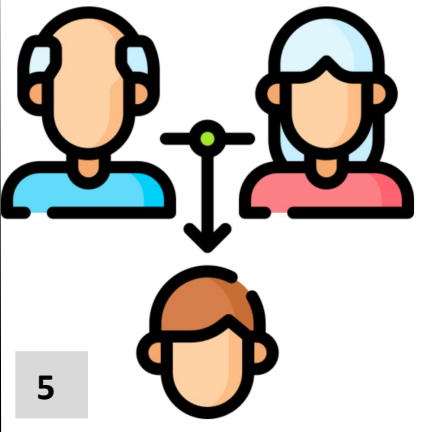
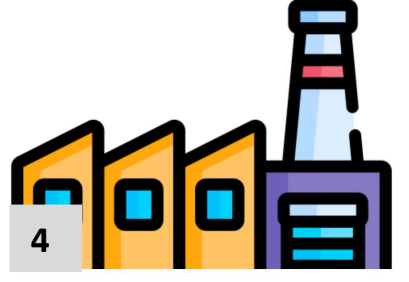
- 7) *What is the difference between the monarch's and the Parliament's role in the state?*
- 8) *Why can one say that the UK is a highly developed country?*
- 9) *Choose one famous Briton contributed to the science and make a report about him (15-17 phrases).*
- 10) *What tense do they use to speak about one action happened before another action in the past? How do they form it? Use it in a sentence and explain the meaning.*
- 11) *What is the difference between the past simple tense and the present perfect tense? Give examples.*
- 12) *What tense do they use to speak about the events which are likely to happen at a certain time in the future? How do they form it? Use it in a sentence and explain the meaning.*
- 13) *Why do they use passives in newspapers? How do they form it? Use it in a sentence and explain the meaning.*

1. Look at the map of the UK and mark the sentences below as true or false.

- 1) Snowdon is the highest mountain in Wales.
- 2) The UK is washed by four seas.
- 3) The English Channel separates England from Northern Ireland.
- 4) London is situated to the north-east of the country.
- 5) Ireland is not a part of the UK.
- 6) Great Britain includes Northern Ireland.
- 7) The UK has a land border with France.
- 8) The Atlantic Ocean is situated to the west of Scotland.
- 9) Oxford is situated to the south of Manchester.

2. Work in pairs. Read the text about the UK and make up another three sentences about the UK - one should be false. Share your ideas to the partner. Try to guess the false one.

3. Match the words to the pictures. Form sentences about the UK and Russia using these words.

 1	 2	TO VOTE VEHICLES HEREDITARY MANUFACTURE MAJORITY
 3	 5	
 4		

4. Work in groups. Read the facts about the UK and try to explain why it is so. Use the prompts below if needed.



FACT 1. Queen Elizabeth II had two birthday dates: April, 21 and June, 12. Guess why. **This tradition traces down to King George II (10, November 1683 - October 25, 1760). Besides, June, 12 is also celebrated as the Trooping the Colour in the UK (a special military parade).*

FACT 2. King Charles III never goes by the same transport with his son Prince William. Guess why. **By the way, Queen Elizabeth II would never do the same with her son, Prince Charles.*

FACT 3. The modern English language performs different ways of calling the meat and the animal it was taken from. Guess why.

**Venison - circa 1300, from Old French venesoun “meat of large game”, especially deer or boar, also “a hunt”, from Latin venationem (nominative venatio), “a hunt, hunting, the chase”, also “game as the product of the hunt”.*



Animal	Meal
<i>a pig</i>	<i>pork</i>
<i>a lamb</i>	<i>mutton</i>
<i>a cow</i>	<i>beef</i>
<i>a deer</i>	<i>venison</i>

5. Compare two countries using the maps below. Form at least 10 sentences.

1. The USA _____ Australia.
2. The USA _____ Australia.
3. The USA _____ Australia.
4. Australia _____ the USA.
5. Australia _____ the USA.
6. Australia _____ the USA.
7. The USA _____ .
8. The USA _____ .
9. Australia _____ .
10. Australia _____ .



The United States of America



Australia

6. Find all the Participle II forms in the grid below. Match the infinitive form to the participle.

I	H	C	A	U	G	H	T	T	A	V	T
G	N	E	T	T	O	G	R	O	F	R	A
T	N	E	S	O	H	C	W	B	L	T	U
B	W	K	N	O	W	N	R	G	O	H	G
R	G	G	E	E	R	S	I	O	H	E	H
O	D	L	O	T	P	S	T	E	L	D	T
U	N	E	E	B	F	E	T	E	M	C	G
G	O	S	O	L	D	N	E	K	O	P	S
H	T	G	O	T	E	D	N	E	V	I	G
T	E	T	M	A	D	E	R	E	A	D	C
G	L	T	T	N	E	P	S	E	K	R	L
N	E	K	A	T	P	T	L	T	P	E	K

- | | |
|-------------------|-------------------|
| 1. GET - _____ | 11. WRITE - _____ |
| 2. CHOOSE - _____ | 12. SPEAK - _____ |
| 3. READ - _____ | 13. CATCH - _____ |
| 4. FORGET - _____ | 14. KEEP - _____ |
| 5. GIVE - _____ | 15. KNOW - _____ |
| 6. TAKE - _____ | 16. SPEND - _____ |
| 7. SELL - _____ | 17. BE - _____ |
| 8. BRING - _____ | 18. TELL - _____ |
| 9. TEACH - _____ | 19. LET - _____ |
| 10. MEET - _____ | 20. MAKE - _____ |

Form 4 sentences in the present perfect tense with the verbs from the grid.

GUIDED DISCOVERY. UNIT 4

4.1. PERFECT TENSES

Past Simple: She passed the exam *yesterday*.

Present Perfect: She has passed the exam *recently*.

Past Perfect: She had passed the exam *before she went* to a café.

Future Perfect: She will have passed the exam *by 5 o'clock tomorrow*.



Task 1. Look at the picture above and guess the position of the tenses on the timeline. Then answer the following questions:

1. Which sentence exposes the action done before another action in the past?
2. Which sentence focuses on the result of an action?
3. Which sentence means the singular action in the past?
4. Which sentence expresses the action which is going to be done in the future?

Task 2. Form the models for the perfect tenses. Use examples from Task 1. Use the signs from the box.

TO HAVE, V3, S, NOT

+ _____ .
- _____ .
? _____ .

Task 3. Play a Naughts&Crosses game! Answer the questions below in turns, following the aim to cross the line of the questions vertically, horizontally or diagonally. Talk for 1 minute of more.

<i>Have you ever been to another city? Which one? Was it fun?</i>	<i>Have you ever tried a really spicy dish? What did it feel like?</i>	<i>Have you read a novel this year? What was it about?</i>
<i>Have you visited all the buildings in the university? Why?</i>	<i>Have you watched a series this month? How did you like it?</i>	<i>Have you ever talked to a celebrity? (Would you like to do it?)</i>
<i>Have you ever seen a waterfall? Do you like travelling at all?</i>	<i>Have you ever been at a live concert? What was the most impressive?</i>	<i>Have you decided on your future career yet? How do you find it?</i>

Task 4. Work in pairs. Roll the dice. Form sentences using the perfect tenses.



since 2022	for two months	before	by 2027	this week	yet
<i>receive</i>	<i>hold</i>	<i>try</i>	<i>learn</i>	<i>visit</i>	<i>have</i>

For example: I've received tons of spam e-mails since 2022.

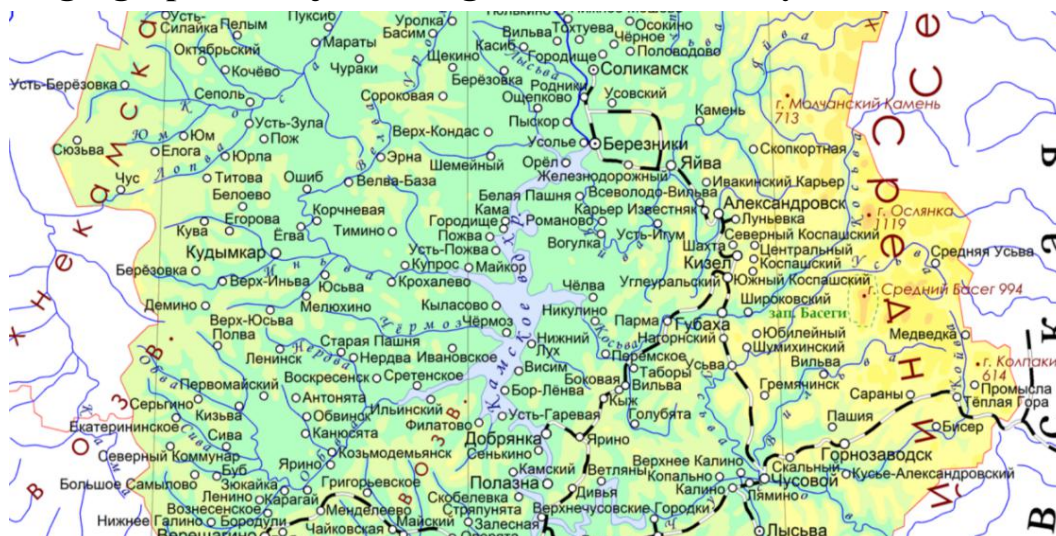
4.2. ARTICLES WITH GEOGRAPHICAL NAMES



Task 1. Fill in the gaps forming the rules.

RULE	EXAMPLE	RULE	EXAMPLE
	the Atlantic ocean, the Baltic sea		India
	the Kama		Perm
	the Sahara		Lake Geneva
	the Canary islands		California
	the Urals		Bali
	the Russian Federation		Asia
	to the north of		Mount Everest

Task 2. Look at the map of the Perm region, name 3 geographical objects using articles if necessary.



4.3. COMPARATIVES & SUPERLATIVES

Task 1. Play a Jeopardy game! Form questions to the words / phrases from the cloud below.



For example: What article do we use with the superlative form? - 'The.'

Task 2. Form as many sentences with comparatives and superlatives as you can answering the question by L. Carroll's Hatter:

'WHAT IS A RAVEN LIKE A WRITING DESK?'

Read the sentences in turns. The winner is the one who says the last phrase of all.

UNIT 5. MY FUTURE PROFESSION

SELF-ASSESSMENT QUESTIONS:

- 1) *What skills does the teaching profession require?*
- 2) *What advantages of the teaching profession among the others can you name (three or more)?*
- 3) *Do you agree with the statements in Task 2 in the student's book? Choose one and explain.*
- 4) *How do they form and use phrasals in the English language? Does the Russian language include phrasals? Give examples.*
- 5) *What modals do they use for permission / physical ability / necessity / obligation? Can they use one modal for different purposes? Give examples.*
- 6) *What is the difference between Complex Object and Complex Subject? Give examples.*
- 7) *Use Gerund in a sentence and explain its meaning.*

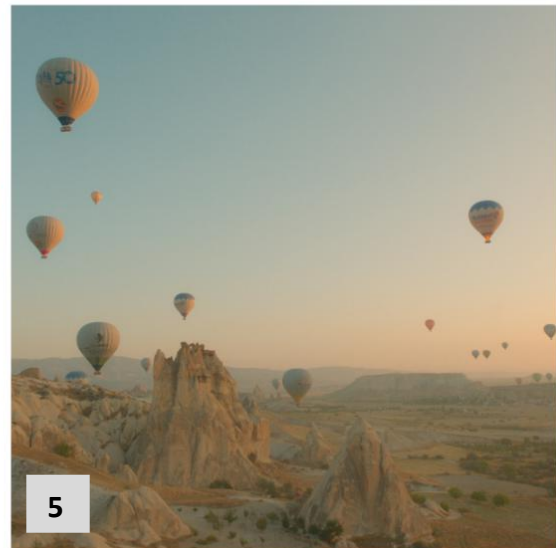
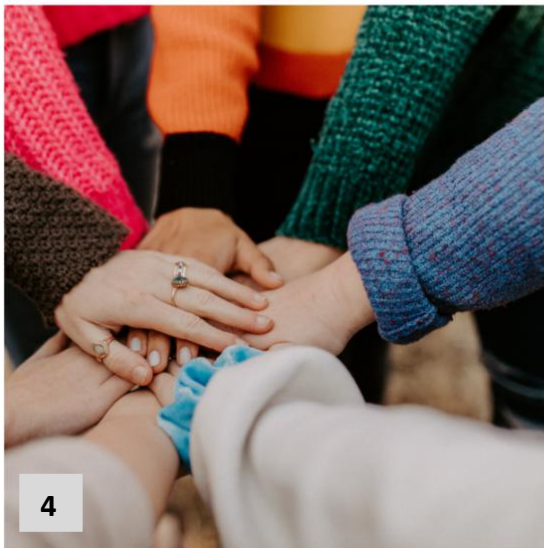
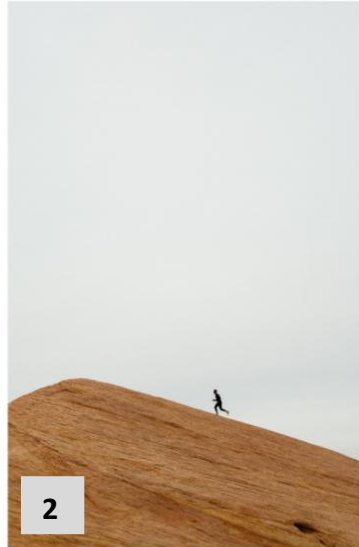
1. Read a cinquain below and guess its structure. Make up a cinquain about teachers as in the example.

Teaching.
Flexible, calm.
Bringing up, considering, dealing with.
To teach means to learn explicitly.
Open your heart.

2. Choose one quotation about teaching and make up a list of three pros & cons. Look at the disadvantages you came up with and discuss in pairs the solutions that may help teachers to overcome those disadvantages.

3. Debates. Brainstorm in groups similarities and differences of teaching and learning processes. Think of arguments to both of them. Choose the order of speakers and make an introduction to both 'teaching' and 'learning speech'. Be ready to find counter-arguments to your opponent's speech. Participate in debates.

4. Match the pictures 1-5 to the paragraphs of the text "Teaching as a profession". Retell the paragraphs using the pictures.



**5. Think of future professions linked to the educational process.
Explain it using the plan below:**

- name of the profession;

- main skills;

- description of the working routine;

- advantages & disadvantages of this profession;

- possible links to other professions in the educational environment.

GUIDED DISCOVERY. UNIT 5.

5.1. MODALS



- (1) Sophia can play football very well.*
- (2) But she should visit her granny today.*
- (3) So, she may go to the stadium or to her granny's house.*
- (4) Sophia must choose her grandmother because she is ill and feels lonely.*
- (5) Well, although Sophia has to support her team, she chooses her family.*
- (6) She cannot betray her grandmother.*

Task 1. Answer the questions below.

- 1) What modals express one's personal feelings and actions?
- 2) What modals convey the social obligation?
- 3) What modals point at the possibility of doing something?
- 4) What do you use after the following modals: to-infinitive or bare infinitive?

a) be able	<i>to do</i>
b) can / cannot	_____
c) have	_____
d) may	_____
e) must	_____
f) need	_____
g) ought	_____
h) should	_____

Task 2. Fill in the gaps.

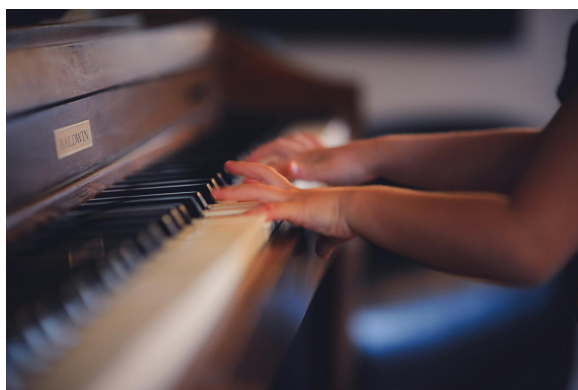
- 1) Teachers _____ (to) be polite to their students.
- 2) Teachers _____ (to) use their smartphones at the lessons.
- 3) Students _____ (to) be rude to the teachers and other students.
- 4) Teachers _____ (to) use brand-new gadgets at classes in the near future.
- 5) Students _____ (to) have good teachers to be honest and strong in their future lives.
- 6) _____ .
- 7) _____ .

Mark the sentences as true or false from your point of view. Form 3 more sentences about teachers and students using the modals.

Task 3. Look at the pictures below and form sentences to each of them using the modals given.

		
1. SHOULD	2. MAY	3. CANNOT
		
4. HAVE TO	5. NEED	6. MUST

5.2. INFINITIVES



- (1) *We heard someone play the piano.*
 (2) *We wished him to play for us.*
 (3) *The piece was believed to be listened by a teacher.*
 (4) *I want him to play at my wedding party.*

Task 1. Read the sentences above and answer the following questions.

- 1) How many persons who act can you find in sentences (1) and (2)?
- 2) When does the action happen in sentence (1)?
- 3) Underline the words in sentences according to their role in the phrase:
 _____ , _____ , _____ , ^^^^ , _ . _ . _ . _ . _ .

Task 2. Look at the sentence models and form the same phrases. Underline if the sentence contains the Complex Object (CO) or the Complex Subject (CS).

1. _____ ^^^^ . (CO / CS)
2. _____ . (CO / CS)
3. _____ . (CO / CS)
4. _____ . (CO / CS)

Task 3. Read the text from Exercise 6 in your student's book and form the sentences with the Complex Object using the phrases below:

People intend teachers to _____ .
Society means teaching to be _____ .
Parents desire their children to _____ .
Students want their teachers to _____ .

Task 4. Look at the pictures below and form 2 Complex Object and 2 Complex Subject sentences about them.



Task 5. Write a motivational essay to apply for a Master's degree. Use the prompts below:

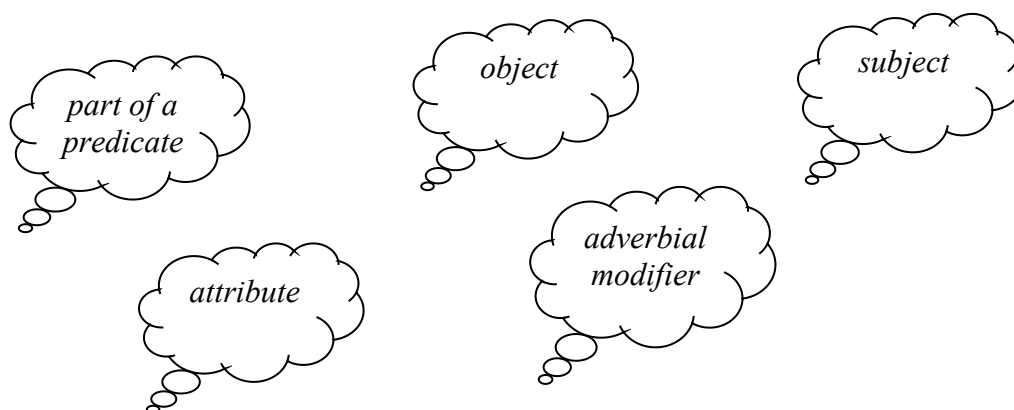
- 1) Research the educational institution to which you are applying.*
- 2) Be creative. You want the first paragraph of your motivation essay to keep the readers guessing the end. You can include a mysterious story about your motivations and leave the culmination until the end.*
- 3) Get personal in your motivational essay.*
- 4) Get right to the point. Explain in simple terms what you are looking for and what you have to offer.*
- 5) Clearly explain your motivation.*
- 6) Share your professional goals.*
- 7) Give examples to your statements.*

5.3.PARTICIPLE & GERUND



- (1) **Teaching** is my profession. _____
- (2) **Teaching** children I learn a lot. _____
- (3) **Having taught** for 10 years, I'm **considering** a year vacation. _____
- (4) **Having been taught** for a year, my students are **considering** a holiday. _____
- (5) We enjoy **considering** our leisure activities together. _____
- (6) I remember **having considered** my trip to Vietnam. _____

Task 1. Look at the words in bold in sentences (1) - (6) and group them according to the role in the sentence:



Task 2. Mark sentences (1) - (6) as gerunds (G) or participles (P).

Task 3. Read the definitions below and guess which of them is about participles, and which one - about gerunds.

1) a noun made from the form of a verb that ends with -ing, for example 'fishing' in 'John loves fishing.' - _____.

2) the form of a verb that usually ends with '-ed' or '-ing' and is used in some verb tenses or as an adjective. _____.

Task 4. Read the text “The role of play at the lesson” and form 2 sentences with gerunds and 2 sentences with participles about it.

Task 5. Look at the picture below. What associations for you, according to the topic of the unit, do you have? Finish the picture, and make up a speech about you and your teaching career.



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Учебное издание

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**ENGLISH FOR BACHELOR STUDENTS.
CONDUCTING FUNCTIONAL LITERACY =**

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Дизайн обложки Д.Г. Григорьев

ИБ № 40/23

Подписано в печать 27.11.2023. Формат 60 х 90 1/16
Бумага ВХИ. Набор компьютерный. Печать на ризографе
Усл. печ. л. 1, 6. Уч.-изд. л. 1,2
Тираж 100 экз. Заказ № _____

Редакционно-издательский отдел
Пермского государственного гуманитарно-педагогического
университета
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Отпечатано с готового оригинал-макета
в ООО «АСТЕР-ДИДЖИТАЛ»
614990, г. Пермь, ул. Пермская, 46
тел. +7 (342) 206-06-86
<http://www.aster.print.ru>