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Projektas: UŽSIENIO KALBOS IR DALYKO SINERGIJA, Nr. VP1-2.2-ŠMM-05-K-02-025

# DALYKINĖS UŽSIENIO KALBOS (ANGLŲ, VOKIEČIŲ IR PRANCŪZŲ) KOMPETENCIJOS TOBULINIMAS

Mokomoji knyga

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## **Įvadas**

Šią mokomąją knygą sudaro trys pagrindinės dalys – **anglų, prancūzų ir vokiečių dalykinės kalbos pristatymas.** Kiekviena iš pagrindinių dalių susikirstyta į atskirus skyrius pagal mokomąjį dalyką. Skyriuose besimokantieji ras specifinius tematinius glosarijus, žodžiai pateikiami su lietuviškais atitikmenymis, etimologinėmis pastabomis, apibrėžimais. Taip pat siūloma įvairių kontekstualizuotų dalykinės kalbinės kompetencijos tobulinimui skirtų pratimų. Ypatingas dėmesys skiriamas pragmatinės ir sociolingvstinės *kompetencijų* plėtojimui. Anglų kalbai, kaip dažniausiai pasirenkamai IDUKM pamokos kalbai, tenka atskiras skyrius, kuriame išsamiai pateikiamas svarbiausios pamokos vedimo, bendravimo pamokoje su moksleiviais, užduočių teikimo frazės ir formuluotės anglų ir lietuvių kalbomis. Paskutinis skyrius anglų kalbos dalyje koncentruojasi ties pragmatinės kompetencijos teksto kūrimo gebėjimų ugdymu. Nors esė pavyzdžiai atspindintys įvairių mokslo sričių tematiką yra pateikti anglų kalba, detalūs teoriniai pastebėjimai pateikiami anglų ir lietuvių kalbomis. Tad šis skyrius bus naudingas ne tik anglų kalbą, bet ir kitas kalbas į nekalbinius dalykus integruojantiems mokytojams dalykininkams. Knygos prieduose besimokantieji ras papildomų iliustruotų dalyko leksikos ir terminologijos pateikčių trimis kalbomis. Tai suteiks galimybę parengti užduočių dalyko leksikos, terminijos, sąvokų bei jų apibūdinimų palyginimui gimtają ir užsienio kalba.

**Tikslas** - Tobulinti mokytojų dalykinę leksiką užsienio kalba ir plėtoti terminologijos vartojimo gebėjimus; tobulinti mokytojų dalyko pamokos parengimo, pravedimo, apibendrinimo užsienio kalba produkcinės veiklos (raštu ir žodžiu) bei recepcinės veiklos (skaitymo ir klausymo) gebėjimus.

### **📘 Išstudijavę šioje mokomojoje medžiagoje pateiktą turinį gebėsite:**

- vartoti dalykinę leksiką ir terminologiją anglų, vokiečių arba prancūzų kalba, taikant IDUKM;
- parengti specifinio dalyko terminologijos ir sąvokų glosarijų, būdingų žodžių junginių sąrašus;
- aprašyti ir komentuoti statistinius duomenis, apibūdinti problematiką, bei analizuoti autentiškus tekstus socialinių, humanitarinių arba fizinių mokslų tematika;

- *pasirengti dalyko pamokai bei ją pravesti ir apibendrinti, pateikti moksleiviams užduotis bei klausimus, įtraukti moksleivius į mokymo/si procesą ir apibendrinti užsienio kalba;*
- *surasti tarpdisciplininius ryšius ir juos naudoti dalyko pamokoje, taikant IDUKM;*
- *integruoti autentiškų šaltinių tekstus į socialinių, humanitarinių arba fizinių mokslų srities IDUKM pamokas.*

Knygos autoriai tikisi, kad ši knyga taps reikšmingu metodinės informacijos šaltiniu mokytojams, siekiantiems mokytis ir tobulinti savo kvalifikaciją. Todėl autoriai malonai kviečia knygos skaitytojus pateikti įvairias pastabas ir rekomendacijas dėl knygos turinio, formos ar struktūros tobulinimo.

## **UŽSIENIO KALBOS IR DALYKO SINERGIJA**

Susidomėjimą integrnuotu dalyko ir kalbos mokymu Europos Komisija išreiškė jau 2004–2006 m. kalbų mokymosi ir įvairovės skatinimo veiksmų plane, pabrėždama, kad šiuo metodu siekiama plėtoti tiek mokomojo dalyko, tiek kalbos, kuria šio dalyko mokoma, žinias bei gebėjimus. 2001-2006 m. Lietuvoje pilotuoti du bandomieji projektai iniciavo pradines IDUKM įgyvendinimo gaires bei parodė, kad labiausiai IDUKM įdiegimui kliudo kvalifikotų mokytojų, kokybiškos mokymo medžiagos trūkumas, teisiniai apribojimai ir didelės šio mokymo metodo įgyvendinimo išlaidos. Be to, dar labai reikalingas pačių mokytojų, mokinų, mokyklos administracijos, mokinų tėvų ar globėjų švietimas apie IDUKM svarbą šiuolaikinėje ES mokymo/si erdvėje.

2011 m. – 2013 m. vykdomas Vytauto Didžiojo universiteto Užsienio kalbų centr koordinuojamas ES Struktūrinių fondų paramos projektas UŽSIENIO KALBOS IR DALYKO SINERGIJA, projekto kodas Nr. VP1-2.2-ŠMM-05-K-02-025, finansuojamas iš 2007–2013 m. Žmogiškųjų išteklių plėtros veiksmų programos 2 prioriteto „Mokymasis visą gyvenimą“ pagal priemonę „Kalbų mokymo, verslumo ugdymo ir inovatyvių švietimo metodų kūrimas ir diegimas“. Šis projektas suteikė galimybę testi jau nuo 2001 m. Lietuvoje vykdomas iniciatyvas IDUKM (integruoto dalyko ir kalbos mokymo) įgyvendinimui Lietuvos bendrojo lavinimo mokyklose. Projekto metu 121 mokytojas iš Kauno, Alytaus ir Šiaulių bendrojo lavinimo mokyklų tobulina anglų, vokiečių arba prancūzų kalbos komunikacinę kompetenciją, ugdo dalyko leksikos užsienio kalba taikymo gebėjimus, kad galėtų sėkmingai atnaujinti ugdymo turinį bei įgyvendinti IDUKM, integruijant inovatyvias technologijas, mokymosi strategijas ir aktyviuosius metodus į dalyko mokymo/si procesą.

**Projekto koordinatorius: VDU Užsienio kalbų centras**

**Projekto partneriai:**

- *Alytaus profesinio rengimo centras,*
- *Kauno Jėzuitų gimnazija,*
- *Kauno pedagogų kvalifikacijos centras,*
- *Šiaulių Didždvario gimnazija,*
- *Šiaulių universitetas.*

**Tikslinė grupė:** **121** mokytojas iš Kauno, Alytaus ir Šiaulių bendrojo lavinimo mokyklų.

**Projekto tikslas:** atnaujinti bendrojo lavinimo mokyklų mokymo programų dėstymo metodus, taikant integruotą dalyko ir užsienio kalbos mokymą.

Įgyvendinlus projekto veiklas tikslinės grupės nariai dviem lygiais pagal Bendruosius Europos kalbų metmenis patobulins bendarinės (anglų, vokiečių arba prancūzų) kalbos komunikacinę kompetenciją, plėtos didaktinius integruoto kalbos ir dalyko mokymo gebėjimus, bei sustiprins **dalykinės (anglų, vokiečių arba prancūzų) kalbos kompetenciją** – pasrinktosios kalbos dalyko leksiką ir terminologiją, dalykui būdingus frazes ir kolokacijas, klasės pravedimo kalbines formuliuotes.

Projektas yra įdomus ir naudingas mokiniams, nes bus sukurtos netradicinės mokymosi aplinkos ir situacijos, kuriose jie taps aktyviais, kūrybingais ir motyvuotais mokymosi proceso dalyviais.



Projekto akimirkos: dalyvių darbas grupėse seminaro metu.

**Anglų kalba****Module 1: Classroom Language**** Išstudijavę šį skyrių gebėsite:**

1. **suformuluoti** ir užduoti klausimus, pateikti užduotis;
2. **organizuoti** klasės darbą, pasisveikinti, pradėti ir užbaigti pamokos veiklas, pereiti nuo vienos prie kitos veiklos, atsisveikinti;
3. **moderuoti** diskusijas, pritarti arba nepritarti pateiktai nuomonei, užduoti patikslinamajį klausimą;
4. **pasakyti** pastabą, pagyrimą, padrašinimą, paraginimą;
5. **vartoti** tinkamą kalbos stilių ir formas.

**Hurrying up the final activity – Paraginimas užbaigti paskutinę užduotį**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Just five minutes till the end of the class, so just two minutes more for the last activity.</i>	<i>Tik penkios minutės iki pamokos pabaigos, taigi jau tik dvi minutės paskutinei užduočiai.</i>
<i>Just finish that sentence/ exercise/ paragraph/ question and then put your pens down.</i>	<i>Pabaikite tą sakini/pratimą/paragrafą/ klausimą ir padékite rašiklius.</i>

**Packing up/ Finishing the last activity – Užbaigimas**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Okay, time up. Close down all the programmes but don't turn the computers off".</i>	<i>Gerai, laikas baigési. Uždarykite visas programas, bet neišjunkite kompiuterių.</i>
<i>Put your books away</i>	<i>Pasidékite knygas.</i>
<i>Pack your things away</i>	<i>Susidékite daiktus.</i>
<i>You may pack away now</i>	<i>Galite susidéti daiktus.</i>

**Tidying up/ Putting the room back in order – Susitvarkymas**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Can you make sure you clear your desks/ put all your rubbish in the bin as you leave?</i>	<i>Nepamirškite susitvarkyti suolų. / Išeidami nepalikite šiukslių.</i>
<i>Can the last person to leave please turn off the lights and shut the door.</i>	<i>Prašau paskutinį, kuris išeis, išjungti šviesą ir uždaryti duris.</i>

<i>Can you go back to your original places/ put your chairs and desks back where they were?</i>	<i>Prašau, sugržkite į savo vietas/ sustatykite savo kėdes ir suolus kaip buvo.</i>
<i>Can you put all the chairs and tables back into their original places?</i>	<i>Ar galėtumėt sustatyti kėdes ir stalus į vietą?</i>
<i>Make sure you haven't forgotten anything.</i>	<i>Apžiūrėkite, ar nieko nepamiršote.</i>
<i>Whose</i> <ul style="list-style-type: none"> <li>• <i>book/</i></li> <li>• <i>eraser/</i></li> <li>• <i>ruler/</i></li> <li>• <i>dictionary/</i></li> <li>• <i>pencil case/</i></li> <li>• <i>coat/</i></li> <li>• <i>cap/</i></li> <li>• <i>scarf is this?</i></li> </ul>	<i>Kieno</i> <ul style="list-style-type: none"> <li>• <i>knyga/</i></li> <li>• <i>trintukas/</i></li> <li>• <i>liniuotė/</i></li> <li>• <i>žodynas/</i></li> <li>• <i>pieštukinė/</i></li> <li>• <i>paltas/</i></li> <li>• <i>kepurė/</i></li> <li>• <i>šalikas?</i></li> </ul>
<i>Has someone forgotten/left a...?</i>	<i>Kieno kas pamiršo ...?</i>

**Not time to stop yet – Dar ne laikas baigti**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>The bell hasn't gone yet.</i>	<i>Skambučio dar nebuvo.</i>
<i>I don't remember hearing the bell.</i>	<i>Neatsimenu, kad būčiau girdėjės/usi skambutį.</i>
<i>There are still two minutes to go./ We still have a couple of minutes left.</i>	<i>Mes dar turime dvi minutes/keletą minučių.</i>
<i>The lesson doesn't finish till five past</i>	<i>Pamoka baigiasi penkios minutės po.</i>
<i>Your watch must be fast.</i>	<i>Jūsų laikrodis skuba.</i>
<i>One more thing before you go.</i>	<i>Dar vienas dalykas prieš išeinant.</i>
<i>Wait a minute/ Hang on a moment/ Just hold on a moment/ Stay where you are for a moment/ Just a moment, please/ Just a sec/ Just a second/ Wait for it.</i>	<i>Palaukite minutę/Minutėlę/Dar trumpam užtrukite/ Sekundę/Palaukite, prašau.</i>
<i>(Go) back to your places/ Where are you going?/ Where do you think you are going?/</i>	<i>Grįžkite į vietas/ Kur einate?/ Kur susiruošėte?</i>
<i>As we still have a couple of minutes left, we'll...</i>	<i>Kadangi dar turime kelias minutes, mes...</i>
<i>You can't go until you all...</i>	<i>Negalite eiti kol...</i>
<i>Why are you packing your bags already?</i>	<i>Kodėl jūs jau kraunatės daiktus?</i>
<i>Patience!</i>	<i>Kantrybės!</i>

### Nearly time to stop – Beveik laikas baigtி

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Five minutes to the end of the test.</i>	<i>Penkios minutės iki testo pabaigos.</i>
<i>If anyone has finished early you can leave.</i>	<i>Jei kas nors baigėte, galite eiti.</i>
<i>Please sit quietly until everyone has finished.</i>	<i>Sédékite tyliai, kol visi pabaigs.</i>
<i>Okay, just one more time and that's it.</i>	<i>Gerai, dar vieną kartą ir viskas.</i>
<i>Okay, (this is the) last time.</i>	<i>Gerai, (čia) paskutinis kartas.</i>
<i>Before we go, we just have to..."</i>	<i>Prieš išeinant mums reikia...</i>
<i>That's the bell already</i>	<i>Jau skambutis.</i>
<i>Is it that time already?</i>	<i>Jau laikas?</i>
<i>Before you go, we have to...</i>	<i>Prieš jums išeinant, mums reikia.</i>
<i>It'll only take a minute".</i>	<i>Užtruksime tik minutę.</i>
<i>We don't have time to do the whole thing, so we'll just do this exercise/section and then stop.</i>	<i>Mums neužteks laiko atliliki viską, todėl padarykite tik šį pratimą/šią dalį ir baikite.</i>

### Time to stop – Laikas baigtி

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>That's all for today</i>	<i>Šiandien viskas</i>
<i>We've run out of time</i>	<i>Laikas baigėsi</i>
<i>Is that the bell I hear?</i>	<i>Jau skambutis?</i>
<i>Well, you can all stay here and carry on speaking if you like...</i>	<i>Ką gi, galite čia pasilikti ir kalbėtis toliau, jei norite...</i>
<i>It's almost time to stop.</i>	<i>Jau beveik laikas baigtி.</i>
<i>I'm afraid it's time to finish now.</i>	<i>Gaila, bet jau laikas baigtி.</i>
<i>We'll have to stop there.</i>	<i>Čia ir baigsim.</i>
<i>There's the bell. It's time to stop.</i>	<i>Jau skambutis. Laikas baigtி.</i>
<i>That's all for today. You can go now."</i>	<i>Šiandien viskas. Galite eiti.</i>
<i>The other class are waiting to get in, so we'd better make a move.</i>	<i>Jau kiti nori užeiti, taigi – judam.</i>
<i>It's break time/ Let's take a break (Please be back at 10:45).</i>	<i>Pertrauka/ Padarykime pertrauką (Sugrižkite 10:45).</i>
<i>That is the end of the test.</i>	<i>Testas/kontrolinis baigėsi.</i>
<i>Pens and pencils down please.</i>	<i>Padékite rašiklius.</i>
<i>Make sure you have written your name on the front page.</i>	<i>Nepamirškite užrašyti vardo (ir pavardės) pirmame puslapyje.</i>
<i>I'll come round and collect the papers</i>	<i>Pereisiu ir surinksiu darbus</i>
<i>Please hand your papers in as you leave.</i>	<i>Prašau išeinant atiduoti darbus.</i>
<i>No speaking until all the papers are in, please.</i>	<i>Prašau nesikalbēti, kol visi neatiduos darbų.</i>

**Summarizing and reviewing the class – Klasės darbo apibendrinimas**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>You've done really well today.</i>	<i>Šiandien jūs tikrai gerai pasirodėte.</i>
<i>Let's go through what we've studied today one more time.</i>	<i>Taigi, dar kartą prisiminkime, ką šiandien išmokome.</i>
<i>Do you feel more confident about the test?"</i>	<i>Ar jaučiatės tvirčiau dėl testo?"</i>
<i>I think you'll find what we studied today really useful when</i> <ul style="list-style-type: none"> <li>• <i>you study abroad/</i></li> <li>• <i>use English at work/</i></li> <li>• <i>write essays, especially...</i></li> </ul>	<i>Manau, kad tai, ko šiandien išmokome, bus jums naudinga, jei</i> <ul style="list-style-type: none"> <li>• <i>studijuosite užsienyje/</i></li> <li>• <i>jūsų darbe reikės anglų kalbos/</i></li> <li>• <i>rašysite ese, ypač..."</i></li> </ul>

**Feedback on the lesson – Grįžtamasis ryšys**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Did you have fun today?</i>	<i>Ar šiandien buvo smagu?</i>
<i>What was your favourite part?</i>	<i>Kuri dalis jums patiko labiausiai?</i>
<i>Do you feel like you've improved?</i>	<i>Ar manote, kad patobulėjot?</i>
<i>Do you think that will be useful (when you go abroad/ in your work/ in your studies)?</i>	<i>Ar manote, kad tai bus naudinga (kai važiuosit į užsienj/ darbe/ besimokant)?</i>
<i>Do you need any more practice of that (or not)?</i>	<i>Ar jums dar reikia pasipraktikuoti?</i>

**Talking about the next lesson – Kalbant apie kitą pamoką**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>We'll do the rest of this chapter next time.</i>	<i>Ši skyrių pabaigsim kitą kartą.</i>
<i>We'll finish this exercise next lesson.</i>	<i>Ši pratimą pabaigsim kitą pamoką.</i>
<i>We've run out of time, so we'll continue next lesson.</i>	<i>Laikas baigėsi, taigi ptatęsim kitą pamoką.</i>
<i>Right, I think we have no more problems with ... now.</i>	<i>Ką gi, atrodo daugiau problemų dėl ... neturim.</i>
<i>Next week we will move onto...</i>	<i>Kitą savaitę pradėsim ...</i>
<i>Today's lesson was hard work, so we'll do something a little easier/ a bit more fun in the next class</i>	<i>Šiandien pamoka buvo sunki, taigi kita pamoką padarysim kai ką lengvesnio/smagesnio.</i>
<i>I was pleasantly surprised by how easy you all found that.</i>	<i>Buvau maloniai nustebinta/as, kad jums tai buvo taip lengva.</i>
<i>I'll have to think of something more difficult for next week!</i>	<i>Kitą savaitę reikės sugalvoti kažką sunkesnio!</i>
<i>So remember next week is a holiday. So I'll see you in two weeks</i>	<i>Nepamirškite, kad kitą savaitę atostogos. Taigi, pasimatysime po dviejų savaičių.</i>

<i>Oh yes, you're right, there's a holiday. In that case, I'll see you the week after next.</i>	Tikrai, jūs teisūs, bus atostogos. Pasimatysime po kitos savaitės.
<i>I'm away next week, so they'll be a cover teacher/ replacement teacher...</i>	Kitą savaitę manęs nebus, bet ateis pavaduojantis mokytojas..."
<i>We're finishing this lesson a little early/ late, so the next lesson will start at 9:35/...</i>	Šią pamoką bagiame kiek anksčiau/vėliau, todėl kitą pamoką pradésime 9:35/...
<i>Please don't be late for the second lesson.</i>	Prašau nevėluokite į kitą pamoką.
<i>Please apologise to your other teacher (for me making you late).</i>	Prašau atsiprašyti mokytojos/o, (kad jus užlaikiau).
<i>You'd better hurry to your next lesson.</i>	Paskubékite į kitą pamoką
<i>And that is the end of Unit 3</i>	Baigėmė 3 skyrių.
<i>Next week we'll do a little revision and start unit 4.</i>	Kitą savaitę šiek tiek tiek pakartosime ir pradésime 4 skyrių.

### **Homework, extra work, preparing for the next lesson, and self-study – Namų darbai, papildomas darbas, pasiruošimas kitai pamokai ir savarankiškas darbas**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>For homework please/ I'd like you to/ can you...</i>	Norėčiau, kad namų darbams jūs ...
<i>The same point comes up in your homework/ You'll feel a lot more confident about that when you've done your homework, which is...</i>	Toks klausimas bus ir jūsų namų darbe/ Pasijusit daug tvirčiau, kai padarysit namų darbus, kurie ...
<i>I'm going to give you one more chance to do the homework from last week, so anyone who's already done it can enjoy their free time.</i>	Leisu jums dar kartą atlikti praėjusios savaitėsnamš darbą. Tie, kurie jau padarėte, galėsite pasidžiaugti laisvu laiku.
<i>If you feel like you need more practice, you can do practice at home by...</i>	Jei jūs jaučiate, kad jums dar reikia praktikos, galite namuose padaryti...
<i>I think we all need some more practice of that, so for homework...</i>	Aš manau, kad mums visiems dar reikia pasipraktikuoti, todėlnamų darbams...
<i>This is your homework for tonight.</i>	Tai jūsų namų darbas šiam vakarui.
<i>Prepare the next chapter for Monday.</i>	Pirmadieniu paruoškite kitą skyrių.
<i>Don't forget your homework.</i>	Nepamirškite namų darbų.
<i>Take a worksheet as you leave.</i>	Prieš išeinant, pasiūmkite užduotį
<i>And the homework is... nothing!"</i>	O namų darbams ... nieko
<i>Do exercise 10 on page 23 for homework/ Your homework is exercise 10 on page 23/ The homework for tonight is exercise 10 on page 23.</i>	Namų darbams atlikite 10 pratimą 23 puslapyje/ „Jūsų namų darbas - 10 pratimas 23 puslapyje/ Namų darbas šiandienai - 10 pratimas 23 puslapyje.
<i>If anyone needs any extra practice, I</i>	Jei kam nors dar reikia praktikos, siūlau taip

<i>suggest doing exercise 11 and 12 as well.</i>	<i>pat atliki 11 ir 12 pratimus.</i>
<i>There is no homework tonight.</i>	<i>Šiam vakarui namų darbų neužduodu</i>
<i>I forgot to check the homework/ We didn't have time to check the homework, so we'll have to do that next time.</i>	<i>Pamiršau patikrinti namų darbą/ Mes neturėjom laiko patikrinti namų darbą, todėl padarysim tai kitą kartą.</i>
<i>As you have a long holiday/ a big test coming up, I'm going to give you a bit more homework than usual.</i>	<i>Kadangi atostogos bus ilgos/laukia rimtas kontrolinis, užduosiu truputį daugiau namų darbų nei paprastai.</i>
<i>So the homework is exercise A. And B. And C, D, E, F, G, H, I, J... Okay, I'm joking. Just exercises A and B.</i>	<i>Taigi, namų darbams pratimas A. Ir B. Ir C,D, E, F, G, H, I, J ... Gerai, gerai, juokauju. Tik pratimai A ir B.</i>
<i>The people who missed the beginning of the lesson/ the last lesson might also want to do...</i>	<i>Tie, kurie praleidot pamokos pradžia/ paskutinę pamoką taip pat turėtų...</i>
<i>Tonight/ before the next lesson/ before next week/ at the weekend, I'd like you to...</i>	<i>Norėčiau, kad šį vakarą/prieš kitą pamoką/savaitgalį jūs...</i>
<i>Remember the last piece of homework/ the last project? Well, I want you to do something like that/ something similar, but...</i>	<i>Prisimenate paskutinį namų darbą/ projektą? Taigi, norėčiau, kad padarytumėt kažką panašaus, bet...</i>
<i>This homework is a bit long/ difficult, so I'll give you till this time next week to finish it</i>	<i>Šis namų darbas kiek ilgokas/ sunkesnis, todėl aš leisiu jums jį pabaigti iki šio laiko kitą savaitę.</i>

**Final chit chat – Pokalbis pabaigai**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>What are your plans for the weekend?</i>	<i>Kokie jūsų planai savaitgaliui?</i>
<i>The weekend starts here!</i>	<i>Taigi, prasideda savaitgalis!</i>
<i>You'll all be wanting to get home to watch the big match</i>	<i>Jūs, aišku, visi norėsite namo pažiūrėti tas svarbias varžybas?</i>
<i>Does anyone know the weather forecast for tomorrow?</i>	<i>Gal kas nors žino orų prognozes rytdienai?</i>
<i>So apart from your homework what are your plans?</i>	<i>Taigi, be namų darbų, kokių dar turite planų?</i>

**Leave-taking – Atsisveikinimas**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Goodbye/ Bye/ Bye bye/ See you.</i>	<i>Iki/ iki pasimatymo.</i>
<i>See you later.</i>	<i>Iki/ Pasimatysim.</i>
<i>See you tomorrow.</i>	<i>Iki rytdienos.</i>
<i>See you next weekend.</i>	<i>Susitiksime kitą savaitgalį.</i>

<i>Goodbye, everyone.</i>	<i>Viso gero visiems.</i>
<i>See you next Wednesday.</i>	<i>Pasimatysim kitą trečiadienį.</i>
<i>See you tomorrow afternoon.</i>	<i>Pasimatysim ryt po pietų.</i>
<i>See you in room 7 after the break.</i>	<i>Po pertraukos susitiksime klasėje/kabinete Nr. 7.</i>

**Bendravomo frazės:**  
**mokytojas – moksleivis, moksleivis –moksleivis, moksleivis –mokytojas**

<b>Language</b>  <b>for TEACHER to STUDENT communication</b>	<b>Language</b>  <b>for STUDENT to STUDENT communication</b>	<b>Language</b>  <b>for STUDENT to TEACHER communication</b>
<i>Open your books at page ..., please.</i>	<i>It is my / your turn.</i>	<i>How do you say ... in English / French?</i>
<i>Sit down / Stand up, please.</i>	<i>Whose turn is it?</i>	<i>Can you repeat that, please?</i>
<i>Look at ..., please.</i>	<i>You start.</i>	<i>(I am sorry.) I do not understand.</i>
<i>Point to ..., please.</i>	<i>I'll start.</i>	<i>How do you spell it / that?</i>
<i>Work in pairs/ groups, please.</i>	<i>You get one point.</i>	<i>How do you pronounce it / that?</i>
<i>Change roles, please.</i>	<i>You're the winner.</i>	<i>What is the past simple form of ...?</i>
<i>What's this / that?</i>	<i>Throw the dice, please.</i>	<i>Can you write it on the board, please?</i>
<i>Spell ... for me, please?</i>	<i>Can you repeat that, please?</i>	<i>What should I do?</i>
<i>Come to the board, please.</i>	<i>Can you speak louder, please?</i>	<i>Which page is it on?</i>
<i>Write ..., please.</i>	<i>Colour it red/blue/... please.</i>	<i>What does this / that mean?</i>
<i>Sit there / here, please.</i>	<i>Draw a ..., please.</i>	<i>Can you help me / us, please?</i>
<i>Change places, please.</i>	<i>Can I help you?</i>	<i>Is this right / correct?</i>
<i>Colour it , please.</i>	<i>Thank you (very much). Excuse me.</i>	<i>[teacher's name] I can't hear you.</i>
<i>Draw a(n) ...,please.</i>	<i>Excuse me.</i>	<i>I'm sorry. I forgot my book(s).</i>
<i>Be quiet!</i>	<i>May I have ..., please?</i>	<i>I'm sorry I'm late.</i>
<i>Class, please say this sentence after me.</i>	<i>May I borrow your ..., please?</i>	<i>Thank you very much.</i>

**ANGLŲ KALBA****Module 2. Biology**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>	<b>Etimologija ir kitos pastabos</b>
<i>a bacterium</i>	Bakterija	plural "bacteria"
<i>a bladder</i>	Šlapimo pūslė	
<i>a blood vessel</i>	Kraujagyslė	
<i>a bone</i>	Kaulas	"to the bones" - to the essentials; to the minimum
<i>a cartilage</i>	Kremzlė	
<i>a cell</i>	Laštelė	
<i>a chlorophyll</i>	Chlorofilas	
<i>a chloroplast</i>	Chloroplastas	
<i>a chromosome</i>	Chromosoma	
<i>a circulatory system</i>	kraujotakos sistema	
<i>a colon</i>	gaubtinė žarna	from Greek "kólon" (large intestine)
<i>a cytoplasm</i>	Citoplazma	
<i>a diaphragm</i>	Diafragma	from Greek "dia-" (across) + "phrágma" (a fence)
<i>a digestive system</i>	virškinimo sistema	
<i>a fallopian tube</i>	Kiaušintakis	discovered by an Italian anatomist <i>Fallopia</i> s
<i>a gallbladder</i>	tulžies pūslė	
<i>a gene</i>	Genas	
<i>a genome</i>	Genomas	
<i>a genotype</i>	Genotipas	
<i>a heart</i>	Širdis	
<i>a hormone</i>	Hormonas	
<i>a hypothalamus</i>	hipotaliamas, pagumbris	coined in 1893 in German from Greek "hypo-" (under) + "thalamus" (part of the brain where a nerve emerges)
<i>a kidney</i>	Inkstas	
<i>a larynx</i>	Gerklos	
<i>a ligament</i>	raištis, ligamentas	
<i>a liver</i>	Kepenys	
<i>a lung</i>	Plautis	The baby cried <i>at the top of his lungs</i> . (The baby cried as loudly as possible.)
<i>a lymphatic system</i>	limfinė sistema	
<i>a lysosome</i>	Lizosoma	
<i>a mammal</i>	Žinduolis	via New Latin from Latin "mamma" (breast)
<i>a mammalian</i>	Žinduolių	
<i>a mammary gland</i>	pieno liauka	
<i>a membrane</i>	Membrana	
<i>a molecule</i>	Molekulė	

<i>a muscle</i>	raumuo	
<i>a nerve</i>	nervas	"an attack of nerves"; "to get on one's nerves"
<i>a nervous system</i>	nervų sistema	
<i>a node</i>	mazgas	
<i>a nucleoid</i>	nukleoidas	
<i>a nucleus</i>	branduolys	plural "nuclei"
<i>a pancreas</i>	kasa	
<i>a parathyroid</i>	prieskydinė liauka	
<i>a pharynx</i>	ryklė	
<i>a pineal gland</i>	kankorėžinė liauka	from Latin "pinea"- "pine cone"
<i>a pituitary gland</i>	hipofizis	
<i>a prostate</i>	prostata, priešinė liauka	
<i>a protein</i>	baltymas, proteinas	
<i>a rectum</i>	tiesioji žarna	
<i>a reproductive system</i>	dauginimosi sistema	
<i>a respiratory system</i>	kvėpavimo sistema	
<i>a reticulum</i>	tinklainis	
<i>a ribosome</i>	ribosoma	
<i>a salivary gland</i>	seilių liauka	
<i>a species</i>	rūšis, atmaina, veislė	plural "species"
<i>a spinal cord</i>	stuburo smegenys	
<i>a spleen</i>	blužnis	
<i>a stomach</i>	skrandis, pilvas	
<i>a tendon</i>	sausgyslė	
<i>a testis/a testicle</i>	séklidė	plural "testes"
<i>a thymus</i>	užkrūčio liauka	
<i>a thyroid</i>	skydliaukė	
<i>a tissue</i>	audinys	"connective tissue", "nerve tissue"
<i>a tonsil</i>	tonzilė, migdolas	
<i>a trachea</i>	trachēja	
<i>a ureter</i>	šlapimtakis	
<i>a urethra</i>	šlapė, uretra	
<i>a uterus</i>	gimda	in Sanscrit "udera" means "belly"
<i>a vessel</i>	kraujagyslė	
<i>an adrenal gland</i>	antinkstinė liauka	
<i>an amino acid</i>	amino rūgštis	
<i>an amoeba</i>	ameba	
<i>an anus</i>	išeinamoji/analinė anga	
<i>an endocrine gland</i>	endokrininė liauka	
<i>an endocrine system</i>	endokrininė sistema	
<i>an esophagus</i>	stemplė	plural "esophagi"
<i>an excretory system</i>	šalinimo sistema	
<i>an intestine</i>	žarna	
<i>an organelle</i>	organelė	
<i>an ovary</i>	kiaušidė	in classical Latin "ovarius" - "egg-keeper"
<i>anatomy</i>	anatomija	
<i>biochemistry</i>	biochemija	

<i>blood</i>	Kraujas	
<i>brain</i>	Smegenys	
<i>bronchi</i>	Bronchmai	
<i>division</i>	Dalijimasis	
<i>DNA</i>	DNR	deoxyribunocleic acid - dezoksiribonukleino rūgštis
<i>embryology</i>	Embroiologija	
<i>genetics</i>	Genetika	
<i>heredity</i>	paveldėjimas, paveldimumas	synonym "inheritance"
<i>molecular biology</i>	molekulinė biologija	
<i>multi-cellular</i>	Daugialaistis	
<i>muscular</i>	raumenų, raumeninis	
<i>RNA</i>	RNR	ribonucleic acid - ribonuleino rūgštis
<i>single-celled</i>	Vienalaistis	
<i>skeletal</i>	griaučių, skeleto	
<i>to synthesize</i>	(su)sintetinti	

### Exercise 1. Read the text about cells and indicate whether the statements are true or false.

1. Cells are always parts of other organisms.
2. DNA is responsible for protein synthesis.
3. Ribosomes, mitochondria and lysosomes are organelles.
4. All cells have the same structure.
5. Plants can be of different colours due to the chlorophyl.



The cell is one of the most basic units of life. There are millions of different types of cells. There are cells that are organisms onto themselves, such as microscopic amoeba and bacteria cells. And there are cells that only function when part of a larger organism, such as the cells that make up your body. In the body, there are brain cells, skin cells, liver cells, stomach cells, and the list goes on. All of these cells have unique functions and features. And all have some recognizable similarities. All cells have a "skin", called the plasma membrane, protecting it from the outside environment. The cell membrane regulates the movement of water, nutrients and wastes into and out of the cell. Inside of the cell membrane are the working parts of the cell. At the center of the cell there is the cell nucleus. The cell nucleus contains the cell's **DNA**, the genetic code that coordinates protein synthesis. In addition to the nucleus, there are many organelles inside of the cell - small structures that help carry

out the day-to-day operations of the cell. One important cellular organelle is the ribosome. Ribosomes participate in protein synthesis. The **transcription** phase of protein synthesis takes place in the cell nucleus. After this step is complete, the mRNA leaves the nucleus and travels to the cell's ribosomes, where **translation** occurs. Another important cellular organelle is the mitochondrion. Mitochondria (many mitochondrion) are often referred to as the power plants of the cell because many of the reactions that produce energy take place in mitochondria. Also important in the life of a cell are the lysosomes. Lysosomes are organelles that contain enzymes that aid in the digestion of nutrient molecules and other materials.

There are many different types of cells. One major difference in cells occurs between plant cells and animal cells. While both plant and animal cells contain the structures discussed above, plant cells have some additional specialized structures. Many animals have skeletons to give their body structure and support. Plants do not have a skeleton for support and yet plants don't just flop over in a big spongy mess. This is because of a unique cellular structure called the cell wall. The cell wall is a rigid structure outside of the cell membrane composed mainly of the polysaccharide **cellulose**. The cell wall gives the plant cell a defined shape which helps support individual parts of plants. In addition to the cell wall, plant cells contain an organelle called the chloroplast. The chloroplast allows plants to harvest energy from sunlight. Specialized pigments in the chloroplast (including the common green pigment chlorophyll) absorb sunlight and use this energy to complete the chemical reaction. In this way, plant cells manufacture glucose and other **carbohydrates** that they can store for later use. <http://web.jjay.cuny.edu/~acarpi/NSC/13-cells.htm>

### Exercise 2. Read the text again and find words that mean the following:

1. A thin covering of a cell.
2. A part of a plant or animal cell that does a particular job.
3. The central part of a cell.
4. A small part inside most plant or animal cells that functions in energy production.
5. A small particle containing digestive enzymes.
6. The part of a plant cell where photosynthesis takes place.

**Exercise 3. Match the sentence halves to make statements about modern cell theory.**

1. All known living things are	a) from pre-existing cells by division.
2. All cells arise	b) in chemical composition in organisms of similar species.
3. The cell is the fundamental unit	c) on the total activity of independent cells.
4. The activity of an organism depends	d) occurs within cells.
5. Energy flow (metabolism and biochemistry)	e) passed from cell to cell during cell division.
6. Cells contain hereditary information (DNA) which is	f) made up of one or more cells.
7. All cells are basically the same	g) of structure and functions in all living organisms.

**Exercise 4. Match the areas of biology studies and their description.**

1.Molecular biology	a) is the science of genes, heredity, and the variation of organisms.
2.Developmental biology	b) is the study of biology at a molecular level. It concerns itself with understanding the interactions between the various systems of a cell, including the interrelationship of DNA, RNA, and protein synthesis and learning how these interactions are regulated.
3.Cell biology	c) studies the process by which organisms grow and develop.
4.Anatomy	d)studies the structural and physiological properties of cells, including their behaviors, interactions, and environment.
5.Genetics	e) studies the forms of macroscopic structures such as organs and organ systems.

### Exercise 5. Complete the text about genetics with the words from the box.

cytoplasm	genotype	bacteria	a ribosome	gene	genome
prokaryotes	organisms	linear chromosomes		amino acid	

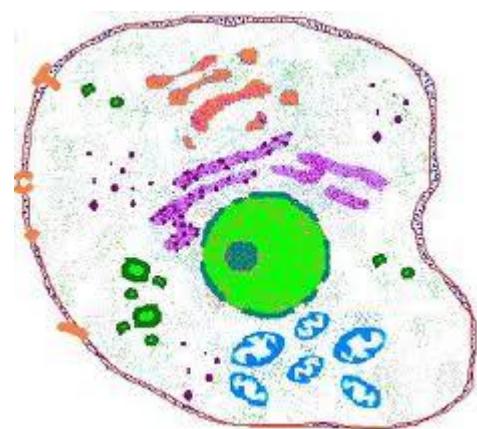
Genes are the primary units of inheritance in all 1)\_\_\_\_\_. A gene is a unit of heredity and corresponds to a region of DNA that influences the form or function of an organism in specific ways. All organisms, from 2)\_\_\_\_\_ to animals, share the same basic machinery that copies and translates DNA into proteins. Cells transcribe a DNA 3)\_\_\_\_\_ into a RNA version of the gene, and 4)\_\_\_\_\_ then translates the RNA into a protein, a sequence of amino acids. The translation code from RNA codon to 5)\_\_\_\_\_ is the same for most organisms, but slightly different for some. For example, a sequence of DNA that codes for insulin in humans also codes for insulin when inserted into other organisms, such as plants.

DNA usually occurs as 6)\_\_\_\_\_ in eukaryotes, and circular chromosomes in 7)\_\_\_\_\_. A chromosome is an organized structure consisting of DNA and histones. The set of chromosomes in a cell and any other hereditary information found in the mitochondria, chloroplasts, or other locations is collectively known as its 8)\_\_\_\_\_. In eukaryotes, genomic DNA is located in the cell nucleus, along with small amounts in mitochondria and chloroplasts. In prokaryotes, the DNA is held within an irregularly shaped body in the 9)\_\_\_\_\_ called the nucleoid. The genetic information in a genome is held within genes, and the complete assemblage of this information in an organism is called its 10)\_\_\_\_\_.

<http://en.wikipedia.org/wiki/Biology>

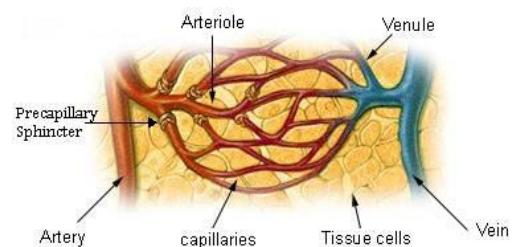
### Exercise 6. Put the words in order to make sentences about the words from the text about genetics.

1. A gene ....inheritance the of is most unit important.
2. A protein ....sequence is amino of acids a.
3. A nucleoid....the of area a cell in is bacteria that DNA contains.
4. A nucleus.... central things part of almost is all the cells the of living.
5. A genome.... all in means one genes cell thing of a living.



### Exercise 7. Mammalian Organ systems. Find the odd one out.

1. Digestive system: salivary glands, heart, esophagus, stomach, liver, gallbladder, pancreas, intestines, colon, rectum, anus.
2. Endocrine system: hypothalamus, pituitary gland, mammary gland, pineal gland, thyroid, parathyroids, adrenals.
3. Nervous system: brain, larynx, spinal cord, peripheral nerves and nerves.
4. Reproductive system: the sex organs, such as ovaries, fallopian tubes, uterus, vagina, mammary glands, diaphragm, testes, seminal vesicles, prostate and penis.



### Exercise 8. Sort the words into the organ systems:

pharynx, kidneys, bones, blood vessels, lungs (x2), nodes,  
trachea, thymus, diaphragm, heart, bladder, tonsils,  
bronchi, urethra, ligaments, larynx, adenoids, vessels,  
ureters, muscles, cartilage, spleen, tendons

1. Excretory system:

2. Lymphatic system:

3. Muscular system:

4. Circulatory system:

5. Respiratory system:

6. Skeletal system:

**Kūrybinė užduotis IDUKM pamokai:**

Pasirinkite jūsų dalyko tematikai tinkamą leksikos ir turinio pateiktį – Priedas Nr.1 (*The Usborne Illustrated Dictionary of Science: A Complete Reference Guide to Physics, Chemistry and Biology with Recommended websites*, 2007) – ir suformuluokite moksleiviams užduotį:

- palyginti jūsų mokomo dalyko sąvokų apibūdinimą ir/arba reiškiniių aprašymą lietuvių ir anglų kalbomis;
- išsirinkti kelias sąvokas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius anglų kalba.



**ANGLŲ KALBA****Module 3. Chemistry**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>	<b>Etimologija ir kitos pastabos</b>
<i>a base</i>	bazė; netaurusis (apie metalą)	
<i>a boiling point</i>	virimo taškas	abbreviation "b.p."
<i>a charge</i>	krūvis, įkrova	
<i>a compound</i>	junginys, mišinys	
<i>a conductor</i>	laidininkas	
<i>a lanthanide</i>	lantanidas	
<i>a melting point</i>	tirpimo/lydymosi temperatūra	
<i>a metalloid</i>	metaloidas	
<i>a molecule</i>	molekulė	
<i>a nucleus</i>	branduolys	plural "nuclei"
<i>a proton</i>	protonas	
<i>a radius</i>	spindulys	plural "radii"
<i>a ratio</i>	santykis, proporcija, koeficientas	
<i>a reaction</i>	reakcija	
<i>a substance</i>	medžiaga	
<i>affinity</i>	trauka	
<i>alkali</i>	šarmas	from dialectal Arabic "al-qalī", a variant of Arabic "qily" (saltwort ashes)
<i>alkaline</i>	šarminis, šarmingas	
<i>an acid</i>	rūgštis	
<i>an actinide</i>	aktinidas	
<i>an atom</i>	atomas	from Greek "atomos" (n), from "atomos" (adj) that cannot be divided
<i>an electron</i>	elektronas	
<i>an element</i>	elementas	
<i>an equation</i>	lygtis	
<i>an ion</i>	jonas	
<i>carbon</i>	anglis	"to reduce carbon emissions"
<i>conductive</i>	laidus	
<i>gas</i>	dujos	
<i>gaseous</i>	dujinis, duju	
<i>hydrogen</i>	vandenilis	<i>Hydrogen bomb</i> was first recorded in 1947.
<i>liquid</i>	skystas, skystis	
<i>magnesium</i>	magnis	
<i>matter</i>	medžiaga	
<i>mercury</i>	gyvsidabris	synonym "quicksilver"
<i>oxygen</i>	deguonis	
<i>phosphorus</i>	fosforas	
<i>plasma</i>	plazma, protoplazma	

<i>potassium</i>	kalis	
<i>selenium</i>	selenas	
<i>silicon</i>	silicis	can be confused with "silicone" (siloksanas; silikonas)
<i>sodium</i>	natris	
<i>solid</i>	kietas	
<i>to oxidize</i>	oksiduoti(s)	
<i>to reduce</i>	redukuoti, dezoksiduoti	

**Exercise 1. Read the text about metals and find 3 statements that are incorrect. Correct the false statements.**

1. Metals are shiny, can be hammered and are good conductors of heat and electricity.
2. Metals are conductive because they can move electrons in the outer shells of atoms.
3. The alkaline earth metals are highly reactive.
4. Lanthanides and actinides are two main classes of metals.
5. All metals are radioactive.

## Metals

You see metals every day. Aluminum foil is a metal. Gold and silver are metals. If someone asks you whether an element is a metal, metalloid, or non-metal and you don't know the answer, guess that it's a metal.

Metals share some common properties. They are lustrous, malleable, and are good conductors of heat and electricity. These properties result from the ability to easily move the electrons in the outer shells of metal atoms. Metals are divided into groups: alkali metals, alkaline earth metals, and transition metals.

The alkali metals form salts and many other compounds. Sodium and potassium are examples of these elements. These elements are less dense than other metals, form ions with a +1 charge, and have the largest atom sizes of elements in their periods. The alkali metals are highly reactive.

The alkaline earth metals (e.g., calcium and magnesium) have smaller atoms than those of the alkali metals. They have ions with a +2 charge.



The transition elements (such as iron and gold) are very hard, with high melting points and boiling points. The transition metals are good electrical conductors and are very malleable. They form positively charged ions. The transition metals include most of the elements, so they can be categorized into smaller groups. The lanthanides (or lanthanoids) and actinides (or actinoids) are classes of transition elements.

The lanthanides are silvery metals that tarnish easily. They are relatively soft metals, with high melting and boiling points. The lanthanides react to form many different compounds. These elements are used in lamps, magnets, lasers, and to improve the properties of other metals.

All of the actinides are radioactive, with positively charged ions. They are reactive metals that form compounds with most nonmetals. The actinides are used in medicines and nuclear devices.

[http://chemistry.about.com/od/k12gradelessons/a/periodictable\\_4.htm](http://chemistry.about.com/od/k12gradelessons/a/periodictable_4.htm)

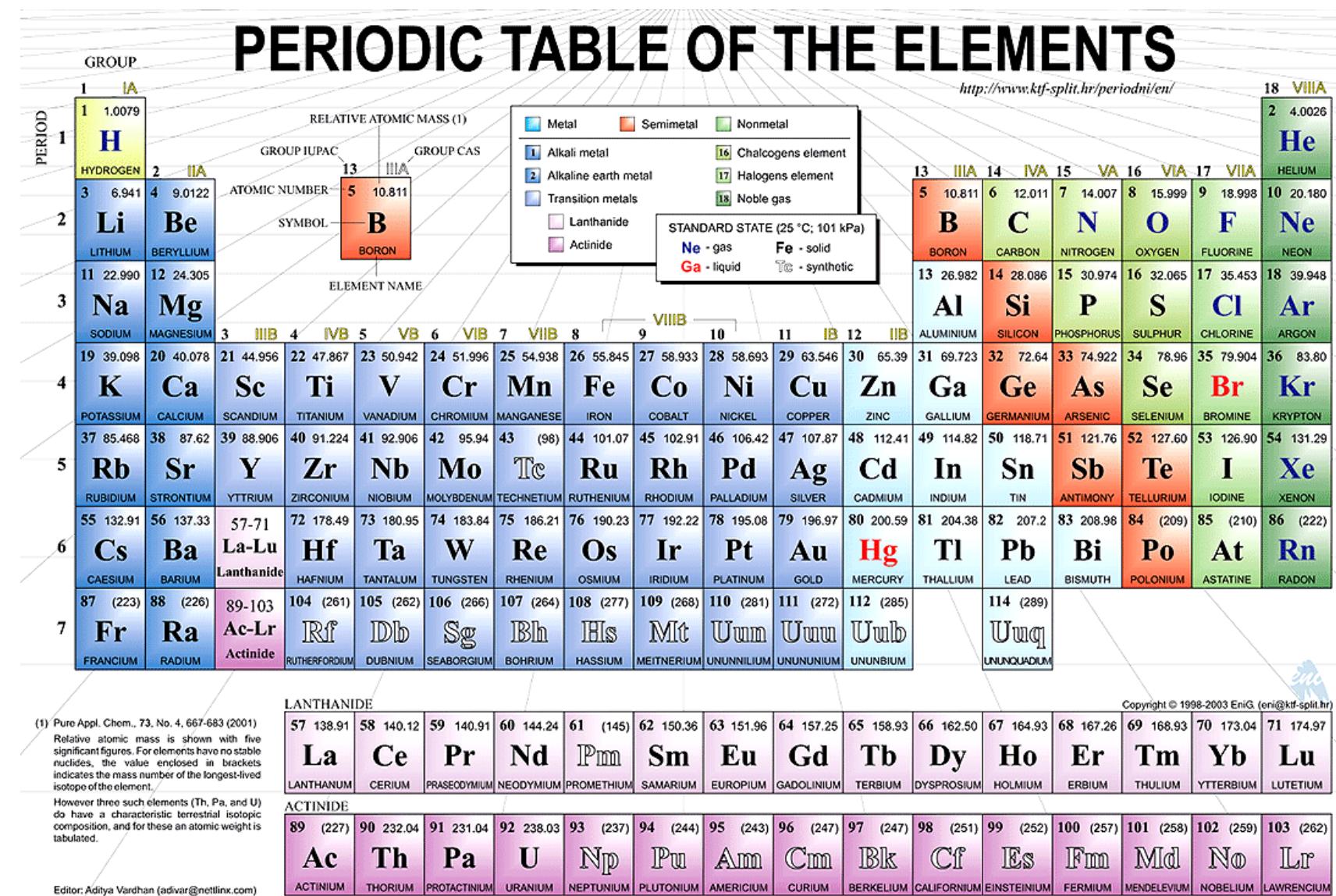
**Exercise 2. Read the text again and find words that mean the following:**

1. A small piece of matter with a negative electrical charge that moves around the nucleus of an atom.
2. A hard, usually shiny substance such as iron, gold, or steel.
3. Something that allows electricity or heat to travel along it or through it.
4. A white metallic element that oxidizes rapidly in the air.
5. A chemical element that is not a metal but has some of the qualities of a metal.
6. A substance containing atoms from two or more elements.

**Exercise 3. Match sentence halves about the periods in the periodic table of elements:**

As you proceed to the left in a period or as you proceed down within a group:

- |                               |              |
|-------------------------------|--------------|
| 1. The metallic strengths     | A decreases. |
| 2. The atomic radius of atoms | B decreases. |
| 3. The ionization potential   | C increase.  |
| 4. The electron affinity      | D decreases. |
| 5. The electronegativity      | E increases. |



### **Exercise 4. Replace the symbol with the name of an element to complete the sentences.**

1. *C (carbon/cobalt/calcium) monoxide can cause harmful health effects by reducing oxygen delivery to the body's organs and tissues.*
2. *Am (aurum/americium/aluminium) is a radioactive rare earth element which was discovered in 1945 and named for the American continent.*
3. *About 85% of P (phosphorus/polonium/potassium) in the body can be found in bones and teeth, but it is also present in cells and tissues throughout the body.*
4. *Crab, liver, fish, poultry, and wheat are generally good Se (selenium/sulfur/scandium) sources.*
5. *Si (silver/silicon/sodium) is a nonmetallic element with an atomic number of 14 and atomic weight of 28.0855.*
6. *There is an increased interest in the role of Mg (magnesium/manganese/mendelevium) in preventing and managing disorders such as hypertension, cardiovascular disease, and diabetes.*

### **Exercise 5. Make names of elements from the given letters. Use clues to help you.**

S T I M N R T O U

R A S N I C E

All atoms of this element contain  
38 protons.

U R I D M I I

All atoms of this element contain  
33 protons.

H C N O R E I L

All atoms of this element contain  
77 protons.

U R E N I M H

All atoms of this element contain  
17 protons.

R U M Y C R E

All atoms of this element contain  
75 protons.

All atoms of this element contain  
80 protons.

**Exercise 6. Complete the sentences with the words in the box.**

element,	protons,	reductive,	acid,	molecule,
plasma,	oxygen,	oxidize		

1. All atoms with 6 \_\_\_\_\_ in their nuclei are atoms of the chemical element carbon.
2. Water is a compound containing hydrogen and \_\_\_\_\_ in the ratio of two to one.
3. The smallest indivisible portion of a pure chemical substance that has its unique set of chemical properties is a \_\_\_\_\_.
4. A chemical \_\_\_\_\_ is a substance which is composed of a single type of atom.
5. Ions in the gaseous phase are often known as \_\_\_\_\_.
6. A substance can often be classified as an \_\_\_\_\_ or a base.
7. Substances that can \_\_\_\_\_ other substances are said to be oxidative and are known as oxidizing agents, oxidants or oxidizers.
8. Substances that have the ability to reduce other substances are said to be \_\_\_\_\_ and are known as reducing agents, reductants, or reducers.

**Exercise 7. Complete the text with the words in the box. There are two extra words.**

states,	equation,	energy,	molecules,	laws,	atoms,
reaction,	equal,	periods			

Traditional chemistry starts with the study of elementary particles, 1)\_\_\_\_\_, molecules, substances, metals, crystals and other aggregates of matter in solid, liquid, and gas 2)\_\_\_\_\_, whether in isolation or combination. The interactions, reactions and transformations that are studied in chemistry are a result of interaction either between different chemical substances or between matter and 3)\_\_\_\_\_. Such behaviors are studied in a chemistry laboratory using various forms of laboratory glassware.

A chemical 4)\_\_\_\_\_ is a transformation of some substances into one or more other substances. It can be symbolically depicted through a chemical 5)\_\_\_\_\_. The number of atoms on the left and the right in the equation for a

chemical transformation is most often 6)\_\_\_\_\_ . The nature of chemical reactions a substance may undergo and the energy changes that may accompany it are constrained by certain basic rules, known as chemical 7)\_\_\_\_\_.

<http://en.wikipedia.org/wiki/Chemistry>.

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**ANGLŲ KALBA****Module 4. Physics**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>	<b>Etimologija ir kitos pastabos</b>
<i>a coulomb</i>	Kulonas	named after a French physicist Charles Augustin de Coulomb
<i>a current</i>	Srovė	
<i>a farad</i>	Faradas	named after an English physicist Michael Faraday
<i>a henry</i>	Henris	named after a U.S. physicist Joseph Henry
<i>a loop</i>	kilpa, vija	
<i>a magnetic field</i>	magnetinis laukas	
<i>a magnetic pole</i>	magnetinis polius	
<i>a mass</i>	Masė	
<i>a motion</i>	judėjimas, jadesys	
<i>a neutrino</i>	neutrinas	from Italian, diminutive of "neutron"
<i>a phenomenon</i>	reiškinys	plural "phenomena"
<i>a quark</i>	Kvarkas	coined by James Joyce in the novel <i>Finnegans Wake</i> , and given special application in physics
<i>a tesla</i>	Tesla	named after a U.S. physicist Nikola Tesla
<i>a vector</i>	vektorius	
<i>a volt</i>	Voltas	named after Count Alessandro Volta
<i>a watt</i>	Vatas	named after a Scottish engineer and inventor James Watt
<i>a weber</i>	Vēberis	named after a German physicist Wilhelm Eduard Weber
<i>Acceleration</i>	pagreitis, (pa)greitėjimas	
<i>an ampere</i>	amperas	named after a French physicist André Marie Ampère
<i>an ohm</i>	Omas	named after a German physicist Georg Simon Ohm
<i>Capacitance</i>	talpa, talpinė varža	
<i>Charge</i>	krūvis, įkrova	

<i>electricity</i>	elektra	
<i>electromagnetism</i>	elektromagnetizmas	
<i>energy</i>	energija	
<i>flux</i>	srautas	
<i>force</i>	galia, jėga	
<i>heat</i>	šiluma	
<i>inductance</i>	induktyvumas, (savi)indukcija	
<i>inertia</i>	inercija, inertiskumas	from Latin "inertia" ("unskillfulness, idleness")
<i>light</i>	šviesa	
<i>mechanics</i>	mechanika	
<i>nuclear</i>	branduolinis	
<i>optics</i>	optika	
<i>power</i>	jėga, galingumas, geba	
<i>resistance</i>	atsparumas, pasipriešinimas	
<i>thermodynamics</i>	termodinamika	
<i>to attract</i>	(pri)traukti	
<i>to repel</i>	atstumti	
<i>velocity</i>	greitis	from Latin "velocitas" ("swiftness, speed")

### Newton's Three Laws of Motion

In the universe, there are few ideas more fundamental than those expressed in the three laws of motion. Together they explain why it is relatively difficult to start moving, and then to stop moving; how much force is needed to start or stop in a given situation; and how one force relates to another. The applications of these three laws are literally endless: from the planets moving through the cosmos to the first seconds of a car crash to the action that takes place when a person walks. Indeed, the laws of motion are such a part of daily life that terms such as inertia, force, and reaction



extend into the realm of metaphor, describing emotional processes as much as physical ones.

The three laws of motion are essential to mechanics, or the study of bodies in motion. These laws may be stated in a number of ways, assuming they contain all the components identified by Sir Isaac Newton (1642-1727). It is on his formulation that the following are based:

*The first law of motion:* An object at rest will remain at rest, and an object in motion will remain in motion, at a constant velocity unless or until outside forces act upon it. This law is often called "the law of inertia".

*The second law of motion:* The relationship between an object's mass  $m$ , its acceleration  $a$ , and the applied force  $F$  is  $F = ma$ . Acceleration and force are vectors; in this law the direction of the force vector is the same as the direction of the acceleration vector.

*The third law of motion:* When one object exerts a force on another, the second object exerts on the first a force equal in magnitude but opposite in direction. In other words, for every action there is an equal and opposite reaction.

### **Exercise 1. Read the text and answer the questions:**

1. Who was the scientist who left us the Laws of Motion?
2. What is another name for the first law of motion?
3. Which law explains why we need to wear seat belts?
4. Which law says that heavier objects require more force than lighter objects to move or accelerate them?
5. Which law says that force is equal to mass times acceleration?
6. Which law explains how rockets are launched into space?
7. Which law says that for every action there is an equal and opposite reaction?

### **Exercise 2. Find words in the text that mean the following:**

1. The process of moving or the way that someone or something moves.
2. The speed of something that is moving in a particular direction.
3. The rate at which the speed of an object increases.
4. The amount of physical power with which something moves or hits another thing.
5. A quantity such as force that has a direction as well as size.

6. The force that keeps an object in the same position or keeps it moving until it is moved or stopped by another force.

**Exercise 3. Match the branches of physics to their definitions.**

- |                        |  |
|------------------------|--|
| 1) Classical mechanics | a) is the study of the relationships between heat, work, and energy.   |
| 2) Thermodynamics      | b) studies the behavior and properties of light, including its interactions with matter and the construction of instruments that use or detect it. |
| 3) Electromagnetism    | c) is concerned with the set of physical laws describing the motion of bodies under the action of a system of forces.                              |
| 4) Optics              | d) deals with the observations and laws relating electricity to magnetism.   |

**Exercise 4. Match the sentence halves to show four main effects resulting from the interactions of positive and negative charges.**

1) Electric charges attract or repel one another with a force inversely proportional to the square of the distance between them:	a) or a magnet is moved towards or away from it, the direction of current depending on that of the movement.
2) Magnetic poles (or states of polarization at individual points) attract or repel one another in a similar way and always come in pairs:	b) every north pole is linked to a south pole.
3) An electric current in a wire creates a circular magnetic field around the wire,	c) unlike charges attract, like ones repel.

4) A current is induced in a loop of wire when it is moved towards or away from a magnetic field,	d) its direction (clockwise or counter-clockwise) depending on that of the current.
---	---

### Exercise 5. Match the electromagnetic units to the magnetic properties of electric currents.

- |            |                       |
|------------|-----------------------|
| 1) ampere  | a) capacitance        |
| 2) coulomb | b) resistance         |
| 3) farad   | c) power              |
| 4) henry   | d) charge             |
| 5) ohm     | e) flux               |
| 6) tesla   | f) electric potential |
| 7) volt    | g) current            |
| 8) watt    | h) inductance         |
| 9) weber   | i) magnetic field     |

### Exercise 6. Complete the text with the words from the box.

electricity, nature, superclusters, force, phenomena,  
neutrinos, reason, electromagnetism

Physics covers a wide range of phenomena, from elementary particles (such as quarks, 1)\_\_\_\_\_ and electrons) to the largest 2)\_\_\_\_\_ of galaxies. Included in these 3)\_\_\_\_\_ are the most basic objects composing all other things. Physics aims to describe the various phenomena that occur in 4)\_\_\_\_\_ in terms of simpler phenomena. Thus, the goal of physics is to both connect the things observable to humans to root causes, and then connect these causes together.

For example, the ancient Chinese observed that certain rocks were attracted to one another by some invisible 5)\_\_\_\_\_. This effect was later called magnetism, and was first rigorously studied in the 17th century. A little earlier than the Chinese, the ancient Greeks knew of other objects such as amber, that when rubbed with fur would cause a similar invisible attraction between the two. This was also first studied in the 17th century, and came to be called 6)\_\_\_\_\_. Thus, physics had come to understand two observations of nature in terms of some root cause (electricity and magnetism). However, further work in the 19th century revealed that these two forces were just two different aspects of one force – 7)\_\_\_\_\_. This process of "unifying" forces continues today, and electromagnetism and the weak nuclear force are

now considered to be two aspects of the electroweak interaction. Physics hopes to find an ultimate 8) \_\_\_\_\_ for why nature is as it is.

<http://en.wikipedia.org/wiki/Physics>

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**ANGLŲ KALBA****Module 5. Geography**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>	<b>Etimologija ir kitos pastabos</b>
<i>a compass</i>	Kompasas	
<i>a crack</i>	plyšys, ištrūkimas, iškilimas	
<i>a glacier</i>	Ledynas	
<i>a latitude</i>	Platuma	mid/middle/mean latitude (vidutinė platuma)
<i>a longitude</i>	Ilguma	
<i>a plateau</i>	plokščiakalnis, plynaukštė	plural "plateaus" or "plateau" (from French)
<i>a rift</i>	plyšys, proplaiša, tarpeklis	
<i>a sheet</i>	sluoksnis, kłodas	"an ice sheet"
<i>a shelf</i>	Šelfas	plural "shelves"
<i>an altitude</i>	aukštis, aukštis virš jūros lygio, altitudė	
<i>an embayment</i>	įlanka; įlankos susidarymas	synonym "a bay"
<i>an iceberg</i>	ledkalnis, aisbergas	"tip of the iceberg" - the small visible part of something, esp. a problem or difficulty, that is much larger
<i>an ocean</i>	vandenynas	
<i>atmosphere</i>	Atmosfera	
<i>biogeography</i>	biogeografija	
<i>circulation</i>	cirkuliacija, apytaka	
<i>climatology</i>	klimatologija	
<i>coastal geography</i>	pakrančių geografija	
<i>demography</i>	demografija	
<i>geodesy</i>	Geodezija	
<i>geomorphology</i>	geomorfologija	
<i>glaciology</i>	glaciologija	
<i>hydrography</i>	hidrografija	
<i>hydrology</i>	hidrologija	
<i>landscape ecology</i>	landšafto ekologija	
<i>meteorology</i>	meteoroologija	
<i>oceanography</i>	okeanografija	
<i>palaeogeography</i>	paleografija	
<i>pedology</i>	dirvotyra, pedologija	
<i>Quaternary</i>	kvarteras	Latin "quaternārius", consisting of four
<i>the equator</i>	pusiaujas, ekvatorius	"equatorial regions"
<i>to calve</i>	atiskirti nuo ledyno/ledkalnio	
<i>to melt</i>	tirpti	
<i>urban geography</i>	miesto geografija	

## Tropical Sea Temperatures Influence Melting in Antarctica



ScienceDaily (Dec. 6, 2011) — Accelerated melting of two fast-moving glaciers that drain Antarctic ice into the Amundsen Sea Embayment is likely the result, in part, of an increase in sea-surface temperatures in the tropical Pacific Ocean, according to new University of Washington research.

Higher-than-normal sea-level pressure north of the Amundsen Sea sets up westerly winds that push surface water away from the glaciers and allow warmer deep water to rise to the surface under the edges of the glaciers, said Eric Steig, a UW professor of Earth and space sciences.

"This part of Antarctica is affected by what's happening on the rest of the planet, in particular the tropical Pacific," he said. The research involves the Pine Island and Thwaites glaciers on the West Antarctic Ice Sheet, two of the five largest glaciers in Antarctica. Those two glaciers are important because they drain a large portion of the ice sheet. As they melt from below, they also gain speed, draining the ice sheet faster and contributing to sea level rise. Eventually that could lead to global sea level rise of as much as 6 feet, though that would take hundreds to thousands of years, Steig said.

NASA scientists recently documented that a section of the Pine Island Glacier the size of New York City had begun breaking off into a huge iceberg. Neither that event nor the new UW findings clearly link thinning Antarctic ice to human causes.

But Steig's research shows that unusual winds in this area are linked to changes far away, in the tropical Pacific Ocean. Warmer-than-usual sea-surface temperatures, especially in the central tropics, lead to changes in atmospheric circulation that influence conditions near the Antarctic coast line. Recent decades have been exceptionally warm in the tropics, he said, and to whatever extent unusual conditions in the tropical Pacific can be attributed to human activities, unusual conditions in Antarctica also can be attributed to those causes.

He noted that sea-surface temperatures in the tropical Pacific last showed significant warming in the 1940s, and the impact in the Amundsen Sea area then was probably comparable to what has been observed recently. That suggests that the 1940s tropical warming could have started the changes in the Amundsen Sea ice shelves that are being observed now, he said. "The point is that if you want to predict what's going to happen in the next fifty, one hundred, one thousand years in Antarctica, you have to pay

attention to what's happening elsewhere," he said. "The tropics are where there is a large source of uncertainty."

In October 2011, NASA's Operation IceBridge discovered a major rift in the Pine Island Glacier in western Antarctica. This crack, which extends at least 18 miles and is 50 meters deep, could produce an iceberg more than 800 square kilometers in size. IceBridge scientists returned soon after to make the first-ever detailed airborne measurements of a major iceberg calving in progress.

<http://www.sciencedaily.com/releases/2011/12/111206095649.htm>

**Exercise 1. Read the text and indicate whether the statements are true (T) or false (F).**

1. The winds pushing water away from the glaciers are from the south.
2. There is a link between melting glaciers in the Antarctica and an increase in temperatures in the tropical Pacific Ocean.
3. The sea level could rise due to the melting ice sheet.
4. There is clear evidence that human activity is causing the thinning of glaciers.
5. The unusual winds in the Antarctica area are caused by changes in the atmospheric circulation in the central tropics.
6. IceBridge scientists made detailed underwater measurements of the rift in the Pine Island Glacier.

**Exercise 2. Find words in the text that match these definitions.**

1. an extended mass of ice formed from snow falling and accumulating over the years;
2. a part of a sea that is partly enclosed by a curve in the land, a synonym of "a bay";
3. outermost or uppermost layer or area;
4. the border, brim, or margin of a surface or an object;
5. to become or make liquid;
6. a large floating mass of ice, detached from a glacier and carried out to a sea;
7. a crack or narrow opening in a large mass of a rock, a cloud etc.
8. to break up so as to produce a detached piece.

**Exercise 3. Put the categories into two main branches of geography.**

landscape ecology, coastal geography, political geography and geopolitics, pedology, historical and time geography, environmental management, cultural geography, palaeogeography, transportation geography, biogeography, geodesy, tourism geography, urban geography, development geography, social geography, glaciology, demography, climatology and meteorology, religion geography, quaternary science, health geography, economic geography, geomorphology, hydrology and hydrography, oceanography

<b><i>Physical geography</i></b>	<b><i>Human geography</i></b>

**Exercise 4. Find the odd one out.**

1. Africa, Antarctica, Asia, Australia, Europe, North America, South America, the North Pole.
2. The Andes, Kilimanjaro, the Rocky Mountains, the Himalayas.
3. The Amazon, the Ganges, the Indian, the Mississippi, the Nile.
4. the Dead Sea, the Aral Sea, Lake Baikal, Lake Eyre; the Yellow sea.
5. The Pacific, the Mediterranean, the Atlantic, the Arctic.

## Exercise 5. Find definitions for the approaches geographers use in their studies.

- |                |  |
|----------------|--|
| 1. Systematic  | a. Examines systematic relationships between categories for a specific region or location on the planet. |
| 2. Regional    | b. Simply specifies the locations of features and populations.   |
| 3. Descriptive | c. Groups geographical knowledge into categories that can be explored globally.                          |
| 4. Analytical  | d. Asks why we find features and populations in a specific geographic area.                              |

## Exercise 6. Match the words from the box to their definitions 1-6. Then use them to complete the sentences a-f.

a latitude,	a compass,	a plateau,	a longitude,
atmosphere,		an altitude	

1. A device that always points north and is used for navigation.
  2. The angular distance east or west from the north-south line that passes through Greenwich, England, to a particular location.
  3. The vast gaseous envelope of air that surrounds the Earth.
  4. The angular distance north or south from the equator to a particular location.
  5. The height of an area, measured from sea level.
  6. A large, flat area of land that is higher than the surrounding land.
- 
- 
- 
- a. The Midway Islands (in the Pacific Ocean) have a \_\_\_\_\_ of 180 degrees.
  - b. The Tibetan \_\_\_\_\_ covers an area of some 2.5 million square kilometres which is approximately 5000 m above sea level.
  - c. The \_\_\_\_\_ of the planet Venus is primarily composed of carbon dioxide, with small quantities of nitrogen, argon, oxygen and traces of other gases.
  - d. The equator has a \_\_\_\_\_ of zero degrees.
  - e. The human body can adapt to high \_\_\_\_\_ by breathing faster, having a higher heart rate, and adjusting its blood chemistry.
  - f. The magnetic \_\_\_\_\_ consists of a magnetized pointer (usually marked on the North end) free to align itself with Earth's magnetic field.

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**ANGLŲ KALBA****Module 6. Ethics**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<b>Ethics</b>	<b>Etika</b>
<i>Moral principles</i>	moralės/doroviniai principai
<i>To get on well with somebody =to have a good relationship</i>	gerai sutarti
<i>To fall out with sb =to have a row</i>	susiginčyti, susipykti
<i>To make it up =to be friends again after a row</i>	(su)taikyti, taikytis
<i>To idolise=to admire</i>	dievinti, žavėtis
<i>To have an affair=to have a secret relationship</i>	turėti romana
<i>To break up=to end relationship</i>	išsiskirti
<i>To look up to= to respect</i>	gerbti
<i>Not to see eye to eye = to argue and disagree</i>	nesutarti
<i>Religion</i>	religija
<i>World religions</i>	pasaulio religijos
<i>Christianity</i>	krikščionybė
<i>Catholicism</i>	katalikybė
<i>Protestantism</i>	protestantizmas
<i>Church</i>	bažnyčia
<i>Cathedral</i>	katedra
<i>Monastery</i>	vienuolynas
<i>Tolerance</i>	tolerancija
<i>Equality</i>	lygybė
<i>Manifestation</i>	pasireiškimas/manifestacija
<i>Approval</i>	pritarimas/palanki nuomonė
<i>Demonstration</i>	demonstracija/masinis mitingas
<i>Philosophy</i>	filosofija
<i>Philosopher</i>	filosofas/filosofė
<i>Anarchy</i>	anarchija, netvarka
<i>Morality</i>	moralė

**Exercise 1. Relations with other people: change the underlined words and express the same idea using phrases from the table below.**

to get on well with each other	to fall out	to make it up	to idolise
to have an affair	to break up	to look up to	not to see eye to eye

1. Yesterday my brother and his girlfriend ended their relationship.
2. Eglė is a teacher's pet because our teacher doesn't just like her – she admires her too much.
3. My mother and I have a good relationship.
4. If I were you, I would say to Rimas: "Let's try and be friends again after a row".
5. I think Auksė doesn't know that it is amoral to have a secret relationship with your boss!
6. I am upset because my father has had a row with my mother again.
7. Our teacher often told us that children should respect their parents and grandparents.
8. They are a couple but they often argue and disagree with each other.

**Exercise 2. Religions: Read the text and answer to the following questions true (T) or false (F).**

### World religions

Religion is a collection of cultural systems, belief systems, and worldviews that establishes symbols that relate humanity to spirituality and, sometimes, to moral values. Many religions have narratives, symbols, traditions and sacred histories that are intended to give meaning to life or to explain the origin of life or the universe. They tend to derive morality, ethics, religious laws or a preferred lifestyle from their ideas about the cosmos and human nature.



The development of religion has taken different forms in different cultures. Some religions place an emphasis on belief, while others emphasize practice. Some religions focus on the subjective experience of the religious individual, while others consider the activities of the religious community to be most important. Some religions claim to be universal, believing their laws and cosmology to be binding for everyone, while others are intended to be practiced only by a closely defined or localized group. In many places religion has been associated with public institutions such as education, hospitals, the family, government, and political hierarchies.

Some academics studying the subject have divided religions into three broad categories: world religions, a term which refers to transcultural, international faiths; indigenous religions, which refers to smaller, culture-specific or nation-specific religious groups; and new religious movements, which refers to recently developed faiths.

## Religion in Lithuania



In 2005, 79% of Lithuanians belonged to the Roman Catholic Church. The Church has been the majority denomination since the Christianization of Lithuania at the end of the 14th century. Some priests actively led the resistance against the Communist regime, which is symbolised by the Hill of Crosses.

Hill of Crosses is a site of pilgrimage about 12 km north of the city of Šiauliai, in northern Lithuania. The precise origin of the practice of leaving crosses on the hill is uncertain, but it is believed that the first crosses were placed on the former Jurgaičiai or Domantai hill fort after the 1831 Uprising. Over the centuries, not only crosses, but giant crucifixes, carvings of Lithuanian patriots, statues of the Virgin Mary and thousands of tiny effigies and rosaries have been brought here by Catholic pilgrims. The exact number of crosses is unknown, but estimates put it at about 55,000 in 1990 and 100,000 in 2006.

1. Religion has nothing to do with culture. ....
2. Religions have certain symbols. ....
3. There are special religious laws created. ....
4. Religion is not related with public system. ....
5. Religions are divided into three main categories. ....
6. *Indigenous* is a term for religion which is popular in whole world. ....
7. The majority of Lithuanians admits that they are Christians. ....
8. Lithuania was Christianized in the middle of the 14th century. ....
9. During the 1831 Uprising the first crosses were placed. ....
10. Nowadays, no one places crosses in the Hill of Crosses. ....

### Exercise 3. Identify these images.

a)



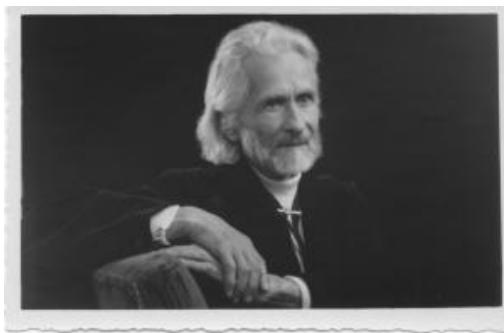
b)



.....

.....

c)



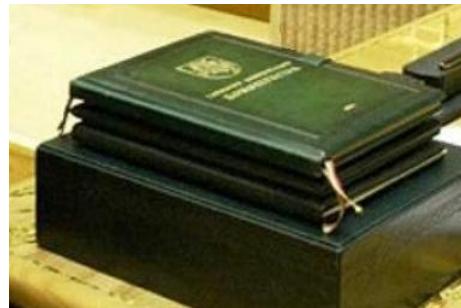
d)



e)



f)



<http://en.wikipedia.org/wiki/Lithuania>

**Exercise 4. Fill in the blanks with the grammatically correct form of the word in bold according to the meaning of the whole text.**

Public entity „Atvira visuomenė ir jos draugai“ – .....(1. **to be**) constantly immersed in the pursuit of liberal ideas and their implementation. Having in mind our goals, we .....(2. **to initiate**) research on important social, political and public issues, create concepts of liberal reforms, organize conferences, discussions and public lectures to society, carry out opinion polls, and finance the publication of academic literature.

Educational work .....(3. **to be**) an integral part of the „Atvira visuomenė ir jos draugai“ activities. In order that the ideas which we promote .....(4. **to become**) a part of a public life in Lithuania, in 2006 financed a weekly television program on political and social issues on "Balticum TV", and in 2007 – activities of „Be pykčio" studio. In addition, each year we .....(5. **to contribute**) to at least one political Conference of the academic community. We also .....(6. **to cooperate**) with various public organizations and .....(7. **to join**) in the partial financing of books and publications on liberal ideas.

Due to our activities we .....(8. **to establish**) strong links with academia, journalists, politicians, various community and youth organizations.

.....(9. **to become**) our friends and .....(10. **to join**) us in our activities spreading the values of an open society!

### Exercise 5. Cross an odd word out:

- 1 tolerance / war / equality
- 2 manifestation / demonstration / approval
- 3 education / philosophy / anarchy
- 4 Protestantism / Catholicism / Islam
- 5 politics / economics / morality

### References:

<http://www.travel.lt/>

<http://www.atviravisuomene.lt/en/veikla/>

[http://www.religioustolerance.org/var\\_rel.htm](http://www.religioustolerance.org/var_rel.htm)

<http://en.wikipedia.org/wiki/Lithuania>



**Module 7 History**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<b>History</b>	<b>Istorija</b>
<i>Map</i>	Žemėlapis
<i>Battle</i>	Mūšis
<i>World War I</i>	Pirmasis pasaulinis karas
<i>World War II</i>	Antrasis pasaulinis karas
<i>Prehistory</i>	Prieistorė
<i>The Declaration of Independence</i>	Nepriklausomybės deklaracija
<i>Army</i>	Armija
<i>Dinosaur</i>	Dinozauras
<i>Civilization</i>	Civilizacija
<i>Duke</i>	Kunigaikštis
<i>Castle</i>	Pilis
<i>Invade</i>	Įsiveržti
<i>Ship</i>	Laivas
<i>Conquer</i>	Užkariauti
<i>Excavation</i>	Iškasena
<i>Defend</i>	Ginti (s)
<i>Fight</i>	Kova
<i>Stone Age</i>	Akmens amžius
<i>Spear</i>	Ietis
<i>Mammoth</i>	Mamutas

**Exercise 1. Give the dates of the following events/ Parašykite šiuų įvykių datas:**

1. The Battle of the Sun in Lithuania. \_\_\_\_\_
2. The beginning and the end of the World War II. \_\_\_\_\_
3. The crowning of Grand Duke Mindaugas. \_\_\_\_\_
4. Act of Independence of Lithuania. \_\_\_\_\_
5. Christopher Columbus discovers America. \_\_\_\_\_

6. The Battle of Žalgiris. \_\_\_\_\_
7. The invention of the printing press. \_\_\_\_\_
8. The first mention of the name of Lithuania. \_\_\_\_\_
9. The Christianization of Lithuania. \_\_\_\_\_
10. The attack on Pearl Harbor. \_\_\_\_\_

**Exercise 2. Who are these famous people?**

<http://en.wikipedia.org/wiki/Lithuania>

**Exercise 3. Match the personalities with the countries.**

- |                               |                   |
|-------------------------------|-------------------|
| 1. Gediminas                  | The United States |
| 2. Joseph Stalin              | Portugal          |
| 3. Johannes Gutenberg         | England           |
| 4. Benito Mussolini           | France            |
| 5. Napoleon Bonaparte         | Russia            |
| 6. Franklin Roosevelt         | Germany           |
| 7. Mohandas Karamchand Gandhi | Lithuania         |
| 8. Ferdinand Magellan         | Italy             |
| 9. Oliver Cromwell            | India             |

**Exercise 4. Read the extracts from the war poems and decide which extracts are about the World War I and which are about the World War II. Which words helped you to decide? Underline these words. Do you know any Lithuanian poems about the war?**

1. I joined up on the sixth of August

In the year of 1942,  
Never could I have imagined  
The hell I would go through.

(Legge, Yvone, "Nerves of Steel")

2. Gas! GAS! Quick, boys! - An ecstasy of fumbling,

Fitting the clumsy helmets just in time;  
But someone still was yelling out and stumbling  
And flound'ring like a man in fire or lime . . .  
Dim, through the misty panes and thick green light,  
As under a green sea, I saw him drowning.

(Owen, Wilfred, "Dulce et Decorum Est")

3. Who's for the trench-

Are you, my laddie?  
Who'll follow French-  
Will you, my laddie?  
Who's fretting to begin,  
Who's going out to win?  
And who wants to save his skin-  
Do you, my laddie?

(Pope, Jesse, "The Call")



4. Last night I sat and watched a man die

He wasn't afraid, he'd faced death before  
Last night he told me how he'd stolen his time  
On a beach in France in '44'.

(Gibbons, Frank, "A Beach in France")

5. The relief, excitement and gladness,

Glad that the Great War,

The war to end all wars,  
 That changed the whole world,  
 Had finally reached a point of conclusion.  
 Had finally reached its end.  
 (Bartram, Jocelyn, "Anzac Day").

## References:

- Bartram, Jocelyn. "Anzac Day".  
<http://www.angelfire.com/wa/warpoetry/Anzacday.html>  
 Gibbons, Frank. "A Beach in France".  
<http://www.angelfire.com/wa/warpoetry/Abeach.html>  
 Legge, Yvone. "Nerves of Steel".  
<http://www.angelfire.com/wa/warpoetry/Nerves.html>  
 Owen, W. "Dulce et Decorum Est".  
<http://www.fordham.edu/halsall/mod/1914warpoets.html>  
 Pope, Jesse. "The Call".  
<http://history.hanover.edu/courses/excerpts/111ww1.html>  
 Pictures: <http://en.wikipedia.org/wiki/Lithuania>

## Kūrybinė užduotis IDUKM pamokai:

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- išsirinkti kelias savykas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius anglų kalba.



**ANGLŲ KALBA****Module 8: Art**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<b>Art</b>	<b>Menas</b>
<i>Art</i>	menas, tapyba, piešimas
<i>Sculpture</i>	Skulptūra
<i>The Arts</i>	muzika, kinas, teatras, šokiai
<i>The fine arts</i>	vaizduojamieji menai, dailė
<i>The painting, to pain, a painter</i>	tapyba, tapyti, dailininkas
<i>The sculpture, to model, a sculptor</i>	skulptūra, lipdyti, skulptorius
<i>A drawing, to draw</i>	piešinys, piešti, piešėjas
<i>A drawer</i>	Braižytojas
<i>Reproduction, an original</i>	reprodukcia, originalas
<i>A poster</i>	Plakatas
<i>Exhibition, the opening of the exhibition</i>	paroda; parodos atidarymas
<i>A piece of art, a masterpiece</i>	meno kūrinys, šedevras
<i>A model</i>	Modelis
<i>Canvas</i>	Drobė
<i>A brush</i>	Teptukas
<i>Palette, a tube of paint</i>	paletė, dažų tubelė
<i>To spread colours</i>	lieti spalvas
<i>An artist's studio</i>	dailininko dirbtuvės
<i>An outline, sketch, draft</i>	metmenys, eskizas, apmatai
<i>Oil paint, water paint</i>	aliejiniai, vandeniniai dažai
<i>Watercolour</i>	Akvarelė
<i>Gouache</i>	Guašas
<i>Wash-drawing</i>	Akvarelė
<i>Easel</i>	molbertas

**Exercise 1. Write which expression is true (T) and which is false (F). Write a correct answer where necessary.**

1. A wash painting is made with gouache.
2. My father is a painter, he works in an artist's studio.

3. Drawing, painting, sculpture are fine arts.
4. In exhibition, there are works of art exposed.
5. A poster is made to promote something.
6. A person that evaluates works of art is called an art critic.
7. A reproduction is an original work of art.
8. Water colors make aquarelle.
9. A picture of a real person is called a sculpture.

**Exercise 2. Cross an odd word out / Išbraukite netinkamą žodį:**

1. Collector/ a painter/ an artist/a sculptor/ a drawer
2. A portrait/ wash drawing/ mosaic / landscape/ a model
3. Gouache/ palette/ tube of paint/ a brush
4. Chart/ painting/ drawing/ a picture
5. sketch/ copy / draft / outline

**Exercise 3. What does he do?**

1. S/He draws on paper with crayons and ink. S/He is.....
2. S/He paints mainly nature and natural phenomenon. S/He is.....
3. S/He works with stone, wood or metal. S/He is .....
4. An artist who takes pictures. S/He is .....
5. S/He studies history of art. S/He is called .....
6. S/He evaluates works of arts in exhibitions. S/He is called .....
7. When a work of art is damaged, this person restores it. S/He is called.....
8. S/He creates plans to build buildings. S/He is called .....

**Exercise 4. Test your knowledge.**

I. How are these paintings called? /Kaip vadinasi šie paveikslai?

1.



2.



3



4.



[www.Wikipedia.org](http://www.Wikipedia.org)

1.Vermeer	2.Claude Monet	3.Vincent Van Gogh	4.Rene Magritte
a) A girl with a pearl earring	a) Impression, Sunrise	a) Irises	a) The son of a man
b)The lacemaker	b) Impression, Sun going down	b) Sunflowers	b) The portrait
c)Young girl with a pearl necklace.	c) Impression, sultry sun	c) Almond blossom	c) Golconda

**Exercise 5. Answer what it is:**

1. All the pictorial arts →
2. It is one great work of art →
3. It is a rough and quick drawing made by an artist →
4. S/He poses for the artist →
5. It is made by oil paints →
6. It is the result of painter's work →

**References:**

Falla, T. and Paul A Davies. 2008. Solutions: elementary workbook. Oxford: Oxford UP.  
 Evans, V. and Jenny Dooley. 1999. Enterprise: Grammar 3. Newbury: Express Publishing

**ANGLŲ KALBA****Module 9: Music**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>	<b>Apibrėžimas</b>
<i>Album</i>	albumas	a recording of a selection of songs, tracks, pieces of music on a CD
<i>Hit singles</i>	hitai, populiausios dainos	best selling songs issued individually
<i>Lead singer</i>	pagrindinis vokalistas	the main singer in a band
<i>Backing</i>	pritariantys vokalistai	the group providing the background music/ vocals for the song
<i>Chords</i>	akordai	several harmonizing notes played at the same time

**Types of music**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Chamber music</i>	kamerinė muzika
<i>Classical music</i>	klasikinė muzika
<i>Blues</i>	bliuzas
<i>Rock</i>	rokas
<i>Rock'n'roll</i>	rokenrolas
<i>Soul</i>	soul muzika
<i>Folk music</i>	folklorinė muzika
<i>Pop</i>	pop muzika
<i>Heavy metal</i>	sunkusis metalas
<i>Country and western</i>	kantri muzika, paremta Amerikos pietų ir vakarų folklorine muzika
<i>Background music</i>	foninė muzika
<i>Dance music</i>	šokių muzika
<i>Soundtrack</i>	garso takelis (filme)
<i>canned music, piped music</i>	muzika iš įrašų, leidžia viešose vietose, pvz., parduotuvėse ar restoranuose
<i>Contemporary/ Modern</i>	šiuolaikinė
<i>20th century music</i>	20 amžiaus muzika
<i>Music of the sixties</i>	septinto dešimtmečio muzika
<i>Indian music</i>	indų muzika ir tt.

**Būdvardžiai, apibūdinantys muziką**

<b>Anglų kalba</b>	<b>Lietuvių kalba</b>
<i>Live</i>	gyva, eneginga
<i>Tuneless</i>	be melodijos
<i>Tuneful</i>	Melodinga
<i>Recorded</i>	Įrašyta
<i>Discordant</i>	Nedarni
<i>Deafening</i>	Kurtinanti
<i>Loud</i>	Garsi
<i>Soothing</i>	Raminanti
<i>Rousing</i>	smarki, sužadinanti
<i>Relaxing</i>	Atsipalaidavimo
<i>Soft</i>	švelni
<i>Peaceful</i>	rami
<i>Sweet</i>	maloni
<i>Innovative</i>	naujoviška
<i>To play the piano/ guitar/ drums</i>	groti pianinu/ gitara/ būgnais...
<i>To read music</i>	skaityti natas, groti iš natų
<i>To have a good ear</i>	turėti gerą klausą
<i>To pick out any tune</i>	sugroti bet kokią melodiją
<i>To play by ear</i>	groti iš klausos
<i>Musical</i>	muzikalus
<i>To write an arrangement / to arrange</i>	aranžuoti
<i>To whistle</i>	švilpauti
<i>To hum</i>	niūniuoti
<i>To make music</i>	groti muziką
<i>Scales</i>	muzikos gaidos
<i>Notes</i>	natos

**Exercise 1. Explain the difference between:**

1. a track and an album,
2. a hit and a single,
3. orchestral music and chamber music,
4. soothing music and discordant music,
5. muzak and disco music.

## Exercise 2. Complete the sentences with the active expressions and words from the vocabulary list.

1. My brother is learning the guitar and he can already play some basic c.... .
2. This music was originally written for the violin but it has been a.... quite successfully for the guitar.
3. Paul can play anything. He's got a good e.... .
4. I always know when the postman is there as I can hear him h ... very tunefully.
5. In primary school young children practice m ... music with all sorts of different things – even, say, with tins containing buttons.

## Exercise 3. Answer these questions about music.

1. Which songs are currently big hits in your country?
2. Which kinds of music do you particularly enjoy?
3. Are there any other kinds of music that are not listed in the vocabulary list that you like?
4. Do you like to have background music while you are working? If so, what kind?
5. Can you read music?
6. Can you play any musical instrument? How well, if yes?

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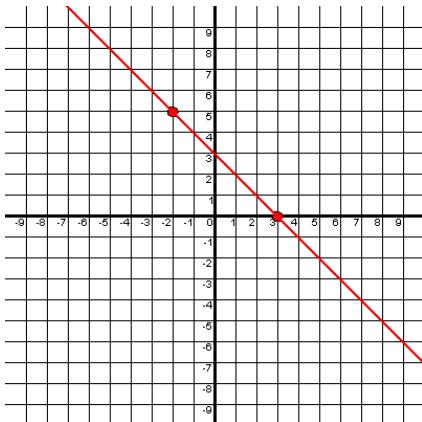


**ANGLŲ KALBA****Module 10: Mathematics**

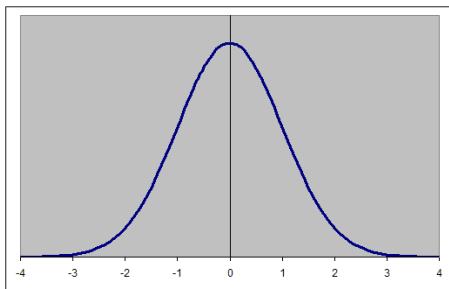
<b>Symbol</b>	<b>Name</b>
+	addition sign, plus sign
-	subtraction sign, minus sign
x or ·	multiplication sign
÷ or /	division sign
=	equal
≠	not equal
<	less than
>	greater than
≤	less than or equal to
≥	greater than or equal to
#	number sign
( )	parentheses
&	and (ampersand)
%	percent
π	pi
x	absolute value of x
√	square root
!	factorial
±	plus or minus
^	carat - to the power of
°	degree
	parallel
~	is similar to (tilde)
∩	intersection
∅	null or empty set
∉	is not a member of
f(x)	a function whose variable is x
Σ	sum
...	ellipsis (and so on)
∞	infinity

## Vocabulary for graphs

**linear graph, non-linear graph, straight-line graph**



**curved graph**



x-axis, x coordinate  
 y-axis, y coordinate  
 the x and y axes  
 I'll plot the coordinates on the graph.

**BODMAS denotes the order in which you do the operations**  
 e.g. square root  $\sqrt{ }$  or powers such as  $x^2$  or  $x^3$

**Divide  $\div$**

**Multiply  $\times$**

**Add  $+$**

**Subtract  $-$**

- *substituting* – replacing the letter in an equation with a number (following BODMAS rules)
- *straight-line graphs* are also called:
  - *linear functions,*
  - *linear graphs,*
  - *linear equations,*
  - *straight-line equations.*

- *non-linear graphs* are not straight lines. They are *curves*.

### Vocabulary for coordinates

- *coordinates* ( $x,y$ ) are also called:
  - *coordinate pairs*,
  - *ordered pairs*.

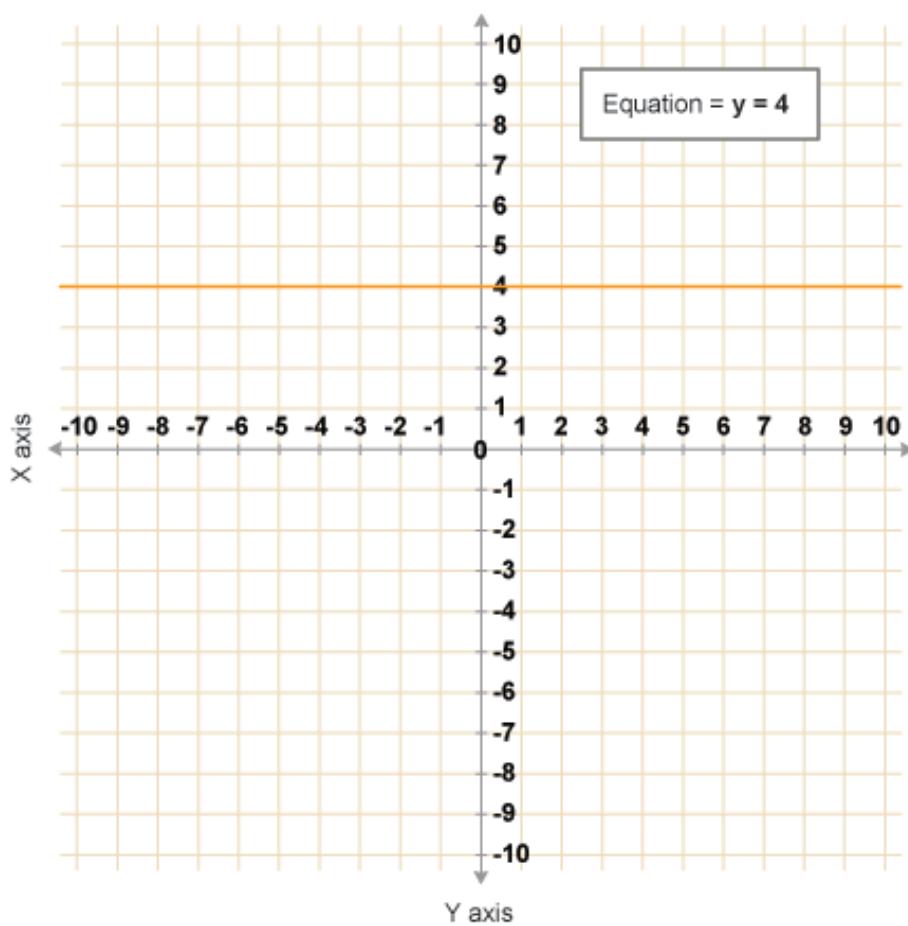
Coordinates are two numbers which describe the location of a point on a graph

- x-axis is the horizontal axis of a graph
- y-axis is the vertical axis of a graph
- x-coordinate is the first number in the pair. It tells you how far to move along the x-axis.
- y-coordinate is the second number in the pair. It tells you how to move far up or down the y-axis
- origin (0,0) is the point where the two axes meet.

The x-axis and the y-axis divide a *plane* into four *quadrants*

- to plot is to mark the position on a graph using the two coordinates, e.g. The coordinates are (3,4)
- the plural of axis is axes

Linear graphs coordinate diagram



## What does a straight-line equation look like?

### Linear equations

$y = 3x - 5$ ,  $y = 0.4$ ,  $y + x = \frac{1}{2}$ ,  $3x - 2y = 4$ ,  $y = x$ ,  $x = -80$

### Non-linear equations

$y = x^2$ ,  $y = 2x^3 + 4$ ,  $y = 1/x$ ,  $3x^2 + y^2 = 55$ ,  $y = 3/x$ ,  $y = 3x + 2t$

## How to explain drawing linear graphs from an equation?

There are some steps:

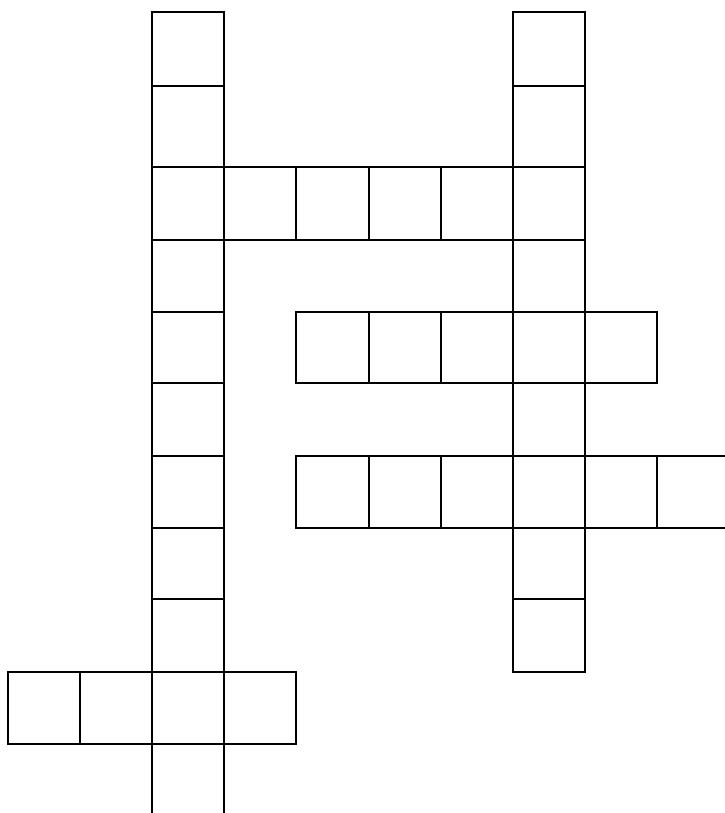
1. Look at the equation – it tells you the relationship between the coordinates. For example:

<b><math>y = 2x</math></b>	This means to find the $y$ -coordinate is double the $x$ -coordinate or $x$ -coordinate multiplied by 2
<b><math>x + y = 4</math></b>	This means the $x$ -coordinate and the $y$ -coordinate add up to <b>4</b>
<b><math>x = 5</math></b>	This means the $x$ -coordinate is always <b>5</b> . The $y$ -coordinate can be any number

2. Use these ideas to help find the coordinates:

Using the equation $y = 3x$ , what will the $y$ -coordinate be when $x = 2$ ?	English to use ( <i>keep explanations short, key phrases are in bold – the rest is extra English</i> )
$y = 3x$	Use substitution
$y = 3 \times 2$	Replace the $x$ with 2 and multiply, as $3x$ means 3 multiplied by $x$
$y = 6$	So when $x = 2$ , the coordinate pair is $y = 6$ or the point $(2,6)$

**Exercize 1. Crossword puzzle: consolidate the active vocabulary for describing linear graphs**



**Crossword clues:**

**Across**

3. The name of the point (0,0).
4. The name of the vertical line through the point (0,0).
5. The name for straight-line graphs.
6. The plural of axis.

**Down**

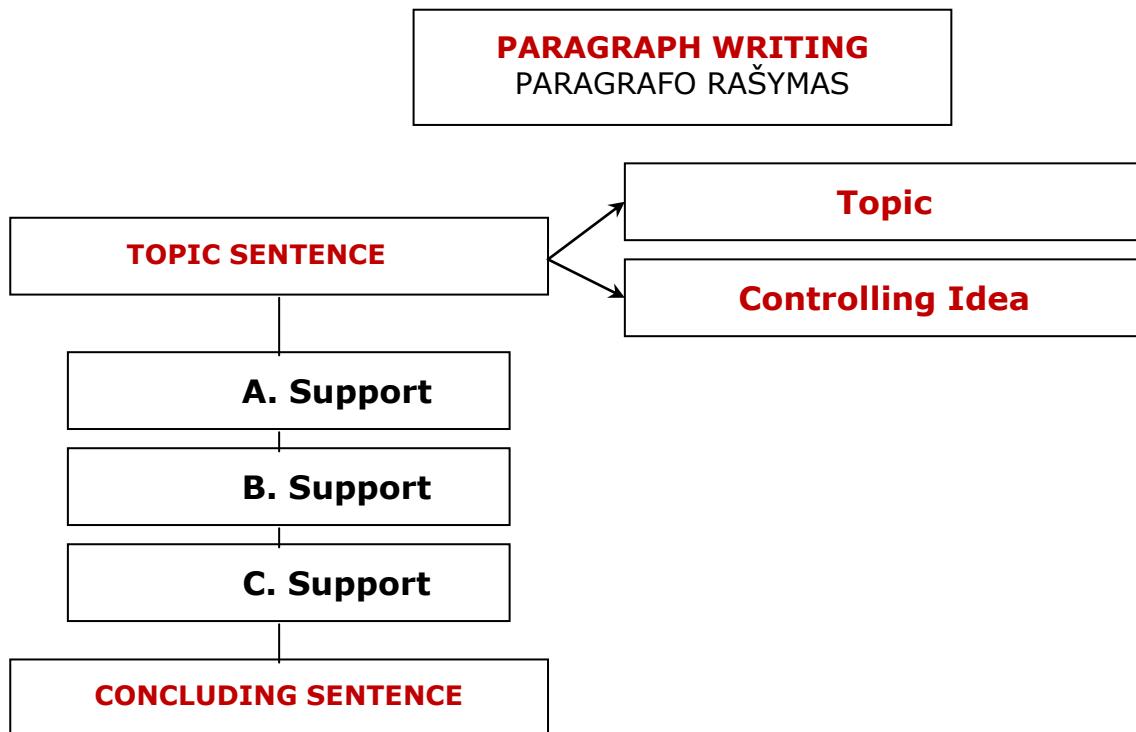
1. The name for a point or ordered pair on a graph.
2. The name for a graph with a curve.



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**ANGLŲ KALBA****Module 11: Writing in CLIL classes**

**Structure of a Topic Sentence**  
Pagrindinio paragrafo sakinio struktūra

People give many **reasons** for **owning a car**.

Topic Tema	Controlling Idea Temą valdanti (susiaurinanti) mintis
"owing a car"	"reasons"

All the supporting ideas in the paragraph should be "reasons for owning a car".

Paragraph Example Paragrafo pavyzdys	Paragraph Structure Paragrafo struktūra
<p>Before applying to a foreign university, one should consider the <u>disadvantages</u> of <b>studying abroad</b>. <i>First</i>, a student may feel alone by being far from family and friends. <i>Also</i>, difficulty in understanding a foreign language can be very frustrating and can affect the students grades. <i>Finally</i>, it may appear to be very expensive to pay the costs of travel and housing in a different country. <i>Therefore</i>, loneliness, language barrier and shortage of money may cause difficulties for studying abroad.</p>	<p>Topic sentence (<b>topic, controlling idea</b>) <i>Support A</i> <i>Support B</i> <i>Support C</i> Concluding sentence</p>

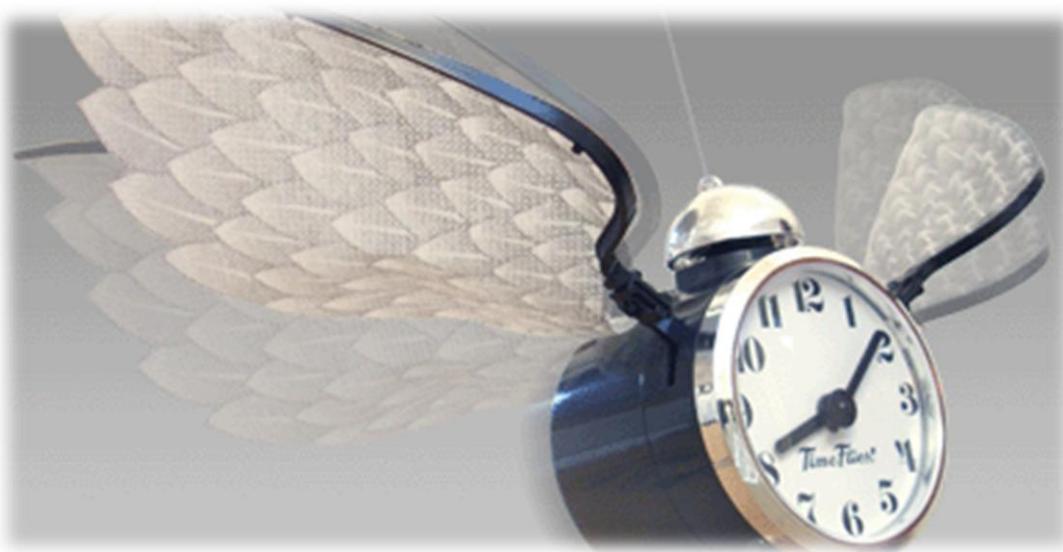
### The Use of Transition Expressions in a Paragraph

Jungiamujų (pereinamujų) posakių naudojimas paragrale

**Food** is **the source of energy** for the body. Food and the energy it produces are important. **Indeed**, we need this energy just to keep alive. **Naturally**, energy is required just to digest the food needed to produce energy in the first place. **Moreover**, energy is essential for all continuous body processes such as breathing, the beating of the heart, and the maintenance of muscle tone. **Also**, children and youths need energy for growth. **In brief**, we need energy produced by food for carrying out all work and leisure activities.

Topic Sentence Openings:	Helpful phrases in the topic sentence to express the controlling idea:
<p>It is generally agreed that...      It must be remembered that...      It cannot be too strongly emphasized that...      It has now been proved that...      It is often taken for granted that...      It has often been questioned whether...      There is no doubt that...      It goes without saying that...      It stands to reason that...      It is easy enough to believe that...      It is difficult to prove that...      It is impossible to argue that...      It is/seems unlikely (strange/ridiculous) that...      It is evident (likely/obvious/possible/probable) that...      It is doubtful whether...      It would be absurd to suppose that...      It remains to be seen whether...</p>	<p>the reason for...      the causes of (the effects of)...      the steps for (the procedure for)...      the advantages of (the disadvantages of)...      the ways to (the methods of)...      the different sections (parts, kinds, types) of...      the characteristics (traits, qualities) of...      the problems of...      the precautions for...      the changes to...</p>

<b>Common Devices for Linking Ideas <i>within</i> a Complex Sentence</b>	
Simple Conjunctions	<i>and – but – so</i>
Relatives	<i>which – who – that, etc.</i>
Conjunctions: Time Reason Condition Concession	<i>when – after – before – until – while, etc. because – since if – unless although – however (important)</i>
Preposition and Prepositional Phrase	<i>After (examining the corpse) Before (leaving the country) Without (informing his superiors) Due to (the shortage of money) As a result of (breaking the law)</i>
Present Participle (-ing form)	<i>Looking (at the plans, he saw that ...) Being (interested I applied to join) A box containing ...</i>
Past Participle (-ed form)	<i>Confused (by the news, he ...) The methods employed (are dubious) This invention, introduced by ...</i>



<b>TRANSITIONS IN A PARAGRAPH:</b>			
<b>Time</b> (Laiko)			
<i>after a (+ time expression)</i> <i>after a short/long time</i> <i>afterwards</i> <i>at first</i> <i>at least</i> <i>at the same time</i> <i>before that time</i> <i>before then</i> <i>eventually</i> <i>immediately</i> <i>in the end</i> <i>lately</i> <i>later</i>	<i>po (to), vėliau, paskui netrukus/po kurio laiko vėliau, paskui, po to iš pradžių bent jau tuo pat metu/taipogi prieš tai prieš tai pagaliau tuojau, tuojau pat galų gale neseniai, pastaruoju metu vėliau</i>	<i>meanwhile next now nowadays presently recently shortly since since then soon temporarily then thereafter</i>	<i>tuo tarpu, tuo pat metu kitas/sekantis/po to/paskui dabar, tuojau, tada dabar/mūsų laikais netrukus, tuojau pat pastaruoju metu/neseniai trumpai/greitai/netrukus kadangi/jei taip nuo to laiko/nuo tada greitai, netrukus lainai, nenuolatinai tada/po to/tokiu atveju/vadinasi nuo to laiko/atitinkamai</i>
<b>Augmentation</b> (Informacijos plėtimas)			
<i>additionally</i> <i>again</i> <i>also</i> <i>and</i> <i>and then</i> <i>apart from this</i> <i>as well as</i> <i>besides</i> <i>further</i>	<i>be to vėl/dar kartą/be to taip pat/irgi ir/bei/o ir tada/o tada išskyrus/be to/nekalbant apie... tiek pat/taip pat be to/be/išskyrus be to/toliau</i>	<i>furthermore in addition to in the same way likewise nor not only ... but also moreover too what is more</i>	<i>be to be to taip pat panašiai/taip pat nei ne tik.../bet ir... toliau/be to taip pat be to/dar (daugiau)</i>

<b>Contrast, opposition</b> (Kontrastas, priešpastatymas)			
<i>and yet</i> <i>after all</i> <i>although</i> <i>although this may be true</i> <i>at the same time</i> <i>but</i> <i>despite this (+ noun)</i> <i>however</i> <i>in contrast</i> <i>in contrast to (+ noun)</i>	<i>bet/betgi/tačiau/vis dėlto</i> <i>pagaliau/galų gale</i> <i>nors/nežūrint</i> <i>nors tai tiesa ...</i> <i>taip pat/tuo pat metu</i> <i>bet</i> <i>nepaisant</i> <i>tačiau/kaip ne/kiek ne/kad ir</i> <i>kaip</i> <i>(pa)lygint su</i> <i>priešingai nei</i>	<i>in spite of (+ noun)</i> <i>nevertheless (after a negative idea)</i> <i>notwithstanding</i> <i>on the contrary</i> <i>on the one hand</i> <i>on the other hand</i> <i>still</i> <i>whereas</i> <i>yet</i>	<i>nepaisant</i> <i>vis dėlto/nepaisant to</i> <i>nepaisant (ko)/tačiau</i> <i>priešingai nei</i> <i>iš vienos pusės</i> <i>iš kitos pusės</i> <i>dar/vis dar/iki šiol/tačiau/vis dėlto</i> <i>dar (palyginant)</i> <i>tada, kai/ tuo tarpu, kai</i> <i>dar/ vis dar/ bet/ betgi/ tačiau/ vis dėlto</i>
<b>Comparison, similarity, equivalent</b> (Palyginimas, panašumas, sugretinimas)			
<i>Again</i> <i>also</i> <i>alternatively</i> <i>equally (+ adjective)</i> <i>in a like manner</i> <i>in comparison</i> <i>in other words</i>	<i>dar karta/vėl/be to</i> <i>taip pat</i> <i>pasirinktinai</i> <i>taip pat/atitinkamai</i> <i>panašiai</i> <i>palyginant/sulyginant</i> <i>kitaip tariant/kita vertus</i>	<i>in the same way</i> <i>in a similat manner</i> <i>likewise</i> <i>namely</i> <i>similarly</i> <i>that is to say</i>	<i>taip pat</i> <i>panašiai</i> <i>panašiai/taip pat</i> <i>būtent</i> <i>panašiai</i> <i>tai yra ...</i>

<b>Concession, attitude</b> (Prielaida, požiūris)			
<i>admittedly</i> <i>after all</i> <i>although</i> <i>and yet</i> <i>as a matter of fact</i> <i>at the same time</i> <i>certainly</i> <i>even though</i> <i>fortunately</i> <i>however much</i>	žinoma/pripažstant pagaliau nors/nežiūrint bet/betgi/tačiau/vis dėlto iš tikrujų tuo pačiu metu/taip pat žinoma nors/nepaisant/net jeigu laimei kad ir kaip.../kiek ne	<i>luckily</i> <i>naturally</i> <i>of course</i> <i>odly enough</i> <i>perhaps</i> <i>still</i> <i>strangely enough</i> <i>undoubtedly</i> <i>unfortunately</i>	laimei žinoma žinoma kaip bebūtų keista/stebėtina galbūt vis dar/tačiau/vis dėlto kaip nekeista neabejotinai/be abejo deja/nelaimei
<b>Demonstration, illustration, example</b> (Įrodymas, pavyzdžiai)			
<i>as a matter of fact</i> <i>as an example</i> <i>as follows</i> <i>for example</i> <i>for instance</i> <i>incidentally</i> <i>indeed</i> <i>in fact</i> <i>in other words</i>	tiesą sakant pavyzdžiui kaip žemiau išdėstyta pavyzdžiui pavyzdžiui beje iš tikrujų iš tiesų/faktiškai kitaip tariant	<i>in particular</i> <i>in this case</i> <i>namely</i> <i>particularly</i> <i>specifically</i> <i>that is</i> <i>that is to say</i> <i>to illustrate</i>	ypatingai šiuo atveju būtent ypač/ypatingai/labai/konkrečiai ypatingai/būdingai tai yra tai yra pateikiant pavyzdį

<b>Sequence, order</b> (Seka)			
<i>finally</i> <i>first of all</i> <i>first, second, third, etc.</i> <i>in the first/second (etc.) place</i> <i>firstly</i> <i>last/last of all</i>	galų gale/pagaliau pirmiausia pirma, antra, trečia ir t. t. pirmiausia/antra pirmiausia/pirma gale/paskutinių kartą galiausiai	<i>lastly</i> <i>next</i> <i>secondly</i> <i>then</i> <i>thirdly</i> <i>to begin with</i> <i>to end with</i>	paskutinėje vietoje/galų gale po to/paskui antra tada/po to/paskui/tuo laiku trečia pradedant/pradžioje baigiant/pabaigoje
<b>Result</b> (Rezultatas)			
<i>accordingly</i> <i>as a result</i> <i>consequently</i> <i>for this reason</i> <i>hence</i> <i>so</i>	atitinkamai to pasekoje/išdavoje todėl/dėl tos priežasties dėl to/dėl šios priežasties vadinasi/taigi/iš čia taigi/taip/tiek/vadinasi	<i>otherwise</i> <i>then</i> <i>thereby</i> <i>therefore</i> <i>thus</i>	priešingu atveju/kitais atžvilgiais/kitaip tada/tokiu atveju vadinas tuo/tuo būdu dėl to/todėl/taigi taigi/taip/tuo būdu
<b>Purpose</b> (Tikslas)			
<i>for this purpose</i> <i>for this reason</i> <i>owing to this</i>	šiuo tikslu/siekiant dėl to dėl to	<i>to this purpose</i> <i>with this object</i> <i>(objective)</i>	šiuo tikslu/siekaint/kaip tik laiku šiuo tikslu
<b>Location</b> (Vieta)			
<i>adjacent to (+ noun)</i> <i>at the top</i> <i>at the right</i> <i>beyond</i> <i>far ahead</i> <i>far behind</i>	šalia/gretimai viršuje dešinėje už/virš priekyje/priešakyje toli už	<i>here</i> <i>in the center</i> <i>in the distance</i> <i>nearby</i> <i>opposite (+ noun)</i> <i>straight ahead</i>	čia centre/viduryje tolumoje šalia/arti priešais/prieš tiesiai priešakyje
<b>Stating the obvious, generalizing</b> (Akivaizdžių faktų pateikimas, apibendrinimas)			

<i>alternatively</i> <i>as one might expect</i> <i>as a rule</i> <i>clearly</i> <i>for the most part</i> <i>it goes without saying</i> <i>in general</i> <i>in most cases</i> <i>in other words</i>	atitinkamai/pasirinktinai galima tikėtis, kad... paprastai/kaip taisyklė aiškiai daugiausia/dažniausia/paprastai savaime suprantama apskritai daugeliu atveju kitaip tariant	<i>naturally</i> <i>obviously</i> <i>of course</i> <i>on the whole</i> <i>or rather</i> <i>the rather that ...</i> <i>speaking generally</i> <i>surely</i> <i>to be more precise</i> <i>to put it another way</i> <i>usually</i>	žinoma aiškiai/akivaizdžiai žinoma iš viso/bendrai paėmus/apskritai nagu tuo labiau, kad... apskritai žinoma/be abejo/tikrai o tiksliau kitaip tariant kaip paprastai
<b>Conclusion, summary</b> (Išvados, reziumė)			
<i>accordingly</i> <i>as a result</i> <i>as I have said/noted/stated</i> <i>briefly</i> <i>briefly stated</i> <i>consequently</i> <i>finally</i> <i>in brief</i> <i>in conclusion</i>	tuo būdu/atitinkamai to pasekoje kaip minėjau trumpai trumpai tariant todėl/dėl tos priežasties/taigi/ vadinasi pagaliau/galų gale trumpai užbaigiant	<i>in other words</i> <i>in short</i> <i>it goes without saying (that)...</i> <i>on the whole</i> <i>therefore</i> <i>thus</i> <i>to conclude</i> <i>to summarize</i> <i>to sum up</i>	kitaip tariant trumpai akivaizdu/savaime suprantama iš viso/bendrai paėmus/apskritai taigi/dėl to/todėl todėl/taip/tuo būdu/taigi baigiant reziumuojant apibendrinant/susumuojant/reziumuojant

## Paragraph Development

### Paragrafo išplėtimas

To make a more fully developed paragraph, add details to the supporting ideas. Your details can be *facts, examples, personal experience or description*.

Kad paragrafas būtu labiau išvystytas, temą patvirtinančias mintis paremkite detalėmis, kurios gali būti *faktas, pavyzdys, asmeninė patirtis ar aprašymas*

<b>Topic</b> Tema	<b>The Controlling Idea</b> Temą valdanti (susiaurinanti) mintis
"the Smithsonian Institution"	" <u>reasons for a visit</u> "
<b>Topic Sentence</b> Paragrafo pagrindinis sakiny	<i>The Smithsonian Institution</i> is worth visiting for a <u>number of reasons</u> .
<b>Supporting Ideas</b> Temą patvirtinančios mintys	<b>Details for a More Fully Developed Paragraph</b> Detalės labiau išvystytam paragrafui
<b>Supporting idea 1:</b> 1 patvirtinanti mintis	<b>Details – Facts</b> Faktai
The Smithsonian Institution is composed of various museums that offer something for everyone.	These museums consist of the National Museum of History and Technology, the National Collection of Fine arts, the National Museum of Natural History, The National Aeronautics and Space Museum, and several others
<b>Supporting idea 2:</b> 2 patvirtinanti mintis	<b>Details – Example</b> Pavyzdys
A person can do more than just look at the exhibits.	For example, in the insect zoo at the National Museum of Natural History, anyone who so desires can handle some of the exhibits.
<b>Supporting idea 3:</b> 3 patvirtinanti mintis	<b>Details – Personal Experience</b> Apašymas
The museums provide unforgettable experiences.	Climbing through <i>skylab</i> at the national Aeronautics and space Museum, I was able to imagine what it would be like to be an astronaut in space.
<b>Supporting idea 4:</b> 4 patvirtinanti mintis	<b>Details – Description</b> Apašymas
Movies shown at regular intervals aid in building an appreciation of our world.	In the National Aeronautics and Space Museum, there is a theatre which has a large screen. When the movie is shown, it gives the illusion that the viewer is in the movie itself, either floating above the earth in a hot-air balloon or hang gliding over cliffs.

### Introductory Paragraph

Ižanginis paragrafas

To write an introduction for an essay, follow these procedures:

<b>Procedures</b>	<b>Introduction (example)</b>
1. Introduce the topic in general.	When a person decides to enter a university away from home, he or she must also consider <i>living accomodations</i> .
2. Narrow the topic down to focus more on the question.	Although most universities offer student dormitories, students frequently opt to live in <i>an apartment</i> .
3. Restate the specific question in your own words and in a statement form.	While there are many <i>advantages</i> to apartment living, there are also many <i>disadvantages</i> .
4. Write the concluding statement which is the <i>thesis statement</i> and indicates the controlling idea of the essay.	Before a student decides to live in an apartment, <i>all the aspects</i> of that kind of accomodation should be reviewed.

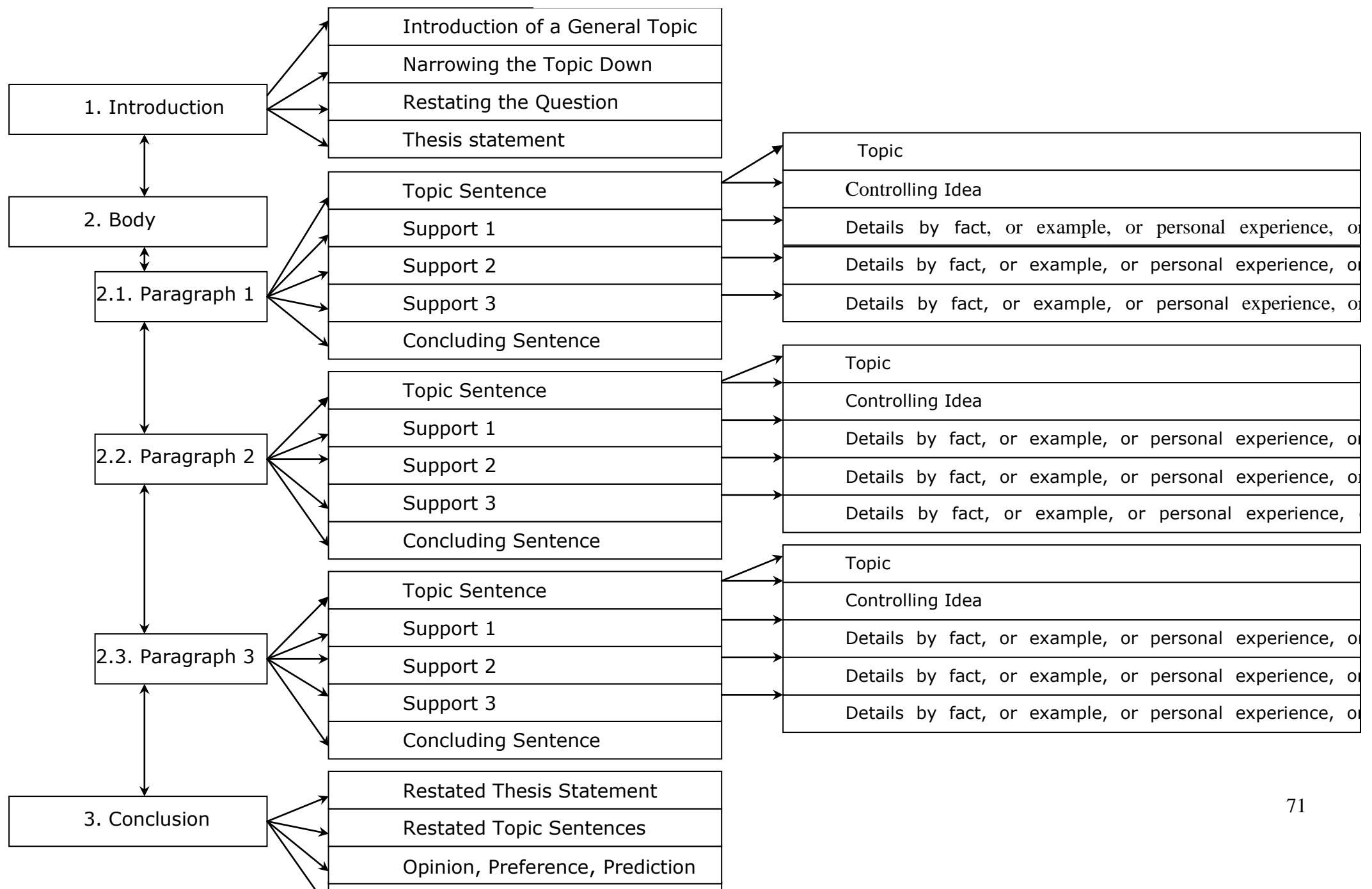
### Concluding Paragraph

Išvados (pabaiga)

To write a concluding paragraph, follow these procedures:

<b>Procedures</b>	<b>Conclusion (example)</b>
1. Restate the thesis statement.	Even though there are many advantages to apartment living, I would prefer to live in the university dormitory for the following reasons.
2. Restate the topic sentences from the developmental paragraphs.	First, I will be new at the university and meeting people will be easier in a dormitory setting. Second, I will not have to worry about purchasing and cooking food or cleaning afterwards. Finally, I will be within walking distance of my classes and the university library.
3. State your opinion or preference, make a prediction, or give a solution.	Consequently, I will have better conditions and more time for my studies.
4. Conclude with a statement that sums up the essay.	In conclusion, living on campus is more advantageous for me than living in an apartment.

## ESSAY STRUCTURE

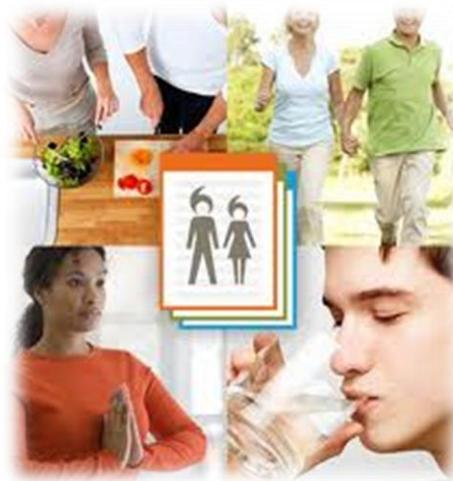


## Example

**Modern lifestyles are completely different from the way people lived in the past. Some people think the changes have been very positive, while others believe they have been negative. Discuss both these points of view and give your own opinion. Types of Essays**

It is undeniable that the average person's lifestyle has changed enormously during the last few decades owing to the huge impact of modern technology and economic development.

Some people believe that modern life is much better than in the past. **As evidence of this**, they point to improvements in health care and education and the general increase in the standard of living. **Furthermore**, they argue that machines have changed working conditions and reduced the need for the hard physical labour, and they talk about the large leisure industries that have transformed people's free time.



**On the other hand**, it can also be argued that some changes have had a negative impact on our lives. **For example**, there has been a negative impact on both the natural and human environments. **In addition**, stress from all the pressure in today's schools and workplaces may have reduced the quality of life in social terms. Having access to more things and more entertainment cannot compensate for the loss of social relationships. **One reason for** this loss is that families spend less time together, and, **as a result**, crime rates and divorce rates have increased and people have lost any sense of community.

**In conclusion**, I think there is evidence to suggest that some of the changes we have experienced in the modern world have affected our lives in a negative way, especially in terms of the family and the environment. **But overall**, it is clear that most of these changes have been good for the majority of people. **Nevertheless**, I feel we need to ensure that these positive changes can be sustained and shared more in the future.

### Exercise 1. Improve the essay by inserting the correct linking words and phrases. There may be more than one possible answer.

however	firstly	in other words	furthermore	also	such as
alternatively	now	nevertheless	in addition	because	similarly

It is true that many students struggle to produce high-quality essays. 1. \_\_\_\_ I can't agree that there is little you can do to improve your essays or to make the task less difficult.

2. \_\_\_\_ let us examine what an essay needs in order to be considered 'good'. To begin with, a good essay must answer the question fully. 3. \_\_\_\_ it must address

each of the points raised in the essay title. 4. \_\_\_, it must present these points in an organised and logical way. A good writer will 5. \_\_\_ avoid using the same words and phrases. This can be easily achieved by using techniques 6. \_\_\_ paraphrasing, 7. \_\_\_, you can use synonyms of words rather than repeating the same ones. 8. \_\_\_, all of the ideas presented in your essay must be relevant and supported by examples.

9. \_\_\_, let us consider what students can do in order to improve their essay-writing skills. Clearly, a good knowledge of the language is required to be able to write an essay that has few errors and communicates well. 10. \_\_\_, writing a good essay requires more than good language skills 11. \_\_\_ people find it difficult to write essays even in their own language. As with any skill, the best way to learn is from our mistakes. To learn how to ride a bike you need to get on one and fall off a few times. 12. \_\_\_ students can improve their essay writing through making and correcting mistakes and through constant practice.

### **Exercise 2. It is easy to make careless spelling mistakes if you are writing quickly. Read the following paragraph and correct the spelling mistakes.**

Recnet resaerch at an Englsh uinervtisy sugests that it deosn't mttaer what oredr the ltteers in a word are, the olny impotarnt tihng is that the frist and lsat ltteers are in the rghit pclae. Eevnthsough the mddile ltteers mghit be mxied up, people dno't have a prolbem raeding the wrds. This is because we raed the word as a whole rahter than eevry ltteer by itslf.

### **Exercise 3. Correct the mistakes with register and spelling that have been underlined in the conclusion. Which words do you have to change because of register?**

To sum up, even 1.through many 2. guys think writing essays is 3. a bit difficult, there 4. is stuff they can do to 5. imporve 6. there writing skills. 7. Personaly I 8.believe that if you 9. wanna get a good score in an exam situation then you need to make sure that you 10. aproach the essay question in a logical and organised way. Finally, you need 11. too leave enough time to check over your work 12. throughly at the end.

### **Exercise 4. Read the sentences below and determine whether the second sentence presents an additional or contrasting point. Then join the sentences using appropriate words/phrases.**

1. Alternative medicines treat the symptoms of a disease. Conventional medicines treat the underlying cause of a disorder.
2. Alternative medicine makes use of natural products rather than drugs. Alternative medicines are not tested on animals.
3. Conventional doctors have recognisable and respected qualifications. Conventional treatments are widely available to everyone.

4. People trust conventional treatments because they are tested scientifically. People are often suspicious of alternative methods which sometimes rely on a "trial and error" technique.

5. Alternative treatments cause few or no side-effects. Conventional treatments can cause severe side-effects.

**Exercise 5. Fill in the gaps using words/phrases from the box. Some words/phrases can be used more than once.**

***up to a point, especially, indeed, this means, needless to say, in general, in fact, the fact that, obviously, example***

1. ...., people have mixed feelings about the effects tourism has on a country.

2. Most people believe that computers always make life easier, but....., the opposite is sometimes true since they often cause problems when they break down.

3. ....testing products on animals is cruel, but it is difficult to find a suitable alternative.

4. A typical ..... of the benefits of country life is the fact that there is very little pollution from traffic.

5. .... more and more zoos are closing down shows that fewer people agree with keeping animals in captivity and, therefore, do not want to visit them any longer.

6. Using public transport can be a nuisance, ..... when buses and trains are late during rush hour periods.

7. Advances in medical science mean that cures have been found for many diseases. .... people live longer nowadays.

8. ...., most people agree that more effort should be made where the recycling of materials is concerned.

9. More and more women are going back to work after the birth of their children and ..... they have to find someone to look after the children during the day.

**Exercise 6. Join the sentences using the linking words in the list below.**

<b><i>due to</i></b>	<b><i>in addition to</i></b>	<b><i>on the grounds</i></b>
<b><i>therefore</i></b>	<b><i>with the intention of</i></b>	

1. The government has launched a campaign to promote new business rural areas. They hope to draw people away from the large urban centres.

2. Television is a highly entertaining medium. It can also be an excellent educational tool.

3. Freedom of expression is one of man's basic, inalienable rights. People should be allowed to publish books containing all their beliefs and ideas.

4. Consumerism is becoming more and more apart of modern societies. This is because of advertising and the mass media.

5. Many people object to smoking. This is because passive smoking can be extremely harmful to one's health.

### **Exercise 7. Replace the phrases in bold with other similar ones.**

1. **All things considered, I believe that** corporal punishment should not be reintroduced into our schools as it is a cruel method of disciplining students.  
 2 **Lastly, it may be concluded that** freedom of speech is a basic right of every individual, regardless of race or creed.

3. **To conclude, I am convinced that** all the governments of the world should embark immediately on a joint policy of total disarmament.

4. **To conclude, it is clear that** in the light of the many miscarriages of justice in the past, capital punishment is not ethical or humane, and should be abandoned entirely.

5. **In conclusion, it is my opinion** that school uniforms are an unfortunate necessity and therefore should not be abolished.

Works consulted

Taken from "Successful Writing Proficiency" by Virginia Evans

### **Exercise 8. Complete the essay with the linking words below. You can use one word a few times.**

<b>therefore</b>	<b>however</b>	<b>although</b>	<b>in general</b>	<b>also</b>	<b>furthermore</b>
<b>secondly</b>	<b>even though</b>	<b>but</b>	<b>in the first place</b>	<b>not only</b>	



Studying a language in a country where it is widely spoken has many advantages. It is \_\_\_\_\_ a good idea to study English in a country such as Britain. \_\_\_\_\_, I believe it is not the only way to learn the language. \_\_\_\_\_, most students in non-English-speaking countries learn English at secondary school and sometimes at university nowadays, \_\_\_\_\_ their spoken English is not usually of very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect the language.

\_\_\_\_\_, studying the basics of English at secondary school is less stressful than learning the language while overseas. This is because students living at home do not have to worry about problems such as finding accommodation, paying for their study and living costs, and trying to survive in a foreign country where day to day living causes much stress.

\_\_\_\_\_, there are obvious advantages of learning English in Britain. Every day there are opportunities to practise listening to and speaking with British people. \_\_\_\_\_, students can experience the culture first-hand, which is a great help when trying to understand the language. This is especially true if they choose to live with a British family, as exchange students for example, \_\_\_\_\_, if students attend a language school full-time, the

teachers will be native speakers. In this case, \_\_\_\_\_ will students speaking and listening skills improve, \_\_\_\_\_ attention can be given to developing reading and writing skills as well. \_\_\_\_\_, \_\_\_\_\_ it is preferable to study English in an Englishspeaking country, a reasonable level of English can be achieved in one's own country, if a student is gifted and dedicated to study.

[http://www.eslhandouts.com/materials/ielts\\_writing.pdf](http://www.eslhandouts.com/materials/ielts_writing.pdf)

## ESSAY WRITING

There exist a lot of different kinds of essays, which is conditioned by the fact that it is one of the most popular forms of academic assignments. Let us find out why.

### Peculiar Features of Essays

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- **They are short** – there is no room for excessive and unnecessary information.
  - **They have strict structure** – logical organization adds to the essay's easy comprehension.
  - **No limits for subjects** – any topic can be disclosed within the frames of an essay without compromise to value and meaning.
  - **No limits for methods of analysis** – essays can be written on the basis of any scientific approach or method.
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### Glossary of essay writing

<b>Anglų kalba</b>	<b>Apibrėžimas</b>
5-paragraph essay	the essay of typical structure, generally consisting of 5 paragraphs: one for introduction, three paragraphs of the main content and one for conclusion.
Admission essay	the essay you have to present to an admission committee in order to prove that you are a worthy person to study in this particular educational institution. It contains information about your personality, achievements, interests and plans for the future.
Argumentative essay	the essay that persuades the reader that a particular point of view is correct, while the others are wrong. It shouldn't simply state the point of view; it should prove it by logical arguments and facts.
Cause and effect essay	the essay that distinguishes the connections between a certain event and what has caused it, defines what cause is and what effect is in some particular case.
Classification essay	the essay that organizes some things (concepts, events, ideas, objects, etc.) into categories, classifies them. It should be supplemented by examples of all the categories.

<i>Comparison essay</i>	the essay that concentrates on contrasting one thing against another, studies their common and different features.
<i>Critical essay</i>	the essay that evaluates something (a piece of writing, a movie, an object of art, etc.) and finally says whether the author agrees or disagrees with it.
<i>Deductive essay</i>	the essay in the course of which the author comes to a certain conclusion by means of logical reasoning along the following scheme: premises – evidence – conclusion.
<i>Definition essay</i>	the essay that explains what this or that word or concept means. The concept may vary from a concrete to highly abstract one.
<i>Exploratory essay</i>	the essay that is written in order to come to a conclusion, not to prove something. Ideally, it should be started without an idea of what answer you will get in the end.
<i>Expository essay</i>	the essay that expresses the point of view of another person (not the author's) or recounts an event or succession of actions.
<i>Informal essay</i>	the essay written in informal, relaxed manner, mainly in order to amuse both the reader and the author. Nevertheless, it shouldn't in any way neglect the organization.
<i>Literature essay</i>	the essay dealing with a piece of writing (a novel, a short story, article, whatever). Most commonly presupposes some kind of analysis, for example, a linguistic one.
<i>Narrative essay</i>	the essay that tells the reader a story, describes some event or succession of events, of which the author may have been a witness or just have heard or read about them.
<i>Personal essay</i>	the essay describing the author's personality, positive traits, successes, explaining shortcomings. Generally, it is written in order to be submitted to an admissions committee.
<i>Persuasive essay</i>	the essay which goal is to persuade the reader of something by means of logical argumentation, facts, statistical data and so on.
<i>Research essay</i>	the essay that tries to test hypotheses or prove a point of view. It may be considered a type of persuasive essay, but presupposes the presence of original author's idea.
<i>Response essay</i>	the essay, in which the author expresses his or her reaction to something (most often a piece of writing, but it may also be a movie, a show, a trend in fashion, etc.)
<i>Scholarship essay</i>	the essay one writes in order to persuade the admission committee that he or she is the best candidate for the scholarship. It describes the personality, why the person is interested in this scholarship, what his plans for the future are, what he did in this field previously.

## Essay Writing in Social Sciences

*Anthropology, Economics, Geography, History, Law, Linguistics, Politics, Psychology, Sociology, Philosophy.*

An essay is one of the most common assignments aimed at assessing the knowledge in different sciences. In order to perform the task successfully, one must consider several key issues of the preparation stage, during the writing process and after it is over.

### **Before you write:**

- Read the topic carefully and think about the material you need in order to complete the task.
- Do background reading, select the reference sources, note down the key ideas.
- Organize the ideas considering the topic discussed in all aspects in a scientific context.
- Write the outline, bearing in mind that the type of writing you are doing must be specific and concise.

### **Writing an introduction:**

- Re-state the topic.
- Provide the purpose and the objectives of the essay.
- Present the scientific context of the problem.
- State the thesis of your writing.

### **Writing the main body:**

- Divide the main body of your essay into sections with appropriate headings.
- Prove all your points with facts and data analysis, do not use any blind statistics or quotes.
- Finish each section with a mini-conclusion.

### **Writing a conclusion:**

- Never leave your essay without an ending.
- Summarize and restate your thesis, all your mini-conclusions and their justifications.

### **Potential pitfalls to avoid:**

- Do not use bullets. Develop sentences and paragraphs.
- Proofread your essay. Never hand it in as it is.
- Never use slang.
- Use appropriate style – formal, but not flowery and vague.
- Never refer to an individual by first name only.
- Never hand in your essay without a list of references.

Try to follow this checklist while writing a social science essay and remember that in many ways it is the same academic essay you have written many times. However, as it is now aimed at representing the scientific information, it must be even more concise, well-structured and balanced with every assumption being appropriately supported.

## Informal Essay



The main objective of informal essay is pleasure – both for the writer and the reader, although it doesn't mean that you can just ramble about something unintelligible for a few hundreds of words.

It tests your ability to write informally, how you will behave if given an almost complete freedom in the way of expressing your opinion. Its structure is less rigid and pre-defined, but there are still some **distinctive features**:

- Informal essay is usually much more *personal*, than any other kind of academic writing, and may deal with such subjects as your religious beliefs, your opinion on some controversial issue (like abortion, euthanasia or suchlike), or some personal experience.
- It should look or *feel like a conversation* – you know, just like things people start to prove to each other when they have drank a little bit and start to argue about politics.
- You should *make your personality be seen* in the text as distinct as possible – in a usual essay it is perceived, but never plays major part; here you write in order to express it.

Informal essay is most often assigned to define the final mark when there is some uncertainty, to find out how creative you can be when faced by almost complete freedom. The best analogue of the style of informal essay is journalistic style, aimed at more sophisticated audience: short text, witty and catching phrases, more colloquial wording.

To give an exemplary plan of such an essay would be to cancel its informality; we shall give you **a couple of tips** instead:

- *Don't overdo informality.* Relaxed manner, colloquialisms, even slang may be alright if used sparingly and not turned from the means into an end.
- *Be yourself,* express your personality, make it noticeable in the text.
- Try to make your essay in the same manner as interesting fiction is written: *create suspense.* Use such techniques as defeated expectancy, foreshadowing and withholding of the most vital information up to the end.

All in all, the informal essay being what it is, the main rule here will be this: "*Do not follow any rules*". There is no worse way to destroy the feeling of informality, than to try and build the essay along the once and for all pre-determined lines. Just be reasonable about the degree of informality, try to be witty, interesting and yourself and everything will be alright.

### Example of Informal Essay on Geography

#### Global Warming, Ozone Hole and Other Ends of the World

Every day and every hour we hear about horrors that are menacing our peaceful lives: the looming catastrophes that are going to eliminate the whole civilization just in a couple of years' time, death and destruction this or that human's enterprise will bring if these vicious scientists or businessmen are not stopped. The reasons why we hear all of these threats are simple: a) people like to be afraid, b) people like to blame everyone except for themselves. Mass media know these tendencies very well and provides for them.

It is actually fascinating to observe if you have a little bit of memory and an attention span longer than that of a mussel: about ten-twenty years ago they scared us by the ozone hole that was rapidly growing above the Antarctica and exposed the Earth to deadly radioactive emission of the Sun with the end of the world due in a couple of decades. Time went past, world didn't seem to end, some scientists suddenly discovered that the ozone hole over the Antarctica is growing and shrinking periodically and human activity doesn't seem to affect it all that much, and... everybody suddenly forgot all about it. Media stopped to talk about it and people without constant reminding soon had it completely removed from their collective memory.

No problem, catastrophists say, there are plenty of other things people may be scared of. Let us welcome global warming. The idea that the global temperature on the planet is gradually growing due to the anthropogenic reasons is not new, but only during the last decades we saw a real upsurge of belief in it, ecological lobbies limiting the activity of industries and so on. And it seems to be working for now, even a recent Climategate scandal involving some of the most prominent statisticians promoting the theory (it showed that they were almost certainly falsifying the data of their research) doesn't seem to turn the tide of public opinion. The same goes for many other Apocalypse theories, none of which came true in the end.

What is the most interesting question here is "*cui prodest?*", i.e. who is to profit from it? Anyone may answer this question for himself, the only thing I consider to be obvious is that all these ends of the world are promoted way too much and turn out to be way too less than they are suspected.

## Cause and Effect Essay

Cause and effect essays mainly deal with topics that investigate issues of why certain things happen (*causes*) and what the result is (*effects*). The main peculiarity of this essay is in presentation of ideas, which must be done in a very reasonable way with a lot of facts, which will support the writer's considerations and make them look believable.

In order to write a successful essay of this type, consider the topic carefully and choose the event or issue you are going to write about. Then brainstorm ideas and choose the one that will be the core of your writing sequence.



While selecting supporting ideas and details, bear in mind that there are several ways to organize them in this type of writing. **The way presentation can be is as following:**

- *Chronological* – in the order in which the events happen.
- *In the order of importance* – from the least to the most important points or vice versa.
- *Categorical* – the one that will divide the topic into parts and categories.

In order to choose the most appropriate way of presentation, consider the topic carefully and choose the one which corresponds to its needs.

Another important issue when writing a cause and effect essay is the emphasis on linking words and phrases due to the necessity to justify the transition from the event to the result. So, using such expressions as *because, thus, therefore, due to, one cause is, since, consequently, resulted in* is justified and desirable.

As a cause and effect essay is mainly characterized by a clear logic of the presentation development, the task of the writer is to focus on sequencing and analysis of the outcomes.

### **Example of Cause and Effect Essay on Economics**

#### **History of Prohibition**



Already at the end of the 19th century a powerful lobby of the Temperance Movement tried to bring such a law into action, and it was done in a number of states; however, it acquired nationwide character only in 1917. Alcohol production was completely forbidden on the territory of the United States. This measure was supposed to both eliminate the alcohol consumption by the population and save the supply of grain after the United States entered the First World War.

However, the practice showed that this measure was completely inconsistent with facts and, in addition, extremely unpopular. People did not just continue to drink alcoholic beverages; this law also brought about quite natural economic consequences. With the disappearance of legal alcohol, there appeared a great number of people who produced and distributed it illegally. The fact that this business was illegal and, therefore, dangerous for the ones who were in it, made alcohol more expensive. The fact that it was both expensive and desired commodity made this business extremely lucrative and alluring for all kinds of criminal elements.

As a result, the government not only lost a great amount of potential tax money from the producers and distributors of alcohol, but also initiated the appearance and rapid development of numerous criminal organizations that received most of their incomes from bootlegging (illegal alcohol trade). As it is clearly seen, this entire situation was quite natural and easy to predict. When something becomes hard to come by, while

not ceasing to be a desired commodity, it becomes expensive. When there is a lack of supply for an expensive commodity, however dangerous its production and distribution is, there appear people who want to make money on it, and they won't disappear until the law that brought them into existence disappears.

The history of Prohibition tells us that there are no economic measures that influence only what they are supposed to influence. The effect is always wider and more complex than the one intended. And, who knows, looking from that point of view, maybe legalization of drugs would lead to the decrease of crime, rather than its upsurge?

## Argumentative Essay

An argumentative essay is a special piece of formal academic writing, in which a topic is developed in the way that two opposing sides of an argument are presented. Specific feature of the topic presentation lies in certain peculiarities of the essay outline.

In order to be awarded with a positive mark, an **argumentative essay must consist of:**

- *Introduction*, which states the topic, developing a certain background for the following detailed analysis without stating the personal opinion of the author.
- *Main body*, which usually consists of two separate paragraphs, providing the arguments for and against together with their justifications, explanations and personal life examples.
- *Conclusion*, which provides either the opinion of the author, explaining why the advantages outweigh the disadvantages or vice versa, or simply restates the topic in a form of a balanced consideration.



When writing an argumentative essay, it is important to observe **several simple recommendations for the best possible result:**

- First of all, after you have brainstormed the ideas, organize them into a list of negative and positive points.
- Then, write well-developed paragraphs with a clear justification and examples and make sure that each paragraph has more than one sentence.
- Avoid informal style and do not use contractions and slang expressions.
- Begin each paragraph with a clear topic sentence, which formulates its main idea.
- If appropriate, use quotations and statistics, but always mention the origin of the data.
- Use a good variety of linking words to introduce the points, list them, introduce examples and conclude.

Follow these simple rules and you will soon find out that your writing skills have improved drastically, bringing high academic results with them. Soon, you will be surprised recollecting the time when writing an essay was a nightmare.

## **Example of Argumentative Essay on Politics**

### **Nanny State or Reasonable Regulation?**

It is often said that there is no such a foolproof system that a complete fool wouldn't be able to cut his head off. Our modern reality presupposes that 99% of people, who are not fools, should make everything possible in order to keep the remaining 1% safe, although this one percent will cut their head off, no matter how we guard them.

Throughout history the state tried to limit the freedom of its citizens, to dictate its will to the ones who live under its rule; democratic transformations seemed to change this situation, people for the first time in history became safe, at least partially. Yet, it seems that the majority doesn't actually like freedom. When the world's governments began gradually impose the prohibitions and laws limiting freedom, the majority supported them. When the government bans gambling, they thank it for saving them from vicious extorters who made them spend huge amounts of money. When it forbids selling alcohol to underaged people, they thank it for saving them from immoral businessmen who make drunkards of them, etc.

But from whom does the government actually guard them? Does anybody actually make somebody spend money on gambling, alcohol or anything else? No. In all these situations a person makes its own choice and, by all logic, only this person should be responsible for his or her actions. In reality, in order to protect one man from making a wrong decision, government limits the freedom of a hundred who are not going to do anything stupid.

The same goes for any sphere of human life. Smoking, spending money in any way, making investments – all of it is limited because somebody may harm themselves. The situation we are facing is widely known as the Nanny State – the state that, covering behind the doctrine of protecting its citizens, considers to have a right to make completely private decisions for people, because they may do something wrong and cause themselves harm.

In the course of several last decades we saw an increase of this tendency throughout the Western World, and it is alarming, for it is the spirit of daring, lack of fear for the consequences, initiative and inventiveness that made the West what it is. The state tries to eliminate any possibility of continuing this tradition. I think it has gone far beyond the reasonable regulation of human life.

### **Persuasive Essay**

Persuasive, as well as **argumentative essay**, is aimed at proving that this or that point of view is correct, while another is wrong, using logic, facts and argumentation as its tools.

It has little to do with emotions and personal opinions – you not only have to state your opinion, you should make reader believe it is true. Therefore, **if you want to write a good persuasive essay, you have to do the following:**



- If given such an opportunity, choose the topic you are interested in and have definite opinion on.
- Either way, choose a point of view that you feel closer to. Decide what you will write about and what solution you will offer.
- Try to define how favorable your audience will be to this point of view.
- If you don't know enough about the topic, try to learn as much as possible. Persuasive essay requires a lot of evidence, and the best evidence is facts, statistics, quotations from established experts, although all of it should be cemented by your own logic.
- Decide on how you will refute the opposing idea or ideas and prove your own one.

Remember – your teacher expects you to prove your point, not to say about your feelings about the topic. Persuasive essays build up your argumentative skills and are most important for the people who are going to work in connection with other human beings, like lawyers, psychologists and so on.

### **Typically, a persuasive essay is written in the following way:**

- **Introduction.**
  1. *Attention grabber* – usually no more than a sentence or two. It may be a quotation from a famous person, an interesting statistics or fact, question (rhetoric or not), exaggerated statement, an anecdote and so on.
  2. *Idea statement* – here you say what the essay is about, how you are going to organize it, what your point of view is.
- **Body.**
  1. Here you enumerate and elaborate the *reasons* why your idea should be accepted as truth. Usually, one paragraph is used to describe one point, and there should be at least three of them. As persuasive essays are written on debatable topics, both sides have their own arguments and counter-arguments – disprove the opposing ones.
- **Conclusion.**
  1. Generally, it returns to the beginning, *retells the most important thoughts*, shows why you consider your point to be proved.

Finally, we would suggest that you think critically; reread the essay and try to be objective – *would you be persuaded by the given argumentation?*

### **Sample of Persuasive Essay on Law**

#### **On Acceptability of Capital Punishment**

The proponents of capital punishment often say that it was a natural part of human society for thousands of years and only recently there appeared the idea that it is something unacceptable, horrible and immoral. Well, the same goes for slavery and human sacrifices, but nobody seems to be very eager to have them back.

The problem with the death penalty is not simply that of moral. It is the problem of law and logic. The state people live in had been created for the sole purpose of protecting their lives and property from any aggression, both inner and outer. The state has legal right to apply force in order to solve disputes between people. In the

case of capital punishment, it considers it has right to decide whether this or that person deserves to live, thus, breaking the very foundation of its own existence.

Killing a murderer won't resurrect the one who has been killed by him; but the murderer may turn out to be innocent if some additional evidence appears. Such cases were and undoubtedly are with many of those who have been executed or are on the death row right now. One may say that such cases are rare, but even one such case that takes place should be considered to be completely inadmissible.

Laws exist not for the convenience of officials, but for the citizens of the state; if the government murders an innocent, it hasn't right to rule over these people – because it is an outright murder. The fact that it wasn't committed by a particular person doesn't make it any less gruesome – on the contrary, the very fact that it is performed as a kind of mundane work, makes it much, much worse than the most disgusting murder committed by an individual.

The matter is, government isn't an individual organism that has some kind of higher understanding of our reality. No, it consists of separate people who try to work together; and as it is often the case when people work in groups, they generally work less effectively than individuals do, so, of course, there are mistakes, and even more than one can imagine. And with the execution being an irreversible action, there is completely no logical reason for such an action being based on insufficient data – and there is no data sufficient to legitimize death.

## **Literature Essay**

Literature is a kind of science that offers anyone who writes about it nearly limitless freedom – even when you deal with such a subjective discipline as history, you have to take facts into account.

When you write on literature, you work with people and events that have never existed in reality and you are free to make any assumptions that don't contradict with what is written in the book you deal with.

**The features, peculiar for this kind of writing, are as follows:**

- You have a rather limited or, at least, limitable subject material: the text itself, its author and his/her life and views, critical works on the text, your own opinion. What you will use most of all is based on your choice and the topic you are given.
- If you say something, you should prove it by referencing to the text or one of the critical works; if it is possible, use a quote. There shouldn't be any ambiguity as to where you did get information.
- The style is supposed to be formal, but not overly so. If you may put some clever turn of speech into it, do so, but remember that the text shouldn't be colloquial.



If you want to write a good literature essay, you should be ready to read and analyze a lot before beginning to write – that is, if you have enough time. You will achieve the

best results if you are actually interested in what you are writing; otherwise, you will have to depend on thoughts and ideas expressed by other people, and it never has a good influence on the overall result.

Don't try to read all the critical works on the text you are working with, for it will only cloud your vision and waste your time. Try to think about something original instead.

### **Here are some additional tips:**

- *Reread your essay* in the process of writing and after you've finished. If you are bored with it, everyone else will be.
- *Watch over the length of paragraphs and sentences.* If you lose the line of thought half-way to the end of one of them, it is a bad sign – try to break them up, yet don't overdo. Interpose long and short sentences.
- *Do not retell the contents of the text* – a couple of words when it is necessary, no more.

In conclusion, we may add that your essay should show your love and interest in the English language. Watch out for any appearances of such stylistic devices as anaphora, epiphora, onomatopoeia, assonance and others and analyze them.

### **Sample of Literature Essay on Linguistics**

#### ***On the American Dead in Spain* by Ernest Hemingway. Linguistic Analysis.**

The text is a short story by Ernest Hemingway, American author belonging to the "Lost Generation". He is known for his "telegraphic style", preferring short, simple sentences devoid of picturesque epithets and metaphors. He avoids synonyms, generally using one word for every single notion throughout the text, creating the effect of repetition and emphasizing the meaning of that notion. This text is a characteristic example of Hemingway's prose. It can be roughly divided into three parts.

In the first one, the author describes the graveyard of American volunteers who died during the Spanish Civil War, concentrating on the landscape, the river, the forest with the imprint of war on them (lower branches were cut to cover tanks), and the earth itself. What is most important, it is winter: the coldness of death is paralleled by the coldness of physical temperature.

The third paragraph has transitional character: In the first two paragraphs only Present and Past tenses are used, while in the third one Future tenses are prevalent, indicating more hopeful and cheerful notes. The tone of narration, as well as physical background, changes: it is spring, the earth comes back to life and, the author stresses, the dead feel it, because they have become one with the earth of Spain, and the earth can never die.

The author's intonation, already optimistic in the second part, grows steadily more and more solemnly joyous in the third one. Hemingway uses oxymoron to emphasize the importance of what he says: "*as long as all our dead live in the Spanish earth... no system of tyranny ever will prevail*". He believes that these deaths have not been in vain, that the American dead sleeping in Spain will forever serve as the sign of struggle and will lead the Spanish to victory. The final words of the text reflect the

very first phrase – that the dead sleep. In the end Hemingway says that those who died there have achieved immortality, contraposing these two opposite notions: death and immortality.

It is characteristic of Hemingway to repeat the words that carry considerable symbolic meaning many times. In this text these words are “dead” and “earth”. It becomes even more interesting when we understand that finally the two become one, acquiring some new quality. The earth is not really the earth without the flesh of heroes strengthening it; and the dead do not achieve immortality unless they are unified with the earth by dying for it.

## Narrative Essay

A narrative essay is one of the most personalized types of essay you are going to write. The reason is, even in the texts where you are supposed to express your opinion, you are not present as such – it is only your words and rather abstract opinions.

Narrative essay tells the reader a story – and most likely it is the story the author, which makes it seen and felt through your eyes. Therefore, **the most typical features of this kind of writing are as follows:**

- It is told from a certain point of view, most often – that of the participant or an onlooker, but variations occur, e.g., book reports are also narrative essays. First person is most generally used.
- It doesn't simply tell a story – it is supposed to do it with some purpose, to make a point and give supporting example.
- Direct speech usage is also appropriate.
- In short, it is similar to any work of fiction: it has plot, conflict, and characterization, makes use of details and descriptions, appeals to the reader's feelings.



To put it in a nutshell, narrative essays have some fundamental differences from the majority of academic texts. They are concerned with “what”, no “why”. When a teacher asks you to write a book report, or describe your first day at college, he or she doesn't expect you to write what the author tried to convey or express your opinion about the educational system.

Narrative essay is based on facts – the things that are usually presupposed to be known and thus left out from all the other kinds of essays. Here they are the centre of attention.

In addition, **look through some typical topics for a narrative essay:**

- *Your most memorable success or failure.*
- *A good or bad thing you did.*

- *A moment when you realized something.*
- *An event that made you change your life.*
- *A memorable event from your childhood.*

As you may see, virtually anything can serve as a topic for a narrative essay and be used for driving some point home. What did you learn from this or that experience? Why do you consider it to be so important? In what way do you think it influenced your life? Just be yourself, don't write anything trite and banal, look at things from unusual angles and success will be yours.

## Sample of Narrative Essay on Psychology

### Gestalt Therapy in Practice

Gestalt therapy, although looked upon rather suspiciously by many people, grows ever more popular and widespread over time, and begins to be well-known to people who are generally very far from the problems of psychology. Here is the exemplary account of one of cases when it helped a person to develop her inner potentials and make a decision that changed her life.

A woman in question, for the purposes of convenience let's call her Jenny, moved to the new place of residence in another town and only managed to get a job of boiler-house employee, because there were not much job opportunities for outsiders. After a while, she entered a course of Gestalt therapy, which was formed along the following pattern. All the participants of this group therapy in turn communicated with the psychologist who directed the course, and we told to form images of two living beings: the one that they liked and the one they disliked. Jenny liked "the fox" (for being cunning, brave and active) and disliked "the hen" (for being passive, silly and inert).

The idea of the therapy is that the liked image is what the person wants to become, while the disliked one – what she is. Over the course of communication with the psychologist, the patient and the whole group come to a decision how close the patient is to his or her desired image. In two subsequent sessions the patient imagines herself to be what she likes and what she dislikes in turn; in the course of this study, the patient together with the psychologist decide what keeps the patient from becoming what she wants to be, what makes her resemble the disliked image, what hampers her when she imagines herself to be what she likes.

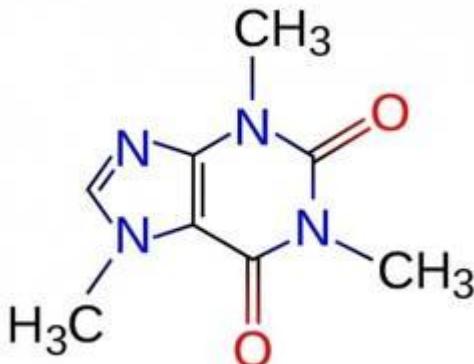
The correlation between the two images led the group to decide that the thing that kept Jenny in the image of a hen was her job, and that her real aspiration in life was to start a center for children's development. Jenny followed that idea and started such an establishment with surprising (for a former boiler-house employee and a resident of a town with population less than 10000 people) success. Thus, we can see how this therapy is able, by means of a series of seemingly senseless procedures, to define the underlying motives of a human being and direct him or her accordingly.

## Essay Writing in Natural Sciences

*Astronomy, Biology, Chemistry, Earth Science, Physics, Environmental Science.*

Although many people consider essay writing a task which is only assigned in the sphere of humanities, essays are a typical form of knowledge assessment for natural sciences as well. However, it goes without saying, that despite general principles of structure are the same, there are **certain peculiarities which must be taken into account when writing an essay in this sphere:**

- First of all, you will be expected to do a lot of background scientific reading to perform the task successfully.
- Further on, you are supposed to select the best references and present a critical analysis of the problem.
- Your essay should, roughly speaking, introduce the topic, justify it as a scientific problem, then it must be thoroughly discussed and summarized in its logical conclusion.



A natural science essay should have a title page, an introduction, a main body with appropriate section headings, a conclusion and list of references to justify and prove your citations.

- In the **introduction** you should present the question, state the argument, interpret the topic and provide definitions for the terms used as well as outline your general approach to the topic.
- The **main body** must be divided into sections with appropriate headings, which present a clear logical development of the subject, state the reasons for the accepted point of view, use relevant data to support the argument, present data both in graphic and verbal forms and state references for all sources of information used.
- The **conclusion** should provide a brief restatement of the purpose of essay and the main objectives of the research, as well as briefly and concisely formulated conclusions, explaining their reasons and indicating the possibilities for further research.

The style of the natural science essay is supposed to be very formal with a lot of passive constructions in the data interpreting section being used.

## Admission Essay

Being asked to choose the most important type of an essay, many people will undoubtedly name the admission one. The reason for it lies not exactly in the level of difficulty of this piece of writing, but in the effect it may have on the life of the writer.

Such essays are a means used by admission committees to learn more about a person who is applying to college, university or a company, get to know the way the

author of an essay can contribute to the life of the college or the company and the way he/she can benefit from it.

When you send this essay together with your application form, you, in fact, give the evaluator a much deeper insight into your soul, than the application form itself. So, the main purpose of the admission essay is to convey the character of the author, to check your ability to organize and express your ideas, and to check the general level of language abilities.

In reality, an admission essay is not more difficult, than any other type of writing. The only difference here is that many applicants find the most widely used topic "tell us about yourself" extremely confusing. In order to overcome this difficulty and write a really good admission essay, **use the following strategies:**

- Read the instructions carefully, consider them and follow as precisely as you can.
- Make a connection between yourself and the institution to which you apply (explain why you are interested and why it is important for you to be admitted).
- Be positive and avoid negativity, as both employers and educational authorities tend to be interested in happy and productive people, rather than in boring and miserable ones.
- Lay emphasis on your experience and achievements.
- Write about your unique experience.
- Be creative and brainstorm freely, but then use some critical thinking and choose the most interesting points.
- Choose the information which is not duplicated in your application form.
- Bear your audience in mind and write as if you were trying to persuade them that you are the best person they can get.

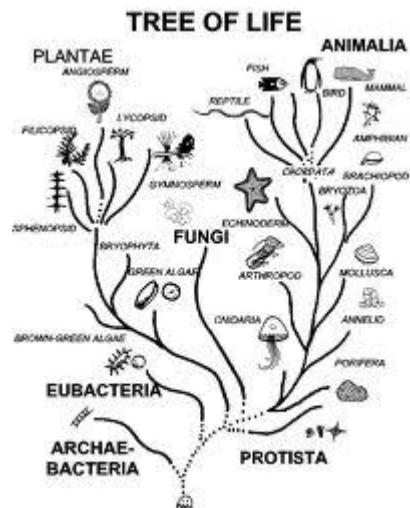
These are simple rules that will help you get the right mood for writing an admission essay. Everything else is just a matter of your character and writing skills.

## **Sample of Admission Essay on Biology**

### **Admissions Essay for Biology Course**

For the past two terms I have studied at the Central New Hampshire University and did everything I could to both excel in my studies and take part in a number of extracurricular activities dealing with my interests in biology. Without having any low opinions about the higher educational institution attended by me, I, nevertheless, understood that my growing interest in biology cannot be satisfied there and, if I am going to pursue any career connected with this field of science in future, I have to learn it elsewhere.

I made it my goal to find an institution that would meet all the requirements of my academic aspirations. I have long ago started to receive very high evaluations of both academic process and research facilities in the University of North Carolina. In particular, I am interested in the university's school of Paleobotany, which seems to



be just what I need to further pursue my aspirations in studying this particular field of biology.

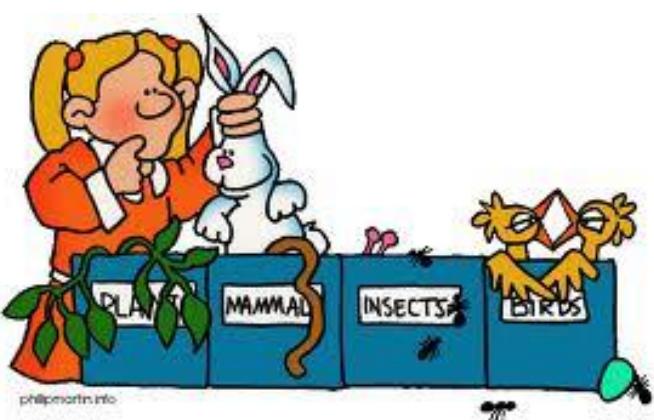
I hope that the attention that the University pays to undergraduate research programs will assist in broadening and deepening of my understanding of biology and the sciences dependent on it. I have always been fascinated by all the possibilities that research of fossilized plants and other remains of the past epochs can offer us, and to do it personally, under the direction of talented and highly experienced scientists will surely help me to further improve my research skills and knowledge of this subject.

I am particularly interested in James Oldfield's research on the Triassic ferns, but I have also heard about numerous other projects that are carried out there and I would be very eager to at least observe them. I have already spent some time working in Moondale Laboratory in Kansas, which made me even more eager to devote my life to biology. In future I plan to get the Bachelor's degree and, hopefully, go on to receiving a PhD in this area.

In the course of years, my interest in biology grew steadily, and it is already quite a long time since I decided to pursue a career in this field. I participated in a number of activities connected with it, such as Paleontology Club. I think that my enthusiasm, knowledge of the subject and experience of work in this field will help me become a valuable asset for the University.

## Classification Essay

Classification essay is a special type of formal writing, aimed at evaluating the categorizing and generalization skills of the author.



In order to write an award-winning classification essay, the writer should single out the categorizing principle, according to which the objects, referred to in the topic, can be divided into groups, organize objects into categories and provide examples to support the classification.

### The key stages in writing a classification essay are as follows:

1. Consider the topic carefully and identify the objects that must be categorized.
2. Think logically and identify the classification criteria.
3. Write a solid thesis statement, which will mention the topic and the classification offered.
4. Describe the categories and support them with examples.
5. In order to enumerate the categories, use such linkers as *the first/second/third group/type/class/sort*, etc.
6. Write a conclusion with brief restatement of the categories.

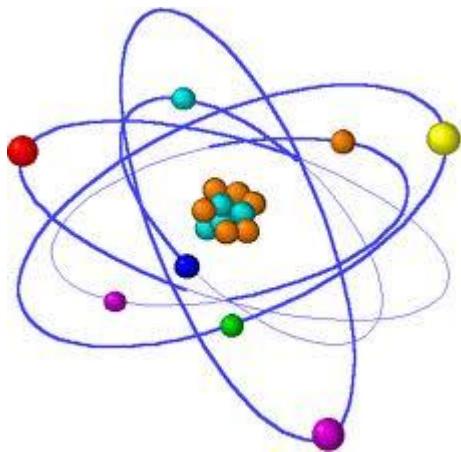
### Potential pitfalls to avoid:

- *Using too many categories:* if you do it, the idea and the criteria for the classification are very likely to be disintegrated and your essay will turn into a simple enumeration, thus, failing to show generalization skills.
- *Using not enough categories:* it can result in the omission of an important type of objects.
- *Using no unified criterion for the classification:* absence of the governing classification principle will result in the lack of clarity.
- *Using unequal number of examples:* it will result in making some categories less important than the others.

A classification essay is not difficult to write if you think carefully, use common sense and logic, stick to a single classification principle and observe the structure.

### Sample of Classification Essay on Physics

#### Classification of Physics



In the course of time, physics as a science underwent great changes. From a subdivision of philosophy it gradually turned into an applied science and then, in the 20th century, into an extremely complicated, greatly specialized and somewhat closed science. For the majority of this time physics has been rather ambiguously limited, describing the movements of celestial bodies and other material objects that stand behind the construction of many mechanisms and so on. To be a physicist was to know something about all these fields. But in the 20th century and, especially, after the works of Albert Einstein, everything changed. Physics split into a number of

very narrow and very specialized fields, sometimes with little connection between each other. The majority of scientists work in one and the same field their entire lives.

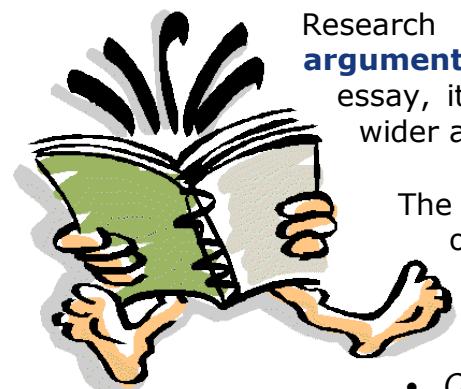
The most important modern spheres of physics are as follows:

1. Atomic, molecular and optical (AMO) physics deals with interactions between light and matter at a scale of single atoms or constructions consisting of only several atoms. They approach their subject matter both from the point of view of quantum and classical attitude and generally tend to study things on microscopic level.
2. Condensed matter physics, on the contrary, deals with matter and its properties on macroscopic level. Nowadays it is the largest and most well-developed field of physics, and no wonder – in fact, for the most of its existence physics was constituted primarily by these studies. The modern condensed matter physics has evolved from solid-state physics, which in turn became one of its subfields.
3. Particle or high energy physics studies the properties of elementary components of energy and matter. Very often it studies phenomena that do not exist naturally, but can only be created artificially by means of causing different elementary particles to collide. This field of physics was recently made a part of popular culture

due to the scandal concerning the Big Hadron Collider and the end of the world it was supposed to cause.

The rest is interdisciplinary sciences, such as astrophysics, geophysics and biophysics. They study physical properties of subject matters belonging to other natural sciences. There are a number of less orthodox connections, but they are less well-formed.

## Research Essay



Research essay may be considered to be a subtype of an **argumentative essay**, or vice versa. Just like the argumentative essay, it is supposed to prove a certain idea; but its goal is wider and deeper than that.

The writer here should not only take someone else's point of view and prove it, but come up with an original idea to research on it and prove its correctness. **The main features of research essay, therefore, are:**

- *Originality.* You are free to quote anybody, but should use these quotes to drive your own point home.
- *Rather narrow topic.* Even large research papers don't try to envelop the whole discipline; you with your limit of several hundreds of words should be much more specific.
- *The presence of a particular idea to be researched and proved.* You are not supposed to merely report on literature you have read. You should create something out of what you've read.

Research essays are supposed to develop one's ability to work with sources of information, compose your own thoughts into something original and perceivable, and prove your point of view. Thus, that is what you have to do while working on it. If any of these aspects are neglected, your teacher will be in full right to lower your mark.

### **The rough outline of a research essay will be like this:**

- *Introduction.* State your point, describe the methods you are going to use, the idea behind your work. If you can't think of anything on your own, try taking other person's idea or some part of it and further develop it, or approach a well-known problem from unusual point of view – e.g., try economical analysis when dealing with the description from a fiction book or something like that.
- *Body.* Just like in a persuasive essay, give at least three arguments in favor of your thesis, mention the scholars who had similar points of view, use facts, statistical information, quotations. Don't forget to mention opposing argumentation, explaining why this or that idea is wrong or out of place.
- *Conclusion.* Give a summarized retelling of what you consider to be proved by your essay. Say why you think it to be the best solution of the problem.

In conclusion, we may add that this type of academic writing is very much like **persuasive** and **argumentative** essays and many tips on writing them coincide.

## Sample of Research Essay on Chemistry

### Research Essay on Silicon



Silicon is a chemical element under number 14, bearing the marking Si. Being one of the most widely-spread metalloids, it is the 8th most abundant element in the Universe; although in nature it almost never exists in pure form, most often being encountered as a component element of silica and other chemical compounds. In the Earth's crust it is, however, second only to oxygen in abundance, making up to 30% of its total mass.

Silicon was first discovered by Antoine Lavoisier in 1787, although the honor of identifying it is generally ascribed to Berzelius, who did it forty years later.

Being one of the most widely spread elements in existence, silicon throughout the history of human civilization played a very important role in architecture and construction, because it served as a component of many building materials, such as glass, concrete and stone. The most dramatic impact of silicon on the human existence and the world's economics was caused, however, only in the 20th century, when it became widely used in the production of semiconductors and transistors that have later evolved into computer chips, laying a foundation for the whole information industry that is one of the most characteristic features of modern times.

The usage of silicon in this industry, however, requires the silicon of much greater purity, than anything that can be found in nature. Thus, various methods of producing pure silicon had to be developed, generally being subdivided into melting it by various means and producing it chemically.

Among other applications of silicon there are metal alloys, generally used in automobile industry and the production of silicones, silicon-carbon and silicon-oxygen chemical compounds, the most striking feature of which is their ability to serve as media between organic and non-organic matter, creating very flexible and resistant to outside influence materials that find a very wide application: waterproof solutions, chemical waxes, contact lenses, breast implants and so on.

Silicon is similar to carbon in many ways; in fact, it is considered to be the only other chemical element that can serve as the basis for life, although it isn't that good at creating connections with other elements. However, this theory is still plausible, though not proved.

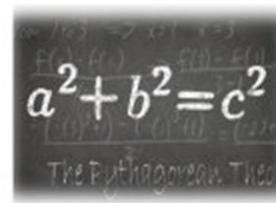
As we may see, silicon plays tremendous role in our lives, although we may generally not think about it. If the Earth did not contain this much of this element, our existence could have been completely different.

## Essay Writing in Formal Sciences

*Mathematics, Computer Science, Statistics, Systems Science.*

Although formal sciences, such as Mathematics, are normally associated with numbers, essay writing is a common task used to evaluate the student's abilities to carry out an independent research, select the necessary information and present it in the form of a continuous text. The general principles of structure are the same as for any essay type. However, there are **certain peculiarities which have to be taken into account:**

- First, the style of this essay should be highly formal and abundant in passive constructions, especially when it comes to data interpreting section.
- All the sentences are supposed to be complete in structure, clear and concise, providing verbal links for formulas and other graphic materials.
- Language of a formal essay should be very neat so as the reader wouldn't get distracted by long and complex constructions.



A formal science essay should have a title page, an introduction, a main body with appropriate section headings, a conclusion and a list of references to justify and prove citations.

- In the **introduction** present the question with a minimum necessary scientific context, formulate the thesis and provide definitions for the terms used, as well as focus on the general approach to the topic you have chosen to elaborate.
- The **main body** must be divided into several sections with appropriate headings, and develop the subject in a concise and logical way, state the reasons for the point of view, support the thesis with relevant data, presenting it both in graphic and verbal forms and state references for all sources of information used.
- The **conclusion** should serve as a summary and restatement of the purpose of essay, the main objectives of research and thesis. It should provide briefly and concisely the formulated conclusions, explaining reasons for them.
- Finally, a list of references must be provided, formatted according to the necessary citation style. In order to find useful information on these styles, consult our **Formatting styles** page.

## Definition Essay

Definition essay is a kind of academic writing that deals with defining what a particular term means. The space for customization is vast – it may be written on any object and concept in existence, from concrete ones, such as wood, pencil or computer to highly abstract ones, like life, belief or happiness. However, the subject matter most often is drawn to the second group, thus providing great possibilities for personalizing your writing.

**The main distinctive features of definition essay are as follows:**

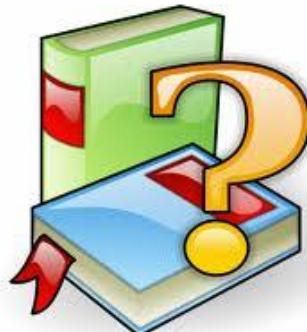
- You may write it in any conceivable manner – from direct and dry description to savage irony and so on.
- There is nothing especially personal; you can write on concrete objects – people mostly agree about what they and their properties are.
- When talking about abstract notions, you are supposed to express your opinion on them, how you understand them, give examples. In dealing with concepts like love or death, one speaks more about one's feelings and attitudes, than about actual facts.

In order to write a definition essay, you should have a very clear idea of what you are going to write; best of all – you should write on something you care about. Analytical skills will also come in handy, for, although you may understand perfectly well the concept as such, you may be dumbfounded when asked to actually define what it is.

In terms of **essay construction plan**, a typical definition essay will look like this:

- **Introduction.**

1. Start with a dictionary definition of the term in question, or, in case of more complex concepts, its definition by some well-known thinker or specialist in the field you write on.
2. Write about your own definition of the term and your attitude towards it. If you want to create a basis for the rest of the essay, you may enumerate several points, which are important in your definition and analyze them in the body of the essay.



- **Body.**

1. Mention some background information or how you are related to the topic.
2. The first of the points you mentioned before, supplemented with examples and explanations.
3. The same goes for all the rest points you have mentioned.

- **Conclusion.**

1. Refer to what you have written in the introduction.

As you may see, there is nothing particularly difficult in writing definition essays. Use these guidelines, but don't feel limited by them. Personal view is everything in this kind of writing.

## **Sample of Definition Essay on Mathematics**

### **What is Mathematics?**

This may sound as a trivial question, but the answer is much more complex than that, so every study of mathematics should begin with defining what, in fact, it is.

The very word "mathematics" is of a Greek origin and it is very symbolic, for it was in ancient Greece where it got its more or less modern meaning. The word from which it

originates means simply “science” or “learning”, but already in ancient times it has developed and expanded towards its modern meaning.

Mathematics is one of the purely abstract sciences, for it studies numbers, quantities, changes, structures, patterns – the things that exist only as far as there are people to perceive them and created only by people’s abstractions. Even among the mathematicians themselves there is no unanimity about whether the concepts they study actually exist. Nevertheless, mathematics as a science developed from primitive activities like counting or measurement, observations of objects in reality and so on, and only in course of time moved into the sphere of pure abstraction.

Logic, or mathematical rigor, is one of the most notable features of mathematics. In short, it means that any research in this science is susceptible to proof checking that may with 100% confidence state whether it is right or wrong. Although this idea already existed in antiquity, it was a kind of unattainable ideal until the beginning of the 20th century, when calculating machines made it possible to actually proof check almost any mathematical construction.

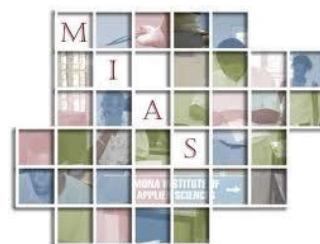
Despite its abstract nature, throughout history mathematics has been used in application to objective reality in many spheres of human activity, from architecture to warfare, thus giving birth to the field of applied mathematics of contemporary times. Although in the minds of many mathematicians there remains something far-away and unattainable, even the pure mathematical studies often lead to discoveries that find way into our everyday life. In some curious sense mathematics, while studying the subject matter that does not correspond to any physical reality, serves as a medium between almost all the other sciences, for many problems that arise from them find the realization of their solution in mathematics and nowhere else.

## **Essay Writing in Applied Sciences**

*Agronomy, Architecture, Education, Engineering, Health Sciences, Management, Military Science, Spatial Science.*

Essay writing is one of the most widely used means of knowledge assessment in applied sciences. There are **certain peculiarities that you should take into account when writing an essay in this field:**

- The style of the applied science essay is supposed to be formal.
- Syntax is characterized by total absence of the elliptical sentences.
- It is highly desirable to avoid bullet points lists, as they all must be verbally described and presented.



Successful completion of the task depends greatly on the amount of background reading. You are expected not only to read through a vast amount of background information, but to choose the best references and carry out a critical analysis of the problem. A well-structured essay should introduce the topic and justify it as a scientific problem. The issue in question must be thoroughly considered and summarized in its logical conclusion. The essay may also include analysis of the experimental part, if the topic presupposed an independent research attempt.

The structure of a typical applied science essay is characterized by the usual division into introduction, main body, conclusion and a list of references.

- In the **introduction**, the aims and objectives of essay must be formulated and the problem must be analyzed in the interrelation and interconnection with the broader scientific context. Then, thesis has to be stated with the reference to the topic. Finally, the terms used and the general approach to the scientific analysis must be presented.
- The **main body** should be divided into sections with appropriate headings, which present clear logical development of the subject, state the reasons for accepted point of view, use relevant data to support the argument, present data both in graphic and verbal forms and state references for all sources of information used. Essay writing in applied sciences is often a way to present research results and proposals, thus, a separate section must be devoted to the experimental results' analysis.
- The **conclusion** of your essay restates the purpose and thesis as well as presents the output and their justification. Finally, the list of references, including all works cited in the text must be provided. For more information on citation styles, consult our **Formatting styles** section.

## Expository Essay

If you look for a definition of this kind of work, you will very often get rather ambiguous answers as to what it is and how it is supposed to be written. Sometimes it is understood as explanatory essay, sometimes the definition is so vague that it may include just any type of academic writing.

In short, expository essay is simply a piece of writing that explains something using facts abstracted from opinions. **Its distinctive features are as follows:**

- It should begin with a clear and succinct thesis statement.
- You present either someone else's point of view or just stick to the facts, without referring to your personal opinion.
- It is usually written in the second person – especially if it describes a certain process or activity.
- Your essay should contain evidence that proves the thesis – logical, statistical, factual, based on an example – it doesn't matter.



It is often said that the best way to understand something is to explain it to someone else. This is, probably, the main reason why students are given expository essays to write from time to time.

### Here are some tips that will make your writing process easier:

- *Imagine that you are a teacher* and have to explain something to students who have absolutely no idea of it. If you were a student, what would be the best way to explain it to you?
- *Be creative*. Although expository essay does not require from you to write poems on the subject, you shouldn't stick to the formulas of essay writing, even the ones

you read here. If you see a good, picturesque locution that fits into your writing, don't hesitate to use it.

- *Don't overdo* – if you are asked to explain something, there is no need to write absolutely everything you know on the subject. Exclude the obvious.

Expository essay usually follows the classical essay construction. In the *introduction* you give a clear statement of your thesis. Remember that the topic your cover is most likely to be very limited one and the essay shouldn't be very long, so don't get too verbose. *Every paragraph of the body* should have a point that relates it to the thesis, no matter in what relations it is with the other: succession of events, distinctive features, etc. Finally, in *conclusion* you shouldn't merely repeat the thesis you have started with, but do it while taking into account what you have said in the body.

All in all, the main principle of writing expository essays is that – *explain in a way that would have been understandable for yourself*.

## **Sample of Expository Essay on Education**

### **Innovative Education**



The term "innovative education" has been presented to scientific community by American pedagogue James Botkin about twenty years ago and received numerous and rather controversial response, for it suggested complete and irreversible revision of the principles traditional educational theories consider to be axiomatic.

To begin with, while traditional education considers the main value of educational process to be the knowledge transferred to the student,

Botkin's innovative education presents the knowledge as a means rather than an end, at the same time orienting at the development of the student's personality through knowledge. It is less concerned with controlling the educational process, trying to create circumstances in which the student would establish his or her own goals and achieve them, while transforming his or her own self and self-regulating the studying process.

Traditional education represents in itself more or less stable structure, without undergoing dramatic differences in the course of years. The accumulation of knowledge goes on, of course, but only in the subjects where it is impossible to avoid, for example, history and literature, which are being expanded all the time. Curriculum for exact sciences, like physics or mathematics may not change for decades. Botkin offers another decision, which presupposes that educational system is dynamic, ever-changing structure that is being regrouped and renewed constantly, with new programs and educational disciplines appearing all the time.

As opposed to reproductive nature of traditional education (the student perceives information and reproduces it), innovative education is supposed to be only and

specifically creative process. It should teach students to create text irrespectively of its subject, understand information even if it has never been perceived by the student yet, solve any problems by means of independent thinking rather than applying pre-existing, memorized solutions.

It also cancels the long-lasting tradition of relationship "teacher-student" as "superior-inferior", making both the teacher and the student equal participants of educational process, who work on one and the same task in cooperation, rather than submission. Any kind of outside control is supposed to be harmful for the process and, therefore, abolished, with its place taken by self-control, mutual control and coordination.

Of course, the self-sufficient system of education based on equality of teacher and student may look really alluring, but all the same, it is more of a utopia than reality. Botkin idealizes children and thinks that it is possible to create such system; reality would most likely say "no".

## Scholarship Essay

Scholarship essay is one of such types of academic writing that hardly have any recurrent pattern that may be used to enumerate the exemplary plan or set of things to be present in it. They differ greatly according to the scholarship they refer to and people who apply for these scholarships.



There are, however, **a number of good tips** based on years of studying works of this kind we may mention here:

- First of all, don't recite all the things the scholarship committee may learn from your credentials. Believe us, they are not that interested in you to read all this twice.
- Take your extracurricular activities into account, for they can tell the committee a great lot about you. Try to find correlations between them and your career choice, mention how they led you to this decision.

- Consider your most important accomplishments – not necessarily of academic kind, just anything that presents you as a talented person, who is the best candidate for this scholarship.
- Get some information about the organization behind the scholarship. It may tell you a lot about what the committee is likely to be impressed with.

It may be a good idea to follow these expectations; try, for example, learning something about the person, in whose honor the scholarship has been founded, and draw parallels between your own characteristics and those of this person. The important thing here, however, is not to go too far, or it may seem ridiculous.

Scholarship essay is first of all about the originality and uniqueness of the person in question, so it is impossible to give any outline of a typical essay – if it is typical, it is already wrong. But **some things should distinguish this type of writing:**

- *An account of personal experience.* The best way to tell the committee about you is to describe a particular situations showing certain qualities.
- *Make your writing livelier* by replacing adjectives and adverbs by nouns and verbs (e.g., "to chatter" instead of "to talk quickly"). The less words there are, the better.
- *Be truthful.* You needn't tell everything, but don't falsify information.
- *Don't exceed the word limit.*
- Scholarship essay writing should *take time*. Start as early as possible, reread and rewrite it as many times as it requires to make it perfect.

Concentrate on your own personality, your aspirations and positive traits, don't try to imitate somebody – *and you'll succeed!*

## **Sample of Scholarship Essay on Engineering**

### **Scholarship Essay on Engineering**

As long as I remember myself, I was interested in the way things around me worked. When I was a little child (as somebody once told me, because I don't remember it myself), I was constantly taking apart toys and other things I was able to lay my hands on. When I was asked what I did it for, I answered: "*To know how to repair them when they break*". Although I am not very sure about the reality of this occasion, I tried to make this idea the principle of my life.



When at school, I participated in all activities, clubs and societies that had anything to do with engineering, computer sciences and electronics. By the end of my school years, I understood that it was electronic engineering and communications that were my greatest passion. Electronic communications is the field of science that has completely changed our lives in a period of time less than several decades, creating the picture of the world that is completely different from what we have been used to for millennia. And I am very eager to take part in this changing.

In my undergraduate years I studied electronic engineering, linear electronics and communication systems, which further narrowed the fields of study I was going to pursue. The next steps I am going to take are Master's degree in electrical engineering with a PhD in the same field in a more distant future. I consider this scholarship to be a very good possibility for me to find use for the knowledge I have already acquired and further develop skills and abilities I managed to accumulate so far, while, of course, studying new things under the direction of highly experienced specialists.

The sphere of knowledge that interests me most at the moment and the possible direction of my research is coding theory in electronic communications, and I've heard that the New Hampshire University has a very promising research on this topic going on at the time being. I am sure that there is no better place to continue education in the field I have chosen, and that tutelage I may get here is second to

none. I also believe that it is the best place for me to find use of my abilities and make a contribution to the sphere of science I have chosen

## **Comparison Essay**

A comparison essay is a special type of formal academic writing, which involves comparing and contrasting two objects. The basic idea of the given essay type is to use similarities and differences between two objects, ideas or phenomena to elaborate a certain idea or investigate a question.



Apart from a separate essay form, comparison and contrast writing is often used to describe, define or analyze, and thus, can be included in virtually any type of academic paper. So, the ability to write such an essay is a vitally important academic skill.

**In order to write a comparison essay successfully, use the following action plan:**

- Choose two subjects or areas that have some basic differences and similarities.
- Identify the key features and form the juxtapositions of differences and groups of similarities.
- Choose one of three ways to organize your ideas:
  1. Discuss the point for one subject and then address the same point for the other subject.
  2. Go through all the important points for one subject and then represent all the important points for the other one.
  3. First discuss how the two subjects are similar and then in what way they differ from each other.

The main difficulty in writing this type of essay is preserving the clarity of logic and understanding. Therefore, the correct use of linking words is of utmost importance. So, in order to switch from one point of comparison to another, you can use the expressions like *similarly*, *likewise*, *furthermore*, *besides*; in order to show differences use *in contrast*, *in comparison*, *on the one hand*, *although*, *whereas*, etc.

A comparison essay is one of the most problematic types of writing due to the constant transitions and shifts of the focus. However, if the preparation stage is carried out in a responsible and correct way, the writing process itself presents a minor difficulty.

## **Sample of Comparison Essay on Architecture**

### **Comparison of French and Italian Gothic Architecture**

When we hear about Gothic architecture, we immediately imagine buildings of this style: Cologne Cathedral, Notre-Dame de Paris, Mont Saint-Michel and so on. They all seem to share a number of common features: they are tall, thin, produce ethereal impression and with all their form reach for the sky, thus tuning people to a solemn

mood. It is less known, however, although completely logical, that Gothic style is not homogenous, and the Gothic structures from one region and period of time may be rather different from the ones found in other place, in different time.

The distinctive feature of the French Gothic is the fact that its architects strive to create a perfect Gothic style, greatly emphasizing the above-mentioned characteristic features. French cathedrals (and Gothic is, most often, the architecture of cathedrals) make impression of their complete and astounding verticality, created by the proportions between their horizontal and vertical projections. Moreover, in them the word "style" makes more sense than, for example, in English Gothic, where almost every building has its own unique features that don't appear at all or only rarely in other examples. The French Gothic, on the contrary, is unified and has more definite set of characteristic features than any other Gothic subtype.

Italian Gothic, being formed in the place where the most famous Classical culture thrived not so long ago, is more eclectic and eager to make its buildings historically-conscious, bringing the elements of classic architecture in them. The most distinctive feature here is the wide-spread usage of polychrome decoration that used different colors in painting both external and internal elements. The black, white, red and other colors interspaced each other; the interior was full of mosaics and frescoes, creating impression that was unique for this branch of Gothic. In fact, although the stained glass, one of the most well-known trademarks of the Gothic architecture, is present here, the windows were smaller than in French churches and they weren't considered to be the most important adornment of the interior – this honor belonged to frescoes.

Thus, we can see that, although the Gothic was commonly accepted as the main European style of architecture in high and late medieval periods, it wasn't unified. Keeping the same distinctive features whenever it was applied, it still had certain differences respectively to the region, which presents a wide and extremely interesting field for research.

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## ANSWER KEY

### Module 2: Biology

#### Exercise 1

1. True
2. True
3. True
4. False
5. False

#### Exercise 2

1. membrane;
2. organelle;
3. nucleus;
4. mitochondrion;
5. lysosome;
6. chloroplast



#### Exercise 3

- 1) f) All known living things are made up of one or more cells.
- 2) a) All cells arise from pre-existing cells by division.
- 3) g) The cell is the fundamental unit of structure and functions in all living organisms.
- 4) c) The activity of an organism depends on the total activity of independent cells.
- 5) d) Energy flow (metabolism and biochemistry) occurs within cells.
- 6) e) Cells contain hereditary information (DNA) which is passed from cell to cell during cell division.
- 7) b) All cells are basically the same in chemical composition in organisms of similar species.

#### Exercise 4

- 1) b
- 2) c
- 3) d
- 4) e
- 5) a

#### Exercise 5

- 1) organisms
- 2) bacteria
- 3) gene
- 4) a ribosome
- 5) amino acid
- 6) linear chromosomes
- 7) prokaryotes
- 8) genome
- 9) cytoplasm
- 10) genotype

#### Exercise 6

1. A gene is the most important unit of inheritance.
2. A protein is a sequence of amino acids.
3. A nucleoid is the area of a cell in bacteria that contains DNA.
4. A nucleus is the central part of almost all the cells of living things.
5. A genome means all genes in one cell of a living thing.

#### Exercise 7

1. heart
2. mammary gland
3. larynx
4. diaphragm

#### Exercise 8

1. Excretory system: kidneys, ureters, bladder, urethra.
2. Lymphatic system: nodes, vessels, tonsils, adenoids, thymus, spleen.
3. Muscular system: muscles.

4. Circulatory system: lungs, heart, blood vessels.
5. Respiratory system: pharynx, larynx, trachea, bronchi, lungs, diaphragm.
6. Skeletal system: bones, cartilage, ligaments, tendons.

## Module 3: Chemistry

### Exercise 1.

1. Correct, 2. Correct. 3. Incorrect. The alkali metals are highly reactive. 4. Incorrect. Lanthanides and actinides are classes of transition elements.
5. Incorrect. All of the actinides are radioactive

### Exercise 2.

1. electron
2. Metal
3. Conductor
4. Potassium
5. metalloid
6. compound

### Exercise 3.

1. C The metallic strengths increase.
2. E The atomic radius of atoms increases.
3. A/B/d The ionization potential decreases.
4. A/B/d The electron affinity decreases.
5. A/B/D The electronegativity decreases.



### Exercise 4.

- Key.
1. Carbon
  2. Americium
  3. Phosphorus
  4. selenium
  5. silicon
  6. magnesium

### Exercise 5.

1. strontium
2. arsenic
3. iridium
4. chlorine
5. rhenium
6. mercury

### Exercise 6.

1. Protons;
2. oxygen;
- 3) a molecule
- 4) element
- 5) plasma
- 6) acid
- 7) oxidize
- 8) reductive.

### Exercise 7.

- 1) atoms;
- 2) states;
- 3) energy;
- 4) reaction;
- 5) equation
- 6) equal
- 7) laws

## Module 4: Physics

### Exercise 1.

1. Sir Isaac Newton
2. Law of Inertia
3. The First Law of Motion
4. The Second Law of Motion
5. The Second Law of Motion

6. The Third Law of Motion
7. The Third Law of Motion

**Exercise 2.**

- 1.motion; 2.velocity; 3.acceleration; 4.force; 5.vector; 6.intertia

**Exercise 3.**

- 1) c; 2) a; 3) d; 4) b

**Exercise 4.**

- 1) c; 2) b; 3) d; 4) a

**Exercise 5.**

- 1) g; 2) d; 3) a; 4) h; 5) b; 6) i; 7) f; 8) c; 9) e

**Exercise 6.**

- 1) neutrinos; 2) superclusters; 3) phenomena; 4) nature; 5) force; 6) electricity; 7) electromagnetism; 8) reason

**Module 5: Geography****Exercise 1.**

- 1) F; 2) T; 3) T 4)F; 5) T; 6) F.

**Exercise 2.**

- 1) a glacier; 2) an embayment; 3) surface; 4) an edge;
- 5) to melt; 6) an iceberg; 7) a rift; 8) to calve.

**Exercise 3.**

Physical geography	Human geography
biogeography	political geography and geopolitics
coastal geography	historical and time geography
climatology and meteorology	cultural geography
environmental management	transportation geography
geodesy	tourism geography
glaciology	urban geography
geomorphology	development geography
landscape ecology	social geography
hydrology and hydrography	demography
oceanography	religion geography
palaeogeography	health geography
quaternary science	economic geography
pedology	

**Exercise 4.**

1. The North Pole; 2. Kilimanjaro; 3. The Indian (Ocean); 4. The Yellow Sea; 5.The Mediterranean.

**Exercise 5.**

1.c.; 2.a; 3.b; 4.d

### Exercise 6.

1. a compass; 2. a longitude; 3. atmosphere; 4. a latitude; 5. an altitude;
6. a plateau.
- a. longitude; b. plateau ; c. atmosphere; d. latitude; e. altitude; f. compass

## Module 6: Ethics

### Exercise 1

1. broke up
2. idolizes her too much
3. get on well
4. make it up again
5. to have an affair
6. has fallen out
7. should look up to
8. don't see eye to eye



### Exercise 2

1. False
2. True
3. True
4. False
5. True
6. False
7. True
8. False
9. False
10. False

### Exercise 3

- a.) Vilnius University
- b) Cathedral Basilica of St. Stanislaus and Vladislaus in Vilnius.
- c) Wilhelm Storost, artistic name Vilius Storostas-Vyduunas
- d) the Town Hall of Kaunas
- e) Hill of Crosses near Šiauliai
- f) the Constitution of the Republic of Lithuania.

### Exercise 4

1. is
2. initiate
3. is
4. become
5. contribute
6. cooperate
7. join
8. have established
9. become

10.join

### Exercise 5

1. war
2. approval
3. anarchy
4. Islam
5. morality

### Module 7: History

#### Exercise 1

1. 1236
2. 1939 – 1945
3. 1253
4. 1918
5. 1492
6. 1410
7. 1440
8. 1009
9. 1387
10. 1941



#### Exercise 2

1. Vytautas the Great
2. Adolf Hitler
3. Abraham Lincoln
4. Antanas Smetona

#### Exercise 3

1. Gediminas – Lithuania
2. Joseph Stalin – Russia
3. Johannes Gutenberg – Germany
4. Benito Mussolini – Italy
5. Napoleon Bonaparte – France
6. Franklin Roosevelt – The United States of America
7. Mohandas Karamchand Gandhi – India
8. Ferdinand Magellan – Portugal
9. Oliver Cromwell – England

#### Exercise 4

1. WWII
2. WWI
3. WWI

4. WWII  
5. WWII

## Module 8: Art

### Exercise 1

- |       |      |
|-------|------|
| 1. F, | 6. T |
| 2. T  | 7. F |
| 3. T  | 8. T |
| 4. T  | 9. F |
| 5. T  |      |

### Exercise 2

- Collector**/ a painter/ an artist/a sculptor/ a drawer  
 A portrait/ wash drawing/ mosaic / landscape/ **a model**  
 Gouache/ palette/ tube of paint/ **a brush**  
**Chart**/ painting/ drawing/ a picture  
 sketch/ **copy** / draft / outline

### Exercise 3

1. A drawer
2. A landscape-painter
3. A sculptor
4. A photographer
5. An art historic
6. An art critic
7. A restorer
8. An architect



### Exercise 4

- 1-a ; 2-b ; 3-c ; 4-a

### Exercise 5

1. Visual arts
2. Masterpiece
3. Sketch
4. Model
5. Oil painting
6. Painting

## Module 9: Music

### Exercise 1.

1. A track is one individual song or piece of music that is part of the album. An album usually contains ten or more tracks.

2. A hit is a successful single and a single is one song issued/ released individually.

3. Orchestral music is written for the whole orchestra and so can only be played in a big hall and chamber music is classical music written for a small group of people so that it can be played in a small room.

4. Muzak is the kind of soft background music played in public places and aimed largely at soothing people and disco music is loud and aimed at encouraging people to dance.

5. Soothing music is music that calms and relaxes people and discordant music is music that does not follow the normal rules of harmony and so is rather disturbing for most ears.

### **Exercise 2.**

- 1) chords
- 2) arranged
- 3) ear
- 4) hum
- 5) making

### **Test.**

*Students' own answers*

## **Module 10: Mathematics**

### **Exercise 1**

1. coordinates; 2. nonlinear; 3. origin; 4. yaxis; 5. linear; 6. Axes

## **Module 11: Writing in CLIL classes**

### **Exercise 1.**

1. However/Nevertheless
2. Firstly
3. In other words
4. Furthermore/In addition
5. also
6. such as
7. Alternatively
8. Furthermore/In addition
9. Now
10. Nevertheless/However
11. because
12. similarly



### **Exercise 2.**

- |  |                |
|--|----------------|
| 1. though                              | 7. personally  |
| 2. people                              | 8. believe     |
| 3. quite/rather/somewhat               | 9. want to     |
| 4. there are things/there is something | 10. approach   |
| 5. improve                             | 11. to         |
| 6. their                               | 12. thoroughly |

**PRANCŪZŲ KALBA****Prancūzų kalba****Module 1. Un peu de mathématiques**

<b>Prancūzų kalba</b>	<b>Lietuvių kalba</b>
<i>Les nombres (m) et les chiffres (m)</i>	Skaicių ir skaitmenys
<i>Les chiffres pairs (2,4, 6,8)</i>	Poriniai skaičiai
<i>Les chiffres impairs (1,3, 5,7)</i>	Neporiniai skaičiai
<i>Un chiffre exact (558,5)</i>	Tikslus skaičius
<i>Un chiffre arrondi (560)</i>	Suapvalintas skaičius
<i>567 = un nombre de 3 chiffres</i>	Skaičius iš 3 skaitmenų
<i>5+6 Ça fait combien ? Ça fait 11</i>	Kiek bus 5+6 ? Bus 11
<i>Calculer (faire ses calculs de tête)</i>	Skaičiuoti mintinai
<i>Le calcul mental (calculer mentalement)</i>	Mintinas skaičiavimas
<i>Compter</i>	Skaičiuoti
<i>Une erreur de calcul</i>	Skaičiavimo klaida
<i>La calculette</i>	skaičiavimo mašinėlė
<i>Faire le total (la somme)</i>	Viso (sumoje)
<i>Les opérations(f) mathématiques</i>	Matematikos veiksmai
<i>L'addition (f), additionner</i>	Sudėtis, sudėti
<i>La soustraction (f), soustraire</i>	Atimtis, atimti
<i>La multiplication (f), multiplier</i>	Daugyba, dauginti
<i>La division (f), diviser</i>	Dalyba, dalinti
<i>Les fractions : la moitié ½, le quart ¼</i>	Trupmenos : ½ pusė, ¼ ketvirtis
<i>Doubler, tripler, quadrupler</i>	Dvigubinti, trigubinti, keturgubinti
<i>Le pourcentage (5% = 5 pour cent)</i>	Procentai
<i>Les proportions (f), proportionnel</i>	Proporcijos, proporcingai
<i>La moyenne, en moyenne</i>	Vidutinis, vidutiniškai
<i>Plus, moins, multiplié par, divisé par</i>	Pridėti, atimti, padalinti iš, padauginti iš
<i>L'algèbre (f), la géométrie</i>	Algebra, geometrija
<i>Le triangle, triangulaire</i>	Trikampis (daikt.), trikampis (būdv.)
<i>Le carré, carré</i>	Kvadratas, kvadratinis
<i>Le rectangle, rectangulaire</i>	Stačiakampis (daikt. ir būdv.)

*Le cercle, la circonference ; circulaire*

Apskritimas, apskritas

**Pratiquez vos connaissances - Panaudokite žinias****Exercice 1. De quelle opération mathématique s'agit-il ? / Koks tai matematinis veiksmas ?**

- 1)  $24 : 8 = 3$  .....
- 2)  $45 + 16 = 41$  .....
- 3)  $874 - 74 = 800$  .....
- 4)  $9 \times 8 = 72$  .....

**Exercice 2. Ecrivez sous la forme de l'addition, puis décrivez en mots les opérations accomplies : / Atlikite daugybos veiksmus ir aprašykite juos žodžiais :**

Exemple : 5 plus 3 égale huit.

				$\underline{\quad} + \underline{\quad} = \underline{\quad}$

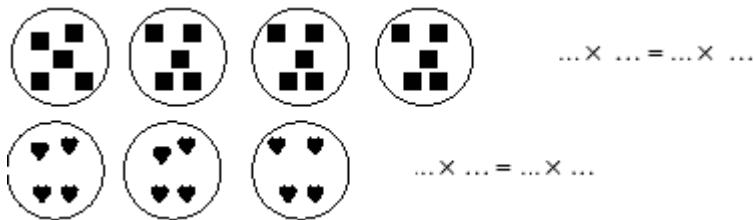
				$\underline{\quad} + \underline{\quad} = \underline{\quad}$

**Exercice 3. Ecrivez sous la forme soustraction, puis décrivez en mots les opérations accomplies : / Atlikite daugybos veiksmus ir aprašykite juos žodžiais :**

			$\underline{\quad} - \underline{\quad} = \underline{\quad}$

					$\underline{\quad} - \underline{\quad} = \underline{\quad}$

**Exercice 4. Ecrivez sous la forme de multiplication, puis décrivez en mots les opérations accomplies / Atlikite daugybos veiksmus ir aprašykite juos žodžiais :**



**Testez vos connaissances - Pasitirkinkite žinias**

**Exercice 1. Remplissez les trous avec les mots proposés ci-dessous. Vous ne devez pas utiliser tous les mots:/ Užpildykite tarpus panaudodami duotus žodžius. Jums nebūtina panaudoti visus žodžius :**

moyenne ; fraction ; montant ; calcul ; pourcentage ; calcul mental ;  
 doublées ; proportionnel ; égale ; total ; calculette ; moitié ; addition ;  
 soustraction ; arrondis ; exact

1.- C'est toi qui as mangé toute la tarte aux pommes ? Ah non, j'en ai mangé la ..... seulement. 2. -J'ai payé 34 euros pour le pull et 56 pour la jupe, quel est le .....?- Mais tu es mauvais en .....  $34 + 56 = \dots$  90. 3. Combien de kilomètres fais-tu par jour ? En ..... 200. 4. A combien s'élève le ..... de vos dépenses mensuelles ? Depuis quelques mois mes dépenses ont ..... 5. Je suis désolé mais je pense que vous avez fait une erreur de ..... Pouvez-vous me prêter votre ..... pour vérifier ?

**Exercice 2. Retrouvez l'explication des expressions imagées, cherchez des équivalents dans votre langue maternelle : / Raskite vaizdingų posakių paaiškinimus. Pagalvokite apie jų atitikmenis jūsų gimtojoje kalboje:**

1. Raconte cette histoire en deux mots.
2. Maman se met en quatre, se coupe en quatre pour sa famille.
3. Pierre mange comme quatre.
4. Dans cette situation il y a deux poids, deux mesures.
5. Charles coupe toujours les cheveux en quatre.

6. Jamais deux sans trois
- a) Il complique tout.
  - b) Brièvement.
  - c) Elle fait tout pour sa famille.
  - d) Chacun a sa propre justice.
  - e) Pas de chance dès le matin, ma voiture est tombée en panne, j'ai oublié mon portable chez moi ... qu'est-ce qui va encore arriver ?
  - f) Il mange beaucoup, il a un bon appétit.



**PRANCŪZŲ KALBA****Module 2: L'informatique**

<b>Prancūzų kalba</b>	<b>Lietuvių kalba</b>
<i>L'ordinateur</i>	Kompiuteris
<i>Le traitement de texte</i>	Teksto redagavimas
<i>Allumer/ éteindre l'ordinateur</i>	Ijungti/ išjungti kompiuterį
<i>Créer /effacer un document</i>	Sukurti/ ištrinti dokumentą
<i>Le programmeur, établir les programmes</i>	Programuotojas, kurti programas
<i>Saisir le texte, la saisie</i>	Surinkti tekstą, teksto surinkimas
<i>Stocker des informations, le stockage</i>	Kaupti informaciją, kaupimas
<i>Sauvegarder sur</i>	Išsaugoti (kažkur)
<i>Une base (une banque) de données</i>	Duomenų bazė (bankas)
<i>La mémoire</i>	Atmintis
<i>Une imprimante, imprimer</i>	Spausdintuvas, spausdinti
<i>Un scanner</i>	Skaitytuvas
<i>La connexion, se connecter</i>	Prisijungimas, prisijungti
<i>Le réseau</i>	Tinklas
<i>Le fichier, le dossier</i>	Rinkmena, katalogas
<i>Transmettre des données</i>	Perduoti duomenis
<i>La souris</i>	Pelė
<i>Le curseur</i>	Žymeklis
<i>Ouvrir la fenêtre</i>	Atidaryti langą
<i>Cliquer sur un symbole</i>	Paspausti simbolį
<i>Le clavier, la touche</i>	Klaviatūra, klavišas
<i>Faire une double clique</i>	Du kartus spragtelti, spustelti
<i>Minimiser</i>	Sumažinti
<i>Monter</i>	Slinkti aukštyn
<i>Descendre</i>	Slinkti žemyn
<i>Vers la droite/ la gauche</i>	Į dešinę, į kairę
<i>En haut/ en bas</i>	Į viršų, į apačią
<i>Mettre des marques pages</i>	Nustatyti žymes
<i>Entrer le mot de passe</i>	Įvesti slaptažodį
<i>Une page web</i>	Tinklalapis

**Pratiquez vos connaissances - Panaudokite žinias**

**Exercice 1. Nommez les objets et écrivez une phrases concernant leurs fonctions:/ Įvardinkite daiktus ir parašykite po sakinį abibūdinantį ju paskirtį:**



1



2



3



4



5

1. ....
2. ....
3. ....
4. ....
5. ....

**Exercice 2. Aidez Pierre à choisir le mot nécessaire :/ Padékite Petru rasti tinkamą žodį:**

Pierre doit écrire un essai pour son cours de français. Il (allume, éteint, sauvegarde) son ordinateur. Puis Pierre (sort, entre, met) le mot de passe. Il doit ouvrir le logiciel de (correcteur, traitement, rédaction) de texte et créer un nouveau (dossier, fichier, document). Tout est préparé pour le travail, il peut commencer à taper sur son (clavier, ordinateur, moniteur). S'il fait une faute de frappe, il peut (créer, effacer, souligner) et réécrire le mot. Quand il finit son travail il doit ne pas oublier de le (garder, sauvegarder, effacer) sur le disque dur dans le (fichier, ordinateur, document) approprié et enfin il doit imprimer son travail pour l'avoir sur une feuille de papier. Mais il a un grand problème, son (scanner, imprimante, moniteur) est en panne. D'un coup il s'est souvenu que son ami a acheté une nouvelle imprimante. Il ne reste que lui téléphoner et lui (recevoir, envoyer, transmettre) le document. Son ami va l' (imprimer, scanner, sauvegarder) et il apportera la version papier. Comme ça Pierre n'aura pas de soucis à l'école.

**Testez vos connaissances - Pasitirkinkite žinias**

**Exercice 1. Les icônes suivantes représente 9 commandes importantes. Retrouvez lesquelles: / Šie 9 paveikslėliai vaizduoja 9 svarbias komandas. Atraskite kokias:**



Coller	Ouvrir	Imprimer	Couper	Aligner à droite	Copier	Centrer	Enregistrer	Aligner à gauche

**Exercice 2. Lisez le dialogue et dites si les informations sont vraies, fausses ou on n'en parle pas dans ce texte :/ Perskaitykite dialogą ir pažymėkite ar informacija teisinga, klaidinga ar tekste apie tai nekalbama:**

- Allo ? Charles ? Bonjour ! C'est Alice.
- Bonjour Alice, ça va ?
- Oui, merci et toi ? Je ne te dérange pas ?
- Ah non, pas du tout.
- J'ai de nouveau un problème avec mon ordinateur, l'écran ne fonctionne plus.
- Est-ce que l'ordinateur est allumé ?
- Oui, mais l'écran est tout noir.
- Si tu bouges la souris, qu'est-ce que tu vois ?
- Je ne vois rien, l'écran est encore noir.
- Et si tu appuyes sur la touche F8 du clavier ?
- F8 ? Attends ? Ça marche, merci, c'est formidable.
- 

Alice a déjà eu un problème avec son ordinateur avant			?
L'ordinateur est allumé			?
L'écran est bleu			?
La souris ne marche pas			?
La touche F6 permet de trouver la solution			?
Charles ne peut pas aider Alice			?

**PRANCŪZŲ KALBA****Module 3 : L'art (m)/Menas**

<b>Prancūzų kalba</b>	<b>Lietuvių kalba</b>
<i>Les beaux-arts, les arts plastiques</i>	Vaizduojamieji menai
<i>L'école des beaux-arts</i>	Meno mokykla
<i>Les arts graphiques</i>	Grafikos menai
<i>L'artiste</i>	Menininkas
<i>La peinture, peindre, le peintre</i>	Tapyba, tapyti, dailininkas
<i>La sculpture, sculpter</i>	Skulptūra, lipdyti, kalti
<i>Le sculpteur</i>	Skulptorius
<i>Le dessin, dessiner</i>	Piešinys, piešti
<i>Le dessinateur</i>	Piešėjas, braižytojas
<i>La reproduction, l'original</i>	Reprodukcia, originalas
<i>L'affiche (f)</i>	Plakatas
<i>L'exposition, le vernissage</i>	Paroda , parodos atidarymas
<i>L'œuvre (f) d'art, le chef-d'œuvre</i>	Meno kūrinys, šedevras
<i>Le modèle</i>	Modelis
<i>La toile</i>	Drobė
<i>Le pinceau</i>	Teptukas
<i>La palette</i>	Paletė
<i>Le tube de peinture</i>	Dažų tubelė
<i>Étaler les couleurs</i>	Lieti spalvas
<i>L'atelier du peintre</i>	Dailininko dirbtuvės
<i>Un croquis=une esquisse=une ébauche</i>	Metmenys, eskizas, apmatai
<i>La peinture à l'huile, à l'eau</i>	Aliejiniai, vandeniniai dažai
<i>L'aquarelle</i>	Akvarelė
<i>La gouache</i>	Guašas
<i>La nature morte</i>	Natiurmortas
<i>Le chevalet</i>	Molbertas
<i>Les couleurs primaires, secondaires</i>	Pirminės, antrinės spalvos
<i>La fresque</i>	Freska
<i>L'art classique, l'art contemporain</i>	Klasikinis, šiuolaikinis, modernus moderne menas

**Pratiquez vos connaissances - Panaudokite žinias****Exercice 1. Marquez si l'explication est correcte (=) ou incorrecte (#):/ Pažymėkite ar paaiškinimas yra teisingas (=) ar neteisingas (#):**

1. Julie fait de la peinture = elle peut parler de peinture
2. Mon père est très doué pour la sculpture = il a un don pour la sculpture.
3. Le dessin, la peinture, la sculpture = les arts plastiques
4. Le vernissage = l'inauguration de l'exposition
5. Fabrice est collectionneur d'art= il a une collection de tableaux.
6. Il porte un jugement sur les œuvres d'art =Il est le critique d'art.
7. La restauration=la copie d'un chef-d'œuvre
8. Je ne peux pas la voir en peinture= je la déteste
9. C'est le portrait de son père= Il ne ressemble pas à son père.

**Exercice 2. Eliminez l'intrus : / Išbraukite netinkamą žodį:**

1. Le collectionneur/ le peintre/ l'artiste/le sculpteur/ le dessinateur
2. Le portrait/ la nature morte/ la mosaïque / le paysage/ le modèle
3. La gouache/la palette/ le tube de peinture/ le pinceau
4. Le tableau/ la peinture/ le dessin/ l'image
5. Un croquis/ une copie / une esquisse / une ébauche

**Exercice 3. Qui est-ce? / Kas jis toks ?**

1. Il dessine sur du papier à dessin, avec un crayon ou une plume et de l'encre. Il est.....
2. Il peint surtout la nature, les phénomènes naturels. Il est.....
3. Il travaille la pierre, le bois, la terre ou le métal. Il est .....
4. L'artiste le regarde et le peint. Il est .....
5. Il étudie l'histoire de l'art. Il est .....
6. Il porte un jugement esthétique sur les expositions. Il est .....
7. Quand une œuvre d'art est abimée il commence son travail pour le remettre en bon état. Il est .....
8. Il dessine les plans en vue de construire des bâtiments. Il est .....

**Testez vos connaissances - Pasitirkinkite žinias**

**Exercice 1. Quel est le nom des tableaux suivants ? / Kaip vadinasi paveikslai ?**

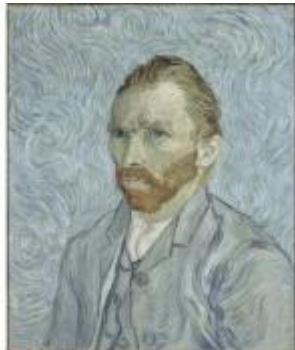
1



2



3



4



<http://www.linternaute.com/sortir/questionnaire/fiche/11245/p/6/d/f/>

1.Vermeer	2.Claude Monet	3.Vincent Van Gogh	4.Camille Corot
a)La jaune fille à la perle	a)Impression Soleil Levant	a)Vincent Van Gogh	a)Le coup de Théâtre
b)La Dentelière	b)Impression Soleil Couchant	b) Moi-même	b) Le coup de Vent
c)La jeune fille au collier de perle	c)Impression Soleil Brûlant	c) Autoportrait	c)Le Coup de Blues

**Exercice 2. Devinettes. De quoi ou de qui parle-t-on ? / Apie ką kalbama, įminkite mūsų:**

1. Ce sont tous les arts visuels →
2. C'est une œuvre d'une grande importance artistique →

3. C'est un premier dessin rapide du dessinateur →
4. Il pose pour l'artiste →
5. Elle est à l'huile →
6. C'est le résultat du travail du peintre →

### Kūrybinė užduotis IDUKM pamokai:

Pasirinkite jūsų dalyko tematikai tinkamą leksikos ir turinio pateiktį – Priedas Nr.2 – ir suformuluokite moksleiviams užduotį:

- palyginti jūsų mokomo dalyko sąvoką apibūdinimą ir/arba reiškinį aprašymą lietuvių ir prancūzų kalbomis;
- išsirinkti kelias sąvokas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius prancūzų kalba.



**PRANCŪZŲ KALBA****Module 4 : Religion en France**

<b>Prancūzų kalba</b>	<b>Lietuvių kalba</b>
<i>L'église</i>	Bažnyčia
<i>Le christianisme, le chrétien</i>	Krikščionybė, krikščionis
<i>Le catéchisme</i>	Katekizmas
<i>Le pardon</i>	Dievo malonė
<i>Des cérémonies religieuses</i>	Religinės apeigos
<i>Le pèlerinage</i>	Keliavimas į šventas vietas
<i>L'apparition</i>	Apsireiškimas
<i>Le catholicisme</i>	Katalikybė
<i>Le protestantisme</i>	Protestantizmas
<i>Le judaïsme</i>	Judaizmas
<i>L'islam</i>	Islamas
<i>La bénédiction</i>	Palaiminimas
<i>Le baptême</i>	Krikštynos
<i>La communion</i>	Komunija
<i>Le sermon</i>	Pamokslas
<i>Prononcer le sermon</i>	Sakyti pamokslą
<i>La messe</i>	Mišios
<i>Le prêtre</i>	Kunigas
<i>La paroisse</i>	Parapija
<i>L'Assomption</i>	Žolinė
<i>L'Ascension</i>	Kristaus į dangų žengimo
<i>La Sainte Trinité</i>	Šventa Trejybė
<i>Le Carême</i>	Gavėnia
<i>Mercredi de Cendres</i>	Pelenų diena
<i>Vendredi Saint</i>	Didysis penktadienis
<i>Le Pentecôte</i>	Sekminės
<i>La Toussaint</i>	Visų šventujų šventė
<i>Pratiquer une religion</i>	Išpažinti religiją
<i>La célébration de la messe</i>	Mišių aukojimas
<i>Le sacrifice</i>	Auka, aukojimas

**Pratiquez vos connaissances - Panaudokite žinias****Exercice 1. Lisez le teste et répondez aux questions suivantes: /  
Perskaitykite tekstą ir atsakykite į klausimus:****Eglise en Bretagne, le 15 août.**

Ce jour-là est la fête de l'Assomption, jour où on célèbre la Vierge Marie. En Bretagne, cette fête donne l'occasion à une procession, appelée *le pardon*. La statue de la Vierge est exceptionnellement habillée de vêtements en tissu. Dans d'autres régions de France, du sud notamment, on peut assister à de telles cérémonies religieuses. Saintes-Maries-de-la-Mer, en Camargue, est un lieu de pèlerinage très connu. A Lourdes, autre lieu de pèlerinage très célèbre, des milliers de catholiques vont vénérer Sainte Bernadette qui aurait vu une apparition de la Vierge Marie. Si ces traditions persistent, l'Eglise a subi cependant de très grands changements dans la deuxième moitié du vingtième siècle.



<http://web.cortland.edu/flteach/civ/religion/relig.htm>

1. En quoi est important le 15 août pour l'église Catholique ?
2. Comment est célébrée cette fête en Bretagne ?
3. Quelles cérémonies religieuses sont connues dans les autres régions de la France ?
4. Quels lieux célèbres de pèlerinages connaissez-vous ?
5. Quel est le but de pèlerinages ?
6. En quoi est important ce jour pour vous ?

**Testez vos connaissances - Pasitirkinkite žinias****Exercice 1. Vérifiez vos connaissances sur la religion en France: /  
Pasitirkinkite savo žinias apie religiją Prancūzijoje:**

<p>1. Traditionnellement, la France est un pays</p> <p>2. En 1905, le gouvernement a déclaré</p> <p>3. Malgré sa méfiance vis à vis de l'Eglise, le gouvernement</p> <p>4. Sur les calendriers, on peut donc remarquer les noms des saints et certaines fêtes catholiques sont aussi</p> <p>5. Autrefois, la plupart des Français étaient pratiquants, aujourd'hui</p> <p>6. Si environ 58% des Français croient encore en Dieu, la religion</p> <p>7. Beaucoup de pratiquants occasionnels et de non pratiquants continuent cependant à aller à l'église</p> <p>8. La très grande majorité des jeunes</p> <p>9. Malgré son profond attachement au principe de la laïcité, le gouvernement</p> <p>10. A cause de la séparation de l'Eglise et de l'Etat, il n'y a aucune mention de la religion</p> <p>11. Les autres religions pratiquées en France sont</p>	<p>a. ne connaissent pas ou très peu la bible.</p> <p>b. le protestantisme, le judaïsme et l'islam.</p> <p>c. subventionne les écoles privées qui sont en général catholiques.</p> <p>d. pour les mariages, les baptêmes et certaines fêtes comme Noël.</p> <p>e. 15% des Français seulement vont à l'église le dimanche.</p> <p>f. devient une question individuelle.</p> <p>g. des jours fériés.</p> <p>h. catholique.</p> <p>i. a respecté le droit des citoyens de pratiquer une religion .</p> <p>j. dans la constitution, sur la monnaie et dans les discours des politiciens.</p> <p>k. la séparation de l'Eglise et de l'Etat</p>
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**PRANCŪZŲ KALBA****Module 5 :Un peu d'histoire**

<b>Prancūzų kalba</b>	<b>Lietuvių kalba</b>
<i>L'Antiquité</i>	Antika
<i>Le Moyen Age</i>	Viduramžiai
<i>Le royaume</i>	Karalystė
<i>Le roi, la reine</i>	Karalius, karalienė
<i>Le féodalisme</i>	Feodalizmas
<i>Les transformations économiques</i>	Ekonominiai pakitimai
<i>Le Régime</i>	Santvarka, valdymo forma
<i>La Renaissance</i>	Atgimimas
<i>La Révolution française</i>	Prancūzijos revoliucija
<i>Le siècle</i>	Amžius
<i>La Convention nationale</i>	Konventas (Pranc. 1792–1795)
<i>La guerre</i>	Karas
<i>L'Empire</i>	Imperija, viešpatavimas
<i>La Restauration</i>	Restauracija, dinastijos atkūrimas
<i>La Monarchie</i>	Monarchija
<i>Entre-deux-guerres</i>	Tarpukaris
<i>Le Front populaire</i>	Liaudies Frontas
<i>La Seconde Guerre mondiale</i>	Antrasis pasaulinis karas
<i>Le patrimoine culturel</i>	Kultūrinis paveldas
<i>Les seigneurs (m)</i>	Sinjorai, feodalai, didikai
<i>Le pouvoir</i>	Valdžia
<i>Le gouvernement</i>	Vyriausybė
<i>La guerre de Cent Ans</i>	Šimtmetis karas
<i>Les armes (f)</i>	Ginklai
<i>Le siècle des Lumières</i>	Švietimo amžius
<i>Le château</i>	Pilis
<i>Les ruines</i>	Griuvėsiai
<i>La loi</i>	Įstatymas
<i>Le droit</i>	Teisė
<i>La société</i>	Visuomenė

**Pratiquez vos connaissances - Panaudokite žinias**

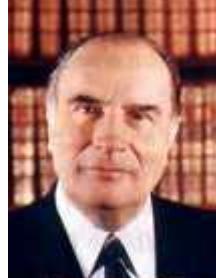
**Exercice 1. Voici des phrases célèbres dont certaines sont utilisées dans les conversations encore aujourd'hui. Savez-vous qui a dit quoi? / Štai keletas žymių posakių. Ar žinote kas juos pasakė?**

Philippe VI - Henri IV - Louis XIV - Madame de Pompadour (la maîtresse de Louis XV) - Marie-Antoinette - Napoléon Ier - le général Mac-Mahon (général pendant le 19<sup>e</sup> siècle) - le général De Gaulle

1. „Paris vaut bien une messe.” .....
2. „Impossible n'est pas français.” .....
3. „ L'Etat, c'est moi! ” .....
4. „Après nous le déluge.” .....
5. „ Qui m'aime, me suive”.....

<http://web.cortland.edu/fteach/civ/histoi/histoi.htm>

**Exercice 2. Qui suis-je? / Kas aš tokis ?**



1. Je me suis distingué lors de la Première Guerre mondiale, mais je suis surtout connu pour avoir dirigé la France pendant l'occupation allemande et avoir mis en plan la collaboration. Je suis :
2. J'ai commencé ma carrière politique sous la IV<sup>e</sup> République. J'ai été élu Président de la Ve République en 1981 et 1986. J'ai travaillé à la construction de l'Union Européenne. Je suis:
3. Je suis le monarque symbole de l'absolutisme. J'ai régné en France entre 1643 et 1714. Je suis:

**Testez vos connaissances - Pasitirkinkite žinias****Exercice 1. Entourez la bonne réponse : / Apibraukite teisingą atsakymą:**

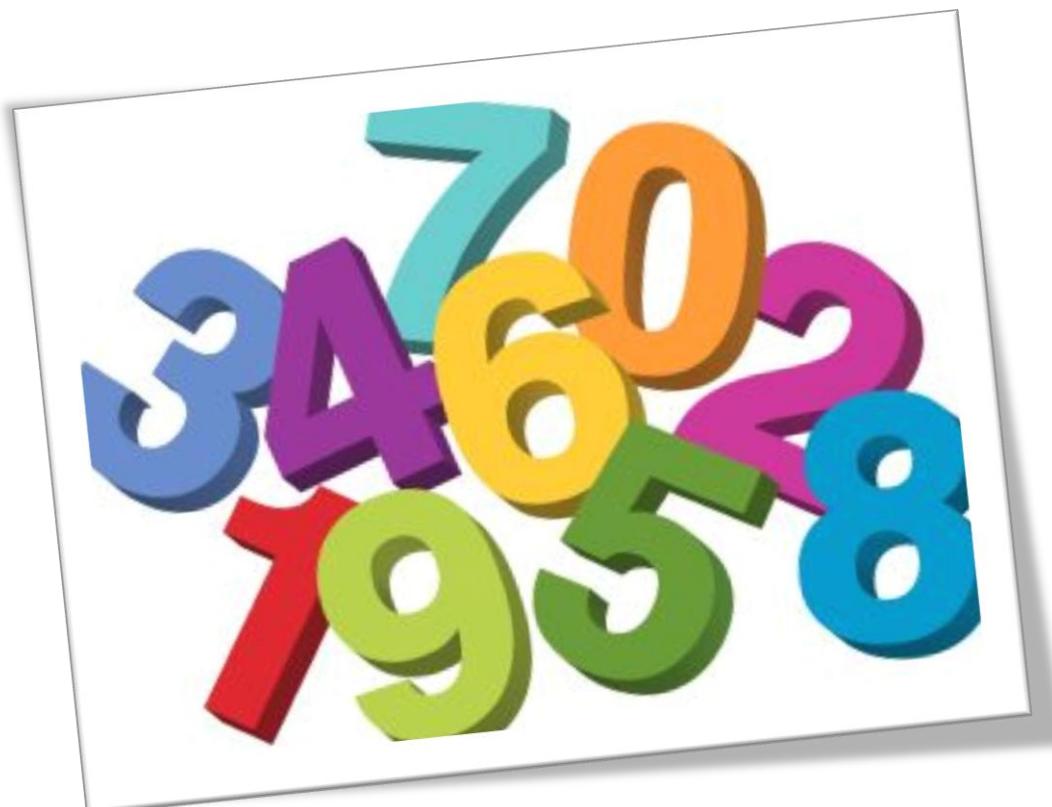
1. Quel animal est supposé être le symbole de la vigilance et du peuple français ?
  - a) l'aigle
  - b) le lion
  - c) le tigre
  - d) le coq
  
2. Comment s'appelle le grand roi des Francs qui a vécu de 742 à 814 ?
  - a) Charlemagne
  - b) Richelieu
  - c) Guillaume le Conquérant
  - d) François 1<sup>er</sup>
  
3. Quelle est la « ville des papes » ?
  - a) Orange
  - b) Marseille
  - c) Carcassonne
  - d) Avignon
  
4. Quel leader de la Résistance pendant la Deuxième Guerre Mondiale est devenu Président de France ?
  - a) Georges Pompidou
  - b) René Coty
  - c) Charles de Gaulle
  - d) Félix Gouin
  
5. Combien de républiques y a-t-il eu en France ?
  - a) 1
  - b) 3
  - c) 5
  - d) 7
  
6. Qui était le Roi Soleil ?
  - a) François 1<sup>er</sup>
  - b) Louis XVI
  - c) Louis XV
  - d) Louis XIV
  
7. Quels sont les trois mots clés de la constitution ?
  - a) liberté, fraternité, beauté
  - b) liberté, égalité, fraternité
  - c) liberté, égalité, solidarité
  - d) liberté, bonté, maternité
  
8. Où Napoléon Bonaparte est-il né ?
  - a) en Sardaigne
  - b) sur l'île d'Oléron
  - c) en Corse
  - d) en Italie
  
9. Quel président de la République est venu au pouvoir en 1981 ?

- a) Georges Pompidou
- c) François Mitterrand

- b) Charles de Gaulle
- d) Valérie Giscard d'Estaing

10. En quelle année a eu lieu la Révolution ?

- a) 1815
- b) 1789
- c) 1798
- d) 1897



**PRANCŪZŲ KALBA****Module 6: Géographie**

<b>Prancūzų kalba</b>	<b>Lietuvių kalba</b>
<i>Le pays, l'état (m)</i>	Šalis, valstybė
<i>Le continent</i>	Žemynas
<i>La mer</i>	Jūra
<i>L'océan (m)</i>	Vandenynas
<i>Le fleuve</i>	Upė (itekanti į jūrą)
<i>La rivière</i>	Upė
<i>La forêt, la forêt de protection</i>	Giria, miškas, draustinis
<i>La montagne</i>	Kalnas
<i>Le sommet</i>	Viršukalnė
<i>La vallée</i>	Slėnis, klonis
<i>L'île (f)</i>	Sala
<i>La plaine</i>	Lyguma
<i>La frontière, les pays frontaliers</i>	Siena, kaimyninės šalys
<i>La région</i>	Regionas, kraštas, rajonas, sritis
<i>Le département</i>	Departamentas
<i>France d'outre-mer, DOM-TOM</i>	Prancūzijos užjūrio valdos
<i>La France métropolitaine</i>	Žemyninė Prancūzija
<i>La ville</i>	Miestas
<i>La capitale</i>	Sostinė
<i>Le drapeau</i>	Vėliava
<i>La population (urbaine, rurale)</i>	Gyventojai (miesto, kaimo)
<i>La densité de population</i>	Gyventojų tankis
<i>Le climat</i>	Klimatas
<i>L'altitude</i>	Aukštis (virš jūros lygio)
<i>La superficie</i>	Plotas
<i>La province</i>	Sritis, provincija
<i>Le relief</i>	Reljefas
<i>Le volcan</i>	Ugnikalnis, vulkanas
<i>Le patrimoine (historique, culturel)</i>	Paveldas (istorinis, kultūrinis)

<i>Le port</i>	Uostas
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**Pratiquez vos connaissances - Panaudokite žinias**

**Exercice 1. Choisissez le mot qui convient:/ Parinkite tinkamą žodį:**

l'océan, mer, continent, montagnes, capital, pays, fleuve, lac, désert, ville

1. Le plus grand.....du monde est l'Asie.
2. Pour aller d'Europe en Amérique on traverse ..... Atlantique.
3. Les Alpes est une chaîne de .....
4. La ..... Méditerranée borde la côte d'Azur.
5. Londres est la.....de Royaume-Uni.
6. Le.....plus peuplé du monde est la Chine.
7. L'Amazone est un..... d'**Amérique du Sud**.
8. Le Ladoga est le plus grand ..... d'Europe.
9. Le .....de Sahara se trouve en Afrique.
10. Hambourg est une ..... située en Allemagne.

**Exercice 2. Trouvez 14 pays de l'Europe cachés:/ Raskite 14 paslėptų Europos šalių pavadinimus :**

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

**Exercice 3. Quels sont les pays avec lesquels la France a une frontière commune? / Išvardinkite šalis su kuriomis Prancūzija turi bendras sienas:**

**Testez vos connaissances - Pasitirkinkite žinias**

**Exercice 1. Connaissez-vous la géographie de la France? Choisissez la bonne réponse:/ Ar žinote Prancūzijos geografiją? Pasirinkite teisingą atsakymą:**

1. Quel est le fleuve le plus long en France ?  
a) La Garonne   b) La Loire   c) La Seine   d) Le Rhône
  
2. Quel est le plus grand port en France ?  
a) Calais   b) Le Havre   c) Marseille   d) Brest
  
3. Combien de pays ont une frontière commune avec la France ?  
a) 4                          b) 5                          c) 6                          d) 8
  
4. Comment s'appelle la plus haute montagne de la France ?  
a) Le Mont Sain- Michel   b) Le Mont Blanc   c) Le Pic du Midi  
d) Le Mont Ventoux
  
5. Dans quelle ville trouve-t-on le Parlement Européen ?  
a) Lyon      b) Bruxelles      c) Strasbourg      d) Lille
  
6. Quelle est la population approximative de la France (en millions)?  
a) 50                          b) 40                          c) 70                          d) 60
  
7. La plupart des départements en France porte le nom de quoi ?  
a) une montagne   b) un fleuve   c) un personnage politique  
d) un personnage historique
  
8. Laquelle de ces villes est la plus grande ?  
a) Bordeaux   b) Lille                          c) Marseille   d) Toulouse
  
9. Quelle chaîne de montagnes est la plus haute ?  
a) Les Alpes   b) Les Pyrénées   c) Les Vosges   d) le Jura

10. Dans quelle mer débouche la Seine ?  
 a) La Manche      b) L’Océan Atlantique      c) La Méditerranée  
 d) La Mer du Nord

11. Dans quelle région de la France se trouve la ville de Rennes ?  
 a) Normandie    b) Provence    c) Bretagne    d) Centre

12. Quelle est la deuxième ville de la France ?  
 a) Marseille    b) Bordeaux    c) Lille    d) Lyon

13. Quelle est la population approximative de Paris ?(en millions)?  
 a) 15                b) 12                c) 9                d) 5

<http://www.frenchteacher.net/Hotpots/quiz1.htm>

### Kūrybinė užduotis IDUKM pamokai:

Pasirinkite jūsų dalyko tematikai tinkamą leksikos ir turinio pateiktį – Priedas Nr.2 (*Larousse super major: Dictionnaire Encyclopédique*, 2005) – ir suformuluokite moksleiviams užduotį:

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- išsirinkti kelias sąvokas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius prancūzų kalba.



## Corrigés

### MODULE 1 Un peu de mathématiques -Truputis matematikos

**Pratiquez vos connaissances** - Panaudokite žinias

#### Exercice 1.

- |                      |                   |
|----------------------|-------------------|
| 1) $24 : 8 = 3$      | la division       |
| 2) $45 + 16 = 41$    | l'addition        |
| 3) $874 - 74 = 800$  | la soustraction   |
| 4) $9 \times 8 = 72$ | la multiplication |

#### Exercice 2.

- |         |                  |
|---------|------------------|
| $5+4=9$ | 5 plus 4 égale 9 |
| $5+2=7$ | 5 plus 2 égale 7 |

#### Exercice 3.

- |         |                   |
|---------|-------------------|
| $5-2=3$ | 5 moins 2 égale 3 |
| $7-4=3$ | 7 moins 4 égale 3 |

#### Exercice 4

- |                   |                            |
|-------------------|----------------------------|
| $4 \times 5 = 20$ | 4 multiplié par 5 égale 20 |
| $3 \times 4 = 12$ | 3 multiplié par 4 égale 12 |

### Testez vos connaissances - Pasitirkinkite žinias

#### Exercice 1.

1.- C'est toi qui as mangé toute la tarte aux pommes ? Ah non, j'en ai mangé **la moitié** seulement. 2. -J'ai payé 34 euros pour le pull et 56 pour la jupe, quel est **le total** ?- Mais tu es mauvais en **calcul mental**.  $34 + 56 = 90$ . 3. Combien de kilomètres fais-tu par jour ? En **moyenne** 200. 4. A combien s'élève le **montant** de vos dépenses mensuelles ? Depuis quelques mois mes dépenses ont **doublées**. 5. Je suis désolé mais je pense que vous avez fait une erreur de **calcul**. Pouvez-vous me prêter votre **calculette** pour vérifier ?

**Exercice 2.**

1-b ; 2-c ; 3-f ; 4-d ; 5-a, 6-e

**MODULE 2 L'informatique – Informatika**

**Pratiquez vos connaissances** – **Panaudokite žinias**

**Exercice 1.**

1. Le clavier. Il sert à taper le texte.
2. L'imprimante. Elle sert à imprimer le document pour l'avoir sur une feuille de papier.
3. L'ordinateur portable. Il a beaucoup de fonctions : stocker des informations, surfer sur Internet pour trouver une information nécessaire, écrire des lettres électroniques etc
4. Le scanner. Il sert à scanner les documents (il ne faut pas les réécrire), saisir une image.
5. La souris. Elle sert à cliquer sur une icône dont vous avez besoin.

**Exercice 2.**

Pierre doit écrire un essai pour son cours de français. Il **allume** son ordinateur. Puis Pierre **entre** le mot de passe. Il doit ouvrir le logiciel de **traitement** de texte et créer un nouveau **document**. Tout est préparé pour le travail, il peut commencer à taper sur son **clavier**. S'il fait une faute de frappe, il peut **effacer** et réécrire le mot. Quand il finit son travail il doit ne pas oublier de le **sauvegarder** sur le disque dur dans le **fichier** approprié et enfin il doit imprimer son travail pour l'avoir sur une feuille de papier. Mais il a un grand problème, son **imprimante** est en panne. D'un coup il s'est souvenu que son ami a acheté une nouvelle imprimante. Il ne reste que lui téléphoner et lui **envoyer** le document. Son ami va l'**imprimer** et il apportera la version papier. Comme ça il n'aura pas de soucis à l'école.



**Testez vos connaissances - Pasitirkinkite žinias****Exercice 1.**

Coller	Ouvrir	Imprimer	Couper	Aligner à droite	Copier	Centrer	Enregistrer	Aligner à gauche
5	2	6	3	9	4	8	1	7

**Exercice 2.**

	Alice a déjà eu un problème avec son ordinateur avant			
	L'ordinateur est allumé			
	L'écran est bleu			
	La souris ne marche pas			
	La touche F6 permet de trouver la solution			
	Charles ne peut pas aider Alice			

**MODULE 3 L'art (m) – Menas****Pratiquez vos connaissances - Panaudokite žinias****Exercice 1.**

1. Julie fait de la peinture ≠ elle peut parler de peinture
2. Mon père est très doué pour la sculpture = il a un don pour la sculpture.
3. Le dessin, la peinture, la sculpture = les arts plastiques
4. Le vernissage = l'inauguration de l'exposition
5. Fabrice est collectionneur d'art= il a une collection de tableaux.
6. Il porte un jugement esthétique sur les œuvres d'art = Il est le critique d'art.
7. La restauration ≠ la copie d'un chef-d'œuvre
8. Je ne peux pas la voir en peinture= je la déteste
9. C'est le portrait de son père≠ Il ne ressemble pas à son père.

**Exercice 2.**

1. Le collectionneur
2. le modèle
3. le pinceau
4. l'image
5. une copie

**Exercice 3.**

1. Il est dessinateur
2. Il est paysagiste
2. Il est sculpteur.
3. L'artiste le regarde et le peint. Il est modèle.
4. Il étudie l'histoire de l'art. Il est historien d'art.
5. Il porte un jugement esthétique sur les expositions. Il est critique d'art.
6. Il est restaurateur.
7. Il est architecte.

**Testez vos connaissances - Pasitirkinkite žinias****Exercice 1.**

1-b ; 2-a ; 3-c ; 4-b

**Exercice 2.**

1. Les arts plastiques
2. Le chef d'œuvre
3. Un croquis, une esquisse, une ébauche
4. Le modèle
5. La peinture
6. Le tableau

**MODULE 4 Religion en France -Religija Prancūzijoje****Pratiquez vos connaissances - Panaudokite žinias**

**Exercice 1.**

1. Ce jour-là est la fête de l'Assomption, jour où on célèbre la Vierge Marie.
2. En Bretagne, cette fête donne l'occasion à une procession, appelée le parodon
3. On peut assister à des cérémonies pareilles.
4. Saintes-Maries-de-la-Mer, en Camargue, Lourdes
5. Visiter les lieux saints.

**Testez vos connaissances - Pasitirkinkite žinias****Exercice 1.**

1	2	3	4	5	6	7	8	9	10	11
H	K	I	G	E	F	D	A	C	J	B

**MODULE 5 Un peu d'histoire - Truputis istorijos****Pratiquez vos connaissances - Panaudokite žinias****Exercice 1.**

1. Henri IV
2. Napoléon Ier
3. Louis XIV
4. Madame de Pompadour
5. Philippe VI

**Exercice 2.**

1. Maréchal Pétain
2. François Mitterrand
3. Louis XIV

**Testez vos connaissances - Pasitirkinkite žinias****Exercice 1.**

1. d) le coq ; 2. a) Charlemagne; 3. d) Avignon ; 4. c) Charles de Gaulle ;
5. c) 5 ; 6. d) Louis XIV ; 7. b) liberté, égalité, fraternité ; 8. c) en Corse ;
9. c) François Mitterrand ; 10. b) 1789

**MODULE 6 Géographie – Geografija****Pratiquez vos connaissances - Panaudokite žinias**

**Exercice 1.**

1-continent, 2-l'océan, 3-montagnes, 4-mer, 5-capital, 6-pays, 7-fleuve, 8-lac, 9- désert, 10-ville

**Exercice 2.**

Verticalement : Andorre, Pays-Bas, Italie, Monaco, Portugal, Malte, France, Irlande, Vatican, Luxembourg

Horizontalement : Autriche, Grèce, Espagne, Belgique

**Exercice 3.**

Espagne ; Andorre, Italie, Monaco, Suisse, Luxembourg, Allemagne, Belgique

**Testez vos connaissances - Pasitirkinkite žinias****Exercice 1.**

1. b) La Loire; 2. c) Marseille ; 3. d) 8 ; 4. b) Le Mont Blanc ; 5. c) Strasbourg ; 6. d) 60 ; 7. b) un fleuve ; 8. c) Marseille ; 9. a) Les Alpes ; 10. a) La Manche ; 11. c) Bretagne ; 12. d) Lyon ; 13. c) 9



**VOKIEČIŲ KALBA****Vokiečių kalba****Modul 1. Computer**

<b>Vokiečių kalba</b>	<b>Lietuvių kalba</b>
<i>abscannen</i>	nuskaityti
<i>anschließen</i>	prijungti
<i>auslöschen</i>	ištrinti
<i>der Befehl</i>	komanda
<i>bestätigen</i>	patvirtinti
<i>der Computer</i>	kompiuteris
<i>das Computernetz</i>	kompiuterių tinklas
<i>das Computerspiel</i>	kompiuterinis žaidimas
<i>der Cursor</i>	žymeklis
<i>die Datei</i>	byla
<i>die Daten (Pl.)</i>	duomenys
<i>die Datenverarbeitung</i>	duomenų apdorojimas
<i>der Bildschirm/ der Monitor</i>	ekranas, monitorius,
<i>digital</i>	skaitmeninis
<i>die Diskette</i>	diskelis
<i>das Diskettenlaufwerk</i>	diskelių įrenginys
<i>der Drucker</i>	spausdintuvas
<i>der Tintenstrahldrucker</i>	rašalinis spausdintuvas
<i>drucken</i>	spausdinti
<i>drücken</i>	spausti
<i>einführen/eingeben</i>	Įvesti
<i>einlegen</i>	Įdėti
<i>die Festplatte</i>	kietasis diskas
<i>das Modem</i>	modemas
<i>die Maus</i>	pelė
<i>die Tastatur</i>	klaviatūra
<i>die Taste</i>	klavišas
<i>speichern</i>	išsaugoti

<i>der Lautsprecher</i>	garsiakalbis
<i>das Kabel</i>	kabelis

**Üben Sie****Übung 1. Der, die oder das? Ergänzen Sie.**

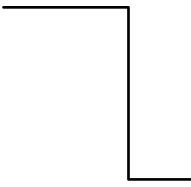
1. \_\_\_\_\_ SMS
2. \_\_\_\_\_ Maus
3. \_\_\_\_\_ Tastatur
4. \_\_\_\_\_ E-Mail-Adresse
5. \_\_\_\_\_ DVD
6. \_\_\_\_\_ Kopfhörer
7. \_\_\_\_\_ Passwort
8. \_\_\_\_\_ Drucker
9. \_\_\_\_\_ Webseite
10. \_\_\_\_\_ MP3-Player

**Übung 2. Was passt nicht?**

1. eine E-Mail      verschicken ♦ abstürzen ♦ schreiben♦ lesen
2. eine Diskette    einlegen ♦ formatieren ♦ zappen ♦ herausnehmen
3. den Computer (aus)drucken ♦ ausschalten ♦ installieren ♦ einschalten
4. das Programm instalieren ♦ kopieren ♦ surfen ♦ schließen
5. die Daten        eingeben ♦ löschen ♦ einschalten ♦ speichern
6. einen Text       speichern ♦ chatten ♦ ausdrucken ♦ kopieren
7. im Internet      suchen ♦ surfen ♦ chatten ♦ zappen

**Übung 3. Was passt zusammen?**

- |   |                |
|---|----------------|
| 1. Ein Dokument im Computer                     | a. Online      |
| 2. im Internet, nicht offline                   | b. CD - Rom    |
| 3. Programme wie Word, Excel, Acrobat Reader    | c. Internet    |
| 4. Der „Fernseher“ am Computer                  | d. Software    |
| 5. Mit diesem Apparat kann man Filme anschauen. | e. Monitor     |
| 6. Diesen Computer kann man tragen.             | f. Mailbox     |
| 7. Elektronischer Briefkasten                   | g. DVD- Player |
| 8. Hier kann man Dateien speichern.             | h. Datei       |



9. Elektronische Nachricht

i. Notebook

10. Word Wide Web

j. E-Mail

**Übung 4. Ergänzen Sie die Verben:****beachten, auskennen, überprüfen, speichern, streiken, bitten**

- a. Die Computer funktionieren plötzlich nicht mehr, sie \_\_\_\_\_
- b. Um Daten zu sichern, muss man sie\_\_\_\_\_
- c. Computer-Experten sind Leute, die sich mit Computern \_\_\_\_\_
- d. Bei Problemen kann man die Hotline um Hilfe\_\_\_\_\_
- e. Achtung bei diesem Signal! Bitte Signaltöne \_\_\_\_\_
- f. Fremde Disketten sollte man mit einem Virenprogramm \_\_\_\_\_

**Testen Sie sich.****Übung 1. Wie heißt das auf Deutsch?****Übung 2. Wortschatzarbeit. Was passt zu „Computer“ und „Medien“?**  
**Finden Sie ein Wort zu jedem Buchstaben.**

C	_____
E	_____
P	_____
E	_____
E	_____

M	_____
M	_____
I	_____
T	_____
R	_____

O	_____
D	_____
U	_____
N	_____

**Übung 3. Finden Sie hier 19 Wörter, die mit dem Computer verbunden sind.**

	a	b	c	d	e	f	g	h	i	j	k	l
1	F	C	U	R	S	O	R	K	M	S	E	W
2	I	E	R	P	N	U	R	T	A	P	T	H
3	R	R	S	L	A	E	R	N	U	E	T	O
4	E	O	I	T	W	S	K	I	S	I	E	M
5	M	N	T	F	P	L	S	F	V	C	K	E
6	E	E	U	I	I	L	F	W	E	H	S	P
7	N	A	D	C	N	U	A	N	O	E	I	A
8	L	S	K	O	I	O	I	T	M	R	D	G
9	C	E	H	N	M	A	M	E	T	N	T	E
10	N	R	U	T	A	T	S	A	T	E	T	R
11	I	N	T	E	R	N	E	T	T	A	H	C
12	O	O	E	T	I	E	S	B	E	W	D	M

Schreiben Sie die gefundenen Wörter auf.

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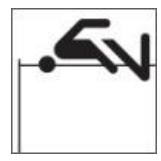
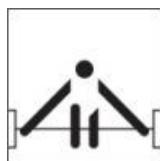
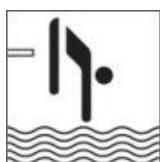
**VOKIEČIŲ KALBA****Modul 2: Körperfultur. Sport.**

<b>Vokiečių kalba</b>	<b>Lietuvių kalba</b>
<i>angreifen</i>	pulti
<i>der Basketball</i>	krepšinis
<i>der Bobssport</i>	bobslėjus
<i>der Eiskunftlauf</i>	dailusis čiuožimas
<i>das Eislaufen</i>	greitasis čiuožimas
<i>das Fallschirmspringen</i>	šuoliai su parašiutu
<i>das Fechten</i>	fechtavimas
<i>der Federball</i>	badmintonas
<i>die Freiübungen</i>	laisvieji pratimai
<i>der Freizeitsport</i>	laisvalaikio sportas
<i>der Fußballspieler</i>	futbolininkas
<i>der Gegner</i>	priešininkas
<i>das Gewehrschießen</i>	šaudymas
<i>das Galopprennen</i>	arklių lenktynės
<i>das Gewichtheben</i>	sunkumų kilnojimas
<i>das Golfspiel</i>	golfas
<i>der Hochspringer</i>	šuolininkas į aukštį
<i>die Hürde</i>	kliūtis
<i>der Hürdenlauf</i>	bėgimas su kliūtimis
<i>das Jogging</i>	bėgimas ristele
<i>das Klettern</i>	kopimas uolomis
<i>der Langlauf</i>	ilgų distancijų bėgimas
<i>die Leichtathletik</i>	lengvoji atletik
<i>der Leistungssport</i>	profesionalusis sportas
<i>der Motorsport</i>	motosportas
<i>das Paddeln</i>	plaukimas baidare
<i>das Pokalspiel</i>	taurės rungtynės
<i>der Radsport</i>	dviračių sportas
<i>die Rennbahn</i>	trekas, hipodromas

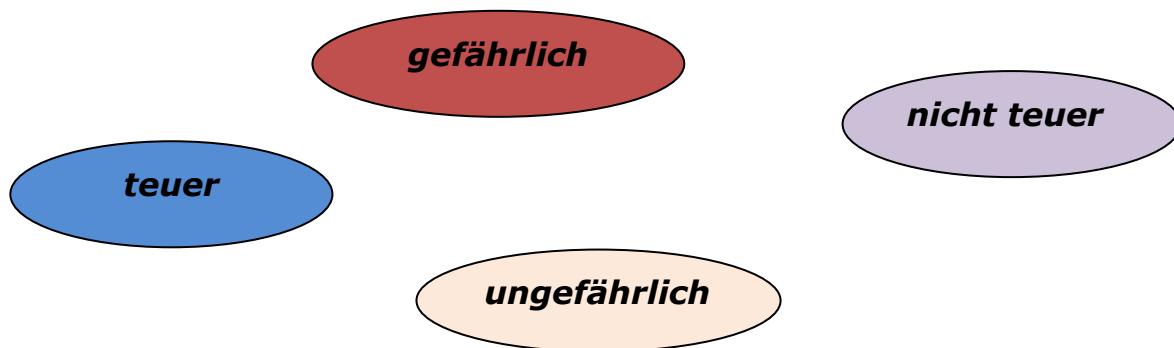
<i>das Schilaufen</i>	slidinėjimas
<i>das Schwimmen</i>	plaukimas
<i>das Springreiten</i>	jojimas su kliūtimis
<i>der Sprunglauf</i>	šuoliai nuo tramplyno su slidėmis
<i>das Wasserspringen</i>	šuoliai į vandenį
<i>der Wurf</i>	metimas
<i>Sport treiben</i>	sportuoti
<i>laufen</i>	bėgti
<i>reiten</i>	joti
<i>ringen</i>	imtis
<i>rudern</i>	irkluoti
<i>schießen</i>	šaudyti
<i>schwimmen</i>	plaukti
<i>segeln</i>	buriuoti
<i>springen</i>	šokti
<i>stoßen</i>	stumti
<i>tauchen</i>	nerti
<i>werfen</i>	mesti

**Üben Sie .**

**Übung 1. Ergänzen Sie die passenden Sportarten.**

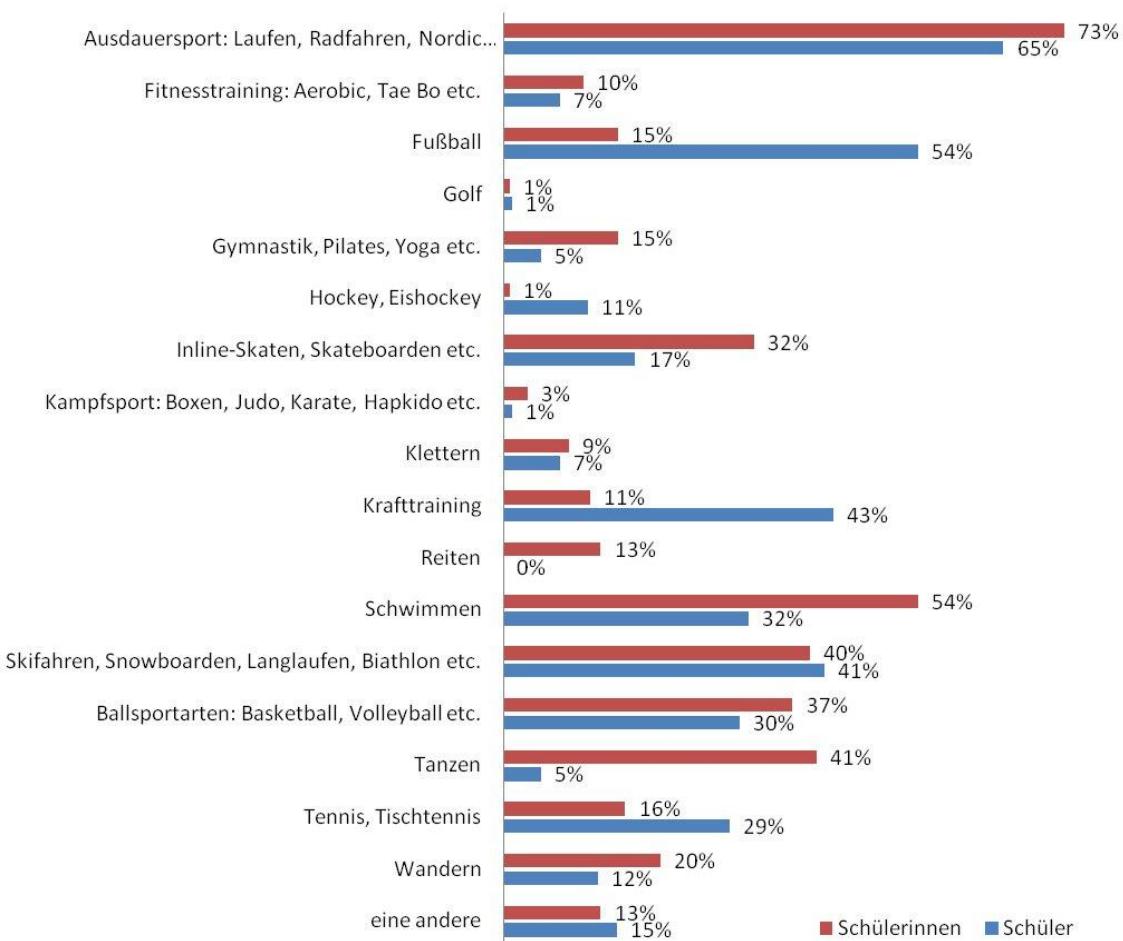


## Übung 2. Ergänzen Sie die passenden Sportarten.



## Übung 3. Betrachten Sie die Grafik und sprechen Sie darüber, welche Sportarten von den Schülern ausgeübt werden. Berichten Sie über Ihre Erfahrung .

Wie viel Prozent der Schülerinnen und Schüler betreiben welche Sportarten?



## Übung 4. Ergänzen Sie das passende Verb im Präteritum.

<i>erkennen</i> * <i>fördern*</i> <i>stehen*</i> <i>zählen*</i> <i>zurücktret en</i>
<i>beenden</i> <i>*besitzen*</i> <i>dauern*</i> <i>fahren*</i> <i>gewinnen</i> <i>* sammeln*</i>
<i>erklären*f</i> <i>olgen*</i> <i>holen*</i> <i>schwimmen</i> <i>*teilnehmen</i>
<i>bringen*h</i> <i>olen*</i> <i>trainieren*</i> <i>wählen*</i> <i>werden*</i>

1. Ihr Vater erkannte früh ihr Talent und \_\_\_\_\_ sie intensiv. Sie \_\_\_\_\_ 377 Wochen an Nummer 1 der Weltrangliste. Bereits Ende der achtziger Jahre \_\_\_\_\_ sie zu den beliebtesten Sportlern der Welt. Im August 1999 \_\_\_\_\_ sie vom Profitennissport \_\_\_\_\_.
2. 2006 \_\_\_\_\_ der erste deutsche Formel-1 Weltmeister seine Karriere als Rennfahrer. Sein Vater \_\_\_\_\_ eine Kart-Rennbahn, dort \_\_\_\_\_ er schon früh erste Erfahrungen. Mit 22 Jahren \_\_\_\_\_ er seinen ersten Grand Prix. Seine Karriere \_\_\_\_\_ 15 Jahre, in denen er sieben WM-Titel \_\_\_\_\_.
3. 1992, mit 14 Jahren, \_\_\_\_\_ sie zum ersten Mal an einer Olympiade \_\_\_\_\_ und \_\_\_\_\_ gleich zwei Silber- und zwei Bronzemedaillen im Schwimmen. 1994 \_\_\_\_\_ sie ihren ersten Weltrekord. Es \_\_\_\_\_ eine beispiellose Sportkarriere, bis sie nach den olympischen Spielen in Athen 2004 ihren Rücktritt \_\_\_\_\_.
4. Er \_\_\_\_\_ von Anfang an mit seinem Vater, der ihn an die Weltspitze \_\_\_\_\_. 2003 \_\_\_\_\_ er Europameister und 2007 Weltmeister am Reck. 2008 \_\_\_\_\_ man ihn in Deutschland zum Sportler des Jahres. Als erster Deutscher \_\_\_\_\_ er bei den Europameisterschaften 2009 Gold im Mehrkampf.

**Testen Sie sich.**

**Übung 1. Finden Sie die Sportarten und sortieren sie.**

BASKETBALLBOBSSPORTEISKUNFLAUFENFALLSCHIRMSPRINGENFE  
CHTFEDERBALLFUßBALLGEWEHRSCHIESSENGALOPPRENNENGEWICHTHEBENGOLF  
SPIELHOCHSPRINGENHÜRDENLAUFJOGGINGKLETTERNLANGLAUFMOTORSPORTPADD  
ELNRADFAHRENSCHILAUFENSCHWIMMENSPRINGREITENTAUCHENVOLLEYBALLAERO  
BICWANDERN SCHWIMMEN BERGSTEIGEN BADMINTON BUNGESPRINGENDRACHENFLIEGEN WINDSURFEN SEGELN LINESKATING

**Wassersport:** Windsurfen, ...

**Wintersport:**

**Ballsport:**

**Extremsport:**

**Leichtathletik:**

**Sport mit Musik:**

**Sport in der Natur:**



**Übung 2. Was passt nicht?**

1. Im Winter fahren wir in die Schweiz zum ...
  - a. Klettern b. Skilaufen c. Langlaufen d. Skilift.
2. Wir spielen heute ...
  - a. Tennis b. Basketball c. Golf d. Schwimmen
3. Nach der Arbeit gehe ich gerne noch....
  - a. joggen b. tanzen c. simsen d. schwimmen
4. Die Mannschaft hat ...
  - a. gewonnen b. gesiegt c. unentschieden d. verloren
5. Der Athlet hat an ..... teilgenommen.
  - a. dem Tor b. dem Wettkampf c. Olympischen Spielen

**Kūrybinė užduotis IDUKM pamokai:**

Pasirinkite jūsų dalyko tematikai tinkamą leksikos pateiktį – Priedas Nr.3 (*Duden:Das Bildwörterbuch*, 2005) ir Priedas Nr.4 (*German-English Bilingual Visual Dictionary*, 2005) – ir suformuluokite moksleiviams užduotį :

- palyginti jūsų mokomo dalyko sąvokų apibūdinimą lietuvių ir vokiečių kalbomis;
- išsirinkti kelias sąvokas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius vokiečių kalba.



**VOKIEČIŲ KALBA****Modul 3. Körperteile und Organe**

<b>Vokiečių kalba</b>	<b>Lietuvių kalba</b>
Arm, der	ranka
Auge, das	akis
Bauch, der	pilvas
Bein, das	koja
Blut, das	kraujas
Brust, die	krūtine
Finger, der	pirštas
Fuß, der	pėda
Gesicht, das	veidas
Gewicht, das	svoris
Haar , das	plaukai
Hals, der	kaklas
Hand, die	plaštaka
Herz , das	širdis
Kopf, der	galva
Körper, der	kūnas
Lippe, die	lūpa
Lunge, die	plaučiai
Magen, der	skrandis
Mund, der	burna
Ohr , das	ausis
Rücken , der	nugara
Schulter, die	petys
Stirn, die	kakta
Unfall, der	nelaimingas atsitikimas
Zahn, der	dantis
Zeh, der	kojos pirštas
Wange , die	skruostas
weh tun	skaudėti

<i>Sport treiben</i>	sportuoti
<i>abnehmen</i>	numesti svorį
<i>rauchen</i>	rūkyti
<i>wiegen</i>	sverti
<i>atmen</i>	kvėpuoti

**Üben Sie.****Übung 1. Ergänzen Sie den unbestimmten Artikel und die Pluralform.**

<u>eine</u> Hand	die Hände
<u>  </u> Finger	_____
<u>  </u> Ohr	_____
<u>  </u> Herz	_____
<u>  </u> Arm	_____
<u>  </u> Fuß	_____
<u>  </u> Wange	_____
<u>  </u> Gesicht	_____

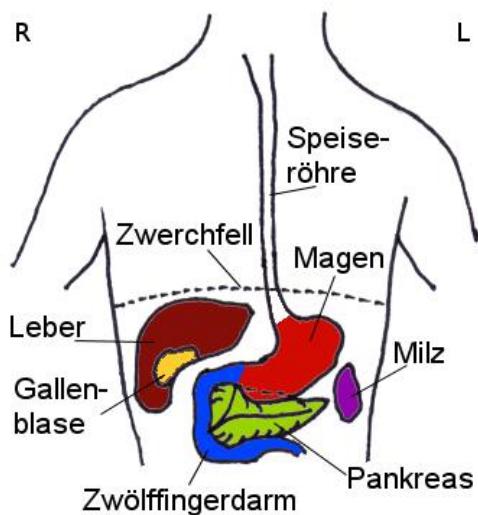
**Übung 2. Welche Verben passen?**

kämmen küssen föhnen beißen frisieren weinen sprechen pudern niesen  
kauen sehen lesen riechen

1. die Haare: \_\_\_\_\_
2. die Zähne: \_\_\_\_\_
3. die Nase: \_\_\_\_\_
4. der Mund: \_\_\_\_\_
5. das Gesicht: \_\_\_\_\_
6. das Auge: \_\_\_\_\_

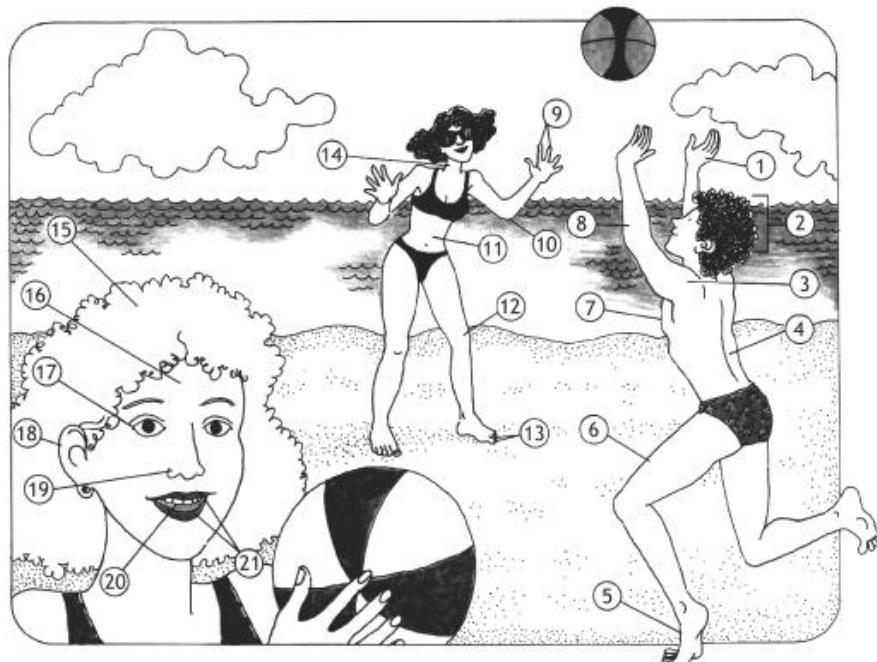


### Übung 3. Wie heißen die Organe auf Litauisch?



Testen Sie sich.

### Übung 1. Wie heißt die Nummer ... auf Deutsch?



1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

- |     |     |
|-----|-----|
| 4.  | 14. |
| 5.  | 15. |
| 6.  | 16. |
| 7.  | 17. |
| 8.  | 18. |
| 9.  | 19. |
| 10. | 20. |
|     | 21. |

### Kūrybinė užduotis IDUKM pamokai:

Pasirinkite jūsų dalyko tematikai tinkamą leksikos pateiktį – Priedas Nr.3 (*Duden:Das Buildwörterbuch*, 2005) ir Priedas Nr.4 (*German-English Bilingual Visual Dictionary*, 2005) – ir suformuluokite moksleiviams užduotį :

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- išsirinkti kelias sąvokas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius vokiečių kalba.



**VOKIEČIŲ KALBA****Modul 4: Gesunde Ernährung**

<b>Vokiečių kalba</b>	<b>Lietuvių kalba</b>
<i>die Ernährung</i>	mityba
<i>vollwertig</i>	pilnavertis
<i>die Auswahl</i>	pasirinkimas
<i>anbieten</i>	siūlyti
<i>die Menge</i>	kiekis
<i>bevorzugen</i>	teikti pirmenybe
<i>reichlich</i>	gausus
<i>eine Mahlzeit nehmen</i>	valgyti
<i>das Hungergefühl</i>	alkio jausmas
<i>ausreichen</i>	pakakti, užtekti
<i>anlegen</i>	kaupoti
<i>das Gehirn</i>	smegenys
<i>angewiesen sein auf Akk.</i>	būti priklausomam nuo
<i>satt sein ≠ hungrig sein</i>	būti sočiam / alkanam
<i>sich ( Dat.,) Zeit lassen</i>	neskubėti
<i>der Bedarf</i>	poreikis
<i>unverarbeitet</i>	neapdirbtas
<i>nachweisen</i>	įrodyti
<i>belegen</i>	patvirtinti
<i>abwechslungsreich</i>	ivairus
<i>vitaminreich ≠ vitaminarm</i>	turintis daug/ mažai vitaminų
<i>das Getreideprodukt</i>	produltas iš grūdų
<i>etwas aufs Spiel setzen</i>	rizikuoti
<i>krebsfördernd</i>	sukeliantis vėžį
<i>schlank</i>	lieknas
<i>der Hunger</i>	alkis

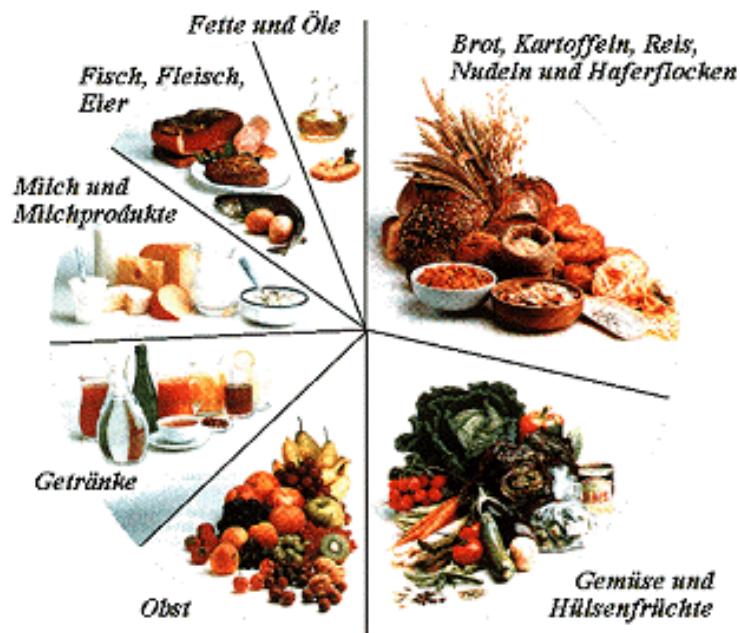
## Üben Sie .

### Der Ernährungskreis

Bei einer vollwertigen Ernährung ist es wichtig, „was“ wir essen und trinken. Eine Hilfestellung/Orientierung bei der täglichen Lebensmittelauswahl bietet der Ernährungskreis an.

Die Lebensmittel sind in 7 Gruppen geordnet. Wer sie täglich in der richtigen Menge auswählt, der bleibt schlank, fit und gesund. Man sollte frische Lebensmittel bevorzugen und reichlich Lebensmittel aus den Gruppen 1 bis 5 essen. Es ist meist besser, 5-6 Mahlzeiten pro Tag zu sich zu nehmen, als 3 große Hauptmahlzeiten. Das Hungergefühl ist dann in der Regel zwischen den Mahlzeiten nicht so groß. Bei 5-6 Mahlzeiten reicht die Energie bis zur nächsten Mahlzeit aus, und der Körper hat keine Veranlassung, Energiereserven (Fettpolster) anzulegen. Das Frühstück ist besonders wichtig. Hier werden die sehr geringen "Zuckerspeicher" des Körpers, die über Nacht geleert werden, wieder aufgefüllt. Das Gehirn ist auf Zucker als Energieträger angewiesen. Daher wirkt sich ein kohlenhydratreiches Frühstück auch positiv auf das Wohlbefinden aus. "Das Frühstück ist das Sprungbrett in den Tag."

Ein weiterer Punkt betrifft die Zeit, bis der Körper feststellt hat, dass er satt ist. Es dauert 15-20 Minuten, bis der Magen das Signal an das Gehirn gibt: Ich bin satt. Lassen Sie sich daher Zeit beim Essen. Viele Menschen können ein komplettes Mittagessen in 10 Minuten verspeisen, sind dann aber noch nicht satt und essen über ihren Bedarf hinaus. Aber auch die Hochwertigkeit der Lebensmittel sollte Beachtung geschenkt werden. Als Faustregel für die Hochwertigkeit eines Lebensmittels kann der Grad der Verarbeitung betrachtet werden: Je unverarbeiteter, desto besser.



## Übung 1. Welche Lebensmittel gehören zu welcher Gruppe?

1. Getreideprodukte: *Brot,*
2. *Gemüse:*
3. Obst:
4. Getränke:
5. Michprodukte:
6. Fisch und Fleisch:
7. Fett:

## 10 Regeln für gesunde Ernährung

<http://www.gilthserano.de/berichte/05/01/005.html>

a. Lesen Sie die zehn Regeln.

<b>1: Vielseitig essen, aber nicht zuviel</b> Alle Lebensmittel sind unterschiedlich in Zusammensetzung und Energiegehalt. Aus diesem Grund ist es wichtig, möglichst abwechslungsreich zu essen.	<b>6: Reichlich Gemüse, Kartoffeln und Obst</b> Essen Sie mehr pflanzliche Nahrungsmittel! Sie enthalten Wasser und Ballaststoffe sowie Vitamine, Mineralstoffe und Spurenelemente. Für den Hunger zwischendurch empfiehlt sich frisches Obst. Ein weiterer Vorteil: Sie reduzieren dadurch den Verzehr von Fleisch und Wurst.
<b>2: Wenig Fett und fettreiche Lebensmittel</b> Die optimale Zusammensetzung der Nährstoffe sind: mehr als 50 Prozent Kohlenhydrate, 9 bis 12 Prozent Eiweiß und weniger als 30 Prozent Fett. Achten Sie deshalb auf Ihren Fettgehalt und essen Sie fettarme Lebensmittel.	<b>7: Wenig tierisches Eiweiß</b> Pflanzliches Eiweiß ist so wichtig wie tierisches Eiweiß. Es ist völlig ausreichend zwei bis dreimal in der Woche Fleisch oder Fisch zu essen.
<b>3: Würzig aber nicht salzig</b> Ersetzen Sie Salz durch Kräuter und Gewürze. Diese unterstreichen den Eigengeschmack der Speisen.	<b>8: Trinken mit Verstand</b> Der Flüssigkeitsbedarf unseres Körpers beträgt 1, 5 Liter pro Tag. Gut geeignet sind Mineralwässer, verdünnte Obstsafte oder Tee.
<b>4: Wenig Süßes</b> Zu viele Süßigkeiten oder auch stark gezuckerte Lebensmittel und Getränke können zu Übergewicht führen und fördern zusätzlich die Entstehung von Karies.	<b>9: Öfters kleine Zwischenmahlzeiten</b> Zwischendurch eine kleine Mahlzeit entlastet den Magen und ist für den gesamten Organismus bekömmlicher als drei Mahlzeiten am Tag.
<b>5: Viel Vollkornprodukte</b> Vollkornprodukte enthalten wichtige Nährstoffe und Ballaststoffe. Ballaststoffe sind unverdauliche Nahrungsbestandteile, die eine gesunde Verdauung fördern und Magen-Darm Erkrankungen vorbeugen.	<b>10: Schmackhaft und schonend zubereiten</b> Kurze Garzeiten, mit wenig Fett und Wasser zubereitete Speisen haben einen hohen Nährwert.

b. Was halten Sie von den Ernährungsregeln?

- Regel Nr. 8. Ich habe gehört, dass man bis 3 Liter Flüssigkeiten trinken sollte.
- Mehr als drei Mahlzeiten am Tag. Wer hat heute dazu Zeit?

**Testen Sie sich.**

## **Quiz: Ernährung**

<http://www.apotheken-umschau.de/Ernaehrung/Quiz-Ernaehrung-kennen-Sie-sich-mit-dem-Thema-aus-17114.html>

<http://www.eltern.de/gesundheit-und-ernaehrung/ernaehrung/quiz-gesunde-ernaehrung.html>

**Übung 1. Sie haben viel über gesunde Ernährung gehört. Aber können Sie auch die folgenden Fragen richtig beantworten?**

**1. Fünf Mahlzeiten sind gesünder als drei. Stimmt das?**

- Stimmt, das ist ernährungsphysiologisch eindeutig nachgewiesen.
- Stimmt nicht, zu viele Mahlzeiten leiern den Magen aus.
- Das lässt sich nicht allgemein sagen. Jeder Mensch muss seinen eigenen Essensrhythmus finden.

**2. Vier verlockende Ernährungssünden - welche hat die meisten Kalorien?**

- Currywurst mit Brötchen
- eine Tüte Paprika-Chips
- ein Stück Cremetorte

**3. Können Vitaminpräparate im Übermaß auch schaden?**

- Ja, dafür gibt es durchaus Hinweise.
- Nur, wenn es sich um Billig-Präparate handelt.
- Nein, Vitamine sind in jeder Form und Dosis gesund.

**4. Ernährungsexperten raten: Beim Grillen immer Alufolie unter das Grillgut legen. Warum?**

- Der Grill wird dann nicht so schmutzig.
- Es sollen keine krebsfördernden Stoffe entstehen.
- In den Nachbargärten riecht es dann weniger nach Grill.

**5. Manchen Produkten, zum Beispiel Joghurtsorten, werden bestimmte Milchsäurebakterien zugefügt, die das Immunsystem unterstützen und Darmerkrankungen vorbeugen sollen. Wie werden solche Produkte genannt?**

- präbiotisch
- probiotisch
- antibiotisch

**6. Was bedeutet die Bezeichnung "enteisent" auf manchen Mineralwasserflaschen?**

- Aus dem Wasser wurde das Eisen entfernt.
- Das Wasser entzieht dem Körper Eisen.
- Kann auch als Frostschutzmittel verwendet werden.

**Übung 2. Vergleichen Sie Ihre Antworten mit den Lösungen.**

Antworten:

**1. Fünf Mahlzeiten sind gesünder als drei. Stimmt das?**

- Das lässt sich nicht allgemein sagen. Jeder Mensch muss seinen eigenen Essensrhythmus finden.

Es gibt keine Studien, die gesundheitliche Vor- oder Nachteile eines Drei- oder Fünf-Mahlzeiten-Rhythmus eindeutig belegen würden. Vorerst muss jeder Mensch selbst herausfinden, mit welcher Strategie er besser zuretkommt.

**Was für fünf Mahlzeiten spricht:** Die Deutsche Gesellschaft für Ernährung empfiehlt drei Haupt- und zwei Zwischenmahlzeiten, damit es seltener zu Heißhungerattacken kommt und die Kost abwechslungsreicher ist.

**Was gegen fünf Mahlzeiten spricht:** In Vergleichstests nahmen viele Menschen bei fünf Mahlzeiten am Tag in der Summe mehr Kalorien zu sich als bei drei Mahlzeiten. Wer Snacks braucht, muss sie in seiner Tagesbilanz berücksichtigen.

**2. Vier verlockende Ernährungssünden - welche hat die meisten Kalorien?**

- eine Tüte Paprika-Chips

Eine **Tüte Paprika-Chips** liefert 960 Kilokalorien.

In Currywurst mit Brötchen stecken 660 Kilokalorien.

Ein Stück Cremetorte hat immerhin noch 300 Kilokalorien.

Wer die **Tüte Chips wieder abtrainieren möchte, muss zum Beispiel**

**90 Minuten joggen** oder ebenso lange Treppen steigen. (Das ist allerdings nur ein Durchschnittswert. Geschlecht, Gewicht und andere Faktoren haben hier einen Einfluss).

### **3. Können Vitaminpräparate im Übermaß auch schaden?**

- Ja, dafür gibt es durchaus Hinweise.

**Stimmt schon - Vitamine sind lebenswichtig...**

Jeder sollte seinen individuellen Bedarf unbedingt decken, am besten über eine abwechslungsreiche, gesunde Ernährung. Wenn das nicht ausreichend gelingt, können Vitamin- und Mineralstoffpräparate wertvolle Dienste leisten.

**...aber:**

Wer Vitaminpräparate in großen Mengen schluckt, setzt womöglich seine Gesundheit eher aufs Spiel als dass er sie fördern würde. Forscher konnten zeigen, dass für Raucher ab einer Tagesdosis von 20 Milligramm Betacaroten das Lungenkrebs-Risiko ansteigt. Hoch dosiertes Vitamin E schien in einer US-amerikanischen Studie die Entwicklung von Herzschwäche begünstigen. Wer Vitaminpräparate einnimmt, sollte sich unbedingt zur richtigen Dosis beraten lassen – von Arzt oder Apotheker.

### **4. Ernährungsexperten raten: Beim Grillen immer Alufolie unter das Grillgut legen. Warum?**

- Es sollen keine krebserregenden Stoffe entstehen.

Wenn beim Grillen Fett aus dem Grillgut ins Feuer tropft, entstehen krebserregende polyzyklische aromatische Kohlenwasserstoffe (PAK). Sie steigen mit dem Qualm auf und können sich auf dem Gegrillten niederschlagen. Beim Essen gelangen sie dann in den Körper. Deshalb: Lieber Aluschalen verwenden!

**Auch wichtig:** Schwarze, verbrannte Stellen enthalten besonders viele schädliche Substanzen. Sie sollten nicht verzehrt werden. Gepökeltes gehört gar nicht auf den Rost. Das Pökelsalz Nitrit verbindet sich beim Grillen mit speziellen Eiweißen aus dem Grillgut zu krebserregenden Nitrosaminen.

## 5. Manchen Produkten, zum Beispiel Joghurtsorten, werden

**bestimmte Milchsäurebakterien zugefügt, die das Immunsystem unterstützen und Darmerkrankungen vorbeugen sollen. Wie werden solche Produkte genannt?**

- probiotisch

### **Das ist die richtige Antwort**

„**Probiotische**“ **Lebensmittel** – meist Joghurts oder Milchgetränke – werden mit lebenden Milchsäurebakterien angereichert. Sie sollen das Gleichgewicht der Darmflora verbessern und das körpereigene Abwehrsystem stärken.

**Präbiotika** sind unverdauliche Kohlenhydrate, die das Wachstum probiotischer Mikroorganismen im Dickdarm stimulieren und dadurch die Gesundheit fördern sollen.

**Antibiotika** heißen Stoffwechselprodukte von Bakterien, Pilzen und anderen Organismen, die gegen krankheitserregende Mikroorganismen wirken und größtenteils auch industriell als Medikamente hergestellt werden.

## 6. Was bedeutet die Bezeichnung "enteisent" auf manchen Mineralwasserflaschen?

- Aus dem Wasser wurde das Eisen entfernt.

Viele Mineralwässer enthalten gelöstes Eisen. Weil es im Kontakt mit Sauerstoff rötlich-braun ausflocken kann, darf es aus ästhetischen Gründen durch Zufuhr von Luftsauerstoff oder Filtrieren entfernt werden – das steckt hinter der Bezeichnung „enteisent“ mit einem „t“ am Ende. Das Wasser entzieht dem Körper also kein Eisen.

**Kūrybinė užduotis IDUKM pamokai:**

Pasirinkite jūsų dalyko tematikai tinkamą leksikos pateiktį – Priedas Nr.3 (*Duden:Das Buildwörterbuch*, 2005) ir Priedas Nr.4 (*German-English Bilingual Visual Dictionary*, 2005) – ir suformuluokite moksleiviams užduotį :

- palyginti jūsų mokomo dalyko sąvokų apibūdinimą lietuvių ir vokiečių kalbomis;
- išsirinkti kelias sąvokas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius vokiečių kalba.



## VOKIEČIŲ KALBA

### Modul 5. Kunst

Vokiečių kalba	Lietuvių kalba
Akt, m	aktas
Ausstellung f	paroda
Ateller, n	menininko dirbtuvė
Bild n	paveikslas
Bildhauer(in) m(f)	skulptorius, é
Bildhauerkunst, f	skulptūra (meno rūšis)
Bildschnitzer, m	medžio raižytojas
Brustbild, n	portretas iki juosmens
Farbe, f	spalva, dažai
Farbtube, f	dažų tūbelė
Gemälde, n	paveikslas
Glasgemälde, n	vitražas
Grafik, f	grafika
Hintergrund, m	fonas, antras planas
Holzstich, m	graviūra ant medžio
Keramik, f	keramika
Komposition, f	kompozicija
Kopie f	kopija
Kunst f	menas
Kunstgeschichte, f	meno istorija
Künstler(in) m(f)	menininkas, é
Kunstwerk, n	meno kūrinys
Kupferstich, m	vario graviūra
Landschaft, f	peizažas
Leinwand, f	drobė
Licht, n	šviesa
malen	piešti akvarele
Maler(in) m(f)	dailininkas, é
Malerei f	tapyba

<i>Meisterwerk, n</i>	šedevras
<i>Mosaik, n</i>	mozaika
<i>Museum n</i>	muziejus
<i>Nachahmung, f</i>	pamēgdžiojimas, kopija
<i>Ölbild, n</i>	aliejiniai dažais tapytas paveikslas
<i>Pinsel, m</i>	teptukas
<i>Schatten, m</i>	šešėlis
<i>Skizze, f</i>	eskizas
<i>Skulptur f; Bildhauerei f</i>	skulptūra
<i>Staffelei, f</i>	molbertas
<i>Statue f</i>	statula
<i>Stil m</i>	stilius
<i>zeichnen</i>	piešti





### Das Leben berühmter Künstler

Wissen Sie etwas über das Leben eines berühmten Malers oder einer berühmten Malerin? Wie waren die äußeren Lebensumstände? Wurde der Künstler / die Künstlerin von der Gesellschaft akzeptiert? Sprechen Sie zu zweit darüber.

Paula, Glocke läutend (1900)

### Übung 1. Lesen Sie die Kurzbiografie. Legen Sie den Text in die richtige Reihenfolge.

	Ihre 1901 geschlossene Ehe mit dem Maler Modersohn war nicht glücklich. Vor ihrem dritten Parisaufenthalt, 1906, trennte sie sich von ihm. Doch man kann sich heute nicht vorstellen, wie schwer das ungeschützte Allein-Leben für eine Frau in dieser Zeit war. Nach schwierigen inneren und äußeren Kämpfen kehrte sie 1907 nach Worpswede zurück. Am 2. November 1907 brachte sie ein Mädchen zur Welt, achtzehn Tage später starb die Einunddreißigjährige an den Folgen der Geburt.
	Im Sommer 1897 lernte sie Worpswede kennen, die dunklen Farbtöne, die leuchtenden Stimmungen der meernahen Landschaft. Ihre Beziehung zu Worpsweder Malern war eher zurückhaltend. Von nun an spielte sich ihr Leben zwischen Worpswede und Paris ab - sie liebte den ruhig wechselnden Arbeitsrhythmus zwischen dem Leben nach innen und dem Leben nach außen. In Paris studierte sie intensiv die Werke der großen Franzosen, vor Cezanne und Gauguin.
	Paula Becker wurde am 8. Februar 1876 in Dresden geboren. Eine ihrer frühen Erinnerungen war, dass sie, zehnjährig, beim Spielen im Sand begraben wurde. Sie wurde gerettet. Ein anderes Kind starb. Das war, wie sie erzählt, ihr Schritt ins klare Bewusstsein - durch die Erfahrung des nahen Todes.
	Bekannt wurde sie zunächst durch ihren Tod. Ein Mythos wurde um sie herum gewoben. Erst heute, über hundert Jahre später, erkennen wir außerordentliche geistige Kraft und Bedeutung.
	Mit sechzehn Jahren erhielt sie (in London) ihren ersten Zeichenunterricht, und zwar vier bis fünf Stunden täglich. Zwei Jahre dauerte die Ausbildung im Lehrerinnenseminar in Bremen, dann ging sie, zwanzigjährig, nach Berlin. Dort besuchte sie die Malschule der Berliner Künstlerinnen, denn Frauen durften damals noch nicht mit Männern zusammen an der Kunstakademie studieren.

Paula mit ihrem Mann und Heinrich Vogeler auf der Reise nach Westfalen



## Textarbeit

### Übung 1. Jeweils eine Antwort ist richtig. Welche?

- a. Unser Text ist *eine Karriere / ein Lebenslauf / eine Kurzbiographie.*
- b. Die zehnjährige Paula wäre fast *vernichtet worden / umgekommen / gestorben.*
- c. Die Erfahrung des nahen Todes *schärfte / verdunkelte / erhellt* ihr Bewusstsein.
- d. Dresden wurde im Jahr 1945 durch Bomben *vernichtet / zerstört / verwundet.*
- e. *Ihre Ausbildung / Ihr Studium / Ihre Erziehung* genoss Paula in London, Bremen und Berlin.
- f. Nach der Trennung von Modersohn entschloss sich Paula, nach Paris *einzukehren / zurückzugehen / zurückzukehren.*
- g. Paula starb an den *Konsequenzen / Resultaten / Folgen* der Geburt.
- h. Ihre wirkliche künstlerische Bedeutung wird erst heute richtig *erkannt / sichtbar / verstanden.*

### Übung 2. Bauen Sie Sätze nach dem Muster:

Sind Sie die Malerin, die das Aquarell gemalt hat?



Aquarell	Journalistin
Buch	Komponist
Fotos	Architekt
Oper	Koch
Häuser	Malerin
Gedichte	Schriftstellerin
Film	Regisseur
Pastete	Baumeister
Bild	Dichter
Symphonie	Küchenchef
Menu	
Roman	

### Übung 3. Setzen Sie jeweils passende Materialien ein.

Block - Zeichenkohle - Wasserfarben - Leinwand - Pinsel – Bleistift - Ölfarben

Wer zeichnen oder malen möchte, hat verschiedene Techniken und Materialien zur Auswahl: Zum Zeichnen in Schwarzweiß benutzt man

\_\_\_\_\_ Etwas aufwendiger ist das farbige Malen mit \_\_\_\_\_, dazu braucht man einen oder mehrere, \_\_\_\_\_ verschieden dicke \_\_\_\_\_. Viele alte und berühmte Gemälde wurden mit \_\_\_\_\_ gemalt. Diese Farben haben einen unverwechselbaren Charakter und eignen sich besonders für das Malen auf \_\_\_\_\_. Bevor man jedoch auf eine Leinwand malt, sollte man mit \_\_\_\_\_ eine Skizze auf einem \_\_\_\_\_ machen.

### **Lieblingsbilder - Lieblingsmaler**

**Übung 1. Bringen Sie eine Postkarte, einen Druck oder ein Poster von Ihrem Lieblingsbild bzw. einem Bild Ihres Lieblingsmalers mit.  
Informieren Sie sich in einem Lexikon über den Künstler, das Bild usw.**

- a.** Berichten Sie sich gegenseitig, worüber Sie im Zusammenhang mit Ihrem Bild etwas wissen:
  - Biographie des Malers
  - Interpretation des Bildes
  - Epoche oder Stilrichtung
  - Vereinigung, der der Künstler angehört
- b.** Erzählen Sie, warum Sie dieses Bild gewählt haben und was Ihnen daran besonders gefällt.

### **Übung 2. Dies ist ein ...**

Ölgemälde / eine Zeichnung / eine Skulptur von ....

Die meiste / nur kurze Zeit seines/ihres Lebens verbrachte er/sie in ...

Er/Sie führte ein ... Leben.

Berühmt wurde er/sie (erst) durch ... , das ... entstand.

Mir persönlich gefällt dieses Kunstwerk aus folgendem Grund besonders gut:

...

Ich persönlich finde dieses Kunstwerk aus folgendem Grund bedeutend:

### Allgemeines Schema für eine Bildbeschreibung.

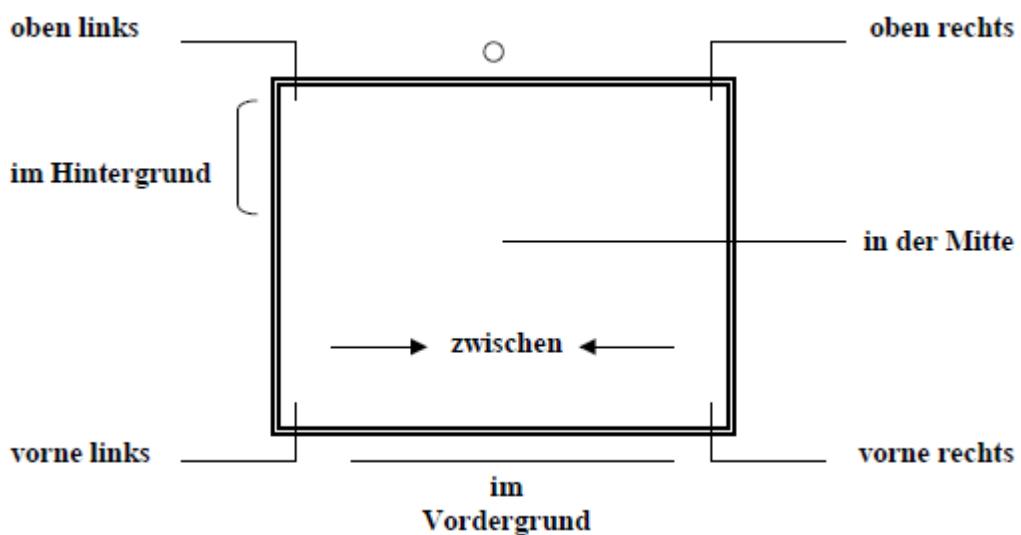
### Übung 1 Schauen Sie sich das Bild eine Weile an und notieren Sie sich einige Stichworte:

1. Worum geht es? (Porträt, Landschaft...)
2. Stimmung (Ruhe, Mitleid, froh ...)
3. Welche Dinge fallen auf?
4. Wo ist das Bildzentrum?
5. Welche Farben fallen auf?
6. Welche Mittel sind zu erkennen? (Kontraste, Maltechnik...)
7. Was drückt das Bild aus?
8. Wie wirkt das Bild auf den Betrachter?

### Übung 2 Beschreiben Sie das Bild:

- Einleitung (Künstler, Entstehungszeit, Maltechnik, Format ...)
- Gesamteindruck (Was ist dargestellt, worum scheint es zu gehen?)
- Darstellung des Bildinhaltes (Was fällt auf? Was ist im Einzelnen zu sehen? Vorder-, Mittel-, Hintergrund?)

Auf einem Bild sieht man...



### **Übung 3 Beschreiben Sie das Bild von Franz Karl Spilzweg Der arme Poet.**



#### **Kūrybinė užduotis IDUKM pamokai:**

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- išsirinkti kelias sąvokas ir rasti apie jas daugiau informacijos, naudojant kitus šaltinius vokiečių kalba.



**VOKIEČIŲ KALBA****Modul 6. Deutschland**

<b>Vokiečių kalba</b>	<b>Lietuvių kalba</b>
<i>Staatsgebiet, das ~ ist ... km<sup>2</sup> groß, ~ beträgt ... km<sup>2</sup>, ~ umfasst km<sup>2</sup></i>	teritorija
<i>Territorium, das ~ ist ... km<sup>2</sup> groß, ~ beträgt ... km<sup>2</sup>, ~ umfasst km<sup>2</sup></i>	teritorija
<i>Fläche, die ~ nimmt ... km<sup>2</sup> ein</i>	plotas, plotas užima ... km <sup>2</sup>
<i>Einwohner (s, -) , der Land zählt .... Einwohner</i>	<i>Das</i> gyventojas
<i>Die Einwohnerzahl beträgt ...</i>	šalyje gyvena ...
<i>dicht besiedelt, bevölkert</i>	gyventojų skaičius ...
<i>Ballungsgebiet, das</i>	tankiai apgyvendintas
<i>Grenze (-, n), die</i>	tankiai gyvenamas pramonės rajonas
<i>Die Grenzlänge (die Länge der Grenzen) beträgt...</i>	siena
<i>grenzen an Akk.</i>	sienos ilgis yra ....
<i>Die Grenzen sind ... km lang.</i>	turėti sieną su...
<i>Die längste / kürzeste Grenze ist ....</i>	ilgiausia/ trumpiausia siena ...
<i>Die Grenze an ... ist ... km länger als die Grenze an ...</i>	sienos su .... yra ... km ilgesnė už sieną su ....
<i>Landschaft, die sich erstrecken</i>	kraštovaizdis
<i>sich unterteilen in Akk.</i>	driekritis
<i>Berg (es, e), der See (s, en), der ; der größte/zweitgrößte/ drittgrößte See heißt ...</i>	kalnas ežeras ; didžiausias / antras pagal dydį/ trečias pagal dydį ežeras yra ....
<i>Fluss (es, Flüsse), der</i>	upė
<i>Insel (-, n)</i>	sala
<i>Nordsee/ Ostsee, die</i>	Šiaurės/ Baltijos jūra

**mehr über Deutschland :**  
<http://www.derweg.org/deutschland/gesamt/index.html>

### Das politische Wahlsystem in der Bundesrepublik Deutschland



### Übung 1. Beschreiben Sie die Darstellung. Ergänzen Sie die Sätze.

In der Bundesrepublik Deutschland können alle Frauen und Männer, die über 18 Jahre alt sind,...

Das nationale Parlament heißt ...

Es wird alle ...

Der Regierungschef ist der ...

Er wird nicht direkt vom Volk gewählt, sondern von den Abgeordneten des ...

Der Bundeskanzler bestimmt die Politik und schlägt die,, vor,

Alle 4 oder 5 Jahre wählen die Bürger eines Bundeslandes ihr Landesparlament, den ...

Regierungschef eines Landes ist der ...

Auch er wird nicht vom Volk gewählt, sondern ...

Er ernennt die ...

Der Bundesrat ist die ...

Die Mitglieder des Bundesrates kommen aus den 16 ...

Der Bundespräsident wird von Mitgliedern der Landtage und des ... gewählt.

Der Bundespräsident ist der Staatschef, aber er hat nur ...

## Übung 2. Berichten Sie über Ihr Land.

1. Was für ein Staat ist Ihr Land? (Republik, Monarchie, Demokratie, ... )
2. Mit welchen anderen Staaten ist Ihr Land befreundet?
3. Mit welchen Staaten hat es Probleme?
4. Wie heißt das Parlament?
5. Wie oft wird es gewählt?
6. Wie heißen die wichtigsten Parteien? Was für Ziele haben sie?
7. Gibt es Regionalparlamente?
8. Wer ist der Regierungschef? Wer wählt oder ernennt ihn?
9. Wer ist der Staatschef?



## Deutsche Geschichte und Politik

**Übung 3. Eins von den Dingen gehört nicht zu den anderen. Umkreisen Sie in jeder Gruppe das Wort, das nicht zu den anderen passt.**

die Diktatur	die Monarchie	die Vereinigung	die Demokratie
der Bürgermeister	der Bürger	der Kanzler	der Kaiser
das Reich	die Republik	das Königtum	der Frieden
der Dom	die Partei	die Regierung	der Bundestag
der Weltkrieg	die Wende	die Alliierten	der Führer

**Übung 4. Politik und Geschichte. Finden Sie für jede Definition in der rechten Spalte den passenden Begriff oder Namen in der linken Spalte.**

- |                          |  |
|--------------------------|--|
| 1. die Luftbrücke        | a. die Jahren 1989-90, als die Mauer fiel  |
| 2. die Weimarer Republik | b. die Verfassung (=constitution) von Deutschland                                      |
| 3. die Wiedervereinigung | c. das heutige deutsche Parlament  |
| 4. der Bundestag         | d. die erste parlamentarische Demokratie Deutschlands, von 1918 bis 1932               |
| 5. die Wende             | e. Adolf Hitler  |
| 6. die Besatzungszonen   | f. Ost-Deutschland (die Deutsche Demokratische Republik)                               |
| 7. das Grundgesetz       | g. West-Deutschland (die Bundesrepublik Deutschland)                                   |
| 8. der Führer            | h. im Jahre 1948 flogen viele Flugzeuge mit Lebensmitteln nach Westberlin              |
| 9. die Alliierten        | i. im Jahre 1990 wurden die DDR und die BRD wieder ein Land                            |
| 10. der Marshallplan     | j. die Sieger im zweiten Weltkrieg (USA, Britannien, Frankreich, UdSSR)                |
| 11. die BRD              | k. von 1947-1952 gaben die Amerikaner viel Geld und Hilfe zu Deutschland               |
| 12. die DDR              | l. die vier Teile Deutschlands, die 1945-1949 unter der Kontrolle der Alliierten waren |

**Testen Sie sich.**

### Deutschland-Quiz

#### Übung 1. Wann wurde die Bundesrepublik Deutschland gegründet?

- a) 23. Mai 1949
- b) 18. Januar 1848
- c) 23. Mai 1950
- d) 18. Februar 1997



#### Übung 2. Die deutsche Flagge besteht aus 3 Farben. Welche?

- a) Rot, Lila und Schwarz
- b) Blau, Grün und Gold
- c) Schwarz, Rot und Gold
- d) Gold, Bunt und Gelb

#### Übung 3. Wie viele Nachbarländer hat Deutschland?

- a) 7
- b) 8
- c) 9
- d) 10

#### Übung 4. Wie heißt das bevölkerungsreichste Bundesland?

- a) Niedersachsen
- b) Hessen
- c) Bayern
- d) Nordrhein-Westfalen

#### Übung 5. Wie heißt die Hauptstadt Deutschlands?

- a) Bonn
- b) Berlin
- c) Düsseldorf
- d) München

#### Übung 6. Welches Bundesland liegt an der Nordseeküste?

- a) Baden-Württemberg
- b) Mecklenburg-Vorpommern
- c) Nordrhein-Westfalen
- d) Niedersachsen

#### Übung 7. Welches Bundesland liegt an der Ostseeküste?

- a) Rheinland-Pfalz
- b) Berlin
- c) Mecklenburg-Vorpommern
- d) Hessen

#### Übung 8. Wo liegt die Insel Rügen? In der... / Im ...

- a) Ostsee
- b) Rhein
- c) Nordsee
- d) Bodensee

**Übung 9. Was haben Hamburg, Bremen und Lübeck gemeinsam?**

- a) Sie haben nichts gemeinsam
- b) Sie liegen alle im Süden
- c) Sie sind Hansestädte
- d) Sie haben alle keinen Flughäfen

**Übung 10. Wie heißt das größte Bundesland?**

- a) Bayern
- b) Saarland
- c) Sachsen
- d) Brandenburg

**Übung 11. Und welches Bundesland ist am kleinsten?**

- a) Berlin
- b) Saarland
- c) Bremen
- d) Hamburg

**Übung 12. Wie heißt die größte Insel Deutschlands?**

- a) Helgoland
- b) Fehmarn
- c) Sylt
- d) Rügen

**Übung 13. Was ist das Wappentier von Berlin?**

- a) der Fuchs
- b) der Lachs
- c) der Hase
- d) der Bär

**Übung 14. as ist der Schwarzwald? Ein / eine ....**

- a) Wald
- b) Nationalpark
- c) Gebirge
- d) Küstenlandschaft

**Übung 15. Wie viele Einwohner hat Deutschland (Stand:2008)?**

- a) 75,7 Mio
- b) 7500
- c) 82,2 Mio
- d) 90,6 Mio

**Übung 16. Welche dieser Städte ist kein Bundesland?**

- a) Berlin
- b) Bremen
- c) München
- d) Hamburg

**Übung 17. Wer ist der Bundeskanzler?**

- |                 |                     |
|-----------------|---------------------|
| a) Johannes Rau | c) Angela Merkel    |
| b) Horst Kohler | d) Gerhard Schröder |

### **Übung 18. Wie viele Bundesländer gibt es in Deutschland?**

- |       |       |
|-------|-------|
| a) 16 | c) 10 |
| b) 9  | d) 12 |

### **Übung 19. Von welchem Bundesland ist München die Hauptstadt?**

- |            |                |
|------------|----------------|
| a) Bayern  | c) Thüringen   |
| b) Sachsen | d) Brandenburg |

### **Übung 20. Das Brandenburger Tor steht in...**

- |                             |            |
|-----------------------------|------------|
| a) In der Stadt Brandenburg | c) Potsdam |
| b) Hamburg                  | d) Berlin  |



### **Übung 21. Wer ist Bundespräsident in Deutschland (2011)?**

- |                    |                    |
|--------------------|--------------------|
| a) Norbert Lammert | d) Hannelore Kraft |
| b) Christian Wulff | e) Angela Merkel   |
| c) Sigmar Gabriel  |                    |

### **Übung 22. Nenne den richtigen Fakt: Die Donau fließt durch...**

- |                      |            |
|----------------------|------------|
| a) Berlin            | d) München |
| b) Hamburg           | e) Ulm     |
| c) Frankfurt am Main |            |

### **Übung 23. Wie heißt der höchste Berg Deutschlands?**

- |                 |                |
|-----------------|----------------|
| a) Großer Arber | c) Zugspitze   |
| b) Brocken      | d) Fichtelberg |

### **Übung 24. Wann fand die Wiedervereinigung nach der Teilung der BRD und DDR statt?**

- |                    |                     |
|--------------------|---------------------|
| a) 1. Juli 1990    | c) 18. Oktober 1989 |
| b) 3. Oktober 1990 | d) 5. Mai 1945      |

### **Übung 25. Welcher Plan sorgte für den Weideraufbau Deutschlands und Westeuropas nach dem Zweiten Weltkrieg?**

- a) Der Morgenthau-Plan
- b) Der Marshall-Plan
- c) Der Adenauer-Plan
- d) Der Stalin-Plan

**Übung 26. Der Bundespräsident wird gewählt von der:**

- a) vom Bundestag
- b) von der Bundesversammlung,
- c) von der Bundesregierung,
- d) direkt vom Volk

**Übung 27. Worin liegt der Unterschied zwischen der Bundesregierung und dem Bundeskabinett?**

- a) Es gibt keinen Unterschied
- b) Die Zusammensetzung unterscheidet sich
- c) Die Einen machen die Gesetze, die Anderen setzen diese um

**Übung 28. Deutschland ist ein Kulturland. Wie viele Theater findet man in Deutschland?**

- a) Rund 630
- b) Rund 300
- c) Rund 130
- d) Rund 256

**Übung 29. Wie viele Millionen Menschen sprechen Deutsch als ihre Muttersprache in Europa?**

- a) 27 Mio
  - b) 90 Mio
  - c) 100 Mio
  - d) 50 Mio
- ....

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