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высшего образования
«Магнитогорский государственный технический университет им. Г.И. Носова»

ARE YOU READY TO SPEAK ENGLISH?

Part I

*Утверждено Редакционно-издательским советом университета
в качестве учебного пособия*

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Учебное пособие составлено в соответствии с типовой программой дисциплины «Иностранный язык» и предполагает как аудиторную, так и самостоятельную работу. Пособие одержит 12 разделов, каждый из которых включает профессионально-ориентированные тексты, лексико-грамматические упражнения и тематический словарь, нацеленные на развитие навыков говорения, чтения и письма, расширение словарного запаса и лингвострановедческого кругозора в рамках затрагиваемого направления.

Пособие предназначено для подготовки студентов-бакалавров и студентов-специалистов очной формы обучения по направлениям: «Металлургия» (22.04.02), профиль «Инжиниринг инновационных технологий»; «Строительство» (08.03.01), профиль «Теплогазоснабжение и вентиляция»; «Электроэнергетика и электротехника» (13.03.02), профиль «Электрогазоснабжение»; «Техносферная безопасность» (20.04.01), профиль «Экологическая и промышленная безопасность»; «Горное дело» (21.05.04), профиль: «Горные машины и оборудование», изучающих предмет «Иностранный язык».

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ВВЕДЕНИЕ

Учебное пособие “Are you ready to speak English?” составлено в соответствии с типовой программой дисциплины «Иностранный язык». Содержание пособия последовательно отражает все разделы рабочей программы «Иностранный язык», относящиеся к первому семестру.

Пособие содержит 12 разделов: Unit 1. About Myself; Unit 2. People Who Surround Me (My Family and Friends); Unit 3. My Daily Routine; Unit 4. My Hobbies and Interests; Unit 5. I am In Virtual Space; Unit 6. My Future Plans; Unit 7. Foreign Languages in Your Future Career; Unit 8. History of Education; Unit 9. Education in Russia; Unit 10. Education in Great Britain; Unit 11. Leading Universities of the World; Unit 12. British and American Youngsters.

Каждый из разделов содержит профессионально-ориентированные тексты, лексико-грамматические упражнения и тематический словарь, нацеленные на развитие навыков говорения, чтения и письма, расширение словарного запаса и лингвострановедческого кругозора в рамках затрагиваемых направлений.

Unit 1. ABOUT MYSELF

Starting Up

1. Study the formulae of agreement and disagreement, write them down into your copybooks with translation.

Formulae of agreement	Formulae of disagreement
You are quite right!	I am afraid that's wrong.
I agree with you.	I disagree with you.
I see eye to eye with you here.	You are not right, I am afraid.
You are absolutely right!	Vice versa.
You are one hundred per cent right!	On the contrary.
Sure!	Just the other way round.
Certainly!	That's not quite so.
Without any doubt!	I see what you mean, but....
Undoubtedly!	I think you are mistaken.
Absolutely!	As far as I know...
That's just what I was thinking.	I don't agree with you.
	I can't agree with you.

2. Discuss the following. Use formulae of agreement and disagreement.

- 1) It is very important nowadays to receive a higher education.
- 2) It is great to have an identical twin.
- 3) The young people shouldn't be blamed for the way they are brought up (sometimes they are spoilt, greedy, selfish, cruel, arrogant). It is their parents and teachers' fault.

Vocabulary

3. Write down the words and word combinations from the left column with translation. Match the following words to their meanings.

1) to take after	a) careful, conscientious
2) sociable	b) to have free time
3) amiable	c) to have responsibilities (duties)
4) reliable	d) communicative
5) traits of character	e) friendly
6) diligent	f) be like a parent, etc.
7) hard-working	g) personal characteristics (qualities)
8) to be fit	h) the distance from head to foot
9) to have time to spare	i) industrious
10) height	j) to share the same interests
11) to support	k) to be in a good shape
12) to be responsible for	l) to give strength, help, or encouragement
13) to take care of	m) a person you can rely on
14) to have the same interests	n) to look after

4. Fill in the gaps, using the words from ex.3. Make up 2 sentences of your own using the words from exercise 3.

- 1) You really ___ your dad – you both have the same appearance. 2) I can always rely on my friend, he is very _____. 3) My friend's ___ is 1m73cm. 4) Obviously, this man ___ for fulfilling this task. 5) One of the main aims of this program is to ___ the diversity of cultural life. 6) They are ___ people who enjoy having parties. 7) When I ___, I prefer going for a walk with my friends. 8) Maxim was a very ___ student, he always did his homework thoroughly.

Reading

5. Read and translate the text.

Let me introduce myself. My name is Alexander. I was born on the sixteenth of February, in 2004. My native town is Magnitogorsk. I am seventeen years old. This year I finished secondary school number 53 with honors and entered Nosov Magnitogorsk State Technical University. Now I'm a first-year student of the Institute of Mining and Transport. My father is an engineer and I would like **to take after** him, that's why I have chosen this institute out of many. My friends say that I am **sociable, amiable** and **reliable** young man. Now I do my best to be a **hard-working** and **diligent** student at the university. I think I will need these **traits of character** in my future studies. Some of my friends study at the same university. After classes we usually gather together, discuss our plans or problems and have some fun. We have a lot of hobbies. As for me, I prefer playing computer games or doing sports. Twice a week I go to the sports gym because I want **to be fit** and healthy. My friends share my interests. As for my appearance, I am rather tall I should say. My **height** is 1 meter 80 centimeters. I have short dark hair, grey eyes and a straight nose. I am well-built and strong. I live in a small family with my parents and my younger sister. My mother is Natalia, she is forty-five years old, she is a doctor, but in her spare time she likes cooking. My father's name is Eugene, he is forty-eight years old, he is an engineer, his hobby is playing football. My sister's name is Olga, she is 12 years old and she studies at school. I **am responsible for taking care of** her. My best friend Eugene is 18 years old, We have the same interests with him. For example, we like doing sports and go to the gym together. When we **have time to spare**, we play computer games and chat about everything. I forgot to say that I love animals very much, that's why I have 2 pets at home – a cat and a dog. I walk my dog twice a day – in the morning and in the evening. I also take care of my cat. In general, I should say that I am a good person, who is always ready to help, and I love people who **have the same interests** as me.

6. Answer the following questions.

- 1) What is your name? What is its origin? What does your name mean? 2) When were you born? 3) Where were you born? 4) How old are you? 5) What school did you study at? 6) What was your favourite subject at school? 7) What university do you study at? 8) What is the name of your Institute? 9)

How many people are there in your family? 10) Do you have any brothers or sisters? 11) Do you have a pet? 12) How can you describe your appearance? 13) What are your positive traits of character?

7. Test yourself. What's the English for:

походить на; общительный; дружелюбный; надежный; черты характера; прилежный; трудолюбивый; быть в хорошей форме; иметь свободное время; рост; поддержка, поддерживать; быть ответственным за; заботиться о; иметь одинаковые интересы.

8. Write a story about yourself. Be ready to speak about yourself at the next lesson.

Grammar Review

Сводная таблица спряжения глагола «to be»

Время	Вопрос	Утверждение	Отрицание
Будущее	Will I, you, we, they, he, she be ?	I, you, we, they, he, she will be	I, you, we, they, he, she will not be
Настоящее	Am I ?	I am	I am not
	Is he, she, it ?	He, she, it is	He, she, it is not
	Are you, we, they ?	You, we, they are	You, we, they are not
Прошедшее	Was I, he, she, it ?	I, he, she, it was	I, he, she, it was not
	Were you, we, they ?	you, we, they were	you, we, they were not

9. Fill in the gaps with the suitable forms of the verb “to be” in Present, Past or Future Tense.

1) Now my mum ___ an accountant at Magnitogorsk Iron and Steel Works. 2) ___ you interested in sports? 3) Last year I ___ in Turkey. 4) I ___ a first-year student now. 5) My friends ___ very glad when they heard the news. 6) Next week I ___ present at the English lesson. 7) They ___ at the university tomorrow. 8) I ___ not with my family last night. 9) We ___ disappointed. 10) You ___ so polite with people! 11) You ___ ill. You should consult the doctor. 12) Anna ___ in love with Mike. 13) It ___ not fair.

10. Translate the sentences from Russian into English. Use the suitable forms of the verb “to be” in Present, Past or Future Tense.

1) Ты не один. 2) Мы не были в университете вчера. 3) Эта девушка такая красивая! 4) Мария и Петр женаты. 5) Когда я был в Санкт-Петербурге, я был поражен красотой зданий. 6) Извините, но я не готов к сегодняшнему уроку. 7) Во вторник меня не будет в МГТУ, я болею. 8) Мои родители инженеры, сестра – врач, а тетя – учитель в школе. 9) Я единственный ребенок в семье. 10) Вчера была ужасная погода, было очень холодно и ветрено. 11) Моему старшему брату 25 лет.

12) Моя мама родилась в 1978 году. 13) В 1920-х фильмы были черно-белые, а сейчас они цветные. 14) Твой дедушка был инженером? 15) Скоро они будут нашими соседями. 16) Твой друг был с тобой на дне рождения? 17) Она – единственный ребенок в семье.

11. Study the information about singular and plural nouns.

1) Множественное число большинства существительных образуется с добавлением в конце слова **-s**. Например: a student – students.

2) Если существительное заканчивается на **s, ss, x, z, ch, sh**, то они образуют множественное число с добавлением в конце слова **-es**. Например: a class – classes.

3) Существительные в единственном числе, заканчивающиеся на **y** и имеют перед ней согласную, образуют множественное число без неё при помощи окончания **-ies**. Например: a city – cities.

4) Если существительное заканчивается на **f (fe)**, то во множественном числе **f (fe)** меняется на **ves**. Например: A half – halves

5) Есть также существительные-исключения (с особой формой множественного числа): a woman – women, a man – men, a child – children, a tooth – teeth, a foot – feet, a goose – geese, a mouse – mice, a sheep – sheep, a deer – deer, an ox – oxen.

12. Write the plural form of the following nouns:

A fly, a book, a knife, a wife, a watch, a lady, a baby, a present, a man, a wolf, a bus, a fox, a bush, a branch, a glass, a peach, a child, a butterfly.

Суффиксы существительных

Существительные в английском языке образуются при помощи следующих суффиксов:

er	baker, painter, driver	ship	partnership, friendship
or	doctor, tailor, actor	ness	kindness, politeness
ist	scientist, dentist, biologist	ity	personality, identity
ian	musician, librarian	hood	childhood, brotherhood
ent	student, agent	dom	wisdom, freedom
ant	assistant, applicant	ance/ence	importance, relevance
ess	actress, stewardess	ism	communism, racism
ment	movement, entertainment	(t)ion	revolution, self-isolation

13. Form nouns from the given words using the suffixes mentioned above.

- paint, drive, visit, interpret, direct, design, lead, invent, buy;
- move, mad, science, improve, appoint, telegraph, material;
- differ, depend, employ, important, connect, journal, national.

Unit 2. PEOPLE WHO SURROUND ME (MY FAMILY AND FRIENDS)

Starting Up

1. Discuss these questions. Use formulae of agreement and disagreement from Unit 1.

- 1) A friend in need is a friend indeed.
- 2) Physical punishment is the best way to discipline children.
- 3) The perfect number of children in a family is two.
- 4) All housework should be done by women.
- 5) All families must have their own family traditions.

Vocabulary

2. Write down the words and word combinations from the left column with translation. Match the following words to their meanings.

1) essential	a) to get along with
2) slim	b) important
3) wavy	c) he is able to do many things
4) delicious meals	d) a person who is easy to communicate with
5) strict	e) to repair
6) to waste time	f) tasty food
7) He is also handy with many things	g) a translator
8) to fix	h) curly
9) have different views on	i) to like
10) an interpreter	j) demanding obedience and good behaviour
11) a pensioner	k) happy, bright, joyful, merry
12) to be fond of	l) thin and graceful
13) to get on well with	m) a person on pension
14) cheerful	n) not to use time efficiently
15) easy-going	o) think differently about

3. Fill in the gaps, using the words from the box. Make up 2 sentences of your own using the words from exercise 2.

delicious meals, slim, essential, to fix, cheerful, get on well with, have different views on, a pensioner, to be fond of, wavy, waste time

1) He ___ with his brother, they never argue or quarrel. 2) They decided to divorce because they ___ family values. 3) Food is ___ for life. 4) My niece is a very energetic, optimistic and ___ 7-year-old girl. 5) This restaurant serves very ___. We attend it twice a month. 6) She often goes to the gym, that's why she is always fit and ___. 7) When my fridge was out of order, I called a repairman and he ___ it. 8) My grandfather is a ___. 9) We ___ sports. 10) Her hair is ___. 11) We are in a hurry. We should not ___.

Reading

4. Read and translate the text.

My Family and Friends

Families are an integral part of one's life. It does not matter if you have a small or a big family. A family serves as the first school to the child where he/she learns about various things. You are a reflection of your family. I feel very lucky to be born in a family which has made me a better person. In my opinion, families are an **essential** part of people's life.

A family is the people that always love, support and help you. For me it is impossible to live without my family. My family is not large. I have got a mother, a father and a younger sister Olga. There are four of us in the family. We also have grandparents and a lot of relatives: aunts, uncles and cousins.

Let me say a few words about my family. My mother's name is Natalia. She was born on the fifteenth of March in 1975. She is forty-five, but she looks much younger. She is a doctor and works in the hospital. She is a beautiful **slim** woman with long **wavy** hair and blue eyes. My mother keeps the house and takes care of my father and us. She is very good at cooking. She always cooks very **delicious meals**. Our mother is very kind, but sometimes she is strict to us. She always checks if our homework is done. Mother takes care of our free time, so that we are not able **to waste our time**.

My father's name is Eugene. He was born on the twenty-first of July in 1973. He is forty-eight years old. He is an engineer, his hobby is playing football. My father does his work very well and gets good money. **He is also handy with many things**. He can **fix** almost everything: a fridge, a TV, a bicycle, a car, whatever. My parents have been married for 20 years already. They have much in common, but they **have different views on** music, books, and films. For example my father likes thrillers and my mother likes adventure films and fantasy. My father is fond of football and chess. My mother likes playing ping pong. My parents work a lot.

My younger sister Ann studies at school. She is very good at languages and wants to become an **interpreter**. My grandmother and my grandfather are **pensioners**. They live not far from us. Sometimes our granny helps us to run the house. She **is fond of** gardening. My grandfather is a former engineer and he reads a lot. We all **get on with** each other very well. Everyone in our family is rather busy, but we are always very happy if we have a possibility to spend some time together. My family means a lot to me. I do not have a lot of friends. My best friend Eugene is 18 years old, he is my former group mate. He is a very **cheerful** and **easy-going** person. We have the same interests with him. For example, we like doing sports and go to the gym together. When we have time to spare, we go for a walk or to the cinema. That is all I wanted to tell you about my family and friends. Thank you for your attention!

5. Answer the questions:

1) What does your family mean for you? 2) How many people are there in your family? 3) What are your parents? 4) Do you often argue with your parents? What about? 5) Do you have any brothers or sisters? Speak about them. 6) How often do you visit your grandparents? 7) What other relatives do you have? 8) What do you and your family like to do together? 9) What are your family traditions?

6. Test yourself. What's the English for:

существенный, важный, необходимый; стройная; волнистые волосы; вкусная еда; строгий; он много чего умеет; тратить время впустую; ремонтировать; иметь разные взгляды на; переводчик; пенсионер; нравиться; хорошо ладить с; веселый; легкий в общении.

7. Write a story about your family and friends. Be ready to speak about it at the next lesson.

Grammar review

Формы глагола to have

Tense	Утвердительная форма	Вопросительная форма	Отрицательная форма
Present Simple	I (you, we they) have He (she, it) has	Have I (you, we, they)...? Has he (she, it).. ?	I (you, we they) have not (got)/ haven't (got) He (she, it) has not (got)/ hasn't (got)
Past Simple	I, you, we, they, he, she, it had	Had I (you, we, they, he, she, it) ...?	I, you, we, they, he, she, it had not (hadn't)
Future Simple	will have/ shall have	Will I (you, we, they, he, she, it) have...?	I (you, we, they, he, she, it) will not have (won't) have

Распространённые сочетания с глаголом to have

have coffee – пить кофе

have a meal – принимать пищу

have a sandwich – есть сэндвич

have a snack – перекусить

have breakfast (lunch, dinner) – завтракать (обедать, ужинать)

have tea – пить чай

have a date- назначать свидание

have a good time- хорошо проводить время

have a lesson – проводить (посещать) урок

have a meeting – назначить встречу

have a nice day – удачно провести день

have an appointment – назначить встречу
 have fun – веселиться
 have a bath (shower) – принимать ванну (душ)
 have luck – быть удачливым and many others

8. Find some more combinations with the verb ‘to have’. Translate them into Russian. Write 3 sentences of your own using any combinations with the verb ‘to have’.

9. Translate and complete the sentences in the table using the correct form of the verb ‘to have’. You may use word combinations with ‘to have’.

Present Simple	Past Simple	Future Simple
У меня есть _____	У меня был _____	У меня будет _____
У него есть _____	У него был _____	У него будет _____
У нас есть _____	У нас был _____	У нас будет _____
У вас есть _____	У вас был _____	У вас будет _____
У них есть _____	У них было _____	У них будет _____

10. Write about 3 things that you don’t have, and 3 things that one of your friends or family members doesn’t have.

11. Translate into Russian:

1) У нас есть много общего. 2) Вчера на завтрак у меня был бутерброд и чашка чая. 3) Мы с моими друзьями хорошо проводим время. 4) У нее нет времени для веселья. 5) У него нет денег, чтобы купить себе новый автомобиль. 6) Когда у меня будет много свободного времени, я обязательно схожу в кино. 7) Когда у моего двоюродного брата были проблемы, я помог ему. 8) Завтра у меня будет две лекции по истории. 9) У тебя был велосипед в детстве?

Unit 3. MY DAILY ROUTINE

Starting up

1. Discuss the following. Use formulae of agreement and disagreement.

1) Early to bed and early to rise makes a man wealthy, healthy and wise.

2) You will never change your life until you change something you do daily. The secret of your success is found in your daily routine.

3) Never put off till tomorrow what you can do today.

2. Nowadays due to the pandemic situation, a lot of students study online (remotely). What do you think about this form of education? Say what advantages and disadvantages it has.

Vocabulary

3. Write down the words and word combinations from the left column with translation. Match the following words to their meanings.

to be an early bird	a dish consisting of oatmeal or another meal or cereal boiled in water or milk.
porridge	to my mind
to go on foot	a day when you do not go to work or studies
in my opinion	to find solutions, which are the values (numbers, functions, sets, etc.) that fulfill the condition
to have a day off	when you do this or that thing
to solve equations	to walk
a refreshment room	to wake up early
a refectory	to use the a global computer network
either...or	a room used for meals in an educational institution
to surf the internet	a tearoom which serves a variety of hot drinks, pastries, cakes, and light meals.

4. Fill in the gaps, using the words from the box. Make up 2 sentences of your own using the words from exercise 3.

1) I am good at Maths and Physics, that's why it is not a problem for me to ___ easily. 2) My car didn't start today, so I had to ___. 3) Neither my mum nor my alarm clock wake me up. I ___ and I always get up early. 4) ___, it is much better to study online than offline. 5) We used to go to the ___ during the breaks to have a snack, but now we go to the ___ to have a full substantial meal. 6) Our group has not got classes today – we ___. 7) Would you like some ___ and a cup of herbal tea for breakfast?

Reading

5. Read and translate the text.

My Daily Routine

Let me tell you about my working day. My working day begins rather early. I usually get up at half past seven because I am an **early bird**. I go the bathroom, wash my hands and face and brush my teeth. Sometimes I take a shower. Then it's time to have breakfast. My breakfast can be different. Sometimes it is just a sandwich with sausage and cheese, a plate of **porridge**, cornflakes with milk or an omelette. I leave my home at 7.50 and go to the nearest tram station. It usually takes me 10-15 minutes to get to NMSTU (Nosov Magnitogorsk State Technical University) as I live not far from it. Sometimes when I have plenty of time, I **go** to the university **on foot**. I study 5 days a week: on Monday, Tuesday, Wednesday, Thursday and Friday. On Saturday and Sunday I **have** my **days off**. Every day I have lectures and practical classes on different subjects, such as Mathematics, History, Physics,

Descriptive Geometry, Physical Education, English, Team Building and others. My favourite subject is Mathematics. **In my opinion**, I'm good at **solving** difficult tasks and **equations**. We usually have three or four classes a day. The usually start at half past eight and finish at half past three. From 11.40 to 12.20 we have a long interval, during which I go either to the **refreshment room** or **refectory**. If I go to the refreshment room, I usually have snacks there, in the refectory I have a full substantial meal. After classes I usually go home. I live in a nine-storey building on the third floor. There are three rooms in my flat: a bedroom, a living room and a study. It takes me 1 or 2 hours to do my homework. Then I have time to spare. I either go for a walk, **surf the internet** or watch TV. Evenings are the best time of the day for me. We chat with my parents about different things, discuss our plans and have a family dinner. My mum is a good cook and she always tries to cook something new for us. For dinner I usually have beef, pork or chicken with pasta and vegetables. At about 11 p.m. I go to bed. That is all I wanted to tell you about my working day. Thank you for your attention!

6. Answer the questions.

1) At what time do you usually wake up? 2) What do you usually do in the morning? 3) How do you get to the university? 4) How much time does it take you to get to the university? 5) How many classes a day do you usually have? 6) What subjects do you have? 7) What is your favourite subject? Why? 8) What do you do during the breaks (intervals)? 9) Where do you have your lunch? 10) What do you usually have for lunch? 11) At what time do your classes finish on Wednesday? 12) When do you have your English classes? 13) What do you do after classes? 14) How much time does it take you to do your homework? 15) How do you usually spend your evenings? 16) What do you usually have for dinner? 17) At what time do you go to bed?

7. Test yourself. What's the English for:

рано просыпаться, быть "жаворонком", каша, идти пешком, по моему мнению, иметь выходной день, решать уравнения, буфет, столовая (в университете), или...или, сидеть в интернете.

8. Write a story about your daily routine.

Grammar review

Construction there + be

Оборот **there + be** употребляется в тех случаях, когда говорящий хочет подчеркнуть факт наличия (отсутствия) какого-либо предмета или явления (спряжение глагола to be – в Unit 1). Оборот переводится словами "есть, имеется, существует". Если предложение, содержащее рассматриваемый оборот, заканчивается обстоятельством места или времени, то перевод следует начинать с этих местоимений (то есть с конца предложения). There **were** several classifications of these phenomena. Было несколько классификаций этих явлений. There **are** many students in room 514. В аудитории 514 много студентов.

There + be in Present, Past and Future Simple Tenses

	Present Simple	Past Simple	Future Simple
утверждение	There is a ... (ед.ч) There are (мн.ч)	There was a ... (ед.ч) There were (мн.ч)	There will be...
вопрос	Is there a ... (ед.ч) Are there ... (мн.ч)	Was there a ... (ед.ч) Were there... (мн.ч)	Will there be...
отрицание	There is no (There is not/There isn't)... (ед.ч) There are no (There are not/ There aren't).... (мн.ч)	There was no (There was not/There wasn't) ... (ед.ч) There were no (There were not/There weren't).... (мн.ч)	There will not be/ There won't be...

9. Answer the questions:

1) What is there in your bag? 2) How many students are there at the English lesson? 3) What objects are there in the classroom? 4) How many Units are there in this book? 5) How many pages are there in this book? 6) What is there at Nosov Magnitogorsk State Technical University? 7) What is there at the university park? 8) How many subjects are there in your curriculum? 9) What is there in front of your house? 10) What is there on your desk?

10. Translate into English.

1) В этом пособии есть много интересных тем. 2) В Магнитогорске есть много скверов и парков. 3) В этой аудитории нет больших окон. 4) Сколько студентов в этой аудитории? – В аудитории 12 студентов. 5) Рядом с моим домом будет большой магазин. 6) В чашке не было сахара. 7) На столе лежит пенал, тетрадь, ластик, маркер и ручка. 8) Будут ли какие-нибудь интересные программы по ТВ завтра? 9) Вчера на лекции было много студентов. 10) Были ли большие магазины в вашем районе 10 лет назад? 11) В тексте было несколько исправлений. 12) Нет места лучше, чем дом. 13) На полке лежат несколько словарей. 14) Перед центральным входом в МГТУ стоит памятник Ленину. 15) Рядом с памятником много высоких елей.

Unit 4. MY HOBBIES AND INTERESTS

Starting up

1. Discuss the following. Use formulae of agreement and disagreement.

- 1) My hobbies include eating and complaining that I am getting fat.
- 2) A life is boring without a hobby.
- 3) Don't be afraid to fail, be afraid not to try.

Vocabulary

2. Write down the words and word combinations from the left column with translation. Match the following words to their meanings.

1) time off	a) to be present at the lessons
2) to differ	b) to vary
3) to do tricks	c) feeling pleasurable satisfaction over something
4) to be crazy about	d) spare time
5) to paint	e) interesting
6) to attend classes	f) to be mad about
7) expensive	g) to cover the surface with paint
8) to roller skate	h) costing a lot of money
9) to be proud of	i) to perform a stunt
10) exciting	j) to travel on surfaces with roller skates
11) an opportunity	k) a chance
12) to add	l) to join something to something so as to increase the size, number, or amount

3. Fill in the gaps, using the words from the box. Make up 2 sentences of your own using the words from exercise 2.

time off, to be crazy about, to paint, to attend classes, expensive, an opportunity, exciting, to be proud of

1) When I was small, I attended a School of Arts and ___ there. 2) Mark ___ Helen. 3) When I have ___, I like to construct LEGO blocks. 4) This car is rather ___, I think we can't afford it. 5) I am a very diligent and punctual student and I always ___. 6) This is a brilliant ___ to show your talents. 7) I have never been to Abzakovo, but I have heard it's an ___ place. 8) Honestly, my parents ___ really ___ me.

Reading

4. Read and translate the text.

Hobbies and Interests

A hobby is a special interest or activity that you do in your **time off**. A hobby is usually something that a person does alone. Hobbies differ like tastes. If you have chosen a hobby according to your character, you are lucky as your life becomes richer. In general, hobbies are divided into four large classes: doing things, making things, collecting things and learning things.

Some people keep pets as hobby. They keep rabbits, fish or turtles. They train dogs to **do tricks**, or keep pigeons to race and carry messages. Some **are crazy about** plants. They try to grow cacti or **rare** tropical flowers

in their kitchens and sitting rooms. If you see bright LED lights in some windows, be sure that these people are fond of growing indoor plants.

Others are mad about their car or their motorbike. They spend their week-ends washing them, **painting** them, or buying new spare parts to make them go even faster. Children and teenagers are great collectors. They collect stamps, or postcards or matchboxes, or pictures of a favourite footballer or pop star. Many people make things as a hobby. Some teach themselves at home, but a lot of people **attend** special **classes** as well. My friend is fond of collecting dolls. She has got a very good collection and she is proud of it. This hobby is very popular with girls. Collecting dolls is funny but **expensive**. I think it is really interesting. Her collection is thematic. Her theme is Brats dolls. She keeps her dolls in special bags and doll's houses. I am very busy with my studies at the university, but in the evenings I enough free time to do my hobby. My hobbies are reading, playing computer games and roller skating. I like reading very much. I read interesting books, usually about travelling. I'm fond of roller skating. I can **roller skate** but I want to skate better. I've done skating for about 6 months. I'm **proud of** learning to roller skate so quickly. I think that my hobbies are **exciting**! No matter what kind of hobby a person has, he or she always has the **opportunity** of learning from it. By reading about the things you are interested in, you are **adding** to what you know. Learning things can be the most exciting aspect of a hobby. As the Englishmen say – when you learn something new you become something new!

5. Answer the questions:

1) What is a hobby, in your opinion? 2) How many classes can hobbies be divided into? 3) What hobbies do you have? 4) How much time do you spend on your hobby? 5) What hobbies do your parents have? 6) What hobby have your friends got? 7) Do you agree with the saying – when you learn something new, you become something new? 8) What things would you like to try (jumping with a parachute, knitting, etc)? 9) What are the most dangerous hobbies, to your mind? 10) Why do you think people have hobbies?

6. Read and translate the text about an unusual hobby of Beyonce Knowles.

Making Honey

During a recent interview, the 39-year-old musician revealed the surprising fact about herself that fans don't know.

"I know it's random, but I have two beehives. Real ones," she shared. "I've had them at my house for a while now. I have around 80,000 bees and we make hundreds of jars of honey a year."

With her fanbase called "The Beyhive", it is easy to think that they are the reason why she's chosen said hobby. However, she explained that she started keeping beehives for two of her children.

"I started the beehives because my daughters, Blue and Rumi, both have terrible allergies, and honey has countless healing properties," she added.

7. Surf the internet and find information about unusual and weird hobbies of celebrities. Translate the information into English. Choose one of the following celebrities. Do you know them? What are their professions?

1) Susan Sarandon. 2) Claudia Schiffer. 3) Ryan Gosling. 4) Penelope Cruz. 5) Taylor Swift. 6) Nicole Kidman. 7) Tom Hanks. 8) Katty Perry. 9) Will Smith. 10) Paris Hilton. 11) Brad Pitt. 12) Mike Tyson. 13) Angelina Jolie.

8. Write their hobbies down. Which hobby do you like best of all? Why?

Grammar review

Numbers

Для того, чтобы из порядкового числительного (например, десять) образовать количественное числительное (десятый), необходимо перед ним поставить определенный артикль **the**, а к самому числительному прибавить **th**. Например: ten – the tenth.

Исключения: one – the first, two – the second, three – the third, five – the fifth, eight – the eighth, nine – the ninth, twelve – the twelfth.

9. Remember the months:

January – январь	July – июль
February – февраль	August – август
March – март	September – сентябрь
April – апрель	October – октябрь
May – май	November – ноябрь
June – июнь	December – декабрь

10. Answer the following questions:

1) What is the date today? 2) What was the date yesterday? 3) What date will be tomorrow? 4) What date will be on Saturday? 5) What date will be on Sunday? 6) When is your birthday? 7) When is your mum's birthday? 8) When is your dad's birthday? 9) When is your sister's (brother's, grandma's, granddad's) birthday? 10) When do we celebrate New Year? 11) When do we celebrate Christmas? 12) When do we celebrate the International Women's Day? 13) When do we celebrate Fatherland Defender's Day? 14) When do we celebrate a holiday of Spring and Labor? 15) When do we celebrate the Victory Day? 16) When do we celebrate Russia Day?

Language review

Составные числительные

В составных числительных в пределах каждого трех разрядов перед десятками (или единицами) ставится союз **and**:

101	a (one) hundred and one
529	five hundred and twenty-nine
2 491	two thousand four hundred and ninety-one
27 403	twenty-seven thousand, four hundred and three
1 225 375	one million two hundred and twenty-five thousand three hundred and seventy-five

Даты

Годы читаются не так как числа, а парами чисел.

1907 – nineteen (oh) seven

1764 – seventeen sixty-four

Дроби

$1/3$ — one third / a third

$1/7$ — one seventh / a seventh

$1/9$ — one ninth / a ninth

Если числитель больше единицы, то знаменатель приобретает окончание множественного числа:

$2/3$ — two thirds

$3/5$ — three fifths

Запомните, что половина при чтении дробей — *half*, а четверть может читаться как (*a / one*) *quarter* или (*a / one*) *fourth*:

$1/2$ — one half / a half NOT one second

$1/4$ — one quarter / a quarter / one fourth

$3/4$ — three quarters / three fourths

Если в дроби присутствует целое число, то оно связывается с дробным при помощи слова **and**:

1 $1/2$ — one and a half

3 $2/3$ — three and two thirds

2 $1/4$ — two and a quarter / two and a forth

Чтение десятичных дробей

При чтении десятичных дробей говорится слово *point* и каждая цифра называется по-отдельности:

2.25 — two **point** twenty five

6.785 — six **point** seven eight five

Если целого числа нет, а есть числа только после точки, то говорят **nought** или **zero**, или вообще пропускают 0 и в речи и на письме:

0.2 — nought (zero) point two/ point two

0.75 — nought (zero) point seven five / point seven five

0.03 — nought (zero) point nought three / point nought (zero) three

11. Say the following numbers:

a) 11, 15, 17, 19, 25, 38, 47, 89, 119, 245, 7.885, 12.087, 324.820;

b) $1/3$, $2/3$, $3/5$, $2\frac{1}{4}$, $1\frac{1}{2}$;

c) 5.35, 1.34, 6,234, 9,12, 0.3, 0.007, 0.236.

12. Test yourself. How well do you know the most significant dates from the history of our country? Write the following dates in words and say what happened at those periods of time.

1) 30 декабря 1922 года –

2) 25 декабря 1991 года –

3) 12 апреля 1961 года –

4) 12 декабря 1993 года –

5) 18 марта 2014 года –

6) 2 сентября 1945 года –

7) 1 сентября 1939 года –

8) 22 июня 1941 года –

Unit 5. I AM IN VIRTUAL SPACE

Starting up

1. Discuss the following. Use formulae of agreement and disagreement.

1) It is impossible to imagine our life without smartphones and computers.

2) Virtual reality is not an important invention.

3) Computer games addiction is a great problem of today.

4) Being a hacker is very prestigious nowadays.

2. There exist a lot of various social networks and messengers. Which of them do you use? Choose one of them and speak about it according to the following plan:

1) What is its name? 2) When was it invented? 3) Who invented it? 4) How do you use it? 5) What are its advantages and disadvantages? 6) Why do you like it?

3. Test yourself. Answer the following questions.

1) What is captcha in the internet? 2) How many accounts (on average) are there on Facebook? 3) Would you give out personal information online and why? 4) How many registered users are there on Twitter? 5) Who founded Twitter? 6) When was the first internet network started? 7) What does URL

stand for? 8) What is a browser? 9) What does WWW stand for? 10) How many internet users are there in the world?

Vocabulary

4. Write down the words and word combinations from the left column with translation. Match the following words to their meanings. Use a dictionary to help you.

1) source of information	a) amusement, fun
2) necessary	b) a place, person or thing from which you get facts
3) entertainment	c) advantages and disadvantages
4) nowadays	d) prolonged pain in one's back
5) benefits and drawbacks	e) pressure on a nerve in your wrist, which causes tingling, numbness and pain in your hands and fingers
6) a backache	f) needed
7) carpal tunnel syndrome	g) today
8) frankly speaking	h) to feel or show strong annoyance, displeasure, or hostility
9) a tablet	i) a swindler
10) a distant relative	j) a mobile computing device designed to be held in one or two hands
11) to be angry with	k) to become a person harmed
12) to become a victim	l) a kin you share distant family ties with
13) a fraudster	m) to tell the truth

5. Fill in the gaps, using the words from the box. Make up 2 sentences of your own using the words from exercise 4.

necessary, benefits and drawbacks, nowadays, a backache, a tablet, to become a victim, a victim, internet fraudsters

1) If you do not want ____ of ____, you must never tell your CVR code on the back of your bankcard. 2) ____ there exist a variety of different online fraud money schemes. 3) Yesterday I carried heavy things and today I have ____ . 4) I have three digital devices at home: a PC, a laptop and ____ . 5) If you want to get a credit, it is ____ to upload all English assignments on the educational portal. 6) Online learning has its own ____ .

Reading

6. Read and translate the text.

I am in Virtual Space

We can't imagine our lives without the internet, computers and other gadgets, which unite all the users of World Wide Web. The internet is a very important **source of information** for people. Nowadays, you can find there any **necessary** information not only for education, or work but for

entertainment as well. **Nowadays** people communicate with each other, using the internet, social networks are very popular and people can't imagine their lives without online communication. But I must admit that using the internet has both **benefits** and **drawbacks**. The internet influences us very much. There are a lot of diseases that are the result of playing computer games, and spending too much time in networks. We strain our eyes and have poorer vision, have **a backache** and **carpal tunnel syndrome**. We do sport and walk less and less. Moreover, we prefer online communication rather than offline. **Frankly speaking**, I see my friends only at the university, because when I come home, the first thing that I do is to switch on my PC or **tablet**. I spend 4 or 5 hours online. I communicate with my friends and **distant relatives**, post photos, write comments and play computer games. My dad doesn't care, as he himself plays "The World of Tanks", but my mum **is** very **angry with** me sometimes. Also, using a computer, there exist a possibility **to become a victim** of online **fraudsters**, which can try **to steal** your money. Some of my friends lost their money this way. Therefore, we must never tell our personal information anyone. Internet became so popular nowadays because we can use it not only at home, in the personal computer, but also we can go online in our smartphones. Free wifi or unlimited tariffs give us such an opportunity.

7. Answer the questions.

1) How many hours a day do you spend online? What do you do? 2) How many hours a day do you play computer games? What games do you play? 3) What is the attitude of your parents to it? 4) What electronic devices do you use? 5) What PC do you have? What characteristics does it have? 6) Do you do online shopping? What do you usually buy online? How do you pay? 7) Have you ever dealt with the internet fraudsters?

8. Test yourself. What's the English for:

Источник информации, необходимый, развлечения, в настоящее время, преимущества и недостатки, боль в спине, туннельный синдром, по правде говоря, планшет, дальний родственник, злиться на, стать жертвой, мошенник, красть.

9. Write a story about you in virtual space. Be ready to retell it at the next lesson.

Grammar review

Суффиксы прилагательных

Прилагательные в английском языке образуются при помощи следующих суффиксов:

ful	colourful, beautiful	ic	patriotic, heroic
less	careless, helpless	ish	foolish, childish
ous	famous, dangerous	ive	attractive, naive
al	musical, formal	y	rainy, windy
able/ible	edible, accessible		

К наиболее распространенным префиксам прилагательных относятся:

un: unhappy, unequal: **in:** incomplete, indifferent

10. Form adjectives from the given words with the help of the suffixes. Translate the words.

- a) frost, snow, rock, fog, ice, sun, noise, speed, cloud;
- b) beauty, significance, shame, truth, hope, nature;
- c) meaning, center, dirt, fame, use, courage, poet.

11. Write the adjectives of the nationalities (e.g. Russia – Russian, England – English). Translate the adjectives.

Europe, America, Asia, Ukraine, Scandinavia, Australia, Poland, Finland, Spain, India, Canada, Egypt, Iran, Chile, Sweden, Romania, Nigeria, Italy, Belgium, China, Japan, Norway, France, Portugal, Greece, Scotland.

Степени сравнения прилагательных

Имена прилагательные имеют две степени сравнения – сравнительную и превосходную). Красивый – красивее (сравнительная степень). Красивый – красивейший, самый красивый (превосходная степень).

1) Односложные и двусложные прилагательные образуют сравнительную степень путем прибавления к прилагательному в положительной степени суффикса **er**. Превосходная степень образуется при помощи суффикса **est**. Если прилагательное заканчивается на **y**, она меняется на **i**: dirty – dirtier. Если прилагательное заканчивается на сочетание гласная + согласная, то конечная согласная удваивается: thin – **thinner**. 2) Многосложные прилагательные образуют сравнительную степень при помощи слова *more*, а превосходную – *the most*. 3) Некоторые слова образуют степени сравнения от другого корня.

	Положительная степень	Сравнительная степень	Превосходная степень
1	cold	colder	the coldest
2	beautiful	more beautiful	the most beautiful
3	good bad old far much/many little	better worse elder farther/ further more less	the best the worst the eldest the farthest /the furthest the most the least

Обратите внимание, что прилагательное **far** имеет 2 варианта. Выбор нужной формы зависит от смысла слова. Когда речь идет о расстоянии, не имеет значения, какую форму выбрать: *It was a farther/further school* – Это была более отдаленная школа. Но если мы

хотим употребить это прилагательное в значении “дальнейший”, тогда нужно использовать **further**: *For further information, turn to the secretary* – За дальнейшей информацией обращайтесь к секретарю.

12. Write degrees of comparison for the following adjectives:

Happy, young, difficult, patient, hot, comfortable, braver, ridiculous, bad, polite, smart, sharp, easy, clever, good, nice, intelligent, practical, wise.

13. Open the brackets and fill in the necessary form of adjectives.

1. Eugene is ___ (talented) student in our group. 2) Kate was the ___ (practical) of the family. 3) Nick felt ___ (bad) yesterday than the day before. 4) Alex is my ___ friend. 5) He is the ___ (tall) person in the group. 6) Mike is the ___ (clever) of the three brothers. 7) If you need any ___ (far) information, please contact our head office. 8) The sinking of Titanic is one of ___ (famous) shipwreck stories of all time. 9) Please, send the books back without ___ (far) delay. 10) The deposits of oil in Russia are by far the ___ (rich) in the world. 11) Could you come a bit ___ (early) tomorrow? 12) I like this song ___ (well) than the previous one. 13) Which of these two performances did you enjoy ___ (much)? 14) The fire was put out ___ (quickly) than we expected.

14. Translate into English.

1) Я самый младший в семье. 2) Мой папа старше мамы. 3) Это самые плохие места. 4) Я думаю, он старше вас, но моложе меня. 5) Где находится ближайшая автобусная остановка? 6) Это самый умный студент нашей группы. 7) Это самое сложное задание, которое я когда-либо выполнял. 8) Какие твои дальнейшие действия? 9) Это самый эффективный метод из всех. 10) Эта дорога длиннее, чем та. 11) Февраль – самый короткий месяц в году. 12) Волга – самая длинная река в Европе.

Unit 6. MY FUTURE PLANS

Starting up

1. Answer the questions.

1) What are future career plans? 2) What sort of influence do your parents or relatives have on your future career plans? 3) What are your next steps to achieve your future career plans? 4) What is a career strategy, in your opinion? 5) What are the main types of career strategies, to your mind? 6) What are dishonest (unethical) ways of making a career? 7) Do you approve of them? Why or why not?

2. Fill in the table with 2 things you like to do. Then answer the questions about each activity. Speak about it.

2 things you like to do	How long since I last did it	Does it cost money or is it free	Is it mind or body related?	Will it make you happier?

3. Answer the questions.

1) What tasks, projects, or roles get you excited, right now? 2) Which responsibilities would you like to take? 3) What are your short term goals? 4) Is there anything that would allow you to showcase your comparative advantage, so that you can shine in front of people who matter? 5) Is there a challenging task that you could do to use your skills in a new way?

4. Ask yourself:

1) What are my strengths? 2) What are my weaknesses? 3) What motivates me? 4) What do I do that makes me truly happy? 5) What are my top 3 values? 6) What's my edge over others? What makes me unique? 7) What knowledge, skills or qualifications do I need to acquire to move forward? 8) Who or what can help me to achieve my goals?

Vocabulary

5. Write down the words and word combinations from the left column with translation. Match the following words to their meanings. Use a dictionary to help you.

1) experience	a) to express dissatisfaction or annoyance about something
2) a conscious choice	b) to tell information which is not true or invented
3) an employer	c) to have an effect on
4) an employee	d) choosing what is morally and ethically right
5) to work extra hours	e) to praise somebody insincerely with your personal aims
6) to have influence on	f) practical contact, observation of facts and events
7) to improve	g) a person with whom one works in a profession or business
8) a colleague	h) a person employed for wages or salary
9) to flatter	i) to make or become better
10) to complain about	j) to work overtime
11) to spread rumours about	k) a person or organization that employs people

6. Fill in the gaps with the following words. Make up 2 sentences of your own using the words from exercise 5.

an employer, an employee, to work extra hours, to have influence on, to improve, to complain about, to spread rumours about

1) During the pandemic ____ cannot terminate the employment contract.
2) Please, don't ____ me, it is beneath you. 3) A good boss always listens to his ____.
4) It is no use ____ heat, the conditioner is out of order. 5) All staff was allowed ____ and then to take time off on any day they need. 6) My grandparents ____ a great ____ me. 7) In order to get a credit you should ____ your speaking skills.

Reading

7. Read and translate the text.

Types of Career Strategies

A career strategy is any behaviour, activity, or **experience** designed to help a person **meet career goals**. A career strategy represents a **conscious choice** by an individual about the type of investment he or she is willing to make in attempting to reach career objectives. There are at least 7 types of career strategies:

1) **Building competence in the current job** is a basic career strategy. Skills acquired in one job might be essential for performance in another job either with the current employer or with another organization.

2) **Putting in extended work hours** is a popular career strategy, especially in the early career, when **employees** are proving themselves to the company. By taking extra hours you prove your commitment to the job. However, **working extra hours** during evenings and weekends can **have** negative **influence on** you private (family) life.

3) **Developing new skills**. You acquire new abilities that will **improve** your performance either in the present job or in a subsequent position by experiential learning, participation in training seminars, degree programs, attending leadership development workshops, etc.

4) **Developing new opportunities**, e.g. *self-nomination*. This strategy involves the willingness to inform superiors of your accomplishments, aspirations and designed assignments. Another relevant career strategy under this category is *networking*, which involves communication with a group of relevant acquaintances and friends who can provide information, advice and support regarding career opportunities.

5) **Attaining a mentor**. Mentoring can be defined as relationships between junior and senior **colleagues** or between peers that provide various developmental functions. A mentor can provide coaching, friendship, sponsorship and role-modeling to the younger, less experienced protégé.

6) **Building your image and reputation**. The individual attempts to convey an appearance of success and suitability to other people. E.g. being married, participating in community activities and dressing properly can provide a positive public image that can bring career rewards.

7) **Engaging in organizational politics**. It covers various activities, such as agreeing with or **flattering** your supervisor, not **complaining about** rules or regulations, forming alliances or coalitions with others in the organization.

More extreme and often personally unacceptable political practices can include sabotaging another person's work or **spreading rumours about** a colleague.

8. Answer the questions.

1) What is a career strategy? 2) What career strategies would you like to use in your future work? 3) What is unacceptable for you? Why? 4) How can you build your image and reputation? 5) What things or actions can ruin your image and reputation?

9. Read and translate the text.

My Future Plans

Now I am a first-year student of Nosov Magnitogorsk State Technical University. This is a Flagship university of the Southern Urals, and I am very glad to study here. My short-term plans are to be a diligent student, to upload all assignments on time and to pass my first session successfully. In four years I am planning to graduate from the university with honors and get a Bachelor's degree. I am not sure that I want to get a Master's degree, I will think about it later. I am a very ambitious and goal-oriented person, that's why I have grand future plans. First of all, I want to find a prestigious and well-paid job, maybe at the Public Joint Stock Company "Magnitogorsk Iron and Steel Works", maybe in some other organization. At the age of 24-26 I am planning to get married and have two children. Maybe I will move to another city. Nobody knows what the future has in store for us.

10. Test yourself. What's the English for:

Опыт, осознанный выбор, работодатель, работник, работать сверхурочно, оказывать влияние на, улучшать, коллега, льстить, жаловаться по поводу, распространять слухи о.

11. Write a story about your future plans and career strategies you will use at work. Be ready to speak about it at the next lesson.

Grammar review

Виды местоимений

Личные местоимения

Личные местоимения обозначают предметы или людей с точки зрения говорящего. Личные местоимения склоняются по родам, числам, падежам и лицам. Приведем склонение личных местоимений в виде таблицы:

Число	Лицо	Падеж	
		Именительный	Объектный
Единственное	1-ое	I (я)	me (меня)
	2-ое	you (ты)	you (тебя)
	3-е	she (она)	her (ее)
		he (он)	him (ему)
		it (он, она, оно для неодушевленных)	it (его, ее)
Множественное	1-ое	we (мы)	us (нас)
	2-ое	you (вы)	you (вас)
	3-е	they (они)	them (им)

Притяжательные местоимения

Притяжательные местоимения обозначают принадлежность к какому-либо предмету или лицу. Данный вид местоимений отвечает на вопрос «чей?».

Рассмотрим их с переводом при помощи таблицы:

Лицо	Единственное число	Множественное число
1	my (мой, моя, мое, мои)	our (наш, наша, наше, наши)
2	your (твой, твоя, твое, твои)	your (ваш, ваша, ваше, ваши)
3	his (его) her (ее) its (его, ее – для неодушевленных)	their (их)

Указательные местоимения

Указательные местоимения служат для указания на предметы, людей, а также для описания времени. В английском языке пять указательных местоимений: **this** – этот, эта, это; **that** – тот, та, то; **these** – эти; **those** – те; **such** – такой.

Возвратные местоимения

Возвратные местоимения используют, когда действующие лица или предметы совершают действия, которые направлены на них самих. В русском языке возвратным местоимениям соответствует местоимение «себя», а также возвратный суффикс глагола -ся. Возвратные местоимения также используются, когда нужно подчеркнуть, что кто-то выполнил действие самостоятельно.

Лицо/число	Единственное число	Множественное число
1 лицо	myself (себя, собой, сам)	ourselves (себя, собой, сами)
2 лицо	yourself (себя, собой, сам)	yourselves (себя, собой, сами)
3 лицо	himself (сам) herself (сама) itself (само)	themselves (себя, собой, сами)

Вопросительные местоимения

Вопросительные местоимения или вопросительные слова используются для построения специальных вопросов в английском языке. К вопросительным местоимениям относятся: who (whom), whose, what, which.

Отрицательные местоимения

Отрицательные местоимения служат для придания предложениям отрицательного смысла и значения. К отрицательным местоимениям в английском языке относят следующие слова:

no – никакой; nothing – ничего, ничто; nobody – никто; no one – никто; none – ни один из; neither – ни тот ни другой, ни один, никто

Неопределенные местоимения

	+body	+thing	+one	+where
some	somebody кто-то, кто-нибудь	something что-нибудь, что-либо	someone кто-нибудь, кто-то	somewhere где-либо, где-нибудь
any	anybody кто-либо	anything что-нибудь, что угодно	anyone кто-либо, кто-то	anywhere где-нибудь, куда угодно
no	nobody никто	nothing ничего, ничто	no one никто	nowhere нигде

13. Fill in the necessary pronoun.

1) Where is Eugene? I don't see ... in the class. 2) Peter and Anna need your help. Can you help ...? 3) Here is your pineapple juice. Drink ... 4) We are going shopping. Let's go with ... 5) Those are my tangerines. Don't eat ... 6) Your eraser is under the desk. Do you see ...? 7) Alex is ill today. So we will not see ... 8) I am very busy now with my studies. Please don't disturb ... 9) They can't open the door. Go and help ... 10) It's my aunt's birthday today. This is a present for ...

Unit 7. FOREIGN LANGUAGES IN YOUR FUTURE CAREER

"Nothing will work unless you do". M. Angelou.

Starting up

1. Discuss these questions.

- 1) Why is English becoming so popular nowadays?
- 2) Do you agree that language diversity is "the key to our survival"?
- 3) Do you have a career plan? Where do you want to be in 10 years' time?

2. What should you do to fulfil your career plan? Choose the two most important tips from the list below.

- 1) Study for extra qualifications in your free time;
- 2) Make a list of priorities and arrange your free time more carefully;
- 3) Give up searching unnecessary information in the networks;
- 4) Relax more, as doing things that make you happy will help your performance at the university;
- 5) If you are disappointed by your current career, look for ways to transform it into more of what you want.
- 6) Evaluate your progress regularly, and you will get a better idea of where you are and what you need to improve.

Vocabulary

3. Match the following words to their meanings. Use a dictionary to help you.

1) to suit	o) how a particular word is spelt
2) to borrow	p) to ask officially for a position in a company
3) widespread	q) to make something become wider
4) to be up-to-date with smth	r) to be right for someone or something
5) to broaden	s) to be familiar with something new
6) to expand	t) various
7) diverse	u) affecting or including a lot of places, people, etc
8) background	v) a group of different things
9) range of	w) to take and use a word or idea
10) to give a competitive edge	x) to make certain that something is done or happens
11) to apply for a job	y) to increase in size or amount
12) to ensure	z) to give an advantage over competitors
13) spelling	aa) a person's education, family, and experience of life

4. Fill in the gaps, using the words from the box.

to suit, to borrow, widespread, to broaden, to expand, diverse, background, range, to ensure

- 1) May I _____ your dictionary?
- 2) She came from a middle-class _____.
- 3) Studying languages _____ your mind.
- 4) It would _____ me better if we had an exam a bit earlier.
- 5) We are hoping to _____ our range of courses.
- 6) We discussed a wide _____ subjects.
- 7) Please _____ that all examination papers have your name at the top.
- 8) The plan received a _____ support among students.
- 9) My interests are very _____.

Reading

5. Read the text and answer the questions:

- 1) Why is English a global language today?
- 2) What percentage of words in English comes from other countries?
- 3) What borrowed words in English do you know?
- 4) Why is English a language of communication?
- 5) Why do people in Russia learn English?
- 6) How can English help in future career?

English as a World language

The English language has nowadays become the new Latin of the century. One billion or 20% of the world population speak English; for the other 600 million it is either a second or a foreign language, thus being better suited to play the role of a world language than any other one. There are many reasons for this. First, English is easier to learn. Second, it borrows words and phrases from the very countries into which it expands. Eighty per cent of all English vocabulary comes from other languages. Thus, such words as *pork*, *mutton*, *beef* were borrowed from French; *book*, *renew*, *water* were borrowed from German; *bibliography*, *hydraulic*, *telephone* were borrowed from Greek. Third, English is so widespread because it has become the standard language for all kinds of international communication. Because English is often the language of business, it is often used by international teams from diverse backgrounds. In Russia it has become the most popular one among foreign languages, as it opens up much a wider range of sources of information. If you know English, you can get a better job, expand your horizons, be up-to-date with progress in various fields of science. Learning English broadens your mind and way of thinking. When it comes to your career, knowing English will give you a competitive edge over other applicants when applying for a job. By having a strong hold of the English language, you can make sure you're able to easily communicate with your colleagues. Strong English skills are also useful for ensuring that emails and documents have proper grammar and spelling, as well as the right terminology. By improving your English, you can make sure that there are no misunderstandings or miscommunications due to a language barrier.

6. Read a magazine article in which four people talk about careers involving foreign languages and for questions 1-4 choose people from A-D.
Which person

- 1) speaks seven languages and is studying one more
- 2) describes suffering embarrassment through ignorance of a language
- 3) mentions that there were people who considered learning a foreign language pointless
- 4) admits that learning languages depends on the right conditions and a person's attitude

A. Jack Reynolds – interpreter in the UK

Most of my friends studied subjects like business or engineering, and I suspect they thought learning foreign languages was pointless, especially if your first language is English. That changed when I became an interpreter for a couple of Brazilian footballers who had joined Manchester United. When my friends realized who I was spending time with, my rating shot up, which has been nice. I have always been interested in languages. I did French and

Spanish at school and then added Portuguese at university. To be honest, I have never seen myself as a brilliant linguist – I was never the best in my class – but I have worked at it, and when I went to Brazil after university I decided to forget any shyness I might have, and immerse myself into the local culture. When I came back to the UK, I was good enough to qualify as an interpreter. Apart from the sports work, I interpret at conferences. That gets my adrenaline going more than being with the footballers, actually.

B. Ana Ramirez – education consultant

I did a degree in English and Russian at university in Spain. I enjoyed it but it's a shame to admit that I had no idea what I was going to do with I when I finished. I was by no means the only one from my course in that position. After a few false starts I ended up working for a European-wide organization which administers various educational projects. I travel around Europe and Russia a lot, so I get to practice my languages. Part of our brief is to promote language learning and I believe in it. Interestingly, one thing it has given me, apart from a job and the opportunity to meet people around the world, is a greater awareness of my strengths and weaknesses in Spanish. Unfortunately, I hear lots of people saying "I'd like to have another language, but it's beyond my abilities". The truth is, though, that anyone can learn a language. We all learn our mother tongue, after all. You just need the right conditions and attitude. I absolutely believe that.

C. Helen Murdoch – IT project manager

I am naturally curious and hate not understanding people, and that's what has always attracted me to languages. It works the other way round, too. When we're recruiting for a challenging IT project, I always think the candidates who are multilingual tend to be more adaptable and open-minded, which certainly helps us. I went to university in the 1980s, and in those days, languages were seen as no more than a "nice-to-have". When I told my father I had decided to study French, he said "Are you sure? Wouldn't something more substantial be better?" So, I combined it with a management degree. With the increasingly competitive marketplace, I think that view has changed. My work has taken me to different countries, and helped me improve my French and pick up Arabic and Turkish, an opportunity not available to everyone sadly. I have seen at first-hand the difference that knowing a language can make. I once made a mistake in an office in Japan. I could have avoided a couple of very awkward days if I had known Japanese.

D. Timo Heikkinen – student

I am in my final year at university. I am studying Chinese but I also speak English, Swedish, Russian, German, French and Greek because my mother is half-Greek, and Finnish as I am from Finland. I recently won a prize for achievement in learning languages. To be honest, I hadn't considered

myself unusual because I have picked up languages from going to different countries with my parents who work for international companies. I realise now, however, that I do have a flair for languages; I've been told I even write well in Finnish and Greek. I am not sure what I will be doing next year. I've had a few offers but I am not very decisive. Quite a lot of people I know are really good at their subjects – maths, physics or whatever – but languages defeat them and that seriously narrows their options. I am glad I am not in their shoes.

7. Answer the questions to the text

- 1) Why did Jack's rating of coolness shoot up?
- 2) What does Jack do except working as an interpreter for footballers?
- 3) Is it common among language students not to have a clear idea of what they are going to do in future?
- 4) What has language learning given to Ana apart from a job and the opportunity to meet people around the world?
- 5) What attracts Helen in languages?
- 6) What can language skills indicate about a someone's personality?
- 7) Why did Helen's father consider her wish to study French unsubstantial?
- 8) What opportunities has knowledge of foreign languages given to Helen Murdoch?
- 9) Why does Timo Heikkinen know Greek very well?
- 10) Why has Timo recently won a prize for his achievement in learning languages?
- 11) How has he picked up so many languages?
- 12) Why does ignorance of foreign languages narrow someone's options?

Language review

The Present Simple Tense

V / V+ Is

Время Present Simple употребляется для выражения постоянного или повторяющегося действия относительно настоящего времени. Оно образуется посредством инфинитива без частицы to.

I	work		
You	work	He	} works
We	work	She	
You	work	It	
They	work		

Present Simple обозначает:

факт	общеизвестная истина	повторяющееся, привычное действие	будущее действие по расписанию
<i>He speaks English.</i> <i>They live in Moscow.</i>	<i>The Earth rotates around the Sun.</i> <i>The water boils at 100 C.</i>	<i>We write tests each term.</i> <i>We work on weekdays.</i>	<i>The train leaves at 7 o'clock.</i>

С Present Simple используются различные наречия и наречные конструкции: usually (обычно), generally (в основном), always (всегда), never (никогда), often (часто), rarely (редко), seldom (редко), sometimes (иногда), every day (каждый день).

8. Write the following sentences in the 3rd person singular.

- 1) They surf in the Internet every day.
- 2) We like computers and going to the cinema.
- 3) They go to the university by bus.
- 4) We want ice-cream now!
- 5) I study English and French.
- 6) We play football and basketball.
- 7) It works very slowly.

9. Put the word in order to make a sentence.

- 1) go they early home always
- 2) never sweets eats she
- 3) we cinema usually Saturdays go the to on
- 4) winter in is it sometimes warm
- 5) football often with friends his plays he
- 6) it January rains never in
- 7) often music listens to he evenings the in

10. Put the verb in brackets into the correct form.

Unit 8. HISTORY OF EDUCATION

“Change is the end result of all true learning”. Leo Buscaglia.

Starting up

1. Discuss these questions with your partner.

- 1) Who are our first teachers?
- 2) What factors influenced your decision to enter a university?
- 3) Does the profession you have chosen runs in your family?
- 4) Why do some young people prefer to be freelancers?
- 5) Is it possible to start up a business if you do not have knowledge in the chosen sphere?

2. Divide into two groups. Some of you are for freelancing and some of you are against. Give you arguments.

Vocabulary

3. Match the words to their definitions.

1) ancient	a) a very valuable thing
2) feudal	b) a thing or person that takes the place of something or someone else
3) replacement	c) base
4) century	d) country
5) treasure	e) 100 years
6) foundation	f) usual
7) state	g) very old
8) common	h) necessary
9) essential	i) mediaeval
10) well-off	j) rich
11) invention	k) the way that someone or something behaves in a particular situation
12) accumulate	l) to make
13) behaviour	m) a lack of the ability to read and write:
14) illiteracy	n) something newly designed or created
15) way	o) to collect a large number of things over a long period of time
16) to produce	p) a lack of the ability to read and write

4. Complete these sentences using the words from the box.

ancient, replacement, century, treasure, foundation, state, common, well-off, to invent, accumulate, behaviour, illiteracy, way

- 1) After years of working hard, we are now quite _____.
- 2) The city centre has scarcely changed in over a _____.
- 3) If the product doesn't work, you are given the choice of a refund or a _____.
- 4) Archaeologists study the remains of _____ civilizations.
- 5) Stories about pirates often include a search for buried _____.
- 6) The ceremony will mark the anniversary of the _____ of the university.
- 7) Teachers and other professionals are taking part in a campaign to eradicate _____.
- 8) It's _____ practice in the States to borrow books from the library.

9) In some/many _____ it would be better if we met on Monday rather than Wednesday.

10) Now Britain is not one of the member _____ of the European Union.

11) As people _____ more knowledge in the sphere, they tend _____ more sophisticated devices.

12) His research involved the study of instinctive _____ in birds.

Reading

5. Read the text and say if the following statements true or false.

- 1) It was writing that made it possible to accumulate knowledge.
- 2) In Egypt there was no need in specially trained people as children were taught by their mothers and fathers.
- 3) The Athenians gave their children a purely humanitarian education as they despised physical training.
- 4) The first state schools appeared in the Roman Empire.
- 5) In Great Britain children were trained only in craftsmanship and trades.
- 6) In Great Britain monitors helped teachers to manage the pupils in a class.

History of education

1. As long as we live we continue to learn, and the education we receive when we are young helps us to continue learning. We are taught to read and write, and are taught many of the essential facts about the world and shown how to sort them out so that later in life, we shall be able to find out things ourselves and not to ask other people. The first teachers were fathers and mothers, but very early in the history of man children began to be taught by people other than their fathers and mothers. It is thought that schools first started in Egypt 5,000 to 6,000 years ago, and that it was the invention of writing which made them necessary. Reading and writing were quite different from the skills used in everyday life, and writing made it possible to store up knowledge which grew with each generation. Specially trained people were therefore needed to teach it.

2. Only the sons of nobles attended the first Egyptian schools, which taught reading, physical education and good behaviour. In ancient India the priestly caste decided what should be taught to each of the four castes, or groups, into which people were divided. Only the priestly caste was allowed to learn the Hindu scriptures. In China, until the 19th century, education was organized according to social classes, and consisted largely of learning the scriptures by heart.

3. A clear example of the way in which even neighbouring peoples produce different types of education comes from ancient Greece. Sparta and Athens were two Greek states. The Spartans, hard and warlike people, gave a

purely military education to their children. At the age of seven all boys of noble families were taken from their homes and sent to live in schools. They were kept under a very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. The Spartans despised literature, and some people think they could not even read. At the very same time, also for the nobles only, the Athenians were building what we call a liberal education - one that helps a man to develop all sides of his nature, helps him to make and appreciate beautiful things and helps him to find the best way of life. They thought it important to educate the body as well as the mind, and had a programme of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on Athenian education paid special attention to reading, writing and literature and these were taught by a special teacher, known as the "grammatist". Common people were not educated, they were trained in craftsmanship, workmanship, trades. Greek philosophers, or thinkers, always discussed what education should try to do and what it should include. Plato wrote a book called *The Republic*, which is one of the best books ever written on education, and since those days Greek ideas have influenced European education, especially secondary and university education.

4. The Romans were very good at organizing, and they were the first people to have schools run by the government free of charge. Throughout their great empire there was a network of these schools which provided for three stages of education. At six or seven all boys (and some girls) went to the primary school, where they learned "three R's": reading, writing, and arithmetic. Most children were not taught more than this, but at 12 or 13, boys of the rich families went on to the "grammar" school to study the Greek and Latin languages and literatures, that is, what had been written in those languages. At 16 young nobles who wanted to enter politics or the service of their country went to the schools of rhetoric to be trained in rhetoric, or public speaking.

5. In Great Britain the first teachers we read about were craftsmen. They taught children to read, write and count, to cool and mend their own shoes. In the early 19th century the main system of teaching was the "Monitor systems". The teacher could manage a class of 100 or more by using older pupils or "monitors" to help him. The schools had long desks which were sometimes arranged in tiers so that teacher could see every child in large class.

6. Discuss the following statements.

1) Some students think that they do not need to study humanitarian subjects such as literature or history, others say that Maths and Physics are not necessary if you want to become a psychologist, for example. But the Athenians said: "It's important to develop all sides of a person's nature and educate the body as well as the mind". Do you agree with them?

2) In the early 19th century, a teacher could manage a class of 100 pupils. Nowadays a teacher can do the same by means of distant teaching. Is it a good idea?

7. Read the text “Education in Russia” and answer the questions.

1) Why can we consider the level of knowledge in Russia as high as that of Ancient Greece? 2) What was the reason of the replacement of religious books in Greek for those in the Slavonic language? 3) What places were considered to be cultural and educational centres in Russia between the 10th-13th centuries? Why? 4) How were manuscripts copied? 5) How did the Russian government solve the problem of illiteracy in pre-revolutionary Russia? 6) Where did well-off people teach their children? 7) Could common people teach their children in the lycee where Pushkin studied? 8) Where did the graduates of the lycee serve their country? 9) Who initiated the foundation of the first university in Russia? What is the contemporary name of the university? 10) What is the difference between the education systems before and after the revolution in Russia?

Education in Russia

1. Ancient Rus was one of the early feudal states and held a leading place in the world history. The Slavonic written language came to Rus from Bulgaria in the 9th century. Towards the end of this century the replacement of religious books in Greek for those in the Slavonic language began. Between the 10th and 13th centuries Russians developed a high civilization, which formed the foundation of the Russian culture in the following centuries. During this period numerous cultural treasures were accumulated. The written works of the time show that the level of knowledge on most natural phenomena was as high as that of Ancient Greece. Monasteries were cultural and educational centres. They had large libraries and well-equipped book-making shops, in which not only church manuscripts were copied and translated but original books were written. Today we can confidently say that Ancient Rus was a state of high culture and knowledge. In pre-revolutionary Russia there was a network of primary schools for common people. Nevertheless illiteracy among common people was very high. Well-off people taught their children in grammar schools, commercial schools or secondary schools teaching no classics. There were also schools for nobles only. Entrance to those schools was limited. For example, at lycee where A.S. Pushkin studied the number of pupils ranged from thirty to one hundred. Only boys at the age of 10 or 12 from noble families of high rank were admitted and studied there for six years. They were taught many different subjects. The most important were Russian literature, history, geography, mathematics, physics, logic, law, rhetoric and such foreign languages as French, English, German and Latin. Great attention was paid to different arts and physical training: riding, swimming, fencing and dancing. The aim of this school was to bring up intelligent people in the broad sense of the word. Those who graduated from such educational institutions

usually entered the service of their country to realize their abilities and knowledge to the benefit of their state. The history of higher education in Russia goes back to 1755 when the first University was founded in Moscow on the initiative of M.V. Lomonosov and in accordance with his plan. Later, universities were opened in many other big cities of the country. After the revolution in 1917, education was guaranteed to Soviet citizens by the Constitution and was free of charge, including higher education. Teaching at schools was conducted in almost all national languages. The system of education was the same throughout the country. School attendance was compulsory for those between 7 and 15. There is no automatic admission to university, as there are only a limited number of places available each year. Those who completed their secondary education and passed entrance examinations to higher education establishments received monthly grants if they did not fail the examinations that they took at the end of each term. Higher education lasted five years. Candidates are accepted on the basis of their final state exam. Virtually all degree courses are full-time and most last four years. Students who obtain their Bachelor degree can apply to take a further degree course, usually involving a mixture of exam courses and research.

Language review

The Present Simple Tense (2)

Affirmative	Negative	Interrogative
I work	I do not work	Do I work?
You work	You do not work	Do you work?
He } works	He } does not	he } work?
She } works	She } does not	Does she } work?
It } works	work } does not	It } work?
We work	It	Do we work?
You work	We do not work	Do you work?
They work	You do not work	Do they work?
	They do not work	

Вопросительные предложения подразделяются на общие, специальные, разделительные и альтернативные вопросы.

Общий вопрос ставится ко всему предложению в целом и требует общего ответа Да или Нет. *Do you like coffee? – Yes, I do. / No, I don't.*

Специальный вопрос относится к конкретному члену предложения и требует конкретного ответа. *What tea do you like? – I prefer black tea.*

Разделительный вопрос носит уточняющий характер и представляет собой сочетания повествовательного предложения и краткого общего вопроса. При этом если в первой части разделительного вопроса содержится утверждение, то во второй, как правило, – отрицание.

You don't like coffee, do you? You like coffee, don't you?

Альтернативный вопрос касается выбора одного из двух возможных вариантов. *Do you like tea or coffee?*

NB! В специальном вопросе используются следующие вопросительные местоимения: where (где), who (кто), whom (кому), whose (чей), what (что, какой), when (когда), how (как), which of (какой из), why (почему), how much/many (сколько).

8. Complete the question with Do or Does. Then write short answers.

_____ Mark have an art lesson on Monday? 2) _____ classes start at 08.00 on Tuesday? 3) _____ the students study IT at the university? 4) _____ they have time for sport?

9. Put the words in order to make questions and answer them using The Present Simple.

1) What do you go to university time? 2) Sunday do on what do you do mornings? 3) You spend time leisure how do? 4) Parents do you how help you? 5) What you enjoy films do sort of? 6) Lunch where you do have your? 7) Do you how celebrate birthday?

10. Read the text about differences between boys and girls at school. Complete the text with the correct form of the verbs in the box. Put 4 types of questions to the text given above.

exist like score reach explain punish believe

Are girls better students than boys?

Most people think that girls are better students than boys. In England, girls a) _____ higher marks in tests in most subjects and at most ages. At the age of seven, 88% of girls b) _____ the expected level for their age, but only 80% of boys do. By the age of 11, the difference is 80% to 69%, and the gap is wider at 14 years old. A similar situation c) _____ in the USA and many other countries. However, two American researchers, William Draves and Julie Coates, d) _____ that it is not the boys who are the problem, but the schools. Their book, *Nine Shift: Work, life, and education in the 21st century* e) _____ that in fact boys are better prepared for the future. Boys are more interested in computers and the Internet. They f) _____ taking risks, and thinking about ways of making money and teamwork – things that are important for success at work. The problem is that schools g) _____ boys for this behaviour because they are bad at listening and following instructions.

11. Make the underlined verbs negative.

1) Boys study more than girls at school. 2) The average boy scores higher marks in tests. 3) At seven, 12% of girls reach the expected level. 4) The researchers say that boys do badly at school because they are less intelligent. 5)

Most schools give prizes to boys for their behaviour. 6) Some boys listen well to their teachers. 7) W. Draves thinks boys are the problem.

12. Complete the text with the negative form of the verbs in brackets.

ROMEO AND JULIET

Two families, the Montagues and Capulets, live in Verona, Italy, but they a) _____ (get on), with each other. Romeo, son of Montague, thinks he is in love with Rosaline, but, unfortunately, she b) _____ (love) him. He goes to see her at a party at the house of his enemy Capulet, but there he sees Juliet, Capulet's daughter. She c) _____ (know) his name because he has a mask. Tybalt, one of the Capulet family, tries to fight with Romeo, but Capulet d) _____ (allow) this. However, Tybalt e) _____ (agree) with him, and f) _____ (forgive) Romeo for coming to the house. Romeo manages to talk to Juliet, and he kisses her. They g) _____ (understand) that their families are enemies. When Romeo learns the truth, he h) _____ (care) that his love for Juliet could be very dangerous. Later he goes back to the house and stands in the garden. Juliet is standing on the balcony talking to herself about Romeo, but i) _____ (see) him below in the garden. After he talks to her, they soon show their love for each other, and agree to get married. However, they j) _____ (realize) that a terrible tragedy is about to happen.

13. Translate from Russian into English.

1) Я обычно делаю домашнее задание вечером. 2) Моя сестра учится в техническом колледже. 3) У них два занятия иностранным языком в неделю. 4) Сколько времени вы тратите на выполнение домашнего задания? Как правило, я трачу на домашнее задание около 2 часов. 5) Она никогда не опаздывает. Он всегда приходит вовремя. 6) Его отец – инженер. Он строит мосты. 7) Я не учу французский, я учу немецкий.

Unit 9. EDUCATION IN RUSSIA

“The roots of education are bitter, but the fruit is sweet.” Aristotle

Starting up

1. Discuss these questions.

- 1) Do you agree with Aristotle? Why are the roots of education bitter, but the fruit is sweet?
- 2) What is the fruit of education?
- 3) What do you remember about your school days? Did you like going to school?
- 4) What subjects did you like at school most of all? And which were not your favourite?

2. Which of the following things do you have to come across at the university? Are they different from what you had to deal with at school?

- 1) You have to work in a team
- 2) You have to arrange your time more carefully
- 3) You have to do much more chores
- 4) You have made more new friends and the new acquaintances make your life different
- 5) You have to spend more time at home
- 6) You have to use a lot of digital resources
- 7) Your relations with your groupmates are not so close
- 8) There is higher competency among students

Vocabulary

3. Match the description of an educational period with its name.

lasts four years; the curriculum includes Russian, Literature, Maths, Physics, chemistry, History, English or other foreign languages, Geography, Biology and PT; pupils go to school five days a week; the uniform is not necessary; pupils have 7 or more classes a day; lasts 7 years	
primary education	secondary education

4. Give definitions to the following school terms:

primary, secondary, term, break, a compulsory subject, an elective subject, curriculum

5. Complete the extract using appropriate forms of words from the box.

value, academy, Britain, differ, price, importance
--

A Person's Opinion on Higher education

In my opinion, the Russian system of higher education is more _____ for its early specialization. Besides, the course work produces more informed students in the fields of studies chosen by them. _____ success in Russian universities depends on the time and efforts put in class. Meanwhile in many _____ and American universities it is homework. Also, Russian students are mostly used to solving problems at _____ seminars with other students.

I sometimes ask myself if the cost of education is worth it. A student spends years of _____ time studying and learning. And parents have to work hard to pay for the education. What are the benefits? In most cases, the effect makes a better life. And what can be more _____ than that?

Reading

6. Read the text and correct the information about education in Russia.

All Russian children have the right to education, but it is not only a right, it's a duty too. Education in our country is compulsory and now lasts ten years. It consists of primary education and secondary education.

Primary education starts at the age of ten or eleven and continues for eight years. The primary school curriculum includes Drawing, PT and Music. In some schools English, History or Computer Science are taught beyond "a core curriculum".

After five years of primary school classes pupils go on to secondary school, where they study a variety of subjects: Russian, Literature, Maths, Physics, chemistry, History, English or other foreign languages, Geography, Biology and PT. All children have to wear a school uniform. Classes last 45 minutes with breaks from 10 to 15 minutes. As a rule, pupils go to school five days a week. The school year begins in September and ends in May. It is divided into four terms with holidays up to 10 days between them. The summer holidays last from June to September.

Most of the schools in Russia are comprehensive, which take pupils of all abilities without entrance exams. But there are also some specialized schools, lyceums and gymnasiums, which give profound knowledge in various academic subjects. Besides, they offer different elective subjects, which are not necessary for everybody. A student chooses the electives which will be necessary for him for his future work or further education at university or college. There are also extra-curricular activities including extra classes in various subjects and kinds of sport.

Higher education plays an important role as it provides the country with highly qualified specialists. It is easy to enter a university in our country. As a rule, first- and second-year students get through instruction in the fundamental sciences. In the third-year students begin to study specialized subjects. After five years of study students get a bachelor's degree and a qualification. At the end of the sixth year, they pass exams and get a master's degree. After graduating they have to take a post-graduate course.

7. Read the student chat in which they talk about their university life and for questions 1-5 choose people from A-E.

Which person

- 1) is excited about going to a particular place for their course?
- 2) is confident about their future thanks to their course?
- 3) thinks it is as valid to study modern culture as older culture?
- 4) believes that people think their subject is all practice and no theory?
- 5) clearly prefers the practical side of their course?
- 6) knows a lot of languages?

- 7) studies pop music?
- 8) has a lot of practice?
- 9) can get a real work experience?
- A. Kate

I am having a brilliant time at university at the moment. The only problem is that I am not studying a typical subject like engineering or business studies. I am doing baking technology management. Some people think that all I do is bake bread and cakes. But there is a lot more to it than that. It's true that on Mondays and Wednesdays we always do practical assignments, but on the other days we do essays and exam preparation like everybody else. There is another thing that drives me mad. People are forever asking me to make them their favourite cake!

B. Ivan

My first degree course wasn't very unusual. I did sociology. But now I'm in the middle of a master's course entitled "the Beatles, Popular music and Society". When I tell people, usually they start singing old Beatles tune. Then they'll ask me why I am wasting time studying pop music. I don't see why they think it is OK to study classical music or literature but not the music and words of a group that changed the modern world. Anyway, what somebody studies is always a very personal choice.

C. Brad

I am doing a degree that's relatively new, Digital and Social Media. People think that I spend all day on social media networks. Of course, I enjoy using social media, but the degree goes into the whole area in great depth. We even study things like the philosophical and ethical implications of social media. But for me the best thing about the course is that it's very hands-on. For example, we get 12 weeks of work experience in a digital agency. Maybe that's why 91% of students who study this course find a job as soon as they graduate.

D. Mike

People never stop asking me where my helmet is when I tell them that I am doing Viking studies. I suppose that it does seem a strange thing to study, but I've always been fascinated by the Vikings. That's why I decided to specialize. People usually think that because it is so specialized, there isn't much to do. It's just the opposite! We study Scandinavian languages, and learn about contemporary Danish and Icelandic culture. Undergraduates spend their third year in a Scandinavian university, which I am looking forward to. And no, we don't need to wear Viking helmets when we ate there.

8. Answer the questions.

- 1) What interesting courses do the students take? Which of them would you take too?
- 2) Can you say that these courses might be popular in Russia? Why?
- 3) Why do you think these courses are popular abroad?

- 4) What will these students' job be like when they get a qualification?
- 5) Do Russian students continue their education abroad?
- 6) What country would you like to continue your education?
- 7) What other languages would you like to learn?

Language review

The Past Simple Tense

The Past Simple

Regular verb + -ed

Irregular Verbs (the 2nd form)

Past Simple означает:

действие, совершенное в прошлом	последовательность действий, совершенных в прошлом	повторяющееся действие в прошлом
<i>He sent a letter to his friend</i>	<i>He came home and called his friend</i>	<i>He made notes at every lecture</i>

С Past Simple используются различные наречия и наречные конструкции: yesterday (вчера), last night (прошлым вечером), last week (на прошлой неделе), last year (в прошлом году), an hour ago (час назад)

NB! Повторяющееся действие может быть выражено с помощью конструкций

used to + infinitive *When I was young, I used to read much.*

Did you use to collect coins?

would + infinitive *He would spend all days outdoors.*

9. Read a sentence about the present and then write a sentence about the past.

- 1) My friend usually gets up at 7 o'clock. Yesterday he _____ .
- 2) He usually goes to the university by bus. Yesterday he _____ .
- 3) He usually has a couple of sandwiches and a cup of tea for lunch. Yesterday he _____ .
- 4) He usually has a lot of home assignments. Yesterday he _____ .
- 5) He usually sleeps well. Yesterday he _____ .

10. Complete the sentence with the past simple form of the verb in brackets.

Aztec civilization (develop) _____ in the Valley of Mexico, 7,500 feet above sea level. 2) The Aztecs (leave) _____ their own land of Aztlan at some time during the 12th or 13th century. 3) They believe that Huitzilopochtli their war god (want) _____ them to search for a new land. 4) They (arrive) _____ in the Valley of Mexico during the 12th or 13th century AD. 5) They (build) _____ their capital city, Tenochtitlan, on an island in Lake Texcoco. 6) They (plant) trees on the island to make the land better,

(work) _____ hard and (improve) _____ the land. 7) When the Spanish (arrive) _____ in 1519, Montezuma, the Aztec ruler, (think) _____ that Cortez was a returning god. 8) When the Spanish (see) _____ the Aztecs' gold, they (decide) _____ to conquer them. 9) Later they (kill) _____ Montezuma, (defeat) _____ the Aztecs and (destroy) _____ Aztec religion and culture.

11. Put the words in order to make sentences.

1) He /go / swimming yesterday. 2) They / see / a film last night. 3) I / do / my homework. 4) You / wait / for an hour. 5) Michael / have / a cold. 6) The teacher / be / late. 7) Sue and Juan / walk / to school today. 8) I / take / my dog for a walk. 9) She / talk / to her friend. 10) We / give / him the answers. 11) Marcella / come / to the party. 12) The dog / eat / my breakfast.

12. Complete the sentences with *used to*.

1) She doesn't eat sweets now but she _____ them every day.
2) Mike _____ my colleagues but we don't work together any longer.
3) We live in London now but we _____ to live in Manchester.
4) Now there are five parks in our city but there _____ be one.
5) When they were young they _____ come to our place.

13. Translate into English.

1) Мы начали этот опыт на прошлой неделе.
2) Они вернулись домой в 7 вечера.
3) Вчера я встретил Ивана в библиотеке.
4) В котором часу вы видели его вчера?
5) Погода была хорошая, и мы с друзьями пошли в парк.
6) В прошлом году мы стали изучать китайский язык.
7) Кому вы отдали эти журналы?

Unit 10. EDUCATION IN GREAT BRITAIN

"Be so good they can't ignore you". Steve Martin

Starting up

1. Discuss these questions.

1) How do you understand this saying?
2) What should a person do to go ahead in his/ her career?
3) What is the role of education in an individual's life?
4) Is it possible to achieve success without being an educated person? Why?
5) Are you going to continue your education after getting a bachelor's degree?
6) Is it necessary to study foreign languages? Why?
7) How can a foreign language competency help in your future career?

Surf the Internet and find information about the British educational system hidden behind the figures in the box. Check your answers in the text below.

from 5 to 16, at the age of 5, 1988, 3R's, 7 years of schooling,
between the age of 14 and 16

Vocabulary

2. Match the words to their definitions.

1) feature	a) without having to pay
2) free of charge	b) the second stage of primary education
3) to last	c) to go to an event or a place
4) assessment	d) giving a grade to something
5) infant school	e) a typical quality, or important part of something
6) junior school	f) a classic school having an academic orientation
7) attend	g) a secondary school having a practical orientation
8) state	h) to continue for a period of time
9) grammar school	i) mark
10) modern school	j) a secondary school
11) comprehensive school	k) the first stage of primary education
12) vocational	l) higher level
13) grade	m) official
14) advanced level	n) providing skills and education that prepare you for a job
15) boarding school	o) a school in the UK for children who are seven to eleven years old
16) nursery school	p) a school for children who are younger than five years old
17) pre-school	q) an exam which pupils take to go to grammar school
18) junior school	r) the most expensive private school
19) eleven-plus exam	s) a period of study with a tutor and a small group of students
20) tutorial	t) a school where students live and study
21) public school	u) a school for children between the ages of about two and five

3. Complete each sentence with an appropriate word from the box.

boarding, grammar, nursery, infant, junior, comprehensive, eleven-plus, state

1) Parents can choose to send their children to a _____ school or a pre-school play group to prepare them for the start of compulsory education.

2) At the age of 5 children go to _____ school, which is the first stage of primary education.

3) From 7 to 11 students attend _____ school, which is the second stage of primary education.

4) At the age of 11 most pupils go to secondary schools called _____ schools.

5) _____ school leads towards higher education, whereas comprehensive gives general or _____ education.

6) Some private schools are _____ schools, where the children actually live in the school.

7) About six per cent of students go to grammar schools, which take students who pass the _____ examination.

8) Along with the _____ schools, there are about 500 private schools in Britain.

9) The most expensive private school is called a _____ school.

Reading

4. Before you read the text below, discuss these questions:

1) Would you like to go to a private or a state school? Why?

2) At the age of 11 British pupils have to take an eleven-plus exam which determines their future. Do you think it is effective at this age?

5. Read the text below. Then decide whether these statements are true (T) or false (F).

1) In Britain parents have to pay for their children's education.

2) The National Curriculum determines only the number of subjects that British children have to study at school.

3) Secondary schools are sometimes called comprehensive schools.

4) Pupils who want to enter a university usually go to grammar school.

5) Pupils who think about further technical education can go to a modern or a comprehensive school.

6) General Certificate of Secondary Education grades of a pupil determine if he / she can continue education in the sixth form.

7) The GCE A-level is normally taken after a further two years of study.

The British Educational System

The basic features of the British educational system are the following:

- Education is compulsory from 5 to 16.
- The academic year usually begins in September and runs to early July; it has 3 terms, divided by the Christmas and Easter holidays. In addition, all schools have a half-term holiday, lasting a few days or a week, in the middle of each term.
- Compulsory education is free of charge, but parents may spend money on educating their children if they want to.
- There are three stages of education. Children move from the first stage (primary) to the second stage (secondary) at around the age of 11 or 12. The third stage is further education at university or college.

In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.

At the age of 5 children go to infant school which is the first stage of primary education. From 7 to 11 they attend junior schools, the second stage of primary education. In primary school children are taught the so called 3 R's: reading, writing and arithmetic. At the age of 11 children enter the secondary school. There are three types of state secondary schools in Britain. They are: grammar schools (for the most intelligent children), modern schools (for the less intelligent children) and comprehensive schools (for children of all abilities). Grammar schools lead towards higher education, and the others give general or vocational education to prepare students for employment or further technical education. The regular secondary schools offer 7 years of schooling, with students from 11 to 18 years of age. The last two years may be spent in a separate sixth-form college, which concentrates on career training.

Between the ages of 14 and 16 pupils study for their GCSE (general Certificate of Secondary Education) exams. Pupils must take English Language, Maths and Science for GCSE, as well as half GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.

Those who get good GCSE grades can stay at their school for another two years if it has a sixth form and teaches the desired subjects, and then take A-level (Advanced Level) exams. Otherwise they have to leave their school and go to a sixth-form college or college of further education. Further education colleges have strong ties with commerce and industry and offer courses in engineering, cooking and hairdressing. The GCE A-level is normally taken after a further two years of study. Good A-level results in at least 2 subjects are necessary to get a place at a university. Universities choose their students after interviews. There are about 100 universities in Britain. The most famous of them are Oxford and Cambridge Universities. About seven per cent of students

go to private schools, where parents have to pay for their children. The most expensive private schools are called public schools. Most of these are single-sex boarding schools and students can live there during term time.

6. What things should you consider when choosing a university?

Read the article and tick (V) the points that the students mention.

- 1) The course content and structure
- 2) The cost of the fees
- 3) Opportunities to get work experience
- 4) Extra-curricular activities

Choosing a University

A. Tanya Phillips, Marketing

The head of my school wanted me to do a degree in law at a prestigious university. He said it would give me a better chance of getting a job, but I wanted to do something creative so I chose a degree at a university with a good reputation for marketing. It's a vocational course, but it does involve studying economics and psychology, too. People are always asking why I chose this university, but I've been really pleased with my course. One university isn't better than another. The important question is which course is the best for you?

B. Josh Harris, Film Studies

A lot of people start a course and then drop out so it is important to research courses carefully. My film studies degree has a good balance of theory and practical components, which is important for me. We usually have lectures in the morning and work in the film studio in the afternoon. My friend is forever complaining that his course does not offer enough practical work, but he probably didn't find out enough about it before he applied. The other thing is location. I chose to be in London because it's got a vibrant film culture and it's easy to keep up-to-date with popular trends. The only thing I don't like is the cost of rent. I pay much more than friends who are studying in other cities.

C. Alex Beaven, Geography

Going to university is a unique opportunity and, while the course is important, it's more about the student experience. That's why I chose a small campus. It's a close-knit community and the student facilities are excellent. With so many extracurricular activities, it's been easy to make friends. I've been a member of the Debating Society since my first year and now I'm President of the Student Union. I think getting a degree is only part of why we go to university, and the other skills I've learnt will help me to find a job.

D. Natasha Stevens, Politics

My advice when looking at universities is to think of the three Cs: city life, course modules and career prospects. With the high cost of student fees, you have to think about your career goals. See if the course or university offers work placement opportunities. I was particularly attracted to my course because it gave me a chance to work for a year. I am doing my placement now,

and I love it! I've worked in different local government departments and, as a result, I know I want to work in education policy when I graduate.

E. Kyle Lawrence, Biological Sciences

I chose a course at my local university because it's more convenient. I've been living at home this year, which means I've been able to save a lot of money and I won't be so much in debt when I finish. Some of my friends are living in halls of residence and have to do part-time jobs to help pay for their accommodation. My parents understand that I've got a lot of coursework so I don't really have to do chores at home. I think it's good to have the support of your family at university.

7. Match the questions (1-9) with the people (A-E). Some people appear more than once.

Which person ...

1) is enjoying the social side of university? 2) chose their degree because it gave them work experience? 3) didn't follow other people's advice when choosing a course? 4) likes the way their course is structured? 5) has discovered what they want to do in the future? 6) thinks it's important to consider the cost of living? 7) chose their university for its reputation in their particular subject? 8) doesn't have to worry about doing housework? 9) has used their time at university to develop personally?

Language review

The Past Simple Tense

Affirmative	Negative	Interrogative
<i>I worked in the laboratory yesterday. My friend wrote me a letter</i>	<i>I didn't work in the laboratory yesterday. My friend didn't write me a letter</i>	<i>Did you work in the laboratory yesterday? Did your friend write you a letter?</i>

8. A friend of yours has just come from abroad. Ask him about his trip.

What place / go to? 2) The weather / fine? 3) How long / you / stay/ there? 4) Stay/ in a hotel? 5) Go / alone? 6) How / travel? 7) The food / good? 8) What/ do/ in the evening? 9) Make friends / there?

9. Put the verb into the correct form. Use Past Simple.

I (have) breakfast that day because the weather (be) fine and I (want) to go skiing as soon as possible. I (take) my friend for a ski walk. He (mind) skiing too. It (be) frosty and sunny and we (enjoy) the trip very much. After coming home, we (have) some hot tea and biscuits. It (to be) fun!

10. Complete the text about Louis Pasteur with past simple affirmative, negative or question forms of the verbs in brackets.

As a young man, Pasteur a) _____ (study) at the Ecole Normale in Paris. Then at the age of just 32, he b) _____ (become) a professor at the University of Lille. In 1856, Pasteur c) _____ (receive) a visit from a

man called Bigo who d) _____ (own) a factory that e) _____ (make) alcohol from sugar beet. He f) _____ (have) a question for Pasteur: why g) _____ (the alcohol / turn / to acid) _____ ? When this h) _____ (happen), they i) _____ (not can) use it and j) _____ (throw) it away. Bigo k) _____ (ask) Pasteur to find out the reason for this. At first, Pasteur l) _____ (not know), but when he m) _____ (examine) the alcohol under a microscope, he n) _____ (find) thousands of tiny micro-organisms. He o) _____ (believe) that they p) _____ (cause) the problem q) _____ (milk, wine and vinegar / behave / in the same way?). Other scientists r) _____ (disagree) with him, and s) _____ (make) fun of him. However, Pasteur t) _____ (continue) with his work, he u) _____ (invent) methods of testing his theory and v) _____ (prove) that he was right. Later he w) _____ (work) together with two doctors and x) _____ (develop) vaccines for diseases such as anthrax and rabies.

11. Make simple past questions.

1) Ann and her brother went on holiday. (Where) 2) Peter's friend gave me a lift. (Why) 3) The teacher said something (What) 4) My parents gave me a present. (What) 5) I invited my friends to lunch. (Whom) 6) You dropped something (What) 7) George wrote to the professor (Why) 8) Bruno lived in India. (When)

Translate from Russian into English.

1) Вчерашняя лекция было очень интересной. Ты был на ней? 2) Кто преподавал у вас физику в прошлом году? 3) Вчера я сделал домашнее задание и пошел в кино. 4) Мы не ездили в университет вчера, у нас был выходной. 5) Мои друзья пригласили меня на вечеринку в общежитии вчера.

Unit 11. LEADING UNIVERSITIES OF THE WORLD

"The heightened state of engagement, creativity and productivity that comes from taking control of your own education"

The Olin College of Engineering effect

Starting up

1. Discuss these questions with your partner.

- 1) Read and translate the statement. Do you agree with it?
- 2) What leading universities do you know?
- 3) Would you like to study in a different country? Why?
- 4) What are advantages and disadvantages of living at home and in a hall of residence?
- 5) Do you do any extra-curricular activities?
- 6) What special facilities for students are there in your university?
- 7) Do you consider yourself independent or do you need other people to do things for you?

2. In some countries, Russia for instance, many teenagers work while they are still studying at university. Do you think it is a good or a bad idea? Discuss it with your partner using the words given in the box and statements for and against this idea.

personally, I think; in my opinion; I believe that; I think you are right; I totally agree; I am afraid I don't agree, I am not sure I agree; for me, it's out of question

- Studying at university is a full-time occupation which takes all your time;
- Students have to do a lot of assignment and research topics after study;
- After work it is difficult to stay focused on your study;
- You can gain necessary experience while working;
- You can have extra money;
- You can find your dream job quicker after graduating from the university.

Vocabulary

3. Match these words with the definitions 1-8.

assignment; course; notes; research; tutor; tutorial; continuous assessment; grade; resit an exam

- 1) a piece of work that you have to do as part of your studies;
- 2) a lesson where a group of students discuss something with a teacher;
- 3) the study of something to discuss new facts;
- 4) a teacher at university;
- 5) a series of lessons in a subject;
- 6) things that you write down to help you to remember;
- 7) a number or letter that shows how good someone's work or performance is;
- 8) the continuous process of evaluating various pieces of work in the course of studying;
- 9) to take an exam again, usually because you failed or did not do well the first time.

4. Look at these words. Do they usually go with do or make? Write two lists.

an assignment; a decision; well; an exam; chores; friends; a course; homework; your best; a mistake; an appointment; an effort; an excuse; progress; a phone call; a plan; a promise; an offer; a suggestion; a favour; sport

5. Complete the rules with do or make.

We usually use _____ with work at school or university. 2) We usually use _____ with work around the house. 3) We usually use _____ with things we produce, create or construct. 4) We usually use

_____ when we talk about activities in general. 5) We use _____ with these words: a mistake, a decision, a noise, friends, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion. 6) We use _____ with these words: your best, a favour, business, sport, your hair.

6. Complete the text with the correct form of do and make.

Last year a good university _____ my brother an offer to study computer science there. He _____ the decision to accept their offer. He _____ a lot of work and his tutors said that he _____ very well. He _____ a lot of theoretical exercises but he also had to _____ practical assignments. For example, they _____ a simple computer from old parts. The only problem was that my brother was becoming unhealthy because he never had time to _____ the shopping or _____ lunch or dinner. My mum said he needed to _____ an effort to _____ those simple chores, but it was hard for him. There wasn't time to _____ everything.

Reading

7. Before you read the text below, discuss these two statements:

1) The curriculum of Olin College is based on the idea that engineering starts with people – understanding who we're designing for, what they value, and where opportunities to create value exist – and ends with people – appreciating the social context of our work and making a positive difference in the world.

2) Olin was founded because we believe that there is a problem with undergraduate engineering education. The traditional curriculum teaches students how to solve problems, but not how to find the right problems to solve, nor how to get their solutions out of the lab and into the world.

8. Read the text below. Then answer the following questions:

- 1) Does Olin College offer Master's degrees?
- 2) Did Mr. Olin contribute to the construction and equipment of the college campuses?
- 3) Does the education at Olin include project-based learning and interdisciplinary teaching?
- 4) What important directions is the curriculum based on?
- 5) What are the major personal values of Collin College? Can you comment on each of them?
- 6) Which of the major institutional values do you like most of all? Why?
- 7) What is meant by the collaborative culture of the college?

Olin College of Engineering

Olin College of Engineering is a private, non-profit, undergraduate institution offering Bachelor of Science in Electrical and Computer Engineering, Bachelor of Science in Engineering and Bachelor of Science in Mechanical Engineering degrees.

In 1938, Mr. Olin transferred a large part of his personal wealth to a private philanthropic foundation. In 50 years of experience, the F. W. Olin Foundation awarded grants totaling more than \$800 million to construct and fully equip 78 buildings on 58 independent college campuses. In 1997, the Foundation announced its intention to create Olin College, its most ambitious project. In subsequent years, the Foundation transferred its assets to the college, for a total commitment of \$460 million, one of the largest grants in the history of American higher education.

To better prepare graduates for the challenges of the twenty-first century, these groups recommended that engineering education include more project-based learning, interdisciplinary teaching, and a greater emphasis on entrepreneurship, teamwork and communication. Olin College incorporated these suggestions, along with creative ideas of its own, into an innovative, hands-on curriculum that is attracting worldwide attention as a new model for engineering education.

Engineering education at Olin is in the liberal arts tradition, with a strong emphasis on the arts, humanities, social sciences, entrepreneurship, and design. Olin is committed to producing graduates who recognize the complexity of the world, who appreciate the relationship of their work to society and who are dedicated to creative enterprises for the good of humankind.

Olin College core personal values

Integrity: Complete honesty is expected from everyone in every situation. Even the appearance of a conflict of interest will be avoided. Successful long-term relationships depend on trust and open communication.

Respect for Others: Each person is treated with respect in all situations. Criticize only ideas — not people, and share responsibility. There is no room for abusive language or arrogance in relationships with others.

Passion for the Welfare of the College: Each person will passionately pursue the overall interests of the college, while maintaining fairness to all individuals. Personal success at the expense of others is discouraged and cooperation is expected.

Patience and Understanding: Each person will listen constructively, keep an open mind, and take the time to understand with empathy before reaching a conclusion. Effective teamwork depends on the confidence that others care and are willing to take the time to listen.

Openness to Change: Continuous improvement requires openness to change, even though this usually causes inconvenience, inefficiency, and risk of failure.

Olin College core institutional values

Quality and Continuous Improvement: Olin College will strive for quality in all that it does. It will also strive for continuous improvement in all areas. *Student Learning and Development:* Olin College is a student-centered institution. It will strive to provide educational experiences of exceptional quality and a student life environment that provides for healthy personal

development. *Institutional Integrity and Community*: Olin College will strive to develop long-term relationships based on honesty, fairness and respect. It will further strive to provide a safe environment that supports freedom of inquiry, acceptance of diversity and a sense of well-being. *Institutional Agility and Entrepreneurism*: Olin College will strive to minimize bureaucracy, cost, and institutional inertia in all forms.

By their senior year, students are ready to solve real problems for companies and communities through engineering experiences that draw upon their prior curricular work. The academic culture at Olin is collaborative. Many of the classes are taught in a studio environment where students have dedicated space, and all classes emphasize classroom activity (not just listening) and cooperative exploration. Students can choose projects in accordance with their interests; faculty act as coaches, mentors and advisors, providing just-in-time instruction and helping student teams find the resources they need. The curriculum is interdisciplinary. Students in all majors take a common set of classes that connect areas of engineering and integrate math, science, humanities, and social science. In keeping with this interdisciplinary approach, Olin faculty work and teach together. The faculty are organized as a single department that brings together engineers, scientists, mathematicians, arts and humanities faculty, designers, entrepreneurs, and social scientists.

9. Read the answers to Anita's question. For questions (1-10), choose from the four people (A-D). The people may be chosen more than once. Which person

1) thinks that Anita needs to consider more specific questions before she decides? 2) bases his/her opinion on his/ her experience? 3) bases his/ her opinion on someone close to him / her? 4) bases his/ her opinion on what he/she wants? 5) talks about problems with concentration? 6) thinks that the decision of staying at home or moving away is not final? 7) says that first you need to find out what your university has got? 8) is happy for his/ her family to help him/her? 9) doesn't feel his/ her life has changed much? 10) wants to experience new things?

Student Helpline

Anita: Is it better to go to the university in your home town and stay at home or to move away to somewhere different? Next year I want to go and study at uni, but I am not sure if it's better to stay at home and study here or if I should go and live in another city. What do you think?

A. At the moment I'm doing a microbiology course at the uni in my home town. I decided to stay here because I wanted to be close to my family and friends. But in the end most of my good friends went away to work or study at other universities. Living at home with my parents is OK, but it's difficult to make new friends because most of the other students live in halls of residence and they spend all their time together. Another problem is that I haven't become very independent because my mum and dad still help me with everything. Sometimes I think I'm at school., not at university. Don't be like me!

B. What's better? It depends on you. Nobody can decide for you. It depends on the relationship you have with your parents. It depends on your student loan too because it's usually cheaper to stay at home. Above all, it depends on the course you want to study. Find out which is the best university for your subject. Maybe they don't teach it in your home town. Find out details about the course, the tutors, assessment, etc. and compare them with other places. What facilities has the university got for undergraduates? Choosing the right university is a really important decision. It can change your life. Don't make your decision without thinking about the really important issues.

C. I've also been thinking about this question for ages, but now I've made my decision. I'm moving away. I've lived in my home town all my life. Now I'd rather study in another city, maybe abroad, and see the world. I want to become independent. You can always go home for the holidays and for special occasions. Remember, at university the summer holidays are really long. And when you finish university, you can decide to go back if you don't like living away from home. But you always make more friends when you live away from home. You have more time for extra-curricular activities. I love my mum and dad but it's good to be able to come and go when you like without anybody asking where you're going and what time to expect you back.

D. Last year my brother went away to study. He was living in a hall of residence at first, but then he found a house with four friends. He was having a great time but then he started failing his exams. He sees that he needs to study more but it's impossible in the house. His friends are always having parties, making noise and doing everything except studying! He thinks I should study in my home town and live at home because at home it's quiet and you can study. And he says you have more time because you don't have to do chores like the shopping or the washing. I think staying in my home town has lots of advantages. But I don't know if my parents agree!

10. Could you give a piece of advice to Anita, if it's better to stay at home and study here or if she should go and live in another city.

Language review

The Future Simple Tense

Shall/will + infinitive

The Future Simple (Indefinite) Tense обозначает простое действие в будущем.

NB! The Future Simple Tense не используется после следующих союзов: when, till, until, before, after, as soon as, as long as, if, unless, on condition that, in case, provided. **Исключения:**

I don't know (what?) when they **will** arrive. *Я не знаю, (что?) когда они придут.* I will call (when?) when they will arrive. *Я позвоню тебе, (когда?) когда они придут.*

I don't know if (ли) he will agree *Я не знаю, согласится ли он.*

If (если) he will agree I will call you. *Если он согласится, я тебе позвоню.*

Affirmative	Negative	Interrogative
I will work	I will not work	Will I work?
You will work	You will not work	Will you work?
He will work	He will not work	Will he work?
She will work	She will not work	Will she work?
It will work	It will not work	Will it work?
We will work	We will not work	Will we work?
You will work	You will not work	Will you work?
They will work	They will not work	Will they work?

will not = won't

Следует помнить, что намерение в будущем можно выразить через Present Continuous Tense и конструкцию to be going to (собираться, намереваться). Например, **I am going to take part in the conference.**

Я собираюсь принять участие в конференции.

14. Write the sentences with will.

1) You / have time /finish /homework? 2) They /select /you /for the football team. 3) They /increase /taxes /next year. 4) Prices /not /come down. 5) I /not be /very long. 6) It /not snow /this weekend. 7) The football team /win /next match.8) He /not be /at school /tomorrow.

15. Put the verb in brackets into the Present Simple or Future Simple.

When the weather ____ (get) warmer, I ____ (start) practicing again.

"Come in," she said. "I ____ (see) , if he ____ (be) in.

If my friends ____ (come), ask them to wait in the hall.

He ____ (want) to know, if you ____ (be) free tomorrow morning.

I ____ (wonder) when they ____ arrive.

When things ____ (get) more settled, we ____ (come) to see you.

They can't tell me when they ____ (be free).

Go straight on till you come to a fountain at the corner of the street, then turn left and you ____ (find) that shop.

I ____ (be) glad when I ____ (get) to the top.

You must be careful when you ____ (go) down it is very slippery.

Give the message to Mr. Petrov as soon as you ____ (get) to the university.

Before we ____ (talk) about it, I'd like to show you something.

16. Write the sentences with going to.

1) It's 08.30. Peter is still in bed. (miss/ bus) 2) John has the ball. There are no defenders near. The goalkeeper is in a bad position. (score/ goal) 3) Dave is exhausted. There are still 10 kilometers to run. (not finish/ race) 4) We are the home team. The score is 3-0. There are three minutes left. (win / the match) 5) They haven't studied. They are bad at maths. The exam is tomorrow. (fail) 6) It's 10.00. the train leaves at 10.03. I am 5 kilometers from the station. (not catch) 7) There is a bright blue sky with no clouds. (be/ nice weather) 8)

It's very hot and humid. You can see big black clouds and lightning. (there / be /thunderstorm)

17. Translate into English.

1) Возможно, он придет сегодня. 2) Она будет дома в 6? 3) Мы увидимся с ним завтра. 4) Я встречу с ним завтра на лекцию. 5) Вы собираетесь сдавать работу вовремя? 6) Я не собираюсь делать задание вечером 7 Я сделаю его завтра. 7) Погода будет хорошей на следующей неделе. 8) Когда придет ваш друг? 9)Мы не будем участвовать в конференции.

Unit 12. BRITISH AND AMERICAN YOUNGSTERS

“Good habits formed at youth make all the difference”. Aristotle.

Starting up

1. Discuss these statements with your partner.

- 1) Do you agree with Aristotle that good habits formed at youth influence all our life?
- 2) What good habits do your friends have and you would like to have too?
- 3) Do you think that your generation differs from the generation of your parents? What is the difference?
- 4) What will be the next generation?
- 5) Can you say where you will be in a 10-year period of time?
- 6) Is the world around us changing? What are these changes?
- 7) Should we follow the changes in the world?
- 8) What should we do to change as quickly as the world does?

2. There are two types of education – part-time, with the students being released by their employers for two weeks, and full-time, when students attend the courses almost all the year round. What do you think about these types of courses? Divide into two groups and discuss the advantages and disadvantages of the both types of courses.

Vocabulary

3. Match the words to their definitions.

1) youngster	a) having a lot of money
2) reject	b) likely to change suddenly
3) yuppie	c) delicate
4) affluent	d) willing to listen to other people and consider new ideas, suggestions, and opinions
5) sensitive	e) to examine or look for the difference between two or more things
6) unpredictable	f) a young person
7) responsible	g) done with the hands

8) open-minded	h) to make known
9) compare	i) to refuse to use
10) manual	j) a young person who lives in a city, earns a lot of money, and spends it doing fashionable things
11) earn	k) a person or thing that does the same job
12) counterpart	l) to have control and authority over something or someone
13) disparity	m) an examination of opinions
14) claim	n) a lack of equality
15) survey	o) to say that something is true
16) reveal	p) to receive money as payment for work that you do

4. Fill in the gaps using the words from the box.

youngster, reject, yuppie, affluent, unpredictable, responsible, open-minded, compare, manual, earn, counterpart, disparity

The program was designed to find summer jobs for city _____ ages 14 to 21. 2) I applied for a job as a mechanic in a local garage, but they _____ me. 3) They're just a couple of _____ with more money than sense. 4) We live in an _____ neighborhood (people there have a lot of money). 5) I never know when he will come. He is _____. 6) Who is _____ for this terrible mess? 7) _____ this and that method. 8) This job is _____. You have to do a lot by your hands. 9) How much do you _____? 10) Why should women-managers earn less than their male-_____? 11) My salary is not equal to yours. It's a _____.

Reading

5. Read the article and find out information from the article under these headings.

Attitudes	Habits	Lifestyle
food education Europe	buying habits languages eating habits	entertainment

Youngsters put caring before jobs success

British youngsters are rejecting the image of the hard-working yuppie and see themselves as sensitive individuals concerned with the environment, animal testing, and healthy foods. The British youngster is affluent, sensible, caring an unpredictable, says the report by the Mintel market research company. 45 per cent of those aged between 20-24 who were questioned said they were sensible and responsible, while 16 per cent said they would like to be "up and coming and successful". Youngsters from lower socio-economic groups see themselves

as “wild and unpredictable”. The Chief executive of Mintel said at yesterday’s lunch: “The 1980s yuppie label is dead”. Today’s youngsters are much more open-minded and international”. Almost half the 1,000 15 to 24 year-olds interviewed said they would buy environment-friendly products and would not buy products tested on animals. The number of vegetarians among this age group was almost twice the national average, at 11 %.

In education, girls were doing much better than boys with 42% of girls leaving school with O levels (ordinary level), compared with 34% of boys. But once they are working girls are more likely to be paid less than boys despite being more highly qualified. In manual jobs, women can, on average, expect to earn 70 pounds a week less than their male counterparts. The disparity in non-manual work is 17 pounds. British youngsters are taking an interest in Europe and are more pro-European than the adult population. More than 68% claimed to know enough of a European language to hold a conversation, with French being the most popular European language. Almost half said that they considered themselves “European” and West Germany was the country in which most would prefer to live. 59% said they were interested in working in another European country. The figure is greater for those who are from higher socio-economic groups. British youngsters are more likely than their adults to buy foreign goods, especially from Japan. Almost three quarters of 15-19-year-olds and 67% of 20 to 24-year-olds said that working for a Japanese firm would be just as good as working for a British one. The survey’s finding on eating habits reveals a move away from traditional fish and chips. Indian and Chinese restaurants are the most popular among 15 to 19-year-olds while those aged between 20 and 24 still prefer “traditional English food”.

6. Answer the questions to the text.

- 1) What surprises you about the information given about young people in Britain?
- 2) What similarities and differences are there between youngsters in Britain and in Russia?

7. Say if these statements are true or false.

- 1) British youngsters are more concerned with the environmental problems than getting ahead in a career.
- 2) The Mintel market research company says the British youngster is a reasonable and unpredictable yuppie.
- 3) Almost half of the British youngsters consider themselves Europeans and would prefer to live and work in another European country.
- 4) There is a disparity in payment for both the manual and non-manual work of men and women in UK.
- 5) Girls and boys have the same level of knowledge.
- 6) British elders are more likely to buy foreign goods.
- 7) One fourth of 15 to 19-year-olds and 67% of 20 to 24-year-olds said that working for a Japanese firm would not be as good as working for a British one.

8) Chinese restaurant are the most popular among those aged between 20 and 24.

9) The number of vegetarians among 15-24-year-olds is twice the national average.

8. Discuss the statements before reading the text below.

1) It's a challenge to adapt to another city.

2) Living in a hall of residence greatly differs from a life with parents.

9. Read what students say about doing a degree in the UK. Tick the points they mention and add two more reasons to the list.

1) To experience a different education system

2) To have freedom and independence

3) To see the world and experience a different lifestyle

4) To make friends

5)

Global students

Many students nowadays choose to do a degree in another country. In the UK alone, nearly 20% of the undergraduates are international students. In the latest in our Global students series, we find out about their experiences.

A

I chose to study here because the education system is different. At home, our teachers would talk and we'd listen, whereas here I can discuss questions with my classmates and tutors. Having a western degree can help you to get a better job with a higher salary, too. I used to watch TV series back home so I had an idea about the way of life, but I was still a shock. I am not really a party person, but most students here enjoy parting. I volunteer as a Chinese language teacher, and discussing cultural differences with my students has helped me to adapt. I think the biggest challenge for me is the language. I'd passed English exams before I came, but I still make mistakes and lose marks in assignments.

B

I came here because I had lived with my whole life in the US and I wanted to see something of the world. The UK had always appealed to me because of the culture. People communicate differently, but one main problem is the sense of humour – it took about four months before I understood when people were joking. I expected England to be green with lots of farms, but I've travelled around a bit and it's more diverse than I expected. The best thing about the experience is the people I've met. I plan to study friends with them when I go home! I missed my family at first, especially at Thanksgiving^ and my mom used to call me every day, but now she only calls once a month. I am doing my own thing and I am happy.

C

I came here because I was impressed with the facilities and the staff are friendly. In India, teachers are feared and can't be your friends. I can manage

my own time, too, and no one worries as long as you do your coursework. In India, parents put a lot of pressure on you because they're concerned about your future and everyone is involved in making decisions. I have some international friends from my hall of residence, but I tend to spend time with other Indians. We celebrate our festivals and play cricket together. At home, my mother would do everything for me, but here I have to do everything myself. I'm not good at cooking so I'm always having takeaways. England is expensive compared to India, especially the accommodation and fees, but luckily my family is paying.

10. For questions (1-8), choose from the three people (A-). Each student may be chosen more than once.

Which person says

- 1) they usually socialize with people from their country?
- 2) they've had to learn to look after themselves?
- 3) they didn't understand people at first?
- 4) their qualification will help them get ahead in the career and earn more money in future?
- 5) they found it difficult to adapt to the student lifestyle?
- 6) they like the country more than they expected?

Language review

Modal verbs

Сводная таблица модальных глаголов и их эквивалентов

	Present	Past	Future
Долженствование	I must meet him at the airport. I have to meet him at the airport. I am to meet him at the airport. I should meet him at the airport.	----- I had to meet him at the airport. I was to meet him at the airport. -----	----- I'll have to meet him at the airport. ----- -----
Способность или возможность совершать действия	I can help you. He is able to help you.	I could help you. He was able to help you.	He will be able to help you.
Разрешение или вероятность совершения действия	I may use the device. I am allowed to use the device.	I was allowed to use the device.	I'll be allowed to use the device.

Модальные глаголы (Modal Verbs) — это особая группа глаголов. Они обозначают возможность, вероятность, необходимость или способность

совершить какое-то действие и т.д. Модальные глаголы употребляются только в сочетании с инфинитивом смыслового глагола без частицы **to**. Условно модальные глаголы можно разделить на три группы:

1) выражение возможности или способности совершения действия:

Это значение может быть выражено:

Глаголом **Can** + инфинитив без частицы **to** (настоящее время) или **could** + инфинитив без частицы **to** (прошедшее время):

I can speak English and German.

Can you help me with the project?

I could read when I was five.

We couldn't arrange the meeting on Monday.

Глаголом **to be able** + инфинитив с частицей **to** (во всех временах):

We'll be able to see each other more often.

He was able to carry out the research.

2) выражение разрешения совершить действие

Это значение может быть выражено:

Глаголом **may** + инфинитив без частицы **to** (настоящее время) или **might** + инфинитив без частицы **to**. **May** и **might** относят действия к настоящему или будущему:

May I open the window?

We might take a day off.

Глаголом **to be allowed to** + инфинитив с частицей **to**, может быть использовано в настоящем, прошедшем и будущем времени:

He was allowed to take the books from the library.

3) выражение долженствования

Долженствование может быть выражено:

a) глаголом **must** + инфинитив без частицы **to** в настоящем времени во всех лицах:

I must leave at once.

b) глаголом **have to** (в настоящем, прошедшем и будущем времени).

I had to work hard to pass my exams.

c) глаголом **be to** (в настоящем, прошедшем и будущем времени).

To be to означает долженствование, вытекающее из предварительной договоренности или плана:

We were to meet the deadline.

d) глаголом **should**, который выражает совет, рекомендацию, критику, сожаление и т.п.

You shouldn't answer this letter.

11. Fill in the gaps with the modal verbs can, may, must, should.

1) Lina is ill. She _____ stay at home. 2) Drivers _____ stop when he light is red. 3) Ben asked: “_____ I close the window?” 4) Betty asked her mother: “_____ I go to the cinema tonight?” 5) Mary is free tonight. She _____ go shopping. 6) Alex will have an English lesson tomorrow. He _____ study tonight. 7) Danny is a good student. He _____ speak French very well. 8) My pen won’t write. _____ I use a pencil? 9) If you are ill, you _____ do what the doctor says. 10) You _____ study hard if you want to pass your exams. 11) You _____ smoke here. 12) If you are tired, you _____ go to bed in time.

12. Complete the text with had to, didn’t have to, could, couldn’t + the verbs in brackets.

Life for children in Victorian Britain was very different from the life children lead today. Firstly, Victorian children _____ (go) to school, and in any case poor families _____ (pay) for lessons because they didn’t have enough money. So, children (find) _____ jobs at an early age, starting, in the coal mines, for example, at the age of five. The more fortunate children became apprentices, learning a trade and working at the same time. Such children _____ (work) for fifty or sixty hours a week, usually for very low wages, and _____ (sign) an agreement which kept them with the same master for a number of years. The worst jobs were in factories, where many children under the age of nine were employed. Children were also employed to clean the chimneys, and known as chimney sweeps. These children _____ climb up chimneys and clean them. They _____ (be) small, or else they would get stuck in the chimney. Using children to do this job was banned in 1840, but employers then _____ (use) special brushes, which were expensive, so they continued to use children. The employers _____ (pay) a small fine if they were caught. After the Factory Act of 1833, employers in textile factories _____ (employ) children under the age of nine, though children aged 9 to 11 _____ (work) eight hours a day. However, nothing changed in coal mines and in other factories, where employers _____ (put) children to work in dangerous and dirty conditions. It wasn’t until 1847 that employers _____ (limit) the working day to ten hours, for both children and adults.

13. Complete the sentence.

1) _____ I sit here, or do you want me to sit somewhere else? 2) I don’t think you’ve understood this. You _____ look at Unit 12 again. 3) Good morning, welcome to our school. _____ help you? 4) We need to talk about our group presentation for Friday. _____ we meet after school? 5) Your leg is certainly badly bruised. You _____ carry on playing. 6) That’s not a very nice way to talk to other people. You _____ not speak like that. 7) Alla is leaving at the end of term. _____ we buy her a present? 8) I can’t talk to you at the moment. I’m busy. _____ wait outside for a few minutes?

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