



ЭФФЕКТИВНЫЕ ПРАКТИКИ ПОДГОТОВКИ КАДРОВ ДЛЯ РАЗЛИЧНЫХ ПРОФЕССИОНАЛЬНЫХ СФЕР

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ



УЧЕБНО-МЕТОДИЧЕСКОЕ
ПОСОБИЕ

Министерство науки и высшего образования Российской Федерации
ФГБОУ ВО «Нижневартовский государственный университет»

**ЭФФЕКТИВНЫЕ ПРАКТИКИ
ПОДГОТОВКИ КАДРОВ ДЛЯ РАЗЛИЧНЫХ
ПРОФЕССИОНАЛЬНЫХ СФЕР**

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ

Учебно-методическое пособие

Автор-составитель: Н.Н. Осипова

Нижневартовск
НВГУ
2022

УДК: 811.111 : 378.14
ББК 81.432.1
Э 94

16+

Печатается по решению
Ученого совета ФГБОУ ВО «Нижневартовский государственный университет»
протокол № 1 от 18 января 2022

Рецензенты:

канд. культурологии, доцент кафедры
гуманитарно-экономических и естественнонаучных дисциплин
филиала ФГБОУ ВО «Тюменский индустриальный университет»
(г. Нижневартовск) *О.Г. Рыбакова*;
канд. пед. наук, доцент кафедры иностранных языков
Бийского педагогического государственного университета
им. В.М. Шукшина *Е.А. Хохлова*

Автор-составитель
канд. пед. наук, доцент *Н.Н. Осипова*

Э 94 Эффективные практики подготовки кадров для различных профессиональных сфер: формирование иноязычной компетенции: учебно-методическое пособие по английскому языку / авт.-сост. Н.Н. Осипова. Нижневартовск: изд-во НВГУ, 2022. 141 с.

ISBN 978-5-00047-676-5

Учебно-методическое пособие составлено в соответствии с требованиями к обязательному минимуму содержания и уровню подготовки выпускника (бакалавр) ФГОС ВО и рабочей учебной программой по дисциплине «Иностранный язык» и направлено на формирование и развитие иноязычной коммуникативной компетенции в процессе подготовки кадров для различных профессиональных сфер. Пособие содержит большое количество аутентичных текстов и ориентировано на овладение всеми видами речевой деятельности и аспектами языка.

Предназначено для аудиторной и внеаудиторной самостоятельной работы студентов I курса нелингвистических специальностей уровня «Бакалавриат», а также для широкого круга лиц, занимающихся изучением английского языка.

ББК 81.432.1

ISBN 978-5-00047-676-5



9 785000 476765 >

© Осипова Н.Н., составление, 2022
© НВГУ, 2022

ВВЕДЕНИЕ

Учебно-методическое пособие «Эффективные практики подготовки кадров для различных профессиональных сфер: формирование иноязычной компетенции» предназначено для студентов I курса нелингвистических специальностей уровня «Бакалавриат», изучающих английский язык, и нацелено на формирование и развитие иноязычной языковой компетенции в процессе подготовки будущих специалистов различных сфер профессиональной деятельности средствами дисциплины «Иностранный язык». Данное пособие является дополненным и переработанным на основе учебного пособия “Student’s Life”.

Пособие состоит из 11 тематических разделов содержательного блока “General English” («Общий английский»), который включает в себя «Иностранный язык для общих целей» и «Иностранный язык для академических целей», посвященных повседневной жизни студентов, вопросам образования, а также содержательных блоков «Business English» («Деловой английский») и «Professional English» («Профессиональный английский»), ориентированных на формирование и развитие умений и навыков, необходимых в будущей профессиональной деятельности. Содержательный компонент представлен большим количеством аутентичных текстов и заданий разного уровня сложности (Pre-Intermediate – Advanced). При выборе материала преподаватель может ориентироваться на общий уровень подготовки группы, а также на уровень владения иностранным языком конкретного студента.

Учебно-методическое пособие призвано помочь в овладении всеми видами речевой деятельности (чтение, аудирование, говорение, письмо) и связанными с ними тремя аспектами языка – фонетикой, лексикой, грамматикой.

Материал пособия можно использовать как на аудиторных занятиях, так и в процессе внеаудиторной самостоятельной подготовки в рамках рабочей программы дисциплины с целью повышение уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладения необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, научной и профессиональной деятельности при общении с зарубежными партнерами, а также может быть использован для дальнейшего самообразования.

UNIT I
ABOUT MYSELF AND MY UNIVERSITY STUDIES



READING

Text I

About Myself

Task I. Find Russian equivalents of the following words and word combinations using a dictionary.

English	Russian
1. To be a first-year student	
2. My immediate family	
3. To be an only child	
4. To enter a university	
5. A freshman (a fresher)	
6. To do History	
7. To take a full course of World and Russian History	
8. To major (to specialize)	
9. To present a course paper to our scientific adviser	
10. To make reports in class	
11. To take several credits and examinations	
12. A research worker	
13. To become quite knowledgeable in the field of history	

Task II. Read and translate the text paying attention to the words in bold.

Let me introduce myself. I am Victor Belov, **a first-year student**. I'd like to say a few words about myself. Let's start with my family.

Well, what can I say about my own family? First of all, it is very small – there are only three of us in **my immediate family**: my father, my mother and, of course, myself. I have no brothers or sisters so **I am an only child**. I love my parents very much and I should say that we are friends. We used to spend a lot of time together but now I live away from home so we have to keep in touch using different messengers.

This summer **I entered Moscow State University**. Now I am **a freshman**, as they put in America, and **I am doing History**. **I take a full course of World and Russian History**. I must say I take a special liking to the subjects in which I am going **to major (to specialize)**. And that is Modern History of Russia which was my favourite subject at school.

There are many historical subjects in our programme. When I am in my third year, I wish to devote myself to the special study of modern and contemporary history by which I am greatly attracted.

Each year we must **present a course paper to our scientific adviser** and **make reports in class** on historical themes. At the end of each term we will **take several credits and examinations**.

As for English, they will teach us not only to read and translate historical documents and literature but to speak English as well. Our English teacher says we must work at the language very hard.

It was shortly before leaving school that I **made up my mind** to enter this faculty and take up history seriously as my future speciality. Whether I will **make** a very good teacher or **a research worker** remains to be seen, but I am sure that eventually I will **become quite knowledgeable in the field of history** and perhaps social sciences.

Task III. Speak about Victor Belov.



USE OF ENGLISH

Fill in the prepositions and adverbs where necessary:

Bob: What are you going to take ... as a career?

John: Architecture. Actually, I've already started. I began my studies ... last October.

Bob: What are going to do when you finish?

John: Oh, I'll go back ... home and practice ... my native town. There's a lot of useful work to be done there – building schools, hospitals, homes ... people.

Bob: What made you decide to take ... architecture as a career?

John: I was good ... Maths and Art ... school and I think I had a certain feeling ... design. My teacher encouraged ... me and said I had a bent ... architecture.

Bob: I find that some young people fail to take ... a career because they're not sure what they want to do and what career opportunities there are.

John: Yes, that's true. But usually your personal qualities show school, don't they? Teachers guide and encourage ... the young to take ... the careers ... which they're best suited.



LISTENING

A – 1. Listen to two people speaking about themselves and find out the information to complete the table. Share your variants with your groupmates.

Name		
Where from		
What university		
What course		
What year student		
When the course started		
How many languages he/she speaks		
Where and Who he/she lives with		
What he/she is going to do		



READING

Text II

My University Studies

Task I. Read and translate the text about a first-year student's life. Copy out the expressions you may need to describe your own university studies.

It had been my dream in high school to study in Moscow University. My dream has come true this year, good luck! I was enrolled the first-year-student of the Maths and Mechanics Department. I have managed to cope with the entrance examinations requirements in all exams subjects. The competition was very tough. Now I am a “freshman” at the Department. Many school-leavers hope to enter Moscow University but only the best out of the best applicants with good training and thorough knowledge are lucky to be enrolled.

The academic year is divided into two terms, each term (semester) ends with the winter and spring exams sessions, when the students must take and pass credit tests and examinations on the subjects studied during the term. We have been studying modern Maths and other subjects since September. Our curriculum involves English classes as well. The attendance of lectures and seminars is obligatory.

I am not a Muscovite and I am living in students' hostel. Some of my groupmates share the room with me. Even at the busiest time – when the examinations are going on – the students get together and enjoy themselves. They arrange amateur concerts and dance. All of them go in for sports and we can choose the sports we like most. As far as I am concerned (as for me), my favourite sports are swimming, skating and football, of course.

When I came to Moscow, I knew very little of our capital. My new University groupmates and friends are showing me the city every weekend. We are very fond of walking about Moscow, sightseeing, admiring its architecture and ancient monuments. Sometimes we go to the cinema and theatre, to museums and exhibitions and afterwards discuss what we had seen. I have already seen a lot of famous spots in Moscow myself, and they have made a deep impression on me.

Of course, we meet with great difficulties in our studies owing to the difficulties between high school Maths and University modern generalized and abstract pure Maths theories. We should read scientific literature and spend a lot of time in the library and the labs. My friends are always willing to help me cope with my troubles. They often stay after classes and lectures, explaining to me the most complicated problems of Maths and other subjects, e.g. English grammar. I have already enlarged my English vocabulary and now I can understand Maths texts in English rather well. Besides, we are making oral and written abstracts of the English texts and it is a very difficult home assignment for me so far.

Task II. Speak about your university studies using the expressions you have copied out from the text.



USE OF ENGLISH

Task I. For questions 1–15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If the line is correct, put a tick (v) by the number in the answer boxes provided. If a line has a word which should not be there, write the word in the answer boxes provided. There are two examples at the beginning (0 and 00).

Starting University

0	My first a few days at university were very	0	a
00	exhilarating and exciting. It was my first time away from	00	v
1	home and suddenly I found myself on my own in a	1	
2	whole new world. Although this was been somewhat	2	
3	daunting to begin with, living in college with a dozens of	3	
4	other students gave me a sense of the security. With no	4	
5	rules to cramp our lifestyle, most of us spent the first	5	
6	week staying up all night for talking and getting to know	6	
7	each one other. After numerous nights of no sleep,	7	
8	however, life settled itself down a bit and I began to pay	8	
9	attention to my studies. University it is very different to	9	
10	school and it is very strange at first to have so much	10	
11	such freedom. As a student of English Literature	11	
12	I only had one hour a day of lectures, but I was expected	12	
13	to spend the rest of the day on studying in the library.	13	
14	I must to admit though, that most of my first year was	14	
15	a time of meeting people and learning to be independent.	15	

Task III. For questions 1–13, read the text below and decide which answer (A, B, C or D) fits best each gap.

A New Start

My first days at University were both exciting and worrying. My first task was to find (1) _____ accommodation. Although it was my first (2) _____ at living on my own, I had a (3) _____ of adventure and I chose a place far from the familiarity of home. My advice is firstly to look (4) _____ university accommodation as it is usually more affordable. If this is not possible read the notice boards in the University campus. You will find a considerable (5) _____ of messages offering a wide variety of (6) _____ accommodation.

If you value your privacy, you could look for a bedsit. As you can (7) _____, bedsits in University towns do not come cheap but there are many (8) _____ that you can turn to if you are interested in this option.

Finally, another thing you could consider is to find lodgings outside town, where accommodation is cheaper. If you want a peaceful neighbourhood where you can do your studying, this could be the (9) _____ for you. Be careful, however, to (10) _____ that area you are

interested in is well (11) _____ by public transport. You need to find something that is only a bus ride (12) _____ from the University. This is the kind of accommodation that I found and I felt that I was able to study better in a rural (13) _____, far from the distractions of student life.

Nº	A	B	C	D
1	right	suitable	correct	exact
2	effort	trial	attempt	struggle
3	feeling	sensation	passion	sense
4	for	through	around	over
5	amount	degree	number	total
6	divided	combined	shared	group
7	imagine	realise	feel	know
8	offices	salesmen	companies	agencies
9	choice	selection	decision	action
10	check	verify	control	see
11	organised	connected	furnished	provided
12	far	long	along	away
13	context	background	setting	environment



READING

Text III

“Hello, My Name is ... Freshman!”

Task I. Read and translate the text into Russian in written form.

Most colleges and universities in the United States have an orientation at the beginning of freshman year, when new students learn about each other and their campus.

Some schools call it “Orientation Week.” My school, Carleton College in Northfield, Minnesota, calls it “New Student Week,” but the basic idea is the same: Incoming students are sorted into groups with other students, assigned upperclassmen leaders who know the school, and put through team-building and training exercises to become familiar with how to live away from home and make new friends.

Many of the seminars also deal with important issues like diversity, alcohol and drug use, and sexual consent. This is a brief guide on how to make the most out of your Orientation Week, based on my own experience at Carleton.

First, be open to new things and people!

Orientation Week is your introduction to the campus and community you’ll live with for the next four years. Everyone around you is as nervous and scared as you. And as eager to meet new people and make friends. Even if you don’t end up meeting your best friends during orientation, you’ll undoubtedly meet people whom you can say hi to and sit with at meals.

The core group of friends I made during my orientation isn’t the group I hang out with now, but I still keep in touch with most of them. And having them to support me those first few weeks at

an unfamiliar college was really important. We made it through navigating the Dining Hall together, we went to our first college party together, we talked about our first classes and tests.

I remember the openness of the social scene the first weeks at college. Anyone wearing a freshman nametag was a potential friend, and I was welcome to sit with or talk to any of them.

It's also important to try new things during your first weeks at university. Colleges will often have an event during the first week or so of school called the "Activities Fair" at which campus groups and activities gather to recruit new members. New students can wander through the fair and choose activities for the coming year.

Sign up for a bunch of things and try them out. You can always quit if you don't like something or don't have time for it, but it's hard to join late. I joined way too many clubs at the beginning of my freshman year and had to quit some of them, but I got a sense of campus and got to meet new people. And you never know what you'll really enjoy!

I randomly signed up for auditions for a sketch comedy group. I'd never done theater or comedy before, but decided I may as well try out. I was accepted into the group after auditioning and have had a wonderful experience with it! So, you never know what you'll enjoy.

Second, make use of international student events.

International students say these events help them get used to life in America. International student events are great ways to get to know students who can guide you through culture shock and other difficulties. You'll also meet other international students who are going through the same thing you are.

Many universities have dedicated students and staff to make sure your time at their school is as successful as possible. Events like these are excellent ways to meet those people who you can turn to for advice later on.

Third, don't feel pressure to do anything you aren't comfortable with.

Being in an unfamiliar place is hard. You don't know the rules yet, and aren't totally comfortable with how everything works. In a lot of ways, that's really exciting, because you get to learn new things and meet new people!

In other ways, however, it can be a challenge. There are parts of American college that can be dangerous. Most students will use drugs and alcohol during their time at college. Hook up culture, a culture of casual intimacy, including sex, can be difficult to navigate.

The most important thing to remember is that you have total control over what you do. No one should pressure you into anything that makes you uncomfortable. You can always say "No."

If you remember those things and are willing to ask people for help and guidance, the first weeks of college will be an amazing time. Look out for yourself and other people, and try new things you want to try.

College is an amazing opportunity, and it starts with orientation. Here's hoping you have a great one!

<https://blogs.voanews.com>

Task II. Speak about the tips how to make the most out of your Orientation Week mentioned in the article.

Task III. Speak about ‘Orientation Week’ at your University.



READING

Text IV

My First Day at College

Task I. Read an article in which a student describes her first day at college. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

I had dressed quite nicely for my first day as a student. At 16, I had been upgraded from lowly pupil to proud student upon enrolment at St. Anne’s College of Further Education. I would be spending the next two years on a drama foundation course, which I hoped would pave the way for me to become one of the great actresses of British theatre. In celebration of this new beginning and higher status, I had swapped my usual ripped jeans and sloppy jumpers for a pair of clean dungarees with a neatly pressed white shirt and, much to my mother’s shock, I had actually brushed my hair.

Like many young people my age, I was under the impression that the best way to show your individuality and creativity by wearing the kind of clothing that my despairing mother claimed was not fit to be seen in public. But for my first day as a student I had made an effort to look what my mother called ‘respectable’.

There were fifteen of us, sitting in a large circle on wobbly old chairs in the theatre hall, while the head of the drama department, Mr Wilson, gave us a warm welcoming speech and told us all about the course we were about to start. To my horror, he then invited us to say a little bit about ourselves and why we had decided to do a drama course. I had no idea what I would say in front of all these people, which was a bit embarrassing for a would-be actress. The truth was that despite a taste for unusual clothing, I was painfully shy.

My alarm grew as it came closer to my turn. My mind went blank and my mouth dry in dread of making a complete idiot of myself within the first hour of my new life. One by one, the new students enthusiastically explained their reasons for their longing for the stage. Then it was the turn of a girl who I hadn’t really noticed until that moment because I was too busy panicking about what I would say.

While the other students, including me, looked fresh-faced and eager to please sitting bolt upright on the rickety chairs, this girl stood out like a sore thumb. She was slumped down so low in her chair and her jacket collar was pulled up so high that you could hardly see her face at all. All that was visible was a mop of untidy short brown hair and extraordinary large, furious blue eyes. She briefly poked her chin above her collar and grunted, “My name’s Tracy and I’m from Blackburn”. She then retreated like a turtle back into her shell leaving only her wild blue eyes on show and added no further information about herself.

Everyone smiled politely in stunned silence but I was both impressed and relieved: I was impressed by her bravery in saying almost nothing even under the pressure, and relieved that you could get away with saying so little about yourself. It gave me the confidence to say just a few words, without saying too much and sounding foolish.

After Mr. Wilson at long last let us out of the hall to go to lunch, I managed to find the courage to go up to Tracy. She was sitting alone at a table in the cafeteria still slumped in her chair, eating a bar of chocolate. She looked very unfriendly and unapproachable. Taking a deep breath, I introduced myself. To my surprise, she looked up at me with her huge eyes and gave me a very bright, sweet smile. That was twenty-seven years ago, and although we never did become famous stars of the stage or screen, we're still best friends.

1. Why did the writer change her appearance for her first day at college?

- A She was responding to pressure from her mother.
- B She wanted to look like a great actress.
- C She felt it was appropriate to look neat and tidy.
- D She wanted to fit in with the other students.

2. What do we learn about the writer in paragraph 3?

- A She was not as extroverted as she may have seemed.
- B She was unsure of her reasons for wanting to do the course.
- C Her clothing differed to other students'.
- D She was afraid that she would find the course too demanding.

3. The writer tells us that as she waited to speak,

- A she became more confident about what she would say.
- B she worried that she would embarrass herself in front of the others.
- C she began to wonder if she had made the wrong choice of career.
- D she found it hard to concentrate on what the others were saying.

4. What does 'their longing for the stage' mean in paragraph 4?

- A their decision to do the course
- B their determination to act
- C their enthusiasm about the course
- D their strong desire for an acting career

5. When the writer tells us that the girl she had just noticed 'stood out like a sore thumb' she means that she

- A seemed as if she was in pain.
- B was noticeable as she was different to the others.
- C looked very uncomfortable.
- D wasn't sitting with the others.

6. What does ‘it’ refer to in the sentence ‘It gave me the confidence to say just a few words, without saying too much and sounding foolish’?

- A the fact that all attention was currently on Tracy
- B the other students’ reaction to Tracy
- C the fact that Tracy hadn’t said very much
- D the fact that Tracy seemed anxious, too

7. When the writer introduced herself to Tracy,

- A she responded more positively than expected.
- B she made it clear that she wanted to be by herself.
- C she totally ignored her and carried on eating.
- D she seemed surprised that anyone had spoken to her.

8. What was the writer’s main purpose in writing the article?

- A to tell us how she felt on her first day at college.
- B to explain why she decided not to become an actress.
- C to show how her first day at college changed her character.
- D to show how her overcoming a fear led to meet her best friend.



SPEAKING

Discuss the following points:

1. What are you studying at university? Why do you take this course?
2. Was it difficult for you to make up your mind to enter your faculty? Why/Why not?
3. What are you going to do after graduating from university?



WRITING

Use Text I as a model and write an essay “About myself” of between 120–180 words.

Include the new vocabulary from Unit I.

UNIT II
DIFFERENT UNIVERSITIES
Text I
Moscow State Lomonosov University



BEFORE READING

Answer the following questions:

1. Are there many universities in Russia?
2. What is the most famous one?
3. When was it founded?
4. Is it easy to enter this university? Why/why not?
5. Would you like to study there? Why/Why not?

Task I. Give Russian equivalents to the following word combinations using a dictionary.

- | | |
|--|---|
| 1) academic excellence | 8) quality of research facilities |
| 2) the applied fields | 9) applicants for admission |
| 3) students' abilities | 10) encourage students |
| 4) professional body structure | 11) attain one's proper place |
| 5) education system quality | 12) a diverse range |
| 6) appreciate and enjoy first-class training
programs | 13) students and specialists exchange
programs |
| 7) the teaching faculty | |



READING

Task II. Read and translate the text paying attention to the underlined words. Then speak about Moscow University.

Nowadays there exist many universities in Russia. But not all universities are equal. They differ from one another in history, tradition and academic organisation. Moscow State Lomonosov University founded in 1755 is the first and the largest university world-famous for its academic excellence. The university consists of Faculties (Departments) of Natural Science, Law, Economics, Informatics and Arts (Humanities).

The Moscow Lomonosov University's graduates have got the highest-quality education in Russia, they go on to become professionals not only in education sphere but in the applied fields as well, e.g. (for example) in the field of finance, management, marketing and international business. The methodological principle of the University training programs combines the experiences of both Russian and international educators with the peculiarities, traditions and needs of Russian society. The University has a world-wide image in terms of students' abilities, professional body structure and education system quality. According to the national rating in the field of education Moscow

Lomonosov University is the best. The students of all University Departments (Faculties) appreciate and enjoy first-class training programs, benefit from the highly professional specialists' experience, modern methods of teaching, an enthusiastic atmosphere and a genuine educators' desire to be helpful. The Russians place a high value on education at Mathematics and Mechanics Department. The factors determining the Department image and prestige are: 1) the top quality of the teaching faculty; 2) the quality of research facilities (labs); 3) the number and competence of applicants for admission. Admission to the Department is by tough competitive examinations. The Department teaches in all major subject branches of modern Maths. The faculty staff members are experts in their professional fields. Their teaching encourages students to learn Maths and mechanics in the most effective way.

The University teaching staff members of all Departments are proud of the successes achieved, they are looking forward with confidence and they firmly believe that their contribution to the new and reformed system of education can help Russia attain its proper place among the leading countries in the world. For decades Moscow Lomonosov University has been training professionals for work abroad as well and has acquired vast experience in students and specialists exchange programs that are practically unavailable in other educational establishments. From the very first days of its existence the lab faculties and teaching staff of the University have set themselves a difficult task of becoming the best Russia's educational center. They have been creating and offering both Russian and foreign students a diverse range of training, consulting, scientific research and other services, so necessary for any successful educational institutions.

Text II

Harvard University

Task I. Read and translate the text.

Harvard, the oldest university in America, founded in 1636, is second to none in the world. Probably this is the most famous, prestigious and noble place to study. Even though this year it was ranked second in the world according to the World University Ranking, the actual level of its teaching standards and scientific research is undoubtable.

It would take an entire magazine's space only to list all the famous alumni and their achievements. But there are two of them who are particularly interesting for us. Their stories are very similar; they were accepted into Harvard, then came up with a kind of innovative and unbelievable idea, and finally dropped out of the University. Their names are William Henry Gates and Mark Zuckerberg. The first one invented Windows and is now one of the richest people in the world. Well, the second one was named the Person of the Year by *Time* magazine, and he created Facebook. It is fascinating to see how these two students have changed the world.

I don't know whether someone can explain this immense success of Harvard's students. It is difficult to believe that this is simply a coincidence; there should be something else that influences young minds. Probably it all began in 1620, when the *Mayflower* arrived in the unknown land, which later on would be called the United States of America. The entrepreneurial ambition and

belief in a new life influenced every single aspect of people's lives. I reckon that there are a few critical issues at Harvard: atmosphere, teaching standard, size of classes, individual work and, most important, the desire to study, study and study. In Harvard, students want to explore and to learn, and are always motivated by its brilliant teaching staff. It is a different philosophy, which aims to see something special in each student rather than simply produce office clerks.

This summer, I was privileged to do an on-line course at Harvard University. It did not require anything specific in the application process, simply IELTS results and some other relevant educational information. The crucial thing is the organization of the overall educational process. Many students from different parts in the world want to listen to the lectures. To satisfy their desire, all the lectures are recorded and then uploaded on a special webpage. And to make life even easier, the videos are divided into logical segments, so that it does not take too much time to find the required part. You would probably be interested to know how the given assignments are marked. In the era of the internet, this should not be a problem. You can do homework in Microsoft Word and insert drawings if necessary, or write by hand on paper and then scan it. I was personally surprised at the level of organization. In the first few days, I received e-mails explaining the whole process of submitting assignments, deadlines, contacts of people who are in charge of different segments, etc. This very well-structured system actually motivates one to study and do everything in time. When you know that late homework is not accepted, you are more likely to do it in time, especially considering that each mark influences your final mark.

Finally, it is worth saying a few words about teaching at Harvard. Well, it is so fascinating and unprecedented that it is difficult to describe. The most important thing is that professors always take their time; they especially emphasize the students' understanding and involvement. It only takes writing an e-mail to ask a question or to arrange a personal meeting.

You think that it is impossible for everyone to see these lectures? That's not true. Many lectures are available on-line on YouTube, so you can find one that is particularly interesting to you and make as if you were a Harvard student (or at any other university from the Ivy league) here:

*(By Alexey Grabarnik, University College
London BSc Mathematics with Economics)*

<http://www.youtube.com/user/Harvard>

Task II. Speak about the organization of the overall educational process at Harvard University.

Task III. Before you read an article about Harvard alumni look at the words (1-10) and choose the correct meaning (A or B).

1. keeps tabs on A) stay connected with B) attach importance to	6. temptation A) feeling you want to do something or have something B) a formal offer to supply goods
2. gadgetry A) technology B) plastic tools	7. staggering A) disappointing B) astonishing
3. cyber-success A) achievements in computer programming B) success which is not actually real	8. adamant A) determined B) indecisive
4. peaked A) dropped B) reached a high point	9. sound A) stupid B) sensible
5. mushrooming A) picking mushrooms B) growing or coming into existence very quickly	10. green A) young and inexperienced B) wise and well-informed

Task IV. Read the newspaper article about Harvard alumni and translate it paying attention to the words of Task III.

In 2004, a Harvard student named Mark Zuckerberg decided that he needed a way to keep tabs on his schoolmates over the Internet that was easy and fun. So, he created a modest little website using social network gadgetry. Two years later, he had managed to raise \$37.7 million and had registered about 7 million users. The name of his website was Facebook.

Zuckerberg, however, was not satisfied. Success is one thing, world domination is another. And he didn't want cyber-success. He wanted the real thing. His main competitor was the social network MySpace. After reaching 8 million users, mainly college students, Facebook seemed to have peaked, while MySpace just kept mushrooming, reaching 100 million users in 2006.

Temptation knocked that same year. Yahoo wanted to launch a social network, and made an offer to buy Facebook from Zuckerberg. Initially he agreed to sell for a staggering one billion dollars in cash. But then Yahoo hit some problems, times were difficult, and they reduced the offer. Offended, and no longer convinced that Yahoo was a reliable partner, Zuckerberg turned down the new, reduced offer. Yahoo then changed its mind and made the one-billion-dollar offer again. But Zuckerberg was adamant: no. Little more than a teenager, he walked away from a billion dollars and kept his baby, Facebook.

It seems that he made a sound decision. Without the help of Yahoo, he managed to help Facebook grow from a college network to a total social network used by a vast variety of people around the world. Zuckerberg is compared to gurus like Steve Jobs of Apple and Bill Gates of Microsoft. Something like 1 million people per week sign up to use Facebook, and the majority are

people over 35, meaning that it has really moved away from its college basis. In 2007 Zuckerberg sold a 1.6% share in Facebook to Microsoft. At that time the value of Facebook was estimated at an overwhelming \$15 billion.

Born in 1984, but far from green, Zuckerberg is now considered to be one of the wealthiest men in America.

Task V. Look through the text again and answer the questions below.

1. What was Mark Zuckerberg in 2004?
2. What did Mark Zuckerberg decide to do to keep on tabs with his schoolmates?
3. Why wasn't he satisfied with his success?
4. What temptation did Mark Zuckerberg have to deal with?
5. Why didn't he sell his baby, Facebook?
6. Who is Mark Zuckerberg compared to? Why?
7. What is he now?



LISTENING

A – 2.1. Listen to a first-year student telling us about her university and find out the information to answer the following questions:

1. What news has she got to tell her friend? Why is it great?
2. When and why was the university founded?
3. How many faculties are there at the university? What faculty does Lucy study at?
4. What subjects do Lucy and her fellow students major in? Why?
5. Why do Lucy and her fellow students feel pressed for time?
6. Does Lucy enjoy her student's life? Why/Why not?



READING

Text III

Top 10 Universities in Russia

Task I. Look at the title of the article and name 10 top universities in Russia from your point of view.

Task II. Read and translate the article.

The *QS BRICS University Rankings 2019* features an impressive 101 of the top universities in Russia, ranked based on a methodology which assesses each institution on eight indicators. The BRICS ranking, launched annually since 2013, aims to highlight the strongest institutions in the fast-growing economies of the BRICS countries (Brazil, Russia, India, China and South Africa).

Read on to discover this year's top 10 in Russia, along with information on each institution's subject strengths in the latest QS World University Rankings by Subject.

10. Moscow State Institute of International Relations – MGIMO University

Dubbed the ‘Harvard of Russia’ by Henry Kissinger, **Moscow State Institute of International Relations – MGIMO University** is down slightly in this year’s BRICS ranking to rank 44th, but nonetheless remains one of the 10 highest-ranked universities in Russia, not to mention one of the hardest to gain admission for. MGIMO earned a perfect score for faculty-student ratio indicator, showing that students have good access to tutors.

On an international scale, MGIMO placed joint 355th in the QS World University Rankings® 2019, and looking at the latest rankings by subject, it appears in the global top 100 for politics.

9. Tomsk Polytechnic University (TPU)

Heading to the Siberian city of Tomsk, **Tomsk Polytechnic University (TPU)** has climbed 10 places in the BRICS ranking to now rank 39th, making it ninth among the top universities in Russia. Also ranked joint 373rd in the latest world rankings, TPU achieved a perfect score in the international students category of the BRICS, with 25 percent of its 15,000 students coming from outside Russia. TPU was established in 1896 as Tomsk Technological Institute, making it the oldest technical university in Siberia.

Reflecting its long history and reputation as a leading institution for applied science and technology, TPU appears in the subject rankings for six engineering and science disciplines, with its best score for chemical engineering (in the 201–250 range).

8. National Research University – Higher School of Economics (HSE)

National Research University Higher School of Economics (HSE), located in Moscow, is up two places to rank 37th in this year’s BRICS, and was also ranked joint 343rd in the latest world university rankings. HSE was placed 12th in the faculty/student ratio indicator, with 7,000 lecturers and researchers and 35,100 students. HSE is the youngest Russian university in this list, having been founded in 1992, but has nonetheless been able to establish itself as a premier university in the country.

Looking at the subject rankings, HSE was included among the world’s best for 13 subjects, including positions in the global top 100 for sociology and politics.

7. Bauman Moscow State Technical University (BMSTU)

Staying in Moscow, **Bauman Moscow State Technical University (BMSTU)** is ranked joint 33rd in this year’s BRICS and joint 299th in the world. It earns a perfect score of 100 in the faculty/student ratio indicator, as well as coming 10th for employer reputation. BMSTU was established in 1830 and has since gained a reputation as a leading center of higher education and research engineering. It is highly active with international activities, with numerous exchange programs for both staff and students, as well as collaborations with partner foreign universities and companies.

BMSTU is ranked among the world’s best for five subjects as of 2018, achieving a position in the top 200 for mechanical engineering.

6. National Research Nuclear University “MEPhI” (Moscow Engineering Physics Institute)

National Research Nuclear University, also known as MEPhI, continues to climb in the BRICS ranking, having gone up five places to rank 30th, overtaking BMSTU in the process to claim

sixth place among the top universities in Russia. Originally founded in 1942 as the Moscow Mechanical Institute of Munitions, MEPhI is now a fully global university which has adapted the Bologna Process (a process of standardizing higher education in Europe). And while it already has a perfect score in the international students indicator, MEPhI nonetheless aims to have 21 percent of its students be international by 2020.

Also appearing in the world rankings at joint 329th*, MEPhI is in the global top 100 of the subject rankings for physics & astronomy, and is also ranked for mathematics, computer science and electrical engineering.

5. Moscow Institute of Physics and Technology State University

Next in our look at the 10 top universities in Russia this year is **Moscow Institute of Physics and Technology State University** (MIPT), which climbed seven places to rank 21st in BRICS, and also came 312th in the most recent world university rankings. Established in 1951, MIPT is considered one of the leading institutions in the country for physics and technology. Many of its alumni have gone on to successful careers in science, politics, business, cosmology, and its faculty includes a number of leading Russian scientists.

MIPT is internationally ranked for six subjects, with its highest rank for physics & astronomy (in the top 100).

4. Tomsk State University (TSU)

Heading back to Siberia, **Tomsk State University (TSU)** climbed seven places to rank 19th in this year's QS BRICS ranking, with perfect scores for both the faculty/student ratio indicator and the international students indicator. Also ranked joint 277th in the world, TSU was founded in 1878 as the Siberian Imperial University, and it now hosts about 18,000 students, 2,000 of whom are from outside Russia. There are English-taught programs available at both bachelor's and master's level in subjects such as linguistics, computer science, management and physics.

TSU is in the subject rankings for five fields, with spots in the top 250 for physics & astronomy and modern languages.

3. Novosibirsk State University

Novosibirsk State University (NSU) is ranked 12th in this year's BRICS and joint 244th in the world, and achieves its strongest score for the international students indicator. Students at NSU benefit from the university's location at the world-leading science center of Akademgorodok ('academic town'), which is the educational and scientific center of Siberia, and home to numerous research institutes and facilities. There are English-taught programs available at master's and PhD level, but students choosing to study in Russian can improve their knowledge with NSU's intensive 12-week summer school.

Novosibirsk State University is ranked among the world's best for 10 subjects, with a spot in the global top 100 for physics & astronomy.

2. Saint-Petersburg State University

Saint-Petersburg State University (SPbU) continues to climb in the BRICS ranking this year, now placed 11th and overtaking Novosibirsk State University as second among the top universities in Russia. Also ranked 235th in the world, SPbU is the oldest university in Russia,

having been founded in 1724 by Peter the Great. Around 400 interdisciplinary programs and 1,000 non-degree programs are available, mostly in Russian, although some English-taught master's programs are available. Notable alumni of the university include nine Nobel Prize winners and other notable figures, such as Russian President Vladimir Putin.

Of the 15 subjects Saint-Petersburg State University is internationally ranked for, it appears in the global top 100 for three: modern languages, mathematics and linguistics.

1. Lomonosov Moscow State University

Lomonosov Moscow State University (MSU) holds on to the top spot among the top universities in Russia, down one place to rank sixth in this year's BRICS. Also ranked 90th in the most recent world university rankings, MSU's main building is the tallest educational building in the world, and the university is also home to one of the largest library systems in Russia, with around 10 million books, 2,5 million of which are in foreign languages.

Lomonosov Moscow State University was ranked among the world's best for 28 of the 48 fields covered in the QS World University Rankings by Subject, including positions in the top 50 for linguistics, physics, mathematics, modern languages, hospitality & leisure management and computer science.

* *QS World University Rankings – an annual publication of university rankings by Quacquarelli Symonds (QS)*

<https://www.topuniversities.com>



LISTENING

A – 2.2. Listen to the speaker telling you about the best universities in the world and decide if the statements below are True (T) or False (F). Then share your variants with your groupmates.

1	Baghdad University is the second Iraqi university to get on the list.	T / F
2	Baghdad University got in the top 500 universities in the world.	T / F
3	The Times said praised the university for its international cooperation.	T / F
4	The Times said the university should have done more to rebuild Iraq.	T / F
5	Baghdad University is the largest university in Iraq.	T / F
6	The origins of Baghdad University start in 1067.	T / F
7	The University of Baghdad was established in 1956.	T / F
8	A student said the University of Baghdad was held in low esteem.	T / F



SPEAKING

Answer the questions about Nizhnevartovsk State University:

1. Are there many universities in Nizhnevartovsk? What are they?
2. What university are you studying at?
3. When was it founded?
4. What Faculties (Departments) does the university consist of?
5. What factors determine the university image?
6. What programs does Nizhnevartovsk State University offer their students?
7. Are you proud of being a student of this university? Why/Why not?
8. What is your department?
9. How long does your course last?
10. Where would you like to work after graduating from university?



WRITING

You are going to take part in a writing competition. Your task is to present your university. Write an article for the competition under the title “My University” in 120–180 words. Use *SPEAKING* part as a plan.

UNIT III
MODERN UNIVERSITY EDUCATION:
PROBLEMS AND TENDENCIES



READING

Text I

The New Role of University Education

Task I. Give Russian equivalents of the following words and word combinations.

English	Russian
1. To be held	
2. To emerge rapidly	
3. To carry out	
4. In the framework of	
5. Well-rounded education	
6. The acquisition and strengthening of job skills	
7. To be crucial for	
8. To provide constant student-teacher link	
9. To meet the challenges adequately	
10. To implement the new technological achievements	

Task II. Read and translate the text into Russian.

The *first International UNESCO Congress* entitled “Informatics and Education” was held in Paris, the second – in Moscow State Lomonosov University in June 1996. The word “Education” in its title has a special purpose. In recent years new technologies are emerging more rapidly than the possibility of their use in education. This fact causes that the place of education in modern world should be reconsidered and reappreciated.

The place and time of holding the second Congress in Moscow University with its world-famous image were determined by the “Resolution: Effects of Informatics Application on Education System of the 27th session of the General UNESCO Conference. There were other suggestions, but Russia has got strong advantages, viz. (namely), reforms carried out in the field of education in Russia beginning in 1991.

In the framework of “Open Education System for the 21st Century” Russia has proposed two projects: 1. *World Technological University*; 2. *Distance Education and Scholarly Cooperation Program* which is open for participation of any state. The well-rounded education of population, informatics and new technologies in education are the main ideas of the program. The order and tasks from education to industry for the first time were formulated in the report of Moscow University Rector.

Currently in Russia there are more than 150 “*Information Technological Centers*” which have access to the Internet. Nowadays it is necessary and urgent for education to implement the new technological achievements. They present completely new possibilities for creative work, for the

acquisition and strengthening of job skills as well as the ability to apply new teaching techniques in practice.

Today Russian universities and higher educational institutions are not only centres of science education and culture but they are centres of business activity as well. Thanks to telecommunication networks students cannot only essentially increase their information potential, but also get a unique possibility to communicate with their colleagues all over the world. In fact, Russia's students can graduate from foreign universities while remaining in Russia. Also many countries abroad study the Russian language and get engineering and humanities education using information networks. The creation of Unified System of Distance Education with the use of both available now and newly developed technical aids is crucial for Russia. Distance learning based on the use of computer telecommunication networks provides *constant student-teacher link*.

The Congress in Moscow was of considerable interest not only for scientists, specialists and educators. The use of information technologies has been supplying a lot of good to the mankind. But it also challenges to human mind, practical activity of people, public morals, economics and international politics. The creators of new technologies, all those who teach and learn should meet the challenges adequately to bring the mankind into the 21st century.

Task III. Answer the following questions:

1. Why did the word “Education” in the title of two first International UNESCO Congresses have a special purpose?
2. What are the two projects Russia has proposed in the framework of “Open Education System for the 21st Century”?
3. Why is it necessary and urgent for education to implement the new technological achievements?
4. What possibilities do Russia’s students get thanks to telecommunication networks?
5. What has the use of information technologies been supplying to the mankind?



LISTENING

A – 3.1. Listen to the speaker presenting the information about Finland education system and choose the correct option to answer each question.

<i>1) What is Finland not satisfied at being on top of?</i> a) a league b) education leagues c) the world d) education	<i>2) What does Finland's government want to prepare young Finns for?</i> a) school b) tests c) leagues d) the digital age
--	--

<p>3) What do teachers use in class to create models?</p> <ul style="list-style-type: none"> a) Lego b) clay c) 3D printers d) paper 	<p>7) What did a teacher say was not divided into disciplines?</p> <ul style="list-style-type: none"> a) tests b) rules c) our brain d) curricula
<p>4) What does the government want to encourage?</p> <ul style="list-style-type: none"> a) learning in real-life work settings b) performance c) promotion d) officials 	<p>8) What kind of crises did the teacher mention?</p> <ul style="list-style-type: none"> a) global crises b) teacher crises c) school crises d) student crises
<p>5) What would be evaluated by a teacher and a company official?</p> <ul style="list-style-type: none"> a) work places b) students' performance c) schools d) tests 	<p>9) What did the teacher say children have not been given?</p> <ul style="list-style-type: none"> a) homework b) tests c) books d) tools
<p>6) What did a teacher say it was necessary to see a shift in?</p> <ul style="list-style-type: none"> a) educational methods b) reforms c) students d) exams 	<p>10) What kind of world did the teacher say children need to deal with?</p> <ul style="list-style-type: none"> a) a big world b) a world in trouble c) an inter-cultural world d) a growing world



READING

Text II

The Internet Distance Education

Read and translate the text. Express your point of view on the Internet distance education.

For the decades universities and colleges have been looking for ways of offering courses to students who do not have access to the university campus, usually because of physical distance. The World Wide Web (WWW) is beginning to see and develop activity in this regard and this activity increases dramatically every year. The Internet offers full university-level courses to all registered students, complete with real-time seminars and exams and professors' visiting hours. The Web is extremely flexible and its distance presentations and capabilities are always up-to-date. The students can get the text, audio and video of whatever subject they are willing to have.

Many educational resources already are available through the Web. Libraries are adding their catalogs and universities are posting information about degree programs in the Web. You can find research documents containing information about almost any subject. Before long (soon), travelling to a library to find this information may become a near obsolete venture (out-of-day practice). Instead students can find any information sources they need without leaving their desks.

After human teachers (tutors, educators), the Internet may represent the most important educational resource in the world providing (if) every student has got a computer. This is not the case, unfortunately. The Internet, as it stands now, is an exercise in the expansion of inequality. By and large, the students who have got access to the Internet already have access to well-supported schools, well-paid teachers and well-stocked libraries. Students who do not have access to computers or the Internet often do not have else either. The problem of getting classrooms online is often exacerbated (aggravated, made worse) by the presence of board members, administrators and teachers who don't recognize that the educational values of computers and online communications far exceed the cost. Web pages can offer access to a world of information about and exchange with other cultures and communities and experts in every field.

The possibilities for education on the Web are amazing. Many college and university classes presently create Web pages for semester class projects. Research papers on many different topics are also available, even primary school pupils are using the Web to access information and pass along news to other pupils. Exchange students can communicate with their classmates long before they actually arrive at their new school.

There are resources on the Internet designed to help teachers become better teachers – even when they cannot offer their students the benefits of an on-line community. Teachers can use university or college computer systems or home computers and individual Internet accounts to educate themselves and then bring the benefits of the Internet to their students by proxy (по доверенности).

There are other Internet applications: scheduling, inter-personal communication, meeting, international conferences and congresses – can be particularly valuable to teachers, students and others with an interest in education. Many Internet and education specific resources make great inroads into creating information “on demand”. This page can be of special interest to college students or those who are heading for the university.

Text III

Enabling Higher Education:

Government Funding for Distance Learners

Task I. Read and translate the article.

Today's technologies are transforming the educational landscape, effacing barriers that once limited learning, and bringing opportunities to millions of people who were once unable to pursue the courses they needed to improve their lives. Thanks to the Internet, mobile technology, and the latest generation of interactive learning platforms; students from all walks of life and in all corners of the world now have access to a vast catalogue of courses. From career-enhancing professional qualifications to skill-building training courses and traditional academic subjects, the options are nearly endless – and yet still growing every day.

So, in the autumn of 2012, the UK government officially acknowledged the massive importance of distance learning platforms by extending student loans for the first time to students

studying with accredited online course providers. Now, UK citizens who enroll in part-time or fulltime distance learning courses can enjoy the same financial advantages that full-time university students have long benefited from.

Education Legislation and Student Loans

The new legislation is a major step forward for the nation's educational system, and represents an important movement toward increased socioeconomic equality by bringing academic access to a huge swath of the population that was once left out of these government aid programmes. Many of the most economically disadvantaged Brits are unable to leave their careers in order to pursue traditional university degrees, and groups including single parents and those who must care for elderly relatives found it simply impossible to enroll in the previous generation of limited student loan schemes.

Now, however, those who need them most are finally able to apply for Tuition Fee Loans to cover the expense of learning the skills they need to become upwardly mobile in the workforce. With average distance learning undergraduate degrees costing about £15,000, the price of education is already quite high – and still rising. Loans obtained through the UK Government's Student Loan Company are a vital resource.

But not only are the UK's student loans now widely available for students pursuing diverse modes of study, but they are also some of the best student loans in the world. After completing the programme, loan repayment does not begin until the graduate lands a steady job and starts earning an income that exceeds a minimum threshold of £21,000. The payments are automatically deducted from each paycheck, and the rate of repayment corresponds to salary. Yet those who earn less, and thus pay off the loans more slowly, are not penalized in any way; and there is no incentive to pay off the loans as quickly as possible. In fact, higher earners are charged higher interest rates, and thus eventually pay back a greater sum for the loan than those who earn less. So, the more you benefit from the government-funded education, the more you repay.

Full-time students can borrow up to £9000 annually with the Tuition Fee Loan, and if the debt is not paid off within 30 years of graduation (because the graduate has not earned a sufficient salary to do so), the loan is formally written-off. So, whereas student loans in the United States, for example, burden graduates with the need to immediately enter the workforce in the highest paying job possible to repay their loans as quickly as they can; in the UK, graduates are free to pursue the career paths they most desire without the pressure of a looming and steadily increasing debt.

So, if you are interested in taking advantage of these impressive government funded programs for distance learners, browse through our listings here at Telegraph Courses today. We offer a tremendous range of study options with accredited online course providers, and can help you take the first step toward a more satisfying career in the field you've always dreamed of joining.

<https://courses.telegraph.co.uk>

Task II. Summarise in your own words the reason given in the article for why the UK government supports distance learners.

Text IV

Online Education: From Good to Better to Best

Task I. Read the text and translate it in written form using the dictionary.

For a while now, online education has been a good option for students who – for various reasons – can't access on-the-ground education. And although there are still examples of rudimentary online courses out there (think compliance training), both the technology and the pedagogy powering online learning have gotten considerably better over the last decades. And now, fairly suddenly it seems, there are a growing number of cases where online education is actually *outperforming* its traditional classroom counterpart. Evidence of student success and, indeed preference, for the online classroom is mounting – and this will serve widespread benefits for all of us.

Students are increasingly turning to online courses because they have become a *better* way to learn.

Online courses offer students greater control over their own learning by enabling them to work at their own pace.

More engaging multimedia content, greater access to their instructor and fellow classmates via online chat, and less likelihood of outside scheduling conflicts can contribute to improved retention metrics.

Online courses also tend to include more frequent assessments. The more often students are assessed, the better their instructors can track progress and intervene when needed.

On a variety of measures, many students who have taken both face-to-face and online courses now rank their online experiences equal to or better than their more traditional classroom courses (**1216**).

<https://www.forbes.com>

Task II. Look through the text again and decide if the statements below are True (T) or False (F). Correct the false ones.

1	Online education has been always a good option for students	T / F
2	All online courses are well-developed nowadays.	T / F
3	Traditional education can't be outperformed by online education.	T / F
4	Students are reluctant to do online courses.	T / F
5	Students can be easily controlled while doing online courses.	T / F
6	Online courses are characterized by outside scheduling conflicts and infrequent assessment.	T / F
7	There's no problem to see students' progress while they take online courses.	T / F



USE OF ENGLISH

Task I. Three people are speaking about their learning experience. Complete each space with a suitable word. The first letter of each space is given.

1) I left school without any q....., and with no real job p..... But then I started doing e..... classes at the local f..... education college. And now I'm a mechanic, and delighted with my job! I'm going to e..... the university.

2) I've just finished university, although I'll have to go back for my g..... ceremony in October. So now I'm the proud possessor of a d..... in Modern Languages. At last I can get down to earning some money and paying back my l..... from the government. My friend is luckier than me in this respect – she's off to the States. She has a s..... to study at Yale University.

3) When I was 28, I decided I wanted to go back into education, as I was getting more and more interested in English Literature. One option was to become a m..... student at a university, but I couldn't afford this full-time commitment. So in the end I signed up for a c..... course, or 'distance learning', as it's called. I sent my essays and a..... to a tutor by post and also communicated with her by e-mail.

Task II. For questions 1–12, read the text below and then decide which answer A, B, C, D best fits each space. The exercise begins with an example (0).

(0) A displayed B shown C presented D known

Social Media

Good news for students! New research has (0) B that there are benefits to allowing students to access Internet-based social media, such as blogs, websites and student-friendly social networking sites, while at school. Students who do so complete more assignments, get better marks and (1) _____ classes more often. Because students are (2) _____ to them in their free time, social media sites and apps can (3) _____ a great way for them to learn.

One positive aspect of the Internet is the (4) _____ variety of educational content available online. As well as encyclopaedias and dictionaries, there are websites which students can access for virtually every subject. Content (5) _____ from technology and literature to fashion and the arts. Teachers can also encourage students to read particular news websites and write reports (6) _____ on what they've read.

Another benefit is the (7) _____ of blogs for homework assignments. When teachers ask students to write a blog as an assignment, the students seem to (8) _____ the work more seriously, realizing that what they write will be seen and read by others. Because of this, they make more of an (9) _____.

Of course, there are risks (10) _____ with Internet access, particularly in terms of restricting inappropriate content. Having said that, there are safe, free social media apps and programs available, many of which are specifically (11) _____ for doing schoolwork. If social media applications in schools are used properly, the benefits seem to be far greater than the (12) _____.

1	A visit	B contribute	C participate	D attend
2	A joined	B entertained	C attracted	D called
3	A include	B provide	C donate	D contain
4	A long	B open	C wide	D high
5	A ranges	B points	C applies	D reaches
6	A set	B concerning	C regarding	D based
7	A purpose	B aim	C use	D goal
8	A make	B put	C give	D take
9	A effect	B effort	C appeal	D argument
10	A associated	B put	C named	D placed
11	A drawn	B designed	C done	D planned
12	A damages	B charges	C expenses	D drawbacks



SPEAKING

Comment on the following:

1. The place of education in modern world should be reconsidered and reappreciated.
2. Nowadays it is necessary and urgent for education to implement the new technological achievements.
3. Distance education has a lot of implications.
4. Distance education classes are oriented towards mastering skills of professional communication.
5. English is viewed and taught as an actual means of communication among specialists from different countries.
6. Today's technologies are transforming the educational landscape.
7. The UK government officially acknowledged the massive importance of distance learning platforms.



WRITING

Write about the advantages and disadvantages of distance education.

UNIT IV

LIFE AT COLLEGE



READING

Text I

Life at College

Part I

Task I. Find English equivalents of the following words and word combinations:

- | | |
|--|--|
| <p>1) поступить в университет
2) пройти собеседование
3) первокурсник
4) университетский городок
5) лекционный зал
6) общежитие
7) прекрасное время
8) приспособиться к чему-либо
9) знакомиться с новыми друзьями
10) делать доклад на семинаре
11) откладывать работу до последней минуты
12) выпускные экзамены</p> | |
|--|--|

Task II. Read and translate the text about Martin Brown's university life paying attention to the words in bold.

Lots of Russian students have asked me what British students are like compared to Russian students. I think that students are the same the world over, but university life itself is a little different in different countries. So, let me tell you something about university life in Britain.

Of course, you've heard of the famous Oxford and Cambridge Universities, but these are just two of the many universities found all over Britain. **To enter a university** in Britain, you have to have had good exam results at school, but sometimes that isn't enough – you might also have **to go for an interview** as if you were applying for a job.

Most eighteen and nineteen-year olds in Britain are fairly independent and they usually choose a college far from their home town. Many students at Northern and Scottish Universities come from the South of England and vice versa.

The first week at University is a daunting one – a new place to live, **new friends to make** and so on. These new students are called "**freshers**" and you can see them walking around the **campus** trying to find their way around. I, like most **first-year students**, lived in **a hall of residence** and had to make new friends and **adapt to a new way of life**.

During the first week, most universities have a "**freshers' fair**" where lots of clubs and societies try to **persuade new students to join their society**. There are hundreds of societies – everything from sports clubs to a beer-drinking society! Here are also some parties and discos during this week so that student can make new friends.

Students have to cope with a new way of learning, which is very different from school. As well as lectures there are seminars where the students themselves have to **give a paper** – that is the students lead the class or discussion.

At Nottingham University, where I was a student, there are seven faculties and each one split into various departments. For example, I studied at the Russian Department of the faculty of Arts. The University campus is like a small town with shops, a travel agent, canteens, coffee-shops, bars, hall of residence, libraries, a sports centre, and, of course, all **lecture theatres** and administration offices.

I had about 12 hours of lectures and seminars a week and the rest of the time I did some **private study** at home or in the library. I had to write essays and seminar papers and I usually **left them until the last minute**, but I always got them done just in time! We have a different **marking system** from you: we have percentages and above 70% is called First Class, 60–69% is called Upper Second Class, then there is Lower Second Class, Third Class and Pass.

Most university courses last for 3 or 4 years and at the end we have to take written exams called “**finals**”, which decide the final **mark** of our **degree**. I personally got an Upper Second Class degree, and it now means I can put the letters BA after my name – Bachelor of Arts.

My time at Nottingham University was a wonderful time and most of my friends would agree with me, although we did have to do some hard work at times.

College* – in Britain they use the expression *at college* to mean studying at any educational institution after leaving school.

Task III. Answer the questions using the text.

1. What do people have to do to enter a university in Britain?
2. Why do most people choose a university far from their home town?
3. What are new first-year students called? Why?
4. What is the first week at university famous for?
5. Why do first-year students have to cope with a new way of learning?
6. How long do most university courses last in Britain?
7. What does BA stand for?

Task IV. What are similarities and differences between college life in Britain and Russia?

Complete the table below.

College Life	Similarities of College Life	Differences of College Life
Places to study		
Length of courses		
Types of lessons		
Living and working conditions		
First days at college		
Exams and marking system		

Life at College

Part II

Task I. Read and translate the text describing Martin Brown's university life in Britain.

The first lectures of the day start at 9 o'clock; each lecture lasts for an hour and normally finishes at 5 o'clock in the evening and very rarely at 7 o'clock. In Nottingham I had lectures on subjects like History, Literature and so on, where we listened to the lecturer and took notes for future reference. We also had seminars on subjects such as English or Russian literature and others. These are much smaller groups of about 10–15 students where everyone takes part in a discussion. Sometimes one of the students gave a presentation which he or she had prepared beforehand. Then, of course, we had language classes. We had grammar lessons in the first year, then in the second year we also had listening comprehension lessons in the language laboratory. In the fourth year we had translation lessons. In all years we had conversation lessons with a native Russian speaker.

Now that you know something about the subjects I studied, let me tell you about those who taught me. The number of staff in a department obviously depends on the popularity of the subject. Each department is headed by a Professor, then there are Readers, Lecturers. Each lecturer usually has his or her own speciality in a certain subject and writes books and articles on the subject as well as carries out research on new topics. Every student is appointed one of the lecturers as a "tutor". Thus means you can consult your tutor privately about any problem – academic or personal. Each department also has a secretary to deal with the administration.

At the end of the academic year we had exams in each subject which lasted for about 2 or 3 hours. In a literature exam we had to write several essays and in a language exam we had to do translations. You have to pass these exams to go on to the next year.

When all the hard work was over at the end of the fourth year, all the students got together twice to celebrate. First we received our degree certificate at the Graduation Ceremony which meant we were no longer students and could put the letters BA – Bachelor of Arts – after our names. Then we all celebrated at the "Graduates' Ball" where there was lots of dancing, singing, drinking and, of course, eating.

Task II. Look through the text again and find English equivalents of the following words and word combinations:

слушать лектора, выступление на семинаре, писать конспект лекции, участвовать в дискуссии на семинаре, вести научную работу, получать индивидуальные консультации, делать переводы, писать сочинения, сдать экзамены, перейти на следующий курс, куратор, учебные и личные проблемы, возглавлять факультет, штат/сотрудники кафедры, степень бакалавра, праздновать окончание обучения.

Task III. Answer the following questions:

1. When does the first lecture of the day start?
2. Why do students have to take notes of the lectures?
3. What do they have to do to be successful at the seminars?

4. At which of the lessons did Martin have to give a paper?
5. What problems can students consult the tutor about?
6. What did Martin have to do at the end of each academic year?
7. When can students put the letters BA after their names?

Task IV. Speak about Martin Brown's university life in Nottingham.

Text II
Students These Days!



BEFORE READING

Task I. a) Translate these words into Russian:

classes	course	an essay	an exam	a lecture	term	university
---------	--------	----------	---------	-----------	------	------------

b) Complete the lists with the words in the box.

1. have got/ take/ retake/ fail/ pass _____
2. a hard/ do a/ an English/ a part-time/ a full-time _____
3. the start of/ the end of/ a long/ the summer _____
4. apply to/ get into/ go to/ drop out of/ graduate from _____
5. go to/ have got/ fall asleep in/ give _____
6. attend/ be late for/ have got/ miss _____
7. write/ hand in/ rewrite/ the deadline for _____

Task II.

A. Complete the sentences using the words or word combinations from Task I.

- I. A.** Are you going to _____ to the lecture this afternoon?
B. No. I don't like the woman who gives those lectures. She's so boring! I fell _____ in the last one I went to.

- II. A.** What's the matter? You're looking stressed out!
B. I've _____ an exam this afternoon. I'm sure I'm going to _____. I'm terrible at taking exams.

- III. A.** Did you go _____ university?
B. Yes, I did, but I _____ after the first year. I just think the course was too _____ and I was too lazy!

- IV. A.** How many weeks are there until the _____ of the term?
B. Six more. This term has been really _____!
V. A. When's the _____ for the essay we're writing for Mr Jones?
B. Friday, and I haven't even started it yet. He said we'd get nothing if we _____ it in late.

B. Complete the sentences using the words or word combinations from Task I.

- I. A. What are you going to do after you finish this _____?
B. Well, I've been offered a scholarship to do a PhD in the States, so I'm going to _____ that in September.

II. A. Have you seen Simon recently?

- B. No, he never goes to lectures. I'm sure he is going to _____ all his exams.
A. Maybe. I think he might _____ though. He is very clever!

III. A. What are you going to do in the holidays? Are you going away anywhere?

- B. I've _____ so many classes, I'm really behind with work. I'm going to study really hard over the holidays and try to catch up. I suppose I might take one day off, but I'm not definitely going to go on holiday.

IV. A. What are doing tonight?

- B. I'm going to stay in and finish off my _____. I've got to _____ it _____ tomorrow.

A. Oh, I'm seeing Joe Costello in concert and I've got a spare ticket.

B. Sorry. Try Jeremy. I don't know if he likes Joe Costello, but he might want to go.



READING

Task I. Read and translate the text paying attention to the underlined words.

My son, Danny, is in his second year at university studying computing. He's not enjoying it. He tells me it's boring and too hard. He says he has to go too many lectures, and he doesn't really have enough time to do the essays and projects he has to write. He wants to drop out and apply to do American studies at a different university, but I say he shouldn't. Last night we had a big argument about it while we were having dinner. "You don't understand. It was different when you went to university!" he shouted and then he left the house.

Actually, I really do understand and he is right to say things were different when I went to university. Twenty-five years ago, being a student in Britain was really easy. We didn't have to pay anything to study at university. It was completely free. In fact, when I went to university the government actually gave me money. And I mean gave. I got a grant of over two thousand pounds (which was a lot of money in those days) and I was free to spend it, and I never had to pay any of it back at all. Nowadays, lots of students (or their parents!) have to pay two or three thousand pounds for their course. They also have to pay for food, somewhere to live, books, bills and everything else. The government gives you a loan, which you then have to pay back after you graduate. Most people have to get a part-time job while they're studying.

I used to work in the summer holidays, but I didn't have to get a job during term-time, so I could concentrate on studying. I say concentrate on studying, but actually a lot of the time we just sat around and chatted to each other, watched French films, read books, went on demonstrations or went to parties. I only had to go to ten hours of lectures each week, so I had lots of time to write my essays and do everything else I wanted to do. And of course, almost all students lived away from

home. We had a lot of freedom – we didn't have to worry about coming home late or bringing friends home, because our parents weren't there. It was fun and easy.

I just chose the course I wanted to do, which was politics and history. I don't think you can do that now. I know Danny really wants to do American studies, and I'm sure it'd be interesting, but who would give him a job when he finishes his degree? I went travelling for six months after I graduated because it was easy to find work. I got a job in banking very quickly, but he'll have to pay back the money he's borrowed. So, he needs to get a job which pays good money straight after graduating. That's why I want him to do his computing degree. It'll be better for him in the end.

Task II. Answer the following questions:

1. What is Danny?
2. What is he studying?
3. Does he like his course? Why/Why not?
4. When did Danny and his father have a big argument? What was the reason for the argument?
5. What things were different when Danny's father went to university?
6. What did Danny's father use to do in summer while being a student?
7. What does Danny's father want him to do? Why?

Task III. Speak on the following issues:

1. What has changed in education in Britain over the last twenty years?
2. Is the situation mentioned in the text the same in Russia? Give the examples of similarities or differences.
3. What do you think Danny should do? Why?
4. Is his father right insisting on doing Danny's computing degree? Why/Why not?

Task IV. Look at the list of choices and decide which of two variants is better for you.

Try to explain Why.

Is it better:

- 1) to do a course you enjoy *or* to do a course that leads to a good job?
- 2) to study in your home town and live with your parents *or* to go to a university in a different city?
- 3) to do what your parents think is best *or* to do what YOU want to do?
- 4) to get a job after you leave school *or* to go straight to university?

Text III

What Student Life is Really Like at a Spanish University

Task I. Match English words and word combinations in A with their Russian equivalents in B.

A	B
1 casual nature lectures	a оказаться трудным
2 eye-opening experience	b санкции/наказания
3 grasp	c строгое соблюдение
4 lax requirements	d пролить новый свет на...
5 penalties	e откровение
6 prove difficult	f лекции неформального характера
7 shed new light on	g высказываться
8 solitary learning	h либеральные требования
9 speak up	i самостоятельное обучение
10 strict adherence	j осознать/понять

Task II. Read and translate the article.

Studying law abroad at the University of Valencia in Spain has been an eye-opening experience for me. As someone who doesn't speak Spanish fluently, being immersed in new traditions and festivals proved difficult at first, but it has turned into an invaluable life experience.

According to a report by the British Council, Spanish is the second most widely spoken language in the world, with 400 million native speakers as of 2010. So it's no wonder that so many students are choosing Spain or South America as destinations for their year abroad.

Spain was the most popular destination country for Erasmus students, with 40,202 incoming students in 2013, according to a report by the European Commission, which funds the programme.

I'm sure not every international student studying in Spain will have the same experience as mine. Spanish universities are as diverse as any other country's, after all. But here's what I've learned so far from studying at a Spanish university.

Student-lecturer relationships are less formal – and all the better for it

One of the first things I noticed was the informality of the classes. "Lecturers and students often call each other 'tio', which translates roughly in English as 'mate,'" says Lizzi Gold, 20, a chemistry student at the University of Bristol, who was also struck by the casual nature of lectures at Salamanca University.

"Professors in Spain will make an effort to memorise every student's name, which we don't see much of in the UK," she adds.

After becoming accustomed to PowerPoint presentations, handouts and recorded lectures, stepping into the Spanish lecture theatre felt like I was travelling back in time. Our class was greeted by a cheery professor, a blackboard, a piece of chalk and a giant yellowing computer, which we later discovered didn't actually work.

Seminars are lively, heated debates

Another thing I noticed about my Spanish university early on was the constant debate and argumentative nature of seminars. At Bristol, where I study, questions from our esteemed law professor are met with frightened silence and students afraid to speak up for fear of being wrong.

By contrast, my seminars in Spain resemble lively debates with opinions and questions being shouted across the classroom. It's refreshing to encounter students who are eager to question and challenge their lecturers, rather than simply accept their viewpoint. After a while, you start wondering who's teaching whom.

The exam process couldn't be more different

When it comes to exams, you may as well forget your years spent essay planning and writing; end of year examinations often consist of 15-minute oral exams. Similarly with coursework, UK students are used to strict adherence to word limits and referencing. However, upon asking my Spanish professor about the word limit for my most recent piece of coursework, I was told that there was no word limit, and I could write as much or little as I felt like. To me, this was unheard of.

Alice Cottle, 21, a French and Spanish student from the University of Sheffield studying at the University of Valencia, was also surprised by the lax coursework requirements. "One of our teachers was surprised at the number of students apologising for submitting their coursework a few minutes late. He said that if he had received them days or even weeks later, no penalties would be applied," says Cottle.

It's not all work – Spanish students definitely know how to party

Having made the mistake of going out at midnight in my first week, as we would in the UK, I quickly discovered that many clubs don't actually open or are completely empty until around 2am.

As well as adjusting to my new surroundings, I realised I'd have to completely re-adjust my body clock to cope with the incredibly late nights and early-morning starts (lectures often start at 8.30am). As a result, siestas have become an integral and welcome part of my daily life.

While being so different from home, studying in Spain has changed my view of education

After studying in the UK for so long, it's easy to become accustomed to solitary, independent learning. Developing square eyes from reading online legal journals for hours on end becomes the norm. Spain, however, has shed new light on the entire concept of studying.

Lax coursework guidelines, the informality of classes and the chance to deliver your own opinions allows for more freedom and innovation in your learning process. Once your Spanish starts flowing more freely, you begin to appreciate and understand the culture of Spain in a way you hadn't grasped before.

Not so long ago, students wouldn't have been offered the opportunity to study in another country. While this experience isn't exactly what I expected and has been difficult at times, I've learned invaluable lessons and I would recommend it to anyone.

Task III. Speak about the new things the student has learnt while studying at university in Spain.



LISTENING

A – 4. Task I. Listen to the conversation between two students – Jane and Lee and find out the information to complete the table.

Questions	Jane	Lee
1. Where does she/he study?		
2.What course is she/he doing?		
3. What year is she/he in?		
4. What is she/he going to do after graduating from her/ his university?		
5. What course is she/he interested in?		
6. What does she/he need to do to get in?		

Task II. Speak about the girls' current occupations and their plans for the future.



READING

Text IV

How Harvard Gets Its Best and Brightest

Task I. Look at the title of the text and express your point of view on how Harvard gets its best and brightest. Then read and translate the text.

SURE, students work hard to get into this elite college. But so does the admissions committee, assures Dean Bill Fitzsimmons.

In the US, few competitions are more cutthroat than the college admissions game. And every year it grows more intense as an ever-larger pool of high school seniors apply for one of the coveted spots at the nation's top colleges. Meanwhile, the elite colleges have been stepping up their efforts to attract the best and brightest students – the prized pupils who will help increase the prestige of their campuses.

You might assume that Harvard College – blessed with higher education's greatest brand name and an endowment second to none – could afford to remain relatively aloof from this battle. But in reality, 'There is no place that works harder than we do,' says William R 'Bill' Fitzsimmons, Harvard's veteran dean of admissions.

For the new academic year, which will start in September, Harvard received a near-record 23,000 applications. Of these, it accepted a mere 2,100 – or just 9% – ranking it as the nation's most selective college. Even more impressive, some 80% of the chosen ultimately decided to attend Harvard – a rate that is easily the highest among colleges and universities.

The real surprise, however, is how hard Harvard works behind the scenes to achieve these amazing results. From his corner office in Byerly Hall, Fitzsimmons oversees a carefully considered

three-part battle plan. The first phase begins in the spring, when Harvard mails letters to a staggering 70,000-or-so high school juniors – all with stellar test scores – suggesting they consider applying to America's best-known college. Harvard buys their names from the examination boards which administer aptitude and college-admission tests.

Each year, Harvard's admissions team tours 140 US cities, as well as hundreds of other places in Latin America, Europe, Africa and the Far East. This year, 10% of the admitted students came from abroad. In addition to his staff of 35, Fitzsimmons enlists Harvard's coaches and professors to look for talent. The math department, for instance, starts to identify budding math geniuses by keeping a close eye on kids doing well in math contests.

Harvard students also get into the act. Since 2003, Harvard has hired fifteen to twenty low-income students to call and email promising low-income high school students. Their job: to counter the 'impression that Harvard is only for the rich and elite,' says Fitzsimmons. In fact, under Harvard's relatively new financial aid policies, parents who make less than \$60,000 a year aren't expected to pay anything toward the annual \$43,700 fee for tuition, room and board. Fitzsimmons also sends an army of some 8,000 alumni volunteers to tour the country to identify and recruit promising high school students by holding shows where they live. Later, they also interview nearly all applicants.

By then, Fitzsimmons will be deep into the second phase of his battle plan: sifting through the thousands of applicants. Every application is rated on a scale of one (the best ever) to six (the worst ever). Then, in February, the applications are divided up geographically among twenty subcommittees. 'We present the case for each applicant like a lawyer would,' says Fitzsimmons. 'This is the polar opposite of a computer process and because we have so many people involved, there are lots of checks and balances.'

Once the final decisions have been made, Fitzsimmons and his team move to phase three: an all-out push to convince the chosen few to attend Harvard. Professors, alumni and students are all recruited to start calling the admitted. And in mid to late April over half of those who were accepted typically show up at Harvard for an elaborate weekend.

The Harvard pitch is clearly effective. 'What we aim to do is to get the very best faculty together with the very best students,' Fitzsimmons says. 'Our hope is that these synergies will develop the talents of these students to a much greater degree and that they will then give back a lot more to America and the world.' That belief may sound corny, but it's clearly helped drive Harvard to go to enormous lengths to find the best and brightest.

Task II. Look through the article again and complete the chart.

The Harvard Battle Plan

Phase I

1. Purchase _____ from examinations boards.
2. Send _____ to high school juniors.
3. Visit _____ and travel to other countries.
4. Send out _____ to identify possible candidates.

Phase II

5. Sort applicants and give a score from _____.
6. Local _____ discuss the case for and against each candidate.

Phase III

7. _____ lobby successful candidates by phone.
8. Invite applicants to spend _____ at Harvard in _____ .

Task III. Tell your groupmates what you think about the way Harvard gets its best and brightest students.

Text V

Colleges Dangle Perks to Attract Students

Lifestyle Goodies are Part of the University Package

Task I. Skim the text for the main idea.

Many American high-school students worry about getting into college. And their parents worry about paying the tuition bills.

And – except for *crème de la crème* schools that can pick and choose whom to admit – many colleges are worried, too. They already compete with each other to attract star athletes, and now they're vigorously competing to attract the brightest students, the wealthiest applicants, and the top minority candidates as well.

To win the recruiting contest, they're offering extra inducements in hopes that superstar students will choose THEM rather than the campus down the road.

Colleges used to offer scholarships and low-cost loans to sweeten their appeal. Now, they are laying out a smorgasbord of lifestyle goodies.

Boston University, for instance, has a big pool with a wave machine, so young scholars can jump waves with their boogie boards. Stanford University in California has a world-renowned golf course, which its students can play at greatly reduced rates. A University of Houston facility offers a hot tub and a rock-climbing wall. Massages are available at the student union of the University of Wisconsin at Oshkosh.

Davidson College in North Carolina offers students free laundry facilities. Students can ski for free at a resort owned by Michigan Tech. And on lots of campuses, free iPod portable music players, cable television service, and computers in dorm rooms have become standard perks.

Given the average \$10,000-a-year annual tuition and fees for even a state-supported college, you might think these trifles are bit like the free cup holder that the salesman says he'll throw in if you'll buy a new car from HIM.

Americans who got through school in an earlier day can only shake their heads at the extra inducements that colleges are using to lure students. A lot of them would have to admit that all it would have taken to get them to enroll somewhere was a friendly neighborhood beer hall that served pizza.

<https://www.voanews.com>



USE OF ENGLISH

Read the text below and fill in the word which fits best. Use only one word. There is an example at the beginning (0).

In Britain, less 0) than 7 per cent of the school population attend a public school. The reason for this is 1) ____ it is a very expensive education. For those 2) ____ are not familiar 3) ____ the term "public school": it means private education, and parents have to pay large fees for their children to be educated there. One of the 4) ____ well-known public schools in England is Eton. Eton is said 5) ____ be the crème de la crème.

Founded in 1440, Eton, a school for boys 6) ____ has its own traditions, its own sports and 7) ____ its own newspaper. Over the years many famous people have attended this school, including 8) ____ Prince William and Prince Harry, heirs to the British throne. The fees at Eton, and most public schools, are about £ 4,470 9) ____ term, which needless to 10) ____ most people just can't afford.

Fathers who have attended public schools themselves still send 11) ____ sons to boarding schools, preferably to the 12) ____ they attended. Why? Well the old boys believe that in these schools their children 13) ____ make the right connections. They tend to get positions high up in society; for instance, they 14) ____ become members of Parliament or government ministers. However, it still must be hard to leave mum and dad at 15) ____ age of 8 in order to board at a public school. Don't you agree?



SPEAKING

Decide which of the factors below would be most important to you in choosing a university course. Put these factors in order of importance from 1 to 10. Explain your choice.

- quality and reputation of faculty
- quality and experience of fellow students
- help with finding top jobs
- location
- alumni network
- cost
- innovative curriculum
- sports and social facilities
- earning potential
- accommodation service



WRITING

Write an article "The most important things when choosing a university course" for your student newspaper. Use 120-180 word

UNIT V

STUDENT'S WORKING DAY



BEFORE READING

Answer the following questions:

1. Do you usually plan your daily activities? Why/Why not?
2. Can you follow your plan closely? Why/Why not?
3. What do you enjoy doing the most in your typical working day? Why?
4. How do you feel about your lifestyle? Why?
5. Would you like to change anything in it? Why/Why not?



READING

Text I

A. Daily Routine

Task I. Read and translate the text about a typical day of a Russian student paying attention to the words in bold.

I'm in the first year at the university, where I'm studying English. My elder sister, Betty, is studying history at the same university. Betty can **organise her time wisely**, whereas I do not know what order I should do things in. I find it hard **to get up on time**, and usually I do not **get enough sleep**. I have **to wind two alarm-clocks** to make sure I do not **oversleep**.

My sister, **an early riser**, is awake by 7 o'clock, refreshed and full of energy. While I'm wandering round the kitchen, fighting the urge to go back to bed, my sister manages **to have a quick shower, make her bed, put on make-up, do her hair, eat a full breakfast** and set off to the university. It takes me an hour and a half to get ready. I **have a hasty bite** and **rush out of the house**. Even if I **catch a bus at once** I still arrive at the university 15 minutes late, which always makes me feel guilty.

My study **keeps me busy** all day long. I have 14 hours of English a week. I also have lectures and seminars. At lunchtime I meet up with my sister and we **have a snack** at the university cafe. After classes I make myself go to the library where I spend about six hours a week **reading for my seminars**.

My sister and I come home tired. I always find excuses **to put my homework off**. Unlike me, my sister manages **to do the housework** and **get down to homework**. I like the idea of going to bed early, but quite often I have to **sit up late brushing up on my grammar and vocabulary**, though I feel sleepy. My sister says that **keeping late hours** ruins one's health. Of course, I agree.

As my sister and I do not get any **time off** during the week, we try to relax at the weekends. One of my greatest pleasures is **to lie in bed** and read my favourite books. My sister is **a sporty person**. **To keep herself fit**, Betty **goes for a run** in the park, from time to time she **works out in the gym**.

I hate staying in, and sometimes on Sunday night my sister takes me out to a concert or a play. Sometimes we go to a party or to a disco. But more often than not I end up **catching up on my studies** and my sister goes out. I wonder how I manage to spoil **my leisure time**.

Every Monday when I awaken I think I should **start a new life**. I honestly think that I must become well-organised and correct my daily routine. I make plans to **go to keep-fit classes**, to go shopping with my sister, to do the cleaning and a hundred other things. But I remember that I have to **call on** my school friend in the evening, and I put off my plans till next Monday. It is always better to start a new life in a week.

Task II. Look through the text again and find English equivalents of the following words and word combinations:

Russian	English
рано вставать	
быть спортивным человеком	
освежать в памяти	
зайти к кому-либо	
садиться в автобус	
наверстать что-либо	
делать работу по дому	
приниматься за работу	
высыпаться	
делать пробежку	
ходить на спортивные занятия	
наскоро перекусить	
сидеть допоздна	
валиться в постели	

Task III. Speak about the girl's working day.



LISTENING

A – 5.1. Task I. Listen to the interview with Lynsey and find out the information to answer the following questions:

1. What is the course called?
2. How long does it last?
3. How many students are on the course now?
4. How many female students are there?

Task II. You can see Lynsey's weekly timetable below. Some information is missing.
Listen to Part 2 of the interview to complete the blanks in the timetable.

Department of Computing and Office Technology					
Group: GSVQ Level 3					
	Period 1 09.00–11.00		Period 2 11.30–13.30		Period 3 14.30–16.30
MON	Communications L. Maxwell 4607	C O		L U	
TUE		F F	Computer Software Wendy Bright K216	N C	
WED		E		H	
THUR	Information Technology 3 Wendy Bright K303	E B R	Information Systems Tom Williams K302	B R	
FRI		E A K	Computer Programming Helen Hill K 201	E A K	
Course Tutor: Fiona Wright, 125 3904, Room K 104					



WRITING

Write your own timetable for a week in English.



READING

Text II

My Working Day

Task I. Read and translate the text.

On weekdays the alarm-clock wakes me up at 6.30 and my working day begins. I don't like to get up early, that's why it's very difficult for me to get out of bed, especially in winter. I switch on my compact audio system and do my morning exercises. Then I go to the bathroom, take a warm shower, clean my teeth and shave. After that I go to my bedroom to get dressed.

Usually my mother makes breakfast for me. But sometimes I make breakfast myself. While having breakfast, I listen to the latest news on the radio.

I leave the house at 7.30 and go to the nearest underground station. Last year I tried to enter Moscow University, but unfortunately I failed my entrance examinations. After that I entered the institute of technology, ecology and management. There are no entrance examinations. But studying is charged. So, I thought I should work somewhere. It wasn't easy to find a job, but I managed to get a position of a secretary in a small business company. They agreed to take me because I had studied typewriting, computing and business organization at school. And besides, I passed my English school-leaving exam with an excellent mark.

It takes me an hour to get to work. But I don't want to waste my time while going to my office. I've got an MP3 player and I listen to different texts and dialogues. Sometimes I read a book and retell it silently. If I come across an interesting expression I try to memorise it. I also write some English words on flashcards and learn them.

I usually arrive at work at ten minutes to nine though my working day starts at 9 sharp. There are always some fax messages to translate from English into Russian. Sometimes my boss wants me to write a letter to our business partners abroad. There are also a lot of telephone calls which I have to answer.

At 1 o'clock in the afternoon we have lunch. We usually have lunch in a small cafe just round the corner. At 2 o'clock we come back to work. And we work hard till 5 o'clock. After that I go to my institute. Lessons usually last from 6 till 10 p.m.

I come home at about 11 o'clock in the evening. My parents are usually at home, waiting for me. I eat something and go to bed.

Of course by the end of the week I get very tired. All I can do on Sundays is to sleep till eleven o'clock, watch television, listen to music and read something in English.

And still I look forward to my next working day because I like my job. I think I get a lot of useful experience, and shall be a good manager.

Task II. Give English equivalents of the following words and word combinations:

вставать рано –	добраться до работы –
выбираться из кровати –	уставать –
одеваться –	приобрести полезный опыт –
получить должность –	

Task III. Translate the sentences from Russian into English:

1. В будни мой рабочий день начинается в 6:30.
2. Обычно мама готовит мне завтрак, но иногда я готовлю завтрак сам.
3. В прошлом году я поступил в институт технологии, экологии и управления.
4. В моем институте нет вступительных экзаменов. Обучение там платное.
5. У меня уходит час, чтобы добраться до института.
6. Я не хочу напрасно тратить время, добираясь до работы.
7. Если я нахожу интересное выражение, я пытаюсь его запомнить.
8. Занятия в институте делятся с 6 до 10 вечера.
9. Несмотря на то, что к концу недели я очень устаю, я с нетерпением жду начала следующей рабочей недели.

Text III

Helen's Daily Routine

Task I. Read the article and answer the questions below the text.

Hello! I'm Helen Austen. Originally, I'm from and still living in England. I love travelling and I would like to do more. I have been teaching for 18 years. Most of my teaching has taken place in the UK, where I teach newcomers to the UK, but I have also taught in Turkey, Spain, Italy, France and Senegal.

Let me take you through a typical day in my life.

I wake up at 6 o'clock. I get up at 6.50. I make a cup of tea and iron my clothes. I have a shower and get dressed. I usually wear jeans, a blouse, a jumper or cardigan and boots in the winter, or a skirt and blouse in the summer. I brush my hair, put on my make-up. I pack my bag with all my teaching materials. I then put on my coat and leave the house. I walk to the bus stop. I catch the bus at 8.15, and then I pay my fare and sit down. It takes about 45 minutes to get to my destination three miles away. I get off the bus and walk to the school where I teach English. I have to sign in and get the key. Class starts at 9.25 and ends at 11.25.

I have lunch at 12. I eat a baguette or sandwich at the local café. I sometimes do some shopping before I walk back to school. I do some photocopying and go back to my classroom. I teach in the afternoon from 1 to 3pm. I then catch the bus back home and spend a couple of hours relaxing before I cook dinner.

My son goes to work shortly after I come home. Sometimes he cooks dinner before I get home, and sometimes I cook. I like to eat rice or pasta with a sauce. I chop the onions, fry them and then mix them with garlic, tomatoes, carrots, spinach and chilies. I boil the rice and then add the sauce. After dinner I wash up, sweep the floor, and tidy up a bit.

Then I make phone calls, mark my students' work, do the laundry. Then I go on Facebook, or watch TV until about 10.30 when my son comes home. We catch up on our day, and at about 11 o'clock I go to bed.

Other days I get up early, go downstairs, put on my computer and teach on EF English Live for three hours. Then I have a break, eat dinner with my son, have a walk or go shopping before returning to work and teaching again for another three hours. Working at home can be very convenient and I love being able to talk to people around the world. It is also nice working in a school and seeing people on a regular basis and working in a team. So, I feel I have the best of both worlds.

<https://clck.ru/33Q5pF>

1. What is Helen Austen? Where is she from?
2. How long has she been teaching English?
3. Where has she taught English? Where is she working now?
4. Who does she teach?
5. What time does she get up?
6. Does she usually have breakfast? Why/Why not?

7. How much time does it take her to get to work?
8. Where does she usually have lunch?
9. What time does Helen finish her work in the afternoon?
10. What does she usually do in the evening?
11. If Helen works at home, how does her working day change?
12. What time does Helen go to bed?

Task II. Speak about Helen's daily routine.



WATCHING AND LISTENING

A – 5.2. Watch and listen to Victoria Fontana telling you about her typical day and choose the correct information in each sentence.

1. Victoria Fontana is *a student/a teacher/a teacher and a student*.
2. She gets up at about 7/7.30 a.m. depending on the day.
3. *Having breakfast/ Feeding cats* is the first thing she does in the morning.
4. She has classes in the *suburb/centre* of Madrid.
5. Victoria *takes her class around Madrid/goes around Madrid teaching her pupils*.
6. She *always/sometimes* has lunch in Chinese restaurant.
7. Victoria *works/studies* at an Art School in the evening.
8. She is fond of *sports/watching films on TV*.
9. *She goes to bed at about midnight/ She hasn't mentioned about the time she goes to bed*.



USE OF ENGLISH

Complete the text with a, an, the or no article.

A Day in the Life of an Ordinary Man

This morning I woke up around ten, I made ... (1) cup of coffee, took it into ... (2) bedroom and put it ... (3) table next to ... (4) bed, on ... (5) side my wife sleeps on. I go this ritual twice ... (6) week – I do it on ... (7) Saturday and ... (8) Sunday mornings. On ... (9) other days of ... (10) week, we go to ... (11) work at different times and I always get up first to get ... (12) kids ready for ... (13) school. I drop them off outside ... (14) school which is an old Victorian building on the corner of ... (15) Hill Road, and then go straight to ... (16) work.

I work in ... (17) office in ... (18) city centre and I always have ... (19) problem finding ... (20) parking space. My wife says I'm always complaining about ... (21) traffic and the pollution, which is true – you see, I grew up in ... (22) country, close to ... (23) nature and I have never got used to living in ... (24) city. I think the only thing I would miss about living in ... (25) big city like

this is going to ... (26) concerts of all kinds. I love rock and classical music, too, and especially going to ... (27) cinema, which I am particularly keen on. I also like ... (28) good food and occasionally we go out and have ... (29) dinner in a nice restaurant, but most of the time we eat at ... (30) home, where the food is delicious – except when I make it!



READING

Text IV

The Queen's Working Day

Task I. Read and translate the article into Russian in written form.

As a new exhibition reveals details of the Queen's work during a year, we reveal her average work load in a day.

Morning

After breakfast, the Queen scanned the British newspapers before reading her correspondence.

She usually received 200–300 letters from the public each day. She chose a selection of letters to read herself and told her staff how to respond to them.

Her Majesty then met with two of her private secretaries and examined her official papers. Policy papers, Cabinet documents and State papers were sent to her in 'red boxes' and, where necessary, she signed and approved them.

A series of official meetings followed with the likes of Ambassadors and High Commissioners. The Queen and each visitor met alone, usually for about 20 minutes.

If there was an investiture, the ceremony began at 11am and lasted just over an hour. If the Queen was on engagements, she used to have three per morning, either alone or with the Duke of Edinburgh.

The Queen either had a private lunch or she and the Duke had invited a dozen or so guests for an informal lunch.

Afternoon

Afternoons were usually spent on public engagements. These were carefully selected from hundreds of invitations sent to her each year, often by Lord Lieutenants, the Queen's representatives in the county.

She carried out well over 300 engagements per year, sometimes well over 400. The Queen visited schools, hospitals, factories, military units, art galleries, hostels for the homeless and British and Commonwealth organisations.

On occasions, the Queen, sometimes with the Duke of Edinburgh, went to a city or region for the whole day. She often ended the afternoon meeting government ministers from the Privy Council.

Evening

The Queen had a weekly audience alone with the Prime Minister when they were both in London. This usually took place at Buckingham Palace at 6.30 pm on a Wednesday.

No written record was made of those meetings and tradition dictated that communications between the Queen and Prime Minister remained confidential.

At about 7.30 pm on weekday evenings, a report on the day's Parliamentary proceedings, written by one of the government whips, arrived. The Queen insisted on reading those the same evening.

The Queen sometimes attended film premiers, charity concerts or a reception for a charity of which she was patron.

Her Majesty also hosted official receptions at Buckingham Palace, Windsor Castle and the Palace of Holyroodhouse. Other receptions or dinners could be linked to a State visit.

<http://www.telegraph.co.uk>

Text V

A Day in the Life of Vladimir Putin

Task I. Read and translate the article into Russian in written form.

The President wakes late and eats shortly after noon. He begins with the simplest of breakfasts. There is always cottage cheese. His cooked portion is always substantial; omelette or occasionally porridge. He likes quails' eggs. He drinks fruit juice. The food is forever fresh: baskets of his favourites dispatched regularly from the farmland estates of the Patriarch Kirill, Russia's religious leader.

He is then served coffee. His courtiers have been summoned but these first two hours are taken up with swimming. The President enjoys this solitary time in the water. This is where the political assistants suggest he gets much of Russia's thinking done.

The courtiers joke and idle and cross their legs in the lacquered wood waiting rooms. He rarely comes to them quickly. They say three, perhaps four hours is the normal wait for a minister. The President likes to spend some time in the gym where Russian rolling news is switched on. There he enjoys the weights much more than the exercise bikes.

He likes to work late into the night. He summons his men at the hours that suit his mental clarity – the cold hours where everything is clearer.

The books he finds most interesting are history books. Heavy, respectable tomes: about Ivan the Terrible, Catherine II, Peter the Great.

When the President dresses he chooses to wear only tailored, bespoke suits in conservative colours. His choice of ties is usually dour.

And now power begins. The early afternoon is about briefing notes. This mostly takes place at his heavy wooden desk. These are offices without screens. The President uses only the most secure technologies: red folders with paper documents, and fixed-line Soviet Warera telephones.

The master begins his work day by reading three thick leather-bound folders. He is obsessed with information. The thickest, fattest folders are press clippings. The most important papers come at the front. His hands first open the Russian press digest. After that he moves on to Russia's quality press. Then comes his foreign press.

His life has become ceremonial: an endless procession of gilded rooms. His routine is parcelled up into thousands of units of 15 minutes and planned for months, if not years ahead.

<http://www.independent.co.uk>

Task II. Compare the working days of the two heads of state and find out the similarities and differences in their daily routine.



SPEAKING

Answer the following questions:

1. Do you have a strict daily routine?
2. When do you usually get up?
3. Do you prefer getting up early in the morning or staying up late at night? Why?
4. Do you wake up on your own, or do you need an alarm-clock?
5. What do you usually do as soon as you get up in the morning?
6. What time do you usually leave for university?
7. How do you get to your university?
8. How long does it take to get to university?
9. What keeps you busy all day long? Why?
10. How many lessons do you have every day?
11. Where do you have lunch?
12. Where do you usually do your homework?
13. Does homework take you much time? Why/Why not?
14. Do you have any free time during the week? Why/Why not?
15. What do you usually do in your spare time?
16. Do you spend a lot of time at home? What do you do there?
17. Do you often have late nights, or do you always go to bed early? Why?
18. What's your favourite day of the week? Why?
19. Do you prefer to have the same routine every day or do you prefer to do different things every day? Why?
20. Is there anything you'd like to change about your daily routine?



WRITING

Write about your Working Day in 120–180 words using the questions of *SPEAKING* part as a plan.

UNIT VI

LEISURE TIME ACTIVITIES



BEFORE READING

A. Think of your leisure time and answer the questions below:

1. Is it difficult for you to find time for yourself? Why/Why not?
2. Do you agree that a change is as good as a rest? Why/Why not?
3. What do you like doing in your spare time? What do you like doing at weekends?
4. Do you prefer to spend your free time alone or with friends? Why?
5. Do you have any hobbies that you've done for a long time? What?
6. Do you enjoy trying new activities? Have you tried anything new recently?
7. Do you think entertainment will change over the next 10 years? Why?

B. Read the words related to the topic “Leisure Time” and put them into the appropriate categories in the table below:

playing the piano/guitar, drawing, woodwork, knitting, gardening, going to concerts/theatres/cinemas, watching videos, cooking, going to judo classes, playing computer games, reading, playing tennis/volleyball/hockey, modelling, collecting stamps/CDs/coins/weapons/postcards, needlework, wind-surfing, watching TV, swimming, growing flowers, singing, acting in a play, going to discos/dance clubs/fashion shows, listening to romance/a folk song.

Home-based activities	Creative activities	Sports activities	Cultural activities

C. Look through the list of benefits below and match them with the leisure time activities from B.

1. Provide an excellent relaxation after a hard-working day.
2. Develop social skills.
3. Provide a break from studying.
4. Build team spirit.
5. Help to keep fit.
6. Make strong and healthy.
7. Help cope with stress/boredom.
8. Broaden a mind.
9. Improve problem-solving skills.
10. Keep abreast of the world's events.



READING

Text I Leisure Time

Read the text about James' and his friends' leisure time activities and decide what they have in common to remain friends.

I have finally realized that my friends and I all like doing different things in our spare time and have different interests, yet we still have enough in common to remain friends. For example, I spend a lot of time in front of my computer. My friends think that I am mad, as none of them likes to do anything with technology. I also do crosswords and read when I have the time.

Sandra likes cooking and sewing. She always makes new clothes for herself and her friends, and bakes the best apple tart you have ever tasted.

Carl is obsessed by cars and spends endless hours repairing his old Honda. He is also keen on model making and has a very big collection of model cars, which he started when he was at university.

Peter likes fishing. He strongly believes that fishing is as relaxing and enjoyable as diving and swimming.

Finally, Lucy is a TV addict and a media expert. She seems to know everything about actors, directors, producers and cinema critics. She is a subscriber to the most cinema magazines and watches at least four plays every week.

I am surprised how we ever agree on where to go out or what to do despite these differences in taste.



USE OF ENGLISH

Task I. Fill in the gaps. The first letter of each missing word has been given.

In Your Own Time

Most of us have a (1) h that we do in our spare time. Some of us do things like surfing the Net, or make things like model planes. Others play cards or board (2) g....., like backgammon, while others like to (3) c..... things such as stamps and antiques. I (4) s..... a lot of summer holidays snorkeling in the sea. My brother goes away almost every weekend either walking or (5) c..... in the mountains. His favourite hobby is taking (6) p..... of rare flowers. My aunt who is eighty has a magnificent (7) c..... of traditional music, and still goes to (8) d..... classes. So, there is much more to life than watching television!

Task II. Fill in the blanks with the correct form of a verb from the box.

have

take

go

do

make

1. She excellent photographs of people in markets.
2. Shall we mountain climbing this weekend?
3. If you've nothing to do, let's a game of cards.
4. You should some exercise; come to the gym with me.
5. He model planes using matches and thin paper.
6. Jenny guitar lessons for several years.
7. She a lot of sewing in her spare time.
8. Would you describe shopping as a hobby?
9. Lola's helping the children animals out of cake dough.
10. Chess is a great game to play but it too much time.
11. I don't seem to enough time for all my hobbies!
12. We're swimming later on – do you want to come?



LISTENING

A – 6. Listen to the conversation between two friends and find out the information to answer the following questions:

1. What leisure time activity has Marsha suggested?
2. What do the girls do during a week? Listen to them and complete the table below.

Week Days	Anna	Marsha
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

3. Have they still found the time to be with each other and enjoy their leisure time activity? If “yes”, then write the day of the week. If “no”, then give the reason “Why not”.



READING

Text II

Students Spend More Time in Leisure Activities Than Studying

Task I. Read and translate the text.

Spending hours on Facebook chat and sifting through your friend's recently posted photos as a means of academic procrastination probably sounds familiar. In fact, UC Riverside sociologists show that this, coupled with other leisure activities, dictates the majority of student attention among UC students.

A recent survey conducted by UC Riverside sociology professor Steven Brint found that of the 63,600 UC students surveyed, students on average dedicate 41 hours per week to social and leisure activities, allocating only 28 hours to academics. 10.7 of the 41 hours, according to the study, are spent on non-academic computer usage.

"A lot of the academic work I have requires a computer, but somehow I always end up on Facebook instead of being productive," said sophomore community and regional development major Susan Haynes. "It gets to the point where I'll have my roommate change my password so I can't access my account."

Brint and colleagues developed the questionnaire, known as the University of California Undergraduate Experience Survey, as part of a collaborative effort intended to show a relationship between productive uses of time and positive academic outcomes.

Though the largest amount of time was dedicated to Internet usage on sites like Facebook, 10.5 hours were spent, on average per week, on socializing with friends and partying. Only 5.4 hours went to physical exercise and sports, five to watching television and 3.5 to attending entertainment events.

"I think that college students have too much free time on their hands because they don't know how to time manage," said Will Lipinski, a junior managerial economics major. "We don't have enough structure and it's the first time being on our own. Since I've gotten a job it's been a lot easier to focus and figure out how to allocate my time."

Since 2003, the time spent on leisure activities has sharply increased from 25 hours per week to 41 hours per week. Researchers attribute some of the increase to a change in question wording between 2003 and 2006, replacing "recreational or creative interests" with "partying."

Steadily advancing technology has also resulted in an increased amount of time spent on the computer, contributing to the overall time increase students dedicate to leisure and recreation.

<https://theaggie.org/>

Task II. Explain in your words why students spend more time in leisure activities than studying.

Text III

Drink, not Fees, is the Biggest Problem at Universities

Task I. Read and translate the text into Russian in written form.

You might wonder how I came to find myself slumped against a wall, dressed in a frock with lipstick smeared across my face, slowly regaining consciousness at god knows what hour one Wednesday night.

It could only happen at university, and it could only happen after consuming copious amounts of alcohol. My Lily Savage* moment is not one I am proud of, but I share it because it highlights the extreme lows of student nightlife. Never mind tuition fees, alcohol abuse is the overwhelming problem at universities.

Fortunately I didn't spend the rest of my degree comatose on the pavements of Newcastle. But in my experience, there's no serious discussion on campuses about this issue. Students sink their pints in an ignorant haze, oblivious to the impending alcoholism that can so easily consume them.

A warning sticker on the back of a bottle counts for nothing when the bar is offering pints for just £1. A spokesman for Alcohol Concern says: "People aren't necessarily going to look at the warning and say, 'Oh, I better not'."

He adds: "Habituation is the real issue. Some people can just leave heavy drinking behind at university and get on with the rest of their lives but people who've got a propensity to problem drinking – that can be what kicks them off."

"More needs to be done on campuses to keep an eye out for students who are succumbing to addiction."

Cut-price drinks offers in student bars often compound the problem, according to Pete Mercer, NUS vice-president (welfare): "I do think it's irresponsible actually. Also, the ridiculously low rates at which commercial bars can sell alcohol undermines any efforts that other, more responsible organisations make to prevent binge drinking and alcohol abuse."

When you wake up without knowing what happened to you the night before; when you lack the confidence to socialise without lining your stomach with spirits – you have a problem.

The snag is, for most people, the penny drops too late.

Last year, as news editor of my student newspaper, I reported the case of a student left permanently brain-damaged after falling 20ft on a booze-fuelled night out.

"The commonest cause of death in young people, students for instance, is alcohol," says Dr Chris Record, a leading liver specialist, lecturer and consultant at Newcastle Freeman Hospital.

"They drink too much, they're sick, and they go and fall under a bus or they fall from a great height, and they kill themselves."

Now I'm a postgraduate student in London I see signs of the same problem – hungover teenagers, the smell of alcohol wafting from every pore, stumbling bleary-eyed to lectures.

Universities are meant to produce the bright minds of the future; instead they're churning out thousands of students who think it's normal to drink their own body weight in booze on a night out.

How do we address an epidemic destroying the lives of young people before they've really stalled?

* *Lily Savage* – образ британского комика Пола О'Гради, выступающего в роли женщины.

<http://www.guardian.co.uk/education/>

Text IV

7 Ways Successful People Spend Their Free Time

Task I. Read and translate the text.

When you get home from work, what do you do? Here are seven things successful people do with their free time.

When you think about professional success, you think about the strategies and behaviors that people exemplify when at work. You think about what people do during the 9–5 working hours, and whether they extend those hours by coming in early or staying late to tackle projects. What they do when they get home, or on weekends, when they're away from the office and away from their computers, doesn't enter your mind. But here's the thing: it should.

How people spend their free time can actually have a big impact on their success in the professional world. Successful people tend to spend their free time in these seven ways (and more, of course), so read below and find out why:

1. They Exercise. Physical exercise is important for both physical and mental health. Taking a half hour after work or on a weekend can get your blood pumping, get your endorphins flowing, and revitalize your spirit. You'll build muscle, burn calories, and oxygenate your brain-giving you a release after a day of stress. Exercising regularly also helps you remain disciplined, which can be valuable in a demanding work environment, and can reduce the long-term effects of stress as well-meaning regular exercisers tend to be less stressed about their jobs. You'll also look better and feel better, which gives you greater confidence.

2. They Read. Reading is a lifelong skill, and successful people never stop reading new books. Whether it's fiction or nonfiction, books help give you a greater understanding of the world around you. They introduce you to new characters, new environments, new cultures, new philosophies, and new ideas, and might even help you build new skills (if you're reading nonfiction, at least). Similarly, reading regularly helps to build your vocabulary and your semantic comprehension, giving you greater communication skills-and something to make small talk about during those particularly awkward business meetings.

3. They Take Classes. Education shouldn't stop at college, and shouldn't be restricted to institutions. The most successful people in the world are the ones who make a commitment to never stop learning. They're always incorporating new skills for their resumes and learning new aspects of the world around them. Instructional courses aren't particularly difficult to find, either, especially in the modern era. Many local colleges offer courses for free, and you can peruse local forums or

gatherings to find impromptu group workshops. And don't underestimate the value of free online courses. If you have a free hour and an Internet connection, you can start learning a new skill.

4. They Volunteer. Volunteering, no matter where or how you do it, is beneficial for you and your community. Whether you're helping to clean up a highway, working in a soup kitchen, or providing mentorship to a group of young professionals, your time goes a long way toward improving the community around you. Professionals primed for success realize the importance of giving back to the community, and feel happier because of it. Volunteering is also a valuable networking experience, introducing you to other people who, one way or another, can help you drive your career forward.

5. They Network. Many networking events exist outside the realm of corporate hours. They include weekend breakfasts, cocktail hours, and after-hours gatherings for conversation and usually food and drinks. Successful people are willing to step outside their comfort zones in an effort to meet new people-regardless of any professional circumstances surrounding that effort. They're not necessarily interested in meeting people to land new sales or find a new employee-instead, they simply like talking to people and meeting people, and success naturally follows them from there. The wider your network of contacts is, the more opportunities you'll have down the road.

6. They Have Hobbies. Focusing exclusively on work might seem like a fast track to success. With nothing else distracting you, you can funnel your full effort into your job and do in one week what would take most people two. But this approach has a nasty downside; it stresses you out, sets you up for burnout, and prevents you from developing skills in any other areas. Finding and pursuing a hobby, on the other hand, helps you relieve stress, put your job in perspective, and build skills that complement ones you use at work. It's a breath of fresh air that keeps you grounded, and if it's a social hobby, also offers networking opportunities.

7. They Spend Time With Friends and Family. I implied it in the last point, but I'll reiterate it more strongly here: your job isn't everything. Focusing too much on your career is self-sabotage, no matter how counterintuitive that might sound. If you want to be successful in life, you have to prioritize your personal relationships-your bond with your friends and family members. No matter how much you want to be successful and climb the corporate ladder quickly, you can't neglect your friends and family to do it.

If you don't spend your free time like this, it doesn't mean you have no chance of being successful. However, picking up some of these strategies can improve your abilities, improve your mindset, and expand your network to levels that will increase your chances for success in the workplace. Start incorporating a few of them into your free time routines and you might just be surprised at the results.

<https://www.inc.com>

Task II. Look through the text again and find out why successful people do the things mentioned in the article.



SPEAKING

Task I. Answer the following questions:

1. What activities do you do in your free time? What benefits do you gain from them?
2. What do your weekend activities depend on?
3. Who do you prefer to spend free time with, your friends or parents? Why?
4. What are the possible disadvantages of spending all your free time either doing sports, watching TV, going to discos or playing computer games?
5. Do you agree with the statement “Leisure is time for doing something useful”? Why/Why not?

Task II. Speak about your way of spending free time.



WRITING

Your pen-friend is interested in the way you spend your free time. Write a letter of between 120–180 words.

UNIT VII
TIPS FOR STUDENTS
PART I
TIPS FOR SURVIVING



BEFORE READING

Answer the following questions:

- 1) Is it easy to be a student? Why/Why not?
- 2) What is the worst thing about being a student? Why?
- 3) Should students get paid for studying? Why/Why not?
- 4) Would students study harder if they had more money? Why/Why not?
- 5) Should students have part-time jobs? Why/Why not?
- 6) Should there be laws to stop students borrowing money? Why/Why not?
- 7) What do you think of students having large credit card bills?
- 8) Would you take part in medical trials to get extra cash? Why/Why not?
- 9) How bad is it that students are gambling or selling themselves?
- 10) How can governments and universities help students more?



READING

Text I

Students Earn Debt-Free College Degree
Berea College Allows Students to Work-Study
their Way to a University Degree

Task I. Read and translate the text in written form.

The Friday afternoon computer science class at Berea College looks much like similar classes on campuses all over America. But there's one big difference. While a four-year undergraduate degree at Berea costs nearly \$100,000, these students will never see a bill for tuition.

The average American takes out \$24,000 in student loans to pay for their university education. Of those loans, about 14 percent slide into default. However, at this college in the small town of Berea, Kentucky, graduates rarely have to cope with that kind of crushing student debt.

Berea students pay for their education – as they study – by working at jobs provided by the college. Like most students, senior Jane Tonello works about 10 hours a week between classes. The school taught her to weave cloth that's later sold to tourists in college stores. As a result, Tonello will soon graduate debt free.

Jane Tonella, who hopes to be a doctor, learned how to weave on a traditional loom to earn her tuition at Berea College.

"It's a very good feeling to know that at least I'll have a fresh start financially when I get out of school," says Tonello, "which is very, very nice because there aren't too many people who can say that."

She hopes to be a doctor and plans to start medical school later this year. While weaving cloth on a primitive loom may not seem relevant to a career in medicine, Tonello says the work has taught her useful skills.

“A large portion of being a doctor is dealing with people and developing people skills, and also time management skills, and learning new things. It’s really not so different.”

It’s exactly those kinds of skills that today’s employers are looking for, according to David Tipton, dean of Labor at Berea.

“The student’s ability to work in teams, to have initiative, to be accountable, to have attendance, show up on time – those type of things that really employers are looking at, those types of soft skills that anybody working anywhere would need to have to be able to be a good employee.”

When Berea College was founded in the 1850s, most Kentucky residents were subsistence farmers. The work/study program provided a way for penniless students to pay for a college education. For today’s more affluent students, the program serves a different purpose.

The first students at Berea were children of poor farmers, who could not afford to pay for a college education.

“It seems that now-a-days, a lot of times students have never worked and so it is a new experience for some of them,” says Tipton. “A lot of them you’re trying to train from the very beginning on what it means to work.”

Students are initially assigned work, ranging from grounds maintenance to counter sales in the student center. They eventually get to choose a job from more than 100 different positions, including skilled crafts like weaving and woodworking.

Berea is one of only seven so-called “work” colleges in America, but that may change. Dean Tipton says more schools are expressing an interest in Berea’s holistic approach to education.

“When you’re talking about educating the whole person, you’re talking about educating what we call the head – the academics; the hand – the labor; and the heart – the service or the spiritual element of the individual.”

Tonella says her work hours do bring balance to life. She finds the weaving to be a welcome distraction from her medical studies. “I’m very happy to be able to have something that kind of balances out the scientific side and the creative side. And so my job is kind of like my happy time where I don’t have to think so hard.”

America’s institutions of higher learning might benefit from Berea’s example. A recent study by prestigious Georgetown University says American colleges are not doing a good job of teaching students the kind of practical work skills the nation’s businesses will demand in the future.

<https://www.voanews.com>

Task II. Make a summary of the text.



LISTENING

A – 7.1. Listen to the speaker presenting the information about what students do to survive while studying. Then choose the correct answer to each question. Compare your answers with your groupmates.

1. What are university students having a hard time doing?

- a) making ends meet
- b) passing exams
- c) getting Internet access
- d) making friends

2. What are students trying to cover by taking out high-interest loans?

- a) their debts
- b) their desks
- c) living costs
- d) themselves

3. How many students took part in the survey?

- a) 19,000
- b) 1,900
- c) 190
- d) 190,000

4. By how much did the average student overspend?

- a) \$400
- b) \$430
- c) \$410
- d) \$420

5. Who might be worried by the ways students are making money?

- a) students' parents
- b) banks
- c) the government
- d) students themselves

6. What did 65% of the students have?

- a) more than \$1,000 in the bank
- b) confidence
- c) an A-grade
- d) a part-time job

7. What kind of trials did some students take part in to get extra money?

- a) banking trials
- b) medical trials
- c) military trials
- d) intelligence testing

8. What percentage of the students had gambled to try to get extra cash?

- a) 9
- b) 10
- c) 11
- d) 12

9. How old was the student who was paying off multiple credit cards?

- a) 17
- b) 18
- c) 19
- d) 20

10. What did students say was out of touch with individual circumstances?

- a) reality
- b) government loans
- c) university life
- d) banking



USE OF ENGLISH

Use a dictionary and translate the underlined words and word combinations into Russian, then complete the text with the Present Simple or Present Continuous form of the verb in brackets. Where both are possible, write both.

Students Now Taking Longer to Finish Studies

In the USA some students nowadays 1) (spend) more and more time in university before graduating. In America universities, many students 2) (pay) their own fees, and this 3) (mean) more time working and less studying. Alan Chester is a 25-year-old journalism student from Ohio who 4) (take) six years to complete his undergraduate degree. In order to pay tuition fees and other expenses he 5) (work) four days a week in the university kitchen, while in the university holidays he 6) (do) a full-time job. “I 7) (find) it difficult at the moment to study and pay my bills at the same time”, he 8) (admit). “But I 9) (try) my best and I 10) (manage) to keep the wolf from the door”. Alan’s parents 11) (understand) his decision to take longer to graduate. “They 12) (know) what I 13) (go) through, and they 14) (help) me as much as they can. It’s hard, but I 15) (learn) to look after myself, and I 16) (experience) stuff that might be useful one day when I’m a journalist’. He 17) (point out) that some students 18) (take) more time to graduate because they 19) (not really know) what they 20) (want) to study. “New courses of study 21) (develop) all the time, new subjects 22) (appear) on the curriculum. Some students 23) (spend) time experimenting with different courses before choosing the major. So, it’s not all about money. I 24) (think) universities 25) (go) through a period of change like everything else, and students have to adapt to this changing situation.



READING

Text II

Studying in the US: A Lesson in Personal Finance

How Much Spending Money Should Students Budget for?

Task I. Skim the article for the main idea.

Many colleges and universities in the United States have guidelines for what they consider reasonable budgets for personal spending.

Senem Bakar is the assistant director of International Student Services at American University in Washington, D.C. She suggests that students budget at least one thousand three hundred dollars for a nine-month school year. This will help pay for things like transportation, telephone bills, supplies and entertainment. Paul Butler is the financial manager in the Office of International Services at Indiana University Bloomington. He says the advice there is to have at least two thousand four hundred dollars for twelve months in the United States.

Indiana and many other schools also offer advice on ways to manage spending and save money. For example, for entertainment, look for free concerts or museums. Want to go to a movie? Prices are usually lower in the daytime than at night.

American University advises students to check newspaper advertisements for sales and to use money-saving coupons. If a product is “on sale,” that means it is being offered for a limited time at a reduced price. Senem Bakar says students learn that in the United States you can find almost everything on sale somewhere.

Also, many banks offer special services for students, like free checking accounts, including a debit card. Debit cards can be used almost anywhere credit cards are accepted.

Millions of Americans now use a debit card or credit card, instead of paper money or checks, to make most of their purchases. With a credit card, you are borrowing money every time you use it. Debit cards are different. They are linked directly to a checking account so you are paying with your own money.

Debit cards, also known as check cards, do not have interest charges. But users are charged if they try to spend more than the amount available in their account. These fees can be costly even if you overspend by just a few cents.

<https://learningenglish.voanews.com>

Text III

Join the Clubs: How University Societies Can Save Students Money

Task I. Read and translate the article, then speak about the most interesting tips how to save students' money.

You don't need to let money worries deter you from making your time at university everything you hoped it would be: As well as offering the chance to throw yourself into new experiences and meet people, student societies can also save you money. Here's how getting involved can help you keep your outgoings in check.

Go travelling on the cheap

Keep an eye out for fundraising trips abroad run by your students' union, or posters for the notorious jailbreak challenge, which requires you and your friends to cover as much distance as possible in a set length of time without spending a penny.

Get a discount on exercise classes

Often run on both a pay-per-class and single membership basis, aerobics, yoga, pilates or even pole exercise societies are a far more cost-effective way to attend classes than at a local or even campus gym, and they don't tie you down to a six or 12-month commitment.

You could alternatively try your hand at a new discipline that involves high intensity exercise, like ballroom dancing, gymnastics, or martial arts. Societies like these typically ask for a one-off yearly membership, which gets you free sessions, training and access to necessary equipment.

Skip on a gym membership

Most universities have a host of sports societies that are the ideal alternative to a treadmill or exercise bike. At Bath Spa University, a £45 annual membership will get you a free weekly swim with steam room access. “It’s cost effective and still lets you plan your gym time around your life and [class] timetable,” says swim society member Megan Webb.

While some sports clubs that play competitively in varsity Bucs fixtures can have bigger membership fees, these will often include access to otherwise off-limits facilities and social perks. Keep an eye out for power-lifting or weight-training clubs that could save you money on access to gym equipment.

Find drinks deals in style

Craft beer, wine and cocktail-making societies have been springing up across campuses offering an alternative to supermarket booze, as some students find themselves priced out of drinking in their city centres.

James Beeson helped set up the University of Exeter’s Real Ale Society, which offers members subsidized brewery tours and special rates in Wetherspoons pubs through a discounted affiliation with the Campaign for Real Ale. “We also ran homebrew competitions and made our own beer in our student flat, which worked out at less than £1 a pint,” says Beeson, who now heads up all-things-beer website Beeson on Beer. “I made far better friends through the society than I would have by going clubbing,” he adds.

Write reviews for student media

If you’re into gigs, films or theatre and like talking about it, the campus media can be a perfect place to stretch your critical faculties while often getting the same access as professional journalists.

During my time running a student newspaper, I was amazed by the opportunities that came up for writers to attend ticketed events as an accredited reviewer, from London Fashion Week to Reading and Leeds Festival. Make the most of them, but please, please remember to file coherent copy – on time.

Find a home from home

If you’re an international student, or you just want to meet others from a similar cultural or ethnic background, it’s likely that your uni will have a relevant student society. Be it Afro-Caribbean society, Irish society or Chinese society, you’ll often find that such groups plan trips, events and socials. They can be a great way to conjure the essence of home in a sociable and cost-efficient way.

Get a deal on the arts

Many universities have their own take on a theatre goers society, offering discounted tickets on the basis of bulk orders. Others have art societies with access to resources and facilities that would otherwise be reserved only for art students. At Edinburgh, you can get gallery tours, life drawing classes and workshops for a £5 annual membership. Durham’s art society goes one better, offering a free-to-use studio and basic materials, workshops and student gallery exhibitions, all for £6 a year.

Become a student cinema member

Student cinema societies manage to get latest releases shown in lecture theatres and screening rooms on campus at a fraction of the price of the local Odeon or Picture house. Tickets become even cheaper for paid-up members. Warwick's Student Cinema, for instance, is the largest society on the campus, running regular competitions on Facebook offering free tickets and managing an impressive five screenings a week.

<https://www.theguardian.com>



LISTENING

A – 7.2.1. Listen to five members of the club and choose from the list (A-H) what made each speaker decide to join the club.

A.	the advice of a friend		
B.	seeing an advertisement	Speaker 1	
C.	wanting to meet people	Speaker 2	
D.	a desire to try something new	Speaker 3	
E.	hoping to learn a skill	Speaker 4	
F.	a need for exercise	Speaker 5	
G.	wishing to please someone else		
H.	going along with a group decision		

A – 7.2.2. Listen to five members of the club and choose from list (A-H) the main disadvantage of being a club member which each speaker mentions

A.	the cost		
B.	the regular commitment	Speaker 1	
C.	the attitude of other members	Speaker 2	
D.	the location	Speaker 3	
E.	the way it's organised	Speaker 4	
F.	the level of challenge	Speaker 5	
G.	the timing of sessions		
H.	the lack of feedback on progress		



SPEAKING

Discuss the following:

1. Those students who pay for their education must work.
2. It is very important for students to have guidelines for reasonable budgets for personal spending.
3. Tell your groupmates about the things your university societies do to help you save money.

PART II

TIPS FOR GETTING READY FOR EXAMS



SPEAKING

Task I. Answer the questions about preparing for exams:

1. What do you usually do to get ready for taking exams?
2. Do you prefer to study for exams alone or get together with friends for a study session? Why?
3. Do you think that last-minute cramming is the best way to approach an exam? Why/Why not?
4. Do you think that organizing your study space is very important? Why/Why not?
5. Do you develop a study routine that works for you while preparing for exams? If “yes”, say a few words about it, if “no”, explain why you don’t do it.

Task II. Rank the tips below putting the best advice for taking exams at the top. Share your ranking with your groupmates and explain your choice.

- | | |
|--|--|
| <input type="checkbox"/> sleep | <input type="checkbox"/> organize your study space |
| <input type="checkbox"/> make notes | <input type="checkbox"/> take a lucky mascot |
| <input type="checkbox"/> drink coffee | <input type="checkbox"/> leave preparation until the last minute |
| <input type="checkbox"/> study with a friend | <input type="checkbox"/> study hard during the semester |
| <input type="checkbox"/> relax | <input type="checkbox"/> get up very early |



LISTENING

A – 7.3. Listen to the speaker telling you about the students’ attitude to the process of taking the exam and find out if the statements below are True (T) or False (F). Check your variants with your groupmates.

- | | |
|--|--------------|
| a) Students in the first year at university are angry over exams. | T / F |
| b) Over 100 students signed an online petition. | T / F |
| c) The students said all topics in the exam that were on the course. | T / F |
| d) A lecturer told students they would only need simple Maths. | T / F |
| e) The head of the department told the BBC the exam was not fair. | T / F |
| f) A professor said students had studied all the topics in the exam. | T / F |
| g) Students were given extra reading for all topics in the exam. | T / F |
| h) There was only one term in the exam that students didn’t know. | T / F |



READING

Text IV

Exam Preparation: Study Tips

Task I. Read and translate the article.

Give yourself enough time to study

Don't leave until the last minute. While some students do seem to thrive on last-minute cramming, it's widely accepted that (for most of us) this is not the best way to approach an exam. To help sort out your time management, set up a timetable for your study. Write down how many exams you have and the days on which you have to sit them. Then organize your study accordingly. You may want to give some exams more study time than others, so find a balance that you feel comfortable with.

Organize your study space

Make sure you have enough space to spread your textbook and notes out. Have you got enough light? Is your chair comfortable? Are your computer games out of sight?

Try and get rid of all distractions and make sure you feel as comfortable and able to focus as possible. For some people, this may mean almost complete silence, for others, background music helps. Some of us need everything completely tidy and organized in order to concentrate, while others thrive in a more cluttered environment. Think about what works for you, and take the time to get it right.

Use flow charts and diagrams

Visual aids can be really helpful when revising. At the start of a topic, challenge yourself to write down everything you already know about a topic – and then highlight where the gaps lie. Closer to the exam, condense your revision notes into one-page diagrams. Getting your ideas down in this brief format can then help you to quickly recall everything you need to know during the exam.

Practice on old exams

One of the most effective ways to prepare for exams is to practice taking past versions. This helps you get used to the format of the questions, and – if you time yourself – can also be good practice for making sure you spend the right amount of time on each section.

Explain your answers to others

Parents and little brothers and/or sisters don't have to be annoying around exam time. Use them to your advantage. Explain an answer to a question to them. That will help you to get it clear in your head, and also to highlight any areas where you need more work.

Organize study groups with your friends

Get together with your friends for a study session. You may have questions that they have the answers to and vice versa. As long as you make sure you stayed focused on the topic for an agreed amount of time, this can be one of the most effective ways to challenge yourself.

Take regular breaks

While you may think it's best to study for as many hours as possible, this can actually be counterproductive. If you were training for a marathon, you wouldn't try and run for 24 hours a day. Likewise, studies have shown that for long-term retention of knowledge, taking regular breaks really helps.

Everyone's different, so develop a study routine that works for you. If you study better in the morning, start early before taking a break at lunchtime. Or, if you're more productive at nighttime, take a larger break earlier on so you're ready to settle down come evening.

Try not to feel guilty about being out enjoying the sunshine instead of hunched over your textbooks. Remember Vitamin D is important for a healthy brain.

Snack on brain food

You may feel like you deserve a treat, or that you don't have time to cook, but what you eat can really have impact on energy levels and focus, so keep away from junk food. Keep your body and brain well-fuelled by choosing nutritious foods that have been proven to aid concentration and memory, such as fish, nuts, seeds, yogurt and blueberries. The same applies on exam day – eat a good meal before the test, based on foods that will provide a slow release of energy throughout. Sugar may seem appealing, but your energy levels will crash an hour later.

Plan your exam day

Make sure you get everything ready well in advance of the exam – don't leave it to the day before to suddenly realize you don't know the way, or what you're supposed to bring. Check all the rules and requirements, and plan your route and journey time.

Work out how long it will take to get there – then add on some extra time. You really don't want to arrive having had to run halfway or feeling frazzled from losing your way. You could also make plans to travel to the exam with friends or classmates, as long as you know they're likely to be punctual.

<https://www.topuniversities.com>

Task II. Say which tips you would like to use while getting ready for your exams and why.

Text V

Your Favorite Study Method Is Probably the Worst

Read the article and express your point of view on the problem raised here.

When studying for an examination, do you reread the information over and over again?

Underline words and sentences on paper? Highlight in yellow, pink, green or blue?

Does this really help?

Mary Pyc is an American cognitive scientist, meaning she studies the human mind and its processes. And she wants you to know those methods don't work very well.

"For example, with rereading, it's maybe not as effective because you are not trying to actively retrieve the information," Pyc says. Re-reading gives a false sense of fluency, she explains.

“It is going to feel like you already know the information because you’ve already read it. ‘Ok, yes, I know the information.’ ”

The problem with highlighting, Pyc says, is similar to the problem with rereading: Students have a false sense of what they know. If you don’t understand what you are reading, you might not highlight the correct information to retrieve later.

“Students aren’t always aware of what the most important information is. So it’s possible that they are maybe highlighting details that aren’t as important as the higher level concepts,” she says.

It’s not that rereading and highlighting are useless, she says. But there are other methods that will help more.

One idea is to test yourself. Simple flashcards and practice tests can help show what you have learned. Another strategy is to space your practice at different times, not all at once.

Don’t cram, or overload your brain with information the night before the test if you want to retain it long term. Pyc says that the day after the test, you are not likely to remember that information you crammed into your head the night before.

Effective learning takes time and effort. While rereading and highlighting are better than not studying, there are better methods out there!

<https://blogs.voanews.com>

Text VI

8 Ways to Take Control of Your Time

Read the tips for students how to control time and match the headings to each paragraph.

- A. Find your productive time
- B. Budget your time
- C. Keep your work with you
- D. Get a good night’s sleep
- E. Make a to-do list every day
- F. Don’t get sidetracked
- G. Don’t be afraid to say no
- H. Create a dedicated study time

1. Put the most important tasks at the top, even if they’re things you’re dreading, and tackle them first. Include things you want to do on your list too, so you have items you’re looking forward to. Try motivating yourself with a reward if you get to everything on your list.

2. That way, if you find yourself with extra time – while on the train or bus or waiting for an appointment – you can get something done.

3. It’s OK to say no if your friend asks you to go to a movie one night but you have a test the next morning. Instead, find a time that works for both of you and go see the movie then.

4. Are you a morning person or a night person? You'll be more efficient if you work when you're at your best.

5. Set up a time devoted only to studying or homework. Shut off your phone and respond to calls or texts when your work is finished. Don't check email or surf the Web (except when you need to for the work you're doing) during this time either.

6. Figure out how much time you usually spend on your activities and then create a weekly schedule to follow. Determine how much free time you have before you add any commitments. And don't forget to schedule time to relax.

7. If you find yourself wasting time on unimportant things, stop, check your to-do list and get back to what's at the top. Maybe you're procrastinating because you're not sure how to move forward on a school project. If that's the problem, check with your teacher to clear things up so you can get moving.

8. Your brain needs rest to perform at its peak. If it's time to sleep, list the things you still need to get done on the next day's to-do list and go to bed.

<https://bigfuture.collegeboard.org>



WRITING

You have received a letter from your friend who studies at a different university. He/She asks you to share your experience of getting ready for exams. Write your answer in 120–180 words.

UNIT VIII

ACADEMIC MOBILITY



BEFORE READING

Answer the following questions:

1. Would you like to study abroad? Why/Why not?
2. What are the advantages of studying abroad?
3. What do you know about student exchange programmes?
4. What are the qualities that make you a good candidate for an exchange programme?
5. What are the main obstacles for the international study/research programme participation?



READING

Text I

International Exchange

Task I. Find Russian equivalents of the following words and word combinations using a dictionary.

English	Russian
1. Accommodation	
2. Apply for a scholarship /grant	
3. Board	
4. Credit transfer	
5. Eligibility	
6. GPA (Grade Point Average)	
7. Grade equivalence	
8. Guest researcher	
9. Home country/university	
10. Host country/university	
11. International students	
12. Long-term exchange	
13. Mobility grant/ study abroad scholarship	
14. Recognize a period of study/a degree	
15. Research fellowship	
16. Short-term exchange	
17. Sit for a test/exam	
18. Student exchange programme	
19. Study abroad programme	
20. Submit an application	
21. Tertiary education	
22. Transcript (of records/marks)	
23. Visiting professor	

Task II. Read and translate the text into Russian paying attention to the words in bold.

Some students travel abroad mainly to improve their language skills, others travel to advance their specialized studies. Still others study abroad because suitable **tertiary education** is either in short supply or unavailable altogether in their **home countries**. In addition, in many parts of the world, a foreign degree, especially if earned from certain countries, is honoured more than a local one. But whichever is the reason, the fact cannot be denied: more and more young people choose to study in a foreign country as a part of their university education.

International students are usually divided into two groups: free-movers and programme students. Free-movers are students that travel entirely on their own initiative, while programme students use exchange programmes at department, faculty, institution or national level. Most of the universities have official exchange programmes within a network of **partner institutions**.

A **student exchange programme** is a programme in which a student chooses to live and study in a foreign country. They are called 'exchanges' because originally the goal was an exchange of students between different countries, but now no trade off is actually required. Student exchanges became popular after World War II, and have the aim of helping to increase the participants' understanding and tolerance for other cultures, as well as improving their language skills and broadening their social horizons. Other benefits of exchange may include gaining independence, a personal sense of responsibility and purpose, and a better understanding of homeland. An **exchange student** typically stays in a **host country** for a period up to 6 months, which is considered to be a **short-term exchange**, while **long-term exchanges** are designed to last six to ten months or up to one full year. There are also **study abroad programmes** which can last for several years.

Prospective international students are usually required to **sit for language tests** such as IELTS¹ or TOEFL² (for English-medium education), before they are admitted. These tests measure how adequate their language ability is for the purpose of understanding lectures and seminars, extensive academic reading, and conveying themselves fluently in rapid conversations. Requirements may vary according to a **host university**, but normally students need a minimum IELTS score of 6.5, or a TOEFL score of 575 (233 in the computer based TOEFL).

Most home institutions award credit for the time spent studying abroad. The expectation is that exchange students will complete the same assessments, assignments and examinations, — as full degree students. When they have completed their period of study at a foreign institution, their **home university** is given a **transcript** stating the courses they have studied there and the grade they have been awarded. However, it is necessary to check the **credit transfer** and **grade equivalence** with the home institution before arriving in a foreign country.

¹ **IELTS** – the International English Language Testing System, managed by the University of Cambridge, British Council and IDP:IELTS Australia, and designed to assess the language ability of candidates who need to study or work in English-speaking environments. It covers the four language skills – listening, reading, writing and speaking.

² **TOEFL** – Test of English as a Foreign Language, which measures individual's ability to communicate in English in colleges and universities; recognised by 6,000 institutions in more than 130 countries, it is the most widely accepted English-language test in the world. The test can be taken either in paper format or via the Internet at accredited testing locations.

The European Union And Academic Mobility

The academic mobility of individuals is gaining importance at the European and national level. The European Union has developed and is implementing several programmes, such as Erasmus³, Erasmus Mundus⁴ and others, which aim at increasing international mobility and modernising higher education as a whole.

The Erasmus programme was established in 1987 and forms a major part of the European Union Lifelong Learning Programme⁵. Its aim is to encourage and support academic mobility of higher education students and teachers within the European Union, the European Economic Area countries of Iceland, Liechtenstein, Switzerland and Norway as well as candidate countries such as Turkey. The programme is named after Erasmus of Rotterdam (1465–1536), a humanist and theologian, known as an opponent of dogmatism, who lived and worked in many places in Europe to expand his knowledge and gain new insights. By leaving his fortune to the University of Basel, he became a pioneer of the **mobility grants**, which now bear his name.

There are currently 3,100 higher education institutions participating in Erasmus across the 31 countries and 1.9 million students have already taken part. To participate in the programme students must be studying for a degree or diploma at a tertiary-level institution and must have completed their first year. Students join the Erasmus study for a period of 3 months to an academic year in another European country. The programme guarantees that the period spent abroad is **recognised** by their university when they come back.

A main part of the programme is that students do not pay extra **tuition fees** to the university that they visit. For many university students, the Erasmus programme offers the chance of living in a foreign country for the first time. For this reason, it has become a real cultural phenomenon, and is very popular among European students, even becoming the subject of some movies. The Erasmus experience is considered both a time for learning as well as a chance to socialise.

After becoming part of the EU's Lifelong Learning Programme in 2007 Erasmus expanded to cover new areas such as industrial internship, university **staff** training and teaching for enterprise staff. The programme seeks to expand its mobility actions even further in coming years, with the target of 3 million Erasmus students by 2012.

Another cooperation and mobility initiative in the field of higher education is the Erasmus Mundus Programme. It supports European top-quality Master's courses and provides EU-funded **scholarships** for third-country nationals participating in these Master's courses, as well as scholarships for EU nationals studying in third countries. Usually these scholarships cover costs such as **accommodation, board, books and tuition**.

³ **Erasmus** – EU's flagship education and training programme, supporting student exchanges and cooperation actions between higher education institutions across Europe.

⁴ **Erasmus Mundus** – an academic mobility programme in the field of postgraduate (master level) education sponsored by the European Commission and open for students both from the EU and third countries.

⁵ **European Union Lifelong Learning Programme** – a programme that funds education and training initiatives at all life stages (school, vocational, university, adult). It supports mobility of students, teachers and individuals between the countries of the EU, the EEA and EU candidate countries.

More programmes such as, for example, Marie Curie Actions⁶, support research projects carried out jointly by scientists from different countries and provide funding for short-term and long-term international visits with research purposes (**research fellowships**).

Every year hundreds of international students rely on scholarships awarded by the European Union to help them study in Europe. The competition for grants is very strong. Most grant-making organisations will have some very strict requirements (academic qualifications, class rank or GPA, special **eligibility** criteria etc) and students may have to be nominated by their government to get a scholarship. Generally students must **apply for a scholarship** at least one year before the course starts. **Deadlines** vary, so it is necessary to check what the deadline is before **submitting an application**.

Task III. Look through the text again and decide which of the statements below are True (T) or False (F). Correct the False ones.

1. The main advantage of studying abroad is foreign language learning.
2. International exchange programmes vary in type and length.
3. There is no difference between free-movers and programme students.
4. A general requirement for exchange students is that they have to prove their level of knowledge of a local language.
5. Over three million students have participated in Erasmus program so far.
6. Erasmus program requires extra tuition fees to the university the students come to study.
7. Both undergraduate and postgraduate students can take part in Erasmus Mundus mobility actions.

Text II

Best Education System in the World

Task II. Read and translate the text into Russian in written form.

The pursuit of the greatest education has always been a top priority for human civilization. Education is what distinguishes us from one another, liberates us from the shambles, and empowers us to act for the betterment of society. Even though a number of poets, writers, and intellectuals have written at length praising the **importance of education** but with the progression in modern society, its need has become more imperative. Countries all around the globe have begun to provide high-quality education in a variety of fields to students from all over the world, in addition to their own people. But have you ever considered whether nations offer an education system that can meet your demands and help you launch a career in your chosen field?

When it comes to pursuing higher education from abroad, every country has its own set of pros and cons. While one country may score well on the infrastructure, the other may offer degree programs that are new and unique. For instance, If we take into consideration parameters like

⁶ **The Marie Skłodowska-Curie Actions (MSCA)** – are a set of major research fellowships created by the European Union/European Commission to support research in the European Research Area (ERA). The MSCA support cooperation between industry and academia and innovative training to enhance employability and career development.

quality of living, teacher-student ratio, and availability of public resources for studies, the list would include the countries that have shaped modern education like Finland, Denmark, Norway, Japan, Russia, etc. Thus, it can be slightly difficult to decide which country offers high-quality education. Based on the parameters like the types of programs offered, interdisciplinarity in programs, placements, university rankings, and the number of enrolled international students, we have curated a list of countries that are known for having the best education system.

<https://clck.ru/33Q66V>

Task II. Speak about the main idea of the article.



USE OF ENGLISH

For questions 1–15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct put a tick (v) by the number. If a line has a word which should not be there, write the word in the answer boxes provided. There are two examples at the beginning (0) and (00).

Exchange Visits

0	v	I am writing to you to see whether your school would be interested in taking part in exchange visits with my school
00	together	together. I am president of our school's Cultural Society
1		and one of our aim is to start relationships with schools in other countries.
2		We have done a research into various cities around the
3		world and it seems as that your city is quite similar to ours.
4		Like for your city, ours is an industrial city and it has a long history.
5		Let me tell you something about it, in case of you haven't heard the name before.
6		It is in the north of England and its industry is by making cars.
7		I expect it that you might have seen some of the cars which are made here in your country.
8		However, there is more to our city than that one – we
9		also have a very good theatre, a number of cinemas and a wide range of sports facilities.
10		We understand that your city is also a nice place to visit.
11		Do you think possible that we could set up an arrangement for exchange visits?
12		There are many families here who would be happy to receive in students from your school for a visit and many
13		of us are keen to visit your city. Do you think there are
14		families at your end who would like to do that the same?
15		Please let me know whether do you think this is a good idea. If so, we can start to make arrangements soon.



READING

Text III

Benefits of International Exchange Programmes

Task I. Read and translate the article. Then, summarise in your own words the reasons for why students should take part in International Exchange Programmes.

Most students report that it was ‘the best year of their lives’. As well as the benefits of experiencing another country’s education system, and the academic subject being viewed from a different angle, your experience of the social dimension of the period abroad will be one to remember.

Employers value the skills that are gained while studying abroad: flexibility, maturity, experience of another culture, language skills and, as less than 5% of UK students currently take up the offer of exchange opportunities, it will stand out on a CV.

There are some reasons why you should study abroad.

1. International Exchange Programme (IEP) provides the opportunity to travel. Since studying abroad often puts you on a completely different continent, you are much closer to places you might otherwise not have had the opportunity to visit.

2. IEP allows you get to know another culture first-hand. Cultural differences are more than just differences in language, food, appearances, and personal habits. A person's culture reflects very deep perceptions, beliefs, and values that influence his or her way of life and the way that s/he views the world.

3. IEP will help you develop skills and give you experiences that a classroom setting will never provide. Being immersed in an entirely new cultural setting is scary at first, but it's also exciting. It's an opportunity to discover new strengths and abilities, conquer new challenges, and solve new problems.

4. IEP affords you the opportunity to make friends around the world.

5. IEP helps you to learn about yourself. Students who study abroad return home with new ideas and perspectives about themselves and their own culture. The experience abroad often challenges them to reconsider their own beliefs and values.

6. IEP gives you the opportunity to break out of your academic routine. Study abroad is likely to be very unlike what you are used to doing as a student. You may become familiar with an entirely new academic system and you will have the chance to take courses not offered on your home campus.

7. IEP enhances employment opportunities. The world continues to become more globalized and multicultural experience on your CV will make you stand out from other applicants.

8. Studying abroad is the best way to learn a language. There is no better and more effective way to learn a language than to be immersed in a culture that speaks the language you are learning.



LISTENING

A – 8.1. Participating in a student exchange programme it is necessary to take into account some problems organizers and participants may face with. Listen to the expert of student exchange programmes who will speak about these problems and choose the correct variant to complete each sentence. Then share your variants with your groupmates.

1. International student programmes ...

- a) ... have never faced with a problem of criticisms.
- b) ... have faced a number of criticisms.

2. The expert's aim is to discuss different situations which international students ...

- a) ... should avoid.
- b) ... can come up with.

3. Completing the whole of international students' studies abroad can be a political sensitive issue in the host countries because ...

- a) ... international students take the limited university placements away from local students.
- b) ... some natives fear that international students would take the limited university placements away from local students.

4. Erasmus students are criticized ...

- a) ... only for preferring parties to classes.
- b) ... for poor language skills and missing classes.

5. International students have some difficulties which may lead to the problem of plagiarism because ...

- a) ... they have language problems and they do not understand properly the regulations concerning coursework and assessment.
- b) ... they don't want to work hard.



SPEAKING

Answer the following questions:

1. Which European student exchange programmes are most popular in Russia?
2. Does your university have any exchange programmes?
3. What exchange programmes can the students of your university participate in?
4. Have you ever participated in any exchange programme? If "yes", describe your experience. If "not", would you like to take part in it? Why/Why not?

5. What are the main obstacles to promoting academic mobility in Russia and at your University in particular?



READING

Text III

Record Numbers of International Students

Task I. Read and translate the article.

The number of international students around the world is continuing to rise sharply, with provisional figures from UNESCO's Institute for Statistics revealing an annual increase of 12%.

There are many different measures of overseas students – but this global figure from UNESCO shows a huge spike in numbers this decade, rising by more than 75% since 2000.

The United States is the biggest destination. According to the Institute of International Education, the latest figures show there are 691,000 students in the US, with an annual value to the economy estimated at around \$20bn (£12.3bn).

But its dominance now depends on the ever-growing number of arrivals from China, overtaking India as the largest single group of overseas students. The number of Chinese students in the US rose by almost 30% in a single year. The third biggest contingent in the US comes from South Korea.

China has become the firecracker in this market. There are more than 440,000 Chinese students abroad – and there are plans to rapidly increase the number of overseas students coming to China's universities, with an ambitious target of 500,000 places.

To put this into a longer-term perspective, the entire overseas student population in China could once have travelled in a minibus. In the early 1950s it consisted of 20 east Europeans.

Chasing Quality

Driving the demand among Chinese to study abroad is a shortage of places on high-quality degree courses at home and the pressure to have an overseas qualification when chasing jobs, says Rahul Choudaha, associate director of the New York-based World Education Services.

The Chinese university system has expanded in terms of quantity, says Dr Choudaha, but it is struggling to keep pace with the demand for quality.

The plan to bring more overseas students into China is part of the country's drive to internationalise its economy and become a "knowledge power", says Dr Choudaha.

It's also a reflection of how much the culture of the overseas student market has changed – with western universities no longer able to depend on their pivotal position.

It was once a trade as stately as steamships, vaguely colonial in how it managed to make a nice little earner seem rather philanthropic.

Now it's more like international air travel, with the trade routes of this multi-billion business wrapping themselves around the globe in every direction.

The current intake of overseas students in China also shows a different kind of map of influence. The only European country in its top 10 is Russia – with the most overseas students in China coming from South Korea, the US, Japan, Thailand and Vietnam.

Overseas without the Travel

It's also no longer necessarily about overseas students travelling from overseas.

Figures released by the British Council this week show that there are now more “overseas students” taking UK degrees in their own countries than there are overseas students coming to study in the UK.

The UK is the second biggest destination for overseas students.

But there are now 340,000 students taking UK university courses in their home countries, either through partnerships between UK and local universities or else through UK universities setting up branch campuses, such as Nottingham in Ningbo in China.

More than 160 branch campuses have been opened in more than 50 countries – mostly by US universities. There are also a multitude of partnerships and joint degrees as part of this academic cross-pollination.

According to the British Council, this type of “transnational” studying has increased by 70% in a decade.

The council’s chief executive, Martin Davidson, says this is going to appeal to “students across the world who may not be able to afford to spend several years thousands of miles away from home”.

Technology can only accelerate this process. Online degrees are making strides in the mainstream, with US firms such as Laureate teaming up with institutions such as Liverpool University to offer internet-based courses. Laureate has a network of university links in 24 countries.

Talent Search

Another key to this growth in internationalization is the competition for the most talented students and staff.

Major research institutions are like top football clubs, operating in a kind of international zone, judged by international comparisons and competing to recruit the best individuals from around the world.

Massachusetts Institute of Technology (MIT) is widely-recognised as one of the best research universities in the world.

It might be physically based in Boston, but its cutting-edge postgraduate courses depend on recruiting the best students – and this means a global rather than a national catchment area.

About 40% of the students on graduate courses are from outside the US, says Danielle Guichard-Ashbrook, director and associate dean of the International Students Office.

“We open up admissions to the whole world. We don’t consider their nationality, we just want the best – and we get them,” she says.

There are more than a hundred different nationalities represented in the graduate intake – with the biggest numbers coming from China, India and South Korea.

Cash Cows

The scale of the increase in international student numbers in university is not without risks.

In the UK, the current level of anxiety over proposed student visa restrictions reveals how much universities have come to depend on the income from overseas students.

Steven Schwartz is vice chancellor of Macquarie University in Sydney, having previously worked in universities in the UK and US.

In Australia he has seen how quickly an expanding overseas student market can evaporate.

Indian public opinion was outraged after a series of attacks on Indian students in Australia in 2009. Applications from Indian students slumped by 50% – and threatened an industry which had grown to become Australia's third biggest export.

He says the lesson from this rise and fall is that university systems should always remember that students are individuals rather than walking fee cheques.

“Studying with students from diverse backgrounds, domestic students learn about other cultures, cuisines and languages. They also learn about fairness and tolerance and teamwork and fair play. These lessons are just as important as any learned in class,” says Prof Schwartz.

“However, these lessons will be negated when we treat international students as simply income sources. No student wants to be an export earner and the sooner we learn this the better.”

<https://www.bbc.com>

Task II. Speak about the factors contributing to the rise of the number of international students.

BEFORE LISTENING

Read the introduction of the lecture you are going to listen to and say what you think about the situations mentioned in the introduction and Text III.

Number of International Students at US Colleges Likely to Drop

One-point-two million international students attended American colleges and universities in 2016. That is an increase of 6.5 percent from the year before and the highest number ever.

But the steady growth in the number of international students may not last. Applications from foreign students for the next school year are down.

A new report by the American Association of College Registrars and Admissions Officers says four out of 10 U.S. colleges reported fewer international applications. The number of undergraduate applications from countries in the Middle East fell by 39 percent.

Michael Reilly is the association's executive director. He said there may be fewer applicants because some people see America “becoming less welcoming of international students.”

Reilly said colleges are telling students “their studies or travels will not be disrupted by future policy changes.”

<http://learningenglish.voanews.com>



LISTENING

A – 8.2. Listen to the lecture about changing situation in terms of international students' number at US colleges and find the information to answer the questions below. Compare your answers with your groupmates.

Questions	Answers
1. What are the main reasons of a reduction in applications from India?	
2. Why are US schools interested in admitting foreign students?	
3. Why did M. Sissoko have a difficult start at Portland University?	
4. What worries him now?	
5. How do he and other international students benefit studying in America?	
6. What were the countries with the largest number of students studying at US colleges in 2016?	
7. What was the problem at California State colleges?	
8. What is the decision of California University Board?	



BEFORE READING

Answer the following questions:

1. How well do you get on with people?
2. Have you got many friends?
3. Is it easy for you to make friends? Why/Why not?
4. If you had a chance to study abroad, would you make friends easily or would you feel lonely?

Why?



READING

Text IV

Making Friends Not Always Easy for Foreign Students

Task I. Read and translate the text.

A recent story in the Chronicle of Higher Education said many foreign students report feeling lonely or unwelcome in Australia. Those feelings are among the reasons why Australia is taking a close look at its international education industry. The government has formed an advisory council to help develop a five-year national strategy for the future of international education in Australia.

But wherever international students go, making friends may not always be easy. The Journal of International and Intercultural Communication recently published a study done in the United States.

Elisabeth Gareis of Baruch College in New York surveyed four hundred fifty-four international students. They were attending four-year colleges and graduate schools in the American South and Northeast.

Students from English-speaking countries and from northern and central Europe were more likely to be happy with their friendships. But thirty-eight percent of the international students said they had no close friends in the United States.

And half of the students from East Asia said they were unhappy with the number of American friends they had. Professor Gareis says thirty percent said they wished their friendships could be deeper and more meaningful.

ELISABETH GAREIS: "Students from East Asia have cultures that are different on many levels from the culture in the United States. But then there's also language problems, and maybe some social skills, such as small talk, that are possibly not as important in their native countries, where it's not as important to initiate friendships with small talk."

She says many East Asian students blamed themselves for their limited friendships with Americans.

ELISABETH GAREIS: "The vast majority blames themselves, actually for not speaking the language well enough, not knowing the culture well enough. There were also some comments about the college environment, like many of them were in the natural sciences or worked in labs where they were surrounded by other East Asians."

VOA's Student Union blogger Jessica Stahl did her own survey to find out how American students and foreign students relate to each other. More than one hundred students, about half of them American, answered her online questions.

Half of the international students and sixty percent of the Americans said they related as well or better to the other group than to their own group.

Eighty-five percent of the Americans said they have at least one international friend. But only about half said they have more than two international friends.

Among the foreign students, seventy-five percent said they have more than two American friends. But ten percent said they have no American friends.

Not surprisingly, Professor Gareis says students who make friends from their host country return home happier with their experience.

ELISABETH GAREIS: "International students who make friends with host nationals are, overall, more satisfied with their stay in the host country. They have better language skills, they have better academic performance and they have better attitudes toward the host country. So when they return home, and often fill leadership positions, they can foster productive relations with the former host country."

Task II. Answer the following questions:

1. Should any country that receives foreign students take a close look at its international education industry? Why?
2. Did all students have close friends in the USA?
3. Why did Asian students have more difficulties in making friends in the USA?
4. Who did those students blame for their limited friendships with Americans? Why?
5. Why are foreign students who make friends with host nationals more satisfied with their stay in the host country?

Task III. Speak about the main difficulties in making friends abroad.



WRITING

Write about the advantages and disadvantages of studying abroad/participating in student exchange programmes. Use 120–180 words.

UNIT IX

THE IMPORTANCE OF LEARNING ENGLISH

BEFORE SPEAKING

Task I. Answer the following questions:

1. How well do you know foreign languages?
 - a) I'm *fairly fluent* in English. I *can maintain conversations on a range of topics*.
 - b) I *get by* if I'm travelling in England – I can do the basic things.
 - c) My English is *very basic* – just a few words.
 - d) I'm more or less *bilingual* in English and French.
 - e) I *can have a conversation* about some things in English if people *speak slowly*.
2. Do you find it easy to *pick up* a new language? Why/Why not?
3. Why are you learning English?

Task II. Replace the underlined words with the expressions below.

get by	fairly fluent
picked it up	I am more or less bilingual
teach myself	my level is very basic
to speak slowly	maintain conversations on a range of topics

1. I've only just taken it up, so I can't say very much. When people talk to me, I always have to ask them not to speak so fast.
2. I'm trying to learn at home from a book and some CDs, but it's slow progress.
3. I can survive in the language in basic conversations.
4. I'm quite good at the language and most native speakers can understand me. I learnt it without formal lessons by living there in the 1970s.
5. I've been studying for a few years now, so I can talk about a lot of subjects.
6. My dad was born in Milan and my mum's Scottish, so I speak both languages pretty much perfectly.

Task III. Translate the word combinations into Russian and learn them.

- 1) to be good at English –
- 2) to exercise one's brain –
- 3) to express thoughts and ideas effectively –
- 4) to avoid misunderstanding –
- 5) to pass information to other people –
- 6) to enjoy more books and movies –
- 7) to understand people from other countries and get along with each other –
- 8) to enjoy a vacation trip to English-speaking countries –

- 9) to be a good addition to your job resume –
- 10) to understand your first language even better as you compare different ways of speaking –



SPEAKING

Why Should You Study English?

Here are some reasons to study the English language. Study them carefully and say which one/ones reflect(s) your attitude to the issue. Give your own reasons if you have any.

- Studying any language exercises your brain and makes you smarter!
- Studying English as a second language really exercises your brain!
- Studying language teaches you how to express your thoughts and ideas effectively
- Studying language teaches you how to communicate better
- Studying language teaches you to follow directions (spelling and punctuation)
- Being able to communicate effectively helps you in your job and your daily life by avoiding misunderstandings
- Being able to communicate effectively helps you to pass information to other people
- Being able to communicate effectively helps you to understand other people
- English is one of the most commonly spoken languages, so learning English makes you more likely to be able to speak to people from other countries
- Many books and movies are available only in English, so learning English allows you to enjoy more books and movies
 - Learning English as a common language helps people from other countries understand and get along with each other
 - Learning English as a common language lets you enjoy a vacation to English-speaking countries
 - Learning a second language is a good addition to your job resume
 - Learning a second language helps you to understand your first language even better as you compare different ways of speaking. There are a lot of countries that speak English so it would come in handy (*пригодиться, оказаться полезным*) for going on holiday.

<https://www.answers.com>



LISTENING

A – 9.1. You are going to hear Guy, a teacher at a language school, interviewing a new student, Olga. Listen to their conversation and choose the correct information referred to Olga and circle it, then check your answers with your teacher.

1. Olga has been learning English for 12/20 years.
2. That is Olga's third/first time in an English-speaking country.

3. Olga's English is *not very good/really good*.
4. Olga's teachers were *as good as Guy's/better than Guy's*.
5. She is going to stay in England *for a year/She doesn't know it yet*.
6. Olga is *single/married*.
7. She is *23 years old/She prefers not to speak about her age*.
8. Olga has been put in the group for *beginners/advanced learners*.



USE OF ENGLISH

For questions 1–17, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) at the end of the line. If a line has a word which should not be there, write the word at the end of the line. There are two examples at the beginning, (0) and (00).

Why Am I Learning English?

0	English is the most widely spoken language in the world	✓
00	today. It is quite amazing how the use of English has	a.....
1	become so widespread. The English is not as easy as
2	Esperanto, which was especially written for to be as easy
3	as possible for people to learn, and yet the Esperanto is
4	spoken by very few people around the world. For many
5	people English is not as more beautiful a language as
6	French but it seems too late for French to catch up with
7	English as an international language. German is a quite a
8	useful language if you are in business in Europe but it is
9	not half as easy to learn so as English, and people say it
10	doesn't sound as if pleasant as English. English has
11	become so important that it is becoming the more and
12	more essential to know it if you want to get a good job.
13	There are also so many of films and so many songs which
14	are in English. It is too much early to say whether English
15	will remain as influential as it is today but it seems like
16	difficult to stop its growth. It looks like it will be a world
17	language for a long time.



READING

Text I

A Hunger for English Lessons

Task I. Read and translate the text.

Kim Hyo Jin, a timid junior high school student, stood before her American teacher fidgeting. The smiling teacher held up a green pepper and asked in clear, enunciated English: "What is this?" (1)

“Peemang!” the South Korean teenager blurted out, then covered her mouth with a hand as if to stop – too late – the Korean word had left her mouth. (2)

Mortified, she tried again. Without looking the teacher in the eye, she held both hands out and asked, this time in English: “May I have green pepper?” (3)

Kim took the vegetable with a bow, and darted back to her giggling classmates – beaming and feeling relieved that she had successfully taken a small first step toward demolishing what South Koreans consider one of their biggest weaknesses in global competitiveness: the fear of speaking in English to Westerners. (4)

Kim was among 300 junior high school students going through a weeklong training in this new “English Village”. Built a few kilometers from the western border with North Korea, the government subsidized language camp is the largest in its kind in the world, the officials say. (5)

The complex – where the motto is “WE produce global Koreans!” – looks like a mini town scooped up from a European country and transplanted into this South Korean countryside dotted with pine groves, rice paddies and military barbed-wire fences. It has its own immigration office, city hall, bookstore, cafeteria, gym, a main street with Western storefronts, police offices and a live-in population of 160 native English speakers. All signs are in English, the only language allowed. (6)

Here, on a six-day immersion course that charges students 80,000 won, or \$82, pupils check in to a hotel, shop. Take cooking lessons and make music videos – all in English. There are language cops around, punishing students speaking Korean with a fine in the village currency or red dots on their village passport. To relieve the stress, the authorities do permit students to speak their native tongue a few times during their stay, usually at meal-times. (7)

Across South Korea, the English Villages are sprouting up. Ten are already operating, with more on the way. They represent the latest big push in South Korean parents’ multibillion-dollar-a-year campaign to give their children a leg up in conquering English skills. (8)

Despite the fact that South Korea has very few natural resources, it realized early on that it must push exports and produce high-quality work forces. Education is an obsession. Mastering English is a nationwide quest from kids to office minions in corporate giants like Samsung and Hyundai. (9)

“It’s funny because Koreans know English,” said Jeffrey Jones, former president of the American Chamber of Commerce in Korea who heads Paju complex. “They can read, probably better than I can. However, they have trouble in speaking.” (10)

Although they spend a lot of time learning English, when many Koreans see a Westerner coming their way on the street, they detour or run away. (11)

South Korea has become one of the most aggressive countries in Asia at teaching English to its citizens. Outside the school system, parents are paying an estimated 10 trillion won a year to help their children learn English at home or abroad. (12)

Nevertheless many college graduates falter in chats with native speakers. South Korean officials are often accused of grouping together in international conferences, afraid to mix with native English speakers. That, linguists say, is a result of a national school system that traditionally

stresses reading and rote memorization of English grammar and vocabulary at the expense of conversation. (13)

In Korea University of Seoul, 30 percent of all classes are now in English. Speaking English with a native accent has become a status symbol. (14)

Task II. Match the article's sub-headings below with the appropriate paragraph from the article. There is one extra sub-heading which you do not need to use.

- | | |
|---|--|
| <input type="checkbox"/> 1. paragraph 1–5 | A. English Villages |
| <input type="checkbox"/> 2. paragraph 6–8 | B. Importing Foreigners |
| <input type="checkbox"/> 3. paragraph 9–12 | C. Identifying the root of the problem |
| <input type="checkbox"/> 4. paragraph 13–14 | D. Afraid to speak English |
| | E. An Obsession with Speaking English |

Task III. Read the article again and decide if the following statements are True (T) or False (F).

1. South Koreans are afraid of speaking in English to Westerners.
2. “English Village” is a private language school for South Koreans.
3. Students can speak both native and English languages in the village.
4. There is only one “English Village” in South Korea.
5. Education is an obsession in South Korea.
6. Korean children learn English only inside the school system
7. Linguists say that the Koreans are afraid of speaking English and mixing with native English speakers because of their national character.
8. Speaking English has become a status symbol.

Task IV. Answer the questions below:

1. What problem did Kim Hyo Jin have?
2. Who funds the English village?
3. Why is Korea so “aggressive” when it comes to encouraging students to speak English?
4. What happens in the English village if students speak Korean?
5. What do Korean delegates usually do at international conferences?
6. Why are 30 percent of all classes now in English in Korean University of Seoul?

Task V. Discuss the following points:

1. In your opinion, will the English language remain the most important global language? Why/Why not?
2. Re-read the description of the English village. Would you like to study there? Why/Why not?
3. What is the most effective way of learning a foreign language?



BEFORE READING

Answer the following questions:

1. How did you learn your foreign language? Did you go to classes, teach yourself, or just pick it up off the films?
 2. Do you find it easy or hard to learn a new language?
 3. Which expressions below reflect best your own experience of learning English?
 - a) Memorization of vocabulary lists
 - b) Reading texts
 - c) Fluency and conversation classes
 - d) Having a native-speaking teacher
 - e) Learning grammar rules
 - f) Watching videos and listening to disks
 - g) Meeting with English-speaking people
 - h) Having a non-native-speaking teacher.
- Compare your answer with a partner.



READING

Text II

How to Speak English Fluently?

Task I. Read the text about how Hau Hoang learnt to speak English. Translate the text.

The most popular question I get from my friends in Vietnam is how to speak English fluently and correctly. I realize that it is an aching question that not just my friends, but also learners of this global language are trying to answer. In my case, even though I was taught English since the beginning of middle school in Vietnam, the things I learned then were barely adequate to carry out a conversation or even write up a letter in correct grammar.

In 9th grade, I decided to focus on studying English intensively on my own, which helped me land a scholarship to study in America through an exchange program – a thrilling turn for my education.

Obviously, being in the native speaking environment was a golden advantage, but at the same time, I still had to study and practice the language. By the end of high school, I was very confident with my English skills. All of my hard work paid off even more in college, because the classes at St. John's College are discussion-based, so there's a lot of talking.

Here are some of the things that worked for me when I was learning English. Since everyone has a different learning style, what worked for me won't necessarily be best for you, but hopefully this will at least help you along.

Listen as much as possible

As I recall, the pronunciation I was taught in middle school in Vietnam are mostly incorrect. This is a common case because English pronunciation is not at all straightforward. There is nothing like the difficulty in trying to pronounce some of English's most difficult words. For me, the toughest words to master were words like "weird," "judge," and "noodle."

What helped was listening to native English speakers as much as possible, either through tapes, CDs, movies, or most prominently, the internet. I'm not exaggerating in saying that American movies and music were my principal English teachers in 9th grade. I would buy CDs of Westlife and Britney Spears, download the lyrics and sing along to the songs. And once in a while, my sister would bring me from Hanoi DVDs of American movies which I would watch over and over, and practice reading the subtitles along with the actors. I can still recite word-by-word the whole script of Mean Girls.

In this way, my English study was basically an immersion, though indirect, in the English language as well as the American culture. My pronunciation and speaking skill therefore improved very quickly. I got to learn the real English – what real Americans say to each other in everyday life; for example, saying "How are you doing?" instead of the ordinary "How are you?"

Judge yourself

When you practice speaking by repeating along with a recording, be somewhat hard on yourself, try to imitate as close as possible to the speaker's pronunciation, and most importantly, the intonation of the sentence – this will help you carry out a more natural and smooth conversation in English.

It is also very helpful to have a dictionary with International Phonetics Alphabet (IPA) pronunciation (I recommend Oxford, Macmillan, or Dictionary.com for those who have home internet access). Of course, the first step would be to learn how to read the IPA symbols (some YouTube videos can help teach you that). I always use this guide to learn the pronunciations of new words, and also to make sense of the pronunciation in the recording.

Specifically, by looking at the "anatomy" of the pronunciation, you will be able to greatly improve your pronunciation. For example, since Vietnamese words all have one syllable, a lot of Vietnamese pronounce the word "hôm" for "home" since their sounds are seemingly equivalent. When you look up the IPA pronunciation of this word, however, you will see that it actually consists of two syllables /ho-um/. As a result, you should practice perfecting your pronunciation by saying the two syllables separately and quickly. Eventually it will become an instinctive thing to pronounce "home" in that correct manner.

Variety is key

For me, the key to speaking English fluently is sentence structures. The more structures you know, the more comfortable you will be when trying to express your thoughts.

My advice would be try to master the fundamental structures – "for example," "I think that," "it is interesting that," "I find it," "it is better to," "not only ... but also" – by practicing them over and over. A good familiarity with the structures will help with the coherence of the conversation.

As you expand your knowledge in sentence structures, it is also important to augment your vocabulary. It is always wise to constantly try new words in conversation due to the mutual relationship between speaking and learning new words: you need more words to express your thoughts precisely, and at the same time, it is easiest to learn new words when they are uttered and put in context.

Learning to speak English fluently is a difficult task. On top all of the tips I listed above, my final advice would be to practice as much as possible because really, practice makes perfect. Good luck everyone!

<https://blogs.voanews.com>

Task II. Which of the statements below are False (F). Correct them.

1. Hau Hoang has been learning English since his childhood.
2. He had a chance to learn English in Great Britain through an exchange program.
3. By the end of high school Hau Hoang was a bit more confident with his English skills.
4. Hau Hoang believes the things that worked for him when he was learning English should be followed by everyone.
5. Listening to only native speakers helped Hau Hoang.
6. There were some tough words to master for Hau Hoang.
7. While practicing speaking it is very important to imitate the speakers pronunciation and intonation of the sentence.
8. Hau Hoang thinks that the key point in learning how to speak fluently is sentence structure.
9. It is very important to enlarge your vocabulary when you expand your knowledge in sentence structure.
10. The author insists on practicing the language as much as possible if you want to speak English fluently.

Task III. Speak about the things that worked for the author of the article when he was learning English.



USE OF ENGLISH

Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Speaking English Well

I have a Dutch friend who speaks English (0) beautifully.	BEAUTY
I have always wondered how the Dutch manage to	
learn languages so (1)	SUCCESS
The Dutch, like the Germans, often speak English (2) than some	
native speakers or at least they	WELL
seem to speak the language more (3) than some English people.	CORRECT
Will say if you want to speak English (4) with	FLUENCY
a reasonable accent, you should listen to tapes as (5) as possible.	FREQUENCY

If you can afford (6) to go to an English -speaking country, you should go but you should	OCCASION
also study the rules of English (7), especially	CARE
if you want to speak (8) Will also feels very	ACCURACY
(9) That there are no magic solutions but that	STRENGTH
you (10) have to work hard at the new language.	SIMPLICITY



WATCHING AND LISTENING

A – 9.2. Watch and listen to the presentation about learning foreign languages in America and find out the information to answer the questions below.

1. What course are a group of American students and teachers participating in?
2. What languages are the participants allowed to speak in class?
3. Is the event the only language course within STARTALK?
4. When was the program launched?
5. What languages were named “critical-need” foreign languages?
6. When did Charles Byrd, professor of Russian get interested in the Russian language?
7. What is learning a foreign language for many students according to Betsy Sandstrom, program director at STARTALK?
8. Is Russian interesting only to the group of students within STARTALK? Has it lost its ground on other languages for American students?



WRITING

Write an essay “Why I want to learn English” in 120–180 words.

UNIT X

WORK AND TRAVEL



READING

Text I

University Travel: 10 Ways Students Can Globe-trot for Free

Task I. Read and translate the text.

Long summer holidays and exciting new friendships make university a great time to travel – but can you afford it? Lauren Razavi outlines 10 ways students can globe-trot for free.

You've got months off for summer, exciting new friends from across the country or further afield, and less responsibility than you're ever going to have in your adult life. When could be a better time for travelling than your university years?

If only it were that simple. Sadly, when the university break arrives the student loan tend to have been diminished by rent, food and nights out, meaning travel can fast become a distant dream.

But get creative, and it doesn't have to be like that. There are a variety of ways to see the world – often without spending anything. Now is the time to start planning your summer travels, and here are 10 handy tips to get you started on your journey:

1. Cultural exchange and study schemes

Each year, government departments fund a limited number of undergraduates to go on three-week cultural exchange programmes such as Study China and Study India. All accommodation, transport within the country and subsistence costs are covered by the schemes, and home universities will often fund flights, visas and vaccinations. A great way to fully immerse yourself in another culture – from food and drink to language and daily customs.

2. Teach English abroad at a camp or school

Teaching offers the opportunity to go almost anywhere in the world, and it's undoubtedly one of the most rewarding options for student travellers. As well as getting to know a culture from the inside and meeting plenty of like-minded folk, most of your expenses are covered and many schools will pay you on top of this. Some notable companies include The English Experience, LEOLingo and Camp America.

3. Seek out travel grants

Believe it or not, some organisations exist with the sole purpose of funding travel. To cash in on this generosity, you'll need to present a clear, considered plan and persuade a board of people that your trip is worthwhile. Many organisations value trips that will enhance personal or cultural development, but each has its own specifications and criteria. The SPRET educational trust caters specifically for students based in certain areas, whereas UNESCO and the UN both offer more general funding to travellers.

4. Enter competitions

While this certainly isn't a guaranteed means of financing your adventures, competitions can offer some very appealing prizes. Here at *The Telegraph*, our travel section runs a weekly writing competition and offers a generous £200 prize in the winner's chosen currency. Other useful

websites to keep an eye on are gapyear.com and World Nomads; both run regular competitions for writers, bloggers, photographers and film or documentary-makers.

5. Study abroad

Some degree courses automatically include a term or year away, but there are opportunities for any undergraduate to spend time abroad as part of their studies. Almost all UK institutions take part in the ERASMUS exchange scheme with other European universities. If accepted, grants, scholarships and other forms of financial assistance are all available – often in addition to your regular grant or loan. Individual universities often have partnerships with certain institutions overseas too.

6. Become a tour guide

If you're looking to spend time in one place, consider getting to know your location and applying to become a tour guide. Tourism offices, hostels and specialist tour companies such as Sandemans New Europe recruit English-speakers with local knowledge to become guides. You'll need to be charming and confident to be successful, but it's certainly possible to cover the costs of longer-term trips this way.

7. Hitchhike and Couchsurf

If you've read Jack Kerouac's *On the Road*, chances are you'll already have been inspired by this Beat tale of hitchhiking across America. Hitchhiking can be perfectly safe, but be sensible, take precautions and stay alert. Combine this with Couchsurfing – staying at a local person's home for free – and it's possible to travel far and wide without spending anything on hotels or transport.

8. Work on a farm

If you don't mind getting your hands dirty, WWOOF offers farming work in a range of different countries, often providing food, accommodation and modest stipends in exchange for labour. You pay a small upfront fee for membership which gives you access to their wide-reaching network to find both short-term and long-term work. The appeal of beautiful skies and living the simple life has been enough to sway many travellers into earning their keep this way.

9. Do it for charity

Many students take on the challenge of a trip known as a "Jailbreak" to raise money for charity through their university or a campus society. These adventures are usually organised annually and the general idea is to travel as far as possible over the course of a weekend (or longer) without spending any money. Friends and family sponsor you, often per mile, with a bonus for the winning team who end up furthest away. People and companies are relatively forthcoming with freebies if you're raising money for a good cause, and your whole travelling experience will certainly be a unique one.

10. Utilise your friends

The cliché that you'll meet people from all walks of life at university is usually an accurate one – and many will come from places you didn't even know existed as well. Whether your friends are from another UK city or Australia, take advantage of the travelling opportunities provided by knowing such a mix of people. Stay with new acquaintances and you'll come out of it with new

perspectives, language skills and, often, a full stomach. You'll have to pay to get there, but the accommodation and the personal tour guide are free.

<https://www.telegraph.co.uk>

Task II. Speak about 10 ways students can globe-trot for free.

Task III. Answer the question:

Which way of travelling mentioned in the article would you prefer and why?



LISTENING

BEFORE LISTENING

Task I. Answer the following questions:

1. How do you usually spend your summer holidays?
2. Have you ever worked in summer? What kind of job have you taken?
3. Have you ever participated in the Summer Work Travel program? Would you like to participate in the program? Why/Why not?

Task II. Give Russian equivalents of the following word combinations using a dictionary.

1. J-1 exchange visitor visas
2. To amend employment rules
3. Jobs that provided little or no contact with the outside world
4. To protest conditions
5. To be underpaid
6. To be barred from jobs
7. To praise a requirement
8. To fill temporary or seasonal jobs with Summer Work Travel students
9. To recognize the demands
10. To return the program to its original purpose

A – 10. Listen to the speaker who is presenting new rules on US summer jobs for foreign students and decide if the statements below are True (T) or False (F). Correct the false ones.

1. The main purpose of the Summer Work travel program is to fill temporary or seasonal jobs with foreign students.
2. The Program started some years ago.
3. There are no reasons for changing the employment rules of the program.
4. The State Department has banned the use of Summer Work Travel students in some jobs.
5. The new limits on jobs students can fill protect US employers.
6. The goal of the State department's changes is to return the program to its original purpose as a cultural exchange program.

Speak about the reasons for amending the employment rules of the Summer Work travel program.



READING

Text III

7 Great Reasons Why You Should Work and Travel

Task I. Read and translate the article written by Steph, blogger of Budget Travel Ideas.

Having just bagged our first job whilst on the great budget road trip here in Australia, we're again feeling that rush of joy and exhilaration when travel becomes a sustainable lifestyle.

There's nothing quite like the thrill of knowing you are able to support yourself while living your dreams – making travel not just a holiday for us, but actually a way of life.

We've both had experience of work and travel independently before this trip – myself in Latin America and the boy in South Africa – so we are well sold on the benefits of doing so.

Yet, even with our past successes, making the leap of faith to put ourselves out there and hunt for jobs in foreign surroundings was still daunting.

Luckily our self-belief and hard work has paid off once again and we are loving our current employed life on Magnetic Island, Queensland!

From TEFL jobs to au pair work, farming to hospitality gigs, there are so many opportunities to work and travel across the globe it's silly.

So, if you haven't yet tried finding a job in a different country to support your adventures and need some encouragement, here are 7 great reasons why I think you should work and travel.

Yet, even with our past successes, making the leap of faith to put ourselves out there and hunt for jobs in foreign surroundings was still daunting.

Luckily our self-belief and hard work has paid off once again and we are loving our current employed life on Magnetic Island, Queensland!

From TEFL jobs to au pair work, farming to hospitality gigs, there are so many opportunities to work and travel across the globe it's silly.

It Allows You to Travel Longer

There's no doubt that one of the best reasons why you should work and travel, especially for budget backpackers like us, is that it allows you to extend the amount of time you're away from home!

If you're earning money while you're abroad, then you're going to have more cash to spend and this is certainly going to help you travel for longer.

Every little helps, as they say, so even if you don't earn as much as you would working at home, finding a job while you travel is still going to help you prolong your adventure.

The fact that working while travelling will help you extend your holiday is probably the most common reason travellers look to find jobs while they're away ... at least, I know it's certainly mine!

It Teaches You Different Skills

There's no doubt that much of the work you'll find while travelling is likely to be different from the type of work you do at home. That's because the opportunities are different elsewhere in the world and so is the demand.

My advice is to embrace this difference and treat your time of work and travel as a key opportunity to learn some different skills.

See it as a chance to experience something new and you never know what you might learn or discover you enjoy.

I've done quite a bit of agricultural work in my time of working on the road and who would have known I'd enjoy farming and weeding so much! So don't ever be afraid to try new things, after all, you might discover you actually like them!

It Tests Your Comfort Zone

The third great reason why you should work and travel is because it will almost certainly push at the limit of your comfort zone.

Ok, this probably doesn't sound too appealing, but trust me, you will benefit in the long run.

Travelling alone can often be a comfort zone tester in itself, so add into this mix trying to find a job in a place where the rules are different, the system is different and perhaps even the language is different and you've got yourself a good old challenge!

As with almost everything you face that scares you or seems daunting, work and travel does have advantages however.

When you do bite the bullet to put yourself out there, try to find a job, perhaps go and live somewhere you don't know anyone else, you will be rewarded for your bravery, I promise!

It Gives You More Confidence

Travelling alone can often be a comfort zone tester in itself, so add into this mix trying to find a job in a place where the rules are different, the system is different and perhaps even the language is different and you've got yourself a good old challenge!

As with almost everything you face that scares you or seems daunting, work and travel does have advantages however.

When you do bite the bullet to put yourself out there, try to find a job, perhaps go and live somewhere you don't know anyone else, you will be rewarded for your bravery, I promise!

Travelling alone can often be a comfort zone tester in itself, so add into this mix trying to find a job in a place where the rules are different, the system is different and perhaps even the language is different and you've got yourself a good old challenge!

As with almost everything you face that scares you or seems daunting, work and travel does have advantages however.

When you do bite the bullet to put yourself out there, try to find a job, perhaps go and live somewhere you don't know anyone else, you will be rewarded for your bravery, I promise!

It Leads to Great Friendships

Working while you travel is also a super way to make some great friends ... believe me!

This is particularly beneficial if you are travelling solo and looking to find some fun people to hang out with or adventure with later.

Working while you're away can immediately bring you into close contact with people that are likely to have similar interests or be on similar paths to you.

After all, there's nothing like working a 7 hour shift behind a reception desk together when it comes to getting to know someone!

I'm delighted to say that I've met some of the most amazing people through work when I've been travelling – people that I'm still in contact with years later.

Those people are now great friends of mine in their own right and I'm so glad every minute that the combination of work and travel lead me to meet them.

It Engages You With Local Communities

As well as working with people who are similar to you, working while you travel is also likely to throw into situations with people who are very different to you, people who come from a different part of the globe and people who view the world very differently.

Working alongside such people, operating as a team or perhaps teaching them a new skill, is a great way to cross cultural boundaries and learn more about the lives of everyday people in the place where you are.

The fact that working abroad can put you in touch with local people is definitely one of my favourite things about this mode of seeing the world and is a major advantage of TEFL work in particular.

Such an experience can really open your eyes and allow you to experience different cultures in ways you never have before.

It Gets You Really Knowing a Place

Working while you travel will necessarily keep you in a single destination for a longer period of time than were you just passing through as a tourist, because presumably you're going to be keeping your job for longer than a few days!

At the most basic level therefore, this will allow you to engage more with a place, to get to know it better and to glean a deeper understanding of it than most tourists.

Add into this equation the notion that you'll probably be making some great friendships with local people, and your sense of a destination and its culture, will certainly increase.

This is, without a doubt, one of the biggest benefits to the opportunity that work and travel presents, indeed it's one of the greatest benefits of travelling full stop.

<https://www.bigworldsmallpockets.com>

Task II. Speak about the seven reasons emphasized by the author. Do you agree with Steph? Why/Why not?

Text IV

How I Manage to Travel While Studying

Task I. Read and translate the text.

A degree is important to get a job and that is what every single individual I know has told me. Especially, being a Vietnamese, education is a must in the cultural perspective (as so many people have interpreted the Asian culture in general). Because of that, I have committed myself in a 4-year Bachelor study in The Netherlands. The desire for travelling itches me every day and knowing that I could not leave the responsibility for my study. However, it is not the end of the world because in every tough circumstance, you always find the way out. Throughout my study, I have been from place to place and for some people, they have seen me travelling quite a lot. I cannot define ‘a lot’ because it would never be enough for me. So for those who wonder, who seek for the answer how I could manage to travel while studying, the answer is simple – good planning and take any opportunity.

Studying in a foreign country has given me the chance to step in another land and give me the ability to explore better another culture. And Europe? Everyone wishes to be in Europe because the European lifestyle is somewhat so popular and desirable. So that is the first opportunity I took – ***studying abroad in Europe.***

That’s nothing new anymore, isn’t it? We all know to take the opportunity to study abroad and it might probably be the easiest way to get a visa. With the Schengen Visa, you can travel to at least 26 countries and there is nowhere else like Europe – everywhere is accessible by public transports and easy to get around.

The amount of holiday days a student has is obviously much more than an employee – no wonder why people keep telling you “you’re lucky that you’re still studying”. **Take that, grasp your bag, go!** Taking use of the holidays I got during college and they have afforded me to several countries – that doesn’t only count Europe. And here comes the definition for good planning.

My University has several options for exchange programmes and I believe most Universities offer the same or similar things. I regretted that I had not taken the choice be elsewhere but Europe but the schools I had chosen always gave me the gap time so that I could manage to have a longer trip. What I mean with gap time is the gap between my home University and the exchange University. In addition, I could have saved that money which I was supposed to spend on a new visa and flight tickets to travel some places that are close by.

How could I afford my travels?

Being a student sucks sometimes because you are always poor. Maybe some of you lucky enough, you have more luxury than me or other students, but the majority, we are called poor. I had quite a tough time to save money and that took a lot of sacrificing.

I am sharing you these tips to survive all the years of studying while traveling.

Say NO to new clothing trends

For the last few years, I have managed to skill myself on window-shopping. Wearing the same stuff might be not so cool but that’s the sacrifice you would take in order to save money. Or consider to hunt for sale products (which I did not do either)

Applying for school grant

Every year I tried my best to get the good results in University to get the acquired credits for grant. This grant could be small but it helps you along the way for both living and travelling in the future.

Working part-time

It could get difficult to work because of your minimised available time or language's problems or having not enough skills. However, you can always find a certain thing that you are good at. During my study, I have managed to work as a babysitter, a waitress, a bartender and a tutor. Sometimes I worked two jobs in rows just to get extra bucks. Along the way, I also have developed a freelance work as a photographer so the only job I need to do is to promote myself and show my talents. As you might consider, I do not earn money with my blog because I want it to be non-monetised platform. But if you have a blog and able to make it as a side job, it is definitely the most potential in the market.

Press trips

This could be the cheapest way to travel. However, it is not that easy as it sounds. If you are a public figure (let's say you're a blogger or a YouTuber), you need to have a certain amount of work on the platform so that it can meet the requirements or be recognised. For instant, I have had this site for more than four years and to maintain a blog is not easy, especially when you are busy with school and work.

Travelling does not always require so much money

If you don't have a lot of money, that doesn't mean you cannot travel. You can always travel to places nearby or even to different cities in the country you live in. Bus is a cheap option even though it might take a bit longer than any other transportations. Or like me, I hitchhiked and car-pooled. Car pooling might cost you a little but it is efficient in time and you can always get to know new people. Hitchhiking could be seen as a dangerous way of travelling but let me tell you, I could prove you wrong. You could always learn from other people's experience or just need to wake up your sixth sense if you do hitchhike. *Hitchwiki* is a site for you to know a bit more about hitchhiking and help you locate good spots to hitch.

For accommodation, camping is a way, or as I tried to make my travel expense as least as possible, I used *Couchsurfing* – a great platform to meet people and to have a night stay for free.

<http://www.angelakoblitz.com>

Task II. Speak about Angela's tips to survive while studying and traveling. Which one(s) do you think are worth taking into account? Why?



USE OF ENGLISH

Task I. Read the text below, ignoring the gaps for the moment. Do you think the writer of the text is generally positive or negative about the experience of the first immigrant workers in Britain? Why?

Task II. For questions 1–15, read the text again and decide which answer, A, B, C or D best fits each space. The exercise begins with an example (0).

Changing Countries

(0) **Seeking** a new life and hoping for a significant (1) _____ in their standard of living, foreign workers began flocking into Western Europe during the 1950s. In Britain, some of the first immigrants arriving from the West Indies and the Indian subcontinent were welcomed by brass bands, but the dream of a new life soon (2) _____ sour for many.

Attracted by (3) _____ to earn good money and learn new skills, the reality they found was often one of low wages and, in many (4) _____, unemployment. Some did not adapt (5) _____ to life in a country of cold weather, cold welcomes and discrimination. The (6) _____ of West Indian immigrants (7) into the inner cities, areas that were already fraught with social tensions caused by poverty and (8) _____ housing. There were cases of open hostility towards the newcomers; in 1958, riots (9) _____ out in Notting Hill, West London, when gangs of white youths began taunting immigrants.

Yet despite the (10) _____ difficulties they encountered, many foreign workers did manage to (11) _____ their new conditions, (12) _____ in their new adopted country and prospering. Their contribution (13) _____ the effect not only of speeding up the (14) _____ of economic change in the postwar period, it also (15) _____ Western Europe into multiracial society.

	A	B	C	D
0	Searching	Wishing	Seeking	Leading
1	switch	change	modification	variation
2	turned	converted	switched	changed
3	promise	chance	goal	target
4	occasions	examples	ways	cases
5	closely	greatly	easily	normally
6	most	percentage	majority	number
7	changed	lived	arrived	moved
8	poor	low	few	weak
9	broke	carried	came	started
10	several	high	numerous	heavy
11	amend	adjust	turn	alter
12	coming	establishing	moving	settling
13	took	gave	had	made
14	growth	motion	pace	step
15	transformed	transferred	modified	shifted

Task III. Read the text again and decide whether the students who participate in Work and Travel programmes have the same problems the first foreign immigrants in Britain had. Share your ideas.



READING

Text V

Study: US Job Program for Foreign Students Expands

Task I. Read and translate the text in written form.

A new report says a United States government program for foreign students has been expanding in recent years.

The government's Optional Practical Training, or OPT, program was set up to help foreign students graduating from American colleges and universities. It gives them a chance to stay in the country for temporary employment after they complete their studies.

The report, from the Washington-based Pew Research Center, notes that many foreign students take classes in science, technology, engineering and mathematics, or STEM subjects. The center noted that, under OPT, the number of foreign students graduating and working in STEM fields rose 400 percent between 2008 and 2016.

The federal program enables F-1 visa holders who complete school to remain in the United States and work for up to one year. Two years ago, the program began permitting graduates in STEM fields to work an additional 24 months.

In 2016, about 172,000 foreign nationals got a job through OPT. The program had 45,000 students in 2008, and 73,000 in 2014. The numbers are based on information provided to Pew by U.S. Immigration and Customs Enforcement, or ICE, through a Freedom of Information Act request.

More than half of foreign graduates in the program specialized in STEM fields.

From 2004 to 2016, about 74 percent of OPT approvals were citizens of Asian countries, the Pew study found. Students from India, China and South Korea made up 57 percent of the total. Graduates from Europe were the second-largest group, with an 8 percent total. Another 8 percent were from Latin America and the Caribbean, while 5 percent were from Africa.

The Optional Practical Training program is not as well-known as the U.S. government's H-1B visa program, but the number of people taking part in OPT is much larger.

Under the H-1B program, foreign workers are permitted to stay in the U.S. for up to six years. After this time, H-1B visa holders must either return to their home country or seek permission to stay permanently. Working a temporary job through OPT is seen as a first step for many people hoping to receive an H-1B visa at a later date.

The H-1B program is designed to employ foreign workers in jobs requiring "specialized knowledge," according to the U.S. Department of Homeland Security. Many of these jobs are filled by people with STEM backgrounds.

Pew Research Center reports that in 2016, about 257,000 people took part in the OPT program. By comparison, the H-1B program is limited to 85,000 people per year.

Pew noted that one reason for the rise in OPT numbers is because the number of new students on F-1 visas at U.S. colleges went up 104 percent from 2008 to 2016.

The United States has the largest foreign student population in the world. Neil Ruiz, a co-author of the report, says the OPT program has been an important tool in getting foreign students to attend U.S. schools and retain them after they graduate.

Presidential policies

But foreign student enrollment at U.S. colleges is reported to have dropped since the presidential election in 2016.

Last November, the Institute of International Education released results of a study involving nearly 500 colleges and universities. They were asked to provide enrollment numbers for the 2017/2018 school year. On average, the results found a 7 percent drop in the number of newly-enrolled foreign students at U.S. schools.

The institute says the drop is likely a result of government policies that seek to limit immigration and restrict travel from some mostly Muslim countries. In addition, the group says American colleges also are facing increasing competition from countries like Canada, Australia and Britain.

The U.S. government has also considered making changes to the H-1B and F-1 visa programs. Officials have said the changes would aim to prevent foreign nationals from taking jobs away from American workers.

U.S. Immigration and Customs Enforcement has announced plans to carry out “comprehensive reform” of practical training programs in an effort “to reduce fraud and abuse.”

The Association of International Educators estimated the economic effects of more than one million international students in the U.S. Its study found that the students added about \$37 billion to the U.S. economy and supported 450,000 jobs during the 2016/2017 school year.

The association's director, Esther Brimmer, said that it is important to realize there is “increasing global competition” for international student talent. She urged U.S. officials to strengthen policies that center on “our nation's founding ideals of inclusivity and opportunity.”

<https://www.voanews.com>

Task II. Give a summary of the text.



SPEAKING

Answer the questions:

1. How do you usually spend your summer holidays?
2. Do you like travelling? Why/Why not?
3. Do students usually have enough money for travelling? Why/Why not?

4. Do you know the ways that can help students to travel without having much money? What are they?



WRITING

Write an article about the advantages and disadvantages of the Work and Travel programme. Use 120–180 words.

UNIT XI
WHAT THE FUTURE HOLDS
PART I
SKILLS YOU NEED FOR THE FUTURE



BEFORE READING

Task I. Answer the following questions:

1. What are the most important skills for the jobs of the future?
2. What skills do you need to be successful in your future job?

Task II. Put the skills for the jobs of the future in order of importance from 1 to 8.

Explain your choice.

- | | |
|---|-------|
| A. Have a good understanding of reality | _____ |
| B. Creativity and imagination | _____ |
| C. Be ethical, both on a personal and professional level | _____ |
| D. Have good taste | _____ |
| E. Be able to express your emotions | _____ |
| F. Be able to maintain a realistic view of yourself and your contribution even when working as a team | _____ |
| G. Be adaptable to change | _____ |
| H. Be a good member of a team | _____ |



READING

Text I

What the Future Holds

Task I. Read the text “What the future holds” and give Russian equivalents of the words and word combinations in bold.

Whatever job you end up doing, you will be expected to have good communication skills that show you know how to work as part of a team and are able **to adapt to change**. But **at the heart of good communication**, of course, is a capacity to think about things and learn from experience.

Life-long learning

A good knowledge of English and computer skills are **vital in today’s workplace**, but it would also be useful to speak a bit Chinese, know what GMOs (genetically modified organisms) are, and know about different cultures throughout the world. General knowledge is becoming increasingly important! In order to be considered educated nowadays, you need to be able to talk confidently just about anything: from politics to environmental issues. We need to respond to the rapid, radical changes going on in the world around us. In the future, we won’t need specialists as much, but rather people with a good basic knowledge, who can use their potential in the technology we have.

Information overload

One of **the biggest challenges we face today** is managing all the information we have **at our disposal**. According to a study carried out at the University of California at Berkeley, five exabytes (five billion gigabytes) of information are stored each and every day. This is the equivalent of 37,000 libraries, the size of the Library of Congress in the US which holds over seventeen million books! But do we know how to make use of all this information? One of the authors of the Berkeley study stresses that it is up to us **to sift through** it all, separating what is useful from what is not, but we will have to use all our knowledge and intelligence to make it work.

Ethics

We will need an understanding of ethics. Jobs in the future will require us to be **trustworthy**, responsible and aware of the needs of others and our surroundings.

Making choices

In order **to achieve flexibility** and the ability to adapt to new challenges we face at work, we will have to be willing to learn all the time. Businesses are forced to change constantly simply to stay in business and people need to do the same. But this does not mean that we have to accept change passively. We shouldn't **be taken in by the latest gadgets** and we ought to learn to avoid things that we don't really need. It is our responsibility **to make sensible, sustainable choices**.

Think Chinese

By 2050 Chinese will be the most spoken first language on the planet, followed by Hindi and Urdu (from India) and Arabic. A knowledge of this language will be vital, not just because of the Chinese economy, which is growing so rapidly, but also because we will be coming into daily contact with Chinese way of life.

Task II. Match the words with their definitions.

Words	Definitions
1) taken in by	a) at the centre of
2) trustworthy	b) difficulties we need to overcome
3) sustainable	c) sort through carefully
4) challenges	d) without depleting natural resources
5) at the heart of	e) deserving of one's confidence
6) sift through	f) deceived by

Task III. Choose the correct variant to answer the questions or to complete the sentences.

1. What lies at the heart of communication?

- A. Having good skills
- B. Being able to learn from experience
- C. Knowing how to work as part of a team
- D. Having the capacity to adapt to change

2. Being educated today means being able to...

- A. ... communicate in several ways.
- B. ... relate to different cultures.
- C. ... speak a bit of Chinese.
- D. ... hold a conversation on any subject of general knowledge.

3. How can we make use of all the information we have at our disposal?

- A. By separating what is useful from what is not.
- B. By storing it in libraries.
- C. By stressing what we need.
- D. By enquiring at US Berkeley.

4. We will need an understanding of ethics in order to...

- A. ... take on more responsibility.
- B. ... be familiar with our surroundings.
- C. ... help those in need.
- D. ... realize what other people need.

5. How can we adapt to new challenges we face at work?

- A. By accepting change whether we like it or not.
- B. By getting hold of the latest gadgets.
- C. By keeping up to date with new developments.
- D. By studying the latest strategies.

6. Why will a knowledge of Chinese be vital?

- A. Because the Chinese economy is not developing.
- B. Because we will have more to do with the Chinese.
- C. Because everybody speaks Chinese today.
- D. Because China is a beautiful country.

Task IV. Speak about the most important skills you will be expected to have for the jobs of the future.



LISTENING

BEFORE LISTENING

Task I. What do you think life will be like in 2116? Share your ideas with your groupmates.

Task II. What are your predictions about the way we will live in 2116? Complete this table and compare what you wrote with your partner(s).

	Prediction	Good or bad?	Why?
Work			
English			
Technologies			
Environment			
World peace			
Your country			

A – 11.1. Listen to the speaker and find out the information to answer each question. Share your answers with your groupmates.

1. <i>Where will the bubble cities in the future be?</i> a) the USA b) under water c) in space d) in caves	5. <i>What did the experts say the changes in the next century would be?</i> a) small b) unbelievable c) gradual d) boring
2. <i>What company made the report?</i> a) McDonald's b) Google c) Apple d) Samsung	6. <i>How many people did the researchers question?</i> a) 2,000 b) 12,000 c) 20,000 d) 22,000
3. <i>What kind of planners gave their ideas on life in 2116?</i> a) city planners b) daily planners c) space planners d) design planners	7. <i>What kind of meetings will we have at work in the future?</i> a) productive meetings b) busy meetings c) virtual meetings d) never-ending meetings
4. <i>What could we not have imagined 25 years ago about the Internet?</i> a) cyber-bullying b) how cheap it would be c) how it would change our lives d) that it would still be here	8. <i>Who will people need to visit less in the future?</i> a) the doctor b) family c) friends d) old people

9. Where will we be going to on holiday?	10. What language did people not make a prediction about?
a) space b) Russia c) Antarctica d) cyberspace	a) Chinese b) Arabic c) Esperanto d) English



READING

Text II

Do Men Have a Future?

You are going to read an article about men and unemployment. Choose the most suitable heading from the list A-I for each part (1–7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

A	University of women.
B	Women will make the choice.
C	More jobs for young people.
D	Men's jobs disappearing.
E	New jobs – wrong skills.
F	Schoolgirls racing ahead.
G	The increasing importance of learning.
H	Part-timers on the increase.
I	Changing pay and increasing power.

0	D
---	---

Male full-time employment in Britain reached its highest level in 1990. Since then the figure has fallen by about ten per cent. Among women, on the other hand, employment figures have remained more or less steady. This means that men are bearing the brunt of the 1990s recession, since traditionally “male” jobs – especially in areas such as mining and production – have been the hardest hit.

1	
---	--

Meanwhile, the majority of new jobs created are part-time ones, which traditionally go to women in a ratio of over five to one. Although more men than ever before are being forced to look for part-time work, as there is no other choice, the majority of part-time posts still go to women.

2	
---	--

In Britain, as in other developed countries, the workplace is changing. Jobs in production industries have fallen by more than a million in the last six years alone. The coal industry, the worst hit area, has seen employment fall by as much as three quarters. And for these out-of-work miners there is not much to suit their skills in the new industries: hotel and catering, retail distribution, banking and insurance, cleaning, medical and health services, education and welfare.

3

It is clear that the better-paid jobs of the future will require specialised knowledge and experience, which only training and higher standards of literacy and numeracy can bring about. Education is truly the future of the country, and here the news is not so good for men.

4

Ten years ago the best exam results in schools were achieved by male pupils. Now the situation has turned around. In all subjects except maths, girls are doing better than boys. Testing results show that the difference starts early, with girls doing better than boys by the age of seven. After that the gap becomes wider.

5

As a result, changes are taking place at the top end of the educational ladder. In 1984, three out of five university students were male. This year, for the first time, girls made up the majority of new students. Soon most new graduates will be female. So why do women still earn less and have far fewer top jobs?

6

In Britain, women's salaries in equivalent jobs are as much as a fifth lower than men's, and most bosses are still men. But today's distribution of jobs (particularly top jobs) is a result of the educational situation of the 1950s and 1960s, when three quarters of university graduates were men. The situation may well change by the year 2020 or 2030, when the idea of "jobs for the boys" could well change to "jobs for the girls."

7

By that time, life could be getting very unpleasant for under-skilled, under-educated males. Without suitable training, they will have little hope of finding employment. Of course it is difficult to predict the future, and it is always possible that men will continue to hold the top positions in public life. However, if men do manage to keep the top jobs, it could be only because women – who by then will have most of the university degrees and jobs – decide to let them.

Text III

To Succeed in the Jobs of the Future You Will Need Soft Skills and Technical Skills

Task I. Read and translate the article.

In just the last five years, the number of U.S. undergraduate students majoring in statistics and computer science has doubled. The rapid growth of student interest in these fields sends a clear signal: Technical skills are now widely considered by students to be the most valuable for social mobility and employability.

But as more and more job functions are automated, old-school skills like teamwork, speaking and presenting, critical thinking, and writing will become increasingly valuable. A number of economists now predict that the best jobs of the future will draw on these basic business and communication skills in tandem with the emerging tech skills everyone's scrambling to master. This dual need has profound implications for workforce development.

Why are diverse skills so critical? And how can employers and individuals prepare for this shift? The answers lie in recognizing that technical and “soft” skills are inextricably linked – and in measuring and developing both in parallel.

We Can’t Unlock the True Value of Tech Skills Without Social Skills

Employers need people who can master new technologies – especially as those technologies keep evolving – but to be effective, technically-savvy employees need to work together. Technical work rarely happens in a vacuum. Code must be reviewed and tested by others, project plans and timelines discussed, and new features and frameworks explained and pitched.

Formal engineering programs rarely address these skills, but it’s clear that employers value them. In a 2015 National Association of Colleges and Employers survey, employers ranked “ability to work in a team” as the second-most desirable attribute of new college graduates, ahead of problem-solving and analytical/quantitative skills and behind only leadership skills.

Social skills are in high demand in the workforce in general – not just in technical jobs or fields. According to a 2016 paper by David Deming, a professor at the Harvard Graduate School of Education, jobs with high social skill requirements grew by nearly 10 percentage points as a share of the U.S. labor force between 1980 and 2010. “In contrast,” Deming notes, “math-intensive but less social jobs (including many STEM occupations) shrank by about 3 percentage points over the same period. Employment and wage growth was particularly strong for jobs requiring high levels of *both* cognitive skill and social skill”.

Deming says that social skills are highly valued because computers haven’t mastered simulating social interaction. So individuals should remember to hone their social skills when they’re out collecting new technical competencies, and employers need to encourage them to do so. For individuals, that might mean volunteering to lead a team or joining a group project instead of doing solo work; for employers, it might mean providing training or mentorship in skills like leadership, negotiation, and communication.

We Need to Get More Specific About ‘Soft Skills’

Employers have long said they value “soft skills.” But soft skills are challenging for employers to define and measure, and even harder for potential employees to demonstrate on a resume or in a brief interview.

Jason Tyszko, who runs the Center for Education and Workforce at the U.S. Chamber of Commerce Foundation, says employers need to get more granular about the competencies required for specific roles – “soft skills” is too vague. Employers who target more specific skills can actually measure them in the hiring process, using tools like non-cognitive inventories, lists of behaviors, and simulations. Systematically evaluating soft skills, instead of assuming they’ll come through naturally in an interview, gives these employers a leg up in the search for well-rounded talent.

Individuals also need to learn to tell the story of their soft skills. Start by updating your resume to highlight your specific strengths, such as collaboration and written and oral communication – and remember that many resumes these days are scanned by computer systems, so precise language and keywords really matter. Also think about how you’ll call attention to your soft

skills in an interview. For example, if you're asked to talk about a successful project you worked on, take the opportunity to describe how you built relationships or worked in a team to achieve results.

Tech and Social Skills Require Constant Investment

Acquiring technical savvy and social aptitude isn't a one-time finish line or a box to be checked off. Individuals and employers alike need to work on both sides of this coin continuously.

On the technical side, the most in-demand cognitive skills will continue to evolve quickly. In its 2016 The Future of Jobs report, the World Economic Forum predicted that more than a third of the core skill sets that will be most highly valued in 2020 are not yet considered crucial today.

Soft skills are also a moving target, and employers can and should help employees keep up. Economists Joseph Fuller and Matthew Sigelman write that although soft skills are prominent in job postings, "few employers do anything to help employees develop these skills." Deming's research also suggests that employers would be well-served to continue training employees on highly-prized soft skills. One example of a key competency in which employees need on-the-job training: management. The average employee starts getting leadership training is in their mid-40s, but the average new manager is in their early 30s.

Technical and social skills are equally important parts of the talent equation. As employers and individuals work to understand the "skills gap" and prepare for the changing world of work, they need to consider both (*By Alex Sarlin, Enterprise Learning Lead*).

<https://blog.coursera.org>

Task II. Speak about skills people need to succeed in the jobs of the future. Explain why.



USE OF ENGLISH

Complete the text with will-future form of the verb in brackets.

What are Your Hopes for the Future?

Anna: It's hard to make predictions too far into the future, but I think I can say quite a lot about my life in ten years' time. I think I 0) (still live) will still be living in the same city. By that time, I 1) (finish) _____ my studies, and, who knows, perhaps 2) (find) _____ a good job. And I 3) (probably go out) _____ with the same friends.

Bernard: I'm optimistic about the future, so I think by the time I'm 35, say 4) (make) _____ my fortune. By then I 5) (run) _____ my own company for about ten years, and I 6) (almost certainly become) a millionaire! So, I 7) (drive) _____ an expensive sports car, I hope!

Catherine: I think we should all be worried about what the world 8) (be) _____ like in fifty years' time. By then, I hope that the governments 9) (find) _____ an answer to the problem of global warming, but perhaps scientists 10) (still search) _____ for technological solutions. It's quite possible that we 11) (still talk) about the problem, as we are now!

David: By the time I'm fifty, I expect that nearly everything 12) (change) _____ and everyone 13) (try) _____ their best to adapt to new circumstances. For example, I can't imagine

that we 14) (use) _____ cars, because by then most of the oil in the world 15) (run out) _____. People 16) (travel) _____ in electric cars, or perhaps we 17) (walk) _____ everywhere. I hope that scientists 18) (solve) _____ the pollution problem, but who knows! Perhaps some other worse problem 19) (come) come along by then!



LISTENING

A – 11.2. Listen to the speaker telling us about the skills we need for tomorrow's jobs.

Find out the information to answer the following questions:

1. What does today's work require employees to be?
2. What do companies look for when hiring new workers for entry-level jobs?
3. What does "algorithmic thinking" mean?
4. What is the biggest problem for millennial generation?
5. What are some schools and colleges doing to solve the problem?
6. What are universities doing today to give students some opportunities to get a job?
7. What skills do students need besides writing an effective resume and dressing well to get a job today?

PART II

LIFE-LONG LEARNING



READING

Text IV

Why Become a Life-long Learner?

Task I. Give Russian equivalents of the words and word combinations below:

the stock of the previous attainments –

cutting edge –

thriving business –

sheepskin –

witty insights –

to blow away –

to be smitten with –

to devour smth –

any walk of life –

stave off –

old-age ailments –

fallow –

Task II. Read and translate the article paying attention to words of Task I.

“Our whole life is an Education — we are ‘ever-learning,’ every moment of time, everywhere, under all circumstances something is being added to the stock of our previous attainments. Mind is always at work when once its operations commence. All men are learners, whatever their occupation, in the palace, in the cottage, in the park, and in the field. These are the laws stamped upon Humanity.” – Edward Paxton Hood, Self-Education: Twelve Chapters for Young Thinkers, 1852

You’ll earn more. Fifty or sixty years ago, you could finish college and you’d have all the education you needed for the rest of your career. You don’t have that luxury in today’s job market. Skills that were cutting edge five years ago are likely out of date, and the jobs that we will perform in the next decade or two probably don’t even exist yet. If you want to stay competitive in today’s job market and potentially earn more money, you need to become an autodidact.

Not only can becoming a lifelong learner help you earn more money in traditional employment, autodidacticism can be the gateway to self-employment and starting your own business. There are countless examples from history of famous folks who learned how to create thriving businesses without any formal education: Benjamin Franklin, Thomas Edison, and Henry Ford to name just a few. Countless not-so-famous business owners became successful without ever earning a sheepskin too, simply by teaching themselves what they needed to know and relentlessly tinkering.

You’ll be more interesting and charismatic. Those who met Theodore Roosevelt were always greatly impressed with his ability to hold a conversation with anyone regarding any subject imaginable. Scientists were blown away with Roosevelt’s knowledge of complex theories, socialites were smitten with his witty insights about the latest piece by Oscar Wilde, and cowboys out West respected the “Eastern Dude’s” understanding of desert wildlife. How did Theodore Roosevelt become such a charismatic, conversational dynamo? By developing the ability to speed read and then devouring books like a hungry lion feasting on a fresh kill. While in the White House, he would read a book every day before breakfast. If he didn’t have any official business in the evening, he would read two or three more books, plus any magazines and newspapers that caught his fancy. By his own estimates, TR read tens of thousands of books during his lifetime, including hundreds in foreign languages. As a result, he could connect with anyone, from any walk of life, on something that truly interested the other person.

You’ll be a better leader. Being able to connect with others doesn’t just make you more interesting. It also makes you much more influential. The greater your knowledge base, the more you can meet people where they are, and the greater the stockpile of solutions you have at your disposal to tackle problems and overcome challenges.

You’ll be independent and handy. One thing I admired about my grandpa growing up was all the cool stuff that he knew. He was always tinkering, and it seemed like he knew everything about everything. How to hunt, how to shoe a horse, how to garden (he grew grapes), how to make awesome pancakes. Even after he retired, my grandpa was always learning new things and acquiring new skill sets. For example, he learned how to restore antique horse carriages and old

phonograph players. He got so good at it, in fact, that he started restoring antique phonograph players as a small side-business.

Because of my grandpa's diverse range of skills, when something broke or he needed something done, he could do it himself. He didn't have to call and pay an expert to do it for him. If he didn't know how to do it, he went to the library, got some books on the subject, and figured it out.

Lifelong learning keeps your brain healthy. Henry Ford said, "Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young." Nearly 100 years later science is validating Henry Ford's quip. Margie E. Lachman, a psychologist at Brandeis University who specializes in aging says, "Education seems to be an elixir that can bring us a healthy body and mind throughout adulthood and even a longer life." Her research has shown that the more education an elderly person has – whether obtained formally or informally – the better they performed on cognitive tests than other elderly folks who had less education.

Learning new things can also help stave off old-age ailments like dementia and Alzheimer's. One study has shown that older folks who stay cognitively active and curious about the world around them are 2.6 times less likely to develop dementia and Alzheimer's than those who let their minds lie fallow.

You'll feel more satisfied with life. In his book *Drive*, author Dan Pink argues that we need three things to feel motivated about, and satisfied with, our life: autonomy, mastery, and purpose. Becoming a lifelong learner fulfills all three of these psychological needs.

When you're an autodidact *you* – not your parents, not your professor, not your boss – get to decide what you're going to learn about. Instead of being a passive consumer of knowledge, you're actively choosing what you're learning. In other words, you're *autonomous*. As you learn new skills, you'll enjoy the positive feeling that comes with *mastery*. And you'll find yourself with a renewed sense of *purpose* in life as you set goals for your self-education.

The satisfaction that comes with lifelong learning doesn't stop there. The more you know about the world, the deeper you can plunge into it, and the more levels of it you can experience. Whether you're traveling, conversating, visiting a museum, watching a movie, or reading a book, your library of knowledge helps you make connections that you would never have otherwise perceived. The more you learn, the more you realize how many references and meanings you've missed because the author/speaker simply took that background knowledge, that fluency in cultural literacy, for granted.

<https://www.artofmanliness.com>

Task III. Explain in your own words why people should become life-long learners.

Text V

Life-long Learning: Do Your Research

Task I. Translate the text in written form.

As we all have to work for longer, the importance of developing new skills becomes even greater. But it pays to have a clear objective.

It is a long time since higher education could be regarded as largely the preserve of 18-year-olds fresh out of school. A growing awareness of the value of lifelong learning, alongside efforts by universities to widen access, has encouraged adults to return to education in increasing numbers. Now, almost one in three undergraduates at UK universities is a mature student.

But while it may be the path to self-fulfillment, the question of whether adult education is worth the investment of time and money comes into sharper focus in an era of rising fees and a troubled economy. It is all very well to be stimulating the brain, but when do the benefits outweigh the costs?

As the retirement age continues on its relentless upward journey, we are being encouraged to acquire new skills over the course of a longer working life. Earlier this year, David Willetts, the Minister for Universities, urged older workers to consider returning to education to improve their job prospects.

There are signs that the increase in undergraduate tuition fees, now up to £9,000 a year, is putting people off. Last month, the Higher Education Funding Council for England reported that the past two years had seen a 40 per cent fall in the number of part-time students, most of whom are over 25. Among full-time students, seven per cent fewer aged 20 and above accepted an undergraduate place last year than in 2011, four times the decline among those aged 18 and under.

Despite the costs, the financial case for getting a degree is a strong one, says Niall Sclater, director of learning and teaching at the Open University. He quotes the Office for National Statistics, which states that graduates earn an average of £12,000 a year more than non-graduates, while non-graduates are twice as likely to be unemployed.

“For the majority of people, a degree increases their possibilities of employment and is an investment in their future,” Sclater says. “A lot of people use it to enhance their skills, particularly in a recession when you need to keep competitive in the market place.”

For some, the financial risk has diminished with the Government’s decision to lift the age limit on student loans, which had stood at 54. Now, both full- and part-time students of any age can apply for loans to cover tuition fees. Full-time students aged up to 60 can also apply for loans towards living costs. Repayment only begins once earnings reach £21,000 a year.

But those who already have a degree must fund the cost of further studies themselves. “They would have to calculate whether they have the money in the first place and they are prepared to take the risk,” adds Sclater.

For those unwilling or unable to commit either the time or the funds to studying for a degree, short courses may be a better option. The Open University runs a number of short modules, costing from £150 upwards and some lasting just eight weeks, while Birkbeck’s short options range from

computer science to screenwriting. As well as building up your skills, these can also be an opportunity to dip your toe in the water.

The changing labour market could make returning to education in this way commonplace, according to Rose Taylor, outreach coordinator at Staffordshire University. There is no such thing as a job for life any more, she says. “You might have to change direction completely, so you have to be flexible, and that might mean upskilling every three to five years.”

<https://www.telegraph.co.uk>

Task II. Give the main idea of the text.



SPEAKING

Answer the following questions:

1. What are the main reasons that make people become lifelong learners?
2. How would you expand the saying “Our life is an Education”?
3. Why do you need to be an autodidact today?
4. What is one of the ways to be interesting and charismatic? How will you prove it?
5. How can lifelong learning help anyone to be a better leader?
6. Independence and handiness can be the results of lifelong learning, can’t they? How?
7. How can lifelong learning keep people’s brain healthy?
8. What are three things everyone needs to feel more satisfied with life? How does the process of lifelong learning fulfill these needs?
9. How would you expand the saying “Lifelong learning makes you more human”?



WRITING

Imagine that you are one of the lifelong learning followers. Try to persuade a group of people into the necessity of lifelong learning writing an article of 120–150 words.

AUDIOSCRIPTS

A – 1.1. Maurizio [16]

My name's Maurizio Celi. I come from Bologna, a city in the north of Italy. I'm a student of the University of Bologna. I'm studying modern languages – English and Russian. I also know a little Spanish, so I can speak four languages. I'm enjoing the course a lot, but it's really hard work. The course started three years ago.

I live at home with my parents and my sister. My brother went to work to the United States last year.

After I graduate, I'm going to work as a translator. I hope so, anyway.

A – 1.2. Carly [16]

Hi! My name's Carly and I come from Australia. But I live near London now with my husband Dave and our three children. I came to Britain fifteen years ago when I got married.

I'm a student with the Open University. This means I watch special programmes on the television and work at home. I send my work to my course teacher every week. I'm studying Art and the course is really interesting. At the moment, I'm reading about Italian painters in Italian, which is difficult because I only speak a little Italian.

My course started a year ago and it's three years long. After I graduate, I'm going to look for a job in an art gallery or museum.

A – 2.1 [1]

From: Lucy Kovrova

lucykovrova@yandex.ru

To: hildaborell@yahoo.com

Subject: Dear Hilda

Date: Thu, 9 Sep 201...

Dear Hilda,

This is my first e-mail message to you from Moscow. I've got great news to tell you – I'm a university student! You remember I once told you about my dream to become an economist. Well, in July I took entrance exams to Moscow State Institute of International Relations. (In fact, it is university.) There were a lot of applicants and the exams were rather difficult but I passed them well enough to become a first-year student. Sometimes I don't believe it myself.

Our university is situated in Lobachevsky Street in the South-West of Moscow. It is supervised by The Ministry of Education and the Ministry of Foreign Affairs of the Russian Federation. The University's history goes back to 1944 when it was founded as the first institute to train personnel for the diplomatic service. Besides Russian students there are students from many other countries. The graduates of the University work in different countries. Among them there are prominent statesmen and politicians, economists and businessmen, writers and journalists.

The university is headed by the Rector who has the diplomatic rank of an ambassador. There is also the Vice Rector and several assistants. The faculties are headed by deans, who are aided by

assistants.

There are six faculties at the University: the Faculty of International Relations, the Faculty of International Economic Relations, the Faculty of International Law, the Faculty of International Journalism, The Faculty of Political Science and the Faculty of International Business and Management. There are also several Institutes, which have status of faculties. I am a student of the Faculty of International Economic Relations. My fellow students and I major in economics, finance and commerce. Some students are Muscovites, others come from all over the world. Two students in my class come from Moscow, one is from a small town in the Far East; there is also a girl from the Caucasus and a boy from Central Asia. I am already acquainted with many of my fellow students.

Classes begin at 9 o'clock in the morning and last till two or four in the afternoon. In the middle of the day there is an hour break for lunch. I usually have lunch at the university canteen, but some of my fellow students go to one of the several snack-bars. After classes students often go to the library or to the multimedia laboratory. The University library is a modern building with a rich collection of books on different subjects. There is also a large reading room with reference department and a number of PCs. The multimedia laboratory is situated on the fourth floor. It offers all kinds of material, including access to the World Web.

The campus covers a large territory. There is a dormitory (or a hostel), a sports centre, a garage and a parking lot. Our students can do different sports and take driving lessons. I play volleyball twice a week, but I always feel pressed for time. There isn't enough time for everything I'd like to do here. But though there is a lot of homework to do every day and I often revise for my tests till two in the morning. I enjoy my studies here. I am sure that's the kind of life I'm cut out for.

Sorry, the lunch break is over and I must fly. Our lecturers hate it when we are late for classes. I'm going to mail you another message tomorrow. Don't be lazy and mail me a message as soon as you can. I'm looking forward to it. Give my love to your parents.

Yours,

Lucy

A – 2.2

For the first time ever, an Iraqi University has been listed among the best universities in the world. The University of Baghdad has made it onto the Times Higher Education World University Rankings. This is an annual list of the world's top 1,250 universities for research and development. The University of Baghdad has been ranked in the range from 801 to a thousand on the list of best universities. Phil Baty, the editorial director of the Times, stated that the university had "distinguished" itself for having a "very strong international cooperation". He said the University of Baghdad had played an integral role in the reconstruction of Iraq after its recent conflicts and internal strife.

The University of Baghdad (also called Baghdad University) is the largest university in Iraq and the second largest in the Arab world, behind the University of Cairo. Its roots go as far back as the year 1067, when it was known as Abu Haneefa. The first of the university's modern departments

was founded in 1908. It was formally established as the University of Baghdad in 1956. It managed to stay open throughout the invasions and occupations of Iraq during this century. The ranking on the Times list is seen as a prestigious accolade by many of its academics and students. One student said: “I am so proud of Baghdad University. It means the world to us to be held in such high esteem.”

<https://breakingnewsenglish.com>

A – 3

Finland is not satisfied with constantly being top of the world's education leagues. The government is now planning to reform its education system so that young Finns are better prepared for the digital age. A key part of the proposed reforms is to place as much emphasis on digital and workplace skills as on more traditional subjects. An example of this would be to use 3D printers in history classes so students can create models of ancient buildings. The government also wants to promote vocational training and encourage learning in real-life work settings. Students' performance would be evaluated by a teacher as well as by an official from the company helping the student.

One teacher, Kirsti Lonka, explained why a shift in educational methods was necessary. She said: “Traditionally, learning has been defined as a list of subject matters and facts you need to acquire, such as arithmetic and grammar....But when it comes to real life, our brain is not divided into disciplines in that way. We are thinking in a very holistic way, and when you think about the problems in the world - global crises, migration, the economy, the post-truth era - we haven't really given our children the tools to deal with this inter-cultural world”. She added: “I think it is a major mistake if we lead children to believe that the world is simple, and that if they learn certain facts, they are ready to go”.

<https://breakingnewsenglish.com>

A – 4 [13]

L: So what do you do, Jane? Are you working or studying or what?

J: I'm doing business management at the London Business School, actually.

L: Oh right. That sounds good. What year are you in?

J: My third, unfortunately. I've got my finals in the spring. I'm really worried about them.

L: Yes. I can imagine. So what're you going to do when you graduate? Have you decided yet?

J: Yes. I'm going to take a year off and go travelling a bit and then I'm going to try to get onto a Master's course somewhere.

L: Oh yes? What in?

J: International finance.

L: Wow. Have you applied anywhere yet?

J: Not yet, but there's a course in Leeds I'm very interested in.

L: Leeds? I've heard it's got a very good reputation. What do *you* need to do to get in?

J: Well, obviously, I need to get a good grade and then I have to go for an interview.

L: Oh right. Well, good luck.

J: Thanks. I'll need it. Anyway, Lee, what about you? What do you do?

L: I'm doing a one-year art course at my local college and I'd like to do art history at university next year.

J: Oh right. Have you applied anywhere yet?

L: Yes. I have, actually. I've applied to Goldsmith's College and they've offered me a place – if I pass the course I'm doing at the moment.

J: Oh wow! That's great. Congratulations! I've heard it's got a really good reputation as well.

L: Thanks, yes, they do – especially for arts subjects. I'm worried about how I'll be able to live in London, though. I've heard it's very expensive.

J: Yes. it is, believe me!

L: I'm going to work through the summer and try to save some money, but I guess I'll have to find a part-time job next year as well.

J: Yes, probably.

A – 5.1 [11]

Part 1

Interviewer: Tell me first of all about the course. What's the course called?

Lynsey: Information Technology 3.

Interviewer: How many students are there?

Lynsey: In my class?

Interviewer: Yes.

Lynsey: Well, at the beginning seventeen.

Interviewer: Right.

Lynsey: But now there are fifteen.

Interviewer: How many are men and how many women?

Lynsey: Three girls and twelve boys.

Interviewer: How long does the course last?

Lynsey: A year.

Interviewer: And it starts in August?

Lynsey: September, and it goes on till June.

Part 2

Interviewer: Tell me about your timetable for your course.

Lynsey: Well, on Monday I've got Communications 4. It lasts for two hours. Nine to eleven. Then it's Numeracy 3.

Interviewer: Numeracy, that's some kind of Maths?

Lynsey: Yes, but it's more logic ... problem-solving.

Interviewer: And do you have a break between classes?

Lynsey: Yes, a half-hour break between eleven and eleven-thirty.

Interviewer: Do you have other classes in the afternoon?

Lynsey: Not on Monday.

Interviewer: What do you have on Tuesday?

Lynsey: Programming

Interviewer: Is that... Well, tell me what it's about.

Lynsey: We study computer languages.

Interviewer: So, Tuesday after the coffee break, what do you have?

Lynsey: I'm sure it's Hardware... No, it's Software, Computer Software.

Interviewer: What happens in the Software class?

Lynsey: You learn about operating systems and packages like databases.

Interviewer: Do you have a class on a Tuesday afternoon?

Lynsey: No, and nothing on Wednesday.

Interviewer: Nothing at all?

Lynsey: No classes, but sometimes we visit companies. Tomorrow it's the Royal Bank ... to see how they use computers.

Interviewer: What do you have on Thursday?

Lynsey: Thursday, I'm not too sure. Hardware is last thing, half-past two.

Interviewer: What happens in Hardware?

Lynsey: You find out about all the different things inside a computer.

Interviewer: What about Friday?

Lynsey: We've got Networks first thing. We learn how computers work connected together.

Interviewer: Anything on a Friday afternoon?

Lynsey: That's IT in Business and Industry. It's applications. That's what our visit tomorrow is about. We have to write a report on each visit. Five or six pages long.

A – 5.2

Hi, I'm Victoria Fontana from MadridTeacher.com and this video is to help you learn English. Today, we're going to be working on the present tense. I'm going to tell you about a typical day in my life so that you can practice listening to the use of the present tense for habitual actions. So, a typical day . . .

Well, I wake up at around 7 o'clock depending on the day. The first thing I do is eat. The most important thing to do is to eat breakfast. So, I make myself some coffee and some toast and I also feed my cats, which is also important for them. Usually, I start class around 8:30 in the morning. So, I go to my first class, which is in Madrid, in the center of Madrid. And, I have about, depending on the day, maybe 4 or 5 classes, depending, basically I hop on my motorcycle and go around Madrid teaching class to class.

If I have a break around one o'clock, I make lunch and, sometimes I make my own lunch, sometimes I have to eat at a restaurant. My favorite place is the Chinese restaurant in Plaza de España, if you can get a table.

And, then I continue having class, or sometimes I don't have time for lunch and I teach all the way till about 4 o'clock and at 4 o'clock I'm starving and I have something to eat quickly at home or if I have to go again to a restaurant.

After that, I have my own classes. I study painting in the afternoons, so from 4:30 to 8:30, I'm in class. We do oil painting, figure painting, still life and all kinds of things you can imagine that you do in a painting class.

And after the painting class, I go to the gym. I like to practice . . . , I like to play sports and right now I'm in boxing class. And that goes from 9 o'clock to 10 o'clock at night. And after boxing, I'm just about exhausted, and once again it's time to eat, and I go home and make dinner.

After dinner and after I make sure my cats have eaten as well, I usually watch TV maybe for a little while or get stuff prepared for the next day and go to bed.

Thank you for watching. I hope you're learning something and keep studying. Come back to MadridTeacher.com. Thanks.

<http://www.madridteacher.com>

A – 6

Anna: This city is very interesting, I really like my job, and I have some good friends! Speaking of friends ... I see one now! Marsha! Hi!

Marsha: Hi, Anna. What's going on?

Anna: Not much. How about you?

Marsha: Busy as usual. Hey, do you wanna see a movie with me?

Anna: Sure! I never have time to see a movie. When?

Marsha: Are you busy this Thursday at 6pm?

Anna: Let's see I'm busy. I am going to tap dance with my friends Thursday night.

Marsha: Tap dancing? That sounds fun!

Anna: I'm still learning. But it is fun!

Anna: Are you busy on Friday night?

Marsha: Yes. Friday nights are when I visit my parents.

Anna: What do you and your family do together?

Marsha: We always eat dinner together and sometimes we play board games.

Anna: Playing board games is fun, too! The word game Scrabble is my favorite.

Marsha: I like Connect Four!

Anna: I'm not busy Monday night. Are you?

Marsha: I am busy on Monday night. I'm going to jog in the park with my friend. Do you jog?

Anna: Oh! I always jog. Well, sometimes I jog. Okay, I never jog. But I will try because it is good for you.

Marsha: I always feel great after I jog.

Marsha: How about on Wednesday night?

Anna: Wednesday night I am not busy. Oh, no, wait. This Wednesday night I will be busy.

Marsha: What are you doing?

Anna: I'm going to teach children how to play the ukulele.

Anna: Now, children, play "C." Good. I like your "C."

Marsha: The world *does* need more ukulele players.

Anna: Marsha, it looks like we'll never have time to see a movie.

Anna: Wait a minute. Are you busy now?

Marsha: It's Saturday afternoon. This is always when I do my errands.

Anna: Okay, but the new Star Wars movie is gonna start in 30 minutes.

Marsha: I'll do my errands on Sunday. Let's go!

Anna: Most days of the week, people are really busy. But it's important to find time to be with your friends!

Anna: Until next time!

* *Connect Four* is a two-player connection game using colored discs.

<https://learningenglish.voanews.com>

A – 7.1

University students in the U.K. are having such a hard time making ends meet that they are resorting to desperate measures. Many have turned to gambling, taking out high-interest loans and even selling their body to cover their living costs. The financial website Save the Student (StS) questioned 1,900 students about their finances. It discovered that the average student received \$750 a month from the government in the form of a student loan. However, average living expenses amounted to \$1,170 a month. This leaves a monthly shortfall of \$420. Students have made up the difference in a variety of ways, some of which would cause parents a considerable amount of concern.

The StS poll found that 71 per cent of students relied on parents for extra income, while 65 per cent had a part-time job. Around 46 per cent turned to banks for an overdraft. Seven per cent of the students who took part in the survey said that they had "sold their body" to earn additional cash. Others reported taking part in medical trials for money. Twelve per cent of students said that they had tried gambling to supplement their income, while three per cent took out loans with extortionate interest rates. One student said: "It's frustrating when you're already paying off multiple credit cards at 19." Save the Student said the government loans were "out of touch with individual circumstances and student needs".

www.breakingnewsenglish.com

A – 7.2

Speaker one

You see clubs advertised on the college noticeboard, but joining one's never appealed to me really. On the whole, my friends are more into music and going out than joining stuff. I only really went along to the salsa group to keep my boyfriend company. His sister back home had told him it was great fun, but he didn't fancy going alone. And I got quite a shock. I mean, it's quite laidback the way it's organised; you don't have to go every week or anything and everyone was really giving

it their all. I could've done with someone telling me how I was doing actually, because nobody seemed worried about my mistakes. But I'll certainly go again.

Speaker two

Lots of people at the drama club already had acting skills before coming to college, but I thought if I joined, it'd be a chance to pick some up. I mean, it's a nice group of people, the whole thing's very professionally organised, and they're always giving me positive feedback at the rehearsal sessions, but I haven't made much progress. And I think it's because I only get very small parts to play in our productions. I think everyone needs to be given something to get their teeth into. I mean I don't mind the draughty hall and giving up two nights a week to it, but I want to feel I'm getting somewhere.

Speaker three

People always say that you make new friends if you join a club, try something new. But for me it was the other way round. With my mates it was a case of 'we're doing go f this term; are you up for it or not?' So I went along with the idea. I guess the exercise doesn't do me any harm, but I do find some of the people you meet there a bit superior. So what if I haven't improved my handicap or whatever it's called? Anyway, the course isn't far from the college, fortunately, and it's a stunning location overlooking the sea, so I'm quite happy to do a round on my free afternoon – nice walk really!

Speaker four

At first, I couldn't find anybody else interested in badminton, so I put an advert on the college website. I'm not that skilled myself, but you can't play on your own, and I thought a club would be a way of getting in touch with like-minded students on other courses! I got a few replies, mostly people looking for a new way of getting some exercise. Trouble is, they don't all turn up that regularly, so I feel kind of duty bound to be there to make sure there's always a match. It's a bit of a drag week-in, week-out, and we pay to hire the court – it's not much, but it'd be a shame to waste it.

Speaker five

I'd have done yoga if the sessions on campus had been at a more convenient time, but studying medicine you have more commitments than students on some other courses. So when a doctor I met at the hospital said they did Tai Chi at lunchtimes there, why didn't I give it try, I thought 'why not?' I have to pay, which wouldn't be the case on campus, but that doesn't matter, and I've met new friends as well as getting some exercise. I just wish they'd run a session at the university, then some of my friends might come along too. I'm going to put an announcement on the website to see if anyone's interested.

<https://clck.ru/33SJjy>

A – 7.3

Final-year students at a university in England are angry after they took an economics exam. Students from the University of Sheffield have signed a petition to say the exam questions were 'impossible' to answer. Nearly all of the 100 students who took the exam complained and signed an online petition. They want the university to look into this. The students say the exam contained

questions on topics that were not in their course. They also say the questions included a lot of difficult Maths that they had not been taught. One student said a lecturer told them they would only need 'simple' Maths. They are now worried that they will get low test scores, and that this will affect what kind of degree they get.

The head of the economics department, professor Andy Dickerson, told the BBC that the exam was fair. He said not all the questions needed Maths. He said the level of Maths in the exams was the same as the level taught to students on the course. Professor Dickerson also said all the exam questions were on topics the students had studied. He said: "All questions were based on topics taught in the course and for which further reading was provided." He added that one question in the exam used a term that students may not have seen before. He said this was no problem because the question explained the meaning of the term. The university said it would look carefully at the results.

www.breakingnewsenglish.com

A – 8.1 [6]

International student programmes have over the years faced a number of criticisms, both from the host countries and from the international students themselves. Some of the criticisms are justified, others are based on different misunderstandings. This statement aims to discuss the different situations in which international students can find themselves.

Firstly, we need to consider the different ways in which students can study at a university outside their home country. Some complete the whole of their studies abroad. This can be a politically sensitive issue in the host countries, where opponents fear that international students would take the limited university placements away from local students. However, the high fees paid by international students enable universities to maintain, or even increase, placements for local students.

A second group is that of the standard exchange student, who is taking advantage of the opportunity to go on a six- or twelve-month programme which has been arranged between two universities, sometimes under schemes like the EU's Erasmus programme, or as an independent bilateral agreement, for example between a university in Europe and one in the USA, or Australia. Erasmus students have come in for criticism for poor language skills, and also for preferring to party than to attend classes. They in turn criticise lecturing staff for being unhelpful in explaining the coursework to them. Some local students may resent teaching staff bending over backwards to accommodate the guest students, while being strict with the local students.

A final group is that of individuals who arrange their own limited period of study abroad. This is complicated as they must take language examinations, and also gain the agreement of their home university that the courses they take abroad are relevant and will be accepted for their final degree. At the same time, due to this intensive preparation, these independent students usually benefit fully from their time in the foreign culture.

As mentioned above, visiting students quite often have language problems in the host countries. Despite the pre-admission language tests – which might give the students a false sense of

mastery of a foreign language – students often find it difficult to understand the different regulations concerning coursework and assessment, which are often embedded in the local culture and not well explained. Such difficulties may contribute to the problem of plagiarism, particularly in the form of using essay mills.

A – 8.2

One-point-two million international students attended American colleges and universities in 2016.

That is an increase of 6.5 percent from the year before and the highest number ever.

But the steady growth in the number of international students may not last. Applications from foreign students for the next school year are down.

A new report by the American Association of College Registrars and Admissions Officers says four out of 10 U.S. colleges reported fewer international applications. The number of undergraduate applications from countries in the Middle East fell by 39 percent.

Michael Reilly is the association's executive director. He said there may be fewer applicants because some people see America "becoming less welcoming of international students."

Reilly said colleges are telling students "their studies or travels will not be disrupted by future policy changes."

Applications down from India

Wim Wiewel is president of Portland State University in Oregon. He said his school saw a 37 percent reduction in applications from India for the new school year.

Most of the decrease, he said, is because of recent monetary changes in India. Those changes have some parents worried they might not be able to afford the cost of an American college education.

But he said some parents also worry about their children's safety after several recent attacks on Indian immigrants in the U.S. In the worst attack, two engineers from India were shot last month at a bar in the state of Kansas.

One of the engineers, Srinivas Kuchibhotla, 32 years old, died. The attacker told the two men they are not welcome in America, police said.

Wiewel recently traveled to Hyderabad in southern India to meet with 10 students already admitted to his school's graduate engineering program. The students' parents worry about their safety. His meeting came just after a funeral in Hyderabad for the Kansas shooting victim.

"I tried to reassure them that America is still very safe and very welcoming to international students," he said.

At Portland State, about 1,900 of the school's nearly 28,000 students are from outside the United States. Students from outside Oregon pay about three times the \$8,000 tuition paid by state residents. The extra money helps the school improve its educational offerings, Wiewel said.

Student from Mali talks benefits of international students

Twenty-two-year-old Mahamadou Sissoko is from Mali in West Africa. He is finishing his senior year at Portland State University and is majoring in finance.

Sissoko said his experiences at Portland State have been mostly good –after a difficult start as he worked to improve his English skills.

He said that President Donald Trump's effort to put in place a ban on immigration from six Muslim majority nations does not affect him directly. But he said the "anti-immigrant" message he hears from the president and others worries him.

As Sissoko sees it, he and other international students benefit by learning about American culture. But, he said, they help American students learn about their countries' cultures.

"Some American students can't or don't want to travel outside the U.S.," Sissoko said. "They don't have to. We are coming to them. And they can get to know us."

As a Muslim, he said Portland State gives him a chance to practice his religion. "It isn't perfect," he said. Prayers are held in a room that is below a room used for musical performances. "It is supposed to be a silent place."

The countries with the largest number of students studying at U.S. colleges in 2016 were: China, India, South Korea, Saudi Arabia and Canada. Other countries on the list included Vietnam, Japan, Taiwan, Brazil and Mexico.

That information comes from U.S. Immigration and Customs Enforcement, or ICE.

Some question if colleges are giving special consideration to international students, who often pay higher tuition.

Last year, California State Auditor Elaine Howle said state colleges were accepting too many students from outside California. That includes international students and students from other U.S. states.

As a result, Howle said, qualified state residents were being denied admission to their top choices for college. In some cases, she said, the colleges lowered admission standards to admit non-state residents who pay higher tuition.

California state colleges collect an average of \$28,000 per year from state residents for tuition and living costs like rooms and food. But they receive nearly twice as much from non-residents.

Because of this issue, the California University board is considering a proposal. It would limit the three California colleges with the largest percentage of out-of-state students to their current percentages. The three schools are UCLA in Los Angeles, the University of California, Berkeley, and the University of California, San Diego. The three now have more than 20 percent of their students from out-of-state.

Gene Block, the chancellor at UCLA, recently spoke to the board. He told the group that money received from non-California residents helped the school offer more educational programs to all its students.

I'm Bruce Alpert.

And I'm Dorothy Gundy.

<http://learningenglish.voanews.com>

A – 9.1 [14]

G = Guy, O = Olga

G: Hi. Come in. Sit down. Take a seat.

O: Thank you.

G: So... um...what's your name?

O: Olga.

G: Right, OK. And where are from, Olga?

O: Russia.

G: Oh, OK. Whereabouts?

O: Saratov. It's maybe 500 kilometres from Moscow. Do you know it?

G: No, sorry. I'm afraid I don't. My geography of that area's not great! So how long have you been learning English, Olga?

O: About 10 or 12 years on and off.

G: OK. So have you been to the UK to study before?

O: No, no. In fact this is my first time in an English-speaking country.

G: Really?! That's amazing, because your English is really good. I mean, you haven't got a very strong accent.

O: Thanks. I had really good teachers at school.

G: Yeah? Mine weren't that good, but then I wasn't a very good student either!

O: Yes. I was lucky.

G: So how long are you going to stay here?

O: I'm not sure. I'd like to do a degree here – maybe in business management, but I'll see. It depends on my husband as well. He's looking for work here.

G: Oh OK, So how old are you, if you don't mind me asking?

O: I'd rather not say.

G: Oh, right. OK, fair enough. Anyway, I think that's all I need to ask. I'm going to put you in the top class. Is that OK?

O: Fine. Thanks.

A – 9.2

Determined to solve the mysterious riddle of the Russian language, a group of American students and teachers are participating in a total immersion course. The government-funded study is part of a national security initiative.

The Americans speak only Russian in class and respond only to Russian names. The adults are taking part in a two-week training course for teachers of Russian, while students are in a four-week immersion program for students from 6th to 12th grade in Fairfax County, Virginia.

This language immersion helps students make progress in learning the Russian language in just a few weeks. And for American teachers who teach Russian, it's a chance to meet their colleagues and improve language skills.

The event is one of several foreign language courses within STARTALK, a program launched during George W. Bush's presidency as part of a U.S. national security strategy. Arabic, Chinese, Hindi, Persian, and Russian were named "critical-need" foreign languages.

Charles Byrd, professor of Russian at the University of Georgia and a STARTALK program participant, said that American students are interested in Russian but many find it very hard to learn and master. For Byrd himself, Russian was once "forbidden fruit."

"My parents were American diplomats, and they always wanted to go to Russia, but they were not allowed to," he said. "Because they could not travel to Russia, I always wanted to go there. I remember during my childhood I often heard about the Evil Empire. I had always the impression that Russia is a mysterious riddle."

Joseph Doran, 19, has been to Russia, where he says he ate borscht seven times a week and took walks along the Volga, a symbolic river in Russian culture. Doran is an assistant teacher at STARTALK and students call him by his chosen Russian name, Joseph Timofeyevich.

"I love Russian culture, language. I love reading Russian classical literature," said Doran. "It is a very interesting language. Russian people are very nice. I love the opportunities that open to me because I know Russian."

Betsy Sandstrom, a program director at STARTALK, says that, for many students, learning a foreign language is an important first step into their future careers.

"They have different interests – one person wants to become a Russian language teacher, another wants to be a politician," she said. "Knowledge of any foreign language is needed. And Russia is the largest country in the world."

The students in the course are not alone in their eagerness to learn the language. According to *Forbes* magazine, Russian is among the top 10 most popular languages for American college students.

<http://www.voanews.com>

A – 10

More than one hundred thousand international students will spend this summer working and traveling in the United States. They are participating in the Summer Work Travel program through the State Department. They receive J-1 exchange visitor visas.

The idea is for students to work for up to three months and earn enough money to then spend a month traveling before they return home.

The Summer Work Travel program has existed for years. This year there are some changes. The State Department recently amended the employment rules. These changes follow a strike last summer by foreign students working at a distribution center for Hershey's chocolates.

The State Department said the students were put to work for long hours in jobs that provided little or no contact with the outside world. The students complained about having to lift heavy boxes and to work overnight.

They and other workers protested conditions at the plant in Palmyra, Pennsylvania. The students also complained about being underpaid as a result of deductions from their earnings. Some of their pay had to go to subcontractors involved in the operations.

The State Department has now banned the use of Summer Work Travel students in warehouses or packaging plants. Also, the majority of their work hours cannot fall between ten at night and six in the morning. The students are also barred from jobs in workplaces that the federal Labor Department says are unsafe.

More jobs will be banned in the fall. These include most construction, manufacturing and food processing jobs. Summer Work Travel students will also not be allowed to work in most mining and agricultural jobs.

Daniel Costa at the Economic Policy Institute in Washington welcomed the new limits on jobs that the students can fill.

DANIEL COSTA: "That is good because it will protect the actual foreign workers from getting injured on the job. It also protects U.S. workers, because there is high unemployment in a lot of those occupations."

He also praised a requirement that employers only fill temporary or seasonal jobs with Summer Work Travel students. He noted that some employers have continually hired new student workers to avoid having to hire regular full-time employees. Jacob Horwitz is lead organizer for the National Guestworker Alliance, the group that organized the strike in Palmyra.

JACOB HORWITZ: "The changes to the J-1 rules really recognize the demands that the students put forward, and both add a whole set of protections and changes that protect local workers who work in industries that use guest workers and also protect future J-1 students."

He says the State Department's changes will help return the program to its original purpose as a cultural exchange program.

<https://learningenglish.voanews.com>

A – 11.1

A new report shows what life might be like in 100 years from now. It describes skyscrapers that are much taller than today's buildings, underwater 'bubble' cities, and holidays in space. The report is from Samsung's SmartThings. It asked experts on space, architecture, and city planners to give their ideas on life in 2116. They said the way we live, work and play will be totally different to how we do these things today. The experts said that 25 years ago, people could not imagine how the Internet and smartphones would change our lives. The Internet has revolutionised the way we communicate, learn and do daily things. The experts said the changes in the next century would be even more unbelievable.

Researchers questioned 2,000 adults about the predictions they thought were most likely to happen in the future. They predicted that in the future, few people will go to an office but will work from home and have virtual work meetings. People will have advanced 3D printers that will let you download a design for furniture or a food recipe and then 'print' the sofa, table or pizza at home. There will also be less need for visits to the doctor. We will all have a home health capsule that will

tell us what the problem is and give us treatment. We will also be going into space for holidays and to get resources that we have used up on Earth. A prediction that was missing was whether people would still need to study English.

<https://breakingnewsenglish.com>

A – 11.2

Andrew Chamberlain started in his job four years ago at the job search company Glassdoor.com. At that time, he worked in a computer programming language called Stata.

Then, another programming language called R was introduced. Then one called Python. Then PySpark.

Chamberlin's father has been a commercial printer for 30 years. Unlike his father, Chamberlin has had to continually learn new skills.

Chamberlin is now the chief economist for Glassdoor.com. His job is one of the jobs of the future – what some are calling a ever-changing universe of work that requires employees to be critical thinkers and fast to adapt to the new environment.

People training for fields as different as plumbing and aerospace engineering need to learn new technologies and apply their skills quickly and regularly.

When companies hire new workers for entry-level jobs, they are not always looking for knowledge of, for example, a certain software. They might look for soft skills, like problem solving, effective communication and leadership. They also may want candidates who show a willingness to keep learning new skills.

Anthony Carnevale is the director of the Georgetown Center on Education and the Workforce in the United States. He said, “The human being’s role in the workplace is less to do repetitive things all the time and more to do the non-repetitive tasks that bring new kinds of value.”

Students may believe that studying science, technology, engineering and mathematics, known as the STEM fields, will easily lead to a good first job.

But, Carnevale said employers are telling colleges: You are producing engineers, but they do not have the skills we need.

Carnevale said, it is “algorithmic thinking” rather than the algorithm itself that is needed in the job market. That means finding new ways to solve a problem is more important than using established steps to do so.

Finding gems

Marie Artim is the vice president of talent acquisition for the car rental company Enterprise Holdings Inc. She looks for possible employees.

Every year, she sets out to hire about 8,500 young people for a management training program. The task requires her to search college campuses across the country.

Artim and the Enterprise chief executive started in the training program themselves. Her case shows the bright side of renting cars. It also gets the attention of young adults and their parents who might not consider it a good job.

Artim shared some observations about young people today. She said, millennial generation students are used to structured situations. In other words, decisions are made for them. The biggest deficit for this generation, she said, is making decisions by themselves.

To get students ready, some colleges, and even high schools, are working on building critical thinking skills.

One example of this is at the private Westminster Schools in Atlanta, Georgia. For three weeks in January, students either get jobs or go on trips. The experience gives them a better sense of what they might do in the future.

University places attention on skills linked to getting a job.

Texas State University in San Marcos offers a marketable-skills series of classes. The goal is to prepare students for job interviews.

Companies are increasingly using case studies during job interviews. This means students need to answer hypothetical questions based on a common problem the employer faces. The idea is to show leadership skills in dealing with those problems.

The career office at the university also places a lot of importance on interview skills. Today, that means teaching young people more than writing an effective resume and dressing well.

They have to learn how to perform best on video and phone interviews. Also, they have to learn how to deal with new ways of being chosen for a job. Companies now use ideas like gamification or artificial intelligence bots in their recruiting process.

Norma Guerra Gaier is the director of career services at Texas State. She said her son recently got a job, and he received a phone interview before the final step.

Guerra Gaier said, “He had to solve a couple of problems on a tech system, and was graded on that. He didn't even interface with a human being.”

Heidi Soltis-Berner is with Deloitte University. She said companies try to find people who balance technological knowledge and social skills.

Soltis-Berner said she knows what business division young people find jobs in but does not know what they will be doing.

“We build flexibility into that because we know each year there are new skills,” she said.

I'm Mario Ritter.

<https://learningenglish.voanews.com>

APPENDIX

VOCABULARY

Speaking about student's life you have to know the following words and phrases:

English	Russian
to be a first / second year student	быть первокурсником / второкурсником
to be in the third / fourth year	быть на третьем / четвертом курсе
to get into university / enter university / college	поступать в университет / колледж
to drop out of university	бросить университет
to attend classes, lectures, lessons	посещать занятия, лекции, уроки
to miss classes, lectures, lessons	пропускать занятия, лекции, уроки
to do a subject	изучать предмет
to do/take a course of	изучать курс
to write an essay, a project, a test	писать эссе, проект, контрольную
an exam	экзамен
a credit-test	зачет
to read/prepare for an exam	готовиться к экзамену
to take an exam	сдавать экзамен
to pass an exam	сдать экзамен
to fail an exam	провалиться на экзамене
entrance exams	вступительные экзамены
final exams	выпускные экзамены
an examiner	экзаменатор
to assess a student	оценить студента
to give somebody a mark	поставить оценку
to get a mark in a subject	получить оценку по предмету
to get a mark for a test	получить оценку за контрольную
to get a mark at the examination	получить оценку на экзамене
to make a bad / glaring / silly mistake	сделать грубую / вопиющую / глупую ошибку
term	семестр
in class / after classes / before classes	на занятии / после занятий / перед занятиями
Rector	ректор
Dean	декан
the Dean's office	деканат
a lecturer	лектор, преподаватель
a senior lecturer	старший преподаватель
a professor	профессор
an associate professor	доцент
an academic tutor/ a scientific advisor	научный руководитель
timetable	расписание
to make/take notes of a lecture	конспектировать лекцию
to make a report (on)	сделать доклад (о)
deadline for	срок сдачи какой-либо работы
to be good at English	быть способным к английскому
to do well in Economics	делать / иметь успехи в экономике
to have difficulty/trouble in (doing) something	иметь трудности в чем-либо
to work at something	работать над чем-либо

to get a grant	получать стипендию (грант)
a hostel / dormitory (Am.)	общежитие
to be / feel pressed for time	ощущать недостаток времени
to do / take sports	заниматься спортом

ИСТОЧНИКИ

1. Answers. URL: <https://www.answers.com>
2. BBC. URL: <https://www.bbc.co.uk>
3. Big Future. College Board. URL: <https://bigfuture.collegeboard.org>
4. Big World Small Pockets. Spend Less Travel More. URL: <https://www.bigworldsmallpockets.com>
5. Breaking News English. Free English News Lessons. URL: <https://breakingnewsenglish.com>
6. Coursera Blog. URL: <https://blog.coursera.org>
7. Engexam.info. URL: <https://clck.ru/33SJjy>
8. English Live. URL: <https://clck.ru/33Q5pF>
9. Forbes. URL: <https://www.forbes.com/?sh=7b4ab902254c>
10. Guardian Industries. Home URL: <https://www.theguardian.com/international>
11. Inc. Small Business Ideas and Resources for Entrepreneurs. URL: <https://www.inc.com>
12. MadridTeacher.com. URL: <https://madridteacher.com>
13. The Aggie. Home. URL: <https://www.theaggie.org> (дата обращения: 18.02.2017).
14. The Art of Manliness. URL: <https://www.artofmanliness.com>
15. The Guardian. URL: <https://www.theguardian.com/international>
16. The Independent. URL: <https://www.independent.co.uk>
17. The Telegraph – Telegraph Online, Daily Telegraph, Sunday Telegraph. URL: <https://www.telegraph.co.uk>
18. Top Universities. Worldwide university rankings. URL: <https://www.topuniversities.com>
19. How I manage to travel while studying [Text]. URL: <http://www.angelakoblitz.com> (дата обращения: 29.06.2016).
20. VOA – Voice of America English News. URL: <https://learningenglish.voanews.com>
21. Voice of America – English. URL: <https://www.voanews.com>
22. Voice of America Blog. URL: <https://blogs.voanews.com>
23. University of the Highlands and Islands. URL: <https://www.uhi.ac.uk/en>
24. Wings. URL: <https://clck.ru/33REHx>

ЛИТЕРАТУРА

1. Воевода Е.В., Тимченко М.В. A Course of English. Intermediate. М.: ТК Велби. Изд-во Проспект, 2005. 344 с.
2. Дорожкина В.П. Английский для студентов-математиков / Под общ. ред. В.А. Скворцова. 3-е изд., прераб. и доп. М.: АСТ, 2004. 490 с.
3. Максименко Е.А. Английский язык год за годом. Первый год обучения. Повседневная жизнь и свободное время. Н. Новгород: НГЛУ им. Н.А. Добролюбова, 2005. 83 с.
4. Меркулова Е.М., Филимонова О.Е. , Костыгина С.И. , Иванова Ю.А. , Папанова Л.В. Английский язык для студентов университетов. Чтение, письменная и устная практика. СПб.: Союз, 2000. 384 с. (Сер. «Изучаем иностранные языки»).
5. Осипова Н.Н. Student's Life: учебное пособие по английскому языку / авт.-сост. Н.Н. Осипова. Нижневартовск: НВГУ, 2020. 174 с.
6. Полякова Т.Ю., Алипичев А.Ю., Богородицкая Н.В. и др. Английский язык для академической мобильности / Под ред. Т.Ю. Поляковой. М.: Изд. центр «Академия», 2013. 256 с.
7. Растворгугаева Л.А., Бирюкова Л.С., Горюнова Л.Ф. и др. Говори по-английски / Под ред. Л.Ф. Горюновой. М.: Изд. дом МЭИ, 2008. 104 с.
8. Савватеева А.В., Тихонова И.С. , Ковалева Л.В. , Михеева И.В. , Попова В.В. , Соколова М.А. , Шишкова И.А. Практический курс английского языка: Первый этап обучения. 2-е изд. Дубна: Феникс +, 2002. 592 с.
9. Хведченя Л.И. Английский язык. Базовый курс. Минск: Соврем. шк., 2009. 560 с.
10. Bob Obee, Virginia Evans. Upstream Upper Intermediate. Student's Book, Express Publishing. 2003. 264 p.
11. Eric H. Glendinning, John McEvans. Basic English for Computing: Student's Book, Oxford University Press. Revised, Updated Edition. 2003. 136 p.
12. Frances Watkins and Paul Emmerson. The Business. Upper-Intermediate, Macmillan. 2008. 160 p.
13. Hugh Dellar and Andrew Walkey. Innovations. Pre-Intermediate, Course Book, Thomson. 2005. 176 p.
14. Hugh Dellar and Andrew Walkey. Outcomes Intermediate: Student's Book, HEINLE Cengage Learning. 2010. 176 p.
15. Hugh Dellar and Andrew Walkey. Outcomes Upper-Intermediate: Student's Book, HEINLE Cengage Learning. 2010. 183 p.
16. John and Liz Soars. Headway. Pre-Intermediate: Student's Book, Oxford University Press. 2015. 96 p.
17. Lisa Kester Dodgson, Cyntia Gilmore Alston, Attio Galimberti, Karl Graham. FCE Buster, Preparation Course for the Cambridge ESOL First Certificate in English, Eli. 2008. 256 p.
18. Luke Prodromou. Grammar and Vocabulary for First Certificate, Longman. 2004. 319 p.

19. Michael Vince. Macmillan English Grammar in Context Advanced, Macmillan. 2012. 240 p.
20. Pete Sharma. Reading the News, Heinle, Cengage Learning. 2007. 120 p.
21. Roy Norris. Ready for CAE, Coursebook, Macmillan, 2008. 280 p.
22. Shirley Ann Hill, Michael Lacey Freeman. Change Up. Upper-Intermediate: Student's Book and Workbook. Eli. 2010. 128 p.
23. Virginia Evans, Jenny Dooley. FCE Practice Tests 2, Express Publishing. 2000. 110 p.
24. Virginia Evans. Practice Exam Papers, Express Publishing. 2008. 167 p.

СОДЕРЖАНИЕ

ВВЕДЕНИЕ	4
Unit I About Myself and My University Studies.....	5
Unit II Different Universities.....	14
Unit III Modern University Education: Problems and Tendencies	23
Unit IV Life at College	31
Unit V Student's Working Day.....	43
Unit VI Leisure Time Activities	52
Unit VII Tips for Students	60
Part I Tips for Surviving.....	60
Part II Tips for Getting Ready for Exams	67
Unit VIII Academic Mobility	72
Unit IX The Importance of Learning English.....	85
Unit X Work and Travel	94
Unit XI What the Future Holds.....	106
Part I Skills You Need for the Future.....	106
Part II Life-Long Learning	114
AUDIOSCRIPTS	119
APPENDIX	135
ЛИТЕРАТУРА	138

Учебное издание

ЭФФЕКТИВНЫЕ ПРАКТИКИ ПОДГОТОВКИ КАДРОВ ДЛЯ РАЗЛИЧНЫХ ПРОФЕССИОНАЛЬНЫХ СФЕР

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ

Учебно-методическое пособие по английскому языку

*Автор-составитель
Осипова Наталья Николаевна*

ISBN 978-5-00047-676-5



Редактор: Е.С. Овечкина
Обложка: Д.В. Вилявин

Дата выхода: 27.12.2022
Гарнитура Times New Roman. Усл. печ. листов 7,88
Электронное издание. Объем 6,94 МБ. Заказ 2271

Издательство НВГУ
628615, Тюменская область, г. Нижневартовск, ул. Маршала Жукова, 4
Тел./факс: (3466) 24-50-51, E-mail: red@nvsu.ru