

TOMSK POLYTECHNIC UNIVERSITY

TEXTS FOR READING AND DISCUSSION

Part 1

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by the Editorial Board of Tomsk Polytechnic University*

Draftsmen

O.V. Mikhailova, O.B. Stupnikova

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МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
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ТОМСКИЙ ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

ТЕКСТЫ ДЛЯ ЧТЕНИЯ И ОБСУЖДЕНИЯ

Часть 1

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Составители
О.В. Михайлова, О.Б. Ступникова

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Пособие предназначено для студентов 1 и 2 курсов всех уровней, обучающихся в Институте социально-гуманитарных технологий по федеральной программе «General English». Предлагаемые в пособии аутентичные тексты для чтения и упражнения способствуют формированию языковой, коммуникативной и социо-культурной компетенций.

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Рецензенты

Кандидат филологических наук
старший преподаватель кафедры
европейских языков ОМО ИФ ТГУ

М.С.Командакова

Кандидат филологических наук, старший преподаватель кафедры
организации социальной, психологической и воспитательной
работы Томского института повышения квалификации
работников ФСИН России

М.А.Сидакова

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Foreword

The book “Texts for Reading and Discussion” is designed for first- and second-year students of Institute of Social and Humanitarian Technologies to develop their fluency and confidence in using English.

The main goal of the book is to provide students with authentic educational materials to make the teaching process of the academic discipline “General English: Basic Course” more efficient.

The methodological concept of the book assumes that both speaking and cognition are inseparably linked and that is that link that stimulates an appropriate and systematic progress in order to create a multiple approach in learning English. Therefore, the book provides a vast amount of information as well as various ways of developing and building up all language skills on the basis of this information.

Improvement of language skills is closely connected with social and cultural competence. So, the book offers a variety of original texts and activities which will genuinely engage students’ interest and encourage them to share their personal opinions. The activities enable students to reflect on their own life experience and cultural knowledge about the USA and UK and on the basis of exercises and activities given develop their ability to express the ideas confidently and fluently.

The book has thematic units as well as additional exercises and supplementary reading materials.

The authentic texts, creative exercises encourage students’ independent thinking and stimulate cross-cultural comparisons.

The book is based on the communicative and learner-centered approach. It uses modern techniques and procedures in teaching the English language in different types of higher engineering training.

Module 1 EDUCATION

(1) EDUCATION IN THE UK

1.1 Vocabulary. Mind the pronunciation:

cafeteria	[,kæfə'tiəriə]	geography	[dʒɪ'ɒgrəfi]
discuss	[dɪs'kʌs]	mathematics	[,mæθə'mætɪks]
lecture	['lektʃə]	philosophy	[fə'lɒsəfi]

1.2 Vocabulary. Check if you know these words:

ability	способность;
approximately [ə'prɒksɪmətli]	приблизительно
arts [ɑ:ts]	гуманитарные науки
attend	посещать (занятия)
authorities [ɔ:'θɒrətɪz]	органы власти
award [ə'wɔ:d]	присуждать, награждать
bachelor ['bætʃələ]	бакалавр
comprehensive [,kɒmprɪ'hensɪv]	общеобразовательная (школа)
compulsory [kəm'pʌlsəri]	обязательный;
continue [kən'tɪnju:]	продолжать;
curriculum [kə'rɪkjələm]	учебный план
degree	степень; звание
description	описание
divide into	разделять на
Doctor of Philosophy	доктор наук
entrance ['entrəns]	поступление (в учебное заведение)
expenses [ɪks'pensɪz]	расходы; затраты
fee	плата за учение/ услугу
follow	следовать;
further [fɜ:ðə]	дальнейший, дополнительный
graduate(n) ['grædʒʊət]	выпускник университета
graduate (v) ['grædʒʊeɪt]	окончить университет
include [ɪn'klu:d]	включать в состав
last [la:st]	длиться
maintain [meɪn'teɪn]	содержать; поддерживать
majority [mə'dʒɒrətɪ]	большинство
master [ma:stə]	магистр
primary ['praɪməri]	начальный
private ['praɪvɪt]	частный
receive [rɪ'si:v]	получать

refer to [rɪ'fɜː]	ссылаться на; именовать
remain	оставаться;
require[rɪ'kwaɪə]	требовать
science ['saɪəns]	естественные науки
similar	похожий
specialize in ['speʃəlaɪz]	специализироваться в
term	семестр
thesis ['θiːsɪs]	диссертация
tutorial [tju'tɔːrɪəl]	консультация
whereas [ˌweər'æz]	тогда как; (при противопоставлении)

1.3 Skim the text *The UK education system*. Which paragraph...

1. describes the school year?
2. gives an overview of education in the UK?
3. describes secondary education from 11 to 16?
4. describes primary education?
5. describes university education?
6. describes secondary education from 16 to 18?



The UK education system

A By law in the UK, all children between 5 and 16 years of age must receive a full-time education. The vast majority, over 90%, of these children attend state schools. The education systems in Wales, Northern Ireland, and England are similar, whereas the education system in Scotland differs in a number of ways. This description will generally refer to the English state system.



B The school year runs from September to July and is usually divided into three terms of approximately 13 weeks each. Students attend school from about 9.00 am to 3.30 pm, Monday to Friday, with a morning break and a break for lunch. Some students eat lunch in the school cafeteria, but many bring food from home.

Most children go to state schools, which are maintained by the government or local education authorities, but some children go to private schools, which can be very expensive.

C Most children in England go to primary school from the age of 5 to 11. These schools are largely co-educational, that is, boys and girls attend together. All schools follow the National Curriculum. The core, or main subjects, are English, mathematics, and science. Other subjects include history, geography, physical education, music, and art. In Wales, the Welsh language is a subject in Welsh-speaking schools. In the same way, in Northern Ireland, the curriculum includes the Irish language in Irish-speaking schools.

D At the age of 11 students move to a secondary school. Most students go to large comprehensive schools which teach children of varying abilities. At the age of 16, most students take exams (GCSEs) in about ten different subjects. At this point, just under 50% leave school and start other training or work.

E Students who remain in education can choose to continue at their school for up to two years, or go to a special college. Wherever they study, students specialize in three or four subjects, and there are further exams at the age of 17 (AS Levels) and again at 18 (A Levels). Good results in these are required to go to university.

F University courses normally last three years. At the end of university course, graduates are awarded a degree – probably BA (Bachelor of Arts), BSc (Bachelor of Science) or Bed (Bachelor of Education); postgraduates can take a further course or do research and write a thesis in the hope of getting an MA (Master of Arts) or a PhD (Doctor of Philosophy). At university, teaching is by tutorial (an individual lesson between a teacher and one or two students), seminar (a class of students discussing a subject with a teacher), lecture (when a teacher gives a prepared talk to a number of students) and of course private study. Most people who receive a university place are given a grant by the government to help pay their fees and living expenses.

1.4 Comprehension check. Decide if the statements about the text are True or False.

1. The 10% of all children between 5 and 16 in the UK attend private schools.
2. On average English students rest for 13 weeks a year.
3. There are no eating facilities in schools and students bring food from home.
4. The majority of primary schools are co-educational.
5. Students start learning history and geography in a secondary school.

6. Children of varying abilities go to different secondary schools.
7. GCSE exams are compulsory only for those who want to go to university.
8. The British government help all students pay their tuition fees.

1.5 a) Look at the underlined expressions in the sentences from the text above. Do they show that things are similar or different?

- 1) The education systems in Wales, Northern Ireland, and England are similar, whereas the education system in Scotland differs in a number of ways.
- 2) In Wales, the Welsh language is a subject in Welsh-speaking schools. In the same way, in Northern Ireland, the curriculum includes the Irish language in Irish-speaking schools.

1.5 b) Underline other words and phrases in the sentences which show a similarity or a difference.

- 1) The school year in the UK runs from September to July. In Australia, on the other hand, students go to school from late January to December.
- 2) Both Sweden and France have a compulsory national curriculum.
- 3) Japanese schools are different from schools in many other countries in that they usually have an entrance exam.
- 4) Malaysian schools have two terms a year. In contrast, Australian schools have four terms.
- 5) School students all over the world are similar in that they have to take exams.

1.5 c) Fill in the gaps with the correct expression from the previous exercise:

- 1) _____ Wales _____ Ireland include their own language in the curriculum.
- 2) State and private schools _____ all their students take school-leaving exams.
- 3) Northern Ireland and Wales have a similar education system to England. Scotland, _____, has its own system.
- 4) In the UK, education is compulsory for children until the age of 16, _____ in _____ Brazil children can leave school at 14.
- 5) Students in Japanese schools often eat school lunches. _____, students in France also often eat in school.

1.5 d) Complete the sentences with your own ideas:

- 1) Schools and universities are similar in that_____.
- 2) Both boys and girls _____.
- 3) Literature is an arts subject. In contrast _____.
- 4) English students take A Levels, whereas students in my country _____.
- 5) Primary school is different from _____ in that_____.

1.6 Tell about the education system in Russia.

(2) UNIVERSITIES IN BRITAIN

2.1 Vocabulary. Mind the pronunciation.

collegiate	[kə'lɪdʒiət]	focus	['fəʊkəs]
committee	[kə'mɪtɪ:]	polytechnics	[,pɒlɪ'teknɪk]
course	[kɔ:s]	senate	['senət]
design	[dɪ'zaɪn]	speciality	[speʃi'æli:tɪ]
diploma	[dɪ'pləʊmə]	standard	['stændəd]
discipline	['dɪsəplɪn]	structure	['strʌktʃə]

2.2 Vocabulary. Check if you know these words.

accommodation	[əkəmə'deɪʃn]	жилое помещение; проживание
advantage	[əd'vɑ:ntɪdʒ]	преимущество
civic	['sɪvɪk]	гражданский; городской
community	[kə'mju:nəti]	сообщество; коллектив
despite	[dɪ'spaɪt]	несмотря на; вопреки
establish	[ɪs'tæblɪʃ]	основывать; учреждать
expand	[ɪk'spænd]	расширять; развивать
facilities	[fə'sɪlɪtɪ:z]	материальная база; помещения
influence	['ɪnflʊəns]	влияние;
institution	[ɪnstɪ'tju:ʃn]	учреждение
library	['laɪbrəri]	библиотека
linked to	[lɪŋkt]	связанный с;
location	[ləʊ'keɪʃn]	расположение; местонахождение
made up of		состоящий из
major	['meɪdʒə]	крупный; значительный
offer	['ɔfə]	предлагать;
outskirts	['aʊtskɜ:ts]	окраина; периферия
particular	[pə'tɪkjələ]	конкретный; определенный
postgraduate	[pəʊst'grædʒʊət]	аспирант
provide	[prə'vaɪd]	предоставлять; обеспечивать

a range of [reɪndʒ]	ряд; комплект; многообразие
relationship [rɪ'leɪʃnʃɪp]	(взаимо)отношение
sense	чувство; ощущение
skilled	умелый; квалифицированный
split	делить на части;
staff ['sta:f]	штат; персона; рабочий коллектив
vocational [vəʊ'keɪʃnl]	профессиональный

2.3 Vocabulary. Give Russian equivalents:

to offer a wide range of courses;	to provide teaching facilities;
as a result of the industrial	to focus on vocational subjects;
revolution;	to be split into;
to train highly skilled people;	a sense of community;

2.4 The reading passage has six sections A-F. Choose the most suitable headings for sections A-F from the list of headings.

List of headings

Campus types	
I. Old universities	1. Section A
II. Universities during the industrial revolution	2. Section B
III. Universities colleges	3. Section C
IV. Rising standards in higher education	4. Section D
V. The second expansion	5. Section E
VI. Former polytechnics	6. Section F



Universities in Britain

A Today in Britain there are 124 state universities, but only one private university – the University of Buckingham. Before the 19th century there were only six universities: Oxford, Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

B A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were generally

established in major industrial centres such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialities and accommodation that is close to campus. These universities are often able to provide accommodation for all first year students.

C A number of new universities were established in the 1960s when children born after World War 2 entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.

D Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region – they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.

E These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK – London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline – for example agriculture, music, design or medicine. Some of these colleges may only offer postgraduate programmes. These colleges are usually small, with a limited number of students.

F Universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialize in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure – that is, students are members of colleges within the university. These colleges are the centre of social life and academic life. Academic staff usually lives at the college, and students and staff enjoy easy relationships.



2.5 Answer the questions using no more than three words from the passage for each question.

- 1) Why were several universities established during the 19th and 20th centuries?
- 2) What did the government decide to do in the 1960s?
- 3) What qualification do many former polytechnics provide?
- 4) What are colleges the centre of?

2.6 Classify the descriptions (1-6) as referring to ...

OU (old universities)	1. have accommodation and educational facilities on campus.
CU (civic universities)	2. provide various courses on a single subject.
NU (new universities)	3. have lecturers and students living in the same place.
FP (former polytechnics)	4. were linked to religious institutions.
UC (university colleges)	5. were built in growing cities.
	6. offer diploma courses.

2.7 Now complete the passage. Use the underlined phrases from the text above (2.4).

University colleges are part of the university world with the same funding and quality control systems. (1)Most of [80%] the degrees they offer are in specialist subjects; (2)_____ [60%] have their own degree-awarding powers; and (3) _____ [70%] are specialist institutions. (4) _____ [5%] of them are for postgraduate study only. (5)_____ [80%] colleges are smaller than universities, which means students get a more intimate atmosphere and employment rates are good. An example is The Royal College of Art in London - the world's only postgraduate university of art and design.

2.8 Work in pairs. Discuss the questions.

- How many ways can you classify universities in your country?
- Which are the oldest universities?
- Which kind of university is popular in your country?
- Are there any private universities in your country?

(3)WHAT'S A UNIVERSITY EDUCATION WORTH?

3.1 Vocabulary. Check if you know these words:

afford to [ə'fɔ:d]	позволить себе (финансово)
allow [ə'laʊ]	разрешать; позволять
although [ɔ:l'dəʊ]	хотя; несмотря на то, что
applicant	абитуриент; кандидат
attend	посещать (занятия)
available	имеющийся в наличии
average ['ævərɪdʒ]	среднестатистический
challenging	побуждающий; стимулирующий
charge (v)	назначать цену
competition	конкуренция; конкурс
consider [kən'sɪdə]	считать; рассматривать
currency ['kʌrənsɪ]	валюта
debt [det]	долг
decline [di'klaɪn]	снижаться; спадать
degree [di'grɪ:]	степень; звание
disappointing	вызывающий разочарование
earn[ə:n]	зарабатывать
exciting [ɪk'saɪtɪŋ]	захватывающий
experience [ɪk'spɪəriəns]	опыт; практика; опыт работы
fear [fiə]	опасаться;
forecast ['fɔ:kɑ:st]	прогноз;
frustrating	разочаровывающий
graduate ['grædʒʊeɪt]	окончить университет
increase (n) ['ɪŋkrɪ:s]	подъём; увеличение
increase (v) [ɪn'krɪ:s]	повышаться; увеличить
interest on	банковский процент
loan [ləʊn]	ссуда; кредит;
in order to	для того, чтобы;
poverty ['pɒvəti]	бедность; нужда
rather than	а не; вместо того, чтобы
reach	добираться; достичь
receive	получать
salary	зарплата; оклад
since [sɪns]	так как; поскольку; (с тех пор, как)
as soon as	как только;
support	поддерживать; помогать
therefore	следовательно; поэтому

tuition fees [tju'ɪn fi:z]	плата за обучение
value ['vælju]	ценить;
voluntary ['vɒləntəri]	добровольный
worth [wɜ:θ]	стоящий; имеющий ценность
live up to one's expectations	оправдать ч-л ожидания

3.2 a) Match words and expressions on the left with their definitions on the right.

- | | |
|--------------------|--|
| a. challenging | 1. difficult but rewarding |
| b. having a career | 2. extra money paid on a loan or bank savings |
| c. interest | 3. fight |
| d. repayment | 4. getting a better job or salary within a company over time |
| e. salary | 5. money a student pays to a university |
| f. struggle | 6. money borrowed from a bank or finance company |
| g. student loan | 7. money paid back on a loan |
| h. summer job | 8. money paid for a week's work |
| i. tuition fees | 9. regular monthly or annual pay packet |
| j. wage | 10. work between academic years |

3.2 b) Use the words and phrases from the table above to complete the sentences below.

1. We will lend you £3,000, which you will need to repay with _____ of 3% after three years.
2. Paying my fees every year has been a constant _____.
3. With such a small loan, I don't know if I'll be able to pay the _____.
4. I've got a good job, but I just wish the work was more _____.
5. When term ends, I'll have to get _____ just to make ends meet.
6. The _____ is £140 a week, but it's cash-in-hand, so you don't pay tax.

3.3 Read the text below and decide if these statements are True or False.

1. More than three quarters of all university students in England and Wales borrow money to study.
2. Students tend to buy a house soon after graduating.
3. Paying back a student loan is always voluntary.
4. A degree gives people an advantage when applying for white collar jobs.
5. Graduates often feel their first job doesn't live up to their expectations.

6. Numbers of British university students began to decline after the credit crunch.
7. Students sometimes break the law to finance their studies.
8. More international students are coming to Britain because the UK currency is weaker.



What's a university education worth?



Every year, it costs British students more and more to attend university. Students are graduating with larger and larger debts. So is a university degree really worth it?

In 2006, the UK government started to allow universities in England and Wales to charge British students tuition fees. As a result, more than 80% of students in England and Wales now

take out a student loan in order to go to university. They use the loan to pay for tuition fees, books and living expenses. Although the interest on student loans is quite low, it begins as soon as the student receives the loan.

The average student in England and Wales now graduates from university with debts of around £12,000. Students of medicine, who study for longer, usually have debts of more than £20,000. That is a lot of money. It means graduates cannot afford to buy a house for many years. They even struggle to pay rent on a flat, because they have to start paying back the student loan when they reach the April after graduating (or after leaving a course). If you start to earn over £15,000 a year, the government takes repayments directly from your monthly salary. Is it any surprise, therefore, that the average British person does not leave their parents' home until they are 30 years old?

You might think that a British person with a degree will find it easy to get a well-paid job. However, most people in “white-collar jobs” seem to have a degree these days, so there is a lot of competition. Also, British companies tend to value work experience over a piece of paper. Like everyone else, graduates usually have to start at the bottom and work their way up. That can be very frustrating for them, since they are often over-qualified for the work they are doing. While at university, they had dreams of getting an exciting, challenging job. Therefore, life after university ends up being quite disappointing for a lot of graduates.

All of the above is beginning to make British people question whether a university degree is really worth the money. Even before the credit crunch started, the BBC stated, 'The number of British students at UK universities has fallen for the first time in recent history... from 1.97 million in 2007 to 1.96 million last year [2008]'. It looks like the figures will continue to decline, since loan companies are now telling some student that there are no loans available for them. Forecasts are that between 2009-19 there will be a fall of 6% in the number of 18-25 year-old university applicants across the UK.

Students have always been seen as not having a lot of money, but "student poverty" is now considered a real problem in the UK. Most British students expect to get a loan, part-time job or summer job. Worse than that, however, is the fact student leaders report there are increasing numbers of students turning to crime to support themselves financially.

By contrast, things are now easier for students from other countries coming to study in the UK, since the value of the British pound has fallen. More international students come to Britain each year. The British universities offer more and more of the available places to richer international students rather than poorer British students. Some British people fear that, one day, there won't be any university places left for British students at all.



3.4 Discussion:

- 1) Do you think higher education should be available for everybody and why?
- 2) Should government help students cover their tuition fees? How?
- 3) Have you ever taken any loans? Would you take a student loan?

3.5 Translate into English using expressions from the text above:

- 1) Университетам разрешено взыскивать со студентов плату за обучение.
- 2) Многим студентам приходится брать студенческие кредиты для того, чтобы покрыть расходы на обучение, книги и проживание.
- 3) Хотя банковские проценты на студенческие кредиты невысокие, их начисление начинается, как только студент получает этот кредит.
- 4) Студенты медики, которые учатся дольше, оканчивают университет с долгом более 20 тысяч фунтов.
- 5) Выпускник вуза не может позволить себе купить собственное жилье в течение многих лет, так как должен вернуть кредит.

- 6) Из-за высокой конкуренции нелегко выпускнику вуза с дипломом получить хорошо оплачиваемую работу.
- 7) В университете студенты мечтают о получении интересной, требующей отдачи всех сил работы.
- 8) Число британских студентов в университетах Соединенного Королевства начало падать еще до финансового кризиса 2008 года.
- 9) Согласно прогнозу, в период с 2009 по 2019 будет наблюдаться шестипроцентное падение числа абитуриентов по всей Великобритании.
- 10) Для того, чтобы поддержать себя финансово, все больше и больше студентов стараются найти работу с неполным рабочим днем.
- 11) В девяностые годы прошлого века реальной проблемой в России была студенческая бедность.
- 12) Многие ведущие топ менеджеры когда-то начинали свои карьеры с самых низов.

(4) ALCOT UNIVERSITY

4.1 Vocabulary. Mind the pronunciation:

automatic	[,ɔ:tə'mætɪk]	ethnic	['eθnik]
opposite	['ɒpəzɪt]	hygiene	['haɪdʒɪn]
volunteer	[,vɒlən'tiə]	productive	[prə'dʌktɪv]

4.2 Vocabulary. Check if you know these words:

adapt to [ə'dæpt]	приспосабливать(ся)
arrange [ə'reɪndʒ]	организовать
attend [ə'tend]	посещать
available	имеющийся в наличии
communal [kə'mjuːnl]	забота, значение
concern [kən'sɜ:n]	общего пользования
consist of	состоять из
deal with	иметь дело с
election [ɪ'leɪʃn]	выборы
enjoyable [ɪn'dʒɔɪəbl]	приятный
entitle [ɪn'taɪtl]	давать право
facilities [fə'sɪlɪtɪz]	учреждения, здания
graduate ['grædʒʊət]	выпускник
handle	регулировать, управлять
introduce [ɪntrə'dʒʊs]	представлять(ся)

issue ['ɪʃu:]	вопрос; проблема
join	присоединять(ся)
launderette [lɔ:n'dret]	прачечная самообслуживания
outlet ['aʊtlet]	торговая точка
regarding [rɪ'gɑ:dɪŋ]	относительно; в отношении
receive [rɪ'si:v]	получать
refer to [rɪ'fɜ:]	направлять, ссылаться
respect	уважать
revolve [rɪ'vɒlv]	вращать(ся)
share [ʃɛə]	делиться; использовать совместно
society [sə'saɪəti]	общество
tidy [taɪdi]	приводить в порядок
useful	полезный
vote ['vəʊt]	голосовать
do the washing up	мыть посуду

4.3 a) Match the definitions with the proper words from the list above (3.2):

1. to become a member
2. to go to; to be present at;
3. to be made up of;
4. to make or become suitable for new needs, different conditions;
5. to make known for the first time to each other;
6. to give the right to do smth or have smth;
7. a shop where the public can wash their clothes in machines that work when coins are put in them;
8. opportunity or equipment for doing smth;
9. the choosing by vote of a representative to take an official position;
10. a subject to be talked about, argued or decided;
11. a person who has completed a university degree course;
12. giving pleasure;
13. shared or used by all members of a group;
14. in connection with;
15. a particular broad group of people who share laws, organizations, customs;
16. shops, companies through which products are sold;
17. to get smth; to come into possession of;
18. to spin round on a central point;
19. to have, use, pay with others or among a group, rather than singly;
20. to put in order, to make neat;
21. to wash the dishes, plates etc. after a meal.

4.3 b) Fill in the gaps with proper words from the list above:

1. This work costs us nothing; it's all done by _____.
2. We'll have to _____ away these papers before we have dinner.
3. We haven't enough books for everyone, some of you will have to _____.
4. The two towns are _____ by a railway.
5. The house is well situated in reach of good shopping and transport _____.
6. Trade union representatives are chosen by _____.
7. The United Kingdom _____ _____ Great Britain and Northern Ireland.
8. Parliament will debate some very important financial _____ next week.
9. When we moved to France the children _____ to the change very well.
10. Such behavior is unacceptable in a civilized _____.
11. This ticket _____ you to a free seat at the concert.
12. I shall _____ for Benn because I think he's a better man.
13. The Earth _____ on its own axis once every 24 hours.
14. Only members of the company are _____ to use these facilities.

4.4 a) Skim the text *Alcot University Guide for International Students* and find out which of the issues below it discusses:

- A. Course Requirements
- B. University facilities
- C. The structure of the University
- D. Clubs for students
- E. Language courses
- F. Hostel rules

 Alcot University
Guide for International Students

Welcome to the University of Alcot. We very much hope that your time here will be both highly productive and highly enjoyable, but we do recognise that it is not always easy for students from other countries to adapt to campus life in



Britain. [0] - H

Your Hall of Residence contains twelve rooms, all like yours. The kitchen and bathrooms are communal. In the interests of hygiene and respect for your flatmates, we would ask you to keep these shared facilities as clean and tidy as possible. These rooms will be cleaned by a member of the cleaning staff once a day (Monday to Friday). [1] Please be polite and respectful to your cleaners - they have a difficult and unpleasant job to do. Your Hall Tutor will introduce himself or herself to you over the next few days. If you have any problems with anything to do with your life on campus, they are there to help you.

Student social life revolves around the Student Union, which is the large yellow building opposite the library. [2] As a student at Alcot, you are automatically a member of the Union. This entitles you to use all the facilities and to vote in all Union elections and meetings. [3] See *The Alcot Excalibur*, the free weekly student newspaper, for further information regarding upcoming Union events.

Regarding your course of studies, you will receive a letter in the next couple of days from your Head of Department inviting you to attend a welcome meeting for new students. You will be given further information concerning your course at this meeting. [4] He or she will be able to deal with any academic problems or questions you may have.

[5] If you have any problems, issues or concerns directly related to that fact that you are a non-British citizen, these can be referred to the International Office. Situated next to the Arts Building, the International Office is staffed by one permanent Welfare Officer and a body of trained student volunteers. They are experienced in handling issues related to visas, immigration and police registration. [6]

Further information regarding other university facilities, such as the medical centre, sports centre, arts centre and library, can be found in the accompanying Alcot Guide for Undergraduates. This also contains useful phone numbers and a map of the campus.

4.4 b) Seven sentences have been removed from the guide. Choose from the sentences A-H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

- (A) Inside, you will find a number of shops, bars and food outlets, as well as a laundrette, two banks and a travel agent.
- (B) Generally, your course will consist of lectures, seminars and regular meetings with your Personal Tutor.

(C) In addition, you are free to join any of the university clubs and societies and attend Union-organised events such as pop concerts and discos.

(D) A confidential counselling service is also available.

(E) As a result, a number of ethnic societies, such as the Greek Society, the Irish Society and the Jewish Society, exist to fill your cultural and social needs.

(F) As an international student, you may have some questions that neither your Hall Tutor nor your Personal Tutor are able to answer.

(G) However, they are not expected to do your washing-up or tidy away your things.

(H) For this reason, we have produced this small factsheet which may make your first few days here a little easier.

4.5 Comprehension check. Answer the questions:

- 1) What is the purpose of this guide?
- 2) How many people does a student share (a) a room with; (b) a kitchen with; (c) a bathroom with?
- 3) Who helps a student deal with any problems in the Hall of Residence?
- 4) What facilities can be found in the Student Union?
- 5) What kinds of events does the Student Union arrange?
- 6) What is *The Alcot Excalibur*?
- 7) Where will a student get some information about the course of studies?
- 8) What issues does the International Office deal with?
- 9) What university facilities are mentioned in the text?

4.6 Comprehension check. Are the sentences True (+) or False (-)? Correct the false sentences.

- 1) Members of the cleaning staff will do the washing up.
- 2) International students are entitled to use all university facilities.
- 3) Your Hall Tutor will help you handle any problems /issues/ with police registration.
- 4) Every student receives a letter with information concerning Union-organised events.
- 5) The *Alcot Guide* for Undergraduates contains the information about the University facilities.
- 6) Students have to clean shared facilities themselves.
- 7) Any academic problems should be referred to your Personal Tutor.
- 8) Students share not only a bathroom and a kitchen but a room as well.

4.7 Translate into English.

1. Глава факультета приветствовал новых студентов на собрании.
2. Мы действительно приятно провели время в летнем лагере.
3. Я надеюсь, вы приспособитесь к студенческой жизни.
4. И кухня, и ванная комната имеются в наличии на каждом этаже общежития.
5. Совместно используемые помещения приводятся в порядок уборщицами.
6. Как студенту университета вам дается право пользоваться всей материальной базой университета.
7. Куратор по общежитию рассматривает все вопросы, относящиеся к проживанию.
8. Вопросы, связанные с визами и регистрацией, рассматриваются в международном отделе.
9. Студенческий союз организует различные мероприятия для студентов, такие как дискотеки, концерты, дискуссионные клубы.
10. В течение следующих нескольких дней вы сможете записаться в любой университетский клуб или общество.
11. Где я могу получить информацию относительно студенческих обществ.
12. Все проживающие в одной комнате должны поддерживать порядок.



4.8 Discussion.

1. Would you like to study abroad?
2. What are the advantages and disadvantages of studying in a foreign country?
3. Does your University have any foreign students?
4. What piece of advice can you give to a foreign student who wants to study at your University?

(5) HOSTEL RULES

5.1 Vocabulary. Check if you know these words:

aid ['eɪd]
allow to [ə'laʊ]
appointment
available for

помощь
позволять, разрешать
деловая встреча, прием
имеющийся в наличии

avoid [ə'vɔɪd]	избегать, уклоняться
basement	подвальный этаж
beside	около, рядом
book (v)/ booking	заказывать; резервировать
break into	проникнуть внутрь
break out	начаться внезапно
charge (n, v) [tʃɑ:dʒ]	назначать цену;
common ['kɒmən]	общий; распространённый
cupboard [kʌbəd]	буфет; шкаф
disturb [dɪs'tɜ:b]	мешать; беспокоить
empty	пустой
except [ɪk'sept]	кроме; за исключением
handle [hændl]	регулировать; решать
immediately [ɪ'mɪdiətli]	немедленно; тотчас же
include [ɪn'klu:d]	включать в состав;
insurance [ɪn'ʃʊərəns]	страховка;
lock [lɒk]	замок; запира́ть на замок;
meal	еда; приём пищи;
neighbour ['neɪbə]	сосед;
in order to	для того, чтобы;
permission [pə'mɪʃn]	разрешение;
prepare [prɪ'pɛə]	готовить;
price [praɪs]	цена; стоимость;
prove [pru:v]	доказывать; подтверждать;
rarely [rɛəli]	редко;
remove [rɪ'mu:v]	удалять; убирать;
repl <u>a</u> cement	замена;
responsibility	ответственность;
result in	приводить к; повлечь за собой;
share with [ʃɛə]	делиться с;
store	хранить; складировать;
taste	вкус; пристрастие;
theft [θeft]	воровство; кража;
through [θru:]	через посредство
training	подготовка; обучение
unfortunately [ʌn'fɔ:tʃənətli]	к сожалению;
unless [ʌn'les]	если не
use	пользоваться;
washing-up	мытьё посуды

5.2 Read the text and decide if the statements below about the student hostel are Correct or Incorrect.

- 1) Every student has a key to the main door.
- 2) You can borrow your friend's main door card.
- 3) Insurance companies will pay if someone steals your card and takes things from your room.
- 4) Spare rooms are least likely to be available in summer.
- 5) Your brother can stay free of charge if he uses the other bed in your room.
- 6) Guests must report to Stan when they arrive.
- 7) The cleaners take away food that they find in the bedrooms.
- 8) If you cook late at night, you should leave the washing up until the morning.
- 9) Students who play loud music may have to leave the hostel.
- 10) You should ask Stan to call a doctor if you are ill.



Hostel Rules



To make life in this student hostel as comfortable and safe as possible for everyone, please remember these rules.

Security You have a special card which operates the electronic lock on your room door and a key for the main door of the hostel. These are your responsibility and should never be lent to anyone, including your fellow students. If you lose them you will be charged £20 for a replacement. Do not leave your room unlocked even for short periods (for example, when making yourself a coffee). Unfortunately, theft from student hostels is very common and insurance companies will not pay for stolen goods unless you can prove that your room was broken into by force.

Visitors There are rarely any rooms available for visitors, except at the end of the summer term. Stan Jenkins, the hostel manager, will be able to tell you and can handle the booking. A small charge is made. Stan also keeps a list of local guesthouses, with some information about what they're like, prices, etc. You are also allowed to use empty beds for up to three nights, with the owner's permission (for example, if the person who shares your room is away for the weekend), but you must inform Stan before your guest arrives, **so that** he has an exact record of who is in the building if a fire breaks out. Students are not allowed to charge each other for this.

Kitchens There is a kitchen on each floor where light meals, drinks, etc. may be prepared. Each has a large fridge and a food cupboard. All food should be stored, clearly marked with the owner's name, in one of these two places. Bedrooms are too warm for food to be kept in, and the cleaners have instructions to remove any food found in them. After using the kitchen, please be sure you do all your washing-up immediately and leave it tidy. If you use it late in the evening, please also take care that you do so quietly **in order to** avoid disturbing people in nearby bedrooms.



Music If you like your music loud, please use a Walkman! Remember that your neighbours may not share your tastes. Breaking this rule can result in being asked to leave the hostel. Musicians can use the practice rooms in the basement. Book through Stan.

Health Any serious problems should be taken to the local doctor. The number to ring for an appointment is on the 'Help' list beside the phone on each floor. For first aid, contact Stan or one of the students whose names you will find on that list, who also have some first aid training.

5.3 Find in the text English equivalents for the following Russian phrases:

- как можно безопаснее
- приводить в действие электронный замок
- оставить комнату незапертой
- кражи распространены
- на каждом этаже
- страховая компания
- организовать резервирование
- нарушать правила
- если внезапно начнется пожар
- готовить еду
- с разрешения собственника
- чтобы не беспокоить людей
- разделять чьи либо вкусы
- обучение оказанию первой медицинской помощи

5.4 How similar or different are the rules in our hostels? Would you like to change something about them?

MODULE 2 APPLYING FOR A JOB

(1) JOB SEARCH PLAN

1.1 Vocabulary. Mind the prepositions:

- to work **for** a company
- to work **at** a computer company
- to work **in** the sales department
- to be responsible **for** creating smth
- to be accountable **to** a chief manager
- to be in charge **of** doing smth



1.2 Vocabulary. Check if you know these words:

attune [ə'tju:n]	настраивать; делать гармоничным
background ['bækgraund]	фон, знание
beyond	вдали; за; вне;
big picture	общая картина, ситуация в целом
campus ['kæmpəs]	студгородок
career fair [kə'riə feə]	ярмарка вакансий
carry out ['kæri 'aut]	осуществлять, проводить
commitment [kə'mɪtmənt]	обязательство
confidence ['kɒnfɪdəns]	уверенность
counsellor ['kaʊnslə]	наставник
covering letter	сопроводительное письмо
critique [kri'ti:k]	критика
CV	резюме
curriculum vitae [kə'ɪkjʊləm 'vi:taɪ]	резюме
decade	декада, десяток
determine [dɪ'tə:mɪn]	определять
dicey ['daɪsi]	непредсказуемый, неопределенный
follow up ['fɒləʊ 'ʌp]	делать следующий шаг
impact ['ɪmpækt]	воздействие
initiative [ɪ'nɪʃɪətɪv]	инициативный
interchangeably	взаимозаменяемо; поочередно;
internship [ɪn'tə:nʃɪp]	практика, стажировка
interview [ɪntəvju:]	собеседование
job description	должностные обязанности
job title	название профессии

liaise with [lɪ'eɪz]	поддерживать связь
line of work	род деятельности; область компетенции
location [ləu'keɪʃən]	местоположение
manage ['mænɪdʒ]	руководить, справляться
mock [mɒk]	постановочное, тренировочное
negotiate [nɪ'gəʊʃieɪt]	вести переговоры, договариваться
ownership ['əʊnəʃɪp]	собственность
participate in	принимать участие в
predict	предсказывать
proactive [prəu'æktɪv]	дальновидный, активный,
profound	сложный, более полный
recognize	осознавать
recruit [rɪ'kru:t]	нанимать на работу
relocate [rɪ:ləu'keɪt]	переезд
restate ['rɪ:'steɪt]	вновь заявить
search engine ['endʒɪn]	строка поиска
series ['sɪəri:əz]	ряд, серия, группа
skill [skɪl]	навык
social contract	общественный договор; социальный контракт
succession [sə'kseʃən]	последовательность, ряд
surfer ['sɜ:fə]	серфер
thank you letter	благодарственное письмо
to gain [geɪn]	приобретать,
transferable [træns'fɜ:rəbl]	передаваемый
vocation [vəʊ'keɪʃn]	призвание, склонность
volunteer [ˌvɒlən'tɪə]	доброволец
workload ['wɜ:kləʊd]	рабочая нагрузка, загруженность





1.3 Discussion. Mark your position on the scales below. With a partner, explain and justify your choices.

I have no idea how my career will develop		I have a clear idea of my career path
I expect to work for one company all my life		I expect to work for several different companies in my life
Money, status and a comfortable lifestyle are my priorities		Job satisfaction, variety and being useful to society are my priorities



1.4 a) You are going to listen to an interview with James Waldrop and Timothy Butler, business psychologists and directors of MBA career development programs at the Harvard Business School. Listen to Part 1 and make notes about what they say about the differences between:

1. career ten or fifteen years ago and career today
2. a vocation (or “calling”), a career and a job



1.4 b) Listen to Part 1 again and answer the questions.

1. What does Waldrop say about the kind of contract:
 - a) you had ten or fifteen years ago?
 - b) you have today?
2. What does Butler say is very dicey or unpredictable?
3. Do you agree with the statement that employee now is like a surfer on a surfboard? Give your arguments.

1.5 Vocabulary. Give Russian equivalents for the following expressions from the text for listening:

- to take a job
- the area to specialize in
- the whole work life
- to put down roots
- to stay put
- surfer on a surfboard
- to catch the next wave
- when it comes to
- to participate in succession of projects

have to do with
to make a difference for
to build meaning for
to look back on
to make the impact on the world



1.6 Discussion. What have been the most significant changes in working life in the last 10 – 20 years in our country? It may be helpful to consider the aspects of work listed here:

- the type of work available
- employment rates
- working hours
- attitude to work
- pay and conditions
- participation of women
- working age
- effect of technology

1.7 Skim the text and name the main 6 points of the job search plan.



Job search plan

1) Decide on the “big picture” issues

- Determine the job you want. If you have no idea, make a list of the things you like to do. If you have an idea of the general field (e.g. marketing), but nothing more specific, then investigate various job titles in your area of interest.
- Determine where you want to live. Are you open to relocating? If you have a specific location in mind, then identify the companies that have offices/plants/locations in those areas.
- Determine the best companies for you. You need to make some decisions about the types of companies that fit your needs, style, and personality.

2) Determine your search strategy

On - campus recruiting? Career fairs? Networking through personal contacts and going to events such as conferences? Writing to specific companies with your resume and a covering letter? Internet job sites? Company websites? Classified ads in newspapers and professional magazines? Local careers agencies?

3) Write a resume (CV) and covering letter

There are hundreds of Internet sites to help you to write a resume (CV in BrE) and a covering letter. Just type phrases like resume tips or CV tips or covering letter into a search engine.

Obtain critics of your resume and covering letter from your family, friends, colleagues, professors, etc.

As well as any other ways you are thinking of using your resume, post it on the Internet anyway.

4) Prepare for interviews

Learn to research companies. One of the secrets of great interviewing is knowing something about the company where you are looking for a job.

Practice, practice, practice. For example, carry out mock interviews with other students/colleagues or a career counsellor. Also, if you are a student then have some on-campus interviews with companies who come to visit – just to gain confidence and experience.

5) Gain experience

Employers value work experience as much as educational background.

- Internships – work part-time in your expected career field, either during one of the semesters or over the summer.
- Summer jobs – these jobs are not always in your field of interest, but having any kind of work experience is valuable and many offer transferable skills that carry over to other jobs.
- Self-employed jobs – a growing number of students start their own (very small) businesses in areas such as web-design and so on.
- Temporary work – do work for an agency while you are waiting for something better, and make sure to include any transferable skills on your resume.
- Volunteer work – charity, community group, not-for-profit organization, etc.
- Campus activities – key positions on sport, social, cultural and other organizations.

6) Follow up

Be proactive after an interview – don't just sit and wait for the phone to ring. Write a brief "thank you letter" restating why you would be the right person for the job. Or make a follow-up call to ask how the decision process is going.

1.8 Answer the following questions:

- 1) What is the very first step in job finding strategy?
- 2) Where can people find information about job vacancies?

- 3) Where can one find information about a company?
- 4) Can a part-time job give any experience?
- 5) Are you open to relocating? Explain why?
- 6) Is it a good practice to follow a worked out plan? Or take a chance on (положиться на удачу)?

1.9 a) Collocations.

In each set of five below, match a verb on the left with a noun on the right to make collocations for describing skills and qualities.

- | | | | |
|----|---------|----|----------------------------|
| 1 | take | a) | a commitment to |
| 2 | make | b) | initiative |
| 3 | be | c) | good working relationships |
| 4 | work | d) | a good listener |
| 5 | build | e) | to strict deadlines |
| 6 | work | f) | a busy workload |
| 7 | make | g) | ownership |
| 8 | manage | h) | closely with |
| 9 | possess | i) | a valuable contribution to |
| 10 | take on | j) | strong negotiating skills |

1.9 b) Use 8 of the collocations from the previous exercise to complete the sentences below. Change the verb form if necessary.

- 1) I enjoy taking initiative, and I keep my promises; when I _____ to a project, I always deliver.
- 2) I have a lot of experience in _____ both product development and sales teams, and can adapt to their different working styles.
- 3) I have excellent organizational skills, and I hate being late – so I have no problem with _____.
- 4) I liaise with government officials: fortunately, I _____.
- 5) I'm used to _____; I'm good at multitasking, coping with pressure is no problem.
- 6) I often _____ of projects with multi-million dollar budgets.
- 7) I believe I can _____ any work group.
- 8) I _____, so I build good working relationships with colleagues.

1.9 c) Vocabulary. Check if you can say it in English:

справлять с большой рабочей нагрузкой
проявлять инициативу
в том, что касается
работать в тесном взаимодействии с
выдерживать жесткие сроки
выстраивать доброжелательные рабочие отношения
вносить ценный вклад в
обладать искусством ведения переговоров
брать на себя ответственность за выполнение дела
устраиваться на работу
наполнять смыслом
область, в которой вы специализируетесь
вся трудовая жизнь
пустить корни
уметь слушать
оставаться на месте
принимать участие в ряде проектов
иметь значение; изменить ситуацию к лучшему
оглядываться назад на
поймать следующую волну
оказывать влияние на мир



1.10 Discussion.

a) Which of these factors would be most important to you in choosing a job? Decide on your top three priorities, and rank them in order (1=most important, 2=second most important, 3=third most important)

- high salary
- job security
- interesting work
- pleasant working environment
- good relationships with colleagues and superiors
- opportunities for promotion and career development
- enough holidays and free time
- short journey to work

b) How would you complete this sentence?

“For me, work is ...

... the way to achieve the lifestyle I want.”

... the way to ensure financial security for myself and my family.”

- ... my main interest or purpose in life.”
- ... the fulfillment of my years of study and training.”
- ... just something everyone has to do.”
- ... how I can achieve status in society.”
- ... how I gain recognition and respect in my professional field.”
- ... how I can do my duty to my country.”
- ... something else.” Give details.

(2) YOU AND YOUR CV

2.1 Vocabulary. Check if you know these words:

accompany [ə'kʌmpəni]	сопровождать, дополнять
achievement [ə'tʃi:vmənt]	достижение
adventurous [əd'ventʃərəs]	смелый, предприимчивый
advice [əd'vaɪz]	совет
apply for [ə'plai]	наниматься на, устраиваться на работу
attract [ə'trækt]	привлекать
bullet point ['bulɪt]	маркированный список
capital letter	заглавная буква
carry out ['kæri 'aut]	осуществлять, выполнять
chronological [ˌkrɒnə'lɒdʒɪkəl]	хронологический
common ['kɒmən]	общий, единый
complicated ['kɒmplɪkeɪtɪd]	сложный, запутанный
conscientious [ˌkɒnʃi'ɛnʃəs]	сознательный, ответственный
content ['kɒntent]	содержимое, содержание
convenient [kən'vi:njənt]	удобный
crumpled ['krʌmpəl]	мятый
CV – curriculum vitae [kə'ɪkjʊləm 'vɪ:taɪ]	резюме
deadline ['dedlaɪn]	конечный срок
diploma [dɪ'pləʊmə]	диплом
do's	то, что можно делать
don'ts	то, чего не следует делать
employer [ɪm'plɔɪə]	работодатель
estimate	подсчитывать
experience [ɪks'pɪəriəns]	опыт
find out	открывать, узнавать, выяснять
finish up	завершать, заканчивать
fixed	определенный, конкретный

full stop	точка
goal [gəʊl]	цель
glance [glɑːns]	взгляд
heading ['hedɪŋ]	заголовок
impression	впечатление
indentation [ɪnden'teɪʃən]	абзац, отступ
job title	название профессии
label ['leɪbl]	размещать, надписывать
layout ['leɪaʊt]	структура, внешний вид
lead to	вести к
match	соответствовать, подходить
outline ['aʊtlaɪn]	перечисление
probably	вероятно
prospective [prə'spektɪv]	предполагаемый, потенциальный
punctual 1 ['pʌŋktʃuəl]	пунктуальный
qualification	квалификация
read over	перечитывать
referee [ˌrefə'riː]	поручитель
reference ['refərəns]	рекомендация
relevant ['reləvənt]	имеющий отношение к; соответственный
reliable [rɪ'laɪəbl]	надежный
request [rɪ'kwest]	запрос
reject	отказывать
reverse [rɪ'vɜːs]	обратный
skill [skɪl]	навык
spelling	орфографический
stain [steɪn]	пятно
stamp	марка
tailor ['teɪlə]	адаптировать, подгонять
tend to	иметь тенденцию (как правило вести к)
testimonial [ˌtestɪ'məʊniəl]	отзыв, характеристика
tool	инструмент



2.2 Read the statements made by some people about CVs. Decide whether you Agree or Disagree with them.

Agree Disagree

- 1) A curriculum vitae should be no longer than two A4 pages.
- 2) It is a good practice to include a photograph on a CV.
- 3) It is not necessary for applicants to put their date of birth on their application.
- 4) References which candidates supply with their applications could be false as no one ever reads them.
- 5) You should enclose copies of certificates and exam results with your CV.
- 6) It is a good idea to use humor and jokes in your CV.
- 7) There is no use to check for spelling and typing errors, everything is quite understandable.

2.3 Read the text and check your answers with the information provided in the text.



You and your CV

Your CV is possibly your most important tool in your search to find the right job.

It is the first thing a future employer sees about you, and if it's not right, may be the last. An employer will do no more than glance at your CV – it's estimated that most employers spend no more than twenty seconds looking at each CV, so you have very little time to make the right impression. Here's some advice to help you make the most of those twenty seconds.

What it should look like?

The first rule of all CVs is keep them clear and simple – anything complicated or long tends to get rejected instantly. Achieving that is a matter of making good use of lists, bullet points and note form, and keeping your CV to the right length. There are no fixed rules on how long it should be, and it will vary, of course, according to your age, experience, etc., but keep it to one page if you can – this length is convenient for your reader to work with.

As for style, there are different kinds of layouts you can follow – look for the examples on Internet sites to see which one you prefer – but the basic rule is to use headings well to signal clearly where all the relevant information is. Make sure you include these sections: qualification, skills, education, work experience, references, personal interests/hobbies, personal qualities, then

label them clearly so that your prospective employer can find the information they want quickly and easily.

Content

CVs tend to follow a fixed order. They start with your personal details such as name, address and contact details, then go on to personal qualities such as those things in your personality that might attract an employer, e.g. conscientious, adventurous, punctual, etc., and your career goals.



After this comes the main part of your CV starting with education, then work experience. Use reverse chronological order to list these, starting with what you're doing now. It's most common to go back no more than 10 years. Give your job details such as job titles, the names of the organizations you worked for, an outline of your job duties and then note your particular achievements. Then go on to your personal interests and finish up with the details of some good, reliable referees. Your future employer may not follow up on these, but they do make an impression.

Do's and don'ts

A glance at your CV should create a good impression. Don't make spelling mistakes, and don't send in anything crumpled or with coffee stains on it. Anything like that leads to instant rejection. Use good quality A4 paper and don't send in anything other than a cover letter. Diplomas, testimonials, etc., will be requested later if they're interested in you.

When you think you've finished writing your CV, read it over very carefully. Check your full stops, use bullets, indentation, use capital letters, etc. And never include in your CV anything that's not true. It's very easy for an employer to check, and if your CV doesn't match what they find out, then your chances of getting that job are probably gone.

Finally, carry out the instructions in the job ad very carefully. If they require three copies, then send them three copies, not two or four. Make sure you meet the deadline too, and put the right stamp on your envelope. You'll need to accompany your CV with cover letter. This should be tailored to each job you apply for.

And last of all "Good luck"!

2.4 a) Answer the following questions:

- 1) What is the main purpose of a CV?
- 2) Is there a standard format for a CV?
- 3) Should you always tell the truth when writing your CV? Why?

2.4 b) Do the following statements agree with the information in the text?

Write:

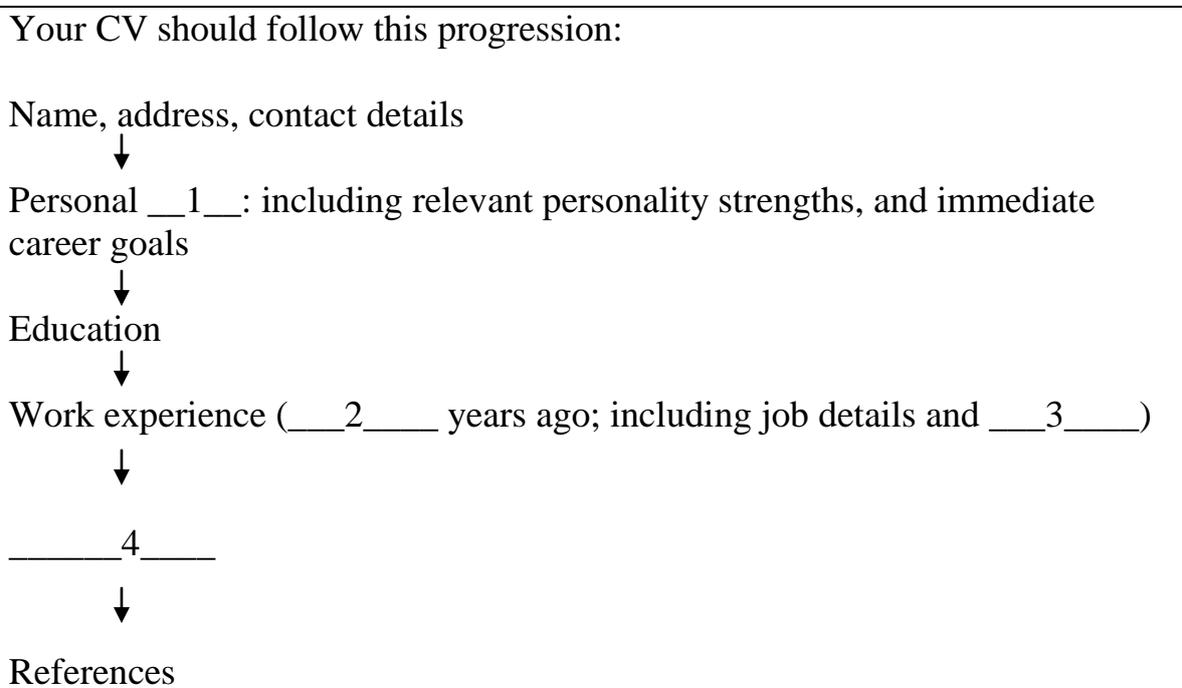
TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information in this answer

1. CVs are essential when applying for jobs. _____
2. Employers spend a long time reading applicants' CVs. _____
3. The style of CVs varies from country to country. _____

2.4 c) Complete the follow chart below. Choose No MORE THAN TWO WORDS AND/OR A NUMBER from the text for each answer. Write your answers in gaps.



2.4 d) Complete the summary in the box with words below. Write the correct letters for your answers in the gaps.

A deliver

B ensure

C customise

D look

E let

F listen to

G fit

H check for

I accompany

J attach

K follow

Advice on writing CVs

The article advises people to:

- make sure their CVs ___1___ good
- ___2___ spelling mistakes
- not to ___3___ any other documents
- ___4___ them on time
- ___5___ a covering letter for each job
- ___6___ the instructions of the job advert

2.5 a) Decide in what order you expect the following categories to occur in a CV. Then read the CV below to check.

work experience	references	personal details	qualifications
voluntary roles/positions of responsibility			general/additional skills

Robert Khan

Date of birth 29 April 1985
Nationality British
Current address 27 Keats Road, London
(until 30 June) SE4 3LK
Tel: 020 8088 8965

Permanent address

247 Newmarket Road,
Norwich NR4 1ET
Tel: 01603 443143



Education

2004-2007	BA in Business Studies at Chelsea School of Business (Exam results to date 2:2; Expected final grade 2:1)
2001-2003	Norwich School: 3 “A” levels: Economics (A), Maths (B), History (C)
1997-2001	Norwich School: 10 GCSEs, including Maths and English

Work History

Jan-June 2006	<i>Work placement, Atherton Consultants</i> I played an integral part in a team of consultants working on IS projects. This position required familiarity with networking solutions and Web design and involved liaising with a client’s parent
---------------	--

July-Sept 2005	company in Germany. <i>Vacation Trainee, Jardine, White & Partners</i> I coordinated an office reorganization project.
2003-2004	<i>Sales assistant, Kaufhaus des Westens, Berlin</i> I was responsible for managing the outdoor exhibition of camping equipment. I ran a language training programme for members of the department.

Positions of responsibility

2005-2006	<i>President of CSB Students' Union</i> I represented over 400 members in faculty meetings and organized and chaired conferences with visiting speakers
2005 to present	<i>Captain of CSB Squash Team</i> I run training sessions and am responsible for organizing matches and motivating the team.

Other

Fluent German
Advanced computer literacy: Office software, networking and Web design
3rd trombone in the London Students' Jazz Orchestra
Clean driving license

References

See next page

2.5 b) Read the CV again. How has Robert formulated the following information in more appropriate language?

1. I sometimes phoned people in Germany.
2. I am good with computers.
3. I was the contact for the removal company for the transfer to new offices.
4. I gave some colleagues some English lessons.
5. I spoke on behalf of 400 students in meetings with teachers.
6. I was the general assistant to the computer consultants.
7. I sold tents.
8. I had to learn how to set up a LAN (Local Area Network).
9. I'm the only member of the team who believes we can win.
10. My job was to introduce the speakers and thank them at the end.

2.6 Give Russian equivalents:

- to make the most of
- tend to follow
- to make the right impression
- to start with
- to follow up on
- to finish up with details
- a glance at smth
- carry out the instructions
- to meet the deadline
- to accompany a letter with
- the job you apply for

(3) THE BENEFITS OF USING RECRUITMENT ADVERTISING AGENCIES.

3.1 Vocabulary. Check if you know these words:

ability [ə'bilɪtɪ]	способность
advertisement (ads) [əd'vɜ:tɪsmənt]	реклама, рекламное объявление
advertising ['ædvətaɪzɪŋ]	рекламирование
attract [ə'trækt]	привлекать
benefit ['benɪfɪt]	преимущество, польза
campaign [kæm'peɪn]	кампания, акция, мероприятие
consistent [kən'sɪst(ə)nt]	последовательный, стабильный
corporate identity	фирменный стиль
designing [dɪ'zaɪnɪŋ]	составление, разработка
employee [ˌemplɔɪ'ɪ:]	сотрудник; работающий по найму;
expertise [ˌekspɜ:'ti:z]	квалификация
fit [fɪt]	соответствовать, подходить
goal [gəʊl]	цель
handle ['hændl]	управлять, решать, обрабатывать,
hold on ['həʊld 'ɒn]	удерживать
identity [aɪ'dentɪtɪ]	неповторимость, особенность
in-house [ˌɪn haʊs]	в штате, внутри компании
internal [ɪn'tɜ:nl]	внутренний
marketplace ['mɑ:kɪtpleɪs]	рынок
media ['mi:diə]	средства массовой информации
message ['mesɪdʒ]	зд. поток заявлений
negotiate [nɪ'gəʊʃɪeɪt]	договариваться, устраивать,

provide with [prə'vaɪd wɪð]	улаживать, обеспечивать
recognize ['rɛkəgnaɪz]	признавать, осознавать
recruitment [rɪ'kru:tmənt]	наем персонала, прием на работу
relationship [rɪ'leɪʃ(ə)nʃɪp]	взаимоотношение, связь,
represent [rɛprɪ'zɛnt]	представлять
require [rɪ'kwaɪə]	требовать
selling point	привлекательная особенность
share [ʃɛə]	совместно использовать
skill [skɪl]	квалификация, мастерство
staff [stɑ:f]	персонал
thus [ðʌs]	таким образом
to be proud of	гордиться
to be responsible for	быть ответственным за
trade magazine	отраслевой журнал

3.2 Give Russian equivalents:

to be responsible for designing; placing job advertisement in the media;	to represent companies of different sizes;
to offer company some services; the development of a website;	to see an employer's great selling points;
to recognize the value of an employee;	a new recruitment campaign;
to attract skilled staff ;	to concentrate on running a company;
to build bridges between staff and employer;	to fit corporate culture;
relationships they can be proud of;	to share company's goals; to negotiate better prices;

3.3 Match the definitions a-g with the different sources of recruitment 1-7.

Which sources do you think are the most effective?

1 word of mouth	a Internet recruitment sites for job seekers
2 internal advertising	b magazines for specific professions
3 media advertising	c organizations that match jobs with people's experience
4 advertising in trade press	d letters received from people looking for a job (but not responding to an advertisement)
5 online recruitment	e advertising vacancies inside a company
6 recruitment agencies	f advertising jobs in the local or national press
7 unsolicited applications	g passing on information by networking or talking to people

3.4 Read the text and answer the questions below the text.



The benefits of using recruitment advertising agencies.

Traditionally, recruitment advertising agencies are responsible for designing, writing, and placing job advertisements in the media. While this is still their main responsibility, they are now offering companies other services such as internal employee communication and the development of company literature, websites, and corporate identity (CI) in general. This



change in focus reflects changes in the world of business. More and more companies now recognize the value of good employees and just how important it is to hold on to and attract skilled staff. Effective communication can help build bridges between the staff and the employer and provide both with an identity they can be proud of.

Here are just some of the benefits of using recruitment advertising agencies:

- Agencies have the expertise that companies do not always have in-house. This includes not only the ability to write and design ads but also the knowledge of, and relationships with the press and media. Agencies can negotiate better prices and know which type of advert – whether in a newspaper, trade magazine or online – can best reach the candidates you are looking for.
- Many larger agencies operate in wide, even global markets and represent companies of different sizes across many different sectors or industries. This can help them understand a company's position within the recruitment marketplace and to see an employer's greatest selling points.
- Developing a new recruitment campaign or a new corporate identity requires a lot of time and money. Using an agency to handle this for you allow you to concentrate on running your company. By making one agency responsible for all your recruitment needs, you can make sure your company has a consistent message and thus attracts the right staff to fit your corporate culture and share your company's goals.

- 1) What new services recruitment advertising agencies provide for companies?
- 2) What kind of expertise recruitment advertising agencies have?
- 3) What opportunities agencies give (have) with an access to global market database?
- 4) Are there advantages and disadvantages of using recruitment advertising agencies?

3.5 Give English equivalents for:

- преимущества использования
- кадрово-рекламное агентство
- сосредоточиться на руководстве компанией
- предлагать компаниям различные услуги
- привлекать «нужные» кадры
- соответствовать корпоративному стилю
- представлять компанию в различных отраслях промышленности

3.6 a) Build new grammar forms and translate:

eg.

to apply	applicant	application
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Verb	Noun (person)	Noun (object/concept)
to advertise		
to attract		
to benefit		
to employ		
to negotiate		
to provide		
to recruit		
to require		

3.6 b) Translate these sentences using words from the previous exercise.

- 1) Данный отдел в фирме специализируется на поиске и привлечении новых работников.
- 2) Для этого может потребоваться размещение рекламы.
- 3) В прошлом году мы наняли двух менеджеров в наш сервисный центр.
- 4) Она сообщила своему работодателю, что ищет новую работу.
- 5) Руководитель отдела кадров приглашает соискателей на собеседование в штаб-квартиру компании.

6) Преимущества этого проекта в том, что для его выполнения не требуются дополнительные вложения.

7) Руководители двух компаний смогли договориться о взаимовыгодном сотрудничестве.

8) Чтобы обеспечить успех компании, необходимо нанять квалифицированный персонал.



Discussion. Work with a partner and make a dialog on the following situation. "Two friends are discussing a job seek strategy and one of them gives another some advice about where and how it is better to look for a job."

(4) THE STRESS INTERVIEW

4.1 Vocabulary. Check if you know these words:

a word of warning	предостережение
ability [ə'bilɪtɪ]	возможность
accident ['æksɪdənt]	авария, несчастный случай
accountant [ə'kaʊntənt]	бухгалтер
alienate ['eɪliəneɪt]	отдалять, отчуждать
anchor ['æŋkə]	журналист; ведущий программы
application letter	сопроводительное письмо
appropriate [ə'prəʊpriət]	соответствующий
backfire	возыметь обратный эффект,
composure [kəm'pəʊzə]	самообладание, спокойствие
constitute ['kɒnstɪtju:t]	составлять, представлять
encounter [ɪn'kaʊntə]	сталкиваться
evaluation [ɪ,væljʊ'eɪʃən]	оценивание
flying colors	успех, блестящий результат
handle	справляться с ч-л, управлять, держать
hostile ['hɒstail]	враждебный, неблагоприятный
illegal [ɪ'li:gəl]	незаконный, неуместный
improper [ɪm'prɒpə]	лицо, проводящее опрос
interviewer ['ɪntəvju:ə]	собеседование при устройстве на
job interview	работу
legitimate [lɪ'dʒɪtɪmɪt]	законный
limitation [lɪmɪ'teɪʃən]	ограничение
merit	заслуживать
nastiness ['nɑ:stɪnəs]	недоброжелательность
nuclear power plant ['nju:kliə]	атомная электростанция
occur [ə'kɜ:]	случаться, происходить

on-the-job	на месте работы, производственный
owe [əu]	быть должным
poised [pɔɪzd]	уравновешенный
pressure ['preʃə]	давление
promising ['prɒmɪsɪŋ]	обещающий, подающий надежды
public relations officer	специалист по связям с
refuse [rɪ'fju:z]	общественностью отказываться
relate to	относиться к ч.-л.
require [rɪ'kwaɪə]	требовать
response [rɪs'pɒns]	реакция, ответ
satisfactory	устраивающий
stress interview	интервью в условиях стресса
to conduct ['kɒndʌkt]	проводить
to feature	характеризоваться; демонстрировать
tough [tʌf]	жесткий
tricky	каверзный; сложный
warrant ['wɒrənt]	оправдывать, служить основанием

4.2 a) Discuss with a partner:

- 1) Have you ever been interviewed for a job? What was it for? How did you feel? What was the result?
- 2) What questions might you expect to be asked in any job interview?
- 3) What advice would you give somebody about dealing with interview questions?

4.2 b) Look at the following common interview questions. Write the type of question (a - d) next to each question (1 - 16)

- a) Questions that require you to talk about yourself, your ambitions, you personality, your hobbies and interests
- b) Questions that require you to prove you have researched the job and company you have applied for work with
- c) Questions that require you to demonstrate you have the skills and experience required for the job
- d) Questions that are not related to the job and considered to be illegal

- 1) Can you tell us something about yourself? a
- 2) What is your nationality? _____
- 3) What experience do you have that is relevant to this position? _____
- 4) What did you learn during your time at university? _____
- 5) What do you see as your strengths? _____

- 6) What do you think about our website? _____
- 7) What attracted you to the position? _____
- 8) How would your colleagues describe you? _____
- 9) Do you observe Ramadan? _____
- 10) What sorts of projects did you work on in your last position? _____
- 11) What university did you attend and why did you choose it? _____
- 12) Do you have a disability or chronic illness? _____
- 13) How do you typically approach new projects? _____
- 14) What do you know about our company? _____
- 15) Do you plan to get pregnant? _____
- 16) Where do you see yourself in five years' time? _____

4.3 Read the text and answer the questions after it.



The Stress Interview

A few weeks ago, Melissa Morrow had an unusual job interview. First, the interviewer asked Melissa why she couldn't work under pressure. Before she could answer, he asked if she had cleaned out her car recently. Then he wanted to know who had written her application letter for her. Melissa was shocked, but she handled herself well. She asked the interviewer whether he was going to ask her serious questions. Then she politely ended the interview.



Melissa had had a stress interview, a type of job interview that features tough, tricky questions, long silences, and negative evaluations of the candidate. To the candidate, this strategy may seem like unnecessary nastiness on the part of the interviewer. However, some positions require an ability to handle just this kind of pressure. If there is an accident in a nuclear power plant, for example, the plant's public relations officer must remain poised when unfriendly reporters ask how the accident could have occurred. The hostile atmosphere of a stress interview gives the employer a chance to watch a candidate react to pressure. In one case, the interviewer ended each interview by telling the candidate, "We're really not sure that you're the right person for this job." One very promising candidate asked the interviewer angrily if he was sure he knew how to conduct an interview. She clearly could not handle the pressure she would encounter as a television news anchor – the job she was interviewing for.

Stress questioning has its limitations, however. It's an appropriate technique only for positions which feature extreme on-the-job pressure. Accountants, secretaries, and computer programmers all experience job pressures, but not enough to merit a stress interview. Even when the job warrants it, this strategy can backfire and alienate good candidates. Melissa Morrow came through her interview with flying colors but later asked herself if she really wanted to work for that company. Her answer was no.

A word of warning to job candidates: Not all tough questioning constitutes a legitimate stress interview. Some questions are illegal just unless the answers are directly related to the job. If your interviewer asks how old you are, whether you are married, or how much money you owe, you can refuse to answer. If you think a question is improper, you should ask the interviewer how the answer specifically relates to the job. If you don't get a satisfactory explanation, you don't have to answer the question.

When an interviewer introduces pressure to create a reaction, it's easy to lose your composure. Remember that all interviews create stress. If you expect it and learn to control your response, you can remain poised, even in a stress interview.

- 1) Why was she shocked after the interview?
- 2) What questions did Melissa not expect to hear?
- 3) What kind of positions requires the stress interview?
- 4) Is tough questioning always legitimate?
- 5) Do you think stress interviews are useful?
- 6) How do you react under pressure?

4.4 a) Correct the sentences by moving around the nouns written in CAPITAL LETTERS.

Preparing for the interview.

If you have been invited to an (1)_____ CONFIDENCE, you have passed a significant test. Your CV and cover letter have made a strong first (2)_____ RIVALS. You have been selected in front of your (3)_____ KEY and made it to the short list. Preparation is the (4)_____ OPPORTUNITY to a successful interview. The other candidates may have similar qualifications, skills and (5)_____ INTERVIEW. The interview is your (6)_____ IMPRESSION to prove you are the best candidate for the job. Ensuring you are well-prepared will help you to reduce stress, increase your (7)_____ EXPERIENCE and improve your chances of being offered a job.

4.4 b) In pairs, discuss the following tips for preparing for an interview. Which ones do you think are more important? Which ones would you do first?

- Try to predict the questions you are likely to be asked during the interview.
- Do some research into the company you are applying for a job with.
- Find out exactly what the job involves.
- Analyse your skills and experience and identify areas where they match the job requirements and the company needs.
- Rehearse the interview.
- Decide what you are going to wear.
- Prepare a list of questions to ask at the end of the interview.

4.5 c) Here are the possible answers (1-7) to the interview questions. Fill in these answers with the phrases in the box.

attracted me to	dynamic place to work	from everything I've learnt
It's clear from	look at your website	research into the market
well-established reputation		

- 1) Well, before applying for this position I did some research into the market and your company came out on top.
- 2) I had a _____ and could see that you work with a variety of people....
- 3) Well, it's really something that _____ your company.
- 4) The Junior Consultant post combines these two areas at company with a _____.
- 5) You came across online as an exciting, _____.
- 6) _____ your website that your company is a quite small company
- 7) I definitely feel, _____ about your company, that this is the type of organization I'd like to work for.

 4.6 a) How important is age in the selection of candidates?

- 1) Listen to the five speakers. Which of them believe that age is a significant factor in choosing candidates?
- 2) Listen again and complete the phrases.
 - I. It is not relevant to ask someone's age. You can work it out roughly from their (1) _____ and, anyway, the important thing is whether or not they have the (2) _____ to do the job, not how old they are.

- II. Yes, I totally agree and older people have a lot of experience and (3)_____ to offer. Plus they are often better (4)_____ than their younger colleagues – they're more reliable and take less time off work.
- III. I'm afraid I can't agree with you on that. Older people are not as (5)_____, they expect higher (6)_____ and they get sick a lot. And they have troubles fitting into a young team. Companies want younger employees who can bring in fresh ideas and are not so expensive.
- IV. You can't run a company efficiently with young, (7)_____ people. You need to train older managers to train the younger ones and you have to organize effective succession planning in a company. There should be capacity for a broad age (8)_____ and diverse experience in all areas of the business.
- V. I think laws on age (9)_____ are wrong. Why should the government be able to tell us who to hire? Only the companies know which people are right – or wrong – for the (10)_____. The government should not tell us how to run our business.



4.6 b) Discuss in groups.

- Which opinions do you agree with?
- How would you feel if, after 20 years in your profession, you were considered too old for the job?
- Do you think legislation on age discrimination will help the situation?

4.7 Think of a company you would like to work for. Plan your answers to the following questions. In pairs, role play the interview.

Student A, you are the interviewer.

Student B, you are the candidate.

Swap roles and practice again.

- What do you know about _____? And why would you like to work here?
- Can you tell us why this impressed you?
- Can you tell us a bit more about what attracted you to the position of _____?
- You mentioned that you looked at our website. What did you think of it?
- Wouldn't you prefer to work for a _____ organization?

(5) THE BALANCED WORKERS OF TOMORROW.

5.1 Vocabulary. Check if you know these words:

absenteeism [ˌæbsənti:zm]	невыход на работу
annual [ˈænjuəl]	ежегодный
anxiety [æŋˈzaiəti]	тревога, беспокойство
assessment [əˈsesmənt]	оценка
attitude [ˈætɪtju:d]	отношение
awareness [əˈweənɪs]	осознание, информированность
bargain [ˈbɑ:gɪn]	договариваться; вести переговоры;
buzzword [ˈbʌzwɜ:d]	дежурной выражение, модное
common sense	слово
confident	разумный
convince [kənˈvɪns]	убеждать
encourage	поощрять, стимулировать
engaged	слаженный
fear [fiə]	бояться
flexible	гибкий
forward-looking	дальновидный
guideline [ˈgaɪdlaɪn]	принцип, нормы
highlight [ˈhaɪlaɪt]	выделять, акцентировать
holistic [həʊˈlɪstɪk]	целостный, всеобъемлющий
home-based	на дому
impact on	воздействие на, влияние на
implement [ˈɪmplɪmənt]	внедрять, осуществлять
insecurity	незащищенность, нестабильность
job sharing	разделение одного рабочего места
job-seekers	на двоих работников
juggle [ˈdʒʌɡl]	соискатель работы
meanwhile	жонглировать, совмещать
obstacle [ˈɒbstəkl]	между тем; тем временем
overworking	помеха, заграждение
parental leave [pəˈrentl]	переработка, переутомление
proposal [prəˈpəʊzəl]	отпуск по уходу за ребенком
responsibility [rɪsˌpɒnsəˈbɪlɪtɪ]	предложение
result in	ответственность
shifting	вести к; иметь результатом
staff turnover	перемещение, перенос
strain [streɪn]	текучесть кадров
	напряжение

work arrangements
workforce

трудовые отношения
трудовые ресурсы



5.2 Discussion. Work in pairs. Ask each other the questions.
Do you know ...

- anyone who works at home instead of in an office?
- anyone who works long hours?
- anyone who is stressed because of work or study?

5.3 Read the text and choose four letters a-f to finish the statement.

A good work-life balance means....

- a) seeing employees as real people
- b) giving workers rights
- c) reducing costs to industry
- d) highlighting pressures on young people
- e) more and more people working from home
- f) improving production



The balanced workers of tomorrow

Work-life balance is the buzzword of the moment. Last week was the fourth annual Work-Life Balance week in which a record two million employees took part. Meanwhile, forward-looking organizations are boasting of their work-life programmes. But can rising awareness of work-life balance - recognizing



employees as real people with personal lives, responsibilities and interests – have a real impact on the workplace? Getting the balance right depends on convincing employers of the benefits and making sure workers are confident enough to ask for changes to their conditions in the current job market. After all, a worker who did not feel secure in his or her workplace would not ask for better working conditions.

Recent working proposals have increased parental leave and given certain workers the right to have their requests for flexible working at least considered. However, these guidelines fall far short of being made law. What seems like common sense – that if there were more satisfied employees this would result in less absenteeism, stress-related illness and staff turnover – is backed up by growing number of studies. It has been calculated that 30 % of sick leave in Britain is attributed to stress, anxiety and depression – all made

worse by poor work-life balance. The annual cost to the UK health service of stress-related illness is £2 billion, while this year it has been estimated that the cost of stress-related absence reached \$300 billion a year in the US and \$200 million in Australia.

Given the current assessment, it may well be a generation before more holistic attitudes to employees are accepted. Indeed, the focus is now shifting to the next generation of workers by highlight in the pressure on younger people thinking about entering the workforce or already juggling part-time work with their studies. A poor economy has done little to encourage job-seekers to bargain for better conditions. Job security and unemployment have changed attitudes, particularly at the younger end of the job market. So would the next generation fight for better conditions if it came to changing their lives? For some school leavers their anxiety over finding work was far greater than the strain that they feared work may bring to their lives. They believed that if they did not do the job, then someone else would do it instead of them.

Can anything be done to improve this critical situation? Flexible work arrangements, part-time work, job-sharing, home-based work and paid parental leave are all examples of family-friendly practices that help people to balance their lives. In order to have a more balanced life, more and more people are choosing to work from home at least some of the time, but there are many new dangers – overworking, lack of communication with the office and negative impact on home life are examples of the problems with home-based work.

The biggest obstacle to balancing work and home life seems to be attitude: organizations and the people they employ need to recognize that work-life balance can actually improve productivity without significant investment. Many workers would be happy to work their hours, if they could get back some control over their busy lives. In the meantime, experts vary in their advice for strategies for balancing our work and lives.

5.4 Match the words in a frame with the definitions from 1 – 5

absence	leave	attitude	anxiety	turnover
---------	-------	----------	---------	----------

- 1) feeling worried about something
- 2) the number of people who enter and leave an organization
- 3) the way people think or feel about something
- 4) not a place of work or study
- 5) permission to be away from work

1.5 Now find words and phrases in the text than mean

- 1) the effect something has
- 2) to support an idea
- 3) to look at a situation and make a judgement
- 4) to be able to make changes and deal with a changing situation
- 5) a situation that is becoming dangerous

5.6 Do the statements agree with the information given in the text?

Write:

TRUE if the statement is true according to the text.
FALSE if the statement is false according to the text.
NOT GIVEN if the statement is not given in the text

- 1) Employers need to think flexible working is a good idea for workers to ask them to change the way they work. _____
- 2) Studies show that office workers are better paid. _____
- 3) Some young people are trying to balance studies and part-time work. _____
- 4) People who work at home do not get enough exercise. _____
- 5) There are no negative effects to working at home. _____

5.7 Work in pairs. Ask each other the questions.

- 1) What are the advantages and disadvantages of working at home?
- 2) Would you prefer to work at home or in an office?

5.8 a) Study the examples and explanation.

... *if there **were** more satisfied employees this **would result in** less absenteeism ...*

... *if they **did not do** the job, then someone else **would do** it instead ...*

(We use second conditionals to talk about situations that we can imagine in the future.)

if + past (not) + would (not) + present

Questions

... ***would** the next generation **fight for** better conditions if it **came to** changing their working lives?*

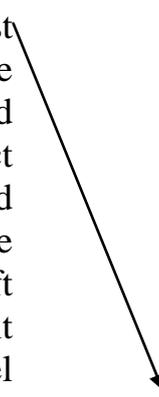
would (not) + present + if + past (not)?

5.8 b) Now complete the sentences using the words in brackets.

1. If Liz _____ a choice, she _____ at home more often (have/work).
2. _____ you _____ your job I there _____ too much stress? (leave/be)
3. If I _____ a job, I _____ for one. (not have/apply)
4. My ideal job _____ one which _____ a good salary and not many hours. (be/have)
5. I _____ that job if you _____ me a million pounds. (not do/pay)

5.9 Match the words in the first column with the prepositions in the second one:

boast	
convince	in
instead	on
impact	to
depend	for
attribute	up
shift	of
result	
feel	
secure	
bargain	
fight	
back	



5.10 Translate these sentences.

- 1) Программы Work-Life предназначены для установления баланса между работой и личной жизнью сотрудников.
- 2) Многие дальновидные организации могут похвастаться наличием подобных программ.
- 3) Создание программы Work-Life – это задача высшего руководства компании.
- 4) Целью данной программы является создание и поддержание отличного, слаженного (engaged) коллектива.
- 5) Чем меньше недовольство среди работников компании, тем меньше прогулов, а также ниже уровень стресса на работе.
- 6) В настоящее время акцент смещается на улучшение условий труда работников.
- 7) Правильно внедренная (implemented) программа Work-Life приведет к повышению производительности труда.

MODULE 3 FOOD AND EATING OUT

(1) MEALS IN BRITAIN

1.1 Vocabulary. Check if you know these words.

both ... and ...	как так и
cereal ['sɪəriəl]	воздушные хлопья
cuisine [kwi'zi:n]	кухня; кулинарное искусство
disgusting [dɪs'gʌstɪŋ]	отвратительный
instant ['ɪnstənt]	мгновенный; растворимый
juice [dʒu:s]	сок
meal [mi:l]	приём пищи
nowadays ['naʊədeɪz]	в настоящее время
serve [sə:v]	подавать; обслужить
snack [snæk]	лёгкая закуска

1.2 Vocabulary. Give Russian equivalents.

a traditional English breakfast	serve good cheap food
a very big meal	both hot and cold
have cereal with milk and sugar	take a snack from home
is made from oranges	means two things
have tea with cold milk	the main meal of the day
instant coffee	for many people
visitors to Britain	the whole family
find something disgusting	on Sundays
for many people	is made from the meat juices
a lot of bars	the kind of bread
office workers	all sorts of salad
get takeaway meals	

1.3 Read the text and tell if these sentences are True (+) or False (-)? Correct the false sentences.

- a Many British people have a big breakfast.
- b People often have cereal or toast for breakfast.
- c Marmalade is different from jam.
- d People drink tea with hot milk.
- e Many foreign visitors love instant coffee.
- f All British people have a hot lunch.

- g Pubs are good places to go for lunch.
- h British people eat dinner late in the evening.
- i Sunday lunch is a special meal.
- j When you get a take-away meal, you eat it at home.



Meals in Britain

A traditional English breakfast is a very big meal - sausages, bacon, eggs, tomatoes, mushrooms.... But nowadays many people just have cereal with milk and sugar, or toast with marmalade, jam, or honey. Marmalade and jam are not the same. Marmalade is made from oranges and jam is made from other fruit. The traditional breakfast drink is tea, which people have with cold milk. Some people have coffee, often instant coffee, which is made with just hot water.



Many visitors to Britain find this coffee disgusting. For many people lunch is a quick meal. In cities there are a lot of sandwich bars, where office workers can choose the kind of bread they want-brown, white, or a roll-and then all sorts of salad and meat or fish to go in the sandwich. Pubs often serve good, cheap food, both hot and cold. School-children can have a hot meal at school, but many just take a snack from home - a sandwich, a drink, some fruit, and perhaps some crisps.

'Tea' means two things. It is a drink and a meal. Some people have afternoon tea, with sandwiches, cakes, and, of course, a cup of tea. Cream teas are popular. You have scones (a kind of cake) with cream and jam.

The evening meal is the main meal of the day for many people. They usually have it quite early, between 6.00 and 8.00, and often the whole family eats together.

On Sundays many families have a traditional lunch. They have roast meat, either beef, lamb, chicken, or pork, with potatoes, vegetables, and gravy. Gravy is a sauce made from the meat juices.

The British like food from other countries, too, especially Italian, French, Chinese, and Indian. People often get takeaway meals-you buy the food at the restaurant and then bring it home to eat. Eating in Britain is quite international!

1.4 Fill in the gaps with correct prepositions:

- 1) Marmalade is made _____ oranges and jam is made _____ other fruit.
- 2) The traditional breakfast drink is tea, which people have _____ cold milk.
- 3) _____ cities there are a lot _____ sandwich bars, where office workers can choose the kind _____ bread they want.
- 4) School-children can have a hot meal _____ school, but many just take a snack _____ home.
- 5) Some people have afternoon tea, _____ sandwiches, cakes, and, _____ course, a cup _____ tea.
- 6) The evening meal is the main meal _____ the day _____ many people.
- 7) They usually have it quite early, _____ 6.00 and 8.00.
- 8) Gravy is a sauce made _____ the meat juices.
- 9) The British like food _____ other countries.
- 10) Many visitors _____ Britain find this coffee disgusting.

1.5 Which piece of information from the text *Meals in Britain* do these pictures refer to?

1



2



3



4



5



6



7



8



9



10



11



12





1.6 Discuss in groups.

- 1) What is a traditional Russian breakfast (lunch; dinner) like?
- 2) What do you have for breakfast?
- 3) How often do you have cereals?
- 4) What is your favourite breakfast drink?
- 5) Do you like instant coffee?
- 6) Do you ever go to a coffee-shop?
- 7) Do you ever have sandwiches? What kind of sandwiches do you prefer?
- 8) How often do you buy crisps?
- 9) Do you think sandwiches and crisps are good for health?
- 10) Do you go to the university canteen or bring snacks from home? Why?
- 11) Can students have a hot meal in the university's canteen?
- 12) What do the Russians mean when they say: "Let's have tea"?
- 13) How late (early) do you have an evening meal?
- 14) What do you usually eat in the evening?
- 15) Do you think a Sunday family lunch is a good tradition?
- 16) Does your family ever eat together?
- 17) What is your favourite dish?
- 18) Can you cook any dish? What can you cook?
- 19) Which cuisine do you like? (The food of which country do you prefer?)

(2) GREAT BRITISH FOOD

2.1 a) Look through the text *Great British Food* and answer the questions.

1. What don't tourists to Britain like about its food?
2. What is the most common vegetable in Britain? Why?
3. Where can one eat cheaply in Britain?

2.1 b) Choose the correct alternatives.



Great British Food.

Many / *Much* tourists, on coming to Britain, complain about the food. "Why are there so ¹*little* / *a few* / *few* restaurants which serve British food? they say. "Why do the British eat potatoes with ²*all* / *every* meal?" And, "Isn't the food ³*a little* / *little* / *a few* expensive, considering the quality?"

Well, these questions can be answered easily. There are a large ⁴*number* / *amount* of foreign restaurants in Britain because Britain is a diverse and

cosmopolitan place. People enjoy food from all over the world, particularly Indian, Chinese, Italian and French.

Britain's climate, which has ⁵*a large number of / a great deal of / several* rain and a short summer, is good for growing vegetables, especially potatoes, so ⁶*much / many* dishes are based on this versatile vegetable. As for the price of food, it's true Britain has a great ⁷*number / amount* of expensive restaurants and delicatessens, but if you look carefully enough, you can find ⁸*a great deal / lots* cheaper places. Also, there are ⁹*few / a few* pubs these days which serve hot, inexpensive food, and often it's real British food, too, like sausages and chips or shepherd's pie!

Note:

complain about- жаловаться на; выражать недовольство по поводу

consider- учитывать; принять во внимание

delicatessen [delikə'tesn] - магазин-кулинария;

diverse [daɪ'vɜ:s] – разнообразный; многообразный

particularly- в частности; в особенности

quality ['kwɒləti] – качество

shepherd ['ʃepəd] - пастух

versatile ['vɜ:sətaɪl] - разносторонний; многоцелевой

2.2 Read the passage *Britain's favourite food*. Write True, False or Not Given.

1. Fish and chips shops date from the early nineteenth century.
2. Batter is a mixture of water, flour and egg.
3. People generally agree that fish and chips taste better when they are wrapped in paper.
4. Gravy is a sauce which is made from meat.
5. Chicken is the most common meat used in curries.

Britain's favourite food.

Britain's most popular 'fast food' has got to be fish and chips. The dish is simplicity itself: fish (usually cod, haddock or plaice) is dipped in batter made from flour, eggs and water, and then deep-fried in hot fat. Chips are made from thick batons of potato and then deep-fried.



Fish and chips are served wrapped in paper and traditionalists prefer to eat them straight out of the paper because they say they taste better that way. Many people like to eat them with bread and butter and a cup of tea or a bottle of beer.

The best known British dish eaten at home has been roast beef, traditionally eaten on Sunday, when people have more time to prepare food. It is served with roast potatoes, vegetables and gravy – a sauce made from meat juice and stock, thickened with flour. The dish used to be so popular that in French the word ‘rosbif’ refers to the British!

Most recently, the British diet has been enriched by the wide variety of ethnic dishes available in our shops and restaurants, from Indian curry to Italian spaghetti. Indeed, curry, a spicy dish with meat such as chicken, fish or vegetables served with rice, is now Britain’s most popular meal.

Note:

cod - треска

haddock ['hædək] - пикша

plaice [pleɪs] - камбала

2.3 Find the errors (10) in the passage below.

The wide range of British regional food are reflected in the names of our favourite dish. Several region are famous for their local produces. Cheeses is produced in many area and Cheddar is one of the most popular variety. Many dishes are named after place, such as bath buns – a very sweet cake containing much sugar, some dried fruit and a little spices.

(3) EATING OUT IN LONDON.

3.1 Vocabulary. Check if you know these words.

(be) aware [ə'weə]	осознавать
(in) advance	заранее
atmosphere ['ætməsfiə]	атмосфера, дух
celebrity [sɪ'lebrɪtɪ]	знаменитость
chef [ʃef]	шеф-повар
imaginative [ɪ'mædʒɪnətɪv]	своеобразный
make sure	удостовериться
option ['ɒpʃən]	выбор
particular	конкретный; определённый
quality ['kwɒlɪtɪ]	качество

3.2 a) Read the report on restaurants and think of a suitable heading for paragraphs 1, 3, and 4.



Eating Out in London

This report describes various opinions for students who want to eat out while staying in London.

1 _____

Fast Food – The majority of fast food restaurants are clean and the service is fast, but they are often noisy and crowded, and of course the food is the same all over the world.

World Food – London has restaurants offering food from many parts of the world, for example India, Thailand, and China. These are often relatively inexpensive and have good – quality food and a nice atmosphere.

2 *when you don't mind spending a bit more*

Gastropubs – These are pubs which serve high-quality food and tend to be slightly cheaper than the majority of mid-range restaurants. Generally speaking, the food is well cooked and some have very imaginative menus.

Italian restaurants – You can normally get a good pasta dish or a pizza and a salad in most Italian restaurants without spending too much.

3 _____

There are many opinions if you want to try somewhere special, but be aware that this nearly always means spending a lot of money. French restaurants are often quite expensive, and so are those run by celebrity chefs.

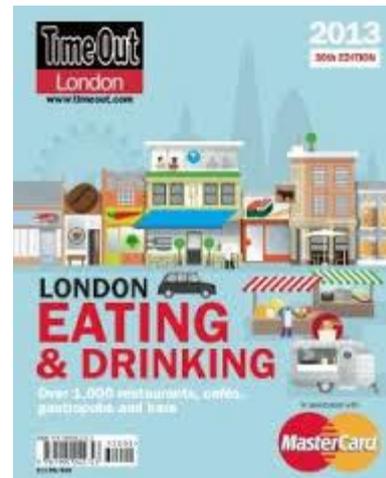
4 _____

Even if you have a limited budget, take advantage of the different restaurants that London has to offer.

Don't make your meal cost more by ordering expensive drinks.

If you really want to go to a particular restaurant, make sure you book in advance, especially on a Friday or Saturday night.

Be careful – many restaurants in London close early on Sunday evenings.



3.2 b) Find synonyms in the report for the expressions below:

most (par1)

are usually (par2)

in general (par2)

almost always (par3)

3.2 c) Write a report on (1) eating facilities in Tomsk or (2) for students of our University.

(4) IN SEARCH OF GOOD ENGLISH FOOD

4.1 Vocabulary. Mind the pronunciation:

absorb	[əb'sɔ:b]	mixture	['mɪkstʃə]
gastronomic	[gæstrə'nɒmɪk]	recipe	['resɪpi]
import	[ɪm'pɔ:t]	sauce	[sɔ:s]
ingredient	[ɪn'grɪ:dɪənt]	tourist	['tʊərɪst]
ministry	['mɪnɪstrɪ]	variety	[və'raɪəti]

4.2 Vocabulary. Check if you know these words.

after all	в конце концов
attitude to ['ætɪtju:d]	отношение к
bizarre [bɪ'zɑ:]	странный
boom (v) [bu:m]	быстро расти
co mplicated ['kɒmplɪkeɪtɪd]	сложный; запутанный
co nfidence ['kɒnfɪdəns]	доверие
consist of [kən'sɪst]	состоять из
cover in [kʌvə]	покрывать
disguise [dɪs'gaɪz]	маскировать
disgust <u>ing</u> [dɪs'gʌstɪŋ]	отвратительный
(to have an) effect on [ɪ'fekt]	воздействовать на
fancy	причудливый
hot <u>pot</u>	тушёное мясо
however [haʊ'evə]	однако
inc <u>o</u> rp <u>o</u> rate [ɪn'kɔ:pəreɪt]	присоединять
inc <u>re</u> ase [ɪn'kri:s]	увеличить(ся)
influence smth ['ɪnfluəns]	влиять на ...
to be/to have an influence o n smth;	оказывать влияние на ...
inv <u>a</u> de [ɪn'veɪd]	вторгаться
inv <u>a</u> sion [ɪn'veɪzən]	вторжение
l <u>a</u> ndscape	ландшафт
loss	потеря
manage to do	удалось сделать
mashed [mæʃt]	размятый; растертый
perhaps [pə'hæps]	возможно
prefer [prɪ'fɜ:]	предпочитать
publish [pʌblɪʃ]	публиковать

ration ['ræʃn]	нормировать
ray	луч
recover from	оправиться
replace	замещать
resounding	звучный; громовой
serve (food)	подать; обслуживать
shepherd ['ʃepəd]	пастух
soil	почва
sophisticated	изощрённый

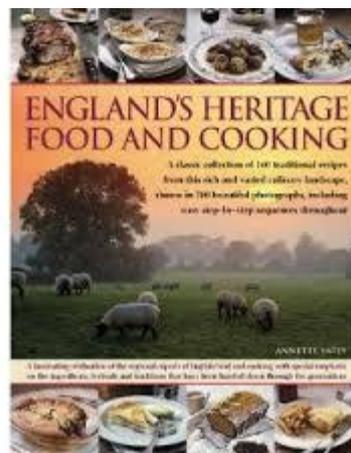
4.3 Read the text quickly. Match a paragraph 1-5 with a summary (a-e) below.

- Historical and climatic influences on British cooking.
- There's everything except an English restaurant.
- The legacy ([ˈlegəsi] - наследие) of World War II
- Where there is hope for the future
- The British love affair with international cooking



In Search of Good English Food

(1) How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian - but where are the English restaurants?



(2) It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms* are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagne instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the beginning of the 21st century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The

answer to these questions is a resounding 'No', but to understand this, we have to go back to before World War II.

(3) The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world - chickens, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

(4) However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food.

The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the

world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

(5) However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic *wonders of the world!*

*poppadoms** = a type of thin round crisp bread made with lentil (чечевица) flour



4.4 Comprehension check. Read the article more carefully. Choose the best answer, a, b or c.

1. The writers believe that British cooking ...
 - a) has always been very bad.
 - b) was good until World War II.
 - c) is good because it is so international.
2. They say that the British ...
 - a) eat only traditional British food in their homes,
 - b) don't like cooking with foreign ingredients,
 - c) buy lots of foreign ingredients.
3. They say that the British weather ...
 - a) enables the British to produce good quality food,
 - b) often ruins fruit and vegetables,
 - c) is not such an important influence on British food as foreign trade.
4. They say that World War II had a great influence on British cooking because ...
 - a) traditional British cooking was rediscovered and some good cheap recipes were produced,
 - b) people had limitless supplies of home-grown food,
 - c) people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.
5. They say that...
 - a) British tourists try lots of new dishes when they are abroad.
 - b) nowadays it is very unusual for British people to cook British food,
 - c) literature and language are more culturally important than food.
6. The writers' final conclusion about British cooking is that ...
 - a) there is no hope.
 - b) you will only be able to get British food in expensive restaurants,
 - c) you will be able to get more good traditional British dishes, especially in pubs.

4.5 Give English equivalents:

традиционная британская еда; зарубежные блюда; вместо ч-л; за несколько часов; ответ на вопрос; вернуться к; в действительности; ввозить из-за границы; вторжение римлян; международная торговля; со всего мира; плодородная почва; многообразие; многообразие; причудливый соус; сложный рецепт; сделать неузнаваемым (замаскировать) вкус; однако; обходиться без; замороженный (отечественного производства); назвать в честь; отношение к; прийти в

себя (выздороветь); потеря уверенности в ч-л; давать надежду на лучшее будущее; за обеденным столом; луч надежды; тушёное мясо с картофелем; кулинарные навыки; гастрономическое чудо.

4.6 Fill in the gaps with proper prepositions.

1. Can I go back _____ what you said at the beginning of the meeting?
2. Her parents no longer have any real influence _____ her.
3. The Roman invasion _____ Britain had a great effect _____ its development.
4. What's your attitude _____ this idea?
5. The country had not recovered _____ the effects _____ the war.
6. A number of social factors influence _____ life expectancy.
7. Their diet consisted largely _____ vegetables.
8. I haven't enough money to buy a car, so I have to do _____ one.
9. The government failed to win public confidence _____ its plan for economic recovery.
10. There are no easy answers _____ the problem of unemployment.

4.7 Comprehension check. Answer the questions below.

1. How do traditional British dishes compete with foreign food?
2. Which cuisines are popular **with** the British?
3. What's a general opinion about British food?
4. Which factors have influenced British cuisine? How?
5. What is a wartime attitude of the British to food?
6. What is Woolton Pie?
7. What's British favourite way of cooking?
8. What do they believe complicated sauces do?
9. What are British gastronomic wonders according to the author?
10. What does the writer believe is the best place to try good English food?



4.8 Discussion

1. Do you agree that food is as much a part of a country's culture as its landscape, language, and literature?
2. Which are your favourite places to eat in your country? Why?

(5) JUNK FOOD

5.1 Vocabulary. Mind pronunciation.

associate	[ə'səʊʃieɪt]	guest	[gest]
attack	[ə'tæk]	gourmet	['gʊəmeɪ]
calorie	['kæləri]	illustrate	['ɪləstreɪt]
control	[kən'trəʊl]	ironically	[aɪ'rɒnɪklɪ]
decade	[də'keɪd]	pressure	[preʃə]
diet	['daɪət]	visible	['vɪzɪbl]
era	['ɪərə]	vital	['vaɪtl]

5.2 Vocabulary. Check if you know these words.

admire [əd'maɪə]	восхищаться
adole <u>s</u> cence [ədə'lesns]	отрочество
advice [əd'vaɪs]	совет
advise [əd'vaɪz]	советовать
alarming [ə'la:mɪŋ]	тревожный
amount [ə'maʊnt]	количество
announce [ə'naʊns]	объявлять
apart from	за исключением
av <u>a</u> ilable [ə'veɪləbl]	наличный
aware of [ə'weə]	осведомлённый
benefit ['benefɪt]	выгода; польза
cont <u>a</u> in [kən'teɪn]	содержать в себе
consume [kən'sju:m]	потреблять
couch [kaʊtʃ]	диван
decre <u>a</u> se [di'kri:s]	уменьшать
doubt [daʊt]	сомнение
due to	благодаря;
emphasize ['emfəsaɪz]	акцентировать
equip [ɪ'kwɪp]	экипировать
especially [ɪs'peʃəlɪ]	особенно
exactly [ɪg'zæktlɪ]	точно; ровно
excitement [ɪk'saɪtmənt]	возбуждение
explain [ɪks'pleɪn]	объяснять
fit	в хорошей форме
gather	собирать
gain	приобретать
glow [gləʊ]	сверкать; блистать

habit	привычка
(do) harm	вред; вредить
heart [ha:t]	сердце
improve [im'pru:v]	улучшать
instead of [in'sted əv]	вместо; взамен
lack (in) [læk]	испытывать нехватку
let alone	не говоря уже о
liver ['lɪvə]	печень
majority [mə'dʒɔrɪtɪ]	большинство
move [mu:v]	двигаться
signify ['sɪgnɪfaɪ]	обозначать
necessary ['nesəsəri]	необходимый
nutrient ['nju:triənt]	питательное вещество
obviously ['ɒvɪəslɪ]	очевидно
particularly [pə'tɪkjʊləli]	особенно
pick up	подхватывать
predict [prɪ'dɪkt]	предсказать
pressure [preʃə]	давление; воздействие
represent [reprɪ'zent]	представлять
researcher	исследователь
saturated ['sætʃəreɪtɪd]	насыщенный
suffer from [sʌfə]	страдать
significant [sɪg'nɪfɪkənt]	значительный
satisfy ['sætɪsfaɪ]	насыщать; удовлетворять
through [θru:]	через; посредством
turn down	отвергать; отклонять
weight [weɪt]	вес
whereas [we'ræz]	тогда как; в то время как

5.3 Give Russian equivalents for the following word combinations:

Noun + Noun: room service; a heart attack; liver disease; health benefits; gourmet dishes; hotel group; couch potato lifestyle; side effect

Noun + of + noun: a risk of cancer; the style of life; the importance of exercise; the pressures of modern life; a greater risk of cancer; lack of time; loss of tradition

Others: let alone cooking; a fast-moving world; for this reason; there's no doubt that; through room service; to signify a new era; be high in saturated fat; a greater risk of cancer; to limit the amount; eating habits; to keep the body fit and healthy; over the past two decades; to gather statistics; to decrease a chance of having a heart attack; the importance of exercise; be

aware of dangers; to suffer from liver disease; a balanced diet; to bring significant health benefits; to improve one's eating habits; to be equipped to deal with; rich gourmet dishes; to gain weight; to lose weight; to become overweight; to admire smb's slim figures; be high in calories; be good (bad) for health; apart from gaining weight; to consume highly fattening food; vital nutrients; due to the pressures of modern life; visible benefits; to represent the style of life; to pick up the idea.

5.4 You are going to read a newspaper article about unhealthy food. Six paragraphs have been moved from the article. Choose from paragraphs A-G the one which fits each gap 1-5. There is one extra paragraph which you do not need to use.

 Junk food

In today's fast-moving world, people have less and less time to spend eating, let alone cooking. It is probably for this reason that junk food has become so popular, and there's no doubt that it's here to stay. In fact, it seems that you simply can't get away from it. One British hotel group recently announced that its guests are able to order fast food through room service, a move which is seen by many as signifying a new era in the couch potato lifestyle. So what exactly is junk food?



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Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in saturated fat. In 1993, the *Journal of the National Cancer Institute* reported this type of fat to be associated with a greater risk of cancer.

1	
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The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? "It's lack of time and loss of tradition," says one expert.

2	
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Another alarming thing about people's lifestyles today is that while the amount of junk food we eat has increased, the amount of exercise we do has actually decreased. Exercise plays an important part in keeping the body fit

and healthy; it helps to control our weight and, **if taken** regularly, can also decrease our chances of having a heart attack in later life.

3

Even though people nowadays are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is illustrated by statistics gathered **by** researchers over the past two decades.

4

Researchers suggest that the new generation will be much more likely to suffer from heart and liver disease. What can't be emphasised **enough** is the fact that a balanced diet and regular exercise bring significant health benefits.

5

Ironically, if they were to make time to exercise and improve their eating habits, they would probably find that they were far better equipped **to** deal with their stressful lifestyles than they are now.

A Recent research has shown that young French people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight. Weight gained **in** adolescence is extremely hard to lose in later life, so researchers are predicting that the new French generation are not going to be admired for their slim figures as the French have traditionally been.

B Basically, it is anything that is high in calories but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetable and cheese toppings, are also included as they contain a lot of fat.

C Not all junk food is bad for your health, however. Some hamburgers, for example, are very high in nutrients and low in fat. It is just a question of **finding** out what goes into the food before you decide to eat it.

D Apart from the risk of cancer, another side effect of consuming highly fattening junk food is that you are likely to gain weight. This is especially true because you tend to eat more, as junk food is less satisfying **and** lower in vital nutrients than healthier food.

E You can gain anything from glowing **skin** to an all-round feeling of good health. One way or another, the vast majority of people seem to be missing out on this, due mainly to the pressures of modern life.

F What is more, you don't have to exercise much to gain visible benefits. Doctors say that twenty minutes' exercise three times a week is all that is necessary.

G He explains that people are too busy to cook and eat proper meals, so they grab whatever is available - and that is usually junk food. Also, the style of life represented on TV, especially in music videos, is fast. Young people pick up the idea that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for junk food instead

5.5 Comprehension check. Answer the questions below.

- 1) Why has junk food become popular?
- 2) What is junk food exactly?
- 3) How does junk food affect our health?
- 4) What advice could you give to someone who cannot do without junk food?
- 5) How important is regular exercise?
- 6) Is it easy to get rid of weight gained in adolescence?
- 7) According to researchers, what is the new generation more likely to suffer from?
- 8) How should people deal with their stressful lifestyles?

5.6 Give English equivalents:

Стремительный мир; не говоря уже о; нет сомнения, что; проводить меньше времени; означать новый этап; сидячий образ жизни; повышенный риск; ограничить количество; лучший совет для тех, кто; время от времени (иногда); не принесет вреда; нехватка времени; потеря традиций; играть важную роль; поддерживать тело в форме; сердечный приступ; контролировать вес; осознавать значимость физических упражнений; вероятно; приносить существенную пользу; стройные фигуры; подхватывать идеи; в результате; содержать много жира; иметь высокое содержание питательных веществ; побочный эффект; отвергать традиционную еду.

5.7 Fill in the gaps with the correct words from the text *Junk Food*:

1. Vegetables are an essential part of our diet as they contain a lot of _____ . (healthy substances)

2. I don't even know what a breadfruit looks like, _____ what it tastes like. (not to mention)
3. You should _____ the amount of chocolate you eat if you want to lose weight. (restrict)
4. The stars on the label _____ that the brandy is of the best quality. (mean)
5. Scientific _____ has shown that saturated fats are a major cause of cancer. (investigation)
6. People who eat lots of sweets _____ have dental problems. (are likely to)
7. Jill is overweight because she ate so much junk food during her _____. (teenage years)
8. Her _____ is a result of all the fruit and vegetables she eats. (healthy-looking complexion)
9. More and more people are _____ meat in favour of more fruit and vegetables. (not accepting)
10. Unless you cut down on junk food and sweets, you will _____ weight. (put on)
11. Nutritionists are _____ that junk food consumption will increase in the near future. (foreseeing)
12. Young people _____ large amounts of carbonated drinks with their meals. (take in)

5.8 Fill in the gaps in the summary of the text *Junk Food*:

In today's world, people have less time for eating, let alone (1)_____. That's why junk food is so popular. In fact, one (2)_____ group has announced that its (3)_____ can order (4)_____ food through room service. Junk food is (5)_____ in saturated fat, which is linked with a higher risk of (6)_____. Our eating habits have changed due to lack of (7)_____. Also the amount of exercise we do has (8)_____. Researchers suggest that the new generation will be more likely to suffer from heart and (9)_____ disease. But if we improve our eating habits, we will be better (10)_____ to deal with our (11)_____ life.

5.9 Fill in the proper prepositions:

1. Many breakfast cereals are high _____ sugar.
2. Your diet is lacking _____ fibre (['faɪbə] клетчатка) and iron.
3. A healthy lifestyle is associated _____ healthy food and exercise.

4. He's suffering _____ a terrible cold at the moment.
5. This type of music is very popular _____ young people.
6. Today's problems are a result of the loss _____ family values.
7. He is aware _____ the dangers of the expedition.
8. I prefer riding a bicycle _____ riding a horse.
9. I'll deal _____ those contracts tomorrow morning.

5.10 Choose the correct word:

1. Exercise plays an IMPORTANT / IMPORTANCE part in keeping the body fit and HEALTH / HEALTHY.
2. The consequences of sedentary lifestyle are OBVIOUS / OBVIOUSLY.
3. Read the labels on food products as this information will tell you how NUTRITIOUS / NUTRIENTS the foods are.
4. Television and Internet have a great influence on ADOLESCENCE / ADOLESCENTS.
5. She is a good students but she lacks CONFIDENT / CONFIDENCE.
6. We are CONFIDENCE / CONFIDENT of your success.
7. Fast-food has replaced TRADITIONALLY / TRADITIONAL cooked meals.
8. The Japanese are very good at disguising the natural TASTE / TASTY of food.
9. The INVASION / INVADE of fast food into our diet is alarming as it ruins our health.
10. Food cooked in oil may look TASTE / TASTY but in fact is not healthy.
11. NUTRIENTS / NUTRITIONIST give ADVICE / ADVISE to athletes on their diets in order to increase their physical performance.
12. People are aware of the IMPORTANT / IMPORTANCE of having a balanced diet.

5.11 Replace the Russian words or word combinations in the sentences below by suitable English equivalents.

1. Due to the нагрузки современной жизни the vast большинство of people don't have time to have to eat properly.
2. The количество of fast-food people eat has increased significantly за последние несколько десятилетий.
3. Fast food is surprisingly популярна у young people nowadays.
4. Due to нехватка времени in today's стремительном world more and more подростков prefer to grab hamburgers and плитки шоколада instead of having a proper meal.

5. Eating fast-food время от времени will probably do you no вред.
6. Нет сомнения that a diet of fast-food is not good for your health as it содержит a lot of harmful ингредиенты and very few жизненно важные питательные вещества.
7. Nutritionists советуют us to control the количество калорий we потребляем (in order) to avoid becoming с излишним весом.
8. Eating too much fast-food high in насыщенный жир can lead to serious health problems.
9. Потребление highly fattening food may cause рак.
10. Recent research has shown that nowadays much younger people start страдать от various заболеваний caused by нездоровой diet and a сидячим lifestyle.
11. If you don't take more physical тренировка you'll gain extra вес.
12. She regularly does exercises to keep her body здоровым и в хорошей форме.
13. The arrival of labour-saving devices обозначил новый этап in the сидячий образ жизни.
14. I can't help восхищаться her slim figure.
15. Doing физические упражнения for twenty minutes at least three times a day приносит видимые результаты.
16. TV играет важную роль in shaping modern lifestyle and forming привычка питания.

(6) FAST FOOD – A BETTER WAY OF EATING?

6.1 a) Read through the composition once. Don't worry about the gaps. Is it **for** or **against** fast food?

(1) _____, when you walk down the main street of any big city, you see fast food restaurants everywhere. These restaurants, (2) _____ everyone has eaten at some time, have (3) _____ and disadvantages.

The (4) _____ advantage is that a fast-food meal is (5) _____ the name implies, quick. This is perfect for modern life, where time is essential. Secondly, they are relatively cheap, (6) _____ is important, especially for young people (7) _____ don't have much money to spend. Thirdly, many people find fast food tasty, and enjoy eating it.

(8) _____ it seems as if there are many things in favour of fast food, the disadvantages are perhaps more serious. (9) _____ to traditional food, fast food is very unhealthy – in fact, it is responsible for the obesity problem in many developed countries.

In conclusion, though fast food may be cheaper and quicker than traditional food, I think that the disadvantages are more important and I (10)_____ avoid eating it.

6.1 b) Complete the composition with a word or expression from the list below.

advantages	nowadays
although	personally
as	where
compared	which
main	who

(7) FOOD AROUND THE WORLD

7.1 Mind the pronunciation.

Australia	[ɔ'streɪlɪə]	India	['ɪndiə]
Caribbean	[kæri'bɪən]	Portuguese	[pɔ:tʃu'gɪ:z]
China	['tʃaɪnə]	Scandinavia	[skændi'neɪvɪə]
Europe	['juərəp]	Spain	['speɪn]

7.2 Vocabulary. Check if you know these words.

banana [bə'na:nə]	банан
depend on [dɪ'pend]	зависеть от
environment [ɪn'vaɪrənmənt]	окружающая среда
fork [fɔ:k]	вилка
herring ['herɪŋ]	селёдка
human ['hju:mən]	human; человеческий
knife / knives [naɪf] / [naɪvz]	нож / ножи
noodle ['nu:dl]	лапша
nowadays ['naʊədeɪz]	в настоящее время
rice [raɪs]	рис
strawberry ['strɔ:bəri]	клубника; земляника
transport (v) [træn'spɔ:t]	перевозить
transport (n) ['trænspɔ:t]	транспорт

7.3 Read the text. Write the correct question heading for each paragraph.

- 1) Where does our food come from?
- 2) What do we eat?
- 3) How do we eat?



FOOD AROUND THE WORLD

For 99% of human history, people took their food from the world around them. They ate all that they could find, and then moved on. Then about 10,000 years ago, or for 1% of human history, people learned to farm the land and control their environment.

A The kind of food we eat depends on which part of the world we live in, or which part of our country we live in. For example, in the south of China they eat rice, but in the north they eat noodles. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in central Europe, away from the sea, people don't eat so much fish, they eat more meat and sausages.

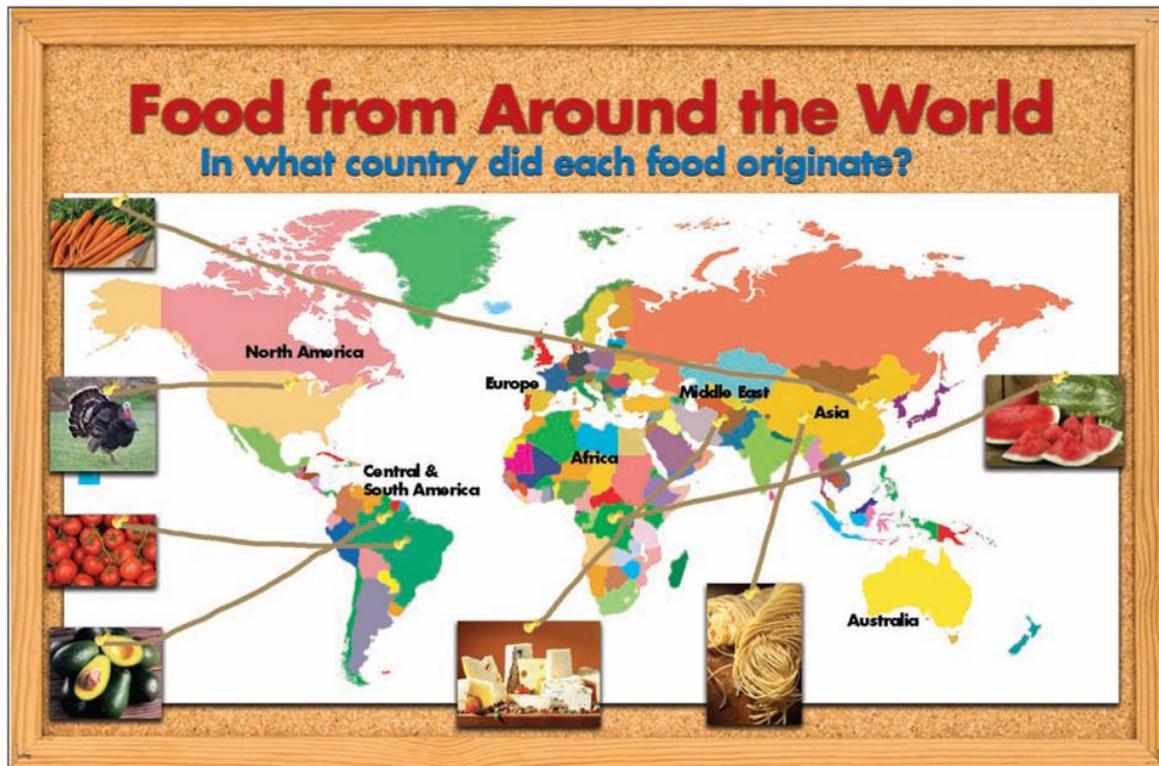
B In North America, Australia, and Europe there are two or more courses to every meal and people eat with knives and forks. In China there is only one course, all the food is together on the table, and they eat with chopsticks. In parts of India and the Middle East people use their fingers and bread to pick up the food.

C Nowadays it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like, at any time of the year. Bananas come from the Caribbean or Africa; rice comes from India or the USA; strawberries come from Chile or Spain. Food is very big business. But people in poor countries are still hungry, and people in rich countries eat too much.



7.4 Answer the questions.

- 1) When did human history start? Was it about 10,000 years ago or was it about 1 million years ago?
- 2) Do they eat much rice in the north of China?
- 3) Why do the Scandinavians and the Portuguese eat a lot of fish?
- 4) Where don't people eat much fish?
- 5) Which countries have many kinds of sausages?
- 6) How many courses are there in China?
- 7) How do people eat in the Middle East?
- 8) Why can we now eat most things at any time of the year?
- 9) Which food and drink comes from your country? Which foreign food and drink is popular in your country?
- 10) Have you ever tried food of any other country? If yes, which one?



7.5 Junk Food discussion.

- 1) How often do you eat junk food?
- 2) Why is junk food so delicious?
- 3) Are parents who feed junk food to their children irresponsible?
- 4) Do you think there will be more or less junk food in the future?
- 5) Do lots of people eat junk food in your country?
- 6) Does your government educate people about the dangers of junk food?
- 7) Do you think junk food makers are immoral and should think more about people's health?
- 8) What do you think of people who eat mostly junk food?
- 9) Does junk food or good quality healthy food make you happier?
- 10) If you had to choose between a strict vegetarian diet forever or a junk food diet forever, which would you choose?
- 11) Is the junk food from your country tastier than that from other countries?
- 12) How can you change your lifestyle to eat less junk food?
- 13) Do you think there should be a junk food tax to help pay for people who go to hospital with heart and weight problems?

MODULE 4 SPORT

(1) THE INTERNATIONAL POTATO RACE

1.1 Vocabulary. Mind the pronunciation.

athlete	['æθlɪ:t]	marathon	['mærəθən]
applaud	[əp'lə:d]	ceremony	['serəmənɪ]
gymnast	['dʒɪmnæst]	compatriot	[kəm'pætriət]

1.2 Vocabulary. Check if you know these words.

aim ['eɪm]	цель;
amateur ['æmətə]	любитель;
arise [ə'raɪz]	возникать;
admire [əd'maɪə]	восхищаться
admiration [,ædmə'reɪʃn]	восхищение
achievement [ə'tʃi:vmənt]	достижение;
adore [ə'dɔ:]	обожать;
anthem ['ænθəm]	гимн;
boo [bu:]	освистать;
cheer [tʃiə]	ободрять
event [ɪ'vent]	соревнование по определённом виду;
compete [kəm'pi:t]	соперничать;
complain about	жаловаться на;
cushion ['kʊʃn]	диванная подушка;
groan [grəʊn]	тяжело вздыхать ОХ
gasp [gɑ:sp]	дышать с трудом АХ
cheat [tʃi:t]	мошенничать;
support [sə'pɔ:t]	поддерживать;
interfere with [ɪntə'fɪə]	вмешиваться;
harm (full/less)	вред;
encourage [ɪn'kʌrɪdʒ]	поощрять;
participate [pɑ:'tɪsɪpeɪt]	участвовать;
to take part in	принимать участие в
plant a bomb [bɒm]	установить (бомбу)
pride (be proud [praʊd] of)	гордость; (гордиться)
refuse [rɪ'fju:z]	отказывать(ся);
recognize ['rekəɡnaɪz]	признать;
spectator [spek'teɪtə]	зритель;
team (n) [ti:m]	команда;

wave (v)	размахивать;
knock out [nɒk]	выбить;
although [ɔ:l'dəʊ]	хотя;
perhaps [pə'hæps]	возможно;
nevertheless [nevəðə'les]	тем не менее

1.3 Give Russian equivalents.

Foreigners with unpronounceable names; the problems arise; a choice has to be made; to play a national anthem; individual excellence; to complain about the bad influence of; a couch-potato marathon; to show one's support; things can get out of control; an athlete is cheated of a gold medal; to encourage international friendship; equally worthy candidates; to wave a flag for one's compatriots.

1.4 Choose the most suitable heading from the list A- I for each part (1-8) of the text. There is one extra heading which you do not need to use.

- | | |
|--------------------------|------------------------------|
| A It's all fun and games | F The home Olympics |
| B Difficult choices | G The threat to the Olympics |
| C Heroes and heroines | H A case of hooliganism? |
| D It's all about money | I Times change |
| E Patriotism rules | |



POTATO RACE

1

Doesn't time fly? It's Olympics time again. In a few weeks' time, the curtain goes up on yet another Olympiad. The first modern Olympics were held in Athens in 1896, with thirteen nations sending nearly 300 athletes to take part in 42 events and ten different sports. We've come a long way since then: in 1996 more than ten thousand athletes participated and about 3.5 billion people watched the opening ceremony on TV.



2

Participants in the ten-thousand-minute couch potato in marathon ought by now to be in training for this testing period. They will soon be piling up

crates of drinks and crisps; they will be finding comfortable cushions and practising groans, gasps, cheers and boos - all without getting off the sofa.

3

Even the more amateurish part-time followers of the Olympics, like me, will need to sort a few things out, such as which events we are going to follow. And how are we going to show our support - as patriots or just people-watchers? Even when one is supporting an athlete from another country (just because they have a nice face or a nice name), things can get out of control - with peanuts being thrown at the TV screen if our favourite is cheated of a gold medal.

4

It's all good, clean, harmless fun, but this has not always been the case. Political conflict has increasingly interfered with the aim of the modern Olympics, that of encouraging international friendship. In the 1936 Olympics in Berlin, Hitler refused to recognize the achievements of Jesse Owens because he was black, even though he won four gold medals. And in 1996 a bomb was planted at the Games in Atlanta.

5

Most spectators, though they like to see their compatriots win, have no difficulty applauding members of other national teams, whatever their colour. The problems arise when a choice has to be made between equally worthy candidates for our admiration. On what basis do we choose between a gymnast from Brazil or Greece? The brilliant marathon runners from Ethiopia or Nigeria?

6

The Olympics are more complicated than team sports, such as football or basketball. It is not difficult to decide who you are going to back in the World Cup, where nationality is the most important thing - most people wave the flag for their compatriots, however badly they play. In such events the system is simple: you back your own country until it is knocked out ten-nil by some foreigners with unpronounceable names. Then you transfer your support to your second favourite country. Perhaps you spent a good holiday there once.

7

In individual sports it is a bit harder. The Olympics, although they are an international competition and play the national anthem for each Gold winner; are not about national pride so much as individual excellence. Nadia Comaneci, though she came out of communist Romania, was adored by people in the West. Europeans who spend half their life complaining about the bad influence of American culture nevertheless seem to have no difficulty admiring Magic Johnson.

It's a melting pot; a coming together of colours and nationalities. The more confident your own nation, the easier it is to cheer for others. Algerian runners, British long jumpers, Chinese divers, American sprinters, Russian swimmers - who cares? They are all exciting and the game is the thing. Anyway, it starts all over again four years later - so relax and enjoy yourself.

1.5 Answer the following questions.

- 1) Where and when were the first modern Olympics held?
- 2) What is the aim of the modern Olympics?
- 3) What is a couch-potato marathon?
- 4) How can spectators express their various emotions about the events?
- 5) How do spectators choose teams and athletes to support?

1.6 Which of the following do you think the author would say? Give evidence from the text.

1. If your team plays badly, support another country's team.
2. If your team gets knocked out, you support the next best team.
3. The Olympic Games encourage nationalist feelings.
4. Europeans should not support Americans in sport.
5. The important thing is to enjoy the Olympic Game.

(2) THE HISTORY OF THE OLYMPIC GAMES

2.1 Vocabulary. Mind the pronunciation.

congress	['kɒŋɡres]	Athens	['æθɪnz]
ideal	[aɪ'diəl]	Greece	[ɡri:s]
interval	['ɪntəvəl]	Hercules	['hɜ:kju'li:z]
legend	['ledʒənd]	Olympiad	[ə'lɪmpɪəd]
modern	[mɒdn]	Romans	['rəʊmənz]
period	['pɪərɪəd]	Zeus	[zju:s]

2.2. Vocabulary. Check if you know these words.

abolish (v) [ə'bɒlɪʃ]	отменять; упразднить
according to	по утверждению; в соответствии с
allow (v) [ə'lau]	позволять; разрешать
ancient (adj) ['eɪnfənt]	древний; старинный

chariot (n) ['tʃæriət]	колесница
consider (v) [kən'sɪdə]	рассматривать; считать
consist of (v) [kən'sɪst]	состоять из
continue (v) [kən'tɪnju]	продолжать
establish (v) [ɪs'tæblɪʃ]	основывать; учреждать
event (n) [ɪ'vent]	мероприятие; (вид спорта)
honour (n) [ɒnə]	честь; почёт
host (n) [həʊst]	хозяин / принимать гостей
interfere with (v) [ɪntə'fɪə]	вмешиваться; быть помехой
measure (v) ['meɪʒə]	измерять
refer to (v) [rɪ'fɜː]	ссылаться на; именовать
represent (v) [reprɪ'zent]	представлять; олицетворять
return (v) [rɪ'tɜːn]	возвращаться
suggestion (n) [sə'dʒestʃən]	предложение; совет
take place (v)	происходить; иметь место

2.3 Use the words given in capitals (1-10) at the end of the text to form a word that fits in the gaps (1-10).

The History of the Olympic Games

According to Greek legend, the Olympic Games were started by Hercules, son of Zeus, in honour of his father. The first Olympic Games about which we have (1) _____ were held in 776 BC on the plain of Olympia. Games had taken place before this date but had consisted (2) _____ of chariot races. The ancient Greeks thought the Games were so (3) _____ that they measured time by the interval between them. A period of four years was (4) _____ to as an Olympiad. The Games also represented the Greek ideal of physical (5) _____ and beauty, which they considered as important, as the (6) _____ of the mind. Nothing, not even war, was allowed to interfere with the Games. They were held (7) _____ every four years for more than 1 000 years until their (8) _____ by the Romans in AD 394.



At the end of the nineteenth century, a Frenchman called Baron de Coubertin decided to (9) _____ the tradition. Following his suggestion, fifteen nations met at an (10) _____ congress in 1894. Two years later,

the first modern Olympic Games were held in Athens. In 2004, the Olympics returned to Greece, when Athens once again played host to the greatest sports event in the world.

- | | |
|-----------------|----------------|
| (1) INFORM, | (6) DEVELOP, |
| (2) MAIN, | (7) CONTINUE, |
| (3) IMPORTANCE, | (8) ABOLISH, |
| (4) REFER, | (9) ESTABLISH, |
| (5) FIT, | (10) NATION |

2.4 Answer these questions.

- 1) Where and when were the first Olympics held?
- 2) What is an Olympiad?
- 3) Why were the Olympic Games important to the Greeks?
- 4) Who stopped the Olympic Games?
- 5) When were the Olympic Games reestablished? Whose initiative was that?



2.5 Discussion.

- 1) What do the Olympic rings signify?
- 2) Here is the quote from the Olympic creed (кредо): ‘The most important thing in the Olympic Games is not to win but to take part.’ Do you think this is a good idea? Why? Do you think it is true for most of the athletes?
- 3) We always see medal tables during the Olympics showing which country has won the most medals. Inevitably the countries with the largest population – United States, Russia and China do well. Shouldn’t the medal tables be weighed against population so that the “winners” of the games are the countries who have the most medals per head of population?
- 4) Do you think the Olympics are a waste of time and money?

(3) HOSTING THE OLYMPICS

3.1 Vocabulary. Check if you know these words.

adequate ['ædɪkwət]	соответствующий;
arrangement	приготовление;
(be) aware of [ə'wɛə]	осведомлён о;
bid	заявка;
catering	организация питания;

cover costs ['kʌvə]	покрывать затраты;
common ['kɒmən]	общепринятый;
to demand [dɪ'ma:nd]	потребовать;
destination [destɪ'neɪʃn]	место назначения;
disruption [dɪs'rʌpʃn]	нарушение;
efficient [ɪ'fɪʃnt]	действенный;
facilities [fə'sɪlɪtɪ:z]	материальная база;
fierce [fɪəs]	ожесточённый;
gain	извлекать пользу;
host ['hɒst]	выступать в роли хозяина;
huge [hju:dʒ]	огромный;
improve [ɪm'pru:v]	улучшать;
increase [ɪn'kri:z]	возрасти;
manpower	людские ресурсы;
significant [sɪg'nɪfɪkənt]	значительный;
sufficient [sə'fɪʃnt]	достаточный;
remain [rɪ'meɪn]	оставаться;
take into consideration	принять во внимание;
revenue ['revənju:]	доход;
source [sɔ:s]	источник;
transmit [træns'mɪt]	передать;
require [rɪ'kwaɪə]	нуждаться; требовать;
in terms of	через; на основе;
opportunity	возможность;
permanent ['pɜ:mənənt]	постоянный
provide [prə'vaɪd]	обеспечивать;
vigilance ['vɪdʒɪləns]	бдительность;

3.2 Give Russian equivalents.

To play a significant part in; a source of finance; a most watched event in the world; to enter a fierce competition; in order to select a city; adequate sports facilities; security arrangements; efficient transport system; to make a bid for; permanent accommodation for; must be taken into consideration; effective wide-reaching system; to compete fiercely; an ideal opportunity for advertising; advertising revenues; broadcasting rights; an event of worldwide importance; to require increased vigilance; improved facilities; high-tech video cameras; to guarantee the safety of; to provide employment opportunities; to give rise to a large number of jobs; to cause disruption to; improvements in infrastructure; to face tax increases; unskilled jobs.

3.3 Scan the text and answer the questions.

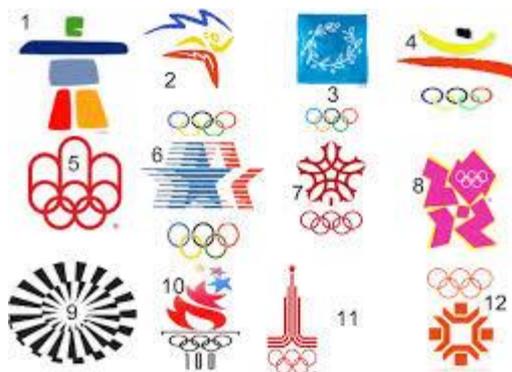
- 1) Which two groups of people can use the accommodation built for the Olympic Games afterwards?
- 2) What three ways of funding the Olympics, besides taxes, are mentioned?
- 3) How might the Games affect the daily lives of ordinary people?



Hosting the Olympics

Sport plays a significant part in the everyday lives of people around the world. This is true not only for those who take part, but also for those who merely watch. Large sports events have become great entertainment, and at the same time huge business. Today, the Olympic Games are one of the most popular and most watched events in the world. Every four years many countries enter the fierce competition to host the Games. Why do they do this? What are the advantages and disadvantages of hosting such an event?

In order to select which city or state will host the Olympics, the International Olympic Committee asks several fundamental questions. Are the sports facilities adequate? Is there enough accommodation? Is the transport system efficient and sufficient? How will the event be funded? What are the security arrangements? In making a bid for the Olympics, every host city addresses these questions.



A world-class event demands world-class facilities from the host city, and any which do not already exist will have to be built. These will remain for the local population to enjoy after the Games are over. An example of this is the accommodation which will have to be built, not only for the athletes in their Olympic village, but also for the visitors. Later this can be turned into permanent accommodation for tourists and students. The transport system must also be taken into consideration. Hosting the Olympics means having an effective wide-reaching system, which is necessary to carry people safely and quickly to their destinations. Such a transport system is a great advantage for any city and will be in place for many years to come.

Funding any great event is an expensive business, but many companies fiercely compete to become sponsors of such global events as it is an ideal opportunity for advertising. This means that advertising revenues can easily

cover a large proportion of the costs involved. In addition, the broadcasting rights can be a source of finance. According to Lee (2006), the national American TV company NBC paid \$3.5 billion to transmit the Olympic Games between 2000 and 2008.

Another consideration is employment. Hosting an event of worldwide importance requires increased vigilance, which is expensive in terms of technology and manpower. High-tech video cameras are already common in most of our big cities today, and increasing the manpower necessary to guarantee the safety of all concerned provides valuable employment opportunities. Indeed, the organization of such an event gives rise to a large number of jobs in a variety of sectors including security, catering, and hospitality.

However, there are disadvantages to holding the Games. Although jobs will be created, many of these are not permanent and only last for the period of the construction or the Games themselves, and many are unskilled. In addition, the increased number of visitors to the area can cause serious disruption to the daily lives of ordinary citizens. The local inhabitants may also have to face tax increases, as not all the funding will come from sponsorship or advertising.

In conclusion, although there are disadvantages to holding the Olympic Games, it is generally agreed that the host city gains overall in terms of improvements in facilities and infrastructure. But this is not all. According to Stevenson (1997), "The Olympics make other people aware of your country and what's there. It's a way to make a



statement to the world that your community is a destination". Not only do the improved facilities remain after the Games have gone, but the city also becomes a significant place in its own right.

3.4 Read the text intensively and complete the notes for the advantages and disadvantages of hosting the Games?

HOSTING THE GAMES	
Advantages	Disadvantages

3.5 Fill in the gaps in the notes below about the text *Hosting the Olympics*.

1 Requirements

1.1 _____ facilities

1.2 Accommodation

1.3 Efficient and _____ system

1.4 _____

2 Funding

2.1 _____

2.2 _____ revenues

2.3 _____ rights

3 Conclusion

3.1 Host city gains overall in _____ and infrastructure

3.2 Host city becomes an _____ place



3.6 Discussion.

1. How did the Olympic Games in Sochi in 2014 influence the image of Russia?
2. Why are the Olympics always held in rich cities? Should they be held in a poor country for once?
3. Some people claim that the Olympics aren't about sport now but they're a competition to see which country has spent the most money on preparing their competitors. What's your opinion?
4. Do you think that the games have become too commercialized? How would you change things?

(4) THE IMPORTANCE OF SPORT

4.1 Vocabulary. Check if you know these words.

affect [ə'fekt]

aid [eid]

allow for [ə'laʊ]

background

in comparison to

development [di'veləpmənt]

dominate ['dɒmɪneɪt]

drawback ['drɔ:bæk]

encourage [ɪn'kʌrɪdʒ]

влиять; действовать на

помогать; способствовать

создавать возможность для

происхождение

по сравнению с

развитие; усовершенствование

доминировать; занимать всецело

недостаток; препятствие

способствовать; поощрять

event [ɪ'vent]	событие; мероприятие
expansion [ɪk'spænsən]	расширение; распространение
headline ['hedlaɪn]	заголовок
improve [ɪm'pru:v]	улучшать
inadequate [ɪn'ædɪkwət]	не отвечающий требованиям
instead of [ɪn'stedəv]	вместо; взамен
merit ['merɪt]	заслужить; быть достойным
perform [pə'fɔ:m]	выполнить; сыграть
profitable ['prɒfɪtəbl]	прибыльный
promote [prə'məʊt]	продвигать; способствовать
revenue ['revənju:]	выручка; доход
society [sə'saɪəti]	общество
in support of [sə'pɔ:t]	в поддержку
team [ti:m]	команда
tolerance ['tɒlərəns]	терпимость; толерантность
unite [ju:'naɪt]	объединять;
violence ['vaɪələns]	насилие; жестокость

4.2 a) Look through the essay below and tell which aspects of sport are discussed.

4.2 b) Correct the sentences by moving around the words written in CAPITAL LETTERS.



The Importance of Sport

Sport is an important part of today's society and plays a large role in many people's lives. Now more than ever, sport events (1)_____ ENCOURAGE headlines and athletes have become national heroes. The question is, does sport merit this kind of interest and attention?

From a social standpoint, sport plays a (2)_____ PROFITABLE role in uniting people from different social backgrounds in support of their favourite team. This can aid people's understanding and (3)_____ SELF-CONFIDENCE of each other. However, just as sport unites people so it can divide them, as is often demonstrated by crowd (4)_____ TOLERANCE at football matches.

As far as education is concerned, sport is an important part of every child's schooling, as it plays big role in both their physical and mental development. It teaches children how to work as part of a team and (5)_____ DOMINATE with others, while at the same time improving physical condition. The only (6)_____ EXPANSION to this is that children who are less able to perform well in sport are likely to

feel inadequate in comparison to their more gifted classmates, which may affect their (7)_____ VIOLENCE.

From an economic point of view, sport can be very (8)_____ HARMFUL, as it attracts a lot of sponsorship and advertising. On the one hand this creates revenue for the sporting industry which allows for improvement and (9)_____ DRAWBACK. On the other hand large sums of money are often paid to event organisers to promote products such as cigarettes, which are _____ POSITIVE to one's health.

In my opinion, sport should be used as much as possible to (10)_____ COOPERATE people to lead a more healthy and peaceful life instead of being used to promote unhealthy products.

4.3 Discussion. Give your opinion.

- 1) What are the positive aspects of modern sport?
- 2) What are the negative aspects of modern sport?
- 3) Does sport divide or unite people? What's your opinion?

(5) SPORTS AND GAMES

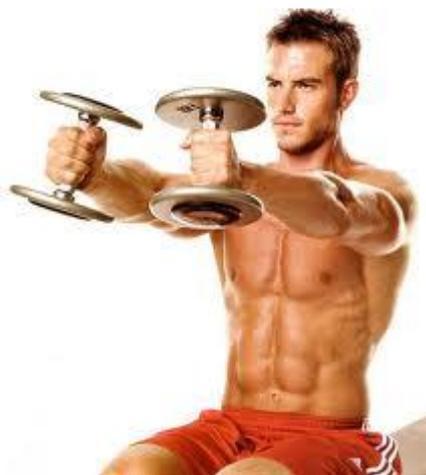
5.1 Vocabulary. Check if you know these words.

benefit ['benɪfɪt]	польза; выгода
carry out	выполнять; проводить
citizen ['sɪtɪzən]	гражданин
courage ['kʌrɪdʒ]	смелость; отвага
effect on [ɪ'fekt]	воздействие на
experience [ɪk'spɪəriəns]	(жизненный) опыт
judge [dʒʌdʒ]	оценить; судить
prepare [prɪ'peə]	подготовить
prevent smb from [prɪ'vent]	предотвращать
skill	навык; умение
unselfishness	бескорыстие
valuable	ценный; полезный
virtue ['vɜ:tʃə]	добродетель; достоинство

5.2 Look through the text and answer the questions after it.

Sports and games make our bodies strong, prevent us from getting too fat, and keep us healthy. But these are not their only uses. They give us valuable practice in making eyes, brain and muscles ([mʌsl]) work together.

In tennis, our eyes see the ball coming, judge its speed and direction and pass this information on to the brain. The brain then has to decide what to do, and to send its orders to the muscles of the arms, legs, and so on, so that the ball is met and hit back where it ought to go. All this must happen with very great speed, and only those who have had a lot of practice at tennis, can carry out this complicated chain of events successfully. For those who work with their brains most of the day, the practice of such skills is especially useful.



Sports and games are also very useful for character training. In their lessons at school, boys and girls may learn about such virtues as unselfishness, courage, discipline ([ˈdɪsɪplɪn]) and love of one's country; but what is learned in books cannot have the same deep effect on a child's character as what is learned by experience. The ordinary day-school cannot give much practical training in living, because, most of the pupils' time is spent in classes, studying lessons. So it is what the pupils do in their spare time that really prepares them to take their place in society as citizens when they grow up. If each boy learns to work for his team and not for himself on the football field, he will later find it natural to work for the good of his country instead of only for his own benefit.

L.A. Hill and R.D.S. Fielden

- 1) How does sport help develop the human brain?
- 2) Why are PE lessons and sport activities important to children and teenagers?

(6) ADRENALIN RUSH

6.1 Vocabulary. Mind the pronunciation

adrenalin	[əˈdrenəlɪn]	parachute	[ˈpærəʃu:t]
motivation	[məʊtɪˈveɪʃn]	typical	[ˈtɪpɪkl]
nervous	[ˈnɜ:vəs]	voluntarily	[ˈvɒləntərɪli]

6.2 Vocabulary. Check if you know these words:

(be) about to do	собираться делать
accident [ˈæksɪdənt]	несчастный случай

activity	род занятий; деятельность
ad [æd] (advertisement)	объявление; реклама
addicted to [ə'dɪktɪd]	склонный к; увлеченный ч-л
alive [ə'laɪv]	живой;
amazing [ə'meɪzɪŋ]	изумительный; поразительный
barely ['beəli]	еле-еле; с трудом
blank (go blank)	пустой; бессодержательный
book (v)	заказывать; бронировать
chat	болтать; беседовать
collide with [kə'laɪd]	сталкиваться с;
completely [kəm'pli:tli]	совершенно; полностью
cord [kɔ:d]	шнур; верёвка
describe [dɪ'skraɪb]	описать; изобразить
disaster [dɪ'zɑ:stə]	несчастье; бедствие
elbow ['elbəʊ]	локоть;
experience [ɪk'spɪəriəns]	испытывать; знать по опыту
hold	вмещать; держать;
(be) hooked [hʊkt]	пристрастившийся к;
imagine [ɪ'mædʒɪn]	вообразить; представлять
immediately [ɪ'mɪ:diətli]	тотчас же; немедленно
incredible [ɪn'kredəbl]	невероятный;
injury ['ɪndʒəri]	увечье; повреждение
instead [ɪn'sted]	вместо; взамен
jaw ['dʒɔ:]	челюсть;
matter [mætə]	иметь значение; стоить
peaceful	спокойный;
realize ['rɪəlaɪz]	осознавать; понимать
reason for	мотив; основание
relaxed	спокойный; расслабленный
runway	взлётно-посадочная дорожка
rush of [rʌʃ]	наплыв; напор;
shout [ʃaʊt]	кричать
sign [saɪn]	подписывать; помечать
silent ['saɪlənt]	безмолвный; молчаливый
so that	с тем, чтобы; так, чтобы
survive [sə'vaɪv]	выжить;
take part in	принимать участие
take one's breath [breθ] away	поразить; удивить
way of	способ; манера

6.3 Vocabulary. Give Russian equivalents:

- to do a parachute jump
- to sign a document
- to end in serious injury
- to do voluntarily
- put one's life at risk
- be completely mad
- big enough to hold three people
- to feel nervous
- to feel more relaxed
- the view took my breath away
- my mind went blank
- words cannot describe
- to experience the rush of adrenalin
- to sit in front of a computer
- a reason for living
- nothing else matters
- a disaster struck
- find it hard to understand

6.4 Read about Mike and answer these questions:

- Why did he start skydiving?
- How did he feel on his first jump?
- What caused his accident and why has he continued skydiving?



Adrenalin Rush

I've just done my first jump since the accident that nearly killed me just over a year ago. As I was lying in hospital, thinking that I would never skydive again, I wasn't feeling glad to be alive. Instead, I was wondering how I could possibly live without it.

It all started one evening after another typical nine to five day. I was sitting at home thinking, 'There has to be more to life than this, 'when an ad came on the television: 'Try skydiving,' it said.

The next day, I called my local skydiving centre and booked my first jump.

I spent a day training and then I was ready for my first jump. Or almost. First, I had to sign a document to say that I understood that I was taking part in an activity that could end in serious injury. At that moment I realised that I was about to do something voluntarily that would put my life at risk and as I signed, I wondered if I was completely mad.

I will never forget my first jump. Five of us walked to the runway and got into a plane barely big enough to hold three people. I was beginning to feel nervous, but the others were chatting and joking and I started to feel more relaxed. It was a beautiful, cloudless day and the sun was just going down. It took us about 20 minutes to get to 11,000 feet and then the trainer opened the plane door - the view took my breath away. Suddenly, it was time to jump and as I pushed myself away from the plane, I don't know what I was thinking, my mind went blank.



Words cannot describe the rush of adrenalin I experienced while I was free-falling.

At 5,500 feet I pulled the cord and the parachute opened immediately. Suddenly, everything was silent and peaceful. Twice I shouted, 'This is absolutely incredible,' though I knew there was nobody to hear me. It was the most amazing four minutes of my life.

From the first jump, I was hooked. I started spending every free moment I had skydiving. At work, I sat in front of my computer and imagined ways of making more money so that I could jump more often.

It became my reason for living and nothing else mattered. I was addicted to skydiving.

Things were going really well. I was spending every free moment I had skydiving.

Then disaster struck on my 1,040th jump. Another skydiver collided with my parachute at 80 feet. I fell and hit the ground at about 30 mph, face down. I broke both legs, my right foot, left elbow, right arm, my nose and my jaw. I lost 10 pints of blood, 19 teeth and 25 pounds of fat. I was lucky to survive.

People who have never experienced skydiving will find it hard to understand that my only motivation to get better was so that I could do it again. All I can say is that for me, skydiving is life and life is skydiving.

6.5 The sentences below summarise Mike's story. Correct the details that are wrong.

1. Mike was reading a newspaper one evening when he saw an ad for skydiving.
2. He phoned the skydiving centre immediately and booked a jump.
3. After a day's training, he was sure he was doing the right thing.
4. His first jump was unforgettable. It was a beautiful morning and he was feeling relaxed.
5. After an hour's flight, he jumped out of the plane and his parachute opened immediately.
6. After his first jump, he didn't think he would do it again.
7. During his free time, he thought about skydiving a lot.
8. On his 1,040th jump he had an accident when his parachute didn't open.
9. He nearly died and thought that his skydiving days were over.
10. The only reason he wanted to get better was so that he could skydive again.

6.6 Complete as many of these questions as you can from memory. Ask each other these questions.

1. What couldn't you live without?
2. Have you ever put your life at risk voluntarily?
3. When was the last time a view took your breath away?
4. Do you know anybody who is an expert to a sport like Mike?
5. Have you ever experienced a rush of adrenaline?
6. When was the last time you felt so nervous that your mind went blank? (or Have you ever?)
7. Why do you think people take part in dangerous sports?

(7) ACTION SPORTS AND RISK-TAKING

7.1 Vocabulary. Check if you know these words.

adventurous

allow [ə'laʊ]

angle [æŋɡl]

benefit ['benəfit]

canoe [kə'nu:]

безрассудно смелый

позволять, разрешать

угол; точка зрения

польза; преимущество

кануэ;

carry	нести; переносить
challenge	сложная задача
complex	сложный; неоднозначный
confidence	уверенность; доверие
cure ['kjuə]	лечение; лекарство
disappear [dɪsə'piə]	исчезать
entirely [ɪn'taɪəlɪ]	целиком; полностью
equipment [ɪ'kwɪpmənt]	снаряжение; оборудование
escape	убежать; ускользнуть от
experience [ɪk'spɪəriəns]	(жизненный) опыт; испытание
pride	гордость
rather than	вместо того, чтобы
reach	достичь; добираться
remove	удалять; устранить
require [rɪ'kwaɪə]	требовать;
solution	решение;
treat	обращаться с; рассматривать
vehicle [vɪ:əkl]	транспортное средство

7.2 Give Russian equivalents.

adventurous minds;	pick up a new challenge;
a cure for a stressful working life;	concentration demanded by
to empty one's mind;	learning to fly;
to demand concentration;	inner fears disappear;
mental calm;	to require complex equipment;
truly exotic journey;	to roll a canoe;
to carry over the problems;	to remove the possible dangers;
to look from a new angle;	free-falling through the air;
on a wave of confidence and	to cause a wonderful thrill;
strength;	

7.3 Read an introduction to a book about action sports. For questions 1-6 choose the answer (A, B, C, or D) which you think fits best according to the text.

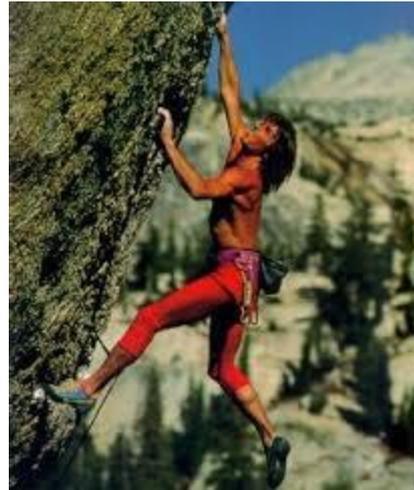


Action Sports and Risk-Taking

(1) Risk-takers have been taking part in action sports since the beginnings of time: the new challenge has always appealed to adventurous minds. The trick with risks is to understand the possible dangers and then remove them by treating each as a problem with only one solution: the safe one. From the

outside the game still looks 'risky', but to the risk-taker who understands the difficulties, the game is a personal test of skill, rather than nerve. None of these sports ought to be dangerous; if they are, you're doing something wrong.

(2) Risk-taking has other benefits. The best cure for a stressful working life may not be a week flat-out on a beach; emptying the mind merely leaves it open for occupation by the home stresses which you brought with you. Pick up a new challenge, something that is exciting,



new, and you not only escape entirely from that other life, but return to **it** on a wave of confidence and strength that carries you over the problems which once seemed part of everyday life.

(3) Action sports offer an escape, one where you learn very quickly: in one week - or even in one weekend - you can learn more about yourself than you did all year. All inner fears disappear in the burn of concentration demanded by learning to fly, dive, ride or climb. The pride earned through jumping from an aeroplane at 12,000 feet or learning to roll a canoe, will stay with you for life. Then there are the other spin-offs: the mental calm which comes with rock-climbing; the wonderful colours of caves; the moment of freedom felt during that first flight beneath the wing of a glider. All these sports cause a wonderful thrill - be it dashing waves or free-falling through the air at 120 miles per hour - but thrills are just a part of the story. Many of these sports double as types of travel. Horses, bicycles, skis, hot-air balloons can be used as vehicles for truly exotic journeys; journeys on which you can look at landscapes (and yourself) from a new angle. And all of these are 'soft' vehicles; ones which allow you to move through, and feel for, the countryside, the mountains and deserts.

(4) The sports in this book cover the complete range of physical and mental skills: they can be done from your own doorstep or from any one of hundreds of places abroad. The sports demand from as little as the cost of a pair of boots to as much as it costs to buy a flying machine. Some of them are very easily reached (I have a friend who goes gliding in his lunch-break), while others require travelling-time and complex equipment.

(5) Finally, remember that each action sport is a wonderful experience, and the more experiences we have, the richer we become, and the more we have to share.

NICK CRANE

- 1) According to the writer, action sports
 - A show a person's ability to overcome difficulties.
 - B are dangerous because of the risks they involve.
 - C test the daring of the person who does them.
 - D are far more interesting than playing games.
- 2) The word '**it**' in par.2 refers to
 - A any holiday activity.
 - B life at home and at work.
 - C any action sport.
 - D a challenging new activity.
- 3) What is the best type of holiday according to the writer?
 - A Lying on the beach and doing nothing.
 - B Engaging in something you are confident about.
 - C Doing something you have never done before.
 - D Escaping to a place which is totally new.
- 4) According to the writer, learning action sports
 - A can be extremely frightening.
 - B helps you learn to concentrate.
 - C makes you understand yourself better.
 - D is not really a difficult task at all.
- 5) Which of these advantages of action sports is not mentioned by the writer?
 - A Maintaining fitness.
 - B Experiencing thrills.
 - C Building confidence.
 - D Seeing new places.
- 6) In general, the writer says that action sports
 - A are inexpensive.
 - B require a lot of time.
 - C are extremely varied.
 - D should not be done alone.

7.4 Comprehension check.

- 1) What types of action sports are mentioned in the text?
- 2) Are all risky sports dangerous?
- 3) How different are risky sports in terms of price, equipment and price?
- 4) Do you agree that "risky sports are done by adventurous people who don't understand the possible dangers"? Why?
- 5) Do you agree with the statement "the more experiences we have, the richer we become"?

MODULE 5 WOMEN IN HISTORY

(1) FORGOTTEN MAKERS OF HISTORY

1.1 Look at these faces. Which ones do you know? Why are they famous?



1.2 Vocabulary. Mind the pronunciation

concentrate	['kɒnsəntreɪt]	organize	['ɔ:gənaɪz]
diet	[daɪət]	prehistoric	[prɪhɪ'stɔrɪk]
human	['hju:mən]	revolution	[revə'lʊ:ʃn]
ignore	[ɪg'nɔ:]	vegetarian	[vedʒə'teəriən]

1.3 Vocabulary. Check if you know these words.

according to	в соответствии; по утверждению
accurate ['ækjərət]	точный; правильный
argue ['a:gju:]	утверждать; заявлять
attention	внимание;
to pay attention to	уделять внимание ч-л
in addition to	кроме того; в дополнение к
cavemen	пещерный человек; дикарь
contribution to [kɒntrɪ'bju:ʃn]	вклад; содействие
deny [dɪ'naɪ]	отрицать; опровергать
effort ['efət]	усилие; попытка
evidence ['eɪdəns]	свидетельство; основание

female ['fi:meɪl]	женщина
insufficient [ɪnsə'fɪʃnt]	недостаточный
at least	по крайней мере
make up	формировать; составлять
male	мужчина
neglect [nɪ'gлект]	пренебрегать
outstanding [aʊt'stændɪŋ]	выдающийся
provide [prə'vaɪd]	предоставлять
range from ... to... [reɪndʒ]	изменяться от ... до ...
reference to ['refərəns]	ссылка на
revise [rɪ'vaɪz]	пересматривать; исправить
ruler ['ru:lə]	правитель
successful [sək'sesfl]	успешный
troop ['tru:p]	отряд; группа людей
urgent ['ɜ:dʒənt]	безотлагательный

1.4 Give Russian equivalents.

to pay insufficient attention to;	to show accurately;
to revise history textbooks;	the evidence shows that;
a well-trained troop;	to deny smb's contribution to
prehistoric humans;	history;
women rulers;	

1.4 a) Look through paragraph 1 of the text “Forgotten Makers of History” and say why some people are not satisfied with history books?

1.4 b) Number the lines A-L of paragraph 2 in the correct order from 1-12. (Now turn to page 136 to check up your answers.)

1	2	3	4	5	6	7	8	9	10	11	12
A											

Forgotten Makers of History

(1) Is the history of the world in urgent need of correction? Some historians, mostly women, argue that insufficient attention has been paid to a very important group: women. These historians want history textbooks to be revised so that they show accurately the role played by women.

(2)

A	According to the history books, cavemen provided most of the food
B	or leading revolutions have been ignored. Textbooks concentrate on
C	are also forgotten. Between 962 and 1582 there were at least 16
D	who organised a well-trained and highly successful troop of 2,000
E	for their families through hunting animals. But the evidence shows
F	women such as Theroigne de Mericourt, an opera singer who led the
G	collected by females. In addition, women's efforts in fighting in wars
H	that 80% of the diet of prehistoric humans was vegetarian and it was
I	storming of the Bastille in 1789, or Mariya Bochkareva, a Bolshevik
J	men such as Hannibal or Che Guevara and neglect outstanding
K	fighting women during the Russian revolution in 1917. Women rulers
L	women rulers in countries ranging from Italy to Angola.

(3) Women make up half the human race. If there is no reference to their contribution to history in the textbooks, then the real story is not being told. However, many male historians deny that important female figures have been kept out of the history books.

1.5 Answer the questions:

1) What role did women play in prehistoric society?

2) What were these women famous for:

Mariya Bochkareva

Theroigne de Mericourt

3) Do you agree with the statements in the last paragraph that the real story is not being told?

4) Do you agree that the role of women in history has been ignored?



(2) COCO CHANEL

2. 1 Vocabulary. Check if you know these words.

abandon [ə'bændən]	отказываться; оставлять
apartment [ə'pɑ:tmənt]	квартира; апартаменты
bring up	растить; воспитывать
costume jewellery ['kɒstʃu:m 'dʒu:əlri]	бижутерия; недорогие украшения
expand [ɪks'pænd]	расширять
fashion [ˈfæʃn]	мода; модный
hat	шляпа
instant ['ɪnstənt]	мгновенный
launch [lɔ:nʃ]	начинать; выпускать
perfume [ˈpɜ:fju:m]	духи
poorhouse	богадельня; рабочий дом
relative	родственник
revolutionize [ˌrɛvə'lu:ʃənaɪz]	производить переворот
set up	основывать; открывать
simpli <u>c</u> ity	простота
suit [sju:t]	костюм
theme [θi:m]	предмет; тематика;

2.2 Read the text and answer the questions after it:



Coco Chanel

COCO CHANEL ([fæ'nel]), fashion designer, died on January 10th in her Paris apartment. Gabrielle 'Coco' Chanel revolutionized the fashion industry with her innovative designs and elegant simplicity. Her themes included simple suits and dresses, trousers for women, and costume jewellery, but she is probably most famous for her perfumes.

She was born in the small city of Saumur ([ˈsəʊmjʊə]), France. Her mother worked in a poorhouse and died when Gabrielle was only six. She was then abandoned by her father and brought up by relatives.



In 1910, she set up a shop in Paris selling ladies' hats. By the 1920s, she had expanded her business to include clothing. At that time she introduced a perfume, Chanel No. 5, which became one of the company's most profitable products. Another instant success was the Chanel suit, which was launched in 1923. The 'little black dress', which could be worn during the day and evening, was also made popular by Coco.

Although she spent most of her life in Paris she moved to Switzerland in her later years. She was still working in 1971 when she died at the age of 87. Coco Chanel, born August 19 1883; died January 10 1971.

- 1) Why was Coco Chanel called a revolutionary?
- 2) What idea was her innovative design based on?
- 3) Can you name some of her iconic items?

(3) Greta Garbo

3.1 Vocabulary. Check if you know these words.

masterpiece [ˈmɑːstəpiːs]	шедевр
silent movie [ˈmuːvi]	немое кино
honorary [ˈɒnərəri]	почетный
soon afterwards	вскоре
throughout [θruːˈaʊt]	на всем протяжении
recluse [riˈkluːs]	затворник, отшельник
casual clothes [ˈkæʒuəl]	повседневная одежда
rumour [ˈruːmə]	молва, толки, сплетни
autobiography [ˌɔːtəbaɪˈɒɡrəfi]	автобиография
celebrity [sɪˈlebrɪti]	известность, знаменитый человек

3.2 Read the text about Greta Garbo ([ˈɡɑːbəʊ]) and decide if the statements are true or false.

- 1) She made films during three decades.
- 2) All her films were silent.
- 3) People were surprised when she ended her career in 1941.
- 4) She lived in New York until she died.
- 5) She never saw anyone ever again after 1954.
- 6) After she stopped making films, she could afford not to work.
- 7) You can read her autobiography.
- 8) In her final interview, Garbo let the journalist finish his first question.

 Greta Garbo

Hollywood's greatest masterpieces, from the silent movies of the twenties through to her last film in 1941. Her decision never to make a film again shocked the movie world. She accepted an honorary Oscar in 1954 but soon afterwards she was rarely seen in public again. She famously said, 'I want to be alone.' She bought a seven-room apartment in New York City where she lived on her own for the rest of her life. Throughout the years leading up to her death in 1990, Garbo wasn't a total recluse. It was reported that she still spent time with the rich and famous and that she would go for long walks in New York wearing dark glasses and casual clothes. She had invested the money she had made from films wisely and there are still rumours that she wrote an autobiography. However, the book has never been published. Her final interview took place in Cannes with the journalist Raul Callan. He started the interview by saying, 'I wonder...' Garbo interrupted, said, 'Why wonder?' and walked away. It is probably one of the shortest interviews in celebrity history.



(4) The Estée Lauder story

4.1 Vocabulary. Mind the pronunciation.

immigrant [ˈɪmɪgrənt]
department [dɪˈpɑːtmənt]
laboratory [ləˈbɒrətɹɪ]
cream [kri:m]

cosmetic [kɒzˈmetɪk]
perfume [ˈpɜːfju:m]
avenue [ˈævɪnju:]

4.2 Vocabulary. Check if you know these words.

chemist [ˈkɛmɪst]
counter space [ˈkaʊntə]
department store
depression [dɪˈpreʃn]
door-to-door
experience [ɪkˈspɪəriəns]

ХИМИК
стойка, стенд с товаром
универсальный магазин
кризис, упадок
поквартирный
ОПЫТ

found (founded, founded)	основывать
hardware ['hɑ:dwɛə]	скобяные товары
huge [hju:dʒ]	огромный, широкий
in-store demonstration	демонстрация товаров в магазине
make-up	косметика
outlet ['aʊtlet]	магазин
range [reɪndʒ]	ассортимент
sample ['sɑ:mpl]	образец, пробник
toiletry ['tɔɪlɪtri]	туалетные принадлежности

4.3 Complete the following passage by putting the verbs into the past simple. See the example.

Estée Lauder was born Ester Mentzer in New York in 1908. Her parents 1 were (be) both immigrants, and she 2 _____ (get) her first experience of business by helping her father Max in his hardware shop.

But it was her uncle, John Schotz, who 3 _____ (introduce) Ester to the world of cosmetics. He was a chemist and 4 _____ (set) up a small laboratory behind the family home where he 5 _____ (make) face creams. Estee 6 _____ (sell) these creams door-to-door, at parties, clubs and lunches and 7 _____ (carry) on developing her business during the depression of the 1920s and 1930s. She 8 _____ (marry) Joseph Lauter on January 15 1930, and they 9 _____ (have) their first child, Leonard, in March 1933.



At the end of World War II, she 10 _____ (found) the company Estée Lauder Inc., and her big break 11 _____ (come) in 1948, when the famous department store Saks in the Fifth Avenue New York 12 _____ (give) her some counter space. She 13 _____ (develop) a whole new style of selling, with in-store demonstrations and free samples, and new outlets soon 14 _____ (open).

As her new company 15 _____ (grow), Estée 16 _____ (keep) a close eye on the business, 17 _____ (go) to every new store and often 18 _____ (train) the salesgirls herself. Over the next few decades, the company 19 _____ (bring) out a huge range of perfumes, make-up and toiletries. By the time her son Leonard 20 _____ (take) over as CEO in 1982, the company was one of the biggest cosmetics companies in the world – and even today, it still accounts for almost 50% of cosmetic sales in American department stores.

4.4 Make up questions from the prompts and give an answer by using prepositions *in*, *on*, or *at*. See the example.

- 1) When/ Estée Lauder/born? – When was Estée Lauder born? –
- 2) When/she/marry/Joseph Lauter? - _____
- 3) When/they/have/first child? - _____
- 4) When/she/set up/company? - _____
- 5) When/she/get/first big break? - _____
- 6) When/Leonardo/take over/CEO? - _____

(5) Margaret Thatcher

5.1 Vocabulary. Check if you know these words.

assassination [ə,sæsi'neiʃn]	убийство политического деятеля
challenge [ˈtʃælɪndʒ]	испытания, трудности
chemistry [ˈkemɪstri]	химия
commonly [ˈkɒmənli]	повсеместно; широко; часто
Community Tax	подушный (местный) налог
election [ɪˈleɪʃn]	выборы
escape [ɪˈskeɪp]	избегать
female [ˈfi:meɪl]	женщина; женского пола;
foreign [ˈfɔ:rn]	иностранный; внешний
forge [fɔ:dʒ]	ковать;
grocery store [ˈgrəʊsəri]	продовольственный магазин
inflation [ɪnˈfleɪʃn]	инфляция
iron [ˈaɪən]	железо; железный
labour union	профсоюз
law [lɔ:]	закон, юриспруденция
leadership [ˈli:dəʃɪp]	лидерство
nee [neɪ]	урожденная
nickname	прозвище
opposition [ˌɒpəˈzɪʃn]	оппозиция
privatize [ˈpraɪvətaɪz]	приватизировать
resign [rɪˈzaɪn]	подавать в отставку
retire [rɪˈtaɪə]	выходить на пенсию
riot [ˈraɪət]	мятеж, бунт
strict	строгий
tax [tæks]	налог
term in office	срок пребывания на посту

tie [taɪ]
tough [tʌf]
upbringing

СВЯЗЬ
ЖЕСТКИЙ
ВОСПИТАНИЕ

5.2 Give Russian equivalents:

a state-owned company
a strict religious upbringing
closer integration
commonly used
foreign policy
street riots
the fall of the Iron Curtain

to cut government spending
to develop one's business sense
to escape assassination
to fight (to win) a war
to forge close ties with
to lower taxes
tough style

5.3 Read the text and answer the questions.



Margaret Thatcher

Margaret Thatcher (nee Margaret Roberts) was born in 1925 in England. Her father owned two local grocery stores, which is where she first developed her business sense. The young Margaret had a strict religious upbringing. She studied chemistry and then law at university. She was Britain's Prime Minister from 1979 to 1990. Her tough style earned her the nickname "The Iron Lady".



Thatcher became a politician after winning an election in London in 1959. She served as Britain's Education Secretary from 1970 to 1974. Thatcher became Britain's first female Prime Minister in 1979. She privatised many of Britain's state-owned companies and had long battles with labour unions. She lowered taxes and inflation and greatly cut government spending.

She was very busy with her foreign policy. Britain fought and won the Falklands War against Argentina in 1982. She forged close ties with the USA and had a warm relationship with President Ronald Reagan. After the fall of the Iron Curtain, she became friends with ex-Soviet leader Mikael Gorbachev. She escaped assassination in 1984 when a bomb exploded at a hotel she was staying in.

In 1987, Thatcher won a third term in office. However, she was becoming unpopular. Unemployment was high and there were street riots after she announced a Community Tax. Her opposition to closer integration

with Europe led to a leadership challenge and in 1990, she resigned. She retired from public speaking in 2002, aged 77. She died on April 8th, 2013, aged 87. "Thatcherism" is still a word commonly used in Britain.

- 1) What did you learn from this text about Margaret Thatcher?
- 2) Why was she called "Iron Lady"?
- 3) Would you like to have met Margaret Thatcher and what questions would you like to have asked?
- 4) What would her answers have been to those questions?
- 5) What is "Thatcherism"?

5.4 Match the following phrases from the article.

- | | |
|--------------------------------------|----------------------------------|
| 1. where she first developed | a. owned companies |
| 2. Her tough style earned her | b. assassination in 1984 |
| 3. She served as | c. spending |
| 4. state- | d. policy |
| 5. greatly cut government | e. the nickname |
| 6. foreign | f. with Europe |
| 7. forged close | g. her business sense |
| 8. She escaped | h. term in office |
| 9. Thatcher won a third | i. Britain's Education Secretary |
| 10. opposition to closer integration | j. ties with the USA |

5.5 Use the following expressions to complete the text.

enterprise culture
enterprise economy
enterprise zone
free enterprise
private enterprise

Margaret Thatcher often talked about the benefits of (1) _____ or (2) _____. She said that her achievement was to establish an (3) _____ in Britain, an economy where people were encouraged to start their own companies and where it was acceptable to get rich through business: an (4) _____.

In some areas, the government reduced the number of laws and regulations to encourage business to move there. Businesses were encouraged to set up in the London Docklands, for example. The Docklands were an (5)_____.

(6) Marie Curie

6.1 Vocabulary. Check if you know these words.

amazing [ə'meɪzɪŋ]	удивительный, поразительный
conduct [kən'dʌkt]	проводить
deadly ['dedli]	губительный, смертельно опасный
devastate ['devəsteɪt]	опустошать
exceptional [ɪk'sepʃənl]	исключительный
exposure [ɪk'spəʊʒə]	воздействие, подвержение
extremely [ɪk'stri:mli]	чрезвычайно
fund [fʌnd]	фонд, капитал
genius ['dʒi:niəs]	гениальный
honour ['ɒnə]	удостаивать
maths [mæθs]	математика
Nobel Prize [nəʊ'bel praɪz]	Нобелевская Премия
physics ['fɪzɪks]	физика
polonium [pə'ləʊniəm]	полоний
radioactivity [,reɪdɪəʊæk'tɪvəti]	радиоактивность
radium ['reɪdiəm]	радий
Warsaw ['wɔ:sɔ:]	Варшава

6.2 a) Listen and answer the questions.

- 1) What were her greatest discoveries?
- 2) What happened to Marie in 1906? How did that influence her later life?
- 3) Do you happen to know her maiden name?

6.2 b) Listen and fill in the gaps.

Marie Curie

Marie Curie (['kjuəri]) was born in 1867. She 1_____ greatest scientists ever to have lived. She was a pioneer 2_____ radioactivity and discovered the chemical elements radium and polonium. Curie is the only person 3_____ Nobel Prizes in two different sciences. Other achievements include 4_____ female professor at the University of Paris.

Curie was born in Warsaw, Poland. Her father was a maths and physics teacher 5_____ influence on Marie's early education. From

6_____ Marie was an exceptional student with an amazing memory. She often went without food 7_____. Her brilliant mind led her to Paris 8_____ conduct her research. She 9_____ husband Pierre Curie at the university. He considered Marie to be a genius and instantly wanted 10_____. They got married and spent 11_____ time together in their laboratory studying radioactive materials. Their research led to the discovery of radium, 12_____ were honoured with the Nobel Prize for Physics in 1903.



Pierre was killed in 1906 and Marie was devastated 13_____ lonely. She threw herself 14_____ her work and won the Nobel Prize for Chemistry in 1911. She spent the 1920s raising 15_____ research into radium. In 1934 she died from a condition caused by decades of exposure to radiation. No one 16_____ radium was until years later.

6.3 These jumbled words are from the text. Write and spell them correctly.

Paragraph 1

1. one of the greatest *tinictssse*
2. She was a *reinoep* in the field of radioactivity
3. discovered the *lcechmia* elements radium and polonium
4. the first female *serorpfos*

Paragraph 2

5. *iysphsc* teacher
6. a big *nefulcien* on Marie's early education
7. an amazing *emomry*
8. Her *ibllitrna* mind

Paragraph 3

9. her *ufreut* husband
10. He considered Marie to be a *enusig*
11. studying radioactive *mritsaela*
12. Their research led to the *vsyrieco* of radium

Paragraph 4

13. extremely *lneoyl*

14. She *wethr* herself even deeper into her work
15. *niarigs* funds for more research
16. No one knew how *dydela* radium was



Questions for discussion:

- 1) Can you name three main features of all these women?
- 2) What do all these women have in common?
- 3) Could you add some more names to this list? Find some information about these women and be ready to present it in the class.
- 4) What changes have there been in the roles of women in the world (in our country) in the last 100 years?
- 5) What do you think women do better than men?



VOCABULARY DEVELOPMENT

EDUCATION

1. 1 a) Vocabulary reference: Places of study

primary school ['praɪməri]	boarding school ['bɔːdɪŋ]
secondary school ['sekəndri]	independent school
comprehensive school [kəmprɪ'hensɪv]	secondary modern school
grammar school ['græmə]	further ['fəːðə] education college
specialist school ['speʃəlɪst]	university [juːnɪ'vɜːsɪti]

1.1 b) Match the descriptions with words from Places of study

1. It takes children of all abilities and provides a wide range of secondary education for children between the ages of 11-18.
2. It offers a mainly academic education for the 11- 18-year-old age group. Children enter the school on the basis of their abilities and have to sit an entrance examination first.
3. It specialises in helping students improve their qualifications, especially for admission to a career-based or degree course.
4. The first one was founded around 800 years ago. Students study for qualifications such as degrees, diplomas and postgraduate qualifications.
5. It provides education up to the age of 18. Students live at the college and have to pay fees to attend.
6. It gives pupils a broad secondary education with a strong emphasis on languages, technology, arts or sport. Pupils do not have to pay fees in order to attend.
7. Pupils have to pay fees for their education in this type of school.
8. Children attend this school from around the age of 4 or 5 until the age of 10 or 11.
9. These schools, sometimes called junior high schools, are for pupils aged 11- 16.

1.2 a) Vocabulary reference: Jobs /positions in education.

administrator [əd'mɪnɪstreɪtə]	professor [prə'fesə]
admissions officer [əd'mɪʃn]	pupil ['pjʊːpl]
graduate ['grædʒʊət]	researcher [rɪ'sɜːtʃə]
lecturer ['lektʃərə]	tutor ['tjʊtə]
postgraduate [pəʊst'grædʒʊət]	undergraduate [ʌndə'grædʒʊət]

1.2.b) Complete the definitions with words from 1.2 a).

1. a boy or girl attending school - usually in primary or middle school
2. a university or college teacher responsible for teaching students
3. an academic who investigates or studies something in order to find out new facts or make new discoveries
4. a person who works at university or college and teaches large numbers of students in a lecture theatre
5. someone who has completed a course of study or training, especially a person who has got their first degree
6. the person responsible for running an office in an organisation
7. a student at a college or university who has not taken their first degree
8. someone who is taking a higher degree such as a masters or doctorate
9. the most senior teacher in a university or college department
10. this person decides who can be offered a place on a course at college or university

1.3 Vocabulary reference: Collocations with **get** and **do**.

Match a noun on the right with the proper verb on the left. One noun can go with both verbs.

	a place
	a degree
GET	a course
	research
DO	a qualification
	an offer
	an education

1.4 a) Vocabulary reference: Collocations connected with education

- to develop [dɪ'veləp] practical skills in
- to complete [kəm'plɪ:t] a degree
- to learn from experience [ɪk'spɪəriəns]
- to get hands-on experience of (практический опыт)
- to cover [kʌvə] a wide range of subjects
- to get a practical grounding in
- to acquire [ə'kwɪə] theoretical knowledge
- to take an exam

1.4 b) Complete the passage using the correct form of words from 1.4 a).

Andrew Mitchell tells how he trained to be a pilot.

I always wanted to be a pilot. In fact, I can remember telling my teacher at boarding school about my dream when I was about 12 years old! I was in the air cadets for four years while I was doing GCSEs and A levels. After leaving school I went on to (1)_____ in Aeronautics and Astronautics Engineering at(2)_____. After graduating I applied to do an Airline Transport Pilot Licence course. The course enables you to acquire (3)_____ at the flight deck. During the first part of the course you (4)_____, including meteorology and navigation. For the rest of the course you get (5)_____ of flying!

As a pilot you have to get used to (6)_____. In fact, I have to take a test in a simulator every six months.

1.5 a) Vocabulary reference: Activities

revise [rɪ'vaɪz]

critical thinking

summarise ['sʌməraɪz]

references ['refrənsɪ:z]

paraphrase ['pærəfreɪz]

research

plagiarise ['pleɪdʒərəɪz]

plan

note-taking

hand / give in

1.5 b) Match the words from 1.5 a) with the definitions.

1. to give a piece of work to someone to mark
2. to write the main points of a lecture or an article
3. to look for facts to use in a piece of writing or work you are doing
4. to write the title and author of a book you have used in your essay
5. to write something down in words or short sentences
6. to think about both sides of an argument
7. to say someone else's work is your work - to copy
8. to use different words to give the same meaning as the original writer
9. to decide on something and arrange to do it
10. to read your work again to improve your knowledge of a subject, usually to prepare for an examination

1.5 c) Complete the paragraph using the correct form of words from 1.5a.

Our tutor gave us the subject of Operations Management and first of all our group (1)_____ what to do. Then we (2)_____ our notes from the tutor's lecture and (3)_____ the references from the lecture in the library and on the Internet. Everyone read a different article and

(4)_____ on it. After this we met again and each person,
(5)_____ their research. A person from another group wanted to copy
our work, but we told him not to (6)_____. We (7)_____ our
work one week early.

1.6 a) Vocabulary reference: Subjects

Agriculture ['ægrɪkʌltʃə]

Geography [dʒɪ'ɒɡrəfi]

Biology [baɪ'ɒlədʒɪ]

Archaeology [a:kɪ'ɒlədʒɪ]

Mathematics [mæθə'mætɪks]

Management ['mænɪdʒmənt]

Engineering [endʒɪ'nɪərɪŋ]

Psychology [saɪ'kɒlədʒɪ]

Pharmacy ['fɑ:məsɪ]

Informatics [ɪnfə'mætɪks]

1.6 b) Match the words from 1.6 a) with the definitions.

1. the study of cultures of the past, and of periods of history by examining the remains of buildings and objects found in the ground
2. the study of how to run and control a business
3. the study of electronic equipment, especially computers
4. the study of the earth's surface, physical features, divisions, products and population
5. the study of how to prepare medicines and drugs
6. the activity of applying scientific knowledge to the design, building and control of machines, roads, bridges and electrical equipment.
7. the science of numbers and shapes
8. the scientific study of the life and structure of plants and animals
9. the science or practice of farming
10. the scientific study of the mind and how it influences behaviour

1.7 Read the following text and choose the correct alternative in each case.

I started school when I was five and I went to the local (1) *nursery/primary* school. I liked it very much; the (2) *classes/lessons* were small and the (3) *teachers/professors* were very friendly. At eleven I changed and went to (4) *sixth form college/secondary school*. Things didn't go so well here. I hated studying (5) *subjects/courses* like Biology and Physics and I got terrible (6) *points/marks* in tests. My parents tried to (7) *teach/learn* me the things I didn't understand, but it was no good. I used to get very worried about my end-of-year exams and one year, even though I spent a lot of time (8) *revising/reviewing*, I knew I wouldn't (9) *pass/succeed*. In the end I was right – I (10) *failed/missed* all the exams and had to (11) *retake/remake* them all a few months later. That was the worst year of my school life, but it didn't stop me having a good (12) *course/career* as an engineer.

1.8 Fill in the gaps in the following sentences with the words in the box.

playground	term	break
truant [trʌənt]	give	university
cheat [tʃi:t]	absent	headmaster
heart [ha:t]	hard	report
correct	degree	board

1. Our teachers _____ our homework in the evening and _____ it out the next day.
2. My brother tried to _____ in the exam, but he was caught and sent to the _____.
3. I like to play football in the _____ with my friends during the lunch _____.
4. She got a very good school _____ because she worked so _____ this _____.
5. I'd like to go to _____ when I finish school and do a _____ in Economics.
6. The teacher wrote the rules on the _____ and told us to learn them by _____.
7. Were you _____ for a good reason yesterday or were you playing _____?

1.9 Choose the correct alternative.

1. I could get a job as a secondary school _____ now, but I want to continue studying to become a university _____ (teacher/ lecturer).
2. History is my favourite _____ but today's _____ wasn't very interesting. (lesson/subject)
3. My primary school only has 300 _____ but there are over 5,000 _____ at my brother's university. (pupils/students)
4. Frank got good _____ in all of his school exams, so he was able to go to university to do a _____. (grades/degree)
5. There will be no lectures during the last _____ of my history _____ as we are expected to study for exams then. (course/ term)
6. I got an extra _____ for remembering the name of Napoleon's horse, so my final _____ for the test was 19 out of 20! (point/mark)
7. The _____ of the arts faculty used to be the _____ of a primary school. (dean/headmaster)
8. When I went to _____ I only saw my parents during the holidays, but now that I go to a _____ I see them every night. (day school / boarding school)
9. It is necessary to pay school fees in order to go to a _____ whereas a _____ is run by the state and is therefore free. (comprehensive school/private school)

10. My brother and sister go to a _____, but I go to a _____ where there are only girls. (co-educational school/single-sex school)

1.10 Look at the phrases below. Which two nouns in each group are correct? Change wrong-combinations, adding the correct verb and/or changing the preposition where necessary.

- go to school / to a place at university / to college
- revise for an exam / a subject / a test
- graduate from university / from primary school / from high school
- get a degree / a good grade / an exam
- take/retake homework / an exam / a course
- pass/fail an exam / a course / a good result
- hand in an essay / a seminar / an assignment
- do progress / coursework / your best
- make mistakes / progress / homework
- study an exam / a subject / a language
- attend / miss / fail a class

1.11 Work with a partner to discuss the following questions about education in your country.

1. What age do children usually start primary (or elementary) school?
2. What age do children usually leave secondary school?
3. What age does compulsory education start? At what age does it finish? Do you think these are the correct ages?
4. Think about the different schools you have been to in the past or which you go to now and discuss the following questions.
 - a) How did/do you feel about each of them? Did/do you enjoy them?
 - b) What would you change about your school in order to improve it?
 - c) Were/Are they single-sex or mixed? Do you think it is better to have single-sex or mixed schools?
 - d) Were/Are they strict?
 - e) Did/Do you have any special friends?
 - f) Did/Do you play any sports/musical instruments at school?
 - g) Did/Do you have any teachers or subjects that you especially like(d)/dislike(d)?
5. How often did/do you have to take exams?
6. How do/did you revise for exams?

7. Are exams or continuous assessment more common? Which is the better way of monitoring progress? Why?
8. How did/do you feel about exams? Did/Do you enjoy them/hate them/get nervous about them?
9. Do most people go on to higher education? Why / Why not? Do they have to pay?

 1.12 Listen and complete the passage using the correct form of the words.

Managing your student loan

I have a student (1)_____ which pays for my university (2)_____ and I have a (3)_____ on top of that. This is the money that I have to manage on, on a day-to-day basis. It pays for my accommodation and food. I also have a part-time job and I use that (4)_____ to buy other things such as clothes and CDs.

I've actually been very disciplined and careful with my money so far, and regularly (5)_____. I keep a note of my (6)_____ so that I can keep on top of things. Obviously if I go and get a pizza or something I don't bother writing that down, but if I (7)_____ a lot of money, I do keep a note of it so that I know what I spent it on. I know that one day I'll have to (8)_____ the loan, but this shouldn't be too much of a problem once I've graduated and got myself a job.

1.13 a) Vocabulary reference: Money terms

tuition fees	плата за обучение
maintenance grant	пособие на содержание
current account	текущий счёт
interest	банковский процент
debit card	дебетовая (платёжная) карточка
overdraft	превышение кредита
transactions	экономические операции; сделки
direct debit	прямое дебетовое списание
balance	состояние счёта
budget	смета расходов

1.13 b) Match the words from *Vocabulary reference: Money terms* with the definitions.

1. the amount of money that students have to pay in order to attend college or university

2. the amount of money you have in your account at any particular time
3. a plastic card which allows you to take money from your account at any time of day, including outside banking hours, by using cash machines
4. extra money paid to you on money you have deposited in an account
5. a bank account, with a cheque book, for putting in and taking out money
6. a sum of money that the bank has decided you are allowed to take out of your account even when you haven't got any money in there
7. an arrangement for making payments, (e.g. to a gas or electricity company) in which your bank moves money from your account into the company's account at regular times
8. a sum of money provided to students to help them pay for accommodation and living costs
9. a plan to show how much money a person will earn and how much they will need or be able to spend
10. amounts of money that are spent regularly

1.14 a) Vocabulary reference: Verbs connected with money

to set up an account	открыть счёт
to check your balance	проверять баланс
to pay in cash	платить наличными
to earn an income	получать доход
to transfer money	пересылать деньги
to draw up a budget	сформировать бюджет
to take out a loan	брать кредит
to pay back money	выплачивать долг
to overspend your account	выйти из бюджета; перерасходовать
to withdraw money	снять деньги со счета
to be in / go into debt	быть в долгу /

1.14 b) Complete the passage using words from 1.14 a).

Get answers to these questions before you choose your bank:

How much (1)_____ does the money in your current account earn?

What is your maximum (2) _____ limit? Is it interest-free?

What are the facilities like, such as the number and location of cash machines? For example, can you use your (3)_____ to take out money on campus?

How easy is it to arrange to pay bills by month (4)_____

Do they charge you for everyday (5)_____ like using cheques or sending you statements which tell you what's happening in your account?
 Do they offer online or telephone banking services so that you can check your (6)_____ whenever you want to?

1.14 c) Choose the correct alternatives to complete the passage.

It is important to draw up a (1) *budget / balance*. Making a list of how much you are spending will ensure that you don't go (2) *withdrawn / into debt*. Some student money advisers argue that the best way to manage your (3) *loan / interest* is to set up two bank accounts. You can (4) *transfer / withdraw* the full amount into one of them and then set up a monthly (5) *direct debit / overdraft* to put money into your (6) *current account / tuition fees*. This means you will know as soon as you start to (7) *overspend / earn*. It's definitely worth doing some research into student bank accounts as they are likely to offer interest- free (8) *overdrafts / grants*.



1.15 a) Listen to a conversation and complete the form.

(1) Payment of Fees

(a) course fees (b) accommodation (c) both fees

(2) Course details

(a) school of _____ (b) department of _____

(3) Course:

(a) short course (b) part-time (c) full-time
 (d) undergraduate (e) postgraduate
 (f) MA (g) MBA (h) MSc

(4) Course code _____

(5) Payment type

(a) credit card (c) cash
 (b) direct debit (d) cheque

(6) Student details

Name:(a)_____

University number (b)_____

1.15 b) Listen again and answer the questions.

1. Where does the student find the course code?
2. How much is the fee if the student pays by monthly installments?
3. In what situation can the student get some money back?
4. What details does the student need about the university for the bank?

1.16 a) Read the passages and match the scholarships with the places: United States of America; United Kingdom; European Union.

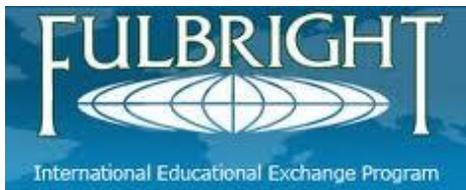
Chevening programme



The Chevening programme consists mainly of postgraduate courses. Chevening scholars are placed at a wide range of higher education institutions throughout Great Britain. Scholars from all over the world choose where to study in one of two ways.

Some carry out their own research on where to study, others get advice from the British Council. Most Chevening Scholarships are awarded for study on Masters programmes, although we do support a small number of PhD awards. Undergraduate study is not funded under Chevening.

Fulbright Scholar Program



Each year some 800 people from around the world receive Fulbright Scholar grants to study in the United States. Under the Visiting Fulbright Scholar Program, scholars apply in their home country for Fulbright

awards. In many countries, scholars are expected to show that they have got a place at a university in the United States as part of the application process to be eligible for an award. Applicants usually include a letter of invitation from the university in their application materials.

Erasmus for students



Have you ever wanted to get to know a different culture, study at a foreign university, meet new friends, learn another language, all at the same time? Then Socrates / Erasmus programme offers applicants the possibility of studying abroad in another European country for a period of between three and twelve

months. Erasmus is a European Commission exchange programme that helps students in European countries to study for part of their degree in another

country. You may receive a study grant and you will not have to pay university fees. In addition, your studies abroad will be recognized at your home university.

1.16 b) Answer the questions.

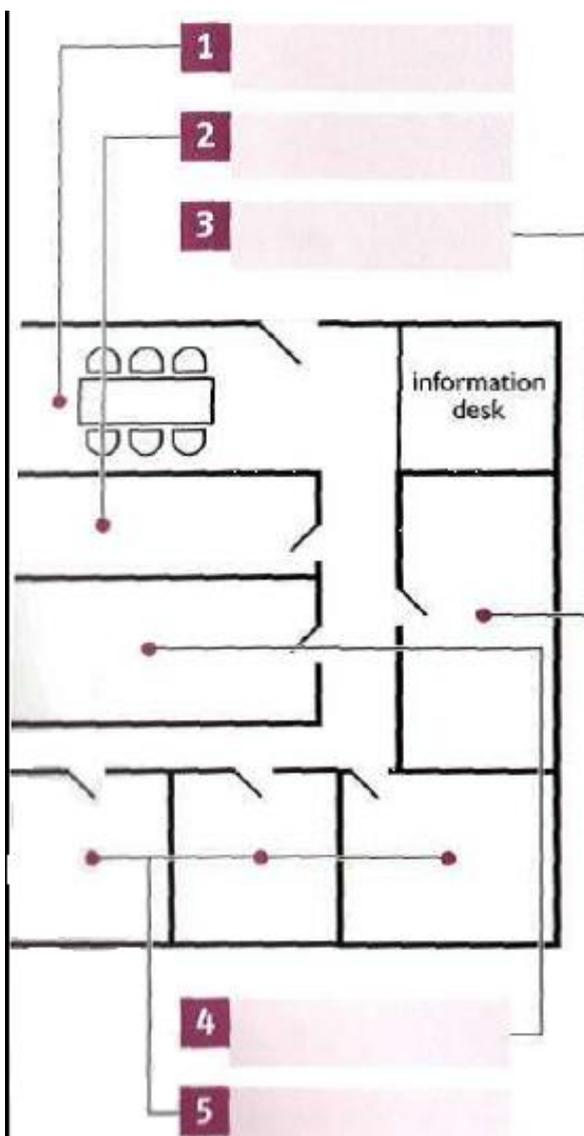
1. Which programmes are for any nationality?
2. Which programme is mainly for Masters degrees?
3. Which is only for European students?
4. What do students need to show before they can apply for a Fulbright scholarship?
5. How do students usually fund their education in your country?
6. What do you know about scholarships?

 1.17 a) Decide which things the Careers Advice Service does.

1. Arrange visits to employers.
2. Takes students to recruitment fairs.
3. Trains students how to write a CV.
4. Writes letters to employers for students.
5. Interviews students and gives them advice.
6. Gives jobs to students.

1.17 b) Listen to a conversation in the Careers Advice Service and label the plan:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____



1.17 c) Listen again and complete the table with no more than three words for each answer.

PLACE	SERVICE
Information desk	book (1)_____ with an advisor
Reading room	information on courses, businesses, companies and other (2)_____
Careers information room	information on occupations (3)_____ and travel
Cluster room	1. online (4)_____ - updated (5)_____; 2. computer programme for (6)_____ planning
Seminar room	workshops on job-hunting, writing a CV, how to be good at (7)_____ dealing with selection tests
Career advisors' offices	advice on careers and (8)_____, training and workshops

1.17 d) Work in pairs. Answer the questions.

- 1) What is the starting point for students who use the Careers Advice Service?
- 2) How does the careers computer programme work?
- 3) When should students see a careers advisor and why?
- 4) Now discuss which part of the Careers Advice Service you think is the most helpful.

APPLYING FOR A JOB

2.1 Complete the gaps with verbs from the list to describe some of the competencies of a manager. Use each verb once.

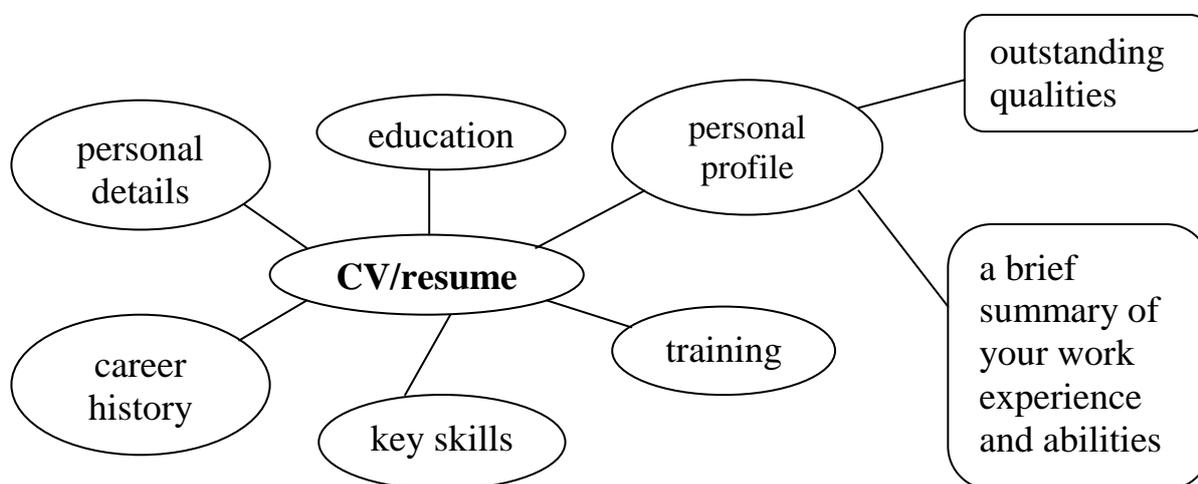
build	develop	ensure	identify	improve	motivate	react to
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A manager should be able to:

1. _____ staff performance.
2. _____ an effective team.
3. _____ change.
4. _____ staff.
5. _____ creativity.
6. _____ problems.
7. _____ deadlines are met.

2.2 What details should be included to a curriculum vitae? Complete the mind map with items from the box. Can you add more items to the mind map?

~~a brief summary of your work experience and abilities~~ • dates of previous employment • duties in previous jobs • relevant courses attended • full contact details • language skills • main exam or degree • marital status • name and address • achievements/skills in career • ~~outstanding qualities~~ • previous employers • nationality • professional qualification or title • school and university details • qualifications or certificates from on-the job training • specializations/publications



2.3 Complete the words in the text. Use some words from the list below.

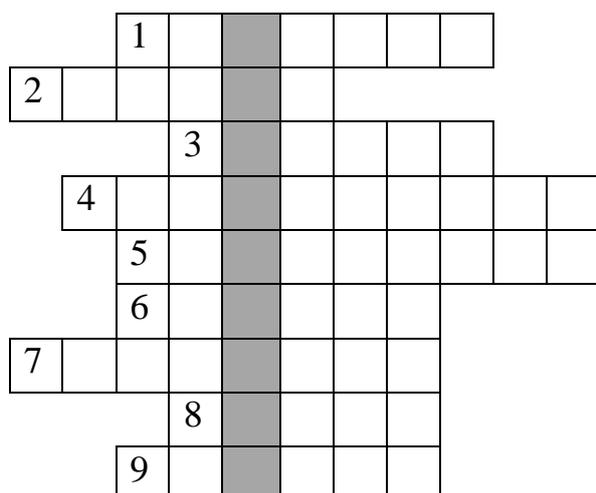
military recruit qualifications training management ability
sector experience profession skills

I've just left university and I'm hoping to have a *career* in a private (1) s____, and eventually I'd like to be in (2) m____ and have my own business. I had a couple of jobs in small companies in my holidays, so I have a little (3) e____. I'm hoping to work for a large company to start with; they do a lot of (4) t____, and I'll be able to get some extra (5) q____ too. My father's in the legal (6) p____, but for some reason, he wants me to have some experience in the (7) m____ as a soldier. I've no idea why, though.

2.4 Complete the sentences with a single word. – (describe career)
 ex. I was glad to be appointed to the job I have. (chosen for the job)

- 1) My job's very _____. (difficult but interesting)
- 2) I want to transfer to another _____. (section of business)
- 3) I have good _____ in my job. (chances of success)
- 4) I'd really love to be _____. (given a better job in the company)
- 5) I'm bored at work, so I'm going to look _____. (in another place)
- 6) I've never been _____. (out of work)
- 7) I'd hate to have to _____ someone. (dismiss)
- 8) If I hated my job, I would definitely _____. (hand in my notice)

2.5 Complete the crossword. The letters in the grey squares spell out another word. What is it?



1. choose someone for a job
2. something you get when you have been helpful or worked hard
3. if you resign, you hand in your _____
4. out of work
5. chances of being successful in the future
6. the tasks you do when you are at work
7. connected with office work, such as keeping records and doing accounts
8. find a solution to a problem
9. deal with something o control it

The letters is grey squares make the word _____.

2.6 Fill in the text with correct prepositions. (to, at, on, off, to, in, out of)

Rebecca lives in London and works in public relations. She lives home for work (1) _____ 7.30 a.m. She drives (2) _____ work. The traffic is often bad and she worries about getting (3) _____ work late, but she usually arrives (4)_____ time. She finishes work quite late, at about eight. "Luckily, I'm never ill," she says. "I could never take the time (5) _____ work." She loves what she does and is glad to be (6) _____ work. Some friends are not so lucky: they are (7) _____ work.

2.7 Choose the best word from the brackets to fill the gap.

ex. We need to recruit four new people for our office in Manchester. (join/recruit)

- 1) We are using a recruitment _____ to find them for us. (agency/headhunter)
- 2) They advertised the _____ in the local newspaper last week. (positions/applicants)
- 3) So far, over 60 people have applied for the _____. (works/posts)
- 4) We are going to look at all the letters of _____ over the weekend. (application/situation)
- 5) On Monday, we will draw up a _____ of 10 or 11 people. (reference/shortlist)
- 6) Then we'll invite them all to come for an _____. (interview/appointment)
- 7) We hope to _____ the successful applicants by the end of the month. (apply/appoint).

2.8 Fill in the gaps with the correct preposition. Some prepositions may be used more than once.

with from in as for at

"My name is Jean Wilson and I have just started working (1)_____ a bank. I graduated (2)_____ Edinburgh University last year with a degree (3)_____ Business and Management. Now I am going to train (4)_____ an accountant. I think I will do well because I am good (5)_____ figures and I am skilled (6)_____ using computers. I think that training (7)_____ a specific job will be more interesting than the general education I got at university."

2.9 Explain the difference in meaning between the following pairs of words/phrases.

- 1) an employer/an employee
- 2) to win/to earn
- 3) a salary/a wage
- 4) unemployed/on a pension
- 5) to be sacked/ to be made redundant
- 6) a perk/a bonus
- 7) to retire/to resign

2.10 Complete these sentences with a suitable word from the frame.

apply challenge her rise course part-time over market

- 1) I don't want a full-time job. I'd prefer to work _____.
- 2) She'd like to go on another training _____.
- 3) I'm bored in my job. I need a fresh _____.
- 4) He works on a stall (ларек, киоск) in the _____.
- 5) At the end of this year we should get a good pay _____.
- 6) She's got more than a hundred workers under _____.
- 7) I didn't know he was the new manager. When did he take _____?
- 8) It's a boring job and the pay is awful. Why did he _____?

EXTREME SPORTS

3.1 Look through the text and match sports mentioned in it with proper pictures. Mind these words.

a fakie	катание задом наперёд
a kick-turn	поворот кругом
an ollie	совершать прыжок вместе с доской
cord	веревка
flat keel	горизонтальный киль
frame	рама; каркас
pipe	труба
height [hait]	высота
involve	подразумевать
kite	бумажный змей
pull	тянуть
raft	плот
rough [rʌf]	бурный (о море) / шероховатый
sideways	боком

span	перекрытие моста
steer	управлять рулем
stomach ['stʌmək]	живот
through	через; сквозь
vehicle ['vi:əkl]	средство передвижения
wake	кильватер
wakeboard	доска для катания за катером
wave	волна

Activities that involve danger or speed or both are often called extreme sports. Many extreme sports are done on or in water.

Surfing and bodyboarding are similar, but a surfer stands on a surfboard to ride on the waves while a bodyboarder lies on their stomach on a bodyboard.

Waterskiing and wakeboarding both involve being pulled through the water by a fast boat: a waterskier wears one or two waterskis, while a wakeboarder stands sideways on a wakeboard. **Jet-ski** is a small self-propelled vehicle for one person resembling a scooter, which skims across water on a flat keel, and is steered by means of handlebars. **White water rafting** is the activity of riding on a raft over rough, dangerous parts of a fast-flowing river.

Other extreme sports involve jumping from great heights. **Skydivers** jump from a plane and fall for as long as they safely can before opening their parachutes. You can jump from the side of a mountain, wearing a kind of a parachute in **paragliding**, or a frame like a very large kite in **hang-gliding**. **Parasailing and base jumping** are both also done wearing parachutes. In parasailing you are pulled behind a fast boat and rise into the air. A base jumper jumps from the top of a tall building or bridge (BASE stands for building, antenna, span, earth). **Bungee jumping** is an activity that involves jumping from a tall structure while connected to a large elastic cord. **Abseiling** ['æbseɪl] is a sport that involves climbing down the front of a large rock or a tall building while holding onto a rope.

Skateboarders and snowboarders may ride on a half-pipe: a U-shaped structure or a U-shaped channel cut into the snow. They do jumps and tricks, for example a fakie, an ollie, or a kick-turn.

1



2



3



4



5



6



7



8



9



10



11



12



3.2 a) Vocabulary. Find pairs of adjectives that have similar meanings.

angry ['æŋɡrɪ]

excited [ɪk'saɪtɪd]

bad

tired [taɪəd]

good

funny

strange

exhausted [ɪg'zɔ:stɪd]

awful ['ɔ:fl]

incredible

hilarious [hɪ'leəriəs]

furious ['fjʊəriəs]

brilliant

thrilled [θrɪld]

3.2 b) Vocabulary. Mind these expressions:

TO BE calm excited frightened nervous

TO HAVE a dry mouth

sweaty palms

a pounding heart

trembling legs

butterflies in the stomach (испытывать нервную дрожь от страха)

a rush of adrenalin

a love of danger

a sense of risk

a sensation of speed

a feeling of being in control

to make your stomach turn

to take your breath away

to get a thrill from ...

to get your kicks from ... (получать удовольствие; заниматься тем, что нравится)

to keep one's head / composure; (сохранять спокойствие духа / спокойствие)

not to lose one's composure

not to turn a hair; (= и глазом не моргнуть; не выказывать тревоги)

Note:

breath ['breθ] - дыхание

butterfly ['bʌtəflaɪ] – бабочка

composure [kəm'pəʊzə] - спокойствие; самообладание

round ['raʊnd] – колотиться (о сердце);

sensation – ощущение;

stomach ['stʌmək] – живот

sweaty [sweti] – потный

tremble - дрожать

thrill – трепет; возбуждение

3.2 c) How would each of the following make you feel? Use expressions from 3.2 a) and 3.2 b).

Talking to someone you're really attracted to;

Taking an exam;

Climbing to a high point and then looking down;

Taking off in an aeroplane ['eərəpleɪn];

Riding on the back of a motorbike at high speed;

Being stuck in a traffic jam;

Giving a speech in front of an audience;

Going on a roller-coaster at the fair;

Finding out that you have been robbed;

Galloping on a horse;

Watching your national football team;

Being stopped by the police.

4 Which of the popular British pub dishes on the next page would you like to taste?

Mind these words.

filling - начинка фарш

tuna - тунец

a ploughman ['pləʊmən] - пахарь

pickled - маринованный

Branston pickle - a type of British sauce made with pieces of vegetable, spices and vinegar

a bread roll - булочка

lasagne [lə'zænjə]

a layer - слой

pasta ['pæstə] макаронное изделие

sauce ['sɔ:s] соус

pastry [peɪstri] сдобное тесто; кондитерские изделия

pasty ['peɪsti] пирог; пирог с мясом и овощами

breadcrumb(s) крошка

blame on обвинять; сваливать вину на

mashed potato картофельное пюре

gravy подливка; соус из сока жареного мяса

to conserve [kən'sə:v] консервировать

shepherd ['ʃepəd] пастух

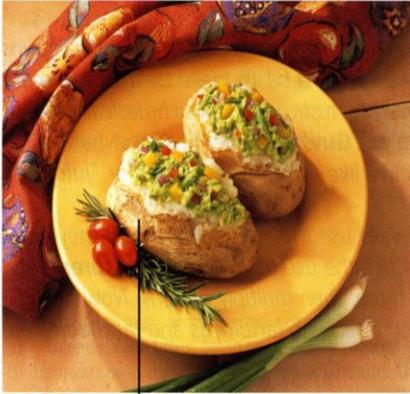
a pie пирог

minced (beef) рубленый (фарш из говядины)

Lancashire [ˈlæŋkəʃɪə]

hotpot тушёное мясо с картофелем

slice резать ломтиками



Baked potatoes - potatoes that are cooked in the **oven** for about one hour. They are often served with a **filling** such as cheese, butter, **tuna** and **sweetcorn** or **baked beans**.



Pork pie - meat in pastry.



A sausage roll - sausage meat in pastry.



Pasties - vegetables and meat in pastry.



Pork scratchings - fried pieces of pork fat.



Ploughman's lunches - a lunch dish that consists of a piece of cheese and a mini-salad, with lettuce, tomato, cucumber, pickled onions, and **Branston pickle**. Served with a bread roll and butter.



Pickled egg - an egg that has been conserved in vinegar.



Scotch egg - a boiled egg covered in sausage meat and **breadcrumbs**. It was invented by a Welshman, who later **blamed it on** the Scottish.



Pickled onion - an onion that has been conserved in vinegar.



Shepherd's pie - a mixture of minced beef, carrots and onions with mashed potato on top.



Lasagne - an Italian dish of layers of pasta and meat in a tomato sauce.



A T-bone steak - a thick steak, often served with chips.



Chicken curry - an Indian dish of chicken in a curry sauce.



Bangers 'n' mash - this is large sausages with mashed potato and rich gravy.

Chicken in a basket - roast chicken with chips served in a little basket.



Lancashire hotpot - this has meat and vegetables cooked in gravy, with sliced potatoes on top.

5.1 Forgotten Makers of History (original)

Is the history of the world in urgent need of correction? Some historians, mostly women, argue that insufficient attention has been paid to a very important group: women. These historians want history textbooks to be revised so that they show accurately the role played by women.

According to the history books, cavemen provided most of the food for their families through hunting animals. But the evidence shows that 80% of the diet of prehistoric humans was vegetarian and it was collected by females. In addition, women's efforts in fighting in wars or leading revolutions have been ignored. Textbooks concentrate on men such as Hannibal or Che Guevara and neglect outstanding women such as Theroigne de Mericourt, an opera singer who led the storming of the Bastille in 1789, or Mariya Bochkareva, a Bolshevik who organised a well-trained and highly successful troop of 2,000 fighting women during the Russian revolution in 1917. Women rulers are also forgotten. Between 962 and 1582 there were at least 16 women rulers in countries ranging from Italy to Angola.

Women make up half the human race. If there is no reference to their contribution to history in the textbooks, then the real story is not being told. However, many male historians deny that important female figures have been kept out of the history books.

5.2 Famous Women quiz “Who am I?” Look at the faces. Which ones do you know?

Agatha Christie

Valentina Tereshkova

The Virgin Mary

Joan of Arc

Cleopatra

Coco Chanel

Margaret Thatcher

Mother Theresa [tə'ri:zə]

Marylyn Monroe

Nefertiti

Faina Ranevskaya

Charlotte Brontë

Ella Fitzgerald

Anna Akhmatova

Vanga

Catherine II

Isabella of Spain

Olga of Kiev

Queen Victoria

Marina Tsvetaeva

Montserrat Caballé

Nadezhda Krupskaya

Rosa Luxemburg

Tamar the Great of Georgia

Edith Piaf



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ТЕКСТЫ ДЛЯ ЧТЕНИЯ И ОБСУЖДЕНИЯ ЧАСТЬ I

Учебное пособие

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Научный редактор *кандидат философских наук,*
доцент О.В.Солодовникова

Компьютерная верстка *О.В. Михайлова, О.Б. Ступникова*

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ИЗДАТЕЛЬСТВО  ТПУ. 634050, г. Томск, пр. Ленина, 30
Тел./факс: 8(3822)56-35-35, www.tpu.ru