

**Министерство образования и науки Российской Федерации
Волгоградский государственный архитектурно-строительный университет**

**STUDY AND WORK
УЧИТЕСЬ, РАБОТАЙТЕ**

Учебное пособие



Волгоград ВолгГАСУ 2014



© Федеральное государственное бюджетное
образовательное учреждение
высшего профессионального образования
«Волгоградский государственный
архитектурно-строительный университет», 2014

УДК 802.0(075.8)
ББК 81.423.1-923
S90

Р е ц е н з е н т ы:

Н. А. Вишневецкая, кандидат педагогических наук,
доцент кафедры лингвистики и межкультурной коммуникации ВолгГАСУ;
О. Н. Романова, кандидат филологических наук,
доцент кафедры лингвистики и межкультурной коммуникации ВолгГАСУ

Авторы: Т. Н. Астафурова, О. П. Корниенко, А. А. Петий,
И. В. Солодовникова, Ю. Г. Макуев

Астафурова, Т. Н.

S90 Study and Work = Учитесь, работайте [Электронный ресурс]: учебное пособие / Т. Н. Астафурова, О. П. Корниенко, А. А. Петий, И. В. Солодовникова, Ю. Г. Макуев ; М-во образования и науки Рос. Федерации, Волгогр. гос. архит.-строит. ун-т. — Электронные текстовые и графические данные (823 Кбайт). — Волгоград: ВолгГАСУ, 2014. — Учебное электронное издание сетевого распространения. — Систем. требования: PC 486 DX-33; Microsoft Windows XP; Internet Explorer 6.0; Adobe Reader 6.0. — Официальный сайт Волгоградского государственного архитектурно-строительного университета. Режим доступа: <http://www.vgasu.ru/publishing/on-line/>
ISBN 978-5-98276-664-9

Целью пособия является формирование иноязычных навыков по устным темам первого курса программы обучения иностранному языку в техническом вузе. Рекомендовано студентам всех форм обучения.

УДК 802.0(075.8)
ББК 81.423.1-923

ISBN 978-5-98276-664-9



© Федеральное государственное бюджетное
образовательное учреждение
высшего профессионального образования
«Волгоградский государственный
архитектурно-строительный университет», 2014

ОГЛАВЛЕНИЕ

Введение.....	4
UNIT 1. Our university.....	5
UNIT 2. Education in Great Britain.....	11
UNIT 3. University life.....	20
UNIT 4. Daily routine.....	37
UNIT 4. Applying for a job.....	52
UNIT 5. Volgograd.....	63
UNIT 6. London scene.....	73
Библиографический список.....	81

ВВЕДЕНИЕ

В современных условиях одной из главной составляющей профессиональной компетентности специалиста технического профиля становится практическое владение иностранным языком, т.е. приобретение иноязычных навыков и умений эффективного использования иностранного языка в профессиональной интеракции. В профессиональной сфере студент технического вуза должен уметь общаться с зарубежными партнёрами в рамках тем и ситуаций, обозначенных в стандарте; перекодировать полученную на иностранном языке информацию в виде реферата, аннотации, доклада; уметь представить результаты своей деятельности на международных конференциях и в научных публикациях.

Вопрос о роли учебного пособия в обучении иноязычным коммуникативным навыкам в техническом вузе является проблемным в современной методике преподавания иностранных языков. Пособие «Study and Work» написано в соответствии с учебной программой дисциплины «Английский язык», являющейся дополнительной в подготовке специалистов ВолгГАСУ. Целью пособия является формирование иноязычных коммуникативных навыков и умений у обучаемых по устным темам, предусмотренных программой. Структура учебного пособия, система упражнений, ключевыми моментами и определяются спецификой изучения иностранного языка в техническом вузе.

Учебное пособие предназначено для студентов первого курсов всех специальностей очной и заочной форм обучения, изучающих английский язык. Бесспорной ценностью пособия является актуальность и аутентичность используемого материала, а также методически обоснованная подборка упражнений к темам.

Unit 1. Our university

Ex.1. Read the text. Translate it into Russian. Do you share the opinion of the author of the text? Study the word list before reading.

Word list

<i>detailed communication</i>	<i>to occur</i>
<i>range of sources of information</i>	<i>to make progress</i>
<i>to be up to date with progress</i>	<i>more thorough</i>
<i>multilingual people</i>	<i>to work closely with</i>
<i>helpful</i>	<i>health care</i>
<i>different background</i>	<i>to see movies</i>
<i>to attend classes</i>	<i>a different way of thinking</i>
<i>common language</i>	<i>extra language</i>

Why study foreign languages?

There are many very good reasons to learn other languages. Very little clear detailed communication can occur between people who don't have a common language. Learning the languages of others helps in talking people, reading and writing things, and in understanding the TV and films from other countries, and opens up much wider range of sources of information.

When travelling and when you want to see the world, you can manage a lot better if you understand the signs that you read around you, and if you meet people and want to ask questions, if you can speak to them in their own language. If you are working in a field where interesting things are happening abroad, like science, business or medicine, and you want to be up to date with progress in that field, you can't always wait for the latest reports to be translated into your own language, as this often doesn't happen for some time.

It's very valuable and helpful in learning languages if you start from an early age. Many people can learn the best up to about the age of 20, as they have a lot of time for it which later, with family and work, often isn't possible. After twenty, it's very difficult to learn more languages if you have not already learned one before, as it's a special way of learning. It's not like learning maths or science – instead it involves a

different way of thinking. You have to learn to think in another language. This is like music, maybe. You have to know how to learn another language as well as learning the grammar and vocabulary involved, so if you have learned one extra language already, it's easier to learn more. I think that for many, the second language is a lot easier than the first one.

The learning process really starts to work when you feel that it's important and that you have a reason to learn it. The knowledge becomes a lot more thorough, if you don't just learn from language books but also from other sources. When you realise that there are many sources from which you can learn a language and you really use them, for example when you listen to songs with words in that language or watch television programmes in the language and try to understand, or talk to people who speak that language and also read books in that language, then you really can start to make progress.

People who learned a language for many years in school and were successful in it often find that when they go to a country where that language is spoken, although they can understand a lot, they really can't say very much. They don't usually start by using very complex tenses and phrases, even if they have learned many, but instead begin by using simple structures.

Even if you know very little, it can be very helpful to go to see movies with subtitles. If you see translated what the people are saying in a film, you understand more of what you hear. Language schools can be very helpful, especially if you attend them very frequently. One thing about language schools is that large groups can be difficult, as people have different levels of knowledge and different reasons for going there. It's good if every week you have a little exam or test on the new words that you learned that week at school or in a language school. It's quite good to make people write essays in order to learn languages, to use the knowledge as fully as possible.

More and more businesses in Russia work closely with companies in other countries. They need many different kinds of workers who can communicate in different languages and understand other cultures. No matter what career you choose, if you've learned a second language, you'll have a real advantage. A technician, the head of a company, or a salesperson who knows English, German, or French can work successfully with many more people and in many more places than someone who knows only one language. Professionals who know other languages

are called on to travel and exchange information with people in the United States and other countries throughout their careers. Knowing more than one language enhances opportunities in government, business, law, medicine and health care, teaching, technology, the military, communications, industry, social service, and marketing. An employer will see you as a bridge to new clients or customers if you know a second language. You are also more likely to win the trust and friendship of people whose languages you know – even if you know them just a little.

Ex.2. Answer the questions.

1. What are the reasons to learn other languages?
2. How can the knowledge of a foreign language help while travelling?
3. How can a foreign language be helpful for a person connected with science business or medicine?
4. What is valuable and helpful in learning languages?
5. When is it more profitable to learn a foreign language?
6. When is it easier to learn the second one?
7. When does the learning process start to work?
8. When does the knowledge become a lot more thorough?
9. What problem do people find when they go to a country where the language is spoken?
10. What are the disadvantages of language schools?
11. How can a foreign language be used at work in Russia?
12. Why are learning foreign languages getting more popular?

Ex.3. Give a summary of the text.

Ex.4. Read the text. Translate it into Russian. Be ready to speak about learning foreign languages.

If we are planning to travel to countries where the language we can speak is spoken, we can communicate with people there and understand what they are saying to us. If we are working in any branch of science, we naturally wish to read scientific books and magazines in other languages to raise our professional level. Making business nowadays also means the ability of speaking foreign languages.

The ability of speaking one or two or even more foreign languages helps people from different countries to develop mutual friendship and understanding. We can also make our intellectual and cultural horizons wider through contacts with people of another culture. It is also very in-

teresting to read foreign literature in its original form. We can also read foreign newspapers and magazines and understand films in foreign languages without any help and translation.

There are many reasons, why we begin to study foreign languages. One studies a foreign language to be able to communicate with other people who speak this language, other study it for future career. Foreign languages are absolutely necessary for people nowadays, because of our growing international contacts with foreign countries. As for me I learn English, because English is a very popular language all over the world. It is used in many parts of the world and there is a lot of business correspondence and literature in English.

Also I am going to learn Spanish, because it is also a widely spread language. I think, it is very important to speak at least one foreign language either English or German or French and Spanish or any other one.

There is a saying: the more languages you speak, the more times you are a human being. The variety of English spoken in the USA has received the name of American English. The term variant or variety appears most appropriate for several reasons. American English can not be called a dialect although it is a regional variety, because it has a literary normalized form called Standard American, whereas by definition that any dialect has no literary form.

Neither is it a separate language, as some American authors realize because it has neither grammar nor vocabulary of its own. From the lexical point of view one shall have to deal only with a heterogeneous set of Americanisms. An Americanism may be defined as a word or a set expression peculiar to the English language as spoken in the USA. The American English differs from the British English in pronunciation, some minor features of grammar, but chiefly in vocabulary.

Ex.5. Read the text. Translate it into Russian. Study the word list.

Word list

<i>to found</i>	<i>health-care facilities</i>
<i>award</i>	<i>personnel</i>
<i>to approve</i>	<i>in the fields</i>
<i>long-term projects</i>	<i>to graduate</i>

<i>water supply</i>	<i>postgraduate course</i>
<i>postgraduate course</i>	<i>social issues</i>
<i>previous names</i>	<i>technosphere safety</i>
<i>municipal economy</i>	<i>in accordance with</i>

Our university

The Volgograd State University of Architecture and Civil Engineering was founded in 1952. It had the following previous names: the Stalingrad Institute of Engineers of Municipal Economy, the Volgograd Institute of Engineers of Municipal Economy, the Volgograd Civil Engineering Institute, the Volgograd State Academy of Architecture and Civil Engineering. On December 29, 2003, it was awarded the status of the University.

At present the Volgograd State University of Architecture and Civil Engineering incorporates the following institutes: the institute of architecture and urban development, the institute of construction and housing municipal economy, the institute of transportation engineering systems and technosphere safety. The university has the branch: the Volzhsky Civil Engineering Institute.

All the units of the University function in accordance with the Status of the Volgograd State University of Architecture and Civil Engineering and the Regulations approved by the Scientific Council of the University. The University trains highly-qualified specialists in the fields of architecture, design, civil engineering, ecology, water supply, ventilation, economy, transport engineering, etc. The educational process is conducted in 29 specialities. It lasts four or five years. At present, more than 12 000 students are taught at various forms of training. After four-year's study graduates get the Bachelor's degree or the Master's degree after five or six year's study. There is a postgraduate course in some specialities. The Councils for Candidate of Science Degree and Doctor of Science Degree function at the University.

A great attention is paid to social issues. There are sport gyms, a sport and health-improvement camp, health-care facilities, hostels, a canteen. More than 10 student creative teams function here. The scientific-and-pedagogical potential is developed through Postgraduate and Doctoral Programmes.

Since 1999, the scientific-and-theoretical and industrial-and-practical journal of “Vestnik of VolgGASU” is published. All the series of “Vestnik of VolgGASU” have been included into the List of leading scientific journals and publications issued in the RF, approved by the Supreme Attestation Commission of the Russian Federation Ministry of Education and Science, in which the main scientific results of dissertations for the Scientific Degrees of Candidate of Science and Doctor of Science (in the sectors of Construction and Architecture).

The Volgograd State University of Architecture and Civil Engineering is a member of the Association of High Schools for Construction Education (ASV). The university is a member of the International Association for Automotive and Road Engineering Education (IAAREE). International recognition resulted in the awarding of our university with the “Golden Eagle” prize in 1998 as well as with the numbered certificate within the framework of the program “Partnership for the sake of Progress” for the following activities: preparation of highly-qualified scientific and industrial personnel to work in modern conditions, high professionalism, and fundamental theoretical research.

The University realizes several long-term international educational projects and has the Cooperation Agreements with the universities in Germany and the USA. The most significant projects of the university in the sphere of international activity are: The Programme of cooperation with the University of Applied Sciences of Cologne (Germany); The Programme of cooperation with Michigan State University (USA); The programmes of study placement for students, postgraduate students and staff at foreign educational and scientific-research organizations.

Ex.6. Answer the questions.

1. When was the Volgograd State University of Architecture and Civil Engineering founded?
2. How many times has our university changed its name?
3. What institutes does the University consist of?
4. What fields does the University train the specialists in?
5. How long does the educational process last?
6. What degree do students get after graduating?
7. What have the students at their disposal?
8. What was the University awarded by?
9. What projects does the University realize?
10. What are the most significant projects of the University?

Ex.7 Be ready to speak about the Volgograd State University of Architecture and Civil Engineering.

Unit 2. Education in Great Britain

What do you know about the education in Great Britain?

Ex. 1. Read the text, translate it in Russian and be ready to discuss with other students.

Higher Education in Great Britain

Nowadays higher education in Great Britain is provided by universities, colleges of education, colleges of arts and colleges of further education. There are 97 universities in Britain, including the Open University. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Cardiff, Bristol, and Birmingham. The General Certificate of Secondary Education (GCEA) and a good A-level results in at least two subjects are necessary to get a place at a university. However, good certificate and exam scores are not enough. Universities choose their students after interviews.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, from the middle of April to the end of June or the beginning of July. The general pattern of teaching at the universities, except Oxford and Cambridge, remains a mixture of lectures, seminars and tutorials. Each university and department has its own method of assessment, but, in general, progress is measured through a combination of coursework, dissertation and finals (end-of course examinations).



English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, and way of student life. The universities can be roughly divided into three groups: the oldest universities (Oxford and Cambridge); the Redbrick universities (19-th century and the early part of 20-th); the new universities (late sixties and early seventies of 20-th century). Oxford (12-th century) and Cambridge (13-th century) are the oldest and most prestigious Universities in Great Britain. They are often called collectively Oxbridge. Both universities are independent. The basis of teaching there is by weekly tutorials. Each student has a tutor who controls and guides his training. Normally a student writes an essay which his tutor criticizes both in writing and in person with the student. Oxford and Cambridge cling to their traditions such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations. Many great men studied at Cambridge, among them Desiderius Erasmus, the great Dutch scholar; Roger Bacon, the philosopher; John Milton, the poet; Oliver Cromwell, the soldier; Isaac Newton, the scientist; Sergey Kapitza, the famous Russian physicist; and others.

Other colleges for further education include polytechnics (all have the status of universities), colleges of education, specialist colleges (agricultural colleges, colleges of Art and Music, etc.), further education colleges. There is an interesting form which is called the Open University. It is intended for people who study in their own free time and who “attend” lectures by watching television (the BBC) and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. More than 6,000 students of all ages get degrees this way every year.

Degree titles vary according to the practice of each university; the most common titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BC). Usually they are awarded after four years of study. The second degree titles are Master of Arts (MA) and Master of Science (MS), the highest degree in most fields is the Doctor of Philosophy (PhD).

Ex. 2. Read and translate the words and word combinations from the text.

College of education; college of arts; college of further education; the best-known universities; to get a place at the university; good certificate and exam scores; to be not enough; term; to run from October to December; general pattern of teaching; mixture of lectures, seminars and tutorials; one's own method of assessment; to measure progress ; coursework; dissertation; finals; end-of course examination; to differ greatly; methods of instruction; way of life; roughly; prestigious; the basis of teaching; weekly tutorials; to control and guide ; normally; essay ; criticize both in writing and in person; cling to the traditions; Latin; degree ceremonies; such as; full academic dress; to be worn; to be intended for; keep in touch; be awarded; degree titles; the Open University.

Ex.3. Suggest the English equivalents to the Russian ones.

Педагогический институт; институт гуманитарных наук; институт дальнейшего образования; самые известные университеты; получить место в университете; свой собственный метод тестирования; контролировать и направлять; курсовые экзамены; существенно отличаться; быть недостаточным; оставаться верным традициям; методы обучения; престижный; хороший аттестат и высокие экзаменационные баллы; длиться с октября по декабрь; выпускные экзамены; курсовая работа; еженедельные консультации; общий порядок обучения; семестр; такие, как; семинары и консультации; образ жизни; приблизительно; дипломная работа; основа обучения; оценивать знания как посредством письменных работ, так и при личном общении; сочетание лекций, семинаров и консультаций; Открытый Университет; полная университетская униформа; быть одетым; предназначаться; учёное звание; церемония вручения ди-

ПЛОМОВ; ОБЩАТЬСЯ, ДЕРЖАТЬ СВЯЗЬ; ПОЛУЧИТЬ НАУЧНУЮ СТЕПЕНЬ; ЛАТЫНЬ, ЛАТИНСКИЙ ЯЗЫК.

Ex. 4. Are these statements true or false?

1. The academic year in Britain's universities is divided into two terms: from September to January and from February to July.
2. Universities choose their students after entrance examinations.
3. The most common titles for a first degree are Bachelor of Arts and Bachelor of Science.
4. Oxford and Cambridge Universities sometimes are called "concrete and glass" universities.
5. Oxford and Cambridge cling to their traditions such as the use of Latin at degree ceremonies and wearing full academic dress at examinations.
6. Usually the degree of Bachelor of Arts or Science is awarded after five years of study.
7. Good certificate and exam scores are quite enough to get a place at a university.
8. There are about one hundred universities in Great Britain.
9. The basis of teaching in Oxbridge is a mixture of lectures, seminars and tutorials.
10. The Open University is intended for people who "attend" lectures by watching television and listening to the radio.
11. Students of the Open University keep in touch with their tutors by attending lectures and seminars.

Ex. 5. Answer the questions.

1. What is necessary for getting a place at a university in Great Britain?
2. Are good exams passes alone enough to become a student of a university?
3. What form of studies is called the Open University?
4. How do the Open University students connect with their tutors?
5. What do English universities differ from each other in?
6. What famous people studied at Cambridge?
7. After finishing secondary school any British citizen can apply to a university, polytechnic, college of education or can continue to study in a college of further education, can't they?
8. Which university of Great Britain is the oldest?

9. What is the basis of teaching in Oxbridge?
10. What is the general pattern of teaching at other universities?
11. How is students' progress measured?

Ex. 6. Give the summary of the text.

Ex. 7. Here are some names that are used to describe the different types of education in Britain. Study the material.

a) Stages in a person's education

play school/group nursery school	pre-school (2–5 years old)	mostly play with some early learning
infant school junior school	primary (5/6 –12/13)	basic reading, writing, arithmetic, art, etc.
comprehensive school or grammar school sixth form college (16–18)	secondary (12/13–16/18)	wide range of subjects in arts and sciences and technical areas
college or university	further/higher (18+)	degrees/diplomas in specialised academic areas

Comprehensive schools in the UK are open to all and are for all abilities. You can only get into a *grammar school* by competitive entry (an exam). *Public schools* in the UK are very famous *private schools*. Colleges include *teacher-training colleges*, *technical colleges* and *general colleges of further education*.

b) Exams and qualifications

Before an exam it's a good idea to *revise* for it. If you *skip classes/lectures*, you'll probably do badly in the exam. Some schools give pupils *tests* regularly to check their progress. The *school-leaving exams* are held in May/June. In England, these are called *GCSEs* (age 16) and *A-levels* (age 18). In some schools, colleges and universities, instead of tests and exams there is *continuous assessment* with *marks*, e.g. 65%, or *grades*, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you *graduate* (get a degree), then you're a graduate and you may want to go on to a *post-graduate* course.

c) Talking about education

In colleges and universities, there are usually *lectures* (large classes listening to the teacher and taking notes), *seminars* (10-20 students actively taking part in discussion etc.) and *tutorials* (one student or a small group, working closely with a teacher). A *professor* is a senior university academic who is a well-known specialist in his/her subject. University and college teachers are usually called *lecturers* or *tutors*.

Ex.8. Study the material. Match A and B.

A	B
<i>resit an exam</i>	get a high grade
<i>pass an exam</i>	take it again because you did badly first time
<i>do well in an exam</i>	take (do) an exam
<i>sit an exam</i>	get the minimum grade or more
<i>fail an exam</i>	you do not get the minimum grade
<i>do badly in an exam</i>	you fail, or don't do as well as expected

Ex.9. Fill the gaps in this life story of a British woman.

At 5, Nelly Dawes went straight to _____ (1) school because there were very few _____ (2) schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local _____ (3) school. Nowadays her own children don't do that exam, since most children go to a _____ (4) school. She left school at 16 and did not go on to _____ (5) education, but she works during the day, then goes to _____ (6) at the local school once a week to learn French. She would like to take up her education again more seriously, if she could get a _____ (7) or scholarship from the government. Her ambition is to go to a _____ (8) and become a school-teacher.

Ex.10. Correct the mis-collocations in these sentences.

1. I can't come out. I'm studying. I'm passing an examination tomorrow.
2. Congratulations! I hear you succeeded your examination!
3. You can study a lot of different careers at this university.
4. I got some good notes in my continuous assessment this term.
5. She's a professor in a primary school.
6. He gave an interesting 45-minute conference on Goethe.

7. She got a degree in personnel management from a private college.
8. When I was 12, we started having French seminars at school, and I fell in love with the language.

Ex. 11. What questions could you ask to get these answers?

1. No, they have to finance their own studies.
2. There isn't much difference; it's just that one gets money from the government and the courses are free, the other depends on fee-paying students.
3. Well, they learn one or two things, like recognising a few numbers, but most of the time they just play.
4. Because I wanted to be a teacher, no other reason.
5. It's sixteen, but a lot of kids stay on until eighteen.
6. I've been revising / studying for an exam.
7. No, ours are given in grades, you know, B+, C, A, that sort of thing.
8. No, I was ill. I didn't miss it deliberately.
9. They are exams taken in England at 18 years old, which you need in order to get into university.

Ex. 12. Ask somebody about their country's education system.

1. What age do children start school at?
2. What's the *school-leaving age*?
3. Are there *evening classes* for adults?
4. Do you have *state* and *private universities*?
5. Do students get *grants* for *further education*?

Ex. 13. Make a table for the various stages and types of education in your country. How does it compare with the UK system and with the system in other countries represented in your class or that you know of? Is it possible to find satisfactory English translations for all the different aspects of education in your country?

Follow-up: The education system in the USA is a bit different from in the UK. Find out what the following terms mean in the US education system (high-school, college, sophomore, graduate school).

Ex. 14. Read the text, translate it in Russian and be ready to discuss with other students. Study the word list.

Word list

<i>entrance examinations</i>	<i>to raise money</i>
<i>to accept</i>	<i>for charity</i>
<i>to take a year out</i>	<i>to travel round the world</i>
<i>self-catering</i>	<i>accommodation</i>
<i>exciting choice</i>	<i>to throw a party</i>
<i>vocational qualifications</i>	<i>undergraduates</i>
<i>overseas students</i>	<i>to run language courses</i>
<i>hall of residence</i>	<i>to succeed in passing exams</i>

Education UK style

Going on to further (college) or higher (university) education is quite common in the UK. Most universities and colleges do not have entrance examinations. Students are accepted if they get the necessary grades in their GCSEs or A levels (school-leaving exams).

Many students take a year out (a gap year) and travel round the world, or take a part-time or temporary job before they go to university or college. Most students in the UK do not live at home. They often choose to go and study in another town or city. In the first year, many live in a “hall of residence” (student accommodation which can be self-catering or with food provided). After that, many prefer to rent a room or a flat with other students. A large number of overseas students study in Britain. Most universities and colleges run language courses to help students study academic subjects in English.



Nowadays there is an exciting choice of subjects to choose from. You can even choose to study commercial (pop) music or the environment! University students are called undergraduates and they spend three or four years studying for their degree (unless they want to be a doctor, which is seven years!).

Students in colleges of further education often take vocational qualifications to prepare them for a particular job they would like to do, such as computing or tourism. At the end of their course, university students take their final examinations. Students who succeed in passing them graduate with a BA (Bachelor of Arts) or a BSc (Bachelor of Science) degree. The word “bachelor” means “a man who is not married”. It was first used many years ago when all university students were men (unmarried). Nowadays, there are as many women as men at universities in the UK, but we still use the word.

Lots of students join clubs and societies when they go to university, such as drama societies and sports clubs. Many students look forward to taking part in “Rag Week”, a time when students raise money for charity. Nightlife is very important for students in Britain. Universities and colleges often invite pop bands to come and play, and students enjoy throwing parties!

Ex. 5. Suggest the Russian equivalents to the English ones.

Be common, accept, get grades, rent, take a year out, take a part-time job, take a temporary job, a hall of residence, self-catering, overseas, run

language courses, undergraduate, take vocational qualification, succeed in, graduate, join a club, look forward to, charity, raise money, throw a party.

Ex. 6. Answer the questions.

1. What is common in the UK?
2. Do students take entrance exams to universities or colleges?
3. How are students accepted to universities?
4. What do most students do before they go university or college?
5. Where do students live if they choose to go study in another city?
6. What can be a boost for over seas students coming to study at University?
7. How are university students called?
8. How long do students have to study for their degree?
9. What is done to prepare for a practical job?
10. When do students take final exams?
11. What does word “bachelor” mean?
12. How do students spend their free time?
13. What is “Rag week”?

Ex. 7. Speak about the education in Russia.

1. What kind of further or higher education is available in your country?
2. Is there a university in your town? If so, how many students study there?
3. How popular is carrying on with your education in your country?
4. How common is it for students to take a gap year?
5. Do university students usually live at home or in a hall of residence?
6. How long do most university courses last?
7. At the end of their further or higher education, what qualifications do students get?
8. How useful are these qualifications?

Ex. 8. Translate into English.

1. Абитуриенты, которые получают хорошие оценки по результатам ЕГЭ, поступают в университет.
2. Получение образования после окончания школы широко распространено в нашей стране.
3. Студент может взять академический отпуск в связи с болезнью.

4. Иногородные студенты живут в общежитии или снимают квартиру.
5. Студенты последнего курса защищают диплом и сдают экзамены.
6. За время учебы студенты получают профессиональную квалификацию, чтобы подготовиться к практической деятельности.
7. Любой студент университета может вступить в спортивный клуб.
8. Студенты всегда с нетерпением ждут каникул.
9. Многим студентам приходится зарабатывать деньги на учебу.
10. Работа на неполный рабочий день востребована студентами.
11. Студенты любят устраивать вечеринки.

Unit 3. University life

Ex. 1. Study the table.

Academic life

<i>Word</i>	<i>Example</i>	<i>Meaning</i>
<i>academic</i>	I enjoy <i>academic</i> subjects like history.	connected to education, especially school or university.
<i>undergraduate</i>	Undergraduates <i>usually do a three-year course</i> .	a university student studying for their first degree.
<i>graduate</i>	She's an Oxford <i>graduate</i> . He <i>graduated</i> last year.	a person who has finished their degree (when they finish, they <i>graduate</i>).
<i>tutor</i>	You can ask your <i>tutor</i> for advice on your work.	sb who teaches and looks after a student or a small group of students.
<i>professor</i>	She's a <i>professor</i> of law.	the highest level of teacher in a university.
<i>lecture</i>	I went to an interesting lecture on <i>Italian politics</i> .	a talk given to a large group to teach them a subject (the person is a <i>lecturer</i>).

<i>seminar</i>	Are you going to the <i>seminar</i> this morning?	a class at a university where a small group discuss a subject with a tutor.
<i>debate</i>	We had a great <i>debate</i> .	a formal discussion.
<i>attend sth</i>	You have to <i>attend</i> lectures.	go to sth, or be present at sth.
<i>take notes</i>	Don't forget to <i>take notes</i> .	write words quickly to help you remember sth.
<i>read widely</i>	Try to <i>read widely</i> .	read a lot of different kinds of books.
<i>write a thesis</i>	I'm <i>writing a thesis</i> on global warming.	do a long piece of writing on a particular academic subject.
<i>do research</i>	You do <i>research</i> for a <i>PhD</i> .	do a long and careful study of a subject.
<i>continuous assessment</i>	We don't have exams; it's all <i>continuous assessment</i> .	a way of judging students by looking at the work they do during the year.

Ex.2 Complete the text.

If you are an _____ at university in Britain, you spend a lot of time studying alone, but you also have to (1) a _____ a lot of (2) s _____ and (3) I _____ and take (4) n _____. In seminars, the discussion is usually led by a (5) t _____. You have to read (6) w _____ and you may have to express your opinions on a range of (7) _____ a _____ topics. In many courses, there is continuous (8) a _____.: the marks you get for your essays go towards your final results, after which, if you are successful, you (9) g _____.

Ex.3. Read the text. Pay attention to the words and word combinations in italics.

Advice for new students

In Britain, many university students live *away from home*. This means you get the *freedom* and *opportunity* to meet new people. Most students choose to live in a *hall of residence* in their first year, where you are less likely to be *homesick* or lonely.

Student life is all about learning to *manage* your money: *tuition*

fees, loans, bills, accommodation fees, etc. You may be able to get a *scholarship*, and many students find part-time jobs to help pay the bills.

At university, you can be *flexible* about when you study, but be sure to get out of bed *in time* for lectures, do your work *on time*, and plan your *revision* period before exams.

Ex.4. Complete the sentences with words from the box.

revision on time in time manage flexible opportunity
freedom homesick

1. I can see you any day this week – I can be _____.
2. I had the _____ to meet the president.
3. The train was _____, fortunately.
4. I think children have too much _____.
5. Do lots of _____ before the exam.
6. I don't know how to _____ my money.
7. I got there _____ to see Joel before he left.
8. I lived abroad for a year but I was _____ and I missed my family.

Ex.5. Complete the questions. Then write your answers, or ask another student.

1. Do students usually live at home, or a _____ from home?
2. Do most students live in halls of r _____?
3. Do they have to pay t _____ fees?
4. Do they have to take out l _____ to pay the bills?
5. Can they get a s _____ to help pay for their studies?
6. Would you like the c _____ to study abroad?

Ex.6. Read the text and be ready to discuss. Study the word list first.

Word list

<i>job obligations</i>	<i>to work late</i>
<i>a full-time job</i>	<i>to fit all into one day</i>
<i>exhausted</i>	<i>required tasks</i>
<i>to attend college full time</i>	<i>to schedule tasks</i>
<i>to be faced with guilt</i>	<i>to fulfill all the obligations</i>

<i>new sense of direction</i>	<i>overwhelming</i>
<i>to raise children</i>	<i>a great deal of stress</i>
<i>challenges</i>	<i>expectations</i>
<i>extracurricular activities</i>	<i>the term paper</i>
<i>to feel pressure</i>	<i>stressed out student</i>
<i>to be tucked in bed</i>	<i>extracurricular activities</i>
<i>wee hours of the morning</i>	<i>social isolation</i>
<i>class schedules</i>	<i>to take on</i>
<i>to measure up</i>	<i>sleep-deprived</i>
<i>wee hours of the morning</i>	<i>to manage job and family</i>
<i>to get burned out</i>	<i>to work out</i>

A college student life essay

Many students enter college expecting good times, knowledge, friendships, and a new sense of direction. They soon find out that college comes with challenges and struggles because of the great demands and expectations that are put on the importance of education. College students experience a great deal of stress, especially when they are trying to balance a full time job, raise children, and have a social life. The demands of doing many different things with very little time can become overwhelming.

The daily tasks of working and meeting the demands of job obligation can leave a college student exhausted. There are a limited number of students who work full time jobs and attend college full time. Others still work late and get up in the wee hours of the morning trying to fit all of the required tasks of school and work into one day. Students often find themselves more exhausted when they are trying to schedule tasks, because there just does not seem to be enough time in one day. Putting in long hours and worrying about class schedules adds stress to a student life.

The college student who has children is faced with guilt about not being able to spend time with the children. The children have great demands on time. They need help with their homework, or need dinner and to be tucked in bed at a certain time. The thought of not being able to meet the demands of the children is very stressful and can be depressing to both the child and the parent. In other words everyone suffers because you are unable to fulfill all the obligations that you have taken on.

College students find very little time to enjoy extracurricular activities. Even if they attend any major school functions, games, or dating, they will regret not getting the term paper done that was due the following day or week. Many students begin to feel pressure that often leads to depression and social isolation. The fear of being a failure and not measuring up to someone's expectations adds more pressure to the sleep-deprived, stressed out student.

College students are often left with no personal time, and must learn to manage job and family. College has many rewards if you do not get burned out and give up too soon. The pressure and time managing can all be worked out with patience and lots of understanding from family and friends.

Ex.7. Are these statements true or false?

1. Many students expect college to be the time of friendships, a new sense of direction and knowledge.
2. It is quite easy for a student to fit many things into his/her life.
3. It isn't tiring for students who have children to learn at college.
4. The students can totally take part in extracurricular activities.

Ex.8. Answer the questions.

1. What do students find out at college?
2. Is learning process nerve-racking and stressful? Why?
3. What is daily routine of the most students?
4. Why do students find themselves exhausted?
5. What problems do students who have children face?
6. Do college students take part in extracurricular activities?
7. What can lead to depression and social isolation?

Ex.9. Study the table.

<i>expression with do/get</i>	<i>Alternatives</i>
do an exam	I have to <i>sit/take an exam</i> in biology at the end of term.

do research, do a research project	Our class <i>carried out/conducted a research project</i> into the history of our school.
do a course	I decided to <i>enroll on/take</i> a course in computer programming.
do a degree/diploma	She <i>studied for/took</i> a degree in engineering.
do a subject (e.g. law)	I <i>studied/took history and economics</i> in high school.
do an essay/assignment	All students have to <i>write an essay/assignment</i> at the end of term.
do a lecture/talk	Professor Parkinson <i>gave a lecture</i> on the American Civil War.
get a degree/diploma	He <i>obtained/was awarded a diploma</i> in Town Planning in 1998.
get a grade	Her essay <i>received/was given</i> an A-grade.
get a qualification	You will need to <i>obtain/acquire a qualification</i> in social work.
get an education	The country is poor; only 27% of children <i>receive a basic education</i> .

Ex. 10. Study these conversations between a teacher and students. Translate them into Russian.

Student: Do we have to *go to all the lectures* to *do the course* or just yours?

Teacher: You must *attend all the lectures* to *complete the course*.

Student: Excuse me. Where will next week's *class be*? In this room?

Teacher: No. Next week's *class will be held* in Room 405.

Student: When do we have to *give you our essays*?

Teacher: You have to *hand in your essays* on Friday.

Student: When do we have to *send in our university applications*?

Teacher: You have to *submit your application* by December 1st.

Student: What do I have to do if I want to *leave the course*?

Teacher: If you want to *withdraw from the course*, you have to go to the College Office.

Ex. 11. Study the following. Pick up the collocations connected with study and learning.

Do you *keep* a vocabulary *notebook*? It's a good way of recording new collocations. I did the *first draft* of my essay last week and the *final draft* this week. I have to hand it in tomorrow. Then the teacher *gives us feedback* after about a week. We don't have exams at my school. We have *continuous assessment*. The local technical college *provides training* for young people in a variety of professions. After secondary school, 30% of the population go on to *higher/tertiary education*, and 20% of adults do some sort of further education course during their lives. Does your government *recognize* foreign *qualifications* for school teachers?

Ex. 12. Replace all the uses of do or get in this paragraph with more interesting words.

I have three daughters. The oldest one did a degree in economics at Birmingham University. She got her bachelor degree last year and is now doing some research on taxation laws in different countries. The second one is doing a course at Newcastle University. She's doing history. She loves it, though she says she has to do far too many assignments. My youngest daughter is still at school. She's doing her school-leaving exams in the summer. She'll go to university next year if she gets good enough grades in her exams. She wants to do sociology and then get a social work qualification. My daughters are all getting a much better education than I ever had.

Ex. 13. Complete these questions.

1. What homework do we have to _____ tonight?
2. In which month do students usually _____ their final exams in your country?
3. Who do we have to _____ our essays in to?
4. Who is today's lecture on Shakespeare?
5. What do we need to do if we want to _____ from the course?
6. In which room is the translation class going to be _____ ?
7. Have you done the first _____ of your essay yet?

8. Do you prefer exams or continuous _____ ?
9. Do you always _____ to all your lectures?
10. Does the college _____ training in computer skills?

Ex. 14. Choose the correct collocation.

1. I'm happy to say that you have all *sat / taken / passed* your math's test.
2. Will the teacher *give / provide / make* us some feedback on our essays?
3. The university *agrees / recognizes / takes* the school-leaving exams of most other countries.
4. It isn't compulsory to *assist / attend / listen* all the lectures at this university.
5. How long will it take you to *complete / carry out / fulfill* your degree?
6. You must *submit / send / write* your application in before the end of June.
7. Several students have decided to *withdraw / go / leave* the course this year.
8. I want you all to *write / hold / keep* a vocabulary notebook.

Ex. 15. Answer these questions about education.

1. At what age do children in your country sit their final school exams?
2. How long does it take in your country to do a degree in medicine?
3. Give one advantage you think continuous assessment has over traditional exams.
4. What sort of feedback might a teacher give a student who has just given a presentation in class?
5. Give one advantage for a learner of English of doing homework.
6. What advice about keeping a vocabulary notebook would you give to someone starting to learn English?
7. What is the difference between further education and higher or tertiary education?
8. What would you expect to be the difference between the first draft of an essay and the final draft?

Ex. 16. Study a guide to exam success. Pay attention to the words and word combinations in italics.

1. *Follow* the invigilator's *instructions*. Don't take any forbidden *items* into the room, or try to *communicate with* other candidates. You will be *disqualified* for *cheating*.
2. Before you start, read the *paper* carefully. Don't waste time copying the questions; the *examiner* knows what they are.
3. *Planning* is *essential* in successful writing. *Devote* 5–10 minutes to making notes.
4. Have a positive *attitude*. It's your chance to show what you know. And it will be a *relief* when it's all over in a few hours.

Ex. 17. Choose the correct word.

1. Read the *planning* / *paper* carefully.
2. The *examiner* / *invigilator* watches students during the exam.
3. What's the best way to achieve *relief* / *success* in the exam?
4. If you want to *succeed* / *cheat*, you should study hard.
5. A positive *attitude* / *candidate* will help you be more successful.
6. Students should *communicate* / *follow* the instructions they hear.
7. If you *cheat*, you will be *disqualified* / *relieved*.

Ex. 18. Complete the words in the text.

My brother has very little s_____ in exams. He gets very nervous and generally has a negative (1) a _____ to them. He's so nervous that he can't follow the (2) i _____ given by the (3) i _____. He once forgot that he had his dictionary in his pocket; he was accused of (4) c _____ and was (5) d _____ for taking a forbidden (6) i _____ into the exam room. My mother gives him lots of advice, though; she tells him not to panic and to read the (7) p _____ slowly before he writes anything, and that it's (8) e _____ that he plans his answers (9) c _____. However, he never (10) d _____ enough time to the (11) p _____, so the (12) e _____ must find his answers very difficult to understand. In our house, it's always such a (13) r _____ if he passes an exam.

Ex. 19. Study the following. Pick up the idiomatic expressions.

How to make progress

- Don't be embarrassed about speaking: the main thing is to *make yourself understood*.
- Don't be afraid to make mistakes: you learn from *trial and error*.
- The classroom is an opportunity to practise speaking, so *make the most of it*.
- There are certain things, such as irregular verbs, that you can *learn by heart*.
- *Saying something out loud* can help you to practise the pronunciation and remember it.
- Don't miss lessons, or you'll *get behind with* your work and find it difficult to *catch up*.
- Don't *give up*. *Stick at it* and you'll *get there* in the end.

Ex. 20. Suggest the Russian equivalents to the idioms.

A	B
<i>get there</i>	achieve sth after a period of work or effort.
<i>stick at sth</i>	continue with sth even though it is difficult.
<i>Catch up (with sb)</i>	reach the level of others who are more advanced
<i>give up</i>	stop trying to do sth, or accept that you cannot do sth.
<i>get behind (with sth)</i>	Not do sth on time, and then have more to do later.
<i>(say/read sth) out loud</i>	(say/read sth) so that others can hear it.
<i>make the most of sth</i>	enjoy sth or use sth as much as you can.
<i>make yourself understood</i>	speak in a way that others can understand.
<i>learn sth (off) by heart</i>	learn sth by reading or hearing it repeatedly until you remember it exactly.
<i>dos and don'ts</i>	things you should and shouldn't do.
<i>trial and error</i>	a way of solving a problem by trying several possibilities and learning from mis-

	takes.
--	--------

Ex. 21. Put in the missing word in each sentence.

1. At school, we had to learn certain poems heart.
2. My pronunciation isn't very good, but I manage to make understood.
3. It'll take me a long time to become a doctor, but I'll there eventually.
4. He was ill for ages, and unfortunately he got behind his studies.
5. It's your only chance, so make the most it.
6. I missed several lessons, so now I have to up with the others in the class.
7. The teacher started the lesson with a long list of and don'ts.

Ex. 22. Complete the questions and answer them.

1. Can you usually _____ yourself understood in English?
2. Have you tried to learn certain things by _____ ? If so, what?
3. Do you say words out _____ to help you to remember them?
4. Do you always _____ the most of your time in class?
5. Do you ever _____ behind with any of your studies?
6. Do you think trial and _____ is a good learning method?
7. If you start something, do you generally _____ at it?
8. Have you ever started a course and then _____ up?

Ex. 23. Read the text. Translate it into Russian. Suggest the equivalents to the expressions in bold.

As I had planned a holiday in Spain, I decided to *brush up on* my Spanish before I went, and I enrolled on a local evening course. At first I had to *rack my brains* to remember anything, and I couldn't *make sense of* the grammar, so it was very hard to *keep up with* the other students. Then, after a while, things started *coming back to* me, and I realized there were lots of words *on the tip of my tongue*. But some of the new vocabulary wouldn't *sink in* – words just *went in one ear and out the other*. When you work hard all day, it's not easy to *keep your mind on* a difficult subject in the evening. But I stuck at it, and I began to *pick things up* more quickly. All I have to do now is *keep it up*.

Ex. 24. Complete the phrases using words in the box.

the tip in one ear your brains sense of something of my tongue it

up | and out the other | your mind on something

rack _____

on _____

keep _____

make _____

go _____

keep _____

Ex. 25. Complete the sentences.

1. I often find that I have words _____ the tip of my _____.
2. I often have to _____ my brains to remember things I've learnt recently,
3. I think I'm doing really well in English, but I need to _____ it up.
4. I'm bad at languages. New words go in one _____ and out the _____.
5. I'm good at languages. I can usually _____ things up quite quickly.
6. I find it quite hard to _____ sense of the Present Perfect in English.
7. If I don't write down new words as I learn them, they don't sink _____.
8. I need to brush _____ on irregular English verbs.
9. When I practise speaking, I find that lots of words _____ back to me.

Ex. 26. Read the extract. Pick up the underlined expressions.

Thursday: my last chance to revise for my economics exam. I've worked hard to try and *get on top of* this subject. Not only have I *got into the habit of* reading the business pages in the newspapers, but I also spent the holidays *going through* all my lecture notes. I know it's important not to *get too bogged down*, so I decided not to study everything but just try and *work out* which questions might *come up* – and concentrate on those. I also went through some past papers with a friend, which was really useful. Now, I'm just *keeping my fingers crossed* for tomorrow - but the truth is, I can only *do my best*, and *it's not the end of the world* if I fail. Anyway, I'd better *get down* to some work.

Ex. 27. Cross out one wrong word in each sentence.

1. It's not the last end of the world.
2. I must get to the grips with this.
3. You can only do to your best.
4. Keep both your fingers crossed!
5. I did it up to the best of my ability.
6. Best of the luck!
7. He works it out answers to problems.

Ex. 28. Complete the questions.

1. Do you find it easy to _____ down to studying in the evening?
2. Do you always do things to the best of your _____?
3. Do you ever get _____ down in details when you're working?
4. Do you go _____ your notes when revising for an exam?
5. Do you ever try to guess which topics will _____ up in an exam?
6. Is it a good idea to get into the _____ of studying regularly?
7. What's the best way to get on _____ of a subject?
8. Do you ever feel it'll be the end of the _____ if you fail an exam?

Ex. 29. Read the text. Pick up the idioms.

What happens on exam day?

- The night before an exam, I *stay up* late and revise.
- Outside the exam room, I *steer clear of* other students who are in a panic.
- I *keep one eye on* the clock during the exam so that I don't *run out of* time.
- I try to *stick to* the question.
- If I *get stuck* on a question, I *miss it out* and go on to an easier one.
- If my mind *goes blank*, I *breathe in and out* slowly to calm myself.
- I *read through* my answers at the end to check that they *make sense*.

Ex. 30. Circle the correct answer(s). Both words may be correct.

1. I *stayed* / *continued* up late last night to finish an essay.
2. Most candidates fail because they don't *keep* / *stick* to the questions.
3. I was in such a panic my mind just went completely *black* / *blank*.
4. Try to keep an *ear* / *eye* on the time during a test so that you finish every question.

5. I finished the letter and then I *went / read* it through carefully to check the spelling.
6. I got *stuck / delayed* on one question, so I *missed / left* it out.

Ex. 31. One word is missing in each line. Where does it go?

I know it was very silly, but I *stayed* up very late last night, and
 through my notes, so this morning I was really tired. I got to the 1
 exam feeling very stressed, and I tried to in and out slowly to 2
 help myself relax, but I could feel my going blank. Eventually, 3
 Hooked at the questions, but none of them sense; I was in 4
 such a state. Of course, I didn't keep one on the clock and 5
 unfortunately, I ran of time. And as a result of that, I had to 6
 out the last question completely, so I knew there was not much 7
 chance that I would pass. I steered of my friends as I left the room. 8

Ex. 32. Read the following. Pick up the idioms. Suggest the Russian equivalents.

University lecturer Peter Rose gives his honest opinion of some of his students.



Patrick's a nice guy, but his work *isn't up to much*, and frankly things have *gone from bad to worse* as the term has progressed. I think he'd *be better off* doing a different type or course, and it wouldn't surprise me if he *dropped out* at the end of the year.

With Erin, *it's early days*. At the beginning of term I felt she *sat back* too much and let others do all the talking. But now she's starting to *come up with* more of her own ideas.

By comparison, Charlotte is *in her element* here. She's bright, she can *think on her feet*, and she's confident in her own ability. She'll *go far*.

Ex. 33. Suggest the Russian equivalents to the idioms.

<i>not be up to much</i>	not be very good.
<i>go from bad to worse</i>	(of a bad condition or situation) become even worse.

<i>be better off (doing sth)</i>	used to suggest that sb should do sth differently.
<i>drop out (of sth)</i>	Leave school or college without finishing your studies.
<i>by comparison</i>	used for talking about ways in which two people or things are different.
<i>in your element</i>	Doing what you are good at and enjoy.
<i>think on your feet</i>	be able to think and react to things very quickly.
<i>go far</i>	be successful in the future.
<i>it's early days</i>	it's too soon to know how sb/sth will develop.
<i>sit back</i>	relax, especially by not doing anything or not getting involved.
<i>come up with sth</i>	produce ideas or a solution to sth.

Ex. 34. Cross out the wrong word.

1. think on your *foot* / *feet*
2. by *compare* / *comparison*
3. go from bad to *worse* / *worst*
4. be *better* / *best* off doing something
5. it's *early* / *earlier* days
6. *on* / *in* your element

Ex. 35. Organize the words into sentences and add one word.

1. his | on feet | can | he
2. she | her | far | career | in | will
3. was | element | I | at | my | university
4. came | good | she | ideas | with | some
5. sat | did | and | he | nothing
6. college | drop | did | why | she | of | ?
7. to | went | from | worse | it

Ex. 36. Complete the sentences. Then underline the full idioms and phrasal verbs.

1. Most of the group are making good progress. By _____, Sam is quite slow.
2. The new waiter is doing quite well at the moment, but it's _____ days.

3. It used to be quite a good school, but it's not _____ to much now.
4. I hated university, so I _____ out at the end of the first year, and got a job.
5. Oscar's not very good at _____ on his feet; he needs time to organize his ideas.
6. I think she'd be _____ off living at home at her age.

Ex. 37. Read the following. Pick up the idioms. Suggest the Russian equivalents.

Here, the same students give their opinion of Peter Rose.

PATRICK: He's OK, and he *knows his stuff*, but he's not very encouraging. I always *do my best*, but he *doesn't think much of me*.



ERIN: At first I thought he *was a bit out of touch* and he wasn't very friendly, but maybe we just *got off on the wrong foot*. He thought I *wasn't pulling my weight*, when in fact I was just too shy to say anything. But now I like him a lot more.

CHARLOTTE: I'm *getting on well*, and that's largely *thanks to Peter Rose*. He really motivates me and *brings out the best in me*.

Ex. 38. Complete the idioms with a suitable verb.

1. _____ out of touch
2. _____ on the wrong foot
3. _____ your stuff
4. _____ your best
5. _____ the world of someone
6. _____ the best in someone

7. not _____ much of something
 8. _____ your weight

Ex. 39. Complete the dialogues.

1. How are you _____ on? ~ Quite well, actually. I got good marks last term.
 2. Is she good at her subject? ~ Not really. She's a bit _____ of touch.
 3. Did she like the course? ~ No, she didn't think _____ of it.
 4. What's the problem with Eric? ~ He's just no _____ his weight.
 5. Is Mr Hall a good teacher? ~ Oh yes, he knows his _____.
 6. Did Nadia pass the exam? ~ Yes, _____ to her uncle; he helped her a lot.
 7. What went wrong between you and the teacher? ~ We started off on the _____ wrong _____.
 8. Good luck. ~ Thanks. I'll _____ my best.

Unit 3. Daily Routine

Ex.1. Read the text and be ready to discuss it. Study the word list.

Word list

<i>to yawn</i>	<i>to toss</i>
<i>outfits</i>	<i>to hang around</i>
<i>to grab</i>	<i>to degrade into games</i>
<i>to queue up</i>	<i>celebrated alumni</i>
<i>to get used to</i>	<i>to have nothing better to do than do sth.</i>
<i>academic year</i>	<i>harvard acceptance</i>
<i>to acknowledge</i>	<i>speeding tickets</i>
<i>to score</i>	<i>endowment</i>
<i>to take a long nap</i>	<i>misdemeanors</i>

<i>to curl up</i>	<i>to act irresponsibly</i>
<i>to hang out on the computer</i>	<i>enlightening</i>

My daily routine

My alarm clock goes off at half past six, and with my eyes still closed, I wake up to greet the new day. I hate getting up in the mornings, but there is nothing I can do about it. After a short while of stretching in the warm comfort of my bed I just have to get up. Yawning, I go to the bathroom to wash my face with cold water, or to take a shower. I brush my teeth and comb my long hair. I spend about 10 minutes in front of the mirror putting on my make up. I can't spend much time in the bathroom because before I am done my sister is usually at the door waiting for me to come out.

I get dressed in my room, where I often stand for a while in front of the wardrobe, wondering what to wear. I like to wear jeans or a skirt along with a jumper. I find these simple outfits to be the most practical for university.

I open the window to get some fresh air in the room, lastly I make my bed. We all make our own beds in our family. When I am done with that, my mother and my older sister usually have breakfast ready and set the table. It is my duty to clean it all afterwards. I eat breakfast every morning, and my favourite is fresh bread rolls with butter, which I have with a cup of tea and a glass of milk. My mother always says that a good breakfast is a good start to the day. We all eat together, as we talk about our plans for the day. While doing this, we listen to the morning news and the music on the radio.

At half past seven we grab our bags and run to the bus stop. The bus stop is right in front of our house, which probably is the reason why we always catch it at the last minute. Sometimes it is full and we have to wait for the next bus. At 8 a.m., I arrive at the cloakroom, where most of my groupmates are already busy hanging up their coats and jackets. We are in a hurry to get to the first class on time.

The classes take place in different classrooms, depending on the subject taught, which means that we have to change classrooms during every break. This is always a challenge for new students at the beginning of the academic year, until they get used to the schedule and the location of the classrooms.

The first lesson starts at ten past eight. The bell rings and you can see the last few students running to their classrooms. We usually have between 6–7 classes a day. After the third lesson, we have our favourite 30-minute break. During that time, we talk to our friends in the hallways or we go out to get some fresh air. Most of us have a snack, and prepare for the next lesson. But some students hurry to the university canteen. We queue up in order to get our meal, and when we are done with both the soup and the main course, we continue studying. We may stay at university until 3 p.m.

While walking home, I usually meet some of my groupmates and we go together before they walk me to the bus stop. When I get home, my parents are not back yet, and my sister is at the sports club, where she practices light athletics. She is a good runner, but that also means that she has to train every day and comes home very tired. I admire the fact that she works so hard at school and still trains so vigorously.

When I arrive home, I go to my room to sit and listen to music on my headphones, or I read a book or some magazine. Every Monday and Thursday I have to do the shopping. I take the shopping bag, and the shopping list, which my mother has prepared, and I walk to the local supermarket. On Tuesdays and Wednesdays my sister does the shopping, and on Fridays my father does it on his way home from work, because on Fridays he gets off early.

I have a private English lesson every Friday afternoon because I want to improve my English. The rest of the day goes something like this. At 6:30 we all meet in our living room, where we sit down to have dinner and talk about what we experienced throughout the day. Everybody helps prepare dinner, which usually is some kind of cooked meat.

After dinner I prepare for university, I do my homework, watch TV or go for a short walk. At no later than 10:00 p.m., I go to the bathroom to take a shower and brush my teeth before going to bed. Before I go to sleep, I either read or review some of the material for the university. Naturally, the weekends are different. Everyone in my family enjoys the days off, without any stress and hurry. I get up later and on these two days, I do whatever I want and whenever I want.

Ex. 2 Answer the questions.

1. What time does her alarm clock go off?
2. Is it easy for a girl to get up early?
3. Does the girl get up as soon as her alarm clock goes off?

4. Why can't she spend much time in the bathroom?
5. What is the most practical outfit for the university?
6. Who makes her own bed?
7. What does she usually have for breakfast?
8. What time does she leave the house?
9. How does she get to university?
10. How far is the bus stop from her house?
11. Why do the classes take place in different classrooms?
12. Do the students have a break?
13. What do the students do during a 30-minutes break?
14. How does she spend her time after university?
15. Who does the shopping in the family?
16. Why does she have private English lessons?
17. Do the members of the family have time to get together?
18. What does she do after dinner?

Ex. 3. Speak about your working day.

Ex. 4. Could you give an example of student's day routine at Harvard? Read the text and discuss. Pick up the daily routine expressions.

A “typical” day routine of Harvard student?

You wake up in the morning to the sounds of trumpets acknowledging how special you are. As you walk out of your dorm room, you give a quick wave to the common, Non-Harvard people on the way to class, maybe tossing them some loose change or a piece of advice about the SAT IIs.

Your professor reminds you at the beginning of class how fantastic he is, then teaches material that everyone in the classroom finds easy. Everyone scores perfectly on all the tests – that's why they got into Harvard.

After classes, you might run into Bill Gates, Natalie Portman, or Conan O'Brien around the campus after all, these celebrated alumni have nothing better to do than spend all their time at the school. My roommate says he saw W.E.B. DuBois at Urban Outfitters once, but I think he might be lying.

You hang around with other students in the evening, talking about the things that Harvard students are interested in – differential geometry, Somerset Maugham, postmodern surrealism, computational eco-

nomics... The only problems with the conversations is that everyone already knows everything, so there isn't much to discuss. Sometimes, therefore, the debates just degrade into games of fox-hunting and discus throwing (after all, everyone who goes to Harvard is both rich and an Olympic athlete).

At the end of the day, just to relax, you might grab your Harvard acceptance letter and head into Boston. After all, a Harvard acceptance letter gets you into any club or party in Boston, lets you buy alcohol in bars whatever age you are, and can be used to get out of speeding tickets and most misdemeanors.

The fact that John Adams went here has an impact on your everyday life, as does the school's age and the size of its endowment. In particular, having such a large library makes a huge difference! Harvard's 14 million volumes, most of which are held elsewhere in the country or around the world, offers you SO much more than Yale's 9.9 million volumes or Columbia's PATHETIC 6.9 million volumes. Can you imagine having only 7 million books at your school's library? You'd probably run out of things to read by junior year!

At the end of the day, you curl up in your luxurious dorm room that only Harvard could provide, fully appreciating the advantages that Harvard gives you...

The truth? IT'S JUST LIKE ANY OTHER SCHOOL! You have classes, you have homework, you have friends, you go to parties, you eat junk food, you date, you drink, you act irresponsibly every once in a while just to see how it feels. You go to the extracurriculars you like, you take the classes that interest you, and you graduate after four years having hopefully learned something.

Do you really want to know my day? I finished my Physics problem set early this morning before rushing to a Life Sciences lecture, followed by a Physics lecture. I had pretty bad pizza for lunch at the cafe, then did some work before going to Expository Writing in the afternoon. I went home and hung out on the computer before taking a long nap, then woke up to get to my Life Sciences section a little late (sections are once a week and taught by TFs). We did some work in the lab, then I came back to my dorm to do my math homework, talk to the people across the hall. Overall, it was actually a busy day.

Was that really all that enlightening? No! I just went to classes, did some work, and hung out and had some fun. IT'S A SCHOOL! IT'S

NOT A METAPHOR ABOUT PERFECTION AND ACHIEVEMENT OR SOMETHING!

Sorry – I'm just tired of the perception that Harvard offers a fundamentally different experience than most other selective colleges. It's absolutely true that you can meet brilliant and wonderful people here, that the classes are usually taught by (in my opinion) great and engaging professors, and that the campus and location are fantastic. However, that doesn't mean it's a fundamentally different kind of college. Harvard's not perfect, and it's not even all that special. So keep a sense of perspective.

Ex. 5. Read the text about student's day routine. How do you like it?

My daily routine is quite regular. I study at university that is why my free time depends on the university timetable. I don't really like to get up early but I have no choice. It's better for me to stay up late at night and get up at about midday. That what I do at weekends.

Getting up at six, I have an hour to get ready and the rest of the time to get to the university, I live quite far from it. Usually, I have two or three classes a day. My classes are over at about one clock p.m. That the best thing about my timetable.

After I get home I usually have lunch and go to sleep for a couple of hours if I don't have any household chores to do. If I do, I turn on the music and do the washing up, dusting, vacuuming, put things in the right places.

Rarely, after cleaning I find myself too tired to study or go outside with friends. So I stay home watch TV or surf the Internet. More often, I go to the cinema, meet friends, go shopping or stay at home cooking. I find it relaxing and I like looking at my mom's face when she comes back late from work and the dinner is ready.

At about ten I take a shower and then I go to bed, even if I don't really want to. I just find it easier to wake up the next day, if I go to bed before eleven. Actually, I would really like to change some things in my life. I'm going to attend yoga classes starting from January. I want to read and travel more, mix with new people, have a part time job or work freelance. Because life is too short, and I want to fulfill it with lots of interesting moments.

By Anastasiya Yelfimova.

Ex. 6. Answer the questions.

1. What does Nastya's free time depend on?
2. Can Nastya get up later?
3. How is it better for Nastya to get up?
4. How far from the university does Nastya live?
5. When does she have to get up?
6. Why does she have to get up at 6?
7. What is the best thing about her timetable?
8. What does she do after she gets home?
9. What are her household chores?
10. Does she go out anywhere after cleaning?
11. How does she spend her time at home?
12. What does she find relaxing?
13. When does she get up easier?
14. How would she like to change her some things in her life?

Ex. 7. Read the following student profiles. Pick up the daily routine expressions.

Graduate study at Oxford

Andre Hallack



Andre Hallack is studying for a DPhil in Healthcare Innovation and is a member of St Cross College. He was born in Juiz de Fora in the state of Minas Gerais.

How would you describe the city of Oxford?

It's a cosy town, but there are lots of things to do! There are so many historical buildings – for people who like that, it's amazing.

*Can you describe a typical “day in the life” at the University?
What is your daily routine like?*

Because my first year is a taught course, I have classes from 9am – 5pm. In the evenings I’ll go out to the pub, or eat out with college friends. I’m really busy as there’s a large workload, which is typical for my course. I tend to go to bed around midnight – it’s a busy week, but very rewarding!

What is your best memory so far?

Two weeks into my degree programme, on the Friday after a module had finished, all of my classmates and I went out for dinner together, and then went on to several college bars. It was the first time I really had the chance to get to know my classmates and get a sense of what university life here was going to be like. I hadn’t been to any of the other colleges before so that was an eye-opener.

What are the facilities and staff like within your department?

The facilities are amazing and the staff are very highly qualified. My Brazilian contemporaries agree that there are some cultural differences, as the staff here are more organised and punctual than those in our home country. However, they are very friendly and open to talking with their students. The contact time here is very good.

Are you a member of any student societies or clubs?

I’m a member of the Fencing Society and the Oxford Entrepreneurs.

Have you had the opportunity to try anything traditionally English?

Pub quizzes and the traditional Sunday roast dinner. I also went to see the Torpids rowing race. A Sunday roast is the only decent British meal I have tried!

What advice would you give to other Brazilian students considering graduate study at Oxford?

Usually Brazilians have an underdog complex, and think they won’t be able to attend an institution like Oxford. However, Brazilian students are very capable and could certainly excel at Oxford. So, I would say, if you’re thinking about applying, just go for it, and believe in yourself! Also, talk to potential supervisors before you apply – I had a very good experience with mine, which I found encouraging before application.

Diego Scardone



Diego Scardone is the Secretary of the Oxford University Brazilian Society. From Campinas, in the state of Sao Paulo, he is a member of St Antony's College, studying for an MSc in Latin American Studies.

How would you describe the city of Oxford?

It is very old, very historic, whilst also being very intense and modern. It's a contrast of good attributes! The University parks are amazing, and the cafes are always surprising, with poets and musicians performing on a daily basis. The graffiti art in Cowley reminds me of Brazil. The University makes you feel really welcome, the Latin American Centre helps too. They organize events that include film and food nights as well as talks from prominent academics, in this way connecting you with other Latin American enthusiasts from a wide range of academic backgrounds!

Can you describe a typical "day in the life" at the University? What is your daily routine like?

I get up between 7.30 and 8am, to start work on my studies at 9am. I have at least six contact hours every week, in addition to reading and writing time. I study for one essay every two weeks, and I have research to prepare for weekly tutorials and presentations. I have a number of extra-curricular activities that I'm involved with; I'm the Executive Director of ABEP UK (The Association of Brazilian Post Graduate Students which reports on the number of Brazilian students in the UK and arranges events and conferences).

Are you a member of any student societies/clubs?

As well as my role as Secretary for the Brazilian Society, I am part of St Antony's College cooperative, to develop cultural, social and political communities. I am also involved with the Film Society for developing countries, *Global South*.

Have you had the opportunity to do anything traditionally ‘English’?

I’m a fan of the full English breakfast, and a regular tea-drinker! I really enjoy activities that may not be considered traditionally British, but are a big part of the culture here, such as pubs, going to gigs, and summer picnics. I’m also interested in rugby.

What are the facilities and staff like within your department?

The Bodleian Library is amazing, and the academics are very approachable. The tutorials and seminars that are part of the Oxford education, particularly the 1 – 2 – 1 sessions, can be intense and daunting to begin with, but they get easier. Here, you are learning from some of the most knowledgeable people within your academic field, in the world!

Maria Cury



Born in Sao Paulo, Brazil, Maria Cury is a member of Linacre College and is studying for an MSc in Visual, Material and Museum Anthropology. She grew up in Florida in the United States of America.

Can you describe a typical “day in the life” at the University? What is your daily routine like?

Last term, I had weekly essays, so much of my evening was spent reading and writing in the library. This term, I have more classes during the day, and fewer assignments, so my afternoons and evenings are spent getting to know Oxford with the friends I have met here. Next term will be much more focused on independent research for my dissertation.

What is your best memory so far?

My best memories so far are the conversations I have in the shared kitchen that my flatmates and I use. My college is very international, and among the twelve of us who share the kitchen, seven countries are

represented. In the kitchen we really get to know one another as we cook our meals.

Do you plan to do any further study after completing your degree, or are you hoping to enter the workforce?

I hope to continue studying for a DPhil or a PhD after completing my MSc degree.

What are the facilities and staff like within your department?

The staff in my department are friendly and supportive, and are always willing to meet and provide new research opportunities. At the start of the year I was paired with several advisers to guide me in my transition to Oxford. The Pitt Rivers Museum is an incredible resource for me as an anthropology major, and the numerous libraries in Oxford ensure that I never have to purchase a single book.

Are you a member of any student societies/clubs?

I am the art coordinator for Linacre College, and I represent my program in the Anthropological Society. I take salsa lessons with the Dancesport Club as well.

What's the main piece of advice you would give to other Brazilian students considering graduate study at Oxford?

Come to Oxford with an open mind, with curiosity, and with a sense of exploration! Oxford is welcoming, diverse, challenging, satisfying, innovative, and historic. Definitely apply, it is an opportunity to grow intellectually and personally.

Roberta Gregoli



Roberta Gregoli is from Campinas, São Paulo. Studying for a DPhil in Medieval and Modern Languages, she is a Clarendon Scholar, and also a recipient of the Santander Scholarship and The Queen's College's Cyril and Philips Long Studentship, which pays a full grant for tuition and living expenses each year.

How would you describe the city of Oxford?

A bubble where old English traditions are kept intact. The international community and the cultural life here are amazing, and college life makes it an animated environment.

Can you describe a typical “day in the life” at the University? What is your daily routine like?

In the morning I check my emails and study at home until lunch-time, I then resume studying in the afternoon, at home, libraries or in a cafe. I always try to arrange lunch or dinner meetings with friends, as studying can be quite isolating.

What is your best memory so far?

I really enjoyed my parents visiting me in Oxford last year. It was their first trip to Europe, and they discovered, like I had, that everything is so different here. It allowed me to see Oxford afresh through their eyes. They met my supervisor, I took them around all the tourist spots in Oxford and we then went on to continental Europe, visiting Paris, Vienna and Budapest, where they watched me present an academic paper at an international conference!

What are the facilities and staff like within your department?

My department, the Sub-Faculty of Portuguese, unfortunately doesn't have a study room. This has not prevented me from having a wonderful experience with my department – it is a small community of very nice people! I use the Taylor Institution Library most of the time for my research or purchase books online when their collection does not comprise books I need.

Are you a member of any student societies/clubs?

Unlike in Brazil, extra-curricular activities are highly valued in the UK, which is great. I was previously MCR President at my college and am currently a member of the Brazilian Society. I'm also the founder and current President of the Women's Network of my master's alumni association, and the Erasmus Mundus Alumni Association (EMA). I am graduate representative in the Sub-Faculty of Portuguese in Oxford and have been involved in the organisation of Brazil Week, a week of cultural and academic events related to Brazil. I am also editor of the blog Subvertidas, which aims at creating public engagement with feminist thought and critique in Brazil.

Marcos Todeschini



Marcos Todeschini is studying for an MSc in Latin American Studies and is a member of St Antony's College. He worked as a journalist before coming to Oxford.

How would you describe the city of Oxford?

I would describe it as warm (I mean the people, not the weather), beautiful and, most of all, silent. Coming from a never-stop, hectic-paced metropolis like São Paulo, the first thing that crossed my mind when I got here was: "where is the noise?" Obviously, this is a positive point, especially considering that most people move here to study, and silence is more than welcome. Besides, I would describe the city as having a wonderful quality of life, with a lot of parks, entertainment options and – cherry of the pie – everything is within walking distance.

Can you describe a typical "day in the life" at the University? What is your daily routine like?

I am not sure if I can describe a typical day because that would imply that I have some sort of routine – which is certainly not the case of my life in Oxford. Whereas I do have to follow some schedules (like classes, lectures and meetings), our time is very flexible and we are able to carry out our work very independently. So since I am not big a fan of routines, I set goals and deadlines at the beginning of each term – as opposed to a rigorous schedule – and adapt myself to meeting those deadlines according to my own needs. Usually my day would consist of all (or some) of the following tasks: attending a lecture or a seminar, collecting information for my dissertation, studying for final exams, writing essays, going to the gym and socializing with friends – not necessarily in this order.

What is your best memory so far?

You come to Oxford to study, but you realize that many of your richest experiences happen in an informal environment when you ex-

change ideas and experiences with your colleagues. I think that the collegiate structure of the University makes it easier for that to happen. A few days after I moved to Oxford I was walking home from a party with some housemates that also happen to be my classmates. It was a cold but very clear starry winter night and we were slowly walking home talking and laughing. At some point one of my friends made us stop and look up to the sky to appreciate the full moon and the stars. I guess it was a moment that touched me for some reasons. Firstly, because I was having such a good time with those people I had met (and that eventually became my best friends here). Secondly, because I realized I was able to take a break and start enjoying life and appreciate simple things like a starry night. And thirdly, because it just came to me that that week was just the start of a great year ahead.

What's the main piece of advice you would give to other Brazilian students considering graduate study at Oxford?

I would suggest that first of all you give it a lot of thought on what you want to study, why and how it will make an impact on your career and on your projects for the future. This will be the backbone of all the long process of application that lies ahead. Once you have a coherent package as to know what you want to study and what you have plans to do, it will be much easier to actually achieve your goals – not only during the application, but also during your academic experience here.

Maria Luiza Aberceb Carvalho Gatto



Maria Gatto is originally from Salvador, Bahia and is the President of the Oxford University Brazilian Society. After completing an MSc in Politics Research, she is now studying for a DPhil in Politics - focusing on the causes and effects of gender quotas in Latin America, especially Argentina and Brazil.

Why did you decide to come to Oxford?

Having completed my undergraduate studies in Barnard College, Columbia University in New York City, I felt like a change of pace would be beneficial for my academic development. When I received confirmation that my Supervisor would be Dr. Timothy Power, I knew that Oxford was the best option for continuing my education.

The level of academic support at Oxford is superb! Having worked closely with my Supervisor throughout the year allowed me to become a much better academic: more critical of the literature, more aware of methodological issues, and more confident about my writing.

What do you do outside of your research/studies for enjoyment?

The city of Oxford has a lot to offer in terms of cultural activities, and I try to take advantage of that. I have attended many outstanding events – some which are quite unique to the Oxford experience (such as *Romeo and Juliet* at the Oxford Castle, *The Merchant of Venice* on the river, and operas at colleges and churches). The Oxford University Brazilian Society always sponsors events and the Brazilians (and Brazil-enthusiasts) on campus often get to eat feijoada and drink caipirinhas.

Are you involved in any student societies?

I made some very good friends through the Oxford University Brazilian Society. I was the President for the 2012 – 2013 academic year, and worked to further engage the University with Brazilian culture and tradition. I also row for St. Antony's College. I had never done rowing, but despite the cold and early practices, I have extremely enjoyed taking part in this sport and it has been a great way to make friends!

What do you see yourself doing after completing your degree at Oxford?

I'm hoping to begin a career as an academic at a research-orientated institution, and work for the promotion of girls' and women' empowerment in Latin America.

What do you feel is unique about Oxford?

Oxford is unique for many reasons, but I would have to say the college-system and centuries of history and tradition. Having been a member of Corpus Christi College, founded in 1517, I had the opportunity to dine in academic gown at High Table with my professors, have intellectual discussions over Port, and celebrate Christmas listening to the choir. College parties, cheese and wine-tasting events and other college activities gave me the chance to interact with students from a diverse range of disciplines. Now at St. Antony's College, established in

1960, I'm experiencing Oxford in a very different way. The graduate, international environment has created various opportunities for political discussion, causing me to rethink my academic work in many instances.

What are the academic differences and similarities between Oxford and Brazil?

Studying at Oxford is very different from studying in Brazil. A student is expected to work very independently and maintain high academic standards. I think that the Oxford system is very complementary to the Brazilian one, as they teach students to think in different ways (i.e. content vs. critical, analytical thinking). I highly recommend the experience.

Unit 4. Applying for a job

Ex. 1. Read the text. Pick up the expressions in italics .

Applying for a job with FamAid UK

Wherever you are *based*, you can apply for any advertised *vacancy*. For jobs in the UK, you will usually be expected to have a *valid* UK work permit. For jobs outside the UK, the local FamAid office will *advise* you about the permit you may need. Your *application* must reach us by the advertised closing *date*. Online applications will be *acknowledged automatically* by email. If we would like you to *attend* an *interview*, we will *contact* you. At that time, and if *required*, we will also *assess* other skills you may have or need. If you are not successful, we will contact you and, wherever possible, *give you feedback*. If you are the successful *candidate*, we will offer you the position, but this is *subject to* satisfactory *references*. We shall also *request confirmation* that you are medically fit to do the job and have the necessary permit/visa.

Ex. 2. There is a mistake in each sentence. Write the correct sentence at the end.

1. My old boss said he would be my reference.
2. They said they'd contact to me.
3. Is she applying a job?
4. Have you got a work permission?

5. The company is based on Tokyo.
6. He gave me some good advices.
7. She gave me feedback after the interview.
8. I have to confirmate it in writing.
9. If you apply for a job, it's quite a long processment.

Ex. 3. Replace the underlined words with a more formal word or phrase with the same meaning.

1. We will contact you as soon as possible.
2. Has the company asked for references?
3. They offered me the job on Thursday.
4. I went for an interview last week.
5. If you need more information, please contact me.
6. We're going to give him the job, depending on satisfactory references.

Ex. 4. Complete the sentences with a single word.

1. You can't use this visa any longer – it's not _____.
2. I work in lots of places, but I'm _____ in Bristol.
3. She was angry because they didn't _____ that they had received her letter.
4. He offered me the job on the phone, but I haven' had written _____ yet.
5. They said they would _____ me by phone when they've made a decision.
6. You don't need to ask for confirmation; they will reply _____.
7. They interviewed four other _____ for the job as well as me.
8. Val wrote to the company for a job, but there are no _____ at the moment.
9. I hope they'll _____ me feedback after the interview.
10. You have to do tests and have several interviews; it's quite a long _____.

Ex. 5. Write answers to the questions, or ask another student.

1. What jobs have you applied for in the past?
2. How many interviews have you had?
3. Have you any interviewers given you feedback after the interview?
4. How many times have you been the successful candidate?

5. Who were your referees?
6. Have you ever had to get a work permit? If so, where?

Ex. 6. Study the job questionnaire. Suggest the Russian equivalents to the word in italics. If you have a job, write your answers to the questionnaire?

1. Do you feel your job is *stressful*?
2. How much *time off* do you get every year?
3. Do you ever have to do *shift work*?
4. Do you often have to *work overtime*?
5. Do you normally receive an annual *bonus*?
6. *Are you entitled to sick pay*?
7. Do you *have the right to join a trade union*?
8. Do people in your kind of job ever *go on strike*?

Ex. 7. Write the words in the correct order, and add the final word.

1. you / working / have / good / do?
2. is / she / trade / member / a/of/ a/ ?
3. we / sick / are / to / entitled / ?
4. take / like / to / I'd / week / a .
5. you / shift / don't / why / like / ?
6. I/ left / today; / time / on / didn't /I / do .
7. go / why / the / on / did / workers / ?

Ex. 8. Translate the following into Russian. Study the collocations of words connected with work.

1. It's not easy to *get/find work* round these parts.
2. I've been *offered work / a job* in Paris.
3. What do you *do for a living*?
4. I'm *in publishing/banking*, etc.
5. It's hard to make a living as a freelance writer.
6. She's not prepared to *take on that job*.

Ex. 9. Study the table.

to do shift-work or to work shifts [nights one week, days the next week]		hours of work
to be on flexi-time [flexible working hours]		

to work nine-to-five [regular day work]	
to go/be on strike [industrial dispute]	
to get the sack [thrown out of your job]	
to be fired [more formal than 'get the sack'; often used as a direct address: 'You're fired!']	
to be made redundant [thrown out, no longer needed]	
to be laid off [more informal than 'made redundant']	not working
to give up work [e.g. in order to study]	
to be on / take maternity (woman) or paternity (man) leave [before/after the birth of a baby]	
to be on / take sick leave [illness]	
to take early retirement [retire at 55]	
to be a workaholic [love work too much]	
to be promoted [get a higher position]	other useful
to apply for a job [fill in forms, etc.]	expressions

Ex. 10. Using the expressions mentioned above, say what you think has happened / is happening.

1. I'm not working now; the baby's due in 3 weeks.
2. I lost my job. They had to make cutbacks.
3. He's enjoying life on a pension, although he's only 58.
4. One week it's six-to-two, the next it's nights.
5. They've made her General Manager as from next month!
6. I was late so often, I lost my job.
7. I get in at nine o'clock and go home at five.
8. Your trouble is you are obsessed with work!

Ex. 11. Fill in the collocations.

I'd love to _____ (1) a job in journalism, but it's not easy without qualifications. Since I have to earn a _____ (2) somehow, I'll have to get _____ (3) wherever I can find it. I've been _____ (4) some part-time work editing a typescript for a book, but I'm not sure I want to it _____ (5).

Ex. 12. Study the table. Try to remember the collocations.

<i>JOB</i>	<i>WORK</i>	<i>CAREER</i>
a fulfilling job	to carry out work	at the height/peak of

		your career
a demanding job	to supervise work	to last a career
a steady job	to work closely within	to wreck/ruin someone's career
to offer someone a job	to take on work	to embark on a career
a high-powered job	available to start work	to have a career in (medicine)
to apply for a job	to complete work	a brilliant career
a permanent job		

Ex. 13. Study the job adverts. Try to answer them.

1. Do you *have a good knowledge of* the fashion industry?
2. Do you *have experience in* sales?
3. Are you a *good team player*?
4. Are you looking for a *stimulating working environment*?
5. Would you like to be an *integral part of a close team*?
6. We can offer you *job satisfaction and generous benefits*.
7. *Vacancy must be filled* within three weeks.

For further details, phone 08965 439820.

Ex. 14. Read the text. Pick up the collocations connected with work.

Bella *has a job* as a PA. Basically her role is to *take charge of* her boss, who is not a very organised person, and make sure nothing *goes wrong*. She *makes appointments* for her boss and she makes sure he *keeps his appointments*. She spends a lot of time *answering the phone* and *fielding telephone calls* on his behalf. When her boss has to travel, she *makes the reservations* for him. When her boss has to *give a presentation*, she *makes all the preparations* that are required, including *making photocopies* of any papers that he needs. She *arranges meetings* for him and she *takes the minutes* at the meetings. Bella is a very well-organised person. She *keeps a record* of everything she does at work and *sets herself targets*. She does her best to *achieve her goals*. Every morning she *makes a list* of everything she needs to do. Today the first thing on her list is "*Hand in my notice*"! But she's not going to *take early retirement*. She's got a new job where she will be the boss and will have her own PA.

Ex. 15. Complete the sentences with work, job or career.

1. I took on too much _____ last month and couldn't finish it all.
2. At the peak of her _____ she was managing a sales force of 200 people.
3. Daniel Robertson's _____ in education lasted almost four decades.
4. I have a very demanding _____, but I enjoy it, nonetheless.
5. At the moment we are carrying out _____ on the design of the new stadium.
6. The scandal ruined his _____ and he never worked in the stock market again.
7. I'm going to apply for a _____ in a supermarket.
8. She had a long and brilliant _____ in show business. At 20, she got her first steady _____ in a small regional theatre, but it was in 1968 that her _____ really took off when she was offered a part in a TV series.

Ex. 16. Look at this job advert, then look at the shortlist of candidates below. Rank them in order of suitability for the job, from 1 (most suitable) to 3 (least suitable), and give your reasons.

The Carlsson Group: Marketing Manager

The Carlsson Group is looking for a Marketing Manager with relevant qualifications and at least five years' experience in sales and marketing. A competitive salary and generous benefits are available for the right candidate. You must have a good knowledge of current markets, be available to start work at short notice, and must be a good team player. This is a high-powered and fulfilling job for anyone wishing to embark on a career in senior management. The company wishes to fill the vacancy immediately.

APPLICANTS:

1. Kevin Marsh, 21, just left university with a degree in management. Likes working in teams, wants a satisfying job. Unemployed at the moment.
2. Nurdan Ozbek, 35, worked in international marketing for seven years. Degree in Business, used to working under stress and meeting deadlines. One month's notice required in present job.

3. Nuala Riley, 28, six years' experience as editor for a large publisher. Extremely adaptable, excellent relations with colleagues. Three months' notice required.

Ex. 17. Match the beginning of each sentence on the left with its ending on the right.

- | | |
|----------------------|--|
| 1. She has set | a presentation to my colleagues |
| 2. We're making | the minutes at the meeting. |
| 3. I always keep | my phone calls while I took time off. |
| 4. Jane will take | some difficult targets for us all. |
| 5. I have to give | his goals in his career. |
| 6. He never achieved | my appointments. |
| 7. He fielded | preparations for the sales conference. |

Ex. 18. What do the collocations in italics in the text below mean?

Kika started out in a *dead-end job* in a jam factory but she ended up with a *glittering career* on the stage, a *career spanning* five decades. She is quoted as saying "Stage acting may not be a particularly *lucrative job* but it has to be one of the most *rewarding jobs* in the world."

Ex. 19. Translate the following into Russian. Pick up the words and word combinations connected with career.

Two years ago, I got a *challenging job* with good *prospects* in local radio. I worked hard and, as a *reward*, I was *promoted*. I was delighted. I was quickly *transferred* to a different *department*. Then things went wrong: one colleague *got the sack*, and another *handed in his notice*. After that, ten people were *made redundant*. I didn't want to be *out of work*, so I decided to look elsewhere. I applied for a job in TV and was *appointed* assistant director. Amazing!

Ex. 20. Study the following. Suggest the Russian equivalents to the words in italics.

An employer may *dismiss* an employee if their work is not good enough or if they have done something wrong. In less formal English, you can say *sack sb*, *give sb the sack*, or *fire sb*. An employee can *get the sack*.

He { *was sacked*
was given the sack } *for being rude.*

got the sack
was fired / was dismissed

Ex. 21. Complete the sentences with a single word.

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

Ex. 22. Have you got a job? If so, are the sentences in previous exercise for you? Write true or false, or talk to another student who has a job.

Ex. 23. Study the dialogue. Pick up the expressions in italics.

Kate: Amy, I know you work on reception at the sports centre, but what does that *involve*?

Amy: Well, I *handle* all customer bookings, and answer *enquiries* over the phone or *face-to-face*. Occasionally I also have to *deal with complaints* from *members of the public*, and if there's a problem. I'm the one who has to *solve* it.

Kate: So it's not just *clerical duties*, then?

Amy: Oh. no. Some weekends I'm *in charge* of the whole centre, and in an emergency it's my job to *make sure* that everyone is safe. I have a lot of *responsibility*.

Ex. 24. One word is missing in each line. Rewrite the sentences, adding the missing word.

1. I'd like to an enquiry about the club. _____
2. I talked to her to-face. _____
3. It's very hard to deal this situation. _____
4. Who's charge of this department? _____
5. You have to sure the door is locked. _____
6. We're not responsible the cleaning. _____

7. Do you know how to solve the problem? _____

Ex. 25. Complete the texts.

A. I used to have a boring office job – I was a c_____ in the civil service for five years, but I couldn't stand it and left. I've now got a job in a tourist information office in Liverpool and I really like it. My d_____ include helping people to find accommodation, dealing with their e_____ about places to visit, and finding s_____ to their travel problems. I'm also r_____ for the Beatles tour: I take people to John Lennon and Paul McCartney's childhood homes. I try to make s_____ everything goes well.

B. I work in a travel agent's, and my job i_____ organizing trips for people. I love meeting the p_____ and I really enjoy h_____ the money side of things. Some of my work is just routine c_____ work; other times, I have a lot of r_____. For example, if a customer's holiday goes wrong, I have to d_____ with their c_____.

Ex. 26. Look at the three texts. What do Keith, Connor and Freddie all have in common?

Keith, 18

Although a lot of my friends at university have jobs, I've decided not to. I'm worried that it would interfere too much with my studying. If I worked, I'd have to get an evening job, say, in a bar or restaurant, because during the day, I have classes and lectures. So I'd probably go to bed late every night and just be tired all the time. I'd also miss out on my social life. Of course, I do need to earn some money to pay off my student loan, but I do that during the vacations. I don't go on holiday! And I don't mind if I leave university with quite a big debt. Hopefully, I'll earn a good salary and be able to pay it off.

Connor, 19

Maybe it's the way I was brought up, but I hate the idea of being in debt. So before I started university, I worked for a year. It was a really boring, nine-to-five office job. I used to spend all day doing paperwork for my boss. And I'd get e-mails from friends of mine who were travelling around the world during their gap year! Of course, I felt envious at

the time, but when we all started university, I was the only one who didn't have to take out a student loan. If I run out of money before I finish the course, I'm going to take a year off and work again. Maybe this time I'll look for something a bit more interesting though.

Freddie, 18

I'm in the second year of my degree, and I've just started a part-time job. I tried to avoid it, but I just needed a bit more cash. The student loan is enough to pay the rent, and buy food, but there's no extra cash for going out. I like going to clubs, but they're expensive. Some of them charge fifteen or even twenty pounds just to get in. And I need a certain amount of money for clothes, too. I mean, there's no point in going to a trendy club if you look a mess. Anyway, now that I work three evenings a week at a supermarket, I can afford to go clothes shopping. And of course, I save money too, because I can't go out and spend money when I'm working!

Ex. 27. Answer the questions. Write K, C or F.

Which person

1. is very keen to avoid borrowing money?
2. would rather go into debt than work?
3. assumes that he will be able to pay off his debts after university?
4. wants to earn extra money In order to buy fashionable clothes?
5. did not work in his first year of university but has a job now?
6. might take a break from studying in order to work?
7. felt envious of friends who decided to travel rather than work?
8. feels that having a part-time job would make it harder to study?

Ex. 28. Read the text. Translate it into Russian. Pick up the words and expressions concerning jobs.

Earning a bit of extra cash besides studying

A glance in your purse or wallet and it's easy to decide: You need some cash and so a part-time job. Perhaps you'd like to gain some experience in the German job market? Or make new contacts and put yourself to the test? There are plenty of reasons why students go to work while also studying. Just like the paths to a dream job.

You can best top-up your budget by taking a job at a university department, in one of the libraries or at another institution. Waiting is the classic student job in cafés, pubs or bars. Other students look after guests at exhibitions and trade fairs, or work as delivery drivers and cycle couriers, go cleaning, work in a copy shop, or as a babysitter and so on.

You should also check the noticeboards at university, in the libraries, supermarkets and so on. Many universities also have a job agency service for students. Contact student services or the local job centre. How much you earn on the side depends greatly on your knowledge and skills, the region and the business you would like to work in. The following generally applies: You can earn more in expensive cities like Munich, Hamburg or Cologne, but you also have to pay more for your board and lodging. Office jobs, waiting or promotional jobs are popular, as are student assistant (HiWi) jobs at a university department, where students support their proof.

While you can earn around six euros an hour as a cashier in a supermarket or fast-food chain, working in an office or as a promoter could well bring you up to ten euros an hour. *Please Note:* Regardless of what kind of job you decide for, it's almost impossible to completely finance yourself with secondary jobs while studying at the same time.

How much am I allowed to work?

There are labour laws that precisely stipulate how many hours students are allowed to work. The regulations vary according to where the students come from:

1. Are you a citizen of one of the following countries: Austria, Belgium, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, or United Kingdom (Group 1)? You may work as much as you'd like without any additional permit. However, like German students, you should not work more than 20 hours a week during the semester. If you do, you will have to pay into social security.

2. Are you a citizen of Bulgaria or Romania (Group 2)? The regulations for Group 3 also apply to you until 2014. Then you will become members of Group 1.

3. Are you a citizen from a country not listed above (Group 3)? You are allowed to work 120 full days or 240 half days in a year. Those

who wish to work longer require a work permit from the Federal Employment Agency and the Aliens' Registration Office.

Leaflet: Gainful employment

The DAAD provides a summary of the legal conditions of working in Germany.

Please note: The labour laws pertaining to international students are very restrictive, and if you break them, you risk being expelled from the country.

Compulsory internships do not count as work

Perhaps you want to do an internship during the semester break and wonder whether this counts as work? Internships are regarded as regular employment. This applies even when the internship is unpaid. Every day of your internship is subtracted from your 120-day employment credit. It's not work, if it involves a so-called compulsory internship as specified in your study regulations.

Career in Germany

If you wish to work in Germany after your studies, you should start making plans while you're still a student.

Ex. 29. Answer the questions.

1. What are the reasons for students to study?
2. What is the best way to top-up your budget?
3. Where can students find a job?
4. What does the amount of money you can earn depend on?
5. Does your place of living influence on how much you can earn?
6. How many hours are students allowed to work?

UNIT 5. Volgograd

Ex. 1. Read the text and translate it into Russian.

Царицынь - Stalingrad - Volgograd

HISTORY

The settlement is founded on the territory of modern Volgograd allegedly in 1555. It is for the first time mentioned in historical materials as Tsaritsyn in 1589. The city received the name from the small river of the Queen falling into Volga. At the heart of the name the Tatar

words “sari sou” (the yellow river) or “sari rank” (the yellow island) since the Russian settlement with a wooden fortress originally arose on the lake Tsaritsyn lie probably and served for defense of the Volga way on a joint of Volga and Don from steppe nomads and the predatory gangs wandering about Volga. At the beginning of the XVII century Tsaritsyn burned down; it is again constructed in 1615 on the right coast of Volga by the voivode M. Solovtsov. Under protection of fortress there were trade and ambassadorial vessels of Persia, Bukhara, India and other countries. In 1606 at False Dmitriy I of the city the Volga Cossacks who have proclaimed here one of the companions the tsarevitch Pyotr, the son tsar Fyodor Ioannovich took control. From here Cossacks intended to go on Moscow, but the death of the False Dmitry changed their decision.

In 1667–1672 the tsaritsynsky garrison sided with Stepan Razin. In the 1691st in Tsaritsyno the customs is founded, there was a recovered trade in salt and fish. In 1707 the Don Cossacks under Vasily Bulavin and Ignatiy Nekrasov’s leadership took the city, but were expelled soon by the armies which have arrived from Astrakhan of the government. In the 1722nd and 1723 the city was visited by Pyotr I and presented it to the spouse Ekaterina I. In 1727 Tsaritsyn was again exterminated by a fire. To the 1731st Tsaritsyn it was built up anew and strengthened. The city became the center of the military line from Volga to Don. In 1774 the city two times was besieged by E. I. Pugachyov, but without success.

In 1708 Tsaritsyn is attributed to the Kazan province, from the 1719th – to Astrakhan, from the 1773rd – to the Saratov namestnichestvo. Since 1780 – the district city of the Saratov namestnichestvo (then provinces). At the beginning of the XIX century in the city the small industry (3 brick, 2 candle, mustard and beer plants) started arising. Through Tsaritsyn 5 post roads lay: Moscow, Astrakhan, Saratov, Cherkassk and tsaryovsky. In 1862 the Volga-Don railroad (Tsaritsyn - the Kalatch - on - Don), in 1879 – on Dirt and further to Moscow, in 1897 – into the North Caucasus (through Tikhoretsk), in the 1900th – to Donbass became operational. In Tsaritsyno there were agencies of many steamship companies. In 1880 the oil refinery of Nobel firm became operational, the oil storages largest in Russia were constructed. The shipbuilding (high-capacity kerosinonalivny barges), the woodworking industry develop. At the beginning of the XX century. in the city over 230 factories and plants (15 sawing, 2 flour-grinding, 4 iron and me-

chanical, 5 mustard and the solemolnykh, etc.), banks, banking offices worked already. The city was provided telephone connection.

In 1913 in Tsaritsyno there was a tram, in the central part the first electric lamps were established. Also were open 10 orthodox churches and 1 Lutheran, an orthodox female monastery, man's and female gymnasiums, craft and city schools, 2 public libraries, 5 printing houses, 2 hospitals, 2 out-patient clinics, a territorial clinic for animals, society of doctors, bacteriological laboratory, meteorological station, were annually carried out 3 summer fairs. Trade had transit character: from Volga there were freights on the railroads to the Central Russia, to Don and Ciscaucasia.

During Civil war (1918–1920) in Tsaritsyno there were hardened fights.

Since 1920 Tsaritsyn – the center of the Tsaritsynsky province. In 1925 the city was renamed into Stalingrad. In 1928 – the district center as a part of Nizhnevolzhsky area, in the 1932nd – the center of Nizhnevolzhsky edge. In 1934, after division of Nizhnevolzhsky edge on Saratov and Stalingrad, Stalingrad became the center of the last. Since 1936. The Stalingrad edge is transformed to Stalingrad area. In days of the first five-years periods were reconstructed old and over 50 new plants, including country's first tractor (1930), STALGRES, a shipyard are constructed. In 1940 in Stalingrad 126 enterprises were.

During the Great Patriotic War (1941–1945) on approaches to the city and in the city from July 17, 1942 to February 2, 1943 there was one of the most important fights of World War II (1939 – 1945) – Stalingrad, become its critical stage. Originally approach on the Stalingrad direction was conducted by the 6th German army, and since July 31, 1942 and the 4th tank army. In defensive operation the Soviet armies exsanguinated the main group of the opponent near Stalingrad and created conditions for transition to counterattack. Having concentrated additional forces, the Soviet command carried out offensive operation as a result of which the 6th were surrounded and crushed fascist and the 4th tank armies, Romanian the 3rd and 4th armies, the Italian 8th army.

The battle of Stalingrad proceeded 200 days. The fascist block lost in it the killed, wounded, captured and missing persons about 1.5 million people (!) – a quarter of all the forces operating on the Soviet-German front.

For outstanding merits before the Homeland on May 1, 1945 Stalingrad was awarded an honorary title of the hero town, and on May 8, 1965 is awarded by the Order of Lenin and the medal "Gold Star".

Our nice city was completely destroyed in the years of World War II. But at once after war it rose from ashes, as a legendary bird the Phoenix. In 1961 from Stalingrad the hero town was renamed into Volgograd.

Modern Volgograd – one of the most beautiful cities of Russia. By the master plan of 1945 it kept historically developed linear system of planning, and the coastal part was exempted from industrial constructions, warehouses, etc., cutting off residential areas from the river. In the northeast the city is closed by the Volga hydroelectric power station (in Volzhsky), on the southwest – Volga-Don the ship canal which has made Volgograd port of five seas.

Our remarkable city was stretched on 90 km along the coast of Volga and occupies the space in 56.5 thousand hectares. This territory is divided into 8 administrative regions: Spartanovka, Traktorozavodsky, Krasnooktyabrsky, Central, Dzerzhinsky, Voroshilovsky, Soviet, Kirov and some working settlements. According to the All-Russian census of 2002, the population of the city makes 1012.8 thousand people. From them 463.3 thousand men and 549.5 thousand women.

In Volgograd the considerable industrial and cultural potential, twenty higher educational institutions, planetarium with the unique equipment, tens libraries is concentrated.

Volgograd, thanks to the favorable transport geographical position and high industrial potential, carries out important strategic functions in social and economic development of the South of Russia. Existence in Volgograd strong scientific base and higher educational institutions of various specialization creates conditions for large-scale restructuring of industrial production and transformations of a city economic complex on the advanced innovative basis.

For the beginning of 2004 in Volgograd 161 large and medium-sized industrial enterprises were. About 11 percent of industrial output of the Southern federal district fall to the share of the industry of the city and 46 percent of industrial output of the Volgograd region.

In industrial sector of economy it is involved more than a third of economically active population of the city. The average annual number of the working makes 99.8 thousand people.

The share of *power industry* in the total amount of industrial production makes 8.3 percent. Number working in branch – 7.4 thousand people, or 7.3% occupied in the industry. For 2003 the volume of production made by the enterprises of branch, in established prices made 3.664 billion rubles (108.5% of level of the corresponding period of previous year). The condition of power industry as key branch of economy is defining for economic development. Competitiveness of all industrial complex of Volgograd finally depends on stability of functioning of a local power supply system and stability of tariffs for the electric power. Main objective of a municipal policy in the field of power industry is ensuring energy security of municipal economy (prevention of a possible energy crisis).

The enterprises of *fuel industry* let out about 19% of all industrial output of Volgograd. Number working in branch – 5.1 thousand people, or 5% taken in industries. For 2003 the enterprises of branch released production for the sum over 8 billion rubles, or 91.8% by the corresponding period of 2002. According to forecasts, in 2004 growth rate of outputs in the comparable prices in fuel industry will make 102%, in 2005 – 101%, in 2006 – 101%.

The JSC Krasny Oktyabr Steel Works enterprises, JSC Volgograd Staleprovolochnokanatny Plant, JSC VEST-MD, etc. treat leading enterprises of *ferrous metallurgy*. The number of 11.7 thousand people working in branch, or 11.8% occupied in the industry. The share of ferrous metallurgy in the total amount of industrial production of the city makes 10.1%. For 2003 output of products made 4.521 billion rubles (110.7% by the corresponding period of 2002).

The volume of production released the enterprises of *nonferrous metallurgy*, in 2003 made 4.1 billion rubles (height of 100.2% by the corresponding period of 2002). The share of nonferrous metallurgy in the total amount of industrial production of the city makes 9.4%. Number working in branch – 3.7 thousand people, or 3.7% occupied in the industry. The branch is presented by the JSC Volgograd Aluminium enterprise. On the volume of production of aluminum this enterprise takes the 7th place in ten the largest enterprises of the Russian Federation.

The *CHEMICAL AND PETROCHEMICAL INDUSTRY* of Volgograd is presented by such enterprises, as JSC Khimprom, JSC Kaustik, etc. The share of the chemical and petrochemical industry in the total amount of industrial production of the city makes 15.7%. The number of 18.3 thousand people working in branch, or 18% occupied in the industry.

For 2003 by the enterprises of branch it is made production for the sum of 6.5 billion rubles (100.6% by the corresponding period of 2002). Industrial output in 2004 is predicted in the sum of 7.3 billion rubles, or with growth on At/about to previous year.

Leading enterprises of such branch as the *mechanical engineering and metal working*, are OOO "VZBT", JSC Volgogradneftemash, JSC Volgograd Shipbuilding Plant, JSC Tractor Company VGTZ and some other. The separate enterprises of a machine-building complex of Volgograd are leaders not only in the region, but also in Russia. The share of the enterprises of mechanical engineering and metal working in a total amount of industrial production of the city makes 15.1%.

The number of – 33.5 thousand people working in branch, or 33% occupied in the industry. By the mechanical engineering and metal working enterprises for 2003 it is made production for the sum of 6.7 billion rubles (99.8% by the corresponding period of 2002). In 2004 the increase in outputs in the comparable prices for 7% to level of 2003 is predicted.

The enterprises of *defense industry complex* are integrated into a city economy. The state defensive order grew, there took place restructuring of debts of the enterprises in budgets of all levels, the public debt to the enterprises for the defensive order was satisfied. Development and development of civil types of production with dual-use technology use are conducted. In JSC Volgograd Shipbuilding Plant construction of tankers of the class "river sea" for JSC Lukoil Oil Company, production of pump floating stations proceeds. Federal State Unitary Enterprise ON Barrikady arranged production of the equipment for fuel and energy complex, rescue and construction works. At the enterprise the regional order on production of a metalwork for bridge construction through the Volga River is placed.

Among leading enterprises of *forestry and wood industry* of the city – JSC NP Volgogradmebel, JSC VEKAF. For 2003 by the enterprises of branch it is made production for the sum of 433.2 million rubles (108.6% by the corresponding period of 2002). The share of the enterprises of branch in the total amount of industrial production of the city makes 1%. Number working in branch – 1.8 thousand people, or 1.8% occupied in the industry.

In 2003 the output in the *industry of construction materials and building industry* of Volgograd makes 1.6 billion rubles, or 106.5% to level of 2002. The share of the industry of construction materials and

building industry in a total amount of industrial production of the city makes 3.7%. The number of 4.8 thousand people working in branch (4.8% occupied in the industry). In branch some large enterprises work: JSC Volgograd Ceramic Plant, JSC ZhBISh Volgograd Plant, JSC ZhBI № 6, JSC PO “Plant of a silicate brick”, etc. The output in the industry of construction materials and building industry in the comparable prices is predicted: in 2004 of – 107%, in 2005 – 104.5%, in 2010 – 103% to level of previous year.



ECONOMY, FINANCE AND INVESTMENTS

In recent years positive tendencies of development of economy of Volgograd remain. The volume of the income of the consolidated budget of Volgograd in 2004 is approved of 5 150 476 thousand rubles, including means of Territorial road fund in the sum of 268 million rubles, means of trust budgetary fund of outdoor advertizing in the sum of 30 million rubles, a subvention from the higher budget on implementation of the comprehensive target program of a development of the city of Volgograd as administrative center of the Volgograd region in the sum of 372 million rubles. The expenses provided in the budget of Volgograd for 2004, make 5 601 426 thousand rubles. The budget deficit makes 450 950 thousand rubles, or 10% to the income of the budget of Volgograd.

In structure of the tax income of the budget of Volgograd for 2004 the greatest specific weight occupy: tax on the income of natural persons (about 45 percent), profit tax of the organizations (28 percent), property taxes (12 percent). Thus in comparison with 2003 the share of a profit tax of the organizations (for 8 percent) increased and a tax on the income of natural persons (for 2 percent), the share of the property taxes and taxes on goods and services decreased respectively by 2 and 7 percent.

The greatest share of the budget of Volgograd make expenses for education (27.8%), health care and physical culture (19.6%), housing and communal services (18.3%). Expenses on capital construction are provided generally at the expense of a subvention and made 5% of the general expenses. About 50% of expenses of the budget of Volgograd for 2004 occupy expenses of branches of the social sphere. When forming the budget expenses on compensation of the budgetary establishments according to staff lists and work tariffing (1 354.8 million rubles) are in full provided; grants on guardianship (nearly 61 million rubles); expenses on payment of utilities (415.8 million rubles). On equipment acquisition, capital and maintenance 134.4 million rubles that makes 4.9% of expenses of branches of the social sphere are provided.

In expenses on health care expenses on obligatory medical insurance for the unemployed population on territories are considered. The standard on one person, accepted since January 1, 2004, makes 600 rubles, since July 1, 2004 – 700 rubles. Thus, on payment of expenses for the unemployed population for 2004 the sum of 372.4 million rubles is determined. On implementation of the Federal law “About veterans” 144.3 million rubles are provided.

On financing of capital investments in the budget of Volgograd for 2004 it is put 280 million rubles of which 200 million – at the expense of a subvention on implementation of the comprehensive target program of a development of the city of Volgograd as an administrative center of the Volgograd region and 80 million made expenses of the budget of Volgograd on financing of housing construction.

ARCHITECTURE AND CONSTRUCTION

The social and economic changes which have happened in the country, in many respects transformed conditions of development of the cities centers and the architectural activity connected with this process. The general crisis process in the Russian town planning, begun in the 1990th, bypassed also our city. Paraphrasing known expression “archi-

ecture is the stiffened music”, it is possible to tell that during this period there was no the uniform composer, each customer sought to become him, dictating to the architect the desires, demanding their realization, often without reckoning with real opportunities and requirements of an urban area.

Questions of transport development are among the main tasks of town-planning development of Volgograd. The largest of them – completion of construction of the bridge through Volga, the Third longitudinal highway, shore protection works, construction of the lateral road along the coast of Volga, the international airport, use of a corridor of the railroad for formation of the program of construction of the mono-rail road, design and construction of the bypass high-speed road, formation of the multipurpose terminal in the southern part of Volgograd at Volga-Don Canal.

The major and acute town-planning problem there is a release valuable city the prirechnykh of territories and carrying out from them the industrial enterprises. The “Volgograd Leaves to Volga” program is developed now for the solution of this task.

Architects of Volgograd are faced by a problem of formation of a new attractive architectural image of the city which also is a powerful factor of its competitiveness. Clear, easily readable image “The big city on the Big river” has to be born the embankments turned to the river by the centers, facades and panoramas of a housing estate. Thus the town-planning idea of composition of the city plan, put in the previous general plans of Stalingrad – Volgograd develops. The program of reconstruction of historical heritage can be expressed by the motto “Creating, Do Not Destroy”, that is without demolition of historical “splinters” of various temporary periods. The account of “spirit of a place”, detection of its specifics is and there is an essence of programs of reconstruction of Volgograd of a new eyelid.

EDUCATION

The educational system of Volgograd is made by 492 educational institutions, including: 452 municipal, 4 state, 21 non-state and 15 departmental. Main goal of educational policy of Committee on Education of administration of Volgograd is ensuring quality of education on the basis of preservation of its fundamental nature and compliance to actual and perspective needs of the personality, society and the state. Exactly city target programs for introduction in educational activity of the latest health saving, information technologies, to strengthening of material

base of municipal educational institutions, providing with their sports equipment and stock are for this purpose realized.

Educational institutions take active part in implementation of various international projects and programs in the field of education.

The branch “Education” is represented by more than 25 thousand workers, from which more than 14 thousand – teachers. City competitions of class teachers “The cool cool” became serious incentive of professional improvement of the pedagogical workers focused on educational work, “Heart I give additional education teachers to children”, the senior leaders “The leader of year”, staff of preschool educational institutions “Kindergarten of Great Pedagogical Skills”.

Volgograd by right is considered the student’s city and one of the largest in the south of Russia scientific and training centers. Today 25 state universities operate on the territory of the city of Volgograd and 14 non-state in which about 50 thousand students are trained. In the city 26 averages of special educational institutions – colleges, technical schools, schools, branches and educational and consulting points. Besides, in Volgograd there are 26 professional schools where preparation on 180 working specialties is conducted, and more than 12 thousand young men and girls get such education.

Ex.2. Answer the questions.

1. When was the first settlement founded on the territory of modern Volgograd?
2. Where did a wooden fortress originally arise?
3. What did the fortress serve for?
4. Why was the town again constructed? Where was it constructed? And where was it constructed?
5. What events took place in 1667 – 1722 year?
6. What provinces did Tsaritsyn attribute?
7. What industry started arising in XIX century?
8. When did the first railroad appear in Tsaritsyn ?
9. What areas did it connect?
10. What agencies were there in the town?
11. What became operational in 1880?
12. What industries developed in XIX century?
13. When was the train put on into operation?
14. How many times has the city changed its name ?
15. What enterprises worked at the beginning of XX century?

16. What was the role of Stalingrad in World War II ?
17. What kind of city is Volgograd nowadays ?
18. What tendencies of development does the Volgograd have?
19. What architectural style does the city have?

Ex.3. Speak about Volgograd.

UNIT 6. London scene

Ex.1. Read the text and translate it into Russian.

The City of London

The City of London was described as a busy emporium for trade and traders' as early as Roman times, and the description remains as true today as it did all those centuries ago. It is now a thriving financial and commercial centre which has within its square mile such famous institutions as the Bank of England, the Stock Exchange, the Royal Courts of Justice and Guildhall, as well as the headquarters of many international banks and insurance companies.



The City is administered as a separate unit and has its own Lord Mayor and Corporation as well as its own police force. The Lord Mayor of London officially resides at the Mansion House, a magnificent Palladian building designed by George Dance and constructed between 1739 and 1753, but the seat of the Corporation of London is Guildhall and it is here that the Mayor is elected. Part of Guildhall dates from 1411 but it

was modified externally in the eighteenth century after being extensively damaged in the Great Fire. The Guildhall Library contains an unrivalled collection of books on all aspects of London.

Opposite the Mansion House stands the Bank of England, popularly known as The Old Lady of Threadneedle Street, where the nation's reserves of gold are stored. This famous bank was founded in 1694 but was moved here in 1734. It was nationalised in 1946 and has special responsibilities for issuing and printing banknotes – the security system is therefore very advanced!

The Stock Exchange, one of the world's centres of industrial finance, is nearby in Throgmorton Street. The Royal Courts of Justice - the Law Courts – are situated in the Strand. There were originally twelve Inns of Court, but only four still exist in their traditional capacity as places where lawyers study for their bar examinations: Gray's Inn with its seventeenth-century gatehouse and magnificent sixteenth-century hall, Lincoln's Inn in Chancery Lane, and the Inner and Middle Temples of Fleet Street, the original headquarters of the Knights Templar. The Temple Church is one of only four surviving round churches in the country, built to imitate the Church of the Holy Sepulchre in Jerusalem.

The Central Criminal Court, popularly known as the Old Bailey, stands on the sight of Newgate Prison, which until the middle of the last century was the principal place of public execution in London. Many of the most famous trials of the century have been held here, including those of Crippen, Christie and Haig.



In complete contrast is one of the most beautiful landmarks of the capital – St Paul’s Cathedral, Sir Christopher Wren’s masterpiece. It was built of Portland stone between 1675 and 1710 to replace the thirteenth-century cathedral which had been destroyed by the Great Fire and it rises to 111 metres (365 feet) with a dome 34 metres (112 feet) in diameter, supported by twelve massive supports. This dome houses the famous Whispering Gallery and is decorated with paintings depicting the life of St Paul.

One of the newest City developments is at St Katharine Docks, where old warehouses have been beautifully restored to create a fascinating complex of shops, restaurants, hotels and marinas.

Ex. 2. Answer the questions.

1. What is the City of London?
2. What is there in the City of London?
3. How is the City administrated?
4. Where does the lord mayor reside?
5. Why was it modified?
6. What does it contain?
7. Where are the nations reserves of gold stored?
8. Where is the Bank of England located?
9. When was it founded?
10. What responsibilities does the bank have?
11. What is one of the worlds centres of industrial finance?
12. What was there originally at the Law Courts?
13. Where do Lawyers study for their bar examinations?
14. Where is the Central Criminal Court situated?
15. Where was the principal place of public execution in London?
16. Where have the most of famous trials of the century been held?
17. What is the most beautiful landmark of the capital?
18. What was it built of? When was it built?
19. What is the dome of St. Paul’s Cathedral decorated with?
20. What has been restored to create a popular housing and leisure complex?

Ex. 3. Read the text and translate it into Russian.

The Spirit of London

No single book can attempt to do justice to the diversity of London, one of the greatest cities of the world. This publication gives the reader a tantalizing glimpse of the fascinating places, people and traditions which combine to give the capital its unique appeal.

The Roman historian Tacitus gives us the first recorded detail of London, which even in the year AD 62 was a thriving market town, though not as large as many other Roman settlements. Towards the end of the Roman era London was enclosed by a wall, but little is known of its subsequent history until the reign of King Alfred, who refortified the city against the Danes. The arrival of the Normans brought a change in the fortunes of London, for William the Conqueror granted it a charter and began to build the Tower. Westminster Hall was begun by William Rufus and in 1176 the first London Bridge was built. From about 1190 until the fourteenth century the city was governed by the mayor and aldermen.



At the beginning of the fifteenth century, the period when the benevolent Dick Whittington was four times mayor, the plague first struck London and killed 30,000 people, but the city soon recovered and became extremely prosperous during the sixteenth century. Then in 1665 and 1666 two catastrophes occurred: the first was another epidemic of plague which killed 100,000 citizens, and the second was the Great Fire which destroyed practically the whole of the City, including St Paul's Cathedral. Most of London's finest buildings date from the second half

of the seventeenth century onwards, and the greatest development of commerce took place in the nineteenth and present centuries.

During the Second World War London was bombed repeatedly and there was great destruction, but although three-quarters of all the houses in the capital suffered damage and a third of the city was destroyed, nothing could shake the Londoner's spirit. Today the scars have healed; new buildings have risen from the ruins and London once again greets her visitors with pride.

Nowhere is this pride more apparent than in the Chelsea Pensioners, retired servicemen who are cared for in the Royal Hospital at Chelsea. They wear a distinctive scarlet uniform, often adorned by hard-earned medals, and are among London's most delightful characters.



The London "Bobby", as a policeman is affectionately called, is another familiar figure, his unenviable tasks including anything from directing the traffic to dealing with complex and dangerous situations. His knowledge of London is often encyclopedic and he is consequently often approached by visitors seeking information or directions. Pavement artists, street performers and market traders all add to the rich mosaic of London life. Some of the characters who were once a familiar part of the London scene have, alas, disappeared.

The shoeblack is now seldom seen, and the lamplighter, with his tall pole, is only a memory; but others are still with us. The pearly "kings and queens" who don their brilliant outfits on special occasions; the impassive commissionaires outside hotels, restaurants, cinemas and theatres; and the occasional city gent who sports his bowler hat and brolly. These, and many others, help to give London its unique personality.

Ex.4. Answer the questions.

1. Can a good guide book do justice to the diversity of London?
2. What can the publication give the reader?
3. What did London look like in the year ad 62?

4. How was London protected?
5. What brought a change in the fortunes of London?
6. Who began to build the tower?
7. Who was Westminster hall begun by?
8. When was the first London Bridge built?
9. What catastrophes occurred in London?
10. When did the development of commerce take place?
11. When was the London's finest buildings built?
12. Did London suffer a lot during the Second World War?
13. Who is called the London "Bobby"?
14. What characters of the London scene disappeared?

Ex.5. Read the text and translate it into Russian.

Royal Landmarks

London has been the home of the British Royal Family for centuries, and although many former palaces have now been converted for other uses, some still remain as royal residences. The most famous of these is surely Buckingham Palace.

The palace takes its name from Buckingham House, which was built in 1703 as the home of the Duke of Buckingham and subsequently bought by George III in 1762. It was remodelled by Nash in 1825 and has been the home of the monarch since Queen Victoria came to the throne. The east wing, which is the side the public sees, was added in 1847. Today the Queen lives at the palace for only part of the year and when she is in residence the Royal Standard is flown. The huge marble statue outside the palace at the head of The Mall depicts Queen Victoria surrounded by figures of Justice, Truth and Motherhood, and surmounted by Courage, Constancy and the winged figure of Victory.



The main palace is now open to the public at certain times, and items from the Royal Collection can be seen at the nearby Queen's Gallery which was originally designed as a conservatory by John Nash. The Royal Mews is also open to the public at certain times and an interesting selection of royal transport can be seen there, including the magnificent State Coach, used for coronations, and the glass coach, used for royal weddings.

The oldest of all the royal residences in London, although no longer inhabited by the Royal Family, is the Tower of London. Begun by William the Conqueror in 1078, this famous fortress was enlarged several times in later years. Throughout its long history it has been put to many uses including that of a zoo, the Royal Mint, the first Royal Observatory and now as a museum to house the national collection of armour and the Crown Jewels. It is perhaps most famous for being a prison, however, and such diverse characters as Lady Jane Grey and Rudolph Hess were held captive in the Yeoman Gaoler's House at various times. Indeed, heroes and traitors from centuries of British history have been incarcerated in this grim fortress, often to lose their heads on the block or to be hung from the gallows.

The Yeomen of the Guard – or Beefeaters - were originally formed to be a bodyguard for Henry VII, after the Battle of Bosworth in 1485. They still wear the Tudor uniform chosen by the King, and now give guided tours of the Tower. The ravens which roost there stay by courtesy of a legend which claims that the old Empire would crumble if they left!

Kensington Palace and St James's Palace are also to be found in the capital. Queen Victoria was born and brought up at Kensington Palace, a delightful building which was acquired by William III in 1689 and remodelled by Sir Christopher Wren. Although it remains a royal residence, the State Apartments and the Court Dress Collection are open to visitors. St James's Palace was long the official London residence of the sovereign. George III was the last monarch to live here; the palace is now occupied by the Prince of Wales's Household and is therefore not open. Many sovereigns were born here, including Charles II, James II, Mary II, Queen Anne and George IV, and several royal marriages have been solemnised here.

Ex.6. Answer the questions.

1. What is Buckingham Palace famous for?
2. When was Buckingham Palace built?
3. Who Buckingham house remodelled by?
4. How long das the Queen live at the palace?
5. Can people visit the place?
6. What is the Tower of London?
7. Is the tower of London inhabited by the Royal Family?
8. What was the Tower of London?
9. What collection does the Tower house?
10. What were The Yeomen of the guard originally formed to be?
11. What Palaces can be seen by visitors?
12. What are Kensington Palace and St. Jame's Palace famous for?

Библиографический список

1. Michael McCarthy, Felicity O'Dell. English Vocabulary in Use. Upper-intermediate. Cambridge University Press 2001.
2. Ruth Gairns and Stuart Redman. Idioms and Phrasal Verbs. Intermediate. Oxford University Press 2011.
3. Michael McCarthy, Felicity O'Dell. English Collocations in Use. Intermediate. Cambridge University Press 2005.
4. Ruth Gairns and Stuart Redman. Oxford Word Skills. Intermediate. Oxford University Press 2012.
5. http://e.mail.ru/cgi-bin/link?check=1&refresh=1&cnf=e935b4&url=http%3A%2F%2Fwww.odnoklassniki.ru%2Fdk%3Fcmd%3DlogExternal%26st.aid%3DCo%26st.name%3DexternalLinkRedirect%26st.link%3Dhttp%253A%252F%252Fwww.ox.ac.uk%252Fadmissions%252Fpostgraduate_courses%252Finternational_students%252Fbrazil%252Fstudent_profiles.html&msgid=14002474770000000950&x-email=kornienko_o%40list.ru&js=1
6. http://e.mail.ru/cgi-bin/link?check=1&refresh=1&cnf=3bfd5a&url=http%3A%2F%2Fwww.odnoklassniki.ru%2Fdk%3Fcmd%3DlogExternal%26st.aid%3DConversion%26st.name%3DexternalLinkRedirect%26st.link%3Dhttp%253A%252F%252Ftalk.collegeconfidential.com%252Fharvard-university%252F1006459-typical-day-routine-harvard-student.html&msgid=14002474770000000950&x-email=kornienko_o%40list.ru&js=1
7. London scene. Jarrold Publishing 1988. Revised 1995.
http://e.mail.ru/cgi-bin/link?check=1&refresh=1&cnf=eaf91f&url=http%3A%2F%2Fautocwww.colorado.edu%2F~blackmon%2FE64ContentFiles%2FConstruction%2FBuildingConstruction.html&msgid=14010992300000000624&x-email=kornienko_o%40list.ru&js=1
8. Фото авторов.

Учебное издание

Астафурова Татьяна Николаевна, *Корниенко* Ольга Петровна,
Петий Анна Анатольевна, *Солодовникова* Ирина Владимировна, *Макуев* Юрий Георгиевич

STUDY AND WORK
УЧИТЕСЬ, РАБОТАЙТЕ

Учебное пособие

Публикуется в авторской редакции
Подписано в свет 28.07.2014

Гарнитура «Таймс». Уч.-изд. л. 3,6. Объем данных 823 Кбайт.

Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Волгоградский государственный архитектурно-строительный университет»
400074, Волгоград, ул. Академическая, 1
<http://www.vgasu.ru>, info@vgasu.ru