МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ДЕПАРТАМЕНТ НАУЧНО-ТЕХНОЛОГИЧЕСКОЙ ПОЛИТИКИ И ОБРАЗОВАНИЯ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ДОНСКОЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО Донской ГАУ)

АЗОВО-ЧЕРНОМОРСКИЙ ИНЖЕНЕРНЫЙ ИНСТИТУТ – ФИЛИАЛ
ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО БЮДЖЕТНОГО ОБРАЗОВАТЕЛЬНОГО
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«ДОНСКОЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ» В Г. ЗЕРНОГРАДЕ
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Кафедра гуманитарных дисциплин
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ПРАКТИЧЕСКИЙ КУРС ДЛЯ МАГИСТРАНТОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ

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INTRODUCTION (ВВЕДЕНИЕ)

Цель данного курса – приобретение и дальнейшее развитие профессиональной иноязычной компетентности магистрантов, необходимой для успешного и эффективного общения в различных областях профессиональной и научной деятельности. Пособие для магистрантов состоит из текстов, посвященных современным общетехническим и научным проблемам. Предлагаемая система упражнений ориентирована на формирование и успешное развитие коммуникативных навыков. Каждый урок включает аутентичные тесты общепрофессиональной направленности, ряд дискуссионных заданий, а также упражнения, направленные на развитие переводческих навыков студентов.

Данное пособие предназначено как для аудиторной, так и самостоятельной работы студентов очной и заочной форм обучения.

I. SCIENCE & EDUCATION

SCIENCE

Vocabulary:

1. systematic enterprise – систематическое предпринимательство
2. testable explanations and predictions – проверяемые объяснения и предсказания
3. making poisonous plants edible – сделать ядовитые растения съедобными
4. consistent conscientious distinction – последовательное сознательное различие
5. more accurate natural explanation – более точное естественное объяснение
6. to generate specific expectations – порождать конкретные ожидания
7. to be inconsistent with the idea – быть несовместимым с идеей
8. with many different lines of evidence – со многими различными линиями доказательств
9. to distribute research funds – распределять исследовательские фонды
10. scrutiny of ideas – проверка идей
11. to be misconstrued – быть неправильно истолкованным
12. to be open to anyone – быть открытым для каждого

Read and translate the text.

Science (from Latin *scientia*, meaning "knowledge") is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe. Contemporary science is typically subdivided into the natural sciences, which study the material universe; the social sciences, which study people and societies; and the formal sciences, which study logic and mathematics.

The formal sciences are often excluded as they do not depend on empirical observations. Science in a broad sense existed before the modern era and in many historical civilizations. Modern science is distinct in its approach and successful in its results, so it now defines what science is in the strictest sense of the term. Science in its original sense was a word for a type of knowledge rather than a specialized word for the pursuit of such knowledge. For example, knowledge about the working of natural things was gathered long before recorded history and led to the development of complex abstract thought. This is shown by the construction of complex calendars, techniques for making poisonous plants edible, and buildings such as the Pyramids. However, no consistent conscientious distinction was made between knowledge of such things, which are true in every community, and other types of communal knowledge, such as mythologies and legal systems.

Just as importantly, science is also a process of discovery that allows us to link isolated facts into coherent and comprehensive understandings of the natural

world. Very few questions are off-limits in science – but the sorts of answers science can provide are limited. Science can only answer in terms of natural phenomena and natural processes. Answers that are outside of the natural world are outside of science. Science as a collective institution aims to produce more and more accurate natural explanations of how the natural world works.

Classically, science's main goal has been building knowledge and understanding, regardless of its potential applications – for example, investigating the chemical reactions that an organic compound undergoes in order to learn about its structure.

However, increasingly, scientific research is undertaken with the explicit goal of solving a problem or developing a technology, and along the path to that goal, new knowledge and explanations are constructed. The knowledge that is built by science is always open to question and revision. Only testable ideas are within the purview of science. For an idea to be testable, it must logically generate specific expectations – a set of observations that we could expect to make if the idea were true and a set of observations that would be inconsistent with the idea and lead you to believe that it is not true. A scientific idea may require a lot of reasoning to work out an appropriate test, may be difficult to test, may require the development of new technological tools to test, or may require one to make independently testable assumptions to test – but to be scientific, an idea must be testable, somehow, someway. Ultimately, scientific ideas must actually be tested – preferably with many different lines of evidence by many different people. This characteristic is at the heart of all science. Scientists actively seek evidence to test their ideas. The progress of science depends on interactions within the scientific community – that is, the community of people and organizations that generate scientific ideas, test those ideas, publish scientific journals, organize conferences, train scientists, distribute research funds, etc. This scientific community provides the cumulative knowledge base that allows science to build on itself. It is also responsible for the further testing and scrutiny of ideas and for performing checks and balances on the work of community members. Science is an ongoing endeavor. So long as there are unexplored and unexplained parts of the natural world, science will continue to investigate them. Most typically in science, answering one question inspires deeper and more detailed questions for further research. Science is sometimes misconstrued as an elite endeavor in which one has to be a member of "the club" in order to be taken seriously. That's a bit misleading. In fact, science is now open to anyone and benefits tremendously from the expanding diversity of perspectives offered by its participants.

Tasks:

I. Answer the questions.

1. What does the word science mean?
2. What types of sciences contemporary science is typically subdivided?
3. Is Modern science distinct in its approach and successful in its results?
4. Aren't only testable ideas within the purview of science?
5. Must scientific ideas be tested – preferably with many different lines of evidence by many different people?

II. Translate into Russian.

1. The formal sciences are often excluded as they do not depend on empirical observations.
2. Just as importantly, science is also a process of discovery that allows us to link isolated facts into coherent and comprehensive understandings of the natural world.
3. The knowledge that is built by science is always open to question and revision.
4. Scientists actively seek evidence to test their ideas.
5. Science is sometimes misconstrued as an elite endeavor in which one has to be a member of "the club" in order to be taken seriously.

III. Complete the following sentences.

1. Science in a broad sense existed before the modern era and….
2. This is shown by the construction of complex calendars, techniques for making poisonous plants edible, and…
3. Very few questions are off-limits in science – but the sorts of…
4. This scientific community provides the cumulative knowledge base that allows….
5. Most typically in science, answering one question inspires…

IV. Make up your own story about science and technology according to the following points of the plan. The words and phrases are supposed to make your story logical and interesting.

1. What is Science?
The word "science" comes from
Science covers
2. The Fields of Scientific Research
Scientists search for
Scientists examine
Powered by TCPDF
Scientists investigate
Scientists solve
3. Different Groups of Sciences

Sciences can be divided into
Scientific knowledge has become
Different sciences overlap
All sciences are interconnected
4. Science and Technology
Science provides
Technology means
Industrial technology began to develop
Science and technology influence

2. HIGHER EDUCATION IN THE RUSSIAN FEDERATION

Vocabulary:

1. Bachelor of Arts (BA) – бакалавр гуманитарных наук
2. Master of Arts (MA) – магистр гуманитарных наук
3. Bachelor of science (BSc) – бакалавр естественных наук
4. Master of science (MSc) – магистр естественных наук
5. Undergraduate student – студент младших курсов
6. Doctor of Philosophy (Ph.D) – кандидат наук
7. Thesis – диссертация
8. Syllabus – программа дисциплины
9. Unified national test – ЕГЭ
10. Two-tier degree structure – двухступенчатая модель высшего образования
11. Quality assessment – оценка качества
12. Faculty members – преподавательский состав
13. Applicant – абитуриент
14. Dean – декан
15. Head of department – заведующий кафедрой
16. Faculty – факультет
17. Faculty (Am) – профессорско-преподавательский состав
18. Faculty office – деканат
19. Department (full-time / part time /correspondence) – отделение (дневное / вечернее / заочное)
20. First-year student – студент первого курса
21. Get in to university – поступать в университет
22. Graduate from a university – окончить университет
23. State Attestation Commission (SAC) – Государственная экзаменационная комиссия (ГЭК)

SYSTEM OF EDUCATION IN RUSSIA

Read and translate the text.

Russians have always shown a great concern for education. The right to education is stated in the constitution of the Russia Federation. Basic general education lasts for nine years. Graduates of this level may continue their education at senior high school to receive secondary general education. They may also enter an initial vocational school or non-university level higher education institutions. Initial vocational schools may offer one-and-a-half to two years' purely professional education joint professional and secondary general education for three to four years and skilled workers' training at different levels. Non-university level higher education institutions also offer three-to four-year professional and secondary general education and two-year vocational training. Secondary general education on the basis of basic general education continues for two years and ends when students are 17–18.

Graduates from a secondary general school may apply for entrance to a higher education institution. Secondary education leads to the award of the Certificate of Secondary Complete General Education. At present, there are some five hundred Cadet schools, military boarding schools, vocational schools and gymnasiums and a great number of Cadet classes in Russia. Higher education is provided by public and non-public (non-State) accredited higher education institutions.

Since 1992, Russian higher education has had a multi-level structure. The term "multi-level" indicates that degrees now may be obtained on three levels instead of an only one level, as in the former Soviet Union. Nowadays, higher education institutions may confer the following degrees and diplomas:

Level 1 comprises the first two years of studies and is concentrated on compulsory fundamental courses in the given specialty. After this period, students may either continue their studies or, if they do not want to do so, leave the institution with an Intermediate Diploma. The Diploma gives its holder the right to exercise a professional activity in accordance with the level of education it represents. The Diploma supplement lists the results of normal examinations taken during the first two years of study.

Level 2 is a continuation of studies for the Bachelor degree during at least another two years; it leads to the four-year Bachelor degree. The function of the Bachelor degree is to provide a more academically rather than professionally oriented education. Each Bachelor programme contains a defined portion of fundamental education with courses taken from the humanities, the social sciences and economics, and natural sciences. Following a successful attestation, a State Diploma is issued attesting conferral of the Bachelor degree. The supplement to the Diploma includes disciplines taught, number of hours, the grades, the practical training, the results of final state examinations.

Level 3 represents two options after the second level – master and specialist. The traditional qualification of Specialist Diploma has two functions: it opens access to professional practice (e.g. to engineers, teachers, etc.), and it is also the tra-

ditional prerequisite for admission to doctoral studies. The qualification of Diploma Specialist is conferred after studies lasting five to six years. State final attestation for a Specialist Diploma covers the defense of a project or a thesis and State final examinations.

Graduates of higher education institutions with a bent for research work may pursue their education as postgraduates attending educational programmes of postgraduate professional education. The hierarchy of advanced degrees in Russia traditionally includes two-stage system of doctoral degrees: the Candidate of Science (Ph.D. degree) and the Doctor of Science (D.Sc. degree).

Both university level higher education institutions and research institutions have the right to set up doctoral study programs. Two national bodies, the Ministry of Education of the Russian Federation and the Russian Academy of Sciences are responsible for the general supervision of doctoral studies in higher education institutions and research institutions, respectively.

Educational programs of postgraduate professional education can be implemented in those educational and research establishments which dispose high-quality academic staff, sufficient financial provision and research capacities.

The main route leading to the Phd. degree is the postgraduate study which is aimed at imparting in-depth theoretical, special and social education and of training scientific and teaching staff through the mastery of means and methods of scientific study so that they may be able to carry out independent research and educational work with great skill.

The general prerequisites for admission to postgraduate study are completion of a full course of study at a university level higher education institution and award of the Specialist Diploma or of the Master degree, proof of creative thinking in practical work or study, and an age limit of up to 35 years for full-time and up to 45 years for part-time doctoral students.

In order to be awarded the Ph.D. degree, a student must complete, present and defend a dissertation (thesis). Dissertation topics should generally correspond to the scientific areas of the basic projects undertaken by the awarding institutions and be approved by its Academic Council for each doctoral student.

A Doctor of Science or a professor specializing in the subject area is appointed as a supervisor for each Ph. D. student as soon as he or she joins a postgraduate department. Today the new edition of the federal state educational standard of high professional education in planning (the third generation of educational standards) is still at the stage of development and implementation in the educational process.

The third generation of the Federal State Educational Standard for Higher Professional Education raises the questions of the didactical component of learning disciplines, in particular, document studies, in the related state educational standards, as well as calls for cooperation and integration of the universities methodological departments. These activities are founded institutionally through the operation of the federal agencies of the Ministry of Culture and Mass Communications of the Russian Federation. These agencies formulate competence requirements to

professional activities of graduates (namely, document managers, librarians, publishers, booksellers, archivists). The work on this document has raised the question about systematization of the competences, which should be possessed by the graduates of higher education.

Tasks:

I. Answer the questions.

1. What is the role of education nowadays?
2. Have you had a chance to compare Russian system of higher education with the system of higher education abroad? What are strengths and weaknesses of our system in your opinion?
3. What is the aim of higher education reforms, which are under way in Russia at the moment?
4. What do you know about Bologna process? Can you describe this system?
5. What are the differences between traditional and new educational systems?

II. Translate into Russian.

1. Graduates from a secondary general school may apply for entrance to a higher education institution.
2. The Diploma supplement lists the results of normal examinations taken during the first two years of study.
3. The hierarchy of advanced degrees in Russia traditionally includes two-stage system of doctoral degrees: the Candidate of Science (Ph.D. degree) and the Doctor of Science (D.Sc. degree).
4. Dissertation topics should generally correspond to the scientific areas of the basic projects undertaken by the awarding institutions and be approved by its Academic Council for each doctoral student.
5. These agencies formulate competence requirements to professional activities of graduates (namely, document managers, librarians, publishers, booksellers, archivists).

III. Complete the following sentences.

1. Secondary education leads to the award of the Certificate of Secondary …
2. Since 1992, Russian higher education has had ….
3. Non-university level higher education institutions also offer three-to four year professional…
4. The qualification of Diploma Specialist is conferred after studies…
5. Each Bachelor programme contains a defined portion of fundamental education with courses ….
6. State final attestation for a Specialist Diploma covers the defense of a project or a thesis …

IV. Choose one of the words to complete the sentences.

1. What …… are you studying at university?
a) objects b) topics c) subjects
2. Many students go on to …… education at university when they finish school.
a) further b) upper c) higher
3. I decided to …… my IELTS exam in order to get a higher score.
a) resit b) remake c) redo
4. She hasn't finished her university course yet: she's still a / an ……
a) postgraduate b) undergraduate c) pregraduate
5. I had to go to work during the day, but was able to go to …… school after work.
a) night b) post c) evening
6. Most children go to a state school, which is funded by the government. A privileged few, however, benefit from going to a …… school.
a) personal b) private c) privileged
7. As far as I am concerned, we need to make the most of every …… to learn.
a) possibility b) availability c) opportunity
8. Before you join a course at a college or university, you first need to … .
a) engage b) enroll c) enlist
9. I believe that the main aim of education should be to help us learn new ...
a) abilities b) tasks c) skills
10. The more knowledge you are able to ……, the better your chances of successin life.
a) reach b) acquire c) achieve

3. HIGHER EDUCATION IN GREAT BRITAIN

Vocabulary:

1. to apply for smth. – обратиться за чем-либо
2. an entrance – поступление, вход
3. to be divided into – делиться на
4. an institution – учебное заведение
5. independent – независимый
6. to be responsible to smbd. – быть ответственным перед кем-либо
7. governing council – совет правления
8. to receive – получать
9. a support – поддержка
10. an admission – доступ, принятие
11. a selection – отбор
12. free of charge – бесплатный
13. a grant – субсидия

14. a loan – ссуда, заем
15. a government – правительство
16. to consist of – состоять из
17. arts – гуманитарные науки
18. sciences – точные науки
19. a law – право, закон
20. a theology – теология
21. a department – отделение
22. a title – титул, звание
23. senior – старший
24. to pass examinations – сдать экзамены
25. Bachelor's degree – степень бакалавра
26. a postgraduate – аспирант
27. the degree of Master – степень магистра
28. to confer – присваивать, присуждать
29. a thesis – диссертация
30. to be based on – быть основанным на
31. at least – по крайней мере
32. a research – исследование, исследовательская работа
33. to be engaged in smth. – заниматься чем-либо
34. a vocation – каникулы
35. in addition – вдобавок, кроме того
36. to earn money – зарабатывать деньги
37. success – успех
38. it is considered – считается
39. an honour – честь

Read and translate the text.

Most people in Great Britain start life in universities and colleges at the age of 18. If you want to go to a university, you usually apply for an entrance during your last years at school.

You can apply to any university in Britain and most people choose a university outside their hometown. There are about 90 universities in the U.K. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities, such as London and Manchester universities, and the new ones (Kent, Essex, and York). The two oldest universities in England are Oxford and Cambridge, they are known for their specific system of education.

All institutions are independent, autonomous and responsible only to their governing council, but they receive financial support from the state. The admission to the universities is by examination or selection (interviews). Education in Britain is not free of charge, it is rather expensive. Students may get a grant or a loan from the government to study. A university consists of a number of faculties: arts, sciences, medicine, agriculture, education, law and theology. The teaching is organized in departments, such as engineering, economics, commerce, History, French, etc.

At the head of each faculty there is a professor. Other teachers are lecturers; some of the senior teachers have the title of reader or senior lecturer. Students who pass examinations at the end of three or four years of study get Bachelor's degree.

The first postgraduate degree is normally that of Master conferred for a thesis based on at least one year's fulltime work. Universities are the centres of research and many postgraduates are engaged in research for the higher degree, the degree of Doctor.

The academic year in Britain is divided into three terms, which usually runs from about the beginning the October to the middle of December, from the middle of January to the end of March and from the middle of April to the end of June or beginning of July. The students have vocations between the terms. A university usually has longer holidays, which last three or four months, three are a few weeks at Christmas and Easter during which the students can go home, or travel, or earn money to pay for their education.

Tasks:

I. Answer the following questions.

1. What age do the British students start life in universities at?
2. Why is the last year at school very important for school – leavers?
3. How many universities are there in the U.K.?
4. What types are the British universities divided into?
5. What faculties and departments does a university include?
6. Who is the head of each faculty?
7. When do the British students get Bachelor's degree?
8. What is necessary for conferring degree of Master?
9. When do students in Britain have their vocations? How do they spend them?

II. Translate into Russian.

1. If you want to go to a university, you usually apply for an entrance during your last years at school.
2. All institutions are independent, autonomous and responsible only to their governing council, but they receive financial support from the state.
3. Students may get a grant or a loan from the government to study.
4. Students who pass examinations at the end of three or four years of study get Bachelor's degree.
5. The students have vocations between the terms.

III. Complete the following sentences.

1. Most people in Great Britain start life in universities and colleges ….
2. The two oldest universities in England are ….
3. Students may get a grant or a loan ….
4. Students who pass examinations at the end of three or four years of study….
5. The students have vocation….

4. HIGHER EDUCATION IN THE USA

Vocabulary:

1. a high school – средняя школа
2. to continue in higher education – продолжить образование в вузе
3. a community college – местный колледж
4. a technical school – техническая школа
5. a vocational school – профессиональное училище
6. to have a special subject area – специализироваться в определенной области
7. a college of liberal arts – колледж свободных искусств
8. a humanity – гуманитарный предмет
9. a social science – общественная наука
10. a natural science – естественная наука
11. an education – образование
12. a program for undergraduates – программа для студентов
13. to include – включать
14. a subject – предмет, дисциплина
15. to evaluate – оценивать
16. a quiz – экзамен, опрос
17. a method of instruction – метод преподавания
18. to get an undergraduate degree in the arts or sciences – получить степень в области гуманитарных или естественных наук
19. to complete a course of study – закончить курс обучения
20. Bachelor of Arts (B.A.) – степень бакалавра гуманитарных наук
21. Bachelor of Science (B. Sc.) – степень бакалавра естественных наук
22. to go on for a graduate or professional degree – продолжать обучение с целью получения степени доктора или профессиональной степени
23. a program for graduate and professional study – программа обучения для аспирантов и профессионального обучения
24. to have graduate or professional programs – предлагать программы обучения аспирантов и профессиональные программы
25. to last – длиться, продолжаться
26. regular – обычный, нормальный
27. dental – зубной, зубоврачебный
28. a sewing – шитье
29. a job training – профессиональная подготовка
30. an area – область
31. such as – такие как
32. a carpentry – плотницкое дело

Read and translate the text.

In the United States, a student who has finished high school may continue in higher education. There are several ways to do it: universities, colleges, community colleges, and technical or vocational schools. A university in the USA usually has several different colleges in it. Each has a special subject area. There may be a college of liberal arts where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and college of business. A program for undergraduates usually takes four years. The academic years lasts nine months. It includes two semesters of four and a half months each. Classes begin in September and end in June. During one term a student studies four or five different subjects. The student's progress is often evaluated through quizzes (short oral or written tests), term papers, and final examination in each course. The methods of instruction in the universities are the lecture, discussion and work in laboratories. University students get undergraduate degree in the arts or sciences. Students may leave the university at this time. They may also go on for a graduate or professional degree. The university always has programs for graduate and professional study in many subjects in many subjects. A college does not have graduate or professional programs. If a college student completes a course of study in arts or science, he gets Bachelor of Arts or Science degree. If college students want to continue for a graduate or professional degree, they must go to University. The program of study in the community college usually lasts two years. The community college may give courses in the regular academic subjects or subjects like dental technology, sewing and other non – academic subjects. The students may then go to a college for two more years to get the Bachelor's degree. The technical or vocational school has only job training, it has no academic program. Programs may take from six month to two years and more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

Tasks:

I. Answer the questions.

1. What are the ways to continue in higher education in the USA?
2. What colleges does a university in the USA consist of?
3. The academic year includes three semesters, doesn't it?
4. What is evaluated through quizzes and final examinations?
5. What are the main methods of instruction?
6. What degrees are offered at universities?
7. What programs and degrees are offered at a college?
8. What courses do community colleges give?
9. What kind of program does a technical or a vocational school offer?

II. Translate into Russian.

1. A university in the USA usually has several different colleges in it.
2. A program for undergraduates usually takes four years.
3. During one term a student studies four or five different subjects.

4. A college does not have graduate or professional programs.

5. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

III. Complete the following sentences.

1. In the United States, a student who has finished high school….
2. A university in the USA usually has ….
3. Classes begin….
4. The university always has programs ….
5. The community college may give courses in the regular academic subjects or subjects like …

5. THE BOLOGNA PROCESS

Vocabulary:

1. agreement – соглашение
2. designed – разработанный
3. ensure – гарантировать, убеждаться
4. comparability – сопоставимость
5. qualification – квалификация, условие
6. anniversary – годовщина
7. integration – интеграция
8. currently – в настоящее время
9. participating – участие
10. framework – структура
11. statements – утверждения
12. respectively – соответственно
13. response – ответ
14. implementation – внедрение
15. attractiveness – привлекательность
16. tolerant community – толерантное общество
17. incompatible – несовместимый
18. obtain – получать
19. preserving – сохранение
20. complete – закончить, завершить
21. two-tier – двухъярусный, двухуровневый

Read and translate the text.

The Bologna Process is a series of agreements between European countries designed to ensure comparability in the standards and quality of higher education qualifications. It is named after the place it was proposed, the University of Bologna, celebrating the 900 th anniversary, with the signing of the Bologna declaration by Education Ministers from 29 European countries in 1999, forming a part of European integration.

The Bologna Process currently has 47 participating countries.

The basic framework adopted is of three cycles of higher education qualifications. These are statements of what students know and can do on completion of their degrees.

• 1st cycle: a bachelor's degree.

• 2nd cycle: a master's degree.

• 3rd cycle: a doctoral degree

In most cases, these will take 3–4 years for a bachelor's degree, 1–2 years for a master's degree, and 3–4 years for a doctoral degree, respectively to complete.

The Bologna Process was a major reform created with the goal of providing responses to issues such as the public responsibility for higher education and research with the most demanding qualification needs.

With the Bologna Process implementation, higher education systems in European countries are to be organized in such a way that:

• it is easy to move from one country to the other (within the European Higher Education Area) – for the purpose of further study or employment;

• the attractiveness of European higher education has increased, so that many people from non-European countries also come to study and/or work in Europe;

• the European Higher Education Area provides Europe with a broad, high-quality advanced knowledge base, and ensures the further development of Europe as a stable, peaceful and tolerant community.

The Russian higher education framework was basically incompatible with the Process: the general degree in all universities since Soviet era is the Specialist which can be obtained after completing 5–6 years of studies. Since the mid-90s. many universities have introduced limited educational programmes allowing students to graduate with a bachelor's degree (4 years) and then earn a master's degree (another 1–2 years) while preserving the old 5–6 year scheme. In October 2007 Russia enacted a move to two-tier education in line with Bologna Process model. The universities inserted a BSc diploma in the middle of their standard specialist programs; transition to real MS qualification has not been completed yet.

Tasks:

I. Answer the questions.

1. Why did so many countries sign the Bologna Declaration?
2. What differences in European education systems surfaced in course of the Bologna process?
3. What are three cycles of higher education qualifications adopted?
4. What are the main goals of the Bologna process?
5. How can you get bachelor's degree?
6. How can you get master's degree?
7. How can you get doctoral degree?
8. Does the system of the Russian higher education similar with European one?
9. What degrees can you get in Russian universities?

II. Translate into Russian.

1. It is named after the place it was proposed, the University of Bologna.
2. The Bologna Process currently has 47 participating countries.
3. The Bologna Process was a major reform created with the goal of providing responses to issues such as the public responsibility for higher education and research with the most demanding qualification needs.
4. The attractiveness of European higher education has increased, so that many people from non-European countries also come to study and/or work in Europe.
5. Since the mid-90s. many universities have introduced limited educational programmes allowing students to graduate with a bachelor's degree (4 years) and then earn a master's degree (another 1–2 years) while preserving the old 5–6 year scheme.

III. Complete the following sentences.

1. It is named after the place it was proposed, the University of Bologna, celebrating the 900th anniversary…forming a part of European integration.
2. In most cases, these will take 3–4 years for a bachelor's degree, 1–2 years for a master's degree, …..
3. the European Higher Education Area provides Europe with a broad,…. , peaceful and tolerant community.
4. … (within the European Higher Education Area) – for the purpose of further study or employment.
5. The Russian higher education framework was basically incompatible with the Process…. which can be obtained after completing 5–6 years of studies.

IV. Explain the following.

1) to ensure comparability
2) named after the place
3) participating countries
4) framework adopted
5) the public responsibility
6) tolerant community
7) a BSc diploma

6. MASTER'S DEGREES

Vocabulary:

1. demand – требование
2. enrollments – прием
3. additional – дополнительный
4. awarded – награжденный
5. humanities – гуманитарные науки
6. emphasised – подчеркнутый
7. full-time study – полностью занятое исследование
8. particular profession – конкретная профессия
9. toward – к, по направлению (предлог)
10. require – нуждаться
11. identical – идентичный

Combinations with the word degree:

1. academic degree – ученая степень
2. bachelor's degree – степень бакалавра
3. master's degree – степень магистра
4. doctoral/doctor's degree – докторская степень
5. (post) graduate degree – ученая степень выше бакалавра
6. a degree day – день получения диплома (на торжественной церемонии в университете)
7. by degrees – постепенно, понемногу
8. in the last degree – до последней степени, в высшей степени
9. of the first degree – чрезмерный, заправский
10. to a degree – очень, значительно

There are some competencies that you need to gain while learning for the Master's course:

1) ability to apply knowledge in practice;
2) profound knowledge in the field of study;
3) oral and written communication in English (presentations, meetings, negotiations, etc.);
4) advanced computing skills;
5) basic research skills (research methods, academic writing, etc.);
6) ability to generate new ideas (creativity);
7) capacity to adapt to new situations and analyse information from different sources;
8) planning and time management;
9) decision-making and readiness to accept responsibility;
10) ability to work in a team;
11) ability to work in a multicultural business environment.

Read and translate the text.

Students and employers demand for advanced education and certification within professional fields of study has sparked much of the growth in master's degree enrollments.

The master's degree is designed to provide additional education or training in the student's specialised branch of knowledge. Master's degrees are offered in many different fields, and there are two main types of programs: academic and professional.

Academic Master's: The master of arts (M.A.) and the master of science (M.S.) degrees are usually awarded in the traditional arts, sciences, and humanities disciplines. The M.S. is also awarded in technical fields such as engineering and agriculture. Original research, research methodology, and field investigation are emphasised. These programs are usually completed in one or two academic years of full-time study. They may lead directly to the doctoral level.

Professional Master's: These degree programs are designed to lead the student from the first degree to a particular profession. They do not lead to doctoral programs. Such master's degrees are often designated by specific descriptive titles, such as master of business administration (M.B.A.), master of social work (M.S.W.), master of education (M.Ed.), or master of fine arts (M.F.A.). Other subjects of professional master's programs include journalism, international relations, architecture, and urban planning. Professional master's degrees are oriented more toward direct application of knowledge than toward original research. They often require that every student take a similar or identical program of study that lasts from one to three years, depending on the institution and the field of study.

Tasks:

I. Answer the questions.

1. What kind of education is demanded for students and employers?
2. What are the main types of programs of Master's degree?
3. What does it mean: M.A, M.S?
4. How are the programs for professional Master designed?

II. Translate into Russian.

1. The master's degree is designed to provide additional education or training in the student's specialized branch of knowledge.
2. Original research, research methodology, and field investigation are emphasized.
3. These degree programs are designed to lead the student from the first degree to a particular profession.
4. Professional master's degrees are oriented more toward direct application of knowledge than toward original research.
5. They may lead directly to the doctoral level.

III. Complete the following sentences.

1. …. is designed to provide additional education or training in the student's specialized branch of knowledge.
2. They may lead directly to…
3. Other subjects of professional master's programs include ….
4. …. are oriented more toward direct application of knowledge than toward original research.
5. The M.S. is also awarded in technical fields such …

7. HISTORY OF ACADEMIC DEGREE

Vocabulary:

1. diploma – диплом
2. academic position – академическое положение
3. medieval – средневековый
4. spreading – распространение
5. across – через, по
6. appeared – появившийся
7. license – лицензия
8. authorities – полномочия, власть
9. regarded – расцененный
10. prescribed – предписывать
11. eligible – приемлемый
12. achievement – успех, достижение
13. separation – разделение
14. common – общий, обычный, обыкновенный

Memorize:

a) enroll, v. – вносить в список, регистрировать, записывать

b) enrollment, n. – прием (регистрация) в университет (колледж) студентов и аспирантов

c) enrollee – зачисленный (абитуриент)

d) enroller – лицо, которое зачисляет

Read and translate the text.

An academic degree is a college or university diploma, often associated with a title and sometimes associated with an academic position, which is usually awarded.

The most common degrees awarded today are Bachelor's, Master's and Doctoral degrees. Most higher education institutions generally offer certificates and programs of Master of Advanced Studies, which is known as a Diplome d'etudes supeneures specialsees under its original French name.

The modern academic system of academic degrees evolved and expanded in the medieval university, spreading everywhere across the globe. No other Europe-

an institution has spread over the entire world in the way in which the traditional form of the European university has done. The degrees awarded by European universities – the bachelor's degree, the licentiate, the master's degree, and the doctorate – have been adopted in the most diverse societies throughout the world.

The doctorate (Latin: doceo, I teach) appeared in medieval Europe as a license to teach at a medieval university. Its roots can be traced to the early church when the term "doctor'' referred to the Apostles, church farther and other Christian authorities who taught and interpreted the Bible.

Originally the terms "master" and "doctor" were synonymous, but over time the doctorate came to be regarded as a higher qualification than the master degree.

In the medieval European universities, candidates who had completed three or four years of study in the prescribed texts of the trivium (grammar, rhetoric, and logic), and the quadrivium (mathematics, geometry, astronomy and music), together known as the Liberal Arts, and who had successfully passed examinations held by their master, would be admitted to the degree of bachelor of arts.

Further study would earn one the Master of Arts degree. Master of Arts was eligible to enter study under the "higher faculties" of Law. Medicine or Theology, and earn first a bachelor's and then master or doctor's degrees in these subjects. Thus a degree was only a step on the way to becoming a fully qualified master - hence the English word "graduate", which is based on the Latin gradus ("step").

Today the terms "master", "doctor" (from the Latin "teacher") and "professor" signify different levels of academic achievement, but in the Medieval university they were equivalent terms, the use of them in the degree name being a matter of custom at a university. (Most universities conferred the Master of Arts, although the highest degree was often termed Master of Theology or Doctor of Theology depending on the place).

The earliest doctoral degrees (theology – Divinitatis Doctor (D.D.), philosophy – Doctor of philosophy (D.Phil., Ph.D.) and medicine – Medicinae Doctor (M.D., D.M.) reflected the historical separation of all University study into these three fields. Over time the D.D. has gradually become less common and studies outside theology and medicine have become more common (such studies were then called "philosophy", but are now classified as sciences and humanities - however this usage survives in the degree of Doctor of Philosophy).

Tasks:

I. Answer the questions.

1. What degrees are most common awarded today?
2. When did the doctorate appear?
3. Is there any difference between the term "master" and " doctor"?

II. Translate into Russian.

1. Most higher education institutions generally offer certificates and programs of Master of Advanced Studies, which is known as a Diplome d'etudes supeneures specialsees under its original French name.

2. The degrees awarded by European universities – the bachelor's degree, the licentiate, the master's degree, and the doctorate – have been adopted in the most diverse societies throughout the world.

3. Most universities conferred the Master of Arts, although the highest degree was often termed Master of Theology or Doctor of Theology depending on the place.

4. Over time the D.D. has gradually become less common and studies outside theology and medicine have become more common (such studies were then called "philosophy", but are now classified as sciences and humanities – however this usage survives in the degree of Doctor of Philosophy).

5. Further study would earn one the Master of Arts degree.

III. Match the English word combinations with the Russian equivalents.

1) to earn degree	a. изучить курс
2) to complete a course	b. выдавать диплом
3) to receive a grade	c. получить степень
4) to take a course	d. окончить курс обучения
5) to issue a diploma	c. получить оценку

IV. Complete the following sentences.

1. The Study Office will send you an electronic confirmation of ... via mail.
2. I could ... on an architecture course as a full-time student
3. The Table shows average annual spending per …
4. The university can ... 5,000 students.
5. This university is the largest ... of international students.

V. Explain the following.

1) an academic position
2) the licentiate
3) roots can be traced
4) the prescribed texts
5) a step
6) a matter of custom

VI. Match the English word combinations with the Russian equivalents.

1) to earn degree	a. изучить курс
2) to complete a course	b. выдавать диплом
3) to receive a grade	c. получить степень
4) to take a course	d. окончить курс обучения
5) to issue a diploma	c. получить оценку

8. THE OLDEST UNIVERSITIES IN EUROPE (still-functioning)

Vocabulary:

1. derived – производный
2. attended – принимать участие
3. regard – расценивать, рассматривать
4. ancient – древний
5. rapidly – быстро
6. currently – в настоящее время
7. comprise – включать
8. features – особенности
9. jointly – совместно, вместе
10. eventually – в конечном счете
11. advanced – продвинутый
12. tied – связанный
13. closely – тесно, близко
14. successfully – успешно
15. referred – относился
16. seeking – поиск
17. assume – принимать, предполагать
18. distinctive – отличительный, особенный
19. alumni – бывший студент, выпускник (колледжа, университета)

Read and translate the text.

The word university is derived from the Latin: universitas magistrorum et scholarium, roughly meaning "community of teachers and scholars". The term was coined by the Italian University of Bologna, which was founded in 1088, and is considered the first university in the sense of a higher-learning, degree-awarding institute. The University has about 100.000 students in its 23 schools.

Traditionally young people attended and earned degrees at the world's universities. The University of Bologna in Italy, regarded as the oldest university in Europe, was the first institution to confer the degree of Doctor in Civil Law in the late 12th century.

The University of Paris used the term "master" for its graduates, a practice adopted by the English universities of Oxford and Cambridge, as well as the ancient Scottish universities of St Andrews, and Edinburgh.

The University of Oxford is the oldest university in the English-speaking world. The exact date of this university's founding is unclear. The formal founding date is 1096. This institute developed rapidly from 1167, when Henry II banned English students from attending the University of Pans. Currently, this oldest English-speaking university contains 38 colleges, each with its own internal structure and activities.

The University of Cambridge is the second-oldest university in the English-speaking world. The university was formed by scholars who left the University of Oxford over a dispute in 1209. The two schools have a long history of rivalry between them. Currently, Cambridge is ranked as one of the world's top five universities. As of 2009, the alumni from this university account for eighty-five Nobel Laureates. Cambridge now consists of 31 colleges comprised of over 150 departments, faculties, schools and other institutions. The two "ancient universities" have many common features and are often jointly referred to as Oxbridge.

The naming of degrees eventually became linked with the subjects studied. Scholars in the faculties of arts or grammar became known as "master", but those in theology, medicine, and law were known as "doctor". This led to the modern hierarchy in which the Doctor of Philosophy (Ph.D.), which in its present form as a degree based on research and dissertation is a development from 18th- and 19th-century German universities, is a more advanced degree than the Master of Arts (M.A.). The practice of using the term doctor for PhDs developed within German universities and spread across the academic world.

The French terminology is tied closely to the original meanings of the terms. The baccalaureat (bachelor) is conferred upon French students who have successfully completed their secondary education. When students graduate from university, they are awarded licence.

The University of Paris like the University of Oxford, its exact founding is unclear; however, teaching from this university existed since 1096. The university was reorganized as 13 autonomous universities in 1970. Often referred to as the Sorbonne after the College de Sorbonne (founded about 1257 by Robert de Sorbon), this institute grew up in the latter part of the twelfth century around Notre Dame Cathedral as a corporation centered on the fields of arts, medicine, law and theology.

Spain had a similar structure: the tern ‘’Bachiller’’ was used for those who finished the secondary or high-school level education. The standard Spanish university 5-years degree was ‘’Licenciado”. The highest level was "Doctor".

The University of Salamanca is a Spanish higher education institution, located in the town of Salamanca, west of Madrid. It was founded in 1134. The school was established by King Alfonso IX. Its historical high note was when Columbus consulted this institute’s scholars in seeking a western route to the Indies. Today, Salamanca is the university where Spanish students focus on humanities and language studies.

In most countries, gaining an academic degree entitles the holder to assume distinctive academic dress particular to the awarding institution, identifying the status of the individual wearing them.

Tasks:

I. Answer the questions.

1. What does the word university mean?
2. What are the oldest still-functioning universities in Europe?
3. What was the difference between "master" and "doctor" degrees?
4. When has a holder of a master degree to wear academic dress?
5. What is academic dress look like?

II. Translate into Russian.

1. The word university is derived from the Latin: universitas magistrorum et scholarium, roughly meaning "community of teachers and scholars".
2. The exact date of this university's founding is unclear.
3. The baccalaureat (bachelor) is conferred upon French students who have successfully completed their secondary education.
4. The practice of using the term doctor for PhDs developed within German universities and spread across the academic world.
5. Today, Salamanca is the university where Spanish students focus on humanities and language studies.

III. Complete the following sentences.

1. The University has about 100.000 students in its 23 schools.
2. Currently, Cambridge is ranked as one of the world's top five universities.
3. Scholars in the faculties of arts or grammar became known as "master", but those in theology, medicine, and law were known as "doctor".
4. The practice of using the term doctor for PhDs developed within German universities and spread across the academic world.
5. Its historical high note was when Columbus consulted this institute's scholars in seeking a western route to the Indies.

IV. Explain the following.

1) community of teachers and scholars
2) in the sense of a higher-leaning
3) to confer the degree
4) alumni (alumnus)
5) students focus on
6) academic dress

9. DISTANCE LEARNING

Vocabulary:

1. distance learning – дистанционное обучение
2. involve – вовлекать, включать в себя, содержать
3. gain – получать, приобретать
4. via – посредством (чего-либо), с помощью (чего-либо)
5. relatively – относительно, сравнительно
6. shorthand – стенография
7. back-up – поддержка, помощь
8. assign – назначать, определять, устанавливать
9. launch – начало (каких-либо действий)
10. applicant – кандидат

Read and translate the text.

Distance learning is a method of study that involves using electronic means (computers, Internet, etc.) to receive and send work rather than going to school or university.

Nowadays more and more information is gained not in the classroom, but via media such as the Internet, CD-ROM and cable TV all of which are playing a key part in distance learning system.

Those who think that distance learning is a relatively new idea might be surprised to learn that English educator, Sir Isaac Pitman, had the same idea-only then they were called correspondence courses – more than 150 years ago. In 1840 Pitman began teaching shorthand (a system for writing down what people are saying using special sings to represent letters, words and phrases) by main to thousands of students who did not have time to attend school. “Lessons” consisted of copying short passages of the Bible in shorthand, and posting to Mr. Pitman to be corrected. His brother, Benn Pitman, introduces the idea to the United States, and the Pitman shorthand system is still one of the most widely used shorthand system in the world.

In 1969 the Open University offered courses via mail, with the back-up of TV and radio programmes shown outside normal broadcast times. Each student was assigned a tutor who discussed the course work over the phone, and in group sessions in the evenings or weekends. Thirty years on, the Open University has expanded to include the Internet, videoconferencing, satellite broadcast and e-mail. There are no entry qualifications or admission interviews, and anyone over the age of 18 can follow one of their courses. It is now Britain’s largest single teaching institution, with more than 200,000 people studying its courses every year, with another 16,000 in other countries around the world.

After a successful career in university education, John S. Hendricks entered the TV business and launched the Discovery Channel – the first cable TV channel exclusively devoted to documentaries and nature programmes – in June 1985. Today the company’s programmes reach over 150 million subscribers in more than a hundred countries. The Discovery Channel is a high – quality, educational TV.

Tasks:

I. Answer the questions.

1.What is distance learning?

2. What play a key part in distance learning?

3. Do you know when the system of teaching by correspondence was launched?

4. What does it mean academic mobility?

II. Translate into Russian.

1. In 1840 Pitman began teaching shorthand (a system for writing down what people are saying using special sings to represent letters, words and phrases) by main to thousands of students who did not have time to attend school.

2. Each student was assigned a tutor who discussed the course work over the phone, and in group sessions in the evenings or weekends.

3. Thirty years on, the Open University has expanded to include the Internet, videoconferencing, satellite broadcast and e-mail.

4. The Discovery Channel is a high – quality, educational TV.

III. Complete the following sentences.

1. Nowadays more and more information is gained not in the classroom, but via media such as the Internet, CD-ROM and cable TV all of which are playing a key part in distance learning system.

2. In 1969 the Open University offered courses via mail, with the back-up of TV and radio programmes shown outside normal broadcast times.

3. There are no entry qualifications or admission interviews, and anyone over the age of 18 can follow one of their courses.

4. Today the company's programmes reach over 150 million subscribers in more than a hundred countries.

II. MY CAREER AND FUTURE JOB

Vocabulary:

1. employer – наниматель, работодатель
2. employee – служащий, работающий по найму
3. salary – зарплата
4. trade union – профсоюз
5. retirement – выход в отставку, уход на пенсию
6. fringe benefits – дополнительные внезарплатные льготы
7. redundancy – сокращение
8. part-time job – работа на полставки
9. full-time worker – работник, занятый полный рабочий день
10. staff – штат служащих

Read and translate the texts.

1. HOW TO FIND MECHANICAL ENGINEERING JOBS

Engineering is one of the hottest majors on college campuses today. The allure of high starting salaries and being in demand among employers is great. Mechanical engineers are sought after in today's job market. This demand is fueled by the continuing development of and reliance on increasingly complicated forms of technology in society. For those with a degree in this area, it isn't hard to find mechanical engineering jobs.

Things You'll Need:

1. Attend job fairs. If you are in college, the engineering department at your school will almost certainly hold one or more job fairs each year. These fairs are excellent opportunities to find out what companies are hiring, what your job would involve and any special qualifications you might need. You can also talk to the people who will be doing the hiring, which gives you the chance to impress them in person.

2. Get an internship. Internships in mechanical engineering provide invaluable experience that you can use when you start your career. Internships also allow you to make personal contacts in the industry and to establish relationships at the firm where you are interning. You can use these contacts and relationships to secure a job for yourself after graduation. In fact, many companies hire their interns outright after those interns graduate.

3. Network with engineering professionals. Join local engineering groups and attend their meetings. This gives you the opportunity to meet others who are working in the field. These personal contacts can lead to job offers down the road.

4. Look in the classified ads of the newspaper in the town in which you want to work. Engineering firms do place want ads, just like other companies. The job you want may be listed today. If it's not, keep looking until you see something appealing to you. New engineering jobs open up every day in this country.

2. THE FUTURE OF ENGINEERING IN RUSSIA

The system of engineering education should provide formation and establish conditions for evolutional new generation nurture of highly educated professionals in the engineering sphere, who are able to support stable dynamic economics development, and innovation development of various practical work spheres on the basis of high-end technologies; specialists for whom self-development and professional skill, elaboration of individual activity style are priority guidelines during the whole life. Engineers of the new generation should be professionally and socially protected by the education quality from the real risk of conversion of a person into plug-in technologies material.

There are some factors determining the development of engineering education in the future:

- analysis of fundamental reformist improvements in scientific, technical, and socioeconomic spheres on the threshold of the 21st century (stable development, mankind survival imperative, technological development, society of education formation, development of practically-oriented complex multidisciplinary sciences, society informatization and mediatization etc.);
- forecast of conceptual and structural manufacture alterations; country's science and culture, as well as people's educational needs;
- investigation of the country's multiform economics establishment processes and orientations of regional economics;
- systemic objectives and values concept of engineering of tomorrow;
- taking into account the emerging professional education philosophy;
- state and dynamics study of engineering labor-market and intellectual produce on the regional, interregional, national and international levels;
- taking into account the role of professional engineers‘ personal organization in formation of the engineering type of thinking, his own choice of integration into engineering culture, his aim at self-development and professional creative work.

Tasks:

I. Answer the questions.

1. What skills and qualifications are necessary to find a good job in your special field?

2. Describe the ways of finding mechanical engineering jobs

3. What are the factors determining the development of engineering in the future? 4. How do you see the future of engineering?

5. Would it be more difficult or not to become an engineer in the future?

6. What would be the goals and responsibilities for a new generation engineer?

7. What changes do you think should be introduced nowadays to make engineering a more successful sphere in the future?

II. Translate into Russian.

1. These fairs are excellent opportunities to find out what companies are hiring, what your job would involve and any special qualifications you might need.

2. Internships in mechanical engineering provide invaluable experience that you can use when you start your career.

3. You can also talk to the people who will be doing the hiring, which gives you the chance to impress them in person.

4. Engineers of the new generation should be professionally and socially protected by the education quality from the real risk of conversion of a person into plug-in technologies material.

5. This demand is fueled by the continuing development of and reliance on increasingly complicated forms of technology in society.

III. Complete the following sentences.

1. The allure of high starting salaries and being in demand…..
2. For those with a degree in this area, it isn't hard to….
3. You can use these contacts and relationships to secure….
4. The system of engineering education should provide formation and establish conditions for evolutional new generation nurture of highly educated professionals in the engineering sphere…
5. New engineering jobs open up….

III. LEARNING FOREIGN LANGUAGES

1. ENGLISH TODAY

Vocabulary:

1. native – родной
2. semiofficial – полуофициальный
3. widespread – широко распространенный
4. to suit – подходить
5. reason – причина
6. scientist – ученый
7. politician – политик
8. to dominate – доминировать, господствовать
9. trade – торговля
10. media – средства массовой информации
11. science – наука
12. report – доклад, отчет
13. useful – полезный
14. abroad – за границей, за границу
15. to communicate – общаться
16. opportunity – возможность
17. native speaker – носитель языка
18. imagine – представлять, воображать
19. it goes without saying – само собой разумеется
20. to do without – обходиться без

Read and translate the text.

The English language is now the first language of about 400 million people, the native language of 12 nations and the official or semiofficial language of 33 more nations. That means one in every seven people in the world speaks English. Geographically, it is the most widespread language on the Earth. At present no other language is better suited to play the role of a world language.

There are many reasons for its popularity. English is so widespread nowadays because it has become the standard language for all kinds of international

communication. It is the language of businesspeople and scientists, politicians and diplomats, sportsmen and singers. The English language has become the world's top tongue and I think that it is going to become a global language, dominating the world's trade, computers and media.

Nowadays English is the most popular language in Russia if you are interested in science, business or literature, you can always read the latest reports in English and learn the latest information. If you know English, you can enjoy foreign films and foreign music. More than that, it is very useful when you travel abroad. You can communicate better if you know English. Besides, English is easier to learn than any other languages.

There are a lot of useful learning strategies such as reading English books, using a cassette recorder or watching English films. But in my opinion, the best way of learning a language is to practise a lot. Today we have an opportunity to go to an English-speaking country and to talk to native speakers.

As for me, I learn English because I like this language. It is one of my favourite subjects at school. I have been learning English for 5 years and hope I am rather good at it now. Besides, I want to travel abroad and communicate with different people. I can't imagine my future life without English. I haven't chosen me future profession yet, but it goes without saying that I won't be able to do without English when I grow up. English is a must for every educated person. I am sure it will help me in my life.

Tasks:

I. Answer the questions.

1. Why is English so widespread nowadays?
2. What will the role of the English language be in the twenty-first century?
3. Why do people in Russia learn English?
4. What do you think is the best way to learn a foreign language?
5. Why do you learn English?
6. Is it difficult for you to learn English?
7. Are you a good language learner?
8. Do you enjoy learning English?
9. At what age did you begin to learn English?
10. Would you like to learn any other languages? Why?

II. Translate into Russian.

1. That means one in every seven people in the world speaks English.
2. English is so widespread nowadays because it has become the standard language for all kinds of international communication.
3. If you know English, you can enjoy foreign films and foreign music.
4. English is a must for every educated person.
5. English is easier to learn than any other languages.

III. Complete the following sentences.

1. …, it is the most widespread language on the Earth.
2. …, politicians and diplomats, sportsmen and singers.
3. If you know English, you…..
4. Today we have an opportunity to go to an English-speaking country….
5. Besides, I want to travel abroad….

2. LEARNING FOREIGN LANGUAGES

Vocabulary:

1. to occur – происходить, случаться
2. common – общий
3. to gain a better appreciation – лучше оценивать, понимать
4. value – ценность, значение
5. native – родной
6. identity – индивидуальность, самобытность
7. extinction – исчезновение
8. according to – согласно мнению, оценкам
9. various – различный
10. disaster – катастрофа
11. to reduce – уменьшать, сокращать
12. diversity – многообразие, разнообразие
13. survival – выживание
14. respect – уважение
15. minority languages – второстепенные языки
16. generation – поколение
17. to preserve – сохранять
18. to expand – расширять
19. to prepare – готовить
20. successful – успешный
21. to attract – привлекать
22. abroad – за границей
23. though – хотя
24. tricky – сложный, запутанный, трудный
25. exception – исключение
26. rule – правило
27. to care – волноваться, беспокоиться
28. to be concerned about – беспокоиться о
29. accuracy – правильность
30. independent – независимый
31. extremely – чрезвычайно, крайне
32. beneficial – полезный
33. knowledge – знание, знания
34. custom – обычай
35. well-rounded – всестороннее
36. to broaden one’s mind – расширять кругозор

Read and translate the text.

Learning foreign languages is becoming more and more popular in our country. It's not surprising because Russia is now part of Europe and the whole world. Very little clear and detailed communication can occur among people who don't have a common language. Besides learning foreign languages helps us to gain a better appreciation of our own language.

It goes without saying that English is the most popular foreign language now. There are many reasons for its popularity. It has become the standard language for all kinds of international communication. The English language has become the world's top tongue and I think it is going to become a global language, dominating the world's trade, computers and media.

On the other hand, we should not forget the cultural value of our native language. It's a pity that many young people in order to make a fortune choose a foreign language for communication and leave their identity behind. That results in language extinction and this process takes place nearly everywhere in the world.

According to various linguists, half of the world's languages will die out during the next century. On the one hand, it's not bad as people's communication will become easier, but on the other hand, language extinction is a disaster because it reduces the diversity of our planet which is the key to our survival. I think that larger cultures should have a respect for minority languages, but first of all the younger generation must want to preserve their native language.

Nowadays English is the most popular foreign language in Russia if you know English, you can get a better job, more money and people will respect you more. As for me, I learn English because it expands my horizons and prepares me for a successful career. Besides, English attracts me because it's the language of business and computers. English is also very useful when you travel abroad. More than that, it's a good exercise for the intellect, though, of course, it's a tricky language to learn because there seems to be more exceptions than rules.

Some students think that being able to communicate is the most important in learning a language and they do not care that they make many mistakes in speaking. In my opinion, the efficient language learner should be concerned with both communicating and accuracy. In addition, the good language learner is independent, organized and active.

In my opinion, learning foreign languages is extremely beneficial. I would also like to learn Spanish. It will help me to get a job in the tourist industry, as so many people go on holiday to Spain. I would also like to expand my knowledge of Spanish customs and traditions.

To sum up, I believe that knowledge of foreign languages helps to make a person educated and well – rounded. It is not only the language that counts but also the fact that it is a way of getting to know different cultures. You can't broaden your mind if you see the world only from the perspective of your own culture.

Tasks:

I. Answer the questions.

1. Why is learning languages becoming more and more popular?
2. Why do so many people learn English today?
3. Do you agree that language diversity is "the key to our survival"?
4. What should a larger culture do in order to have respect for minority languages?
5. How many languages do you think are enough for the world?
6. Will English become a global language? Why?
7. Why do you learn English?
8. Do you like learning English or not? Why?
9. Are you a good language learner?
10. Would you like to learn any other foreign language?

II. Translate into Russian.

1. Learning foreign languages is becoming more and more popular in our country.
2. There are many reasons for its popularity.
3. On the one hand, it's not bad as people's communication will become easier, but on the other hand, language extinction is a disaster because it reduces the diversity of our planet which is the key to our survival.
4. In addition, the good language learner is independent, organized and active.
5. You can't broaden your mind if you see the world only from the perspective of your own culture.

III. Complete the following sentences.

1. You can't broaden your mind; In addition; Learning foreign languages; for all kinds of international communication.
2. …is becoming more and more popular in our country.
3. It has become the standard language….
4. … , the good language learner is independent, organized and active.
5. … if you see the world only from the perspective of your own culture.

IV. COMMUNICATION

1. COMMUNICATION

Vocabulary:

1. communication – информация (передаваемая в процессе общения), процесс передачи информации
2. define – определять (значение слова), давать определение (какому-либо понятию)
3. long-distance – далёкий, дальний, отдалённый, удалённый
4. allow – позволять, разрешать
5. destination – место назначения, пункт назначения
6. mix up – спутать, перепутать
7. Cyrus ['saɪərəs] – Сайрус, Сайрес (мужское имя)
8. leafy – покрытый листьями, лиственный
9. puff – дым, дымок; клуб, облако (дыма, пара)
10. drum – барабан
11. hollow – пустой, пустотелый
12. relay – отправлять, передавать

Read and translate the text.

What is communication? The dictionary defines it: “giving or exchanging information or news by speaking or writing”. In today’s world, long-distance communication is easy. We can call people on the telephone, send them telegrams, faxes, electronic messages or write them letters. We receive news and other information on radio or television every day. Our modern inventions allow us to communicate with people in every part of our planet.

In early times, how did people communicate over long distances? How did they tell other people about a storm that was coming or an enemy who was planning to attack?

At first, people probably used their feet. When the people of one village wanted to send a message to someone who was far away, they gave the news to a runner. This messenger ran to the nearest village and gave the message to another runner. Then the second runner took t to a third runner, and soon. This was a very slow method of communication, and the message didn’t always reach its destination. The messengers had to run through forests and fields, cross-rivers, and climb mountains. Sometimes they met wild animals and never arrived at the next village. And the messages frequently became mixed up, because each person who received the information changed it a little.

People used other methods of communication, too. Cyrus the Great, who founded the Persian Empire, built a series of towers. A man with a very strong voice stood on each tower. When the king wanted to send a message, he gave in to the man on the first tower, who shouted it to the man on the second tower, who re-

layed in to the man on the third tower. These messengers usually used megaphones, which made their voices louder.

The use of the fire and some was another primitive way of communication. People used blankets or leafy branches to control the puffs of some that came from a fire. The number and size of the puffs made a kind of code. This method wasn't very efficient on rainy days or at night, and little wind could mix up the message very badly.

A few old methods of communication are still in use today. One of these methods is the use of drums. Some drums are made of hollow long and animal skins. When the drummer hits the drums, it makes a noise that sounds a little like human speech. Drumbeats travel quickly, but the can travel only a little way.

In 1790, a man in France invented the semaphore, which was a tall pole with "arms" at the top. Ropes moved the arms up and down to form letters of the alphabet. Semaphore operators were able to relay messages very quickly. A kind of semaphore is still in use on railroads. But efficient long-distance communication had to wait for the discovery of electricity.

Tasks:

I. Answer the questions.

1. What is communication?
2. What way can we call people?
3. How did people communicate over long distances?
4. What method of communication did Cyrus the Great use?
5. A few old methods of communication are still in use today, aren't they?
6. When and where was the semaphore invented?
7. Did efficient long-distance communication have to wait the discovery of electricity?

II. Translate into Russian.

1. The dictionary defines it: "giving or exchanging information or news by speaking or writing".
2. At first, people probably used their feet.
3. The messengers had to run through forests and fields, cross-rivers, and climb mountains.
4. One of these methods is the use of drums.
5. Semaphore operators were able to relay messages very quickly.

III. Complete the following sentences.

1. We receive news and other information …. .
2. …. and gave the message to another runner.
3. …., which made their voices louder.
4. The number and size of … .
5. Drumbeats travel quickly, … .

2. SOME COMMUNICATION OPTIONS

Vocabulary:

1. evaluate – оценивать, оценить
2. standalone – автономный
3. feed – подавать, вводить в устройство
4. computer network (s) – сеть ЭВМ
5. computer technology – вычислительная техника
6. converge – сводиться в одну точку; встречаться
7. businesses – компании

Read and translate the text.

Integrated Services Digital Network (ISDN)

For some time it has been possible to conduct meetings by video with colleagues across town or across the world. Now, with the development of equipment that can exploit the integrated services digital network (ISDN), it is possible to talk to someone by telephone, see a video image of them and share a computer screen. Both parties can amend the screen, even if the application software is used and only available on one of the computers. This is known as desktop conferencing.

ISDN is highly complex and opens up a whole array of services. Computer integrated telephony (CIT), for example, has great implications for telephone banking. It means that banks can use calling line identification (CLI) to access customers banking records before the telephone itself is even answered, saving time and improving customer service.

Fax

Fax machines work by converting text and graphics into a series of electronic pulses. Fax machines transmit these pulses over the telephone lines and reconstruct them into a duplicate or "faximile" of the original at the receiving machine.

Fax is the ideal medium for rapid and informal messaging and it has become an important part of business communications.

Fax has the advantage of speed.

The cost of using fax is difficult to evaluate. A very short fax can be cheaper than the post.

An alternative to using a standalone fax machine is to install a PC-fax card n the back of your PC. This enables you to generate a fax on your computer and send it over the telephone lines without printing it out first and feeding it into a fax machine.

If you work at a PC and prepared to generate and to send your own faxes, PC-fax is ideal for sending messages to the outside world. A word of warning, however: it is not as good at receiving them.

Electronic mail

Companies with computer network can use electronic mail, or E-mail as it is known, to communicate both internally and with the outside world.

Electronic mail is exactly as it sounds. Instead of writing a letter on paper, addressing it and putting it in the post, you PC, give it an electronic destination and send it over your computer network.

Despite the advantages of fax and E-mail, they pale in comparison to the current telecommunications revolution. Telephone and computer technologies are converging and change radically the way businesses communicate, both nationally and internationally.

Tasks:

I. Answer the questions.

1. Has it been possible to conduct meetings by video with colleagues across town or across the world for some time?
2. How does fax machine work?
3. Can you call all advantages of fax?
4. Is PC-fax ideal for sending messages to the outside world?
5. What is the main function of electronic mail?
6. What technologies have changed the way of business communication?

II. Translate into Russian.

1. ISDN is highly complex and opens up a whole array of services.
2. Fax is the ideal medium for rapid and informal messaging and it has become an important part of business communications.
3. The cost of using fax is difficult to evaluate.
4. Instead of writing a letter on paper, addressing it and putting it in the post, you PC, give it an electronic destination and send it over your computer network.

III. Complete the following sentences.

1. … for example, has great implications for telephone banking.
2. … the advantage of speed.
3. A word of warning, however: … .
4. … is exactly as it sounds.

3. ADVANCES IN ELECTRONIC COMMUNICATIONS

Vocabulary:

1. immediacy – безотлагательность, незамедлительность, неотложность
2. institute – устанавливать, вводить
3. ultimately – в конечном счёте, в конце концов
4. proliferate – быстро увеличиваться (в количестве) , разрастаться
5. not to be overwhelmed – чтобы их не завалили/ забросали почтой
6. executive – (зд.) руководитель, администратор
7. accommodation expenses – расходы на проживание
8. providing – при условии, если только
9. hook up – соединить по телефону, видео
10. capacious – имеющий емкость, объем
11. share – пользоваться вместе
12. «whiteboard» – «пустая доска» (для информации)
13. frustrate – разочаровывать; обманывать

Read and translate the text.

1. The telephone

Telephone callers increasingly find themselves talking to answering machines. The callers lost the traditional immediacy of a telephone call. Many companies have instituted electronic voice messaging for all their stuff. This system is convenient for the user but frustrates the caller. Much stuff hides behind this, then filter the messages they want to deal with. On the one hand, it may make more efficient their daily work, but on the other hand, it could ultimately work against their company.

2. Electronic mail

At least with electronic mail**,** no one expects immediacy. A message is sent in the knowledge that the recipient will reply at the earliest convenient moment, if he or she considers the message worth reading. Either the sender has to be important to the recipient or he has to be very creative when he gives the message a title. "Urgent" simply doesn't work anymore.

Many users are introducing intelligent "agents" into their computer systems to read and filter the mail for them. This is a dangerous practice but, as computer networks proliferate, users have to do something not to be overwhelmed.

Electronic mail is becoming an increasing part of the executive's day and it's easy to see where the time goes. Many computer company executives think nothing of spending two or three hours a day dealing with various kinds of electronic communications.

3. Telephone and videoconferencing

Telephone conferencing and video conferencing can save a great deal of money by eliminating travel and accommodation expenses. Providing all parties

are prepared to hook up at the same time, this is a most effective way of conducting meeting between geographically dispersed people, especially if they know each other well. As computer power becomes cheaper and the telephone networks become more capacious, video conferencing at the desktop computer will become more viable. This has the added advantage – it allows users to share screen displays and filed information. A number of "whitedoard" systems exist which allow several users to contribute to the same document while it is displayed on the computer screen. An engineering drawing, for example, could be displayed and then each participant could add their own remarks.

4. Video mail

Video mail, the next stop on from voice mail, has advantage of sincerity. If you can see the sender as they speak a message, you can get a good feeling for their mood. “I’m sorry” said with a shrug, somehow means more than a cold “I’m sorry” in electronic mail or voice mail. The other advantage of video is that objects and documents can be held up to the camera, to illustrate a point.

Tasks:

I. Answer the questions.

1. Do telephone callers increasingly find themselves talking to answering machines?
2. What are many users introducing into their computer systems to read and filter the mail for them?
3. Electronic mail is becoming an increasing part of the executive's day and it's easy to see where the time goes, isn’t it?
4. Can telephone conferencing and video conferencing save a great deal of money?
5. What other advantage of video do you know?

II. Translate into Russian.

1. The callers lost the traditional immediacy of a telephone call.
2. This is a dangerous practice but, as computer networks proliferate, users have to do something not to be overwhelmed.
3. An engineering drawing, for example, could be displayed and then each participant could add their own remarks.
4. If you can see the sender as they speak a message, you can get a good feeling for their mood.

III. Complete the following sentences.

1. …. then filter the messages they want to deal with.
2. As computer power becomes cheaper and the telephone networks become more capacious, … .
3. …for example, could be displayed and then each participant could add their own remarks.
4. ….that objects and documents can be held up to the camera, to illustrate a point.

MODERN TECHNOLOGIES

1. COMPUTERS

Vocabulary:

1. doubt – сомнение
2. to edit – редактировать
3. to access – получать доступ
4. interaction – взаимодействие
5. to click the mouse – щелкать мышкой
6. convenient – удобный
7. stamp – марка
8. envelope – конверт
9. laptop computer – портативный компьютер, ноутбук
10. to rely on – полагаться на
11. to be cheated out – лишаться при помощи обмана
12. mind-expanding experience – знания, расширяющие кругозор
13. to replace – заменять
14. to coexist – сосуществовать
15. to admit – признавать
16. virtual – виртуальный
17. addiction – пристрастие
18. to neglect – отвергать, забывать о чем-либо
19. responsibility – обязанность
20. consequence – последствие
21. in conclusion – в заключение
22. totally – полностью

Read and translate the text.

There is no doubt that computers have become an important part of our everyday life. We can do almost everything with the help of a computer. It's much easier to edit and print documents using a PC. Besides, the World Wide Web allows us to access, the latest information very quickly. If you want to travel abroad, you can find in the Internet the information about the country and its hotels. You can even buy things sitting at home and using your computer.

Interaction with the world is a great advantage of a computer. You can chat on-line and make new friends with people from all over the world. Besides, it's a chance to practice your English. And if you want to send a letter, clicking the mouse will be much more convenient than buying a stamp and an envelope and finding time to make a trip to the post office.

There are very few companies today that don't use computers. We must know how to work on computers, that's why computers have become a main part of school education. We have computer classes at many schools where we study

computer science. I believe that within the next few years schools will begin to use laptop computers instead of books.

More than that, computers help us do our homework. When I have to make a report for my Biology class or to write a composition, the first place I look for is the Internet. Besides, there are a lot of education programmers than can be really useful in our work.

However, many teachers think that students who rely on computers to do all their work are being cheated out of mind-experience. I can't agree with them because our home tasks are more complex today, that's why the way we work out problems and find solutions must become easier.

Of course, there are computer addicts that spend all long in front of computers playing games, watching films or even reading book on-line. I don't believe that computers will replace printed books in the future, because printed books have certain advantages over electronic media First of all, they are cheaper and easier to use. Secondly, printed books don't need electricity, and you can take a book with you like, even to bed. What's more a printed book is better for human eyes than a computer screen. So I think that printed books will coexist with computers and will always be a part of human culture.

Yet we must admit that a lot of young people find virtual reality more attractive than their everyday life. Computer addiction makes them neglect school work and their everyday responsibilities. I can't say that I'm a computer addict though I like to play computer games and to watch films on computer. I understand the consequences of computer addiction, that's why I try to control my computer use.

In conclusion, I'd like to say that computers have introduced wonderful possibilities for people, but of course, we shouldn't totally rely on them.

Tasks:

I. Answer the questions.

1. What do you think about future of computers?
2. How can we use computers in our life?
3. Will computers be able to replace printed books in the future? Why do you think so?
4. What do you think about computerized education?
5. In what school subject can computers important?
6. Do computers save our time? Why?
7. Are computers really dangerous?
8. How often do you play computer games?
9. What is your attitude towards computer addiction?
10. How can we help computer addicts?

II. Translate into Russian.

1. There is no doubt that computers have become an important part of our everyday life.
2. Interaction with the world is a great advantage of a computer.
3. However, many teachers think that students who rely on computers to do all their work are being cheated out of mind-experience.
4. Yet we must admit that a lot of young people find virtual reality more attractive than their everyday life.
5. First of all, they are cheaper and easier to use.

III. Complete the following sentences.

1. We can do almost….
2. You can chat on-line and make new friends with people….
3. … , computers help us do our homework.
4. …. them neglect school work and their everyday responsibilities.
5. …., I'd like to say that computers have introduced wonderful possibilities for people, but of course, we shouldn't totally rely on them.

2. THE INTERNET: PROS AND CONS

Vocabulary:

1. common – распространенный
2. to allow – позволять
3. achievement – достижение
4. rival – соперник, конкурент
5. to deliver – распространять
6. software – программное обеспечение
7. cheap – дешевый
8. PC (personal computer) – персональный компьютер
9. relationship – отношения
10. Web site – страница в Интернете
11. to belong – принадлежать
12. ordinary – простой, обыкновенный
13. possibility – возможность
14. to seem – казаться
15. frightening – пугающий
16. to store – хранить
17. criminal – преступник
18. gun – оружие, ружье, пистолет
19. to steal – красть
20. increasingly – все более
21. government – правительство
22. addictive – вызывающий привыкание, пристрастие
23. partly – частично
24. to obtain – получать
25. to prevent from – не давать, предотвращать

Read and translate the text.

Just ten year ago very few people heard about the Internet. Now it is nearly as common and useful as the telephone. As more and more people use the Internet, as it becomes cheaper and faster and easier to use, there will be new things on the Internet that we cannot imagine today.

On the one hand, the development of the Internet will bring new opportunities to many people. Now, with the Internet, the place where you live may become less important than who you are and what you can do. In the future we'll be able to find a job in any part of the world. What's is more, the Internet will allow a lot of talented people to show the world their achievements.

Today most operating systems are the work of hundreds of programmers and they cost thousands of dollars. In 1991 Linus Torvalds wrote an operating system alone, and he gave it away. Now, with the help of many programmers who work together on the Internet, his Linux system has grown into a serious rival to the production of the industry leader, Microsoft.

It costs almost nothing to deliver software over the Internet. If programmers are willing to give their work away, and if programs are as good as their commercial rivals, the days of paying for software could soon be over.

What is more, the Internet is a great opportunity for people to report on the world. Using just a cheap PC, Matt Drudge nearly ended the career of US President Bill Clinton. He wrote the story about a sexual relationship between Bill Clinton and Monica Lewinsky and put it on the Internet. Soon a million people a day were looking at his Web site. With the Internet the future belongs not to traditional journalists, but to ordinary with a story to tell.

But on the other hand, the possibilities of the Internet may seem frightening. For example, Vladimir Lenin worked for a computer firm in St. Petersburg. From there, using the Internet, he was able to break into Citibank's computers in the USA. He moved more than $10 million to other banks all over the world. Most of the world's money is stored in computers. Clever criminals are likely to use computers the Internet, not guns, to steal it.

As the Internet becomes increasingly important to governments, it also becomes a stage for people who oppose them. The information wars of the future may be fought on Web sites.

Some people argue that the Internet is dangerous it is addictive. A lot of people, and especially teenagers, spend hours chatting or playing games on-line. What is more, teenagers and even children look at sex pictures on the Internet. It is true that like photography, cinema and video before it, the Internet is growing partly because it is a way for people to find sexual material that they cannot easily obtain in any way. Anyway, there are many ways for parents to prevent their children from seeing anything on the Internet that the parents do not like.

To sum up, it's impossible to say now what the Internet will be like in the future or how it will change our lives.

Tasks:

I. Answer the questions.

1. When did the Internet appear in Russia?
2. Do many people use the Internet nowadays? What for?
3. What does the Internet allow us to do?
4. Does the Internet save our time?
5. What are the disadvantages of the Internet?
6. How do you think the Internet will change our future?
7. Do you use the Internet? How?
8. What is your personal attitude the Internet?

II. Translate into Russian.

1. On the one hand, the development of the Internet will bring new opportunities to many people.

2. Today most operating systems are the work of hundreds of programmers and they cost thousands of dollars.

3. What is more, the Internet is a great opportunity for people to report on the world.

4. But on the other hand, the possibilities of the Internet may seem frightening.

5. Some people argue that the Internet is dangerous it is addictive.

III. Complete the following sentences.

1. ….very few people heard about the Internet.

2. … , the place where you live may become less important than who you are and what you can do.

3. The information wars of the future may be fought ...

4. …. to prevent their children from seeing anything on the Internet that the parents do not like.

5. But we must admit that the World Wide Web offers people great opportunities, … .

V. PRESENTATIONS

1. MAKING A PRESENTATION

Vocabulary:

1. term – срок, период, продолжительность; семестр; термин; (pl) условия
2. in terms of – с точки зрения, в смысле, в отношении
3. persuade – убеждать
4. goodwill – доброжелательность, расположение; добрая воля
5. warm up – готовить(ся) что-либо (к выступлению, соревнованию, состязанию и т.п.)
6. aim – цель, намерение, задача (syn.) goal/objective
7. jot down – кратко записать
8. arrange – приводить в порядок, располагать в определенном порядке, систематизировать; договариваться, приходить к соглашению; урегулировать
9. solve – решать, разрешать (проблему)
10. solution – решение, разрешение (проблемы)
11. suggest solutions – предлагать решения
12. sequential – последовательный; являющийся продолжением
13. in a sequential order – идущий по порядку
14. reverse – противоположный, направленный в обратную сторону (о движении)
15. in a reverse order – в обратном порядке
16. aid – помощь, содействие, поддержка
17. aids – вспомогательные средства, пособия
18. visual aids – наглядные пособия
19. table – таблица
20. graph – график, диаграмма
21. bar graph – гистограмма (диаграмма в виде столбцов)
22. line graph – диаграмма в виде ломаной линии
23. chart – диаграмма, схема, таблица, план, график
24. pie chart – секторная диаграмма
25. flow chart – график последовательности операций; технологическая карта; блок-схема
26. organization(al) chart – схема организационной структуры
27. overhead projector – диапроектор
28. easel – подставка; стенд, выставочный стенд
29. handout – раздаточный материал
30. content – (основное) содержание, суть
31. glance – быстрый взгляд; мельком взглянуть, бросить взгляд, быстро посмотреть
32. give a glance (at) – взглянуть (на)

33. stay on track – следить за (ходом, развитием чего-л., например, мыслей)
34. confidence – уверенность; доверие; конфиденциальное сообщение
35. valuable – ценный, дорогостоящий; ценный, полезный
36. invaluable – неоценимый, бесценный
37. technique – метод, методика, способ, прием
38. with respect to – что касается

1. Match the pairs of antonyms from A and B and translate them.

A	**B**
1. worthless	a. aid
2. disorganize	b. confidence
3. discourage	c. glance
4. distrust	d. arrange
5. disorder	e. reverse
6. hindrance	f. persuade
7. forward	g. order
8. scrutinize	h. valuable

2. Match the nouns on the left with a suitable item on the right. Use each item once only.

1. The solutions	a. shows the exam results
2. The handouts	b. can be applied
3. A presentation easel	c. is to make a good presentation
4. Goodwill	d. was in whiten form
5. An overhead projector	e. often glanced at his notes
6. The table	f. were printed for my presentation
7. The aim	g. displays images to an audience
8. The content	h. was built with my colleagues
9. Presentation techniques	i. were suggested to do it better
10. The speaker	j. holds a chart

Read and translate the text.

A presentation is the practice of showing and explaining the content of a topic to an audience or learner. Presentations come in nearly as many forms as there are life situations. In the business world, there are sales presentations, informational and motivational presentations, interviews, status report, image-building, and of course, training sessions.

Although individuals most often think of presentations in a business meeting context, there are countless occasions when that is not the case. For example, a school district superintendent presents a programme to parents about the introduction of foreign-language instruction in elementary schools; an artist demonstrates decorative painting techniques to a group of interior designer; a police officer ad-

dresses a neighborhood association about initiating a safety programme. Students are often asked to make oral presentations. These can be delivered to other students in a seminar or tutorial. You might have been asked to research a subject and use a presentation as a means of introducing it to other students for discussion, or you might be asked to outline a project in which you have been involved. When looking at presentations in the broadest terms, it is more important to focus on their purpose. There are three basic purposes of giving oral presentations: to inform, to persuade, and to build goodwill.

A good presentation starts out with introductions and may include an ice-breaker such as a story, an interesting statement or a fact, or an activity to get the group warmed up. The introduction also needs an objective, that is, the purpose or goal of the presentation. This not only tells you what you will talk about, but it also informs the audience of the purpose of the presentation.

Next, the body of the presentation comes. Do not write it out word for word. All you want is an outline. By jotting down the main points on a set of index cards, you not only have your outline, but also a memory jogger for the actual presentation. There are several options for structuring the presentation.

1) Timeline: arrangement in a sequential order.

2) Climax: the main points are delivered in order of increasing importance.

3) Problem/Solution: a problem is presented, a solution is suggested, and benefits are the given.

4) Classification: the important items are the major points.

5) Simple to complex: ideas are listed from the simplest to the most complex; it can also be done in a reverse order.

Audiences believe that presenters who use visual aids are more professional and credible than presenters who merely speak. Visual aids help presenters to emphasize the key points your audience will understand and remember. The following visual aids should be selected with respect to the needs of your audience and specific portions of your presentation: tables, bar/line graphs, diagrams, pie/flow/organizational charts. The presentation vehicles are based upon the audience`s seating arrangement: overhead projectors, easels, handouts, slides, models, and computer screens. A presentation program Microsoft PowerPoint is often used to generate the presentation content.

After the body, comes the closing. This is where you ask for questions, provide a wrap-up (summary), and thank the participants for attending.

And finally, the important part is practice. The main purpose of creating an outline is to develop a coherent plan of what you want to talk about. You should know your presentation so well that during the actual presentation you should only have to briefly glance at your notes to ensure you are staying on track. This will also help you with your nerves by giving you the confidence that you can do it. Your practice session should include a live session by practicing in front of co-workers, family, or friends. They can be valuable at providing feedback and it gives you chance to practice controlling your nerves. Another great feedback tech-

nique is to make a video or audio tape of your presentation and review it critically with a colleague.

Tasks:

I. Answer the questions.

a) Have you ever made any presentations?
b) What types of presentations do you know?
c) What is the purpose of giving oral presentations?
d) Do you know how to structure a presentation?
e) Are visual aids useful for making presentations?
f) Is practice an important part of preparation for a presentation?

II. Translate into Russian.

1. Presentations come in nearly as many forms as there are life situations.
2. Students are often asked to make oral presentations.
3. A good presentation starts out with introductions and may include an icebreaker such as a story, an interesting statement or a fact, or an activity to get the group warmed up.
4. Visual aids help presenters to emphasize the key points your audience will understand and remember.
5. And finally, the important part is practice.

III. Complete the following sentences.

1. The introduction also needs an objective,…
2. There are several options ….
3. … comes the closing.
4. …is to develop a coherent plan of what you want to talk about.
5. They can be valuable at providing feedback and it gives you chance to practice controlling your nerves.

IV. This reference chart provides a guide to giving a business presentation in English. Each section begins with the presentation section concerned, then the language formulas appropriate to giving a presentation. Learn these expressions.

Introducing yourself

- Good morning, ladies and gentlemen!
- First of all, I`d like to thank you all for coming here today.
  My name is … and I am the … (your position) at … (your company).
- We haven`t all met before, so I`d better introduce myself,
  I`m … from …
- I hope you`ll excuse my English. I`m a little out of practice.

Introducing the topic

- I`m here to tell you about …
- I`d like to tell you about …
- I`m going to be talking about …

Ordering information

- Firstly, I`m going to tell about …
- I`ll start / begin with …
- The / Next I`ll look at …
- Now I`ll move on to … / turn to …
- Finally, I`ll talk about …
- Finally, I`m going to …
- Please feel free to interrupt me with any questions you may have during the presentation.
- If you don`t mind we`ll leave questions to the end.
- I`d like to ask you to keep any questions you may have for the end of the presentation.

Delivering the message

- Firstly, … Secondly, …
- This brings me to my next point …
- I must emphasize …
- This means that …
- At this point we must consider …
- To go back to my earlier point …
- Finally …

Referring to visual aids

- Have a look at this slide.
- This graph / diagram / table / slide shows …
- Can everybody see that?
- As you can see …

Checking understanding

- Is that clear?
- Are you with me?
- OK so far?

Finishing

- I`d like to quickly go over the main points of today`s topic.
- Before closing I`d like to summarize the main points again.
- That`s all I have to say for the moment.
- Thank you all very much for taking the time to listen to this presentation.
- Thank you for listening.
- Now if you have any questions I`ll be happy to answer them.

V. Match the typical expressions used in presentations (1–16) with the appropriate heading (a – g), as in the example.

a) Explaining the organization of the presentation. ___8___
b) Introducing the first section. _____
c) Referring to visuals. _____
d) Moving forward. _____
e) Summarizing. _____
f) Winding up. _____
g) Inviting the audience to speak. _____

1. I`d like now to turn to …
2. Looking at … we can see that …
3. After that, we`ll be taking a look at …
4. Finally, I`m going to …
5. I`ll begin by describing …
6. As you can see from this graph representing …
7. Let me start by …
8. First of all … Next …
9. To return to the point I made earlier …
10. If you have any questions, I'll be glad to answer them.
11. Another area for consideration is …
12. Let me briefly recap what we have discussed here today.
13. I`d like to quickly go over the main points of today's topic.
14. Then I`ll go on to …
15. Now let's take a look at …
16. Thank you for your attention.

VI. Read a sample presentation. Study its structure and standard phrases to be used in business presentations. Practice it.

Good morning ladies and gentlemen! We haven`t all met before so I`d better introduce myself. I'm Mario Loretti from the Marketing Department of Food and Drinks Corporation. I should say before we start that I hope you`ll excuse my English; I`m a little out of practice. Anyway, I`m going to be talking this morning about a new product which we are planning to launch in three months time. It`s called Frutti, that`s f-r-u-t-t-i, and it`s an orange – flavoured drink.

Well, I`ll start with the background to the product launch; and then move on to a description of the product itself. Finally, I`m going to list some of the main selling points that we should emphasize in the advertising and sales campaign. I think if you don`t mind, we`ll leave questions to the end. Now firstly, as you all know, we have had a gap in our soft-drink product range for the last two years; we have been manufacturing mixed-fruit drinks and lemon drinks for the last ten years, but we stopped producing orange drinks two years ago. I think we all agreed that there was room on the market for a completely new orange-flavoured drink. Secondly, the market research indicated that more and more consumers are using

soft drinks as mixers with alcohol so, in other words, the market itself has expanded. This brings me to my next point which is that we have a rather new customer-profile in mind. I must emphasize that this product is aimed at the young-professional, high-income market. At this point we must consider the importance of packaging and design, and if you look at the video in a moment, you`ll see that we have completely re-vamped the container itself as well as the label and slogan. So to go back to my earlier point, this is a totally new concept as far as Food and drinks Corporation is concerned. As you see we are using both the new-size glass bottle and the miniature metal cans. Finally, let`s look at the major attractions of the product. In spite of the higher price it will compete well with existing brands. The design is more modem than any of the current rival products, and the flavour is more natural. It`s low calorie, too.

So just before closing, I`d like to summarize my main points again. We have Frutti, a new design concept, aimed at a relatively new age and income group. It`s designed to be consumed on its own, as a soft drink, or to be used as a mixer in alcohol-based drinks and cocktails. It comes in both bottle and can and this will mean a slightly higher selling price than we are used to; but the improved flavour and the package design should give us a real advantage in today`s market. Well, that`s all I have today for the moment. Thank you for listening. Now if there are any questions, I`ll be happy to answer them.

VII. Say which of Mr. Mario Loretti's statements are true and which are false. Correct the false ones.

a) Mr. Mario Loretti is American.
b) We are planning to launch our product in three weeks` time.
c) The company`s new product is a lemon drink.
d) We have not produced orange-flavoured drinks for two years.
e) Everyone thinks there is a gap in the market.
f) The market studies prove that the market is shrinking.
g) Our aim is to have a new type of consumer.
h) The container design is the same.
i) The drink comes in both bottles and cans.
j) The flavour is artificial.
k) The drink is going to be low-calorie.

VIII. Complete the sentences of the beginning of James Morgan`s presentation (1–12) with their endings (a–l).

1. First of all, thank you very much …
2. My name`s James Morgan and …
3. Let me briefly take you …
4. First, we`re going to be analysing the current …
5. Then we`ll take a look …
6. Once we`ve identified the problems …
7. Finally, I`ll outline …

8. Please feel free …

9. So, let`s start …

10. As you know, last year saw …

11. What you might not know …

12. How are they doing it? Well, at Fielding and Company …

a) … scenario with particular regard to direct marketing.

b) … with the present situation.

c) … I`m the Marketing Manager for Fielding and Company.

d) … what I believe to be the best course of action.

e) … is that similar companies on the continent have been trebling or even quadrupling their revenues.

f) … for coming here today.

g) … we believe we`ve found the key.

h) … at a few problems I believe some of you have been having, such as targeting consumers and cross-selling products.

i) … to interrupt me if you have any questions.

j) … your company almost double its revenue.

k) … through what we`ll be discussing today.

l) … we can then look at the options available.

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