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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное образовательное учреждение высшего образования

«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»

(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН
на заседании кафедры
Протокол от « 18 » марта 2026 г., № 9

Зав. кафедрой /Сарычева Л.В.

ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине (модулю)
Иностранный язык (английский язык)

Специальность:

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Москва
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1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Этапы формирования
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).	Работа на учебных занятиях Самостоятельная работа

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	Работа на учебных занятиях Самостоятельная работа	***Знать:*** базовую лексику и выражения, а так же лексику, связанную со специальностью ***Уметь:*** общаться в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка; понимать тексты на	Выполнение лексико-грамматических упражнений Тестирование Проект (защита презентации)	Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания устного ответа,

			повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции	Аннотация Деловое письмо Устный ответ	шкала оценивания проекта (защита презентации), шкала оценивания тестирования, шкала оценивания аннотации
УК-4	Продвинутый	Работа на учебных занятиях Самостоятельная работа	***Знать:*** основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций ***Уметь:*** понимать развернутые доклады и лекции по знакомой теме; написать подробное сообщение на разные темы; анализировать и переводить статьи по специальности и	Выполнение лексико-грамматических упражнений Тестирование Проект (защита презентации) Аннотация Деловое письмо Устный ответ	Шкала оценивания лексико-грамматического упражнения, шкала оценивания делового письма, шкала оценивания устного ответа, шкала оценивания проекта (презентации), шкала оценивания тестирования, шкала оценивания

			инструкции, касающиеся профессиональной деятельности ***Владеть***: профессионально-ориентированной межкультурной компетенцией		аннотации

Шкала оценивания выполнения лексико-грамматических упражнений

	Критерии оценивания		
Семестр	работа выполнена частично, с большим количеством ошибок	работа выполнена в полном объеме, но с ошибками	работа выполнена в полном объеме, допускаются незначительные недочеты
1	5 баллов	10 баллов	15 баллов
2	5 баллов	10 баллов	15 баллов
3	5 баллов	10 баллов	15 баллов

Шкала оценивания тестирования

Семестр	41-60 % верных ответов	61-80 % верных ответов	81-100% верных ответов
1	8-11 баллов	12-15 баллов	16-20 баллов
2	5-8 баллов	9-11 баллов	12-15 баллов
3	2-4 балла	5-7 баллов	8-10 баллов

Шкала оценивания проекта (защита презентации)

Критерий оценки	***Показатели***	***Баллы***
План работы	План работы над проектом есть	2
	План работы отсутствует	0
Глубина раскрытия темы проекта	Тема раскрыта фрагментарно	2
	Тема раскрыта полностью	4
	Знания автора проекта превзошли рамки проекта	6
Разнообразие источников информации, целесообразность их использования	Большая часть информации не относится к теме Использован незначительный объѐм подходящей информации из ограниченного числа однотипных источников	***2*** ***4***
	Представлена полная информация из разнообразных источников	***6***
Соответствие требованиям оформления письменной части и презентации	Отсутствует установленный правилами порядок, структура Внешний вид и речь автора не соответствуют правилам проведения презентации	***2***
	Предприняты попытки оформить работу в соответствии с установленными правилами Внешний вид и речь автора соответствуют правилам проведения презентации, но автор не владеет культурой общения, не уложился в регламент	***4***
	Чѐткое и грамотное оформление	***6***

	Внешний вид и речь автора соответствуют правилам проведения презентации, автор владеет культурой общения, уложился в регламент, ему удалось вызвать большой интерес	
	ИТОГО	***20 баллов***

Шкала оценивания устного ответа

Критерий оценки	**Баллы**
Коммуникативная задача не решена. Высказывание сводится к отдельным словам и словосочетаниям.	1
Коммуникативная задача не решена. В высказывании отсутствуют логика и связность. Используемые языковые и речевые средства не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь очень медленная, со значительным количеством пауз. Допущено значительное количество ошибок, препятствующих коммуникации.	2
Коммуникативная задача решена частично. В высказывании отсутствуют логика и последовательность изложения. Оно носит незавершенный характер. Используемые языковые и речевые средства часто не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущено значительное количество произносительных, лексических и грамматических ошибок, затрудняющих коммуникацию.	3
Коммуникативная задача решена частично. В высказывании значительно нарушена логика и последовательность изложения. Оно носит незавершенный характер, отсутствует вывод. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме. Объем высказывания ниже программных требований. Речь	4

не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущен ряд произносительных и лексических ошибок и значительное количество грамматических ошибок, затрудняющих коммуникацию.	
Коммуникативная задача решена не полностью. В высказывании значительно нарушены логика и последовательность изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Объем высказывания ниже программных требований. Речь недостаточно беглая. Компенсаторные умения не используются. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.	5
Коммуникативная задача в основном решена. Высказывание носит завершенный характер, но имеются нарушения логики и последовательности изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Используемые связующие элементы не всегда адекватны решаемой задаче. Объем высказывания несколько ниже программных требований. Речь недостаточно беглая. Компенсаторные умения используются недостаточно. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.	6
Коммуникативная задача решена относительно полно. Высказывание носит завершенный характер, но имеются незначительные нарушения логики и последовательности. Отсутствует вывод, есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства в основном соответствуют ситуации / теме / проблеме, но их разнообразие ограничено. Используемые связующие элементы в основном адекватны решаемой задаче. Объем высказывания соответствует программным требованиям. Речь достаточно беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки.	7

Коммуникативная задача решена относительно полно. Высказывание носит завершенный характер, построено логично и связно. Есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используемые связующие элементы в основном адекватны. Объем высказывания соответствует программным требованиям. Речь беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.	8
Коммуникативная задача решена полностью. Высказывание построено логично и связно и имеет завершенный характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. В случае необходимости используются компенсаторные умения. Допущены единичные произносительные и грамматические ошибки, не препятствующие коммуникации.	9
Коммуникативная задача решена полностью. Высказывание построено логично, связно и имеет завершенный характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. Допущены единичные произносительные ошибки, не препятствующие коммуникации	10

Шкала оценивания аннотации

Критерий оценки	**Баллы**

Аннотация отражает полностью содержание текста. Структура четкая, отражает логическое деление текста. Использованы речевые клише. Грамматические и пунктуационные ошибки отсутствуют.	10 баллов
Аннотация не совсем точно передает содержание текста. Структура аннотации не достаточно верно передает логическое членение текста. Присутствуют незначительные грамматические и пунктуационные ошибки (2-4).	6 баллов
Аннотация частично передает содержание текста. Структура аннотации не соответствует логике построения текста. Речевые клише использованы неуместно, присутствуют грамматические и пунктуационные ошибки.	2 балла

Шкала оценивания делового письма

Критерий оценки	**Баллы**
Структура и оформление в соответствии с видом делового письма. Данный критерий означает, что письмо оформлено по правилам, есть четкая структура письма как в оформлении так и в самом письме.	**2**
Содержание. В данном критерии учитывается насколько полно, точно и правильно было написано письмо/документ на заданную тему. Оцениваются идеи и последовательность информации в раскрытии письма.	**3**
Лексика. Оценивается разнообразие лексических структур, используемых для составления документа/ написание письма	**3**
Грамматика. Оценивается разнообразие, сложность и точность грамматических конструкций.	**2**
Итого	**10**

3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Текущий контроль

УК-4. **Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).**

Знать: базовую лексику и выражения, а так же лексику, связанную со специальностью

Задания, необходимые для оценивания сформированности УК-4 на пороговом уровне

1 семестр

Лексико – грамматические упражнения

1. Заполните пропуск:
1. I wish I _____draw good enough to help you with this draft!
a. can *b*. was able *c*. could *d*. could have

2. Выберите подходящий вопрос:
_____?
No, it's my cousin Jack's.
a: Are that your car? *b*: Is that Mary‘s car? *c*: Whose car is that?
d: That's your car, is not? *e*: Is that your car?
3. Заполните пропуск:
My father is _____yours.
a: the best *b*: stronger than *c*: the better than *d*: as strong *e*: strong
4. Расположите слова в правильном порядке:
that up book pick green
a. that *b*. up *c*. book *d*. pick *e*. green
5. Расположите слова в правильном порядке:
sitting them you between are
a. sitting *b*. them *c*. you *d*. between *e*. are
6. Выберите подходящий ответ:
Who cooks at your house?
a: My mother cook at my house. *b*: Cooks my mother.
c: My father cooks at the home. *d*: I cook at my house.
Выберите подходящий ответ на следующий вопрос:
What have you eaten today?
a. I've eaten two eggs for breakfast.
b. I ate nothing yet today.
c. I had a cup of coffee when I got up.
d. I have eat breakfast.
e. I today have eaten only a sandwich.

7. Вставьте подходящий по смыслу союз:
Lola hates chocolate, she loves sugar.
a. But *b*. Or *c*. Although *d*. And *e*. So
8. Расположите слова в правильном порядке:
than louder actions speak words
a. than *b*. louder *c*. actions *d*. speak *e*. words
9. Заполните пропуск:

Isn't there anything better than this on TV?
I'm sorry, _____
a. but these is the best.
b. there is anything better than this.
c. they isn't.
d. this is the better show.
e. there's nothing better.
10. Заполните пропуск:
Santa Barbara is in … .
a. California, *b.* Florida, *c.* Arizona, *d.* Texas

Тестирование

Выберите правильный вариант
Could you pass the salt please?
a)Help yourself. b)I don‘t know. c)Over there.d)Here you are.

2. Yesterday I went _____bus to the National Museum.

a) on b)by c)with d)in

3. Sue and Mike _____to go camping.

a) said b)talked c)wanted d)made

4. Who‘s calling, please?

a) Speaking b)It‘s David Parker. C)Just a moment. D)I‘ll call you back.

5. They were _____after the long journey, so they went to bed.

a) hungry b)hot c)lazy d)tired

6. Can you tell me the _____to the bus station?

a) street b)direction c)way d)road

7. _____you remember to buy some milk?

a) Did b)Have c)Should d)Do

8. - Don‘t forget to put the rubbish out. - I‘ve _____done it!

a) already b)still c)yet d)even

9. You don‘t need to bring _____to eat.

a) food b)some c)many d)anything

10. What about going to the cinema?

a) It‘s Star Wars b) Twice a month c)Good idea! D)I think so.

11. - What would you like, Sue? - I‘d like the same _____Michael please.

a) had b)as c)that d)for

12. _____people know the answer to that question.

a) A little b)Few c)Little d)Least

2 семестр
Лексико – грамматическое упражнение

—somebody‖, —anybody‖ or —nobody‖

1. It is so dark here! Can you see ... in front of us? 2. Do you know that ... has broken the door to the gym? 3. Do you know ... here? 4. She said she could recognize ... because of their painted faces. 5. Is there ... at home? – No, there is ... in. 6. I‘m sure there is ... inside, just knock louder! 7. If ... comes, he will give you a call. 8. Are you waiting for ... ? 9. Don‘t be silly! There is ... there. 10. Sally, there is ... downstairs who wants to speak to you.

Тестирование

Private schools in Great Britain The most famous schools in Britain are 1) …… boarding schools, such as Eton College (1440), Harrow School (1571), Rugby School and Winchester School (1382). These famous public schools founded during the Middle Ages are theoretically open to the public, but in reality are only attended by those who can afford the 2)…… . Many of Britain‘s leaders have attended these public schools which cater to the wealthy and influential, but also offer 3)…… to gifted poor children. Local authorities and the central authority also provide assistance to families who are unable to pay the tuition fees. Only a small percentage of the population can 4) …… these old and highly prestigious schools. Various other schools are also public, including kindergartens, day schools and newer 5) …… schools. Only 7 percent of British students attend public schools.

1. a) personal b) public c) civil d) general
2. a) fees b) charge c) tax d) duty
3. a) grants b) loans c) scholarships d) donations
4. a) visit b) go c) follow d) attend
5. a) boarding b) residential c) hostel d) hotel

3 семестр

Лексико – грамматическое упражнение

1. break	a) final exams at university or college
2. campus	b) a lunch brought from home
3. canteen	c) not obligatory

4. comprehensive school	d) a private school for pupils aged 13 – 18
5. degree	e) a pause for rest between lessons
6. extracurricular	f) money given by an institution for a specific goal
7. finals	g) the site of a university or college
8. further education college	h) school providing all types of secondary education
9. optional	i) the place in a school where you can buy food
10. packed lunch	j) a place where you can study after the age of 16
11. public school	k) not part of the regular school timetable
12. grant	l) a university-level qualification

Тестирование

1..... the rain! It‘s beating so hard against the window. a) hear c) heard b) listen to d) listen

2..... breakfast on the train was awful. a) a c) the b) an d) –

3. This really is.....food I‘ve ever eaten. a) worst c) bad b) the worst d) the bad

4. He could open the lock a) easy c) most easy b) easily d) easiest

5. The waiter had to change the plates several times, ...? a) had he c) did he b) hadn't he d) didn't he

6. Didn't you see the show .... Sunday? a) at c) in b) on d) for

7. I would be happy if he didn't..... me like a child. a) treat c) pretend b) behave d) speak

8. He has been unemployed .... he left college. a) for c) since b) before d) during

9. I cannot make up my.....what to do next. a) idea c) decision b) mind d) opinion

10.....are only seven stations on this metro-line. a) These c) There b) It d) This

11..... there any news in your parents' letter? a) Are c) Have b) Were d) Is

12. Take your umbrella, it is.....a) windy c) foggy b) frosty d) raining

13. You had no choice, ... you? a) did c) hadn't b) had d) didn't

14. There aren't.... fruits at this time of the year. a) some c) no b) any d) none

15. Why haven't you.... your bed yourself? a) lied c) put b) made d) had

Уметь: общаться в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции

Примерная тематика проекта

1 семестр

1. Университеты Великобритании и США.
2. Лига плюща.
3. Университеты красного кирпича.
4. Дистанционное образование – история становления.
5. Социальные изменения в структуре института семьи в России и Великобритании.
6. Типичные формы досуга в англоговорящих странах.
7. Национальные виды спорта в англоговорящих странах.
8. Экологические проблемы и пути их решения.
9. Вегетарианство и здоровый образ жизни.
10. Братство и сестринство как студенческие объединения.

2 семестр

1. Национальные праздники англоязычных стран.
2. Фестивали мира.
3. Внутренний туризм: направления для путешествий.
4. Инновации в различных областях знания.
5. Всемирная сеть – история развития.
6. Компьютеризация и информатизация.
7. Возможности социальных сетей в образовании.
8. Знаковые памятники культуры настоящего и прошлого в России и стране изучаемого языка.
9. Музеи мира – история, коллекции.
10. Трансформация общения в социальных сетях и реальной жизни.

3 семестр

1 Религиозные сюжеты в Европейском искусстве.

2 Искусство эпохи Возрождения.
3 Жанровая живопись.
4 Великие голландские мастера живописи.
5 Английская живопись XVIII века: У. Хогарт, Т. Гейнсборо, Дж. Рейнольдс.
6 Мастера английского пейзажа Джон Констебль и Уильям Тёрнер.
7 Импрессионизм и неоимпрессионизм.
8 Реализм в России. Деятельность “Передвижников”.
9 Монументальная историческая живопись.
10 Модернистские течения в искусстве XX века.
11 Зарождение дизайна как отдельной дисциплины и специальности.
12 Дизайн рукописей в античности и первых печатных книг в средние века.
13 Проявление течений искусства XX века в дизайне печатной продукции.
14 Работа книжного иллюстратора.
15 Карикатура – мощное оружие пропаганды.
16 Дизайн печатных периодических изданий.
17 Дизайн на телевидении и в киноиндустрии.
18 Дизайн интернет-сайтов.
19 Дизайн рекламы.
20 Современные компьютерные средства как инструментарий дизайнера.

Задания, необходимые для оценивания сформированности УК-4 на продвинутом уровне

Знать: основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр узкоспециальных выражений и конструкций

1 семестр

Лексико – грамматическое упражнение

Who or which?

1. A non-smoker is someone ... doesn‘t smoke. 2. This is the pullover ... I bought in London. 3. There is a man here ... wants to sell me a brush for ten pounds! 4. A bus driver is a person ... drives a bus. 5. This is the Eiffel Tower ... is in Paris. 6. Robert Shade is catching Flight BE 048, ... leaves at 14.20. 7. Lulu is the reporter ... wrote interesting articles about space travels. 8. Harry Smith, ... is 55, is unemployed) 9. She has already read the book ... I bought last Friday. 10. Here are the papers ... you haven‘t looked through yet. 11. He is the man ... will help you whenever you require help. 12. Have you written the story ... is to be completed? 13. I don‘t know ... is the most sensible project to follow. 14. I don‘t know the people ... have just arrived) 15. Look at the old man ... is standing near the window. Do you recognize him?

Тестирование

Mrs. Clinton was very fond of shopping. One day she 1____a beautiful cotton dress in a shop. When her husband 2____home in the evening, she 3____4___him about the dress which she 5__in the shop. ―Darling,‖ she 6__, ―I want you 7__it for me. You 8 anything for me for so long!‖ ―How much it 9__?‖ asked the husband) ―It 10 20 pounds‖. Mr Clinton promised his wife that if he 11____the money from a chief at the end of the week, he 12____her the money for the dress. On Friday evening he 13____some money on the table, and 14____his wife, ―Here 15__the money! I 16____my word, you can 17____the dress!‖ But the next evening, when Mrs Clinton 18____home after her shopping, her husband 19____―20__the dress?‖ ―No,‖ she 21___a little and then explained, ―You see, the dress 22__still in the window of the shop. It 23____there for a week already. If nobody 24____it, then I 25____it either‖.

1. a) sees c) saw b) see d) has seen
2. a) came c) come b) comes d) is coming
3. a) began c) begins b) begin d) is beginning
4. a) tell c) told b) tells d) to tell
5. a) had seen c) sees b) has seen d) see
6. a) say c) had said b) says d) said
7. a) to buy c) buys b) buy d) buying
8. a) hasn't bought c) don‘t buy b) haven‘t bought d) didn‘t buy
9. a) cost c) does it cost b) costs d) has it cost
10. a) costs c) cost b) is costing d) has cost
11. a) will get c) gets b) would get d) got
12. a) would give c) give b) will give d) gives
13. a) put c) is putting b) puts d) had put

14. a) tell c) tells b) is telling d) told
15. a) are c) am b) is d) were
16. a) have kept c) will keep b) has kept d) am keeping
17. a) to buy c) buy b) buying d) bought
18. a) returned c) has returned b) returns d) was returning
19. a) asks c) has asked b) is asking d) asked
20. a) have you bought c) do you buy b) had you bought d) are you buying
21. a) thinks c) thought b) think d) is thinking
22. a) be c) are b) is d) were 23. a) has been c) is b) have been d) was
24. a) want c) is wanting b) wants d) had wanted
25. a) don't want c) hasn‘t wanted b) doesn‘t want d) is wanting

2 семестр

Лексико – грамматическое упражнение

—a‖, —the‖ or —– — (with nouns denoting names of seasons)

1. The Russians like ... good hard winter with plenty of snow and frost.
2. Nature is so beautiful in ... winter.
3. In this country ... spring is always wet, ... summer is unbearably hot, ... autumn is wet and muddy, ... winter is perishingly cold and snowy.
4. Do you still remember ... spring when you first told me of your love?
5. Nothing can be more beautiful than motoring across the green fields in ... early spring.
6. It was ... late autumn.
7..... autumn of 1993 was very warm and sunny.
8..... spring makes people feel young.
9. I like .... summer best.
10. What do you usually do in .... autumn?

Тестирование

1. The crane ... the heavy box on board the ship. a) raised c) was rising b) rose d) had risen
2. They wondered.....he would say next. a) that c) what b) which d) whom
3. They don't know you,.....they? a) don't c) aren't b) are d) do
4. He was punished … telling lies. a) at c) in spite of b) because d) for
5. Join us! We are sure to have .... lovely time. a) a c) the b) an d) –
6. This is the man … caused all that trouble. a) who c) whom b) what d) which
7. I‘m not sure how to behave in..... a situation. a) so c) like b) such d) as
8. When a kid I used..... lots of chocolate. a) eat c) eating b) to eat d) to eating
9. I don't know if ... is coming to lunch today. a) none c) everything b) anything d) someone
10. Is … all? a) what c) that b) those d) these
11. Call.... the ambulance, it's urgent! a) on c) – b) off d) in
12. While in Spain we visited .... Prado Art Museum. a) a c) – B. an d) the
13. Who.....you all this nonsense? a) says c) told b) tell d) spoke
14. We made a short trip to.....Netherlands. a) the c) an b) a d) –

15. Are you ... cross with me? a) yet c) already b) still d) while
16. They wondered ... to do next. a) that c) whom b) what d) which
17. What was ... moment in your life? a) happy c) happier b) the happy d) the happiest
18. I can work ... the day-time but not at night. a) at c) in b) on d) into
19. He agreed to my suggestions ..... a) willing c) ready b) willingly d) happy
20. You never had to take part in the war, ...you? a) didn't c) had b) did d) hadn't

3 семестр

Лексико – грамматическое упражнение

Complete the text with an appropriate word from the box.

court fault point net players server trick rally shot margin score shuttlecock doubles

How the game works

Badminton is played on a **(1)___** marked for both singles and **(2)___** matches. The doubles court is 6.1 metres (20 feet) wide and 13.4 m (44 ft) long, and the singles court is a little smaller. The **(3)___**is 1.55 m (5 ft 1 inch) high at the edges and 1.524 m (5 ft) high in the centre.

To begin a singles game, **(4)_____**stand in diagonally opposite *service courts* (see diagram at right) and the **(5)_____**then serves the **(6) _____**underhand from below the waist. If the receiver thinks the serve is a **(7)__**, meaning it will land outside the receiver's service court, he or she can leave it and win the point if it does go out. But if the receiver thinks the serve is good, he or she must return it before it bounces. If the return is good, a **(8)_**begins. The rally continues until someone wins it by hitting a good **(9) _____**which their opponent cannot return, or until someone loses it by hitting a fault. Faults include hitting the shuttlecock into the net, hitting it outside the court, or hitting it twice with two separate shots before it goes over the net. Whoever wins the rally earns one **(10) ____**, and serves to start the next point. Players can use a range of shots during a rally, including drop shots, drives, clears, smashes, kills, net shots and push shots. Top players learn to disguise their shots, and try to **(11) ____**the opponent into thinking they're about to hit one type of shot, but then hit avery different type of shot, hoping to win the point by surprising the opponent.

Play continues until one player wins the game by being the first to earn 21 points, with a **(12) ___**of at least 2 points. For example, if the **(13) ____** is 21 to 19, the game is over. But if the score is 21 to 20, the game continues. If the player with 21 points then wins a point, the score is 22 to 20 and the game is over. Matches are usually the best of three games. This means the first player to win two games wins the match.

Тестирование

Complete the text with an appropriate word from the box.

strength competitor skill race glory significance health

1. Apple is winning for a very simple reason – it is making terrific products that no other___can match.
2. Athletes use their_____to achieve athletic objectives e.g. sprinting a 10.0 second 100 meters.
3. A vote of the top sports requiring _____has the obvious sport of weightlifting ranked highest.
4. The competitors in a ___ try to complete a given task in the shortest amount of time.
5. Greece reached the height of its_____and power in the 5th century B.C.
6. Ancient Egyptians regarded the heart as the center of intelligence and emotion, and believed the brain to have no whatsoever.
7. We even have____insurance.

Уметь: понимать развернутые доклады и лекции по знакомой теме; написать подробное сообщение на разные темы; анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности

Read the text.

Part A. Designers create new ideas for different products. They work in many fields of design. Some designers create clothes and shoes. Other designers make furniture and home interiors. Graphic designers create posters, logos, and books. Industrial designers develop useful products for everyday life.

Part B. Many designers use computers in their work. They work with special design software. Designers often begin with a sketch. Then they create a detailed project. Good design should be beautiful and practical. Designers choose colors, shapes, and materials carefully. Creativity is very important for every designer. Designers also need technical skills, they work with clients and understand their ideas. Good communication helps designers do

their work well.

Part C. Many designers work in teams. They share ideas and solve problems together. Designers improve old products and create new ones. Some designers use 3D modelling to make digital models and modern technology makes design easier and faster.

Part D. Designers always learn new methods and tools. They visit exhibitions and read professional books. Designers look for inspiration in nature and art. Every project needs careful planning. A successful designer is creative and responsible. Design can improve people's daily life.

Part E. Many young people want to become designers. I think design is an interesting and useful profession. All of us would like to become a successful designer in the future.

Analyze the content of each part of the text and entitle them.

Part	Title	Answer
Part A	a. Creativity in design	
Part B	b. team work and creativity	
Part C	c. future designers	
Part D	d. inspiration for designers	
Part E	e. types of designers	

1. The user interface of a website is like the __ of a building. Key: appearance
2. A graphic designer often uses software to create digital __. Key: images
3. Responsive design ensures that a website __ well on different devices. Key: functions
4. UX design focuses on the __ of the user when interacting with a product. Key: experience
5. A wireframe is a __ plan for a website's layout. Key: basic
6. HTML and CSS are __ languages used for web development. Key: programming

7. In digital art, __ tools can simulate traditional painting effects. Key: brush /
8. The __ of a mobile app needs to be intuitive and easy to navigate. Key: interface
9. AI can help designers with __ tasks, like generating color palettes. Key: automated
10. A good __ makes a website or app enjoyable to use. Key: usability

Ситуации:

1. A company wants to create a new interactive online experience for its customers to showcase its products. They need someone to design the user interface and user experience. What is this professional called? Key: UX
2. A film studio needs to create realistic animated characters and environments for their upcoming movie. They require a specialist who can use software to build and animate these digital elements. What is this specialist called? Key: Animator

Владеть: профессионально-ориентированной межкультурной компетенцией

Задания, необходимые для оценивания сформированности УК-4 на продвинутом уровне

Complete the text with the words from the box.

Machine, website's, digital, creation, modeling, relationship, design, designers, Computer-Aided Design, collaboration.

The _____ revolution has irrevocably reshaped the landscape of design, imbuing it with unprecedented speed, precision, and creative potential. Information technologies are no longer mere tools; they are integral collaborators, transforming conceptualization into tangible reality with astonishing efficiency. This symbiotic _____between human ingenuity and _____ capability has birthed entirely new disciplines and elevated traditional ones to heights previously unimaginable.

Graphic_____, once constrained by physical media and painstaking manual techniques, now thrives in a digital ecosystem. Software suites offer a boundless

canvas where pixels replace pigment and vectors chart a course for infinitely scalable imagery. _____ can iterate on concepts with a fluidity that astonishes those who recall the laborious days of re-drawing by hand. The ability to manipulate color, form, and typography with such granular control allows for the _____of visual identities that are not only aesthetically compelling but also deeply resonant with target audiences. From the intricate detail of a corporate logo to the expansive narrative of a _____ user interface, digital tools empower designers to communicate complex messages with clarity and impact.

The realm of product design and engineering has been similarly revolutionized. Three-dimensional _____software has democratized the prototyping process, enabling designers to conjure virtual objects into existence before committing to costly physical production. These digital twins serve as exhaustive testbeds, allowing for rigorous assessment of form, function, and ergonomics. _____(CAD) has become the lingua franca of innovation across industries, from automotive and aerospace to consumer electronics and architecture, facilitating _____and ensuring the precise realization of intricate designs. This digital fidelity removes ambiguity and accelerates the journey from ideation to market.

Задание. Write an abstract to the text in English.

Промежуточная аттестация

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).

Задания, необходимые для оценивания сформированности УК-4

Примерный список тем для беседы на зачете и экзамене:

1 семестр

1. Высшее образование в России или стране изучаемого языка.
2. Государственный университет просвещения – история и современность.
3. Навыки современного студента.
4. Тайм менеджмент. Планирование времени.
5. Структура современной семьи.
6. Досуг и хобби. Времяпрепровождение в России и стране изучаемого языка.
7. Здоровый образ жизни и спорт.

8. Глобальные вызовы (экологические катастрофы, социальные проблемы).

2 семестр

1. Традиции и обычая Росси или страны изучаемого языка.
2. Туризм и путешествия.
3. Достопримечательности России или страны изучаемого языка.
4. Инновации. История создания, сфера использования.
5. Кибербезопасность.
6. Социальные сети – особенности общения.

3 семестр

1. История возникновения дизайна.
2. Школы дизайна. (краткая характеристика, представители)
3. Средовой дизайн.
4. Дизайн продукта.
5. Дизайн интерьера.
6. Ландшафтный дизайн.
7. Роль света в дизайне.
8. Известный дизайнер.
9. Творческий путь и основные работы.

1 семестр. Тексты социокультурной направленности

The Russian Federation

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia; Its total area is about 17 million square kilometres. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belarus and Ukraine. It also has a sea-border with the USA. There is hardly a country in the world where such a variety of scenery and vegetation can be found. There are steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

There are; over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers — the Ob, the Yenisei and the Lena — flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1,600 metres) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can see the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north, to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources. Russia is a parliamentary republic. The Head of State is the President. The legislative power is exercised by the Duma.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial centre. It is one of the oldest Russian cities.
Today there are a lot of opportunities for this country to become one of the leading countries in the world. It has great past and promising future.

Monarchy of the United Kingdom

The monarchy of the United Kingdom, commonly referred to as the British monarchy, is the constitutional form of government by which a hereditary sovereign reigns as the head of state United Kingdom, the Crown Dependencies (the Bailiwick of Guernsey, the Bailiwick of Jersey and the Isle of Man) and the British Overseas Territories. The current monarch is King Charles III, who ascended the throne on 8 September 2022, upon the death of his mother, Queen Elizabeth II.

The monarch and their immediate family undertake various official, ceremonial, diplomatic and representational duties. The monarchy is 'constitutional', meaning that, although formally the monarch still has authority over the government—which is known as "His/Her Majesty's Government"—this power may only be used according to laws enacted in Parliament and within constraints of convention and precedent. The Crown also occupies a unique cultural role, serving as an unofficial brand ambassador for British interests and values abroad, increasing tourism at home, and promoting charities throughout civil society.

The British monarchy traces its origins from the petty kingdoms Anglo-Saxon England and early medieval Scotland, which consolidated into the kingdoms of England and Scotland by the 10th century. England was conquered by the Normans in 1066, after which Wales also gradually came under the control of Anglo-Normans. The process was completed in the 13th century when the Principality of Wales became a client state of the English kingdom. In the 16th century, English and Scottish monarchs played a central role in what became the religious English Reformation and Scottish Reformation, and the English king became King of Ireland.

The Balfour Declaration of 1926 recognised the evolution of the Dominions of the Empire into separate, self-governing countries within a Commonwealth of Nations. Also in this period, the monarchy in Ireland eventually became limited to Northern Ireland. In the years after the Second World War, the vast majority of British colonies and territories became independent, effectively bringing the Empire to an end. George VI and his successors, Elizabeth II and Charles III, adopted the title Head of the Commonwealth as a symbol of the free association of its independent member states. The United Kingdom and fourteen other independent sovereign states that share the same person as their monarch are called Commonwealth realms. Although the monarch is shared, each country is sovereign and independent of the others, and the monarch has a different, specific, and official

national title and style for each realm. Although the term is rarely used today, the fifteen Commonwealth realms are in personal union.

Text 3. City Transport of New York

Visitors to America are immediately struck by the number of automobiles on the highways and in the city streets. Cars fill the roads and crowd the streets of the city.

For a city like New York, city transport is a big problem. Though there are a lot of private automobiles, many people still use public transport. New York‘s public transport includes the subway, an extensive bus and street car service and taxi cabs.

In rush hours it is better to take the subway.You walk a few blocks to the nearest subway and get downstairs. You buy some tokens at the change booth and get through the turnstile. Then you have to find the right platform. In New York subway system there are parallel tracks for local and express trains. The local train stops at eveiy station, the express only at every fifth or sixth station. It is very convenient to take an express if you go very far to the other end of the city. New York subway system is a rather complicated one.

New York has an extensive bus service operating on a transit basis. When a passenger enters a bus or street car and deposits his fare in the fare box, he may request a transfer. The driver or operator will give him a slip of paper on which there will be printed the time and direction of the trip. With this transfer, the passenger may get on another bus or street car at a transfer point on his route and continue his ride without additional cost.

A taxi cab service is another means of transportation in the city. There are no taxi stands and you can stop a taxi by whistling, shouting or raising your hand. Taxi cabs keep running along the streets all the time. Tips are a vital part of drivers‘ earning.

Text 4. The Climate and Seasons in England

The warm current of the Gulf Stream brings a temperate climate to the British Isles. So the weather in England is mild in all seasons. The temperature seldom reaches extremes of heat or cold. It averages about 40 degrees Fahrenheit in January and 60 degrees in August. During the day the changes in temperature are not very great, that is why weather forecasts do not give the temperature of the air.

The best seasons in England are spring and summer. In summer the sun shines brightly but it is not hot. Green grass covers the fields and meadows. Here and there beautiful flowers are growing. It is pleasant to walk in the woods and forests, to breathe fresh air and listen to the songs of the birds. The days in summer are long and the nights are short so you have much time to enjoy the wonderful landscape.

Autumn is a rainy season and the weather is mostly dull. But there may be a spell of sunny weather in late September, which they call Indian summer, when the sky seems

high, the sun shines and the earth is covered with fallen leaves. The most typical feature of the climate in England is the thick fog that they often have in autumn and in winter. It comes often and stays for weeks.

In winter the sky is pale, grey and has low clouds. The sun shines rarely, its rays are pale, itsets early and rises late. The winter air is frosty and the weather is windy. They have all sorts of weather in winter. Sometimes it rains and sometimes it snows heavily, and they also have fog and frost. But it rains more often than it snows. That is why English people do not wear heavy overcoats, but only warm raincoats.

Towards the end of the winter the snow begins to melt, the sky becomes blue, the first grass and flowers appear, the birds come back from the warm lands. Spring comes.

Text 5. How to Make Friends?

Let's be honest, there are times when you want to know how to make friends. Here are some steps and tips to help you overcome these obstacles. Spend more time around people. Don't be mean; you do not want to lose friends. If you want to make friends, you first need to put yourself out there somehow in order to meet people. If you're still in school, sit somewhere with other people. It doesn't have to be the "popular" table, or a crowded one, but one with at least two other people. The popular kids won't matter when you're older, but a true friend will be there for you forever. Remember, friends seldom come knocking on your door while you sit at home playing computer games. Populars aren't always going to be mean to you. They just need to know you a little better.

Join an organization or club with people who have common interests. You don't necessarily need to have a lot of common interests with people in order to make friends with them. In fact, some of the most rewarding friendships are between two people who don't have much in common at all, but if you like a specific topic, try searching for just a location. It's a great way to meet new local people! Social networking sites such as Facebook, Twitter and Google+ are great way to meet new people and learn more about the people you meet. When you are chatting just say are you on Facebook? or what is your name on Twitter? A church, Masjid (mosque) or other house of worship is a great place to start since you have at least a religious faith in common. Just remember to be safe on the internet, you don't know who is actually on the other end most of the time.

Join a sports team. A common misconception about this is that you have to be really good at playing a particular sport in order to make friends with others on the team, but not all teams are so competitive. As long as you enjoy the sport and support your teammates, joining a local team with a laid-back attitude could be a great way to make new friends. But a sports team isn't the only way. If you play instruments or sing, try joining a band or choir.

Talk to people. You can join a club, go to school, or go to church but you still won't make friends if you don't actually talk to people. By the same to ken, you don't have to be involved with an organization to be social, and any time you talk to someone, you have a chance at making a lasting friend.

Make eye contact and smile. If you have an unfriendly countenance, people are less likely to be receptive to your friendship. Try not squinting (get some glasses),looking bored, frowning or appearing blankly deadpan, folding your arms (this practically screams "don't talk to me") or hanging out in a corner; such habits may make you look troubled or disinterested.

Text 6. How to Find a Hobby?

Look at what interests you. Examine what takes up your spare time when you have it. Do you enjoy reading books? Maybe you want to try your hand at writing them.

Think about what you value most. What traits do you prize? Do you value wisdom or courage? Do you feel drawn to people who give back? Do you admire artistic expression? Let those traits guide you when choosing a hobby.

For instance, maybe you could volunteer at a library as a hobby because you value education, or maybe you could take up painting because you admire people who can express themselves with art.

If you don't have a great deal of patience, then maybe hand sewing isn't something you'd enjoy. However, if you love tinkering and building things, maybe you should consider a hobby like working on older cars or building furniture. Play to your strengths.

Think back to what you loved as a kid. Did you like to race bikes with your friends? Were you really into comic books? Did you love to paint or draw?

Think about what really got you excited as a kid and what you could spend hours doing. Pick up where you left off. If you rode bikes, try getting a new (adult) bike and exploring your neighborhood.Look at adult versions of what you loved. That is, if you loved comic books, try attending a comic book convention (comicon) to find people with similar interests. Maybe you loved board games as a kid. Check out the wide variety of new board games on the market, which offer options in everything from role-playing to cooperative games.

Visit a craft store. Wander around a craft store to see what hobbies are available. You might find something you never thought about, such as building model airplanes or learning how to work with clay.Check out hobby websites. Certain websites are dedicated solely to exploring hobbies, and you can use them to figure out what you'd like to do with your time.

Be willing to try more than one hobby. The first one you try might not be the right fit. Don't be afraid to move on and try something else. You have a right to decide when you're not interested in something.

Say "yes." That is, don't be afraid to say "yes" to activities you normally bow out of. Maybe going to the art museum doesn't sound very exciting to you, but when your friend invites you to go, give it a try anyway. You might find a hobby you never expected to enjoy, such as painting or art restoration.

Text 7. Friendship

What is friendship? Some people will say that it is a feeling of mutual liking between two or more people, other will add that it is a state when one person understands and supports the other one.

To my mind friendship can be compared to a tree. Its seed should find good soil and under good conditions it will grow into a tree. As the years go by the tree stands firmer and firmer on the ground. And if it is strong enough, it will survive all the storms and winds. But to help it, we should take care of it and love it.

The most important feeling that exists between friends is trust. It newer appears by itself, it‘s the result of a long friendship and this feeling is very valuable. Respect and tolerance are also very important; it means that you don‘t criticize your friend‘s way of living, but try to understand him, discuss problems with him and explain to him what you think is good and what is bad. A friend is a person who can help you in time, lend you any sum of money for a long period of time without any percent, whom you can wake up in the middle of the night just to say you feel worried or who is eager to do everything for you waiting nothing in return, who supports you in all your beginnings and who will never betray you.

Lucky are those people who have friends. I‘m happy to have lots of friends, too. Some of them are very close, some are less. But all of them make my life interesting and enjoyable. I appreciate friendship. It makes happiness grow brighter and grief less painful, because we have friends to share it with. When we doubt our ability to fulfill our aspiration or to reach our secret goal it is our best friend who gives us a spark of assurance. And we trust our friends and we are grateful to them. Friendship is a bridge between loneliness and fellowship, frustration and confidence, despair and hope, setbacks and success. That‘s why a true friend is a priceless gift. They are rich who have true friends, says a proverb and I agree.

Text 8. Future Life

Can you imagine what our lives will be like in the year 2050? Perhaps you will be flying off for a holiday on the moon, or maybe you will be taking your dog for a walk in the virtual reality.

We recently carried out a survey of 1,000 people from different countries to find out what they think life will be like in the future. The results clearly demonstrate both our hopes and fears. The survey suggests that friendship — one of the most important human relationships -will have changed dramatically.

People will make friends through the Internet. What is more, a large number of people will even come across their future husbands or wives in this way! Computers will have become absolutely essential by 2050. Even now, some people describe them as their best friend! Others, however, say that we will become much more isolated from each other because we will have little real human contact.

Education will have changed a lot too. As more and more children will be using computers in schools, certain abilities, such as mental arithmetic will not be necessary since there will be computer programs. Even writing by hand will have become a thing of the past.

According to the survey, home life will be better. Most people believe that by 2050 robots will be doing the housework and we will be eating ready-made food. A lot of people think that we might only cook for fun in the future.

Space exploration will become increasingly popular. Fifty per cent of the people we talked to believe that man will regularly visit Mars. They also believe that travel on our own planet will probably change. Almost everyone thinks that there will be no cars in the city centers. Some even think that environmentally-friendly electric or solar-powered cars will have replaced the cars we use nowadays. Pollution is something that seems to worry many people. Some fear that it will continue to get worse, and that our planet will become impossible to live on. Others even foresee that one day we‘ll have to pay for clean air just like we do now for clean water.

On the other hand, people seem to be quite optimistic about the benefits of genetic engineering, as they think scientists will use it to cure diseases like cancer and AIDS. If scientists manage to find a cure for these, we‘ll have a much healthier society. Some people worry about the future, while others are full of hope and enthusiasm. No matter how dark or bright it may seem, it is up to us to look after our planet and try to make it a better place to live.

Text 9. Globalization

Globalization is a controversial issue for business and governments throughout the world. We recognize globalization mainly through its effects. It‘s a bit like electricity — we can not see it, but we certainly observe what it does. Globalization can be described as a process by which the people of the world are unified into a single society and function together. This process is a combination of economic, technological, sociocultural and political forces. It‘s a movement of people, goods, capital and ideas due to increased economic integration.

Globalization is a controversial issue mainly because different groups interpret it in different ways. For its opponents globalization is a threatening word. It prompts visions of large multinationals dominating the world in pursuit of ever-higher profits. Many pressure groups fear that globalization threatens the environment as well as national cultures — they predict that it will make the rich nations richer and the developing countries even poorer than they are. But its supporters have another point of view. They believe that increasing and freer trade between nations will offer prosperity and economic growth for all countries and businesses.

So globalization is likely to be a hot potato for the twenty-first century. As far as the benefits are concerned there it‘s possible to name next statements:

1. An opportunity to get acquainted with cultures of different nations;
2. A variety of choice for consumers: when they can buy in their local stores and supermarkets not only home-produced goods but also foreign ones;
3. Transnational corporations create additional work places for local people, at the same it is convenient for these large corporations as well: they may locate the labour-intensive part of their production process in countries with a relative abundance of labour in order to minimize their costs;
4. Another point is risk-sharing. It‘s more reasonable to invest money not in one company but to create an international company with great amount of subsidiaries in various countries, so it won‘t have so serious consequences if one of them will not stand cut-throat competition;

The disadvantages of globalization are:

1. Pollution of the environment (and there one peculiarity should be admitted — developed countries try to locate their harmful for the environment factories and works not in their own countries but in developing countries);
2. Globalization destroys cultural identity, for example Europeans usually try to impose their customs and traditions on Asian people;
3. Multinational corporations prefer to use cheap labour-force of developing countries for instance in Asia. And at the same time they provide their workers with bad and sometimes even awful working conditions;
4. It‘s difficult for domestic producers to compete with multinational corporations especially if it‘s an infant industry;

The last but not least is that we don‘t actually know to what globalization can lead, we don‘t realize its consequences.

Text 10. Immigration

Immigration has existed during the whole history of mankind. At distant times tribes roamed in search for new pastures for their livestock, new places for hunting and fishery. Today migration still takes place in the world, people are forced to change their places of living due to different natural and man-made calamities. So migration is the process which takes place when an individual or a group leaves one country for another with the intention to settle down in that country permanently.

There are many reasons which make people leave their homes and move to other places. Economic reasons have always been among the main reasons for migration. Life in poverty and despair often forces people to search for a better life. The gap between the developed countries and the third world countries increases year by year, as a result people have move to industrialized countries in order to have stable earnings, better employment opportunities and higher standards of living. Many people migrate because of natural catastrophes. It is possible to mention the situation in Japan when natural disasters have forced thousands of people leave their native country in search for security. Some people change their place of living in search for political freedom; it can be migration towards political liberty and political rights or an escape from the governmental persecution. It also makes sense to name ethnic and religious reasons. Ethnic conflicts in some countries and religious intolerance often force people to look for a refuge in other countries. Wars and a high rate of criminality also induce people to change the countries they live in.

However I do not want to say that only negative reasons make people migrate, positive reasons make up small percentage of annual migrations but nevertheless they exist. There are cases when people migrate to reunite their families, to marry and to build up new families or to start business.

Immigration has both positive and negative consequences for people. After immigration people receive more opportunities for education and self-realization at work, better life standards, security and confidence in their future, more social benefits, etc. But we shouldn‘t forget about the reverse of the coin. Immigration has its negative consequences as well. Pretty often immigration causes dissatisfaction of native citizens: it leads to racism, an increased antagonism and other social problems.

In general, it seems to me that migration is an endless process. People will change their places of living as long as there is an economic gap between developed and developing countries, as long as wars and ethnic conflicts exist, as long as people will suffer from famine and starvation, as long as religious persecution takes place in the world. I‘m definitely sure that if the mankind wants to solve the problem of illegal immigration, it is

necessary to solve the problems which cause migration. I‘m definitely sure that as soon as we do it, the percentage of illegal immigration will decline by itself.

Text 11. Role of Women in the Society

In the 17th century rich women normally were taught at home by a tutor, they were taught subjects like Latin, French, Needlework and they were also taught how to look pretty and how to play the piano and other musical instruments. When they became older their parents decided who they were going to marry and the family of the woman should pay a dowry to the parents of the future husband. Rich women wouldn‘t normally get a job, they could just stay at home and look after the family and tell the servants what to do. Poor women did not go to school at all; they just looked after their home, children and prepared meals or worked in fields. They didn‘t get paid much and had to work hard.

In the 19th century rich women were educated at home and learned pretty much the same as in the 17th century. They were taught how to play the piano, speak French, entertain guests and look attractive. After 1870 it was made compulsory for all women to have education. However, girls didn‘t learn the same subjects as boys. Girls learnt subjects like laundry, cookery, needlework and housewifery skills. Rich women did not work, but ran their home with the help of their servants, after 1870 some women could become teachers and others could work as secretaries or clerks. So, women could work but there was a condition. At that time any woman had to retire when she got married.

In the 20th century, when World War I started, women could leave their underpaid jobs and could get jobs at factories because all men had gone off to the war, so women worked in the factories, making armours for the war.

When the war was over, women had to go back to their old jobs and they didn‘t earn as much money as they were used to earn. Later a typewriting machine was invented and jobs as secretaries became available for women. Some women became teachers. Women were now allowed to vote and some women got involved in politics.

Women started to wear different clothes, they did not wear corsets any more, they wore short dresses, even trousers.

To my mind, the role of women has changed quite a lot. I think all changes that happened in the 20th century were good, because women became to be treated more equally and it launched the processes of emancipation.

Text 12. Crime in our society

Crime has been around us for many centuries. Every day when we open a newspaper or turn on TV almost all we read or hear is about criminals and their illegal actions. According to the law, people who commit a crime must be punished, imprisoned or even sentenced to a death penalty. Without punishment our life in the society would be less secure, although sometimes punishment isn‘t strict enough, to my mind.

Some kinds of crimes are as old as the human society (such as stealing, pick-pocketing, vandalism, assault or domestic violence, murder and manslaughter), others are a more recent phenomenon. Armed robbery of stores and banks, hacking into computers (so called ―cyber frauds‖), corruption or forgery of money and documents, for instance, are some of them. The 20th century has also seen the appearance of organized crimes such as drug-trafficking, drug-smuggling and hijacking. Statistics show an alarming rise of violent crimes and crimes to do with the illegal sale of arms across the world. Unfortunately women and children often become the victims of crime. Sometimes criminals kidnap rich people or their kids and ask for a ransom to be paid for them.

Besides violent crimes, there are so called ―white-collar crimes‖ in our modern society. These are frauds when a person isn‘t physically threatened or hurt. Among them are tax evasion (when people are accused of not paying taxes on purpose), bribery, identity theft (when a criminal steals personal information of another person in order to use his credit cards or bank accounts, for example).

To crown it all, we must regret that today a great deal of crimes is committed by teenagers who want to become independent as soon as possible and to find a royal road to getting much money. Teenagers use drugs and drink alcohol, so they can‘t control themselves. Moreover, modern TV programs and films containing much violence and sex often have huge and negative influence on teenagers.

In conclusion I should say that crime prevention in our society is an extremely difficult and complicated task because we should change our social and moral principles at large.

Text 13. Education in our life

Our modern world is full of technological advances and education is very important today. Human progress mainly depends on well-educated people. They say that those who have information rule the world.

When we are 7 years old we are sent to schools to get useful knowledge about our world, although that isn‘t the main purpose of education. The most important thing, to my mind, is learning how to learn in order to use this ability in our future life. At school children also enjoy lots of cultural activities which reveal their personal talents. However some people think that the current system of education isn‘t able to teach pupils how to become good thinkers and schools are only about passing exams.

Education is very important for me and it goes without saying that I‘m planning to get a higher education after finishing school. I‘m sure it will enable me to achieve better prospects in career growth. Nowadays you can‘t find an interesting job with a decent salary without a certain level of education because every company looks for well-qualified specialists. While studying at a university you get essential knowledge for your future profession. Moreover, university life is always exciting and eventful.

I believe it is impossible to overestimate the importance of education. It is one of the most valuable possessions and the most powerful weapons we can get in our life. It develops many sides of human personality and helps us to understand ourselves deeper. Education trains the mind to think, that‘s why educated people have the ability to change our world and contribute to the well-being of our society.

Text 14. Student life

Students are the future of every country. They are young citizens of our society, full of infinite energy and progressive ideas, fantastic plans and noble ambitions, hopes and dreams. Student life is the brightest period of our life. It is a mixture of studies and great fun. I know that my parents (ex-students) miss those old good days of their student life.

A student has certain duties to perform. It goes without saying that the primary student duty is studying hard and acquiring proper knowledge for the future career. He must attend all the classes at college, do all the work at the right time, be punctual and disciplined. It can help the student achieve his goals and become diligent and perseverant. If he doesn‘t neglect his studies he will receive rich dividends in his future work.

Examination time at the end of each semester is quite tough for students. They spend endless days and nights on studying and cramming. Although some of them use cheating, copying someone‘s essays or course works. And you are lucky if you are not caught by the teacher because he can punish you by a poor mark or even by excluding from the college.

Most of the student‘s time is devoted to reading and learning. It‘s unbelievable but some students manage to deal with part-time jobs because they need a lot of money to study at college or university. Tuition fees and books are very costly nowadays, and if you rent an apartment it‘s even more expensive. So students have busy schedules including studies, work and going out to socialize.

A good student never wastes his spare time uselessly. He should also go in for sports to stay in good health and mood. They say: ―A sound mind lives in a sound body.‖ Students love participating in both academic and extra-curricular activities at college: different festivals, intellectual quizzes and summer camps. This social life broadens the mind, develops your talents and communication skills. And this is a wonderful time when you find real friends among your classmates at college.

Finally I‘d like to say that it is absolutely great to be a student!

Text 15. Environmental Pollution

People have always polluted their surroundings. But until now pollution was not such a serious problem. People lived in uncrowded rural areas and did not have pollution — causing machines. With the development of crowded industrial cities which put huge amounts of pollutants into small areas, the problem has become more important.

Automobiles and other new inventions make pollution steadily worse. Since the late 1960‘s people have become alarmed with the danger of pollution.

Air, water, and soil are necessary for existence of all living things. But polluted air can cause illness, and even death. Polluted water kills fish and other marine life. On polluted soil, food can‘t be grown. In addition environmental pollution spoils the natural beauty of our planet.

Pollution is as complicated as serious problem. Automobiles are polluting the air but they provide transportation for the people. Factories pollute the air and the water but they provide jobs for people and produce necessary goods. Fertilizers and pesticides are important for growing crops but they can ruin soil.

Thus, people would have to stop using many useful things if they wanted to end pollution immediately. Most people do not want that of course. But pollution can be reduced gradually.

Scientists and engineers can find the ways to reduce pollution from automobiles and factories. Government can pass the laws that would make enterprises take measures for reducing of pollution. Individuals and groups of people can work together to persuade enterprises to stop polluting activities.

Text 16. My household chores/duties

I think nobody likes it when his house is in a mess. Doing household chores and keeping the house clean and cozy are necessary in every flat.

My parents work hard and they get rather tired after work. So it goes without saying that they don‘t have to manage all the housework and I have to help them. Everyone in our family has some household chores. But frankly speaking I must admit that my mother does the majority of the housework. Some things must be done every day, others need to be done once or twice a week (like watering the plants).

My daily chores are making my bed, washing up, tidying my room in the evening, cleaning my shoes and taking out the rubbish. This is my usual routine. I also pick up my little sister from the kindergarten. Fortunately I don‘t have to cook any food because my mum and granny do that and they really enjoy cooking. I just sometimes help them and serve the table. Once or twice a week my mother asks me to go shopping to the nearest food supermarket. I usually buy some bread, milk, fruits and vegetables.

Once a week, on Sundays my parents give the flat a big cleaning. There is a lot of work to do: dusting the furniture, ironing the clothes, mopping the floor, clearing out the bathroom and the kitchen. I am busy with vacuum-cleaning the carpets in our bedrooms and cleaning the mirrors.

I don‘t consider my household chores difficult and I can cope with them easily, but sometimes I feel a bit lazy or I may be too busy with my school homework.

Text 17. British Homes

There are 22 million homes in Britain — big homes and small homes, old cottages and new buildings, houses and flats. (Americans say «apartment» but British people say «flat»). Many British people love old houses and these are often more expensive than modern ones.

They also love gardening and you will see gardens everywhere you go: in towns, villages and out in the country. Some are very small with just one tree and a few flowers. Others are enormous with plenty of flowers and enough vegetables and fruit trees. Two third of the families in Britain own their houses.

Millions of these houses are the same with two or three bedrooms and a bathroom upstairs, dining-room and kitchen downstairs. To pay for their house, home owners borrow money from a «building society» and pay back a little every month.

There are a great many different kinds of homes in Britain, but there are not enough! It is often very difficult for young people to find a home when they want to start a family. British homes are usually smaller than American homes. But like Americans old people, young families and unmarried people do not usually live together.

Text 18. St. Petersburg and its attractions

St. Petersburg is a Russian port city on the Baltic Sea. It was the imperial capital for 2 centuries, having been founded in 1703 by Peter the Great. The city remains Russia‘s cultural center, with its world-famous museums, palaces and theatres.

The Hermitage is one of the largest and oldest museums in the world. It was founded by Catherine the Great. The museum includes masterpieces by Leonardo da Vinci, Picasso, Renoir, Vincent van Gogh, Rembrandt and many others. Experts say it would take 11 years to examine about 3 million exhibits in the Hermitage.

Nevsky Prospect is the main street in St. Petersburg which was cut through thick woodland in 1718. Kazan Cathedral with its impressive colonnade is located just in the heart of the street. The prospect is lined with numerous cafés, restaurants and shops.

Church of the Savior on the Spilled Blood with its colorful domes and bright mosaics was constructed in the early 20th century on the spot of the 1881 assassination of Tsar Alexander II. Used by the Soviets to store potatoes during the Second World War 900-day siege of the city by Nazi forces, the church was finally reopened to the public in 1997.

Peter and Paul Fortress was one of the first buildings to be erected in St Petersburg in 1703, including the Baroque Peter and Paul Cathedral, which is the final resting place of almost all of Russia‘s pre-revolutionary leaders (Peter the Great, Catherine the Great, Nicholas II and others). Other sights include an impressive statue of Peter the Great named ―The Bronze horseman‖, a working mint and the cells where revolutionaries were held.

Mariinsky Theatre was first opened in 1860. The theatre has long been one of the world‘s most prominent venues for ballet and opera. Its dance school trained such world-famous ballet dancers as Rudolf Nureyev and Vatslav Nijinsky.

While the State Hermitage displays fine art from all over the world, the Russian Museum contains home-grown masterpieces. Opened in 1898, the museum exhibits everything from priceless orthodox icons to paintings by such famous artists as Surikov, Vasnetsov, Aivazovsky, Kandinsky. Among outstanding works are ―The Last Day of Pompeii‖ by Karl Bryullov, and Ilya Repin‘s ―The Zaporozhye Cossacks Writing a Letter to the Turkish Sultan‖.

The gold-domed 19th-century St Isaac‘s Cathedral is one of St Petersburg‘s most famous landmarks. It offers wonderful views of the city from its gilded viewing platform. Statues of the apostles stand guard at the top of St Isaac‘s, while its massive doors are decorated with biblical scenes. Inside, the cathedral boasts a vast ceiling painting by Karl Bryullov as well as St Catherine‘s Chapel.

Vasilevskiy Island — the largest island in St Petersburg which offers a bizarre selection of attractions including a pair of 15th-century sphinxes from Egypt on the river side and a museum of biological oddities ―Kunstkamera‖ where you can see the skeleton and the heart of Peter the Great‘s gigantic personal servant. The island is also home to the 19th-century Rostral Columns whose torches are lit on special occasions. It‘s a great place to wander along the banks of the Neva river.

Text 19. Baikal

In the midst of a thinly populated wildness there is the foremost natural wonder — Lake Baikal. It is the oldest lake in the world — its age is about 25-30 million years. Scientists estimated that more than 1500 life forms live in and around this lake. They can be found nowhere else on Earth. It occupies the territory of 12000 m2 and 400 km long. About 30 uninhabited isles are scattered throughout the lake. It‘s the largest reservoir of drinking water. It contains 1/6 of fresh water found on the planet and in spite of the vast pollution by the nearby industry the most of it still remains clean and clear.

Most of the coastline lies in an environmentally protected area. The most numerous of the indigenous people are Buryats. They have been living here for many centuries. A feeling of tranquility settles over the coastal villages during long summer afternoons. A

vehicle driving along the village‘s streets is a rare sight. A motorcycle with a sidecar is the most popular civil transport; and a passenger car still remains an object of curiosity for children.

The area‘s largest city is Ulan-Ude which was first established by the Russians as an outpost for tsar‘s tax collectors during Russia‘s Eastward expansion in the XVI and XVII centuries. It lies in the border area between the Siberian forests and the grassy steppes. It‘s an average Siberian town without much distinction, except for a strange fancy relict in the main square. The world‘s biggest head of Vladimir Lenin has more than 25 feet tall and it is ironically said by rumor that it was inspired by the head of Buddha that was located in Ulan-Ude before the Soviet takeover. And now although most of Soviet monuments have been dismantled this one is going to stay because the locals became quite fond of it.

Text 20. Ireland

Ireland is an island on the west side of Europe. The capital of Ireland is Dublin. There are about 5 million people in the Republic of Ireland. It is a small country but a lot of people know about it. In many countries there are Irish priests and nuns.

People left Ireland to find work in those countries and they stayed there. All over the world there are people with Irish blood.

The country is in two parts. The larger part, the Republic of Ireland, is in the south. The smaller part of Ireland, Northern Ireland, is part of the United Kingdom and its big city is Belfast. Like a lot of other countries, Ireland had sad and difficult times, but it had good times too.

The Irish are kind and polite people, they welcome strangers. The Irish love to talk. Ireland is a beautiful country with fine lakes, tall mountains and attractive beaches. It has two great rivers. It is a very green country. It is green partly because it rains too much.

Ireland is a country of good butter, good beer and good horses. People come from all over the world to buy Irish horses, from Europe, from America, from Arab countries and from the Far East. Ireland also has its manufacturing industry.

Text 21. British Wedding

There are a number of traditions for weddings that have survived into the 21st century. It is still traditional for the bride and groom to have their own parties the night before getting married. The groom's party is called a 'Stag party', while the bride's is known as a 'Hen party'.

On the morning of the wedding, the groom should not see the bride. If he does, this is bad luck. The bride puts on her special wedding dress, which is usually white. She also needs to wear 'something old, something new, something borrowed and something blue'.

At the church, or registry office, the bride and groom exchange rings before walking together back down the aisle. When they get outside, the bride throws her bouquet in the air. Tradition says that whoever catches it will be the next person to get married.

But it's not only the bride who throws something. All the people at the wedding throw confetti and rice over the happy couple.

Finally, after the reception, the bride and groom drive off to have their honeymoon.

Text 22. Winston Churchill Biography

Sir Winston Churchill (30 November 1874 – 24 January 1965) was a British politician and author, best known as Prime Minister of the United Kingdom during the Second World War. Churchill was famous for his stubborn resistance to Hitler during the darkest hours of the Second World War. Winston was born at Blenheim Palace, Woodstock near Oxford to an aristocratic family – the Duke of Marlborough. He was brought up by

servants and friends of the family. He rarely spoke to his father, and he spent most of his childhood at boarding school – Harrow. Churchill wasn‘t the best student, having a rebellious nature and was reportedly slow to learn; but Churchill excelled at sports and joined the officer cadet corps, which he enjoyed.

On leaving school, he went to Sandhurst to train as an officer. After gaining his commission, Churchill sought to gain as much active military experience as possible. He used his mother‘s connections to get postings to areas of conflict. The young Churchill received postings to Cuba and North West India. He also combined his military duties with working as a war correspondent – earning substantial money for his reports on the fighting. In 1899, he resigned from the military and pursued his career as a war correspondent. He was in South Africa for the Boer War, and he became a minor celebrity for his role in taking part in a scouting patrol, getting captured and later escaping. He might have gained the Victoria Cross for his efforts, though officially he was a civilian at the time. Churchill returned to the UK in 1900 and successfully stood as a Conservative candidate for Oldham. After becoming an MP, Churchill began a lucrative speaking tour, where he could command a high price for his speeches.

After seeing relatively little action on the Western Front, he returned to London and sat on the opposition benches before joining Lloyd George‘s coalition government. In 1917, Churchill was made Minister of Munitions – a job requiring strong administrative skills to manage limited resources during the war. Churchill was considered an efficient and skilled minister. At the end of the First World War, Churchill was active in trying to support the Russian white army – who were trying to resist the Communist forces which had gained control over the Soviet Union.

In 1924 Churchill was appointed as Chancellor of the Exchequer by Conservative PM Stanley Baldwin. Under advice from many economists, Churchill made the decision to return Britain to the Gold Standard at a pre-war level. But, this proved to be damaging to the economy and led to a period of deflation, high unemployment and low growth. Churchill later admitted this was his greatest domestic mistake.

The low growth and declining living standards contributed to the General Strike of 1926 – Churchill eagerly sought to break the strikers and defeat the trades unions. During this period he expressed admiration for Mussolini for being a strong leader. In the 1930s, his political eccentricities consigned him to the backbenches, where he was a vocal critic of appeasement and urged the government to re-arm. Churchill was often a lone voice in speaking about the growing danger of Hitler‘s Germany. He also opposed Indian Independence and was a staunch supporter of the Empire.

After an unsuccessful start to the Second World War, the Commons chose Churchill to lead the UK in a national coalition. Churchill was instrumental in insisting Britain keep

fighting. He opposed the minority voices in the cabinet seeking to make any deal with Hitler. Churchill proved an adept war leader. His speeches became famous and proved an important rallying cry for a country which stood alone through the difficult years of 1940 and 1941. These early years saw the Battle of Britain and the Blitz – a period where invasion by Germany seemed likely.

―we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender‖ ―Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, ‗This was their finest hour.‖ It was Churchill who helped popularise the phrase ‗Iron Curtain‘ after he saw the growing gulf between the Communist East and Western Europe. ―A shadow has fallen upon the scenes so lately lighted by the Allied victory…. From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent.‖

After winning the Second World War, Churchill was shocked to lose the 1945 general election to a resurgent Labour party. He was Leader of the Opposition from 1945-51.But, under the Conservatives, he returned to power in the 1950 election – accepting much of the post-war consensus and the end of the British Empire. Churchill served as PM from 1951-55 before retiring from politics. In his last speech in the Commons in 1955-03-01, he ended with the words:―The day may dawn when fair play, love for one‘s fellow men, respect for justice and freedom, will enable tormented generations to march forth triumphant from the hideous epoch in which we have to dwell. Meanwhile, never flinch, never weary, never despair.‖

Churchill was awarded the Nobel Prize in Literature in 1953 ―for his mastery of historical and biographical description as well as for brilliant oratory in defending exalted human values.‖ Towards the end of his life, Churchill became an accomplished artist, though he found the years of retirement difficult and suffered periods of depression.

Churchill died in his home at age 90, on the morning of Sunday 24 January 1965. His funeral was the largest state funeral in the world, up to that point in time.

Text 23. The world of professions. Choosing a career.

Choosing a career is one of the most important and tough decisions people will ever make in life. According to Confucius, ―Find a job you love and you will never work a day in your life.‖ It is absolutely true. If you are passionate about your work, you have more chances to succeed.

Well, choosing a proper career is a conscious decision of a grown-up person, and it is essential to explore job options that match your interests, skills and knowledge. It is absolutely wrong to chase your parents‘ dreams. If you are not interested to work in a field

they want you do, always stand your ground. It is high time for you to decide for yourself what to do for living and to find your real calling. Moreover, when you make a choice, it is also important to get appropriate education that will give you all the necessary skills, knowledge and practical awareness.

Today there are a lot of job options to choose from out there. Anyway, the choice of professions depends on people‘s individual abilities and talents. Some people have dreams of becoming a doctor and saving people‘s lives, others like cooking and become master chefs. There are people, for instance, who like taking care of animals, and therefore become veterinary surgeons. Some people have a talent for painting and are not good at the other things. It is not difficult to guess that they become painters, designers or architects. All in all, today the most popular jobs are office clerks, policemen, teachers, waitresses, hairstylists, drivers and some others.

As far as I am concerned, I want to start my own business and open my own travel agency. I am too independent and enterprising to work for an employer. The idea of doing a nine-to-five job does not appeal me at all. One of the reasons I want to set up my own business or become self-employed is independence. To begin with, I can earn money working from home and spend more time with family and friends. Secondly, I can choose any work schedule that suits me best. Thirdly, if you are your own boss, you avoid the stressful daily commute and traffic jams. Furthermore, self-employed people tend to have an extended vacation. Finally, my success depends on me and my own decisions.

Some people think that getting a good salary is more important than having the job you really want. I am convinced that an enjoyable job equals a worthy salary. For instance, people can turn their hobby into a profitable business and earn decent money from home. Besides, people spend too much time at work and it is wrong to waste time on unpleasant things.

Text 24. Different types of modern Russian Art

The Oxford Dictionary by Hornby gives us the following definition of the notion ―art‖. ―Art‖ is the creation or expression of what is beautiful, especially in visual form. Drawing, painting, sculpture, architecture, literature, music, ballet belong to the fine art‖.

Really when something is extremely beautiful or has great cultural value, we say: ―It‘s art‖. Art has always been occupation for the few, but has been admired by many. Art reflects feelings and emotions, brings delight and admiration, and makes life pure as it awakens our best hidden qualities. Speaking about art, we connect this notion with culture. According to the dictionary culture of a community or a nation includes all the arts, beliefs and social institutions characteristic of a community or a nation. We can speak about either material, or spiritual culture. Art is both.

Russia is a country that can rightfully boast its artistic and cultural traditions; its art galleries attract huge crowds of tourists from all over the world. St. Petersburg is a precious stone in the crown of Russian cities. The Hermitage is famous all over the world

for its valuable rare collections of canvases and other art objects covering a span of about seven hundreds years and comprising masterpieces of by Leonardo da Vinci, Titian, Raphael, Rembrandt, Rubens. The collections illustrate the art of Italy, Spain, Holland, Germany, France, Britain, Sweden. The West-European Department also includes a fine collection of European Sculpture. People come to admire the collections of tapestry, precious textiles, weapons, ivory, pottery, porcelain and furniture as well.

The Tretyakov Gallery in Moscow, the Russian Museum should be mentioned by all means. This picture gallery was founded by a Russian merchant and a connoisseur of art Pavel Tretyakov in the 19th century. He was especially fond of the works of Peredvizhniki – the artists who belonged to the Society of Travelling Art Exhibitions such as Kramskoy, Perov, Ghe and other great Russian painters. The Tretyakov Gallery reflects the whole history of Russian Art. It has a rich collection of early Russian painting including famous icon. The world famous ―The Trinity‖ by Andrey Rublev is exhibited in the gallery.

Speaking about art one should not forget about music, especially classic music. Outstanding Russian composers make all the world admire their music. One can find a man, who does not know Pyotr Ilyich Tchaikovsky, Michail Glinka, Nicholaj Rimsky-Korsakov – the prominent composers of 19th century, and Sergei Rachmaninov, Sergei Prokofiev and Dmitriy Shostakovich.

It was Glinka who laid the foundation for modern Russian music, his music expressed the temperament of Russian people. His two best known operas ―Ivan Susanin‖ and ―Ruslan and Ludmila‖ were based on Russian folklore and historical legends.

The most famous ballets ―Swan Lake‖, ―The Sleeping Beauty‖, ―The Nutcracker‖ and not less famous operas ―The Queen of Spades‖, ―Eugenij Onegin‖ are still excellently staged and performed not only in Russian but in many greatest theatres in the world.

Russia is world famous for its literature. The ―golden age‖ of Russian literature began in the 19th century when such outstanding masters of letters such as Pushkin, Lermontov, Gogol, Turgenev, Dostoeyevsky created their immortal masterpieces. Alexander Pushkin, the father of Russian Literature was the author of more than 700 lyrical poems. He wrote also the volumes of dramatic works, short stories, made adaptations of Russian fairy-tales.

Russia is famous for its architecture. The real jewel of architecture is the Moscow Kremlin with its cathedrals, towers and red brick walls. Just outside the Kremlin walls stands St. Basil`s Cathedral, one of the world most astonishing buildings with 8 domes of different designs and colors.

St. Petersburg has great number of real masterpieces of architecture of different styles and is definitely worth visiting and being admired.

Russia is also rich in young talents, forming new Russian culture. They appeared on the basis of the old one, but their essence is new. We can hear new voices in music and poetry, see new canvases of modern artists, watch great actors.

All of them will make their contribution into Russian Culture and Art.

Text 25. Foreign Languages in the Life of an Educated Person

Today it is quite evident that everyone should know at least one foreign language. Knowing one or more foreign languages makes it possible to get acquainted with different ways of thinking, to understand a new civilization. Learning a foreign language stimulates mental abilities and gives you a chance to appreciate a new literature, a different culture and to broaden your horizons. Besides, knowing foreign languages has a practical value. It makes it easier to choose a profession and provides job promotion. It helps to improve the quality of your work, because it reduces the time lost on obtaining the necessary information. At present many professions, such as a pilot, a doctor, an engineer, a cosmonaut and many others, require a working knowledge of at least one foreign language.

People all over the world speak almost 3,000 languages. Some languages are spoken by millions of people, others by only hundreds of them. The most wide-spread language in the world is Chinese. 350 million people speak English as their first language. About the same number use it as a second language. Russian is also one of the most prevalent, *expressive* and rich languages in the world. 240 million people speak Russian nowadays.

Among the great number of languages that exist on our planet today there are some which stand out. Scientists distinguish 13 great languages. These are the languages that are spoken by no less than 50 per cent of people on the Earth. They are Chinese, English, Russian, Spanish, Hindi and Urdu, Indonesian, Arabic, Portuguese, Japanese, German, French, Italian.

A person who knows these languages can speak to and understand almost 2 thousand million people and doesn't suffer from the language barrier. To state the significance of this or that language one must take into consideration not only its prevalence but the quantity of printed production. For instance, the largest number of books is published in Russian including technical literature. The greatest number of press production is published in English. As far as books are concerned, the largest number of them is translated from English, Russian, French and German accordingly.

Today there are a lot of people in Europe and Asia who know several languages. A person who knows several languages is called a polyglot. They are not few. The name of Henrich Schlimann, a famous German archaeologist who discovered Troy is known all over the world. It took him two years to learn the first two foreign languages. Later on it took him several weeks to master another foreign language.

Among polyglots there are champions. Thus, Cardinal Mezzophanti who lived in the middle of the last century knew 100 languages. Professor Heestermann from Germany knew 132 languages. The more languages man knows, the easier is the way he masters a new one. As polyglots say it is difficult to begin. But when you start learning a third language «everything is going on swimmingly». It is within everyone's power to know, read and speak a foreign language. But one should regard learning a foreign language as a very important task. The knowledge of other languages is very useful, especially if you have to work abroad or if you must read foreign literature in the original. If you know the language of a foreign country, you can talk to it‘s people and understand what they are speaking about without anybody's help. The knowledge of foreign languages also helps young people of different countries to develop friendship.

As for me, I am learning English, because in the recent years it has become not only an international language, it is now a number one language in the world. Besides, English is becoming a lingua franca. It is used a great deaI by businessmen from different countries, which don't have a common language, in order to do business. It is already a lingua franca at International conferences. Besides, every person who travels in Europe, Asia or Africa, even in South America gets around by using English. So English is becoming more and more the language for practical use.

English has become the world's most important language in politics, science, trade and cultural relations, aviation, international sport and pop music. It is nowadays second only to Chinese. It is the official language in 44 countries: the United Kingdom of Great Britain and Northern Ireland, the United States of America, Australia, New Zealand and others. It is used as one of the official languages in Canada, the Irish Republic. It is also spoken as a second language by many people in India, Pakistan and numerous countries in Africa, to say nothing of people all over the world who know English as a foreign language. From the British Isles English spread all over the world. 75 per cent of the world's mail is in English, 60 per cent of the world's radio stations broadcast in English and more than a half of the world's periodicals are printed in English.

It is known, different languages can come into fashion or go out of it. It is generally considered that the most fashionable language in the world nowadays is English. Spanish also becomes very popular. It is learnt nowadays more often than earlier. Oriental languages are also widespread today. Learning a foreign language has a practical value but the choice of a foreign language sometimes depends on a fashion, if under fashion we mean the demands of life and society. Thus, the knowledge of a foreign language today is a life necessity.

2 семестр. Тексты социокультурной направленности

Text 1 British Museum

The centre of the museum was redeveloped in 2001 to become the Great Court, surrounding the original Reading Room.

The British Museum is a museum dedicated to human history, art, and culture, located in the Bloomsbury area of London. Its permanent collection, numbering some 8 million works, is among the largest and most comprehensive in existence and originates from all continents, illustrating and documenting the story of human culture from its beginnings to the present.

The British Museum was established in 1753, largely based on the collections of the physician and scientist Sir Hans Sloane. The museum first opened to the public on 15 January 1759, in Montagu House in Bloomsbury, on the site of the current museum building. Its expansion over the following two and a half centuries was largely a result of an expanding British colonial footprint and has resulted in the creation of several branch institutions, the first being the British Museum (Natural History) in South Kensington in 1881. Some objects in the collection, most notably the Elgin Marbles from the Parthenon, are the objects of controversy and of calls for restitution to their countries of origin.

Until 1997, when the British Library (previously centred on the Round Reading Room) moved to a new site, the British Museum housed both a national museum of antiquities and a national library in the same building. The museum is a non-departmental public body sponsored by the Department for Culture, Media and Sport, and as with all other national museums in the United Kingdom it charges no admission fee, except for loan exhibitions. Neil MacGregor became director of the museum in August 2002, succeeding Robert G. W. Anderson. In April 2015, MacGregor announced that he would step-down as Director on 15 December. On 29 September 2015, the Board of Trustees confirmed Hartwig Fischer, who will assume his post in Spring 2016, as his successor.

Text 2. National Gallery

The National Gallery is an art museum in Trafalgar Square in the City of Westminster, in Central London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900.[a] The Gallery is an exempt charity, and a non-

departmental public body of the Department for Culture, Media and Sport. Its collection belongs to the public of the United Kingdom and entry to the main collection is free of charge. It is among the most visited art museums in the world, after the Musée du Louvre, the British Museum, and the Metropolitan Museum of Art.

Unlike comparable museums in continental Europe, the National Gallery was not formed by nationalising an existing royal or princely art collection. It came into being when the British government bought 38 paintings from the heirs of John Julius Angerstein, an insurance broker and patron of the arts, in 1824. After that initial purchase the Gallery was shaped mainly by its early directors, notably Sir Charles Lock Eastlake, and by private donations, which comprise two-thirds of the collection. The resulting collection is small in size, compared with many European national galleries, but encyclopaedic in scope; most major developments in Western painting "from Giotto to Cézanne" are represented with important works. It used to be claimed that this was one of the few national galleries that had all its works on permanent exhibition, but this is no longer the case.

The present building, the third to house the National Gallery, was designed by William Wilkins from 1832 to 1838. Only the façade onto Trafalgar Square remains essentially unchanged from this time, as the building has been expanded piecemeal throughout its history. Wilkins's building was often criticised for the perceived weaknesses of its design and for its lack of space; the latter problem led to the establishment of the Tate Gallery for British art in 1897. The Sainsbury Wing, an extension to the west by Robert Venturi and Denise Scott Brown, is a notable example of Postmodernist architecture in Britain. The current Director of the National Gallery is Gabriele Finaldi.

Text 3 London Eye

The London Eye is a giant Ferris wheel on the South Bank of the River Thames in London. Also known as the Millennium Wheel, it has also been called by its owners the British Airways London Eye, then the Merlin Entertainments London Eye, then the EDF Energy London Eye. Since mid-January 2015, it has been known as the Coca-Cola London Eye, following an agreement signed in September 2014.

The structure is 443 feet (135 m) tall and the wheel has a diameter of 394 feet (120 m). When erected in 1999 it was the world's tallest Ferris wheel. Its height was surpassed by the 520 feet (158 m) tall Star of Nanchang in 2006, the 541 feet (165 m) tall Singapore Flyer in 2008, and the 550 feet (168 m) High Roller (Las Vegas) in 2014. Supported by an A-frame on one side only, unlike the taller Nanchang and Singapore wheels, the Eye is described by its operators as "the world's tallest cantilevered observation wheel".

It is Europe's tallest Ferris wheel, and offered the highest public viewing point in London until it was superseded by the 804 feet (245 m) observation deck on the 72nd floor of The Shard, which opened to the public on 1 February 2013. It is the most popular paid tourist attraction in the United Kingdom with over 3.75 million visitors annually, and has made many appearances in popular culture.

The London Eye adjoins the western end of Jubilee Gardens (previously the site of the former Dome of Discovery), on the South Bank of the River Thames between Westminster Bridge and Hungerford Bridge, in the London Borough of Lambeth.

A predecessor to the London Eye, the Great Wheel, was built for the Empire of India Exhibition at Earls Court and opened to the public on 17 July 1895. Modelled on the original Chicago Ferris Wheel, it was 94 metres (308 ft) tall and 82.3 metres (270 ft) in diameter. It stayed in service until 1906, by which time its 40 cars (each with a capacity of 40 persons) had carried over 2.5 million passengers. The Great Wheel was demolished in 1907 following its last use at the Imperial Austrian Exhibition.

Text 4 Tower of London

The Tower of London, officially Her Majesty's Royal Palace and Fortress of the Tower of London, is a historic castle located on the north bank of the River Thames in central London. It lies within the London Borough of Tower Hamlets, separated from the eastern edge of the square mile of the City of London by the open space known as Tower Hill. It was founded towards the end of 1066 as part of the Norman Conquest of England. The White Tower, which gives the entire castle its name, was built by William the Conqueror in 1078, and was a resented symbol of oppression, inflicted upon London by the new ruling elite. The castle was used as a prison from 1100 (Ranulf Flambard) until 1952 (Kray twins),[2] although that was not its primary purpose. A grand palace early in its history, it served as a royal residence. As a whole, the Tower is a complex of several buildings set within two concentric rings of defensive walls and a moat. There were several phases of

expansion, mainly under Kings Richard the Lionheart, Henry III, and Edward I in the 12th and 13th centuries. The general layout established by the late 13th century remains despite later activity on the site.

The Tower of London has played a prominent role in English history. It was besieged several times and controlling it has been important to controlling the country. The Tower has served variously as an armoury, a treasury, a menagerie, the home of the Royal Mint, a public records office, and the home of the Crown Jewels of England. From the early 14th century until the reign of Charles II, a procession would be led from the Tower to Westminster Abbey on the coronation of a monarch. In the absence of the monarch, the Constable of the Tower is in charge of the castle. This was a powerful and trusted position in the medieval period. In the late 15th century the castle was the prison of the Princes in the Tower. Under the Tudors, the Tower became used less as a royal residence, and despite attempts to refortify and repair the castle its defences lagged behind developments to deal with artillery.

The peak period of the castle's use as a prison was the 16th and 17th centuries, when many figures who had fallen into disgrace, such as Elizabeth I before she became queen, were held within its walls. This use has led to the phrase "sent to the Tower". Despite its enduring reputation as a place of torture and death, popularised by 16th-century religious propagandists and 19th-century writers, only seven people were executed within the Tower before the World Wars of the 20th century. Executions were more commonly held on the notorious Tower Hill to the north of the castle, with 112 occurring there over a 400-year period. In the latter half of the 19th century, institutions such as the Royal Mint moved out of the castle to other locations, leaving many buildings empty. Anthony Salvin and John Taylor took the opportunity to restore the Tower to what was felt to be its medieval appearance, clearing out many of the vacant post-medieval structures. In the First and Second World Wars, the Tower was again used as a prison, and witnessed the executions of 12 men for espionage. After the Second World War, damage caused during the Blitz was repaired and the castle reopened to the public. Today the Tower of London is one of the country's most popular tourist attractions. Under the ceremonial charge of the Constable of the Tower, it is cared for by the charity Historic Royal Palaces and is protected as a World Heritage Site.

Text 5 Madame Tussauds

By 1835 Marie had settled down in Baker Street, London, and opened a museum. This part of the exhibition included victims of the French Revolution and newly created figures of murderers and other criminals. The name is often credited to a contributor to Punch in 1845, but Marie appears to have originated it herself, using it in advertising as early as 1843.

Other famous people were added to the exhibition, including Lord Nelson, and Sir Walter Scott. Some of the sculptures done by Marie Tussaud herself still exist. The gallery originally contained some 400 different figures, but fire damage in 1925, coupled with German bombs in 1941, has rendered most of these older models defunct. The casts themselves have survived (allowing the historical waxworks to be remade), and these can be seen in the museum's history exhibit. The oldest figure on display is that of Madame du Barry. Other faces from the time of Tussaud include Robespierre and George III. In 1842, she made a self portrait which is now on display at the entrance of her museum. She died in her sleep on 15 April 1850.

By 1883 the restricted space and rising cost of the Baker Street site prompted her grandson (Joseph Randall) to commission the building at its current location on Marylebone Road. The new exhibition galleries were opened on 14 July 1884 and were a great success.[9] However, the building costs, falling so soon after buying out his cousin Louisa's half share in the business in 1881, meant the business was under-funded. A limited company was formed in 1888 to attract fresh capital but had to be dissolved after disagreements between the family shareholders, and in February 1889 Tussaud's was sold to a group of businessmen led by Edwin Josiah Poyser.[10] Edward White, an artist dismissed by the new owners to save money, allegedly sent a parcel bomb to John Theodore Tussaud in June 1889 in revenge. The first sculpture of a young Winston Churchill was made in 1908, with a total of ten made since.

The first overseas branch of Madame Tussauds was opened in Amsterdam in 1970.

Text 6. Shakespeare Theatre Company

The Shakespeare Theatre Company is a regional theatre company located in Washington, D.C. The theatre company focuses primarily on plays from the Shakespeare canon, but its seasons include works by other classic playwrights such as Euripides, Ibsen, Wilde, Shaw, Schiller, Coward and Tennessee Williams. The company manages and performs in the Harman Center for the Arts, consisting of the Lansburgh Theatre and Sidney Harman Hall.

In cooperation with George Washington University, they run the Academy for Classical Acting.

The company is a member of the League of Resident Theatres.

The Folger Shakespeare Library on Capitol Hill includes a replica of an Elizabethan theatre, originally used for lectures and tours. In 1970 this space was transformed into a functioning playhouse, and soon Folger Theatre Group (later The Folger Theatre) was organized to perform in the space.

After years of discussion, Amherst College, administering body of the Folger Shakespeare Library, in 1986 withdrew financial support for the company. To save the company, concerned citizens led by R. Robert Linowes reincorporated it as the non-profit Shakespeare Theatre at the Folger, later hiring Michael Kahn as artistic director. The company continued to perform at the Folger for the next six years.

Changing its name to The Shakespeare Theatre, the troupe moved in 1992 to the Lansburgh Theatre, a newly built space in the original Lansburgh's Department Store building in the Penn Quarter. At the start of the 2005-6 season, it adopted the current name, Shakespeare Theatre Company. The company constructed another theatre, Sidney Harman Hall, which opened in 2007 in the lower part of an office building in the quarter, and the two theatres were joined to become the Harman Center for the Arts.

Meanwhile, after initially importing traveling shows from the Shenandoah Shakespeare Express the Folger Shakespeare Library developed a new Folger Theatre company to present plays in its Elizabethan replica.

Text 7 British Royal Family

At present the British royal family is headed by Queen Elizabeth. When the Queen was bom on the 21 st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI. As a child she studied constitutional history and law as well as art and music. In addition she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life, making her first broadcast at the age of 14.

The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh's Award Scheme in 1956) and in saving raise wild animals from extinction. The Queen's heir is Charles, Prince of Wales, who was bom in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests.

The Queen's other children are Princess Anne (born in 1950), Prince Andrew (born in 1960) and Prince Edward (born in 1964). Anne, Princess Royal, has acquired a reputation for being arrogant, but in recent years has become quite popular with the general public. The Queen is widely known for her interest in horses and horse-racing. She is now president of the Save the Children Fund, Chancellor of the University of London and carries out many public engagements.

Prince Andrew, Duke of York, served as a helicopter pilot in the Royal Navy. In 1986 he married Miss Sarah Ferguson (Fergie, for short) and has two daughters. Prince Edward is keen on the theatre. This interest began while he was at university. He quit the Royal Marines, and is now pursuing a career with a theatrical company.

The Queen Mother, the widow of the late King George VI, celebrated her one hundred birthday in 2000 and died in 2002.

Text 8 Agatha Christie

Agatha Christie is known all over the world as the Queen of Crime. She wrote 78 crime novels, 19 plays and 6 romantic novels under the name of Mary Westmacott. Her books have been translated into 103 foreign languages. She is the third best-selling author in the world (after Shakespeare and the Bible). Many of her novels and short stories have been filmed. The Mousetrap, her most famous play, is now the longest-running play in history.

Agatha Christie was born at Torquay, Devonshire. She was educated at home and took singing lessons in Paris. She began writing at the end of the First World War. Her, first

novel, The Mysterious Affair at Styles, was published in 1920. That was the first appearance of Hercule Poirot, who became one of the most popular private detectives since Sherlock Holmes. This little Belgian with the egg-shaped head and the passion for order amazes everyone by his powerful intellect and is brilliant solutions to the most complicated crimes.

Agatha Christie became generally recognised in 1926, after the publishing of her novel The Murder of Roger Ackroyd. It's still considered her masterpiece. When Agatha Cristie got tired of Hercule Poirot she invented Miss Marple, a deceptively mild old lady with her own method of investigation. Her last Poirot book, Curtain, appeared shortly before her death, and her last Miss Marple story, Sleeping Murder, and her autobiography were published after her death.

Agatha Christie's success with millions of readers lies in her ability to combine clever plots with excellent character drawing, and a keen sense of humour with great powers of observation. Her plots always mislead the reader and keep him in suspense. He cannot guess who the criminal is. Fortunately, evil is always conquered in her novels.

Agatha Christie's language is simple and good and it's pleasant to read her books in the original.

Text 9 Conan Doyle

Many years ago a young doctor began to write stories about a man who was a detective. Readers liked his stories because they were very interesting and the doctor decided to become a writer. The doctor was Conan Doyle and he wrote about Sherlock Holmes.

Conan Doyle wrote his first story about Sherlock Holmes in 1887. In this story the detective meets his friend Dr. Watson. Holmes and Watson lived at 221 B Baker Street in London.

Many discussions take place about where 221 B was. There is no house there now. But a large company has its office near the place. This company answers twenty or so letters which still come every week to Sherlock Holmes, 221 B Baker Street Most come from the United States and many people ask if Mr. Holmes can help them with some problem.

The company answers saying that, "Mr. Sherlock Holmes is no longer working as a detective".

There is a pub in London called Sherlock Holmes. One of the rooms in the pub is Sherlock Holmes' room. It has many things the room in Conan Doyle's stories had - Holmes' hat, some letters written to Sherlock Holmes, chairs and tables like those described in the stories. Besides, there are some pictures of Holmes and Conan Doyle, of actors who played Holmes and Watson in films, on television and radio.

In 1961 lovers of Sherlock Holmes formed the Sherlock Holmes Society. They meet three or four times a year to talk about Sherlock Holmes. The members of the Society know the stories about Sherlock Holmes very well, and they discuss these stories at their meetings.

Text 10 Diana - the People's Princess

Diana Spencer was born on the first of July 1961 in Sandringham in England. She had two older sisters and a younger brother. In childhood she liked games, swimming, running and dancing. She wanted to become a dancer. Besides she loved children very much and at the age of sixteen she worked in schools for very young children.

Diana became princess, when Prince Charles, the Queen's son, asked her to be his wife and they got married. They seemed to be a happy couple at first. They had two sons. They travelled a lot they worked a lot, they visited many countries together. But Diana was not quite happy because they did different things and Charles didn't unterstand her.

Why was Diana the most famous, the most beautiful, the most photographed woman in the world? Why did she win the hearts of millions and millions of people in many countries? Why did so many people come to London to remember her when she died? Why did the car accident which took her life, become such a total shock to crowds of people? Why did people feel the need to be in London at the funeral? Why did the tears and love at the funeral move the world?

The answer is so simple. Matthew Wall, a student at St. Michael's College in Burlington said: She was such a lovely lady. She did so much for those people less fortunate that herself.

She was a kind woman. Hundreds of people talked about Diana's kindnesses. She liked ordinary people, though she was rich and had many rich friends. Wherever she was, she was always ready to lend a hand. She was devoted to the sick and the poor. She visited hospitals for people with AIDS and for lepers and wasn't afraid to touch them, talk to them, listen to them. She worked on children's charities, and had teamed up with Hillary Clinton in an effort to ban landmines. And it's not only money, that she wanted to give people. She wanted to give them apartof her soul.to make them happy because she was unhappy herself. She wanted to give them love, because she needed love herself.

Diana was seen many times in floods of tears, because of the pressures of her loveless 15-year marriage. It is not a secret that Diana was hounded and humiliated to the point of mental breakdown and was able to pull through only because she knew she had the love of the people to buoy her in her darkest hours.

She was, indeed, the People's Princess.

Text 11 Margaret Thatcher

Margaret Hilda Thatcher, Baroness Thatcher, LG, OM, PC, FRS (née Roberts; 13 October 1925 – 8 April 2013) was a British stateswoman and politician who was the Prime Minister of the United Kingdom from 1979 to 1990 and the Leader of the Conservative Party from 1975 to 1990. She was the longest-serving British Prime Minister of the 20th century and is currently the only woman to have held the office. A Soviet journalist dubbed her the "Iron Lady", a nickname that became associated with her uncompromising politics and leadership style. As Prime Minister, she implemented policies that have come to be known as Thatcherism.

Originally a research chemist before becoming a barrister, Thatcher was elected Member of Parliament (MP) for Finchley in 1959. Edward Heath appointed her Secretary of State for Education and Science in his 1970 government. In 1975, Thatcher defeated Heath in the Conservative Party leadership election to become Leader of the Opposition and became

the first woman to lead a major political party in the United Kingdom. She became Prime Minister after winning the 1979 general election.

On moving into 10 Downing Street, Thatcher introduced a series of political and economic initiatives intended to reverse high unemployment and Britain's struggles in the wake of the Winter of Discontent and an ongoing recession. Her political philosophy and economic policies emphasised deregulation (particularly of the financial sector), flexible labour markets, the privatisation of state-owned companies, and reducing the power and influence of trade unions. Thatcher's popularity during her first years in office waned amid recession and high unemployment, until the 1982 Falklands War and the recovering economy brought a resurgence of support, resulting in her re-election in 1983.

Thatcher was re-elected for a third term in 1987. During this period her support for a Community Charge (referred to as the "poll tax") was widely unpopular, and her views on the European Community were not shared by others in her Cabinet. She resigned as Prime Minister and party leader in November 1990, after Michael Heseltine launched a challenge to her leadership. After retiring from the Commons in 1992, she was given a life peerage as Baroness Thatcher, of Kesteven in the county of Lincolnshire, which entitled her to sit in the House of Lords. After a series of small strokes in 2002, she was advised to withdraw from public speaking. Despite this, she managed to deliver a eulogy to Ronald Reagan at his funeral in 2004. In 2013 she died of another stroke in London at the age of 87.

Text 12 A Brief History of Oxford city

Oxford was founded in the 9th century when Alfred the Great created a network of fortified towns called burhs across his kingdom. One of them was at Oxford. Oxford is first mentioned in 911 in the Anglo-Saxon Chronicle.

According to legend, Oxford University was founded in 872 when Alfred the Great happened to meet some monks there and had a scholarly debate that lasted several days. In reality, it grew up in the 12th century when famous teachers began to lecture there and groups of students came to live and study in the town.

But Oxford was a fortress as well as a town. In the event of war with the Danes all the men from the area were to gather inside the burgh. However this strategy was not entirely successful. In 1009 the Danes burned Oxford. However Oxford was soon rebuilt. In 1013 the Danish king claimed the throne of England. He invaded England and went to Oxford. In 1018 a conference was held in Oxford to decide who would be the king of England.

By the time of the Norman Conquest, there were said to be about 1,000 houses rn Oxford, which meant it probably had a population of around 5,000. By the standards of the time, it was a large and important town (even London only had about 18,000 inhabitants). Oxford was the 6th largest town in England. Oxford probably reached its zenith at that time. About 1072 the Normans built a castle at Oxford.

In the 12th and 13th centuries Oxford was a manufacturing town. It was noted for cloth and leather. But in the 14th and 15th centuries manufacturing declined. Oxford came to depend on the students. It became a town of brewers, butchers, bakers, tailors, shoemakers, coopers, carpenters and blacksmiths. In the later Middle Ages Oxford declined in importance.

In the 16th century Oxford declined further in terms of national importance, though it remained a fairly large town by the standards of the time. Oxford was economically dependent on the university. The students provided a large market for beer, food, clothes and other goods. From 1819 Oxford had gas street lighting. In the late 19th century a marmalade making industry began in Oxford. There was also a publishing industry and an iron foundry.

Oxford gained its first cinema in 1910. The fate of Oxford was changed in 1913 when a man named Morris began making cars in the city. In 1919 a radiator making company was formed.

Text 13 A Brief History of Cambridge

Cambridge was founded in 875 when the Danes conquered Eastern England. They created a fortified town called a burgh, from which the word borough derives. Cambridge was surrounded by a ditch and an earth rampart with a wooden palisade on top. However in 1010 Cambridge was burned by the Danes. That was an easy task when all the buildings were of wood.

By the 10th century Cambridge was also the administrative centre for the area and so it was a town of some importance, although it would seem tiny to us. By 1086 Cambridge probably had a population of about 2,000. By the standards of the time it was a medium sized town.

Later in the Middle Ages the population of Cambridge probably rose to about 3,000. In 1068 William the Conqueror visited Cambridge and ordered that a castle be built there. At first it was of wood but in the 12 th century, it Was rebuilt in stone.

The town of Cambridge was severely damaged by a fire in 1174. Fire was a constant hazard when most buildings were of wood with thatched roofs. Another fire raged in Cambridge in 1385.

In the Middle Ages Cambridge had a weekly market and by the early 13 th century it also had a fair. In those days fairs were like markets but they were held only once a year for a period of a few days- People came from all over Eastern England at a Cambridge fair. Cambridge prospered because it was located on the river Cam. In Cambridge there was a leather industry. By the 15th century there was also a wool industry.

In 1728 it was estimated that the population of Cambridge was more then 6,000,1,600 of whom were inhabitants of the university. By the standards of that time Cambridge was a big town. The first newspaper in Cambridge appeared in 1744. The first bank in Cambridge was opened in 1780. The railway reached Cambridge in 1845. It stimulated the growth of industry in Cambridge by connecting the town to a huge market in London. From the late 19th century a new industry of making scientific instruments grew up in Cambridge. Cambridge gained gas light in 1823.

From 1880 horse drawn trams ran in the streets of Cambridge. The first electricity was generated in Cambridge in 1893.

In the 20th century the university, while still important, did not dominate Cambridge. New industries of electronics grew up. Making surgical and scientific instruments was also important.

Text 14 English Meals

The English proverb says: every cook praises his own broth. One can not say English cookery is bad, but there is not a lot of variety in it in comparison with European cuisine. The English are very particular about their meals. The usual meals in England are breakfast, lunch, tea and dinner.

Breakfast time is between seven and nine a.m. A traditional English breakfast is a very big meal. It consists of juice, porridge, a rasher or two of bacon and eggs, toast, butter, jam or marmalade, tea or coffee. Marmalade is made from oranges and jam is made from other fruit. Many people like to begin with porridge with milk or cream and sugar, but no good

Scotsman ever puts sugar on it, because Scotland is the home of porridge. For a change you can have sausages, tomatoes, mushrooms, cold ham or perhaps fish.

But nowadays in spite of the fact that the English strictly keep to their meals many people just have cereal with milk and sugar or toast with jam or honey.

The two substantial meals of the day are lunch and dinner. Lunch is usually taken at one o'clock. For many people lunch is a quick meal. Office workers usually go to a cafe at this time. They take fish, poultry or cold meat (beef, mutton, veal and ham), boiled or fried potatoes and all sorts of salad. They may have a mutton chop or steak and chips, followed by biscuits and a cup of coffee. Some people like a glass of light beer with lunch. Pubs also serve good, cheap food. School children can have a hot meal at school. Some of them just bring a snack from home.

Tea is very popular among the English; it may almost be called their national drink. Tea is welcome in the morning, in the afternoon and in the evening. The English like it strong and fresh made. The English put one tea-spoonful of tea for each person. Tea means two things. It is a drink and a meal. Some people have afternoon tea, so called «high tea» with sandwiches, tomatoes and salad, a tin of apricots, pears or pineapples and cakes, and, of course a cup of tea. That is what they call good tea. It is a substantial meal.

Cream teas are also popular. Many visitors, who come to Britain, find English instant coffee disgusting. Dinner time is generally between six and eight p.m. The evening meal is the biggest and the main meal of the day. Very often the whole family eats together. They begin with soup, followed by fish, roast chicken, potatoes and vegetables, fruit and coffee.

On Sundays many families have a traditional lunch consisting of roast chicken, lamb or beef with salads, vegetables and gravy.

Text 15 Life of Youth in Britain

Young people from all walks of life are united according to their interests by the established youth organizations in Britain. These organizations develop because of the contribution of both full-time and part-time youth workers and a great number of volunteers.

Outdoor pursuits involve anything from pony trekking to rock-climbing or canoeing and help young people go out from the confines of their home or their environment. Such pursuits nourish a spirit of self-reliance and help realize the importance of team-work under a good leadership. All the major youth organizations hold outdoor pursuits either by

organizing special residential courses or by sending their members to take part in established courses or seminars in other cities and countries.

Local authorities and a number of multipurpose youth organizations provide the place for such activities as canoeing, sailing, rock-climbing, map reading, orienteering and cooking for survival; all of them encourage initiative and self-discipline.

Among providers of outdoor places are the Sports Council, the Outward-Bound Trust, the Ocean Youth Club, the Sail Training Association, and the Nautical Training Corps.

The Outward-Bound Trust is the longest established and most experienced organization in Britain based on outdoor pursuits, personal development, and training. It has five centres in the English Lake District, Wales, and Scotland. It operates in 38 other countries of the world. It has centres in Belgium, France, Germany, and the Netherlands. This organization is based on two simple principles: firstly, that everyone is capable of achieving more than he might imagine, and, secondly, that too few people have a real appreciation of what can be achieved by team-work and mutual support.

Young people participate in 'expedition courses' lasting 8, 12, or 20 days and involving adventurous journeys by land or sea. There are also 'specialist courses' for young people aged 17 and over to become involved in work with such groups as the homeless, the elderly, and the disabled.

Text 16 National Emblems of the United Kingdom

The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the political name of the country which consists of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster).

Great Britain is the name of the island which is made up of England, Scotland, Wales, whereas the British Isles is the geographical name of all the islands off the north-west coast

of the European continent. In everyday speech "Britain" is used to mean the United Kingdom.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross on a white background is the cross of the 1st George, the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland, The red diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland. The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background. St. George's Day falls on 23 April and is regarded as England's national day. On this day some patriotic Englishmen wear a rose pinned to their jackets'. A red rose is the national emblem of England from the time of the Wars of the Roses (15th century).

St. Andrew's Day (the 30th of November) is regarded as Scotland's national day. On this day some Scotsmen wear a thistle in their buttonhole. As a national emblem of Scotland, thistle apparently first used in the 15th century as a symbol of defence. The Order of the Thistle is one of the highest orders of knighthood. It was founded in 1687, and is mainly given to Scottish noblemen (limited to 16 in number). St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official bank holiday there. The national emblem of Ireland is shamrock. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century monk and bishop, the patron saint of Wales. The day is regarded as the national holiday of Wales, although it is not an official bank holiday. On this day, however, many Welshmen wear either a yellow daffodil or a leek pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

In the Royal Arms three lions symbolize England, a lion rampant — Scotland, and a harp — Ireland. The whole is encircled and is supported by a lion and a unicorn.

Text 17 Historical Reference

In 383 the Roman legions began to leave Britain to fight in Gaul (France) against the Barbarian tribes who were invading the Roman Empire. By 407 there were not enough Roman soldiers to defend Britons from Picts and Scots, fierce tribes from the North.

The British chiefs asked Anglo-Saxon soldiers to come from Germany to help them.

Anglo-Saxons were strong and well trained, they defeated Picts and Scots, but when afterwards Britons asked to do it and stayed.

After about one hundred and fifty years of fighting Britons had either been forced to Wales or had become slaves.

Anglo-Saxons founded a lot of kingdoms: Kent, Essex, Wessex, Mercia, Northumbria.

In 789 more than three hundred years after the Anglo-Saxons had settled in Britain, the Vikings began to attack the British Isles. They came from Norway, Sweden and Denmark. The winters there were long and cold and soil was poor, so Britain was a rich prize for them. They made a big army. The Anglo-Saxon kingdoms couldn‘t resist the Vikings, and soon only the kingdom of Wessex remained free of them – the King of Wessex was Alfred the Great. King Alfred the Great was one of the first kings of England. He was a great and kind king. He did so much that was good for the people of England that people called him Alfred the Good.

In the time of Alfred the Great not many men or women could read or write. Alfred could read and write well. He wanted his people to have schools where they could learn to read and write. While he was king, many people went to school for the first time their lives.

Alfred was a brave man as well as a good one. While he was king, the Danes came in their boats to England and fought their way up the rivers. They wanted to live in England and make it their own country. Alfred and his people fought hard because they did not want to give up their country to the Danes.

King Alfred and the Vikings made a treaty. They agreed that the Vikings would live in an area called the Danelaw, where they could follow their traditions and obey their law. So the vikings settled in England and mixed with Anglo-Saxons. The process wasn‘t very painful as these two nations were very much alike and had similar languages. But more and more Vikings were coming from the continent and by 1020 King Sweyn of Denmark become the first Danish King of England.

Text 18 A View on Entertainment in Britain

BRIAN CARTER, a student, is not happy with entertainment in Britain. "British audiences can be interminably irritating with their frequently snobby, haughty and smug attitudes"

It is perhaps ironic that it should be possible to write about what is irritating and loathsome about entertainment in Britain; entertainment is supposed I to be diverting and enjoyable but this is decidedly not always the case.

Take the cinema... To see a film you have either to go to one of the huge multiplexes that has sprung up on the outskirts of towns over the last couple of years or to stick to the high street movie theatres which have either remained unchanged and poorly maintained since Charlie Chaplin's heyday or are old dance halls or bingo palaces converted to cinemas sometime around 1952 when orange and brown were apparently considered the quickest route to tasteful interior decoration: they are all ugly and dilapidated with moth-eaten, creaky and cramped seats. A visit to the multiplex is a little more enjoyable, because at least these cinemas usually have hot dogs.

The British seem not to have grasped the concept of what is and what is not appropriate snack-food for the cinema. The whole point about popcorn is that it doesn't crinkle in a wrapper and it doesn't crunch in your mouth. In Britain, though, cinemas sell crisps and candy in plastic wrappings. Little is more frustrating than trying to concentrate on the screen when you are sitting next to Mr and Mrs Greedy with Junior Greedies stuffing their faces with crunchy food from crinkly wrappers, saliva drooling slowly down their chins.

The theatre is little better. Although Britain has a theatrical tradition that is richer and more varied than almost any country in the world (this is, after all, the nation that has produced Shakespeare, Laurence Olivier and a sector of London — the West End — packed with more theatres and original productions than you could wish for), British audiences can be interminably irritating with their frequently snobby and smug attitudes. Worst of all are the regulars of the Royal Shakespeare Company who derive immense pleasure from spotting — or pretending to spot — the most intellectual of puns (plays on words) or witty quips. They then laugh ostentatiously in a theatrical manner to show the surrounding audience that they, and only they, have the intelligence to understand the true meaning of the play that they are watching. You can always spot these characters because they glance discreetly around themselves a few seconds after they have finished laughing to check that their neighbours have noticed them.

Text 19 Education in Great Britain: Higher Education

For seven hundred years Oxford and Cambridge universities dominated the British education. Scotland had four universities, all founded before A. D. 1600. Wales only acquired a university in the 20th century; it consisted of four university colleges located in different cities (Cardiff, Swansea, Bangor, and Aberystwith). The first English university after Oxford and Cambridge (sometimes referred to as Oxbridge) was Durham, in the

North of England, founded in 1832. The University of London was founded a few years later in 1836.

During the nineteenth century institutions of higher education were founded in most of the biggest industrial towns, like Birmingham, Manchester, Leeds, Sheffield (sometimes called the Redbrick Universities). At first they did not have full university status but were known as university colleges; since 1945, however, all have become independent universities, and in recent years a number of other universities have been founded: Sussex, Essex, Warwick, and others.

In the middle 60s there was a further new development. Some of the local technical colleges maintained by local authorities had gained special prestige. By 1967 ten of these had been given charters as universities. Many of them are in the biggest cities where there were already established universities; so now we have the University of Aston (Birmingham), Salford (close to Manchester), Strathclyde (Glasgow), Herriot-Watt University (Edinburgh), Brunei University (London). When we add all these together we find that the number of universities in England increased within ten years from nineteen to thirty-six, and in Scotland from four to eight.

Oxford university is a federation of colleges, and it is impossible to understand its structure unless one first understands the nature and function of these colleges, which have no resemblance whatever with the institutions called "colleges" in America. Oxford has twenty-three ordinary colleges for men, five for women. All these are parallel institutions, and none of them is connected with any particular field of study. No matter what subject a student proposes to study he may study at any of the men's colleges.

Each college has a physical existence in the shape of a dining-hall, chapel, and residential rooms (enough to accommodate about half the student membership, the rest living in lodgings in the town). It is governed by its Fellows (commonly called "dons"), of whom there are usually about twenty or thirty. The dons are also responsible for teaching the students of the college through the tutorial system. The Fellows elect the Head of the college (whose title varies from college to college).

Text 20 Democracy in Great Britain

Great Britain is one of the biggest and highly developed countries in the world. Britain's democratic system of government is long established and well tried, and has provided a remarkable political stability. Britain's overseas relations including its membership in the

European Economic Community and its links with Commonwealth countries, enable it to realize international cooperation.

Great Britain has diplomatic relations with 166 countries, bears the responsibility for 14 independent territories, provides assistance to over 120 developing countries and is a member of some international organizations. It is one of the five permanent members of the UNO Security Council. Great Britain is a member of the European Economic Community. The Community defines its aims as the harmonious development of economic activities. It has abolished internal tariffs, established common custom tariffs, and set a goal of the creation of an internal market in which free movement of goods, services, persons, and capital would be ensured in accordance with the Treaty of Rome.

By the middle of 2000 Britain had adopted more laws regulating the activity in the internal market than any other Community member. The Community now accounts for a fifth of world trade. Half Britain's trade is with its eleven Community partners.

Great Britain takes an active part in the work of the Commonwealth, which is a voluntary association of 50 independent states. The English Queen is recognized as Head of the Commonwealth.

Great Britain promotes sustainable economic and social progress in developing countries. Almost £65 million were spent on disaster relief, help for refugees and emergency humanitarian aid.

Britain's defence policy is based on its membership in NATO, which is committed to defend the territories of all its states-members.

Text 21 Unwritten Rules of Great Britain

Good and bad manners make up the social rules of a country. They are not always easy to learn because they are often not written down in books. For example, British women didn't go into pubs at the beginning of this century because it was not considered respectable behaviour for a woman. Now both women and men drink freely is pubs and women are fully integrated into public life. Visitors to Britain are often surprised by the strange behaviour of the inhabitants. One of the worst mistakes is to get on a bus without waiting your turn in the queue. The other people in the queue will probably complain loudly! Queuing is a national habit and it is considered polite or good manners to wait for your turn.

In some countries it is considered bad manners to eat in the street, whereas in Britain it is common to see people having a snack whilst walking down the road, especially at lunchtime. Britons may be surprised to see young children in restaurants in the evening because children are not usually taken out to restaurants late at night. And if they make a noise in public or in a restaurant it is considered very rude. In recent years children are playing a more active role and they are now accepted in many pubs and restaurants.

In recent years smoking has received a lot of bad publicity, and fewer British people now smoke. Many companies have banned smoking from their offices and canteens. Smoking is now banned on the London Underground, in cinemas and theaters and most buses. It's becoming less and less acceptable to smoke in a public place. It is considered rude or bad manners to smoke in someone's house without permission. Social rules are an important part of our culture as they passed down through history. The British have an expression for following these "unwritten rules": "When in Rome, do as the Romans do".

Text 22 Palace of Westminster

The Palace of Westminster is the meeting place of the House of Commons and the House of Lords, the two houses of the Parliament of the United Kingdom. Commonly known as the Houses of Parliament after its occupants, it is also known as the 'heart of British politics'. The Palace lies on the northern bank of the River Thames in the City of Westminster, in central London. Its name, which derives from the neighbouring Westminster Abbey, may refer to either of two structures: the Old Palace, a medieval building complex that was destroyed by fire in 1834, and its replacement, the New Palace that stands today. For ceremonial purposes, the palace retains its original style and status as a royal residence and is the property of the Crown.

The first royal palace was built on the site in the eleventh century, and Westminster was the primary residence of the Kings of England until a fire destroyed much of the complex in 1512. After that, it served as the home of the Parliament of England, which had been meeting there since the thirteenth century, and also as the seat of the Royal Courts of Justice, based in and around Westminster Hall. In 1834, an even greater fire ravaged the heavily rebuilt Houses of Parliament, and the only medieval structures of significance to survive were Westminster Hall, the Cloisters of St Stephen's, the Chapel of St Mary Undercroft, and the Jewel Tower.

The subsequent competition for the reconstruction of the Palace was won by the architect Charles Barry, whose design was for new buildings in the Gothic Revival style, specifically inspired by the English Perpendicular Gothic style of the 14th-16th centuries. The remains of the Old Palace (with the exception of the detached Jewel Tower) were incorporated into its much larger replacement, which contains over 1,100 rooms organised symmetrically around two series of courtyards. Part of the New Palace's area of 3.24 hectares (8 acres) was reclaimed from the Thames, which is the setting of its principal 266-metre (873 ft) façade, called the River Front. Barry was assisted by Augustus W. N. Pugin, a leading authority on Gothic architecture and style, who provided designs for the decorations and furnishings of the Palace. Construction started in 1840 and lasted for thirty years, suffering great delays and cost overruns, as well as the death of both leading architects; works for the interior decoration continued intermittently well into the twentieth century. Major conservation work has been carried out since, to reverse the effects of London's air pollution, and extensive repairs took place after the Second World War, including the reconstruction of the Commons Chamber following its bombing in 1941.

Text 23 Rail transport in Great Britain

The railway system in Great Britain is the oldest in the world: the world's first locomotive-hauled public railway opened in 1825. Most of the railway track is managed by Network Rail, which in 2015 had a network of 15,760 kilometres (9,790 mi) of standard-gauge lines, of which 5,272 kilometres (3,276 mi) were electrified. These lines range from single to quadruple track or more. In addition, some cities have separate rail-based mass transit systems (including the extensive and historic London Underground). There are also several private railways (some of them narrow-gauge), which are primarily short tourist lines. The British railway network is connected with that of continental Europe by an undersea rail link, the Channel Tunnel, opened in 1994.

The United Kingdom is a member of the International Union of Railways (UIC). The UIC Country Code for United Kingdom is 70. The UK has the 18th largest railway network in the world; despite many lines having closed in the 20th century it remains one of the densest rail networks. It is one of the busiest railways in Europe, with 20% more train services than France, 60% more than Italy, and more than Spain, Switzerland, The Netherlands, Portugal and Norway combined, as well as representing more than 20% of all passenger journeys in Europe.

In 2014, there were 1.65 billion journeys on the National Rail network, making the British network the fifth most used in the world (Great Britain ranks 23rd in world population).

Unlike a number of other countries, rail travel in the United Kingdom has enjoyed a renaissance in recent years, with passenger numbers reaching their highest ever level (see usage figures below). This has coincided with the privatisation of British Rail, but the effect of this is disputed. The growth is partly attributed to a shift away from private motoring due to growing road congestion and increasing petrol prices, but also to the overall increase in travel due to affluence. However passenger journeys have grown much more quickly than in comparable countries such as France and Germany.

To cope with increasing passenger numbers, there is a large ongoing programme of upgrades to the network, including Thameslink, Crossrail, electrification of lines, in-cab signalling, new inter-city trains and a new high-speed line.

Text 24 Tea in Britain

Tea, that most quintessential of English drinks, is a relative latecomer to British shores. Although the custom of drinking tea dates back to the third millennium BC in China, it was not until the mid 17th century that the beverage first appeared in England.

The use of tea spread slowly from its Asian homeland, reaching Europe by way of Venice around 1560, although Portuguese trading ships may have made contact with the Chinese as early as 1515.

It was the Portuguese and Dutch traders who first imported tea to Europe, with regular shipments by 1610. England was a latecomer to the tea trade, as the East India Company did not capitalize on tea's popularity until the mid-18th century.

Coffee Houses

Curiously, it was the London coffee houses that were responsible for introducing tea to England. One of the first coffee house merchants to offer tea was Thomas Garway, who owned an establishment in Exchange Alley. He sold both liquid and dry tea to the public as early as 1657. Three years later he issued a broadsheet advertising tea at £6 and £10 per pound (ouch!), touting its virtues at "making the body active and lusty", and "preserving perfect health until extreme old age".

Tea gained popularity quickly in the coffee houses, and by 1700 over 500 coffee houses sold it. This distressed the tavern owners, as tea cut their sales of ale and gin, and it was bad news for the government, who depended upon a steady stream of revenue from taxes on liquor sales. By 1750 tea had become the favoured drink of Britain's lower classes.

Taxation on Tea

Charles II did his bit to counter the growth of tea, with several acts forbidding its sale in private houses. This measure was designed to counter sedition, but it was so unpopular that it was impossible to enforce. A 1676 act taxed tea and required coffee house operators to apply for a license.

This was just the start of government attempts to control, or at least, to profit from the popularity of tea in Britain. By the mid 18th century the duty on tea had reached an absurd 119%. This heavy taxation had the effect of creating a whole new industry - tea smuggling.

Text 25 So is English the International Language?

If an international language exists today, it is inarguably English. Not only is it the default language of international business, it has integrated itself into many languages through loanwords. Loanwords span from ―Internet‖ to common phrases like ―Ok‖. There are more than 350 million people that claim English as their native language, and 430 million more people speak it as their second language. English speakers are found in every corner of the world, so it‘s hard to ignore its status as an international language.

English is a West Germanic language that spans the globe, from the United States to New Zealand. It‘s estimated that there are around 2 billion English speakers of varying nationalities spread throughout the world. There are many varieties of English as well, ranging from British to South African English, each with their own idiosyncrasies.

Just as English has loaned words out to other languages, other languages have loaned their words out to English as well. The English language gains words like ―ballet‖ from French, ―kindergarten‖ from German, ―patio‖ from Spanish, ―tsunami‖ from Japanese, and ―moped‖ from Swedish. It can be assumed that, as English spreads throughout the world, it will continue to gain new vocabulary from other languages. Similarly, other languages will continue to gain new vocabulary from English.

How did English Become the International Language of the World?

So what accounts for the rise of English? The English language has a bit of a sordid past, originally spreading from the reign of the British Empire.

It has been thriving on what many call _cultural imperialism‘ since then, with the rise of the communication age easing the spread of the language. As with many things, the number of speakers of a language depends heavily on the political power of its native

speakers. If there‘s anything the British Empire had some 300 years ago, it was political power. This has made English an official language in 50+ countries worldwide.

Since the British Empire, English has continued to expand through its native speakers, who span the globe from the United States to Australia. As English speakers grow in number, the number of people who want to learn to learn an increasingly useful language will also grow.

2 семестр – тексты социокультурной направленности

Text 1 Academic skills

Academic skills are a collection of study habits, learning strategies, and time management tools that help students learn and absorb school lessons. For most students, learning is about much more than access to information. Education around the world tends to focus on five primary areas: language arts, including reading and writing; mathematics; science; history; and technological literacy. Academic skills go hand in hand with these core subjects, giving students the tools they need to deeply learn the key lessons of each discipline.

The practice of daily homework, for instance, helps elementary students learn how to manage their time. Reading and discussing a book chapter by chapter emphasizes the importance of breaking large assignments into smaller, and keeping a daily journal of thoughts or a lab notebook during a semester of chemistry reinforces the notion of note taking and self-review.

In most cases, academic skills are organizational in nature. Students must learn to organize their time, their notes, and their study habits in order to effectively progress through a class.

Technology is playing an increasingly pivotal role in education, which makes learning how to work with computers an essential learning skill. Most major research databases are online, and the Internet also provides a wealth of information on most any topic imaginable. Students who learn how to navigate these sources, as well as how to sort reputable information from illegitimate sites, are the best prepared to succeed.

Academic skills are particularly important when it comes to studying for exams. Simply mastering the material is not usually enough: students must also demonstrate that they can synthesize information, draw their own conclusions, and apply lessons learned to new scenarios. All of this requires some sort of academic skill set.

Doing well on exams is also important when it comes to life after school. Standardized tests are used throughout the world as a means of assessing students‘ aptitude for college or university admissions. Graduate programs typically make use of entrance exams, too. Students who have learned how to study and concentrate for long periods of time are poised to score the best on these sorts of tests.

Text 2 Good academic skills

Academic skills are a collection of study habits, learning strategies, and time management tools that help students learn and absorb school lessons. For most students, learning is about much more than access to information. It isn't possible to learn every single academic skill in a single study session. Good habits are developed over time and honed through practice. It can, however, help to know what specific skills successful students use. Here are some:

Managing appointments and classes with a calendar

Prioritizing important work over other work

Taking detailed notes in class

Asking questions without fear of judgment

Cooperating well with others on group assignments

Studying Effectively

The most efficient study strategies make use of one or more mnemonic devices. Though there are plenty of examples of such devices online, a simple one is to create an abbreviation. To remember the order of the north, east, south, and west cardinal directions, for example, kids are sometimes encouraged to remember the ridiculous abbreviation "never eat soggy waffles."

When studying for material with clear right and wrong answers, flashcards can't be beaten. Since flashcards require students to use recall, rather than deductive abilities, they powerfully strengthen memories of specific items that would otherwise be all too easy to forget.

Reading Actively

Though most students understand how to read, reading to absorb content can be much harder. One way to hack the brain to remember better is to highlight at least one key phrase per paragraph of reading material. This tells the mind that the material is important and that it shouldn't simply be dismissed as filler.

To add extra power to a reading session, many prudent students write notes in the margin regarding any questions or misunderstandings they may have about the material. Others simply write out connections or ideas that come about.

Using Test-Taking Techniques

Taking tests effectively is an invaluable skill for students of any age, and multiple-choice tests are perfect for using special strategies. Crossing off unlikely answers, for example, can statistically improve students' chances of guessing correctly without any additional research. Another technique is to abandon unclear items and search for the answer later in the test. There are innumerable other simple strategies, and each can ease test anxiety and improve grades.

Text 3

Job skills

Job skills are personal abilities and talents that help employees carry out work-related tasks. Many job-related skills are somewhat broad, including good communication, word processing, and problem solving. Depending on the sort of work at issue, though, skills can be very nuanced. Construction workers need a unique set of abilities different from lawyers, doctors, or teachers, for instance. Many job announcements set out the skills required for the work, and job seekers also typically list their relevant qualifications in their application materials.

Some of the most important job skills come second nature to employees. The ability to listen well, to take and apply instructions, and to maintain focus for long periods of time are critical to success in almost any workplace. Basic phone courtesy and computer and e-mail skills also fall in this category.

Most of the time, these sorts of skills are assumed: that is, employers expect employees to have them, even if they do not ever say so directly. Job advertisements and openings typically presume a basic level of proficiency when it comes to the basic skills needed to carry out the job. Employees can learn a great many things once they have gotten started, but they usually need to have at least some foundation from which to begin.

Most people hone job skills over time. Many of the most important job-related skills can be learned in school: listening, paying attention, and following precise instructions are all things that take root as early as elementary school. Students who practice diligence in their academics are also usually preparing themselves to be responsible and attentive in the workplace.

Some work-related skills must be more intentionally honed, however. Students frequently work in internships as a way to get a jump on establishing themselves in the marketplace. Many different industries offer high school and university students the opportunity to work as interns, usually on a part-time basis, in order to ―test out‖ a certain career path. Interns are not generally paid full salaries; they usually receive something, but they tend to work primarily for the experience. Listing a relevant internship on a job application is a great way to demonstrate needed skills.

Text 4 Humanities

The humanities are an extremely broad set of academic disciplines. The humanities can be defined essentially as "anything that isn't an empirical science." This encompasses the classics, history, languages, law, literature, performing arts, philosophy, religion, and visual arts. Some disciplines may be considered part of both the humanities and the sciences: for instance anthropology and linguistics. Most college graduates have their degree in one of the humanities.

History, of course, is the study of the past, from the earliest writings in the 4th millennium BC to the history being created today. It may take less than a year for the "ink to dry" on a major event and have it be considered history. Of course, historical accounts may be biased. "Great man" theories of history, especially popular in the 19th century, overemphasized the contributions of single individuals to major historical events, rather than properly analyzing them in context.

Languages are a foundational area of studies in the humanities. Once, most educated persons were expected to be bilingual, especially requiring a familiarity with Latin, but as English becomes the dominant global language, the importance of studying language in the Western world has been deemphasized, but hardly discarded. Studying a language is mandatory in most public schools in the United States, for instance.

The administration and study of law, like many of the other humanities, goes back to the dawn of history. Law consists of the rules that regulate a society. In modern times, these are often chosen democratically through elected representatives. In most countries, the law is so complex that it requires specialists -- lawyers, legal scholars, and judges -- to understand it in any appreciable detail.

Philosophy and religion are two areas of the humanities associated with discussions of metaphysics, ethics, epistemology (how do we know what we know?), and logic. Religion tends to appeal to supernatural or divine sources to the answers of these questions, while philosophy comes up with a number of alternatives. Philosophy and religion are sometimes at odds, as philosophers often try to answer questions formerly under the purview of religion from a secular angle. The study of religion, of course, also involves the culture and history of world religions.

Text 5 The organizational structure of university

The organizational structure of a university refers to the hierarchy through which delegation of responsibilities is accomplished. This gives employees and students a sense of who answers to whom, and who to address should a problem arise. The specific organizational structure of a university can vary depending on the institution, though in

most cases, the executive level is the highest rung on the organizational ladder. This level includes the college or university president, as well as a chancellor if one exists, and the board of directors if they exist. Other positions at this level include treasurers and provosts, as well as the vice president or vice presidents.

While in most cases, only one president exists at a college or university, several vice presidents may exist within the organizational structure of a university. These vice presidents can be responsible for a wide variety of tasks at smaller universities, while they may only deal with one or two specific areas of the college's function at much larger universities. A vice president of student affairs, for example, will deal primarily with student activities, problems, accomplishments, and budgetary concerns. A vice president of finance will deal exclusively with the finances of the university, and his or her jurisdiction may reach to all departments within the university.

Academic deans are the heads of various departments within the organizational structure of a university. The English department, for example, will have a dean who essentially manages or otherwise oversees all functions of that department. A life sciences dean will run a specific department within the sciences at the university, and the dean of medicine will oversee any medical programs offered by the university. A dean can hold other positions within the university structure, though this is not common in some schools. The programs may also have associate deans that answer to the dean; these people are responsible for helping run the department and addressing any specific issues facing the department.

Organizational restructuring can be difficult and stressful for all members of the university structure, so it is often best to find a system that works and stick with it.

Text 6 Oral exam

The oral exam is a long held tradition in many schools and disciplines, which poses questions to students in spoken form. Students must then answer questions as appropriate, from material they have studied in preparation for the exam. Demonstrating sufficient knowledge in the subject results in passing the exam or an actual grade.

There are many instances in college and career studies where oral exams are used. As part of graduation from a program at the undergraduate or graduate levels, students might need to prove knowledge of material and demonstrate sufficient understanding of a subject area. Many science majors finish bachelors‘ studies with oral exams, or a particular program may require oral and written exams that show how a student has taken in all material studied in a four-year period. Usually study guides or a syllabus is available for these exams so prepared students tend not to be surprised by the questions they‘re asked.

Medical schools may also make use of the oral exam for 2nd or 3rd year students, not only to test knowledge but to test ability to think quickly. One valuable tip for students is to practice. Students may not be able to predict all the questions but they can practice by answering questions classmates or peers ask them, and by doing so sitting up or standing up straight. On the day of the exam, students should also plan to dress plainly but respectfully, and in keeping with any dress code requirements.

People taking these exams should remember how much they have studied, which is hopefully quite a lot. Nerves can cause information to temporarily evade the smartest student, but taking a deep breath, and reminding the self that the oral exam is a nice way to show off how much has been learned from teachers, can help overcome nervous moments. Any other relaxation techniques that help can be utilized.

Sometimes the oral exam is an alternative form of examination for students with writing problems in grades below or in college. Some students with dysgraphia or with disorders like dyspraxia or non-verbal learning disorder could be exceptional in school performance if they didn‘t have to write things down. Parents may be able to use individualized educational plan (IEP) or 504 meetings to inquire about students taking oral tests to demonstrate their knowledge, instead of taking written exams. This request, when granted, often improves students‘ grades immensely.

Text 7 The work of a dean

A dean of students is the person in charge of student affairs and activities at a specific school, and usually also plays a leadership role in setting and enforcing administrative policies. Deans typically work below school presidents or headmasters, but above teachers and other administrators. Their primary responsibility is managing issues that come up with members of the student body, both academic and personal. This person often acts as a liaison between a student and the school, and he or she serves as something of an advocate for student interests.

Most people think about deans in the context of university learning, and this is where the job is most common. The phrase ―dean of students‖ is most often used in American and British universities, though nearly every institution of higher learning around the world has an equivalent position. The person in this role manages the broad category of ―student life,‖ which can include everything from how well students are integrated into residence hall culture, to their academic success, to their emotional support, to facilities management. The dean is usually the school leader who is most accessible to students and most willing to listen to their problems and concerns. In many ways, he or she serves as the student‘s voice to the larger school administration.

Many schools break the dean‘s office into different divisions. In this sort of scenario, there may be one overarching dean of students, but several ―lesser‖ deans within his or her office. Residential concerns may be referred to the dean of student life, for instance, while problems with professors or concerns about broader school policies might be handled by the dean of student affairs. An assistant may also be appointed to help make the job more manageable. Splitting responsibilities up like this often allows the dean‘s office to serve more people and to more effectively handle specific concerns.

There are some things that deans at all levels have in common, particularly where administrative duties are concerned. Budget assessments, admissions procedures, health service programs, and the allocation of funds to student organizations often fall on the dean‘s desk. Other common responsibilities include managing campus services such as security, food and dining, housing, counseling, and events coordination.

Text 8 Higher education

There is some disagreement in the definitions of higher education. Some define it purely as education that will result in a college degree, at least an associate‘s degree. Others believe it is the pursuit of any education at levels where attendance is voluntary. This doesn‘t typically mean high school in places like the US, although there are voluntary high school dropouts. It usually means education from a school that offers post-secondary education.

Essentially, the term higher education can be broadly defined. In most of the Western world, it is viewed as post-secondary school education undertaken on a voluntary basis. This could mean studying at a university, taking a certificate class at a community college, or attending a vocational or trade school. Whether people want to become licensed vocational nurses or college professors of mathematics, they usually undertake higher

education training at one of these institutions. Some trade schools may not even require secondary school completion or diplomas.

Higher education is seldom compulsory. Not everyone needs to go to college or trade school, and few countries make this education mandatory. However, many people find they are not adequately trained to enter the work force without additional information and skills. This can make participating in a higher learning institute extremely desirable.

A bit of confusion can now exist in many high schools that offer advanced placement (AP) courses. These may be taken by the most capable students who can handle a deeper level of exploration of material. Should these students pass the class and pass requisite exams, they may receive college credits. They are pursuing their ―lower education‖ degree in the form of a diploma, at the same time they‘ve already started studying at a higher education level.

Not all schools have AP programs, but this doesn‘t mean a student can‘t concurrently pursue a diploma and college credits at the same time. Many students are eligible to start taking community college courses by their sophomore or junior year in high school. The process can work backward too. It is possible in my colleges to get credit for taking college classes to qualify for a high school diploma. Some students who prefer the college environment may finish their secondary school requirements at a community college after dropping out of high school, and their work may count as both higher and secondary education.

Text 9 Rote learning

Rote learning, also known as learning by repetition, is a method of learning by memorizing information. This memorization is usually achieved through the repetition of activities such as reading or recitation, and the use of flashcards and other learning aids. The theory behind this learning technique is that students will commit facts to memory after repeated study, and will then be able to retrieve those facts whenever necessary.

In modern times, the practice of rote learning is heavily criticized by some educators and parents who claim that it encourages students to parrot facts without necessarily understanding them, and does not encourage students to question or analyze the information they have learned. However, some educators maintain that rote learning is necessary in certain situations. For example, very young children who are just beginning their education may have to learn certain facts by rote. These children need to acquire basic knowledge so they may continue to develop skills like critical thinking and creativity. In order to learn to read, young children must first memorize the alphabet. The development of higher math skills is prefaced by the memorization of the multiplication tables. Proponents of rote learning claim that analysis and deep understanding of the alphabet or the multiplication tables is unnecessary, and that it is more important that children memorize these facts quickly so they are able to begin learning more complex material.

Another educational environment in which rote learning can be an appropriate learning technique is in a special needs classroom. Students who are mentally handicapped or suffer from learning disabilities such as dyslexia or dysgraphia often require repetition in order to learn new things. In fact, some students with disabilities may only be able to learn by rote.

Sometimes, a student may be asked to learn a great deal of material over the course of a brief time period, perhaps when learning lines for a dramatic role. Alternatively, a student may need to quickly assimilate information that is unfamiliar, such as foreign language vocabulary words or the conjugation of foreign verbs. In these cases, rote learning is again useful because it promotes fast memorization.

Text 10 Diploma

Diploma is a Greek word that translates as folded paper. The term usually applies to the certificate people receive when they complete studies in high school, college, trade or professional schools, or the like. It‘s a bit ironic that the word is used currently, since diplomas are seldom folded, and are either handed or mailed to graduating students in flat form.

Not all countries use the term and or they use it more limited fashion than does the United States. The US tends to use the term to indicate successful completion of a program of study and to refer to the document received at or after a formal ceremony celebrating completion of study. Generally, high school students, trade school students, people receiving an Associated Arts or Associated Science Degree, and people receiving bachelor‘s, master‘s and higher degrees all receive diplomas in the US. Canada, conversely, tends to use diploma to refer to graduating from studies at colleges that specialize in arts and technology. In the UK and Australia, diploma may refer specifically to the level of studies completed, while the document you receive in a graduation ceremony may be called a testimonium.

Many people wonder if they need to keep their diplomas to prove they have graduated from a particular school or program. Actually, it‘s fairly easy to fake this document, so it is generally more helpful to keep a copy of certified transcripts from your school. It‘s not a bad idea to hang onto diplomas, and they are frequently suitably decorative and very nice for framing. A number of people, especially with advanced degrees keep what is called a ―vanity wall‖ in their office, where they frame and display each diploma and board certification document to prove competency to clients. Usually high school diplomas are not displayed, but again, they are often attractive and represent a significant amount of scholastic work.

When you graduate, and unless you‘re graduating from a very small school, it‘s unlikely you‘ll be presented with an actual diploma at the ceremony. These are usually sent a few weeks after you‘ve completed a study program. It is usually too confusing to try to keep student names in order during large graduation ceremonies. Sometimes students who fail to meet all requirements for graduation will receive a document similar to a diploma, called a certificate of completion, and at other times, certain programs only offer completion certificates and do not offer actual graduation or a degree.

Text 11 Academic degree

An academic degree is the official certification that a person has completed a rigorous course of study at an academic institution such as a university. Ownership of an academic degree qualifies that person for various professional fields. Some titles can only be claimed by a person with an academic degree; for example, a ―doctor‖ must have completed an

advanced graduate degree known as a doctorate. Modern academic degrees originated with the university system established in Europe in the Middle Ages. The term ―degree‖ refers to the grade or level of an item compared to others along a scale, which is why the same word is used for measurements of temperatures and angles.

Many professions require at least a basic academic degree, and employers often will request that prospective employees provide proof of such certification. Highly specialized fields such as medicine, architecture, law, science and physical therapy require advanced degrees. General fields that require a basic degree or better include business, marketing, elementary education and some arts. Advanced academic degrees are also required for some positions in higher education, although some graduate students can instruct lower-level students while in the process of achieving their advanced degree.

In European educational systems and similar systems, basic degrees are called bachelor‘s or associate‘s degrees. Advanced degrees are called master‘s or doctoral degrees. Possession of these often is noted by initials after a person‘s name, such as John Doe, BBA, for a bachelor's degree in business administration, or Dr. John Doe, Ed.D., for a doctor of education. These degrees, their requirements and signifiers can vary from nation to nation. Many systems require that a doctoral candidate complete a work of original research called a dissertation before qualifying for his or her academic degree, and an academic committee must approve the finished dissertation.

The academic degree was an outgrowth of apprentice programs used by merchant classes in medieval Europe. When the modern university system came into being with the establishment of such institutions as Oxford and the Sorbonne, it adopted this system, in which a successful apprentice became a ―master.‖ Originally, a ―master‖ was the same as a ―doctor,‖ but over the centuries a doctorate was established as a higher level of academic achievement. The Ph.D., or Doctor of Philosophy, is considered the highest academic degree in many countries. This term also stems from the Middle Ages, when any field of science was referred to as ―natural philosophy.‖

Text 12 A Brief History of Oxford city

Oxford was founded in the 9th century when Alfred the Great created a network of fortified towns called burhs across his kingdom. One of them was at Oxford. Oxford is first mentioned in 911 in the Anglo-Saxon Chronicle.

According to legend, Oxford University was founded in 872 when Alfred the Great happened to meet some monks there and had a scholarly debate that lasted several days. In reality, it grew up in the 12th century when famous teachers began to lecture there and groups of students came to live and study in the town.

But Oxford was a fortress as well as a town. In the event of war with the Danes all the men from the area were to gather inside the burgh. However this strategy was not entirely successful. In 1009 the Danes burned Oxford. However Oxford was soon rebuilt. In 1013 the Danish king claimed the throne of England. He invaded England and went to Oxford. In 1018 a conference was held in Oxford to decide who would be the king of England.

By the time of the Norman Conquest, there were said to be about 1,000 houses rn Oxford, which meant it probably had a population of around 5,000. By the standards of the time, it was a large and important town (even London only had about 18,000 inhabitants). Oxford was the 6th largest town in England. Oxford probably reached its zenith at that time. About 1072 the Normans built a castle at Oxford.

In the 12th and 13th centuries Oxford was a manufacturing town. It was noted for cloth and leather. But in the 14th and 15th centuries manufacturing declined. Oxford came to depend on the students. It became a town of brewers, butchers, bakers, tailors, shoemakers, coopers, carpenters and blacksmiths. In the later Middle Ages Oxford declined in importance.

In the 16th century Oxford declined further in terms of national importance, though it remained a fairly large town by the standards of the time. Oxford was economically dependent on the university. The students provided a large market for beer, food, clothes and other goods.

From 1819 Oxford had gas street lighting.

In the late 19th century a marmalade making industry began in Oxford. There was also a publishing industry and an iron foundry.

Oxford gained its first cinema in 1910.

The fate of Oxford was changed in 1913 when a man named Morris began making cars in the city. In 1919 a radiator making company was formed. By the 1930s

Text 13 A Brief History of Cambridge

Cambridge was founded in 875 when the Danes conquered Eastern England. They created a fortified town called a burgh, from which the word borough derives. Cambridge was surrounded by a ditch and an earth rampart with a wooden palisade on top. However in 1010 Cambridge was burned by the Danes. That was an easy task when all the buildings were of wood.

By the 10th century Cambridge was also the administrative centre for the area and so it was a town of some importance, although it would seem tiny to us. By 1086 Cambridge probably had a population of about 2,000. By the standards of the time it was a medium sized town.

Later in the Middle Ages the population of Cambridge probably rose to about 3,000. In 1068 William the Conqueror visited Cambridge and ordered that a castle be built there. At first it was of wood but in the 12 th century, it Was rebuilt in stone.

The town of Cambridge was severely damaged by a fire in 1174. Fire was a constant hazard when most buildings were of wood with thatched roofs. Another fire raged in Cambridge in 1385.

In the Middle Ages Cambridge had a weekly market and by the early 13 th century it also had a fair. In those days fairs were like markets but they were held only once a year for a period of a few days- People came from all over Eastern England at a Cambridge fair. Cambridge prospered because it was located on the river Cam.

In Cambridge there was a leather industry. By the 15th century there was also a wool industry.

In 1728 it was estimated that the population of Cambridge was more then 6,000,1,600 of whom were inhabitants of the university. By the standards of that time Cambridge was a big town. The first newspaper in Cambridge appeared in 1744. The first bank in Cambridge was opened in 1780.

The railway reached Cambridge in 1845. It stimulated the growth of industry in Cambridge by connecting the town to a huge market in London. From the late 19th century a new industry of making scientific instruments grew up in Cambridge. Cambridge gained gas light in 1823.

From 1880 horse drawn trams ran in the streets of Cambridge. The first electricity was generated in Cambridge in 1893.

In the 20th century the university, while still important, did not dominate Cambridge. New industries of electronics grew up. Making surgical and scientific instruments was also important.

Text 14 English Meals

The English proverb says: every cook praises his own broth. One can not say English cookery is bad, but there is not a lot of variety in it in comparison with European cuisine. The English are very particular about their meals. The usual meals in England are breakfast, lunch, tea and dinner.

Breakfast time is between seven and nine a.m. A traditional English breakfast is a very big meal. It consists of juice, porridge, a rasher or two of bacon and eggs, toast, butter, jam or marmalade, tea or coffee. Marmalade is made from oranges and jam is made from other fruit. Many people like to begin with porridge with milk or cream and sugar, but no good Scotsman ever puts sugar on it, because Scotland is the home of porridge. For a change you can have sausages, tomatoes, mushrooms, cold ham or perhaps fish.

But nowadays in spite of the fact that the English strictly keep to their meals many people just have cereal with milk and sugar or toast with jam or honey.

The two substantial meals of the day are lunch and dinner. Lunch is usually taken at one o'clock. For many people lunch is a quick meal. Office workers usually go to a cafe at this time. They take fish, poultry or cold meat (beef, mutton, veal and ham), boiled or fried potatoes and all sorts of salad. They may have a mutton chop or steak and chips, followed by biscuits and a cup of coffee. Some people like a glass of light beer with lunch. Pubs also serve good, cheap food. School children can have a hot meal at school. Some of them just bring a snack from home.

Tea is very popular among the English; it may almost be called their national drink. Tea is welcome in the morning, in the afternoon and in the evening. The English like it strong and fresh made. The English put one tea-spoonful of tea for each person. Tea means two things. It is a drink and a meal. Some people have afternoon tea, so called «high tea» with sandwiches, tomatoes and salad, a tin of apricots, pears or pineapples and cakes, and, of course a cup of tea. That is what they call good tea. It is a substantial meal.

Cream teas are also popular. Many visitors, who come to Britain, find English instant coffee disgusting. Dinner time is generally between six and eight p.m. The evening meal is the biggest and the main meal of the day. Very often the whole family eats together. They begin with soup, followed by fish, roast chicken, potatoes and vegetables, fruit and coffee.

On Sundays many families have a traditional lunch consisting of roast chicken, lamb or beef with salads, vegetables and gravy.

Text 15 Life of Youth in Britain

Young people from all walks of life are united according to their interests by the established youth organizations in Britain. These organizations develop because of the contribution of both full-time and part-time youth workers and a great number of volunteers.

Outdoor pursuits involve anything from pony trekking to rock-climbing or canoeing and help young people go out from the confines of their home or their environment. Such pursuits nourish a spirit of self-reliance and help realize the importance of team-work under a good leadership. All the major youth organizations hold outdoor pursuits either by organizing special residential courses or by sending their members to take part in established courses or seminars in other cities and countries.

Local authorities and a number of multipurpose youth organizations provide the place for such activities as canoeing, sailing, rock-climbing, map reading, orienteering and cooking for survival; all of them encourage initiative and self-discipline.

Among providers of outdoor places are the Sports Council, the Outward-Bound Trust, the Ocean Youth Club, the Sail Training Association, and the Nautical Training Corps.

The Outward-Bound Trust is the longest established and most experienced organization in Britain based on outdoor pursuits, personal development, and training. It has five centres in the English Lake District, Wales, and Scotland. It operates in 38 other countries of the world. It has centres in Belgium, France, Germany, and the Netherlands. This organization is based on two simple principles: firstly, that everyone is capable of achieving more than he might imagine, and, secondly, that too few people have a real appreciation of what can be achieved by team-work and mutual support.

Young people participate in 'expedition courses' lasting 8, 12, or 20 days and involving adventurous journeys by land or sea. There are also 'specialist courses' for young people

aged 17 and over to become involved in work with such groups as the homeless, the elderly, and the disabled.

Text 16 National Emblems of the United Kingdom

The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the political name of the country which consists of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster).

Great Britain is the name of the island which is made up of England, Scotland, Wales, whereas the British Isles is the geographical name of all the islands off the north-west coast of the European continent. In everyday speech "Britain" is used to mean the United Kingdom.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross on a white background is the cross of the 1st George, the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland, The red diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland.

The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background.

St. George's Day falls on 23 April and is regarded as England's national day. On this day some patriotic Englishmen wear a rose pinned to their jackets'. A red rose is the national emblem of England from the time of the Wars of the Roses (15th century).

St. Andrew's Day (the 30th of November) is regarded as Scotland's national day. On this day some Scotsmen wear a thistle in their buttonhole. As a national emblem of Scotland, thistle apparently first used in the 15th century as a symbol of defence. The Order of the Thistle is one of the highest orders of knighthood. It was founded in 1687, and is mainly given to Scottish noblemen (limited to 16 in number).

St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official bank holiday there. The national emblem of Ireland is shamrock. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century monk and bishop, the patron saint of Wales. The day is regarded as the national holiday of Wales, although it is not an official bank holiday.

On this day, however, many Welshmen wear either a yellow daffodil or a leek pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

In the Royal Arms three lions symbolize England, a lion rampant — Scotland, and a harp — Ireland. The whole is encircled and is supported by a lion and a unicorn.

Text 17 Historical Reference

In 383 the Roman legions began to leave Britain to fight in Gaul (France) against the Barbarian tribes who were invading the Roman Empire. By 407 there were not enough Roman soldiers to defend Britons from Picts and Scots, fierce tribes from the North.

The British chiefs asked Anglo-Saxon soldiers to come from Germany to help them.

Anglo-Saxons were strong and well trained, they defeated Picts and Scots, but when afterwards Britons asked to do it and stayed.

After about one hundred and fifty years of fighting Britons had either been forced to Wales or had become slaves.

Anglo-Saxons founded a lot of kingdoms: Kent, Essex, Wessex, Mercia, Northumbria.

In 789 more than three hundred years after the Anglo-Saxons had settled in Britain, the Vikings began to attack the British Isles. They came from Norway, Sweden and Denmark. The winters there were long and cold and soil was poor, so Britain was a rich prize for them. They made a big army. The Anglo-Saxon kingdoms couldn‘t resist the Vikings, and soon only the kingdom of Wessex remained free of them – the King of Wessex was Alfred the Great.

King Alfred the Great was one of the first kings of England. He was a great and kind king. He did so much that was good for the people of England that people called him Alfred the Good.

In the time of Alfred the Great not many men or women could read or write. Alfred could read and write well. He wanted his people to have schools where they could learn to read and write. While he was king, many people went to school for the first time their lives.

Alfred was a brave man as well as a good one. While he was king, the Danes came in their boats to England and fought their way up the rivers. They wanted to live in England and

make it their own country. Alfred and his people fought hard because they did not want to give up their country to the Danes.

King Alfred and the Vikings made a treaty. They agreed that the Vikings would live in an area called the Danelaw, where they could follow their traditions and obey their law. So the vikings settled in England and mixed with Anglo-Saxons. The process wasn‘t very painful as these two nations were very much alike and had similar languages. But more and more Vikings were coming from the continent and by 1020 King Sweyn of Denmark become the first Danish King of England.

Text 18 A View on Entertainment in Britain

BRIAN CARTER, a student, is not happy with entertainment in Britain. "British audiences can be interminably irritating with their frequently snobby, haughty and smug attitudes"

It is perhaps ironic that it should be possible to write about what is irritating and loathsome about entertainment in Britain; entertainment is supposed I to be diverting and enjoyable but this is decidedly not always the case.

Take the cinema... To see a film you have either to go to one of the huge multiplexes that has sprung up on the outskirts of towns over the last couple of years or to stick to the high street movie theatres which have either remained unchanged and poorly maintained since Charlie Chaplin's heyday or are old dance halls or bingo palaces converted to cinemas sometime around 1952 when orange and brown were apparently considered the quickest route to tasteful interior decoration: they are all ugly and dilapidated with moth-eaten, creaky and cramped seats. A visit to the multiplex is a little more enjoyable, because at least these cinemas usually have hot dogs.

The British seem not to have grasped the concept of what is and what is not appropriate snack-food for the cinema. The whole point about popcorn is that it doesn't crinkle in a wrapper and it doesn't crunch in your mouth. In Britain, though, cinemas sell crisps and candy in plastic wrappings. Little is more frustrating than trying to concentrate on the screen when you are sitting next to Mr and Mrs Greedy with Junior Greedies stuffing their faces with crunchy food from crinkly wrappers, saliva drooling slowly down their chins.

The theatre is little better. Although Britain has a theatrical tradition that is richer and more varied than almost any country in the world (this is, after all, the nation that has produced Shakespeare, Laurence Olivier and a sector of London — the West End — packed with

more theatres and original productions than you could wish for), British audiences can be interminably irritating with their frequently snobby and smug attitudes. Worst of all are the regulars of the Royal Shakespeare Company who derive immense pleasure from spotting — or pretending to spot — the most intellectual of puns (plays on words) or witty quips. They then laugh ostentatiously in a theatrical manner to show the surrounding audience that they, and only they, have the intelligence to understand the true meaning of the play that they are watching. You can always spot these characters because they glance discreetly around themselves a few seconds after they have finished laughing to check that their neighbours have noticed them.

Text 19 Education in Great Britain: Higher Education

For seven hundred years Oxford and Cambridge universities dominated the British education. Scotland had four universities, all founded before A. D. 1600. Wales only acquired a university in the 20th century; it consisted of four university colleges located in different cities (Cardiff, Swansea, Bangor, and Aberystwith). The first English university after Oxford and Cambridge (sometimes referred to as Oxbridge) was Durham, in the North of England, founded in 1832. The University of London was founded a few years later in 1836.

During the nineteenth century institutions of higher education were founded in most of the biggest industrial towns, like Birmingham, Manchester, Leeds, Sheffield (sometimes called the Redbrick Universities). At first they did not have full university status but were known as university colleges; since 1945, however, all have become independent universities, and in recent years a number of other universities have been founded: Sussex, Essex, Warwick, and others.

In the middle 60s there was a further new development. Some of the local technical colleges maintained by local authorities had gained special prestige. By 1967 ten of these had been given charters as universities. Many of them are in the biggest cities where there were already established universities; so now we have the University of Aston (Birmingham), Salford (close to Manchester), Strathclyde (Glasgow), Herriot-Watt University (Edinburgh), Brunei University (London).

When we add all these together we find that the number of universities in England increased within ten years from nineteen to thirty-six, and in Scotland from four to eight.

Oxford university is a federation of colleges, and it is impossible to understand its structure unless one first understands the nature and function of these colleges, which have no resemblance whatever with the institutions called "colleges" in America.

Oxford has twenty-three ordinary colleges for men, five for women. All these are parallel institutions, and none of them is connected with any particular field of study. No matter what subject a student proposes to study he may study at any of the men's colleges.

Each college has a physical existence in the shape of a dining-hall, chapel, and residential rooms (enough to accommodate about half the student membership, the rest living in lodgings in the town). It is governed by its Fellows (commonly called "dons"), of whom there are usually about twenty or thirty. The dons are also responsible for teaching the students of the college through the tutorial system. The Fellows elect the Head of the college (whose title varies from college to college).

Text 20. Democracy in Great Britain

Great Britain is one of the biggest and highly developed countries in the world. Britain's democratic system of government is long established and well tried, and has provided a remarkable political stability. Britain's overseas relations including its membership in the European Economic Community and its links with Commonwealth countries, enable it to realize international cooperation.

Great Britain has diplomatic relations with 166 countries, bears the responsibility for 14 independent territories, provides assistance to over 120 developing countries and is a member of some international organizations. It is one of the five permanent members of the UNO Security Council. Great Britain is a member of the European Economic Community. The Community defines its aims as the harmonious development of economic activities. It has abolished internal tariffs, established common custom tariffs, and set a goal of the creation of an internal market in which free movement of goods, services, persons, and capital would be ensured in accordance with the Treaty of Rome.

By the middle of 2000 Britain had adopted more laws regulating the activity in the internal market than any other Community member. The Community now accounts for a fifth of world trade. Half Britain's trade is with its eleven Community partners.

Great Britain takes an active part in the work of the Commonwealth, which is a voluntary association of 50 independent states. The English Queen is recognized as Head of the Commonwealth.

Great Britain promotes sustainable economic and social progress in developing countries. Almost £65 million were spent on disaster relief, help for refugees and emergency humanitarian aid.

Britain's defence policy is based on its membership in NATO, which is committed to defend the territories of all its states-members.

Text 21. Unwritten Rules of Great Britain

Good and bad manners make up the social rules of a country. They are not always easy to learn because they are often not written down in books. For example, British women didn't go into pubs at the beginning of this century because it was not considered respectable behaviour for a woman. Now both women and men drink freely is pubs and women are fully integrated into public life. Visitors to Britain are often surprised by the strange behaviour of the inhabitants. One of the worst mistakes is to get on a bus without waiting your turn in the queue. The other people in the queue will probably complain loudly! Queuing is a national habit and it is considered polite or good manners to wait for your turn.

In some countries it is considered bad manners to eat in the street, whereas in Britain it is common to see people having a snack whilst walking down the road, especially at lunchtime. Britons may be surprised to see young children in restaurants in the evening because children are not usually taken out to restaurants late at night. And if they make a

noise in public or in a restaurant it is considered very rude. In recent years children are playing a more active role and they are now accepted in many pubs and restaurants.

In recent years smoking has received a lot of bad publicity, and fewer British people now smoke. Many companies have banned smoking from their offices and canteens. Smoking is now banned on the London Underground, in cinemas and theaters and most buses. It's becoming less and less acceptable to smoke in a public place. It is considered rude or bad manners to smoke in someone's house without permission. Social rules are an important part of our culture as they passed down through history. The British have an expression for following these "unwritten rules": "When in Rome, do as the Romans do".

Text 22. Palace of Westminster

The Palace of Westminster is the meeting place of the House of Commons and the House of Lords, the two houses of the Parliament of the United Kingdom. Commonly known as the Houses of Parliament after its occupants, it is also known as the 'heart of British politics'. The Palace lies on the northern bank of the River Thames in the City of Westminster, in central London. Its name, which derives from the neighbouring Westminster Abbey, may refer to either of two structures: the Old Palace, a medieval building complex that was destroyed by fire in 1834, and its replacement, the New Palace that stands today. For ceremonial purposes, the palace retains its original style and status as a royal residence and is the property of the Crown.

The first royal palace was built on the site in the eleventh century, and Westminster was the primary residence of the Kings of England until a fire destroyed much of the complex in 1512. After that, it served as the home of the Parliament of England, which had been meeting there since the thirteenth century, and also as the seat of the Royal Courts of Justice, based in and around Westminster Hall. In 1834, an even greater fire ravaged the heavily rebuilt Houses of Parliament, and the only medieval structures of significance to survive were Westminster Hall, the Cloisters of St Stephen's, the Chapel of St Mary Undercroft, and the Jewel Tower.

The subsequent competition for the reconstruction of the Palace was won by the architect Charles Barry, whose design was for new buildings in the Gothic Revival style, specifically inspired by the English Perpendicular Gothic style of the 14th-16th centuries. The remains of the Old Palace (with the exception of the detached Jewel Tower) were incorporated into its much larger replacement, which contains over 1,100 rooms organised symmetrically around two series of courtyards. Part of the New Palace's area of 3.24 hectares (8 acres) was reclaimed from the Thames, which is the setting of its principal 266-metre (873 ft) façade, called the River Front. Barry was assisted by Augustus W. N. Pugin, a leading authority on Gothic architecture and style, who provided designs for the decorations and furnishings of the Palace. Construction started in 1840 and lasted for thirty years, suffering great delays and cost overruns, as well as the death of both leading architects; works for the interior decoration continued intermittently well into the twentieth century. Major conservation work has been carried out since, to reverse the effects of London's air pollution, and extensive repairs took place after the Second World War, including the reconstruction of the Commons Chamber following its bombing in 1941.

Text 23 Rail transport in Great Britain

The railway system in Great Britain is the oldest in the world: the world's first locomotive-hauled public railway opened in 1825. Most of the railway track is managed by Network Rail, which in 2015 had a network of 15,760 kilometres (9,790 mi) of standard-gauge lines, of which 5,272 kilometres (3,276 mi) were electrified. These lines range from single to quadruple track or more. In addition, some cities have separate rail-based mass transit systems (including the extensive and historic London Underground). There are also several private railways (some of them narrow-gauge), which are primarily short tourist lines. The British railway network is connected with that of continental Europe by an undersea rail link, the Channel Tunnel, opened in 1994.

The United Kingdom is a member of the International Union of Railways (UIC). The UIC Country Code for United Kingdom is 70. The UK has the 18th largest railway network in the world; despite many lines having closed in the 20th century it remains one of the densest rail networks. It is one of the busiest railways in Europe, with 20% more train services than France, 60% more than Italy, and more than Spain, Switzerland, The Netherlands, Portugal and Norway combined, as well as representing more than 20% of all passenger journeys in Europe.

In 2014, there were 1.65 billion journeys on the National Rail network, making the British network the fifth most used in the world (Great Britain ranks 23rd in world population). Unlike a number of other countries, rail travel in the United Kingdom has enjoyed a renaissance in recent years, with passenger numbers reaching their highest ever level (see usage figures below). This has coincided with the privatisation of British Rail, but the effect of this is disputed. The growth is partly attributed to a shift away from private motoring due to growing road congestion and increasing petrol prices, but also to the overall increase in travel due to affluence. However passenger journeys have grown much more quickly than in comparable countries such as France and Germany.

To cope with increasing passenger numbers, there is a large ongoing programme of upgrades to the network, including Thameslink, Crossrail, electrification of lines, in-cab signalling, new inter-city trains and a new high-speed line.

Text 24. Tea in Britain

Tea, that most quintessential of English drinks, is a relative latecomer to British shores. Although the custom of drinking tea dates back to the third millennium BC in China, it was not until the mid 17th century that the beverage first appeared in England.

The use of tea spread slowly from its Asian homeland, reaching Europe by way of Venice around 1560, although Portuguese trading ships may have made contact with the Chinese as early as 1515.

It was the Portuguese and Dutch traders who first imported tea to Europe, with regular shipments by 1610. England was a latecomer to the tea trade, as the East India Company did not capitalize on tea's popularity until the mid-18th century.

Coffee Houses

Curiously, it was the London coffee houses that were responsible for introducing tea to England. One of the first coffee house merchants to offer tea was Thomas Garway, who owned an establishment in Exchange Alley. He sold both liquid and dry tea to the public as early as 1657. Three years later he issued a broadsheet advertising tea at £6 and £10 per pound (ouch!), touting its virtues at "making the body active and lusty", and "preserving perfect health until extreme old age".

Tea gained popularity quickly in the coffee houses, and by 1700 over 500 coffee houses sold it. This distressed the tavern owners, as tea cut their sales of ale and gin, and it was bad news for the government, who depended upon a steady stream of revenue from taxes on liquor sales. By 1750 tea had become the favoured drink of Britain's lower classes.

Taxation on Tea

Charles II did his bit to counter the growth of tea, with several acts forbidding its sale in private houses. This measure was designed to counter sedition, but it was so unpopular that it was impossible to enforce. A 1676 act taxed tea and required coffee house operators to apply for a license.

This was just the start of government attempts to control, or at least, to profit from the popularity of tea in Britain. By the mid 18th century the duty on tea had reached an absurd 119%. This heavy taxation had the effect of creating a whole new industry - tea smuggling.

Text 25 So is English the International Language?

If an international language exists today, it is inarguably English. Not only is it the default language of international business, it has integrated itself into many languages through loanwords. Loanwords span from ―Internet‖ to common phrases like ―Ok‖. There are more than 350 million people that claim English as their native language, and 430

million more people speak it as their second language. English speakers are found in every corner of the world, so it‘s hard to ignore its status as an international language.

English is a West Germanic language that spans the globe, from the United States to New Zealand. It‘s estimated that there are around 2 billion English speakers of varying nationalities spread throughout the world. There are many varieties of English as well, ranging from British to South African English, each with their own idiosyncrasies.

Just as English has loaned words out to other languages, other languages have loaned their words out to English as well. The English language gains words like ―ballet‖ from French, ―kindergarten‖ from German, ―patio‖ from Spanish, ―tsunami‖ from Japanese, and ―moped‖ from Swedish. It can be assumed that, as English spreads throughout the world, it will continue to gain new vocabulary from other languages. Similarly, other languages will continue to gain new vocabulary from English.

How did English Become the International Language of the World?

So what accounts for the rise of English? The English language has a bit of a sordid past, originally spreading from the reign of the British Empire.

It has been thriving on what many call ‗cultural imperialism‘ since then, with the rise of the communication age easing the spread of the language. As with many things, the number of speakers of a language depends heavily on the political power of its native speakers. If there‘s anything the British Empire had some 300 years ago, it was political power. This has made English an official language in 50+ countries worldwide.

Since the British Empire, English has continued to expand through its native speakers, who span the globe from the United States to Australia. As English speakers grow in number, the number of people who want to learn to learn an increasingly useful language will also grow.

3 семестр – тексты социокультурной направленности

LANGUAGE LEARNING

Recent psycholinguistic studies on how people learn languages have been accompanied by emphasis among English language teachers on the learner as an individual. Preferred learning styles are increasingly respected and learner independence is encouraged. For some teachers, non-interference is the key to giving a successful lesson. For others, this is an abdication of the teacher's role and shows ignorance of what can be done to make learning more efficient. If there has been a revolution in language teaching methodology, surely there are some things teachers can do to help learners.

In the past, many of Britain's top schools modelled the teaching of modern languages on the teaching of Latin. Oral fluency was therefore undervalued

and accuracy in the written language became the main goal. Your French might be excellent on your school report, but you could still arrive in France and fail to understand a word.

A separate method known as audio-lingualism made its appearance in private language schools. This emphasized the primacy of the spoken word, yet lesson content was mainly structural and contained few of the features of spoken English used as a vehicle for communication. Surely teachers can at least provide learners with good models of target behaviour.

MALE AND FEMALES

In the British General Election in 1997, some of the most powerful men in the country lost their seats to professionally successful women. One hundred and nineteen women were elected to the House of Commons and five women secured Cabinet posts. By 1997, over a million of Britain's four million small businesses were run by women. Many of these women had left corporate life because of their difficulties in progressing in large organisations, especially in the world of finance, where men are generally favoured for the top managerial posts.

During the twentieth century, women in Britain have had to campaign vigorously for equal rights - the right to education, the right to vote and the right to work in posts traditionally reserved for men. It was largely through war-work that women proved theircapabilities.

More recently, they have been outperforming men in public examinations. Women's rights campaigns have focused particularly on language and thought. Terms such as "chairman" have been changed to more neutral descriptions such as "chair" or less ambiguous alternatives such as "president". This is part of the recent concept known as "political correctness".

Some men are careful to avoid accusations of sexism and sexual harassment while others have reacted by campaigning for "men's rights".

MASS MEDIA

The media includes national and local newspapers, satellite, cable and terrestrial television, radio, magazines, journals, teletextand the Internet. Nearly all Britain's national newspapers are owned by UK conglomerates or by foreign-based multinational companies. Consequently, in order for a political party to get elected to government it is extremely helpful to have the support ofbusiness tycoons such as Rupert Murdoch, owner of Sky, which broadcasts on many channels, as well as many British national newspapers, including The Sun, the tabloid with a circulation of about 4 million readers.

In a true democracy, the media would provide accurate information and would protect the interests of all the people. However, many TV channels and local newspapers are largely dependent on advertising for their revenue. Although they are often provided free to viewers and readers, the controllers and editors have to please the advertisers whose products may sometimes exploitunderpaid work-forces or do damage to carefully targeted consumers.

Viewers and readers are classified by both media providers and advertising agencies according to different social categoriesranging from grades A and B for senior managers and professional people through to grades D and E for unskilled workers and casual labourers respectively.

1. RELIGION

A person with a faith or religion can be referred to as a believer. However, in secular societies where few people participate in religious worship, it is more common to meet atheists and agnostics. Atheists take the view that there is no God. Agnostics simply do not know whether or not God exists. Some may have read many theological texts in search of proof one way or the other, though the majority of agnostics probably give little time to questions of religion. This does not necessarily mean that they have no moral guidelines.

People who have social consciences often prefer to describe themselves as humanists. They may well share many of the same concerns as Christians, Muslims, Hindus, Buddhists or Jews. These may relate to war and peace, sexual morality or many other aspects of human relationships.

In Britain, the two largest denominations are Protestant and Catholic. Both of these groups belong to the Christian church, though the Protestants separated from the Catholic church in the sixteenth century and no longer recognise the pope as their head. Among the Protestants are Anglicans who are members of the Church of England. As

you move up through the ranks ofthe clergy, you may start as a curate, helping the vicar or rector in charge of a parish.

There are several types of priest. A successful vicar will move from being a Reverend to a Canon by which time the congregation- the people who attend church - will probably be fairly large. The main administrator of a very large church or cathedral is called the dean, though the priest in charge of the diocese - a large area such as the city of London or Birmingham - is the bishop. The bishop is assisted by an archdeacon. The highest ranking bishop - in charge of all the churches in a particular area - is thearchbishop. The reigning king or queen is the head of the Church of England.

RICH AND POOR

The common phrases used to describe the rich world include "the developed countries" and "the advanced industrial countries". To describe very poor countries, we usually refer to "The Third World". It can be more diplomatic to speak of "the developing countries", though this description is often applied to countries which are not so very poor.

Economists also refer to "the North South divide" to emphasize that countries in the northern hemisphere are generally richer than those in the southern hemisphere - namely Africa and Latin America.

People in the rich world have mixed attitudes towards giving aid to Third World countries. Some take the view that charity begins at home. It is true that there are many people in need in Britain. However, the people who are making the most generousdonations to domestic charities are often the ones who are supporting emergency appeals for the victims of conflicts and disasters overseas. Church-based campaigns such as "Christian Aid" and secular ones such as "Children in Need" direct themselves to both national and international causes.

The obligation of the rich world towards the poor world is not based on history alone. As a former colonial power, Britain was once responsible for the slave trade and the exploitation of other countries' resources. But today, together with other rich countries, we continue to dominate world markets, setting the terms of trade in our favour. We continue to sell arms to oppressive regimes, which accumulate debt and do little to alleviate hunger among their own populations.

SOCIETY

The meaning of "society" is susceptible to changes in place and time. In Britain, during the Second World War, there was a feeling of community because civilians helped one another out. When the war ended, the Welfare State was founded. People were provided with free eye-tests, glasses, medicines and dental check-ups. There was a sense of the strong helping the weak. By the end of the 1950s, many people were purchasing washing machines and televisions. Some were even buying their own houses. Theconsumer society was under way. Politicians told us that we'd never had it so good.

During the 1960s, in both Britain and America, the conventional view of society was challenged by a youth movement whose opinions were articulated through pop and folk music and student politics. Songs such as "Little Boxes" ridiculed the idealized picture of the two parent family whose children went through both summer school and university to become perfect products of society. The little boxes of many different colours, but which all looked just the same, were the suburban dwellings of the American middle class. Other songs such as "What did you learn in school, today?" questioned the image of the good citizen who never doubts the teacher's word, regards the police as friends, supports the death penalty and is eager to fight for his country. The attack on the uniformity of the family developed into a protest against the Vietnam war. By the early 1970s, criticism turned to thecorruption inherent in the Nixon administration.

Today, people show greater tolerance towards different family structures such as single parent families and there is a wider acceptance of different races and sexual orientations. However, trust is in short supply, judging by the number of security alarmsfitted to our houses and cars and the emergence of neighbourhood watch schemes as the social institutions of the 1990s.

TRADITIONS

In a world of technological change, we struggle to keep up with new developments, yet at the same time, many of us welcome thecontinuity and repetition provided

by traditions. Some of our traditions are connected with places; others relate to the calendarand religious or pagan ceremonies.

There are a number of towns and cities in Britain which are associated with legendary people or creatures. Tourists visiting Nottingham can take a trip to Sherwood forest where they can revive the legend of Robin Hood. A journey to Loch Ness, near Inverness in Scotland, may result in a sighting of "Nessie" the famous monster. London is rich in traditions such as the changing of the guards at Buckingham Palace and Horse Guards Parade. The opening of parliament when members of the House of Commonsare called to the House of Lords to attend the Queen's Speech is just one of many annual events.

Annual religious ceremonies provide us with holly, fir-trees and crackers at Christmas, and chocolate eggs at Easter. Other yearly events include Burns' Night in January to celebrate the birth of Scotland's great national poet, pancake day in February, April Fools'Day on 1st April and the crowning of the May Queen on 1st May.

Traditions are also observed during important moments of our lives such as weddings and funerals. In a traditional British church wedding, the bride wears a long white dress while the groom wears a black cloak and top hat. The bride's father escorts her to the front of the church and she is attended by brides maids when she leaves. The groom, accompanied by the "best man" brings agold ring which is placed on the bride's finger after the couple have made serious promises. The groom is then allowed to kiss the bride.

8. WORK

People in Britain can look for jobs in the Situations Vacant column of national or local newspapers. National newspapers such as "The Guardian" focus on different areas of employment such us media, education, social work and information technology on different days. Job vacancies are also displayed at Job Centres and other Employment Agencies in towns and cities and on the Internet.

Before applying for a job, you should check that you meet the requirements. These are usually specified in terms of previous experience, qualifications and personality. To show that you are a suitable candidate for the post, it is usual to enclose acurriculum vitae with your letter of application. There are many computer programs that will help you produce a well designed and professional-looking curriculum vitae, available both from computer software retailers and as freeware on the web.

If you make the right impression, you will be invited to an interview; otherwise you will probably receive a letter saying: "we regret to inform you that your application has been unsuccessful." The successful applicant will probably be given a contract of employment which will contain the job description and the terms and conditions. You show your acceptance of these by signing the contract.

On your first day of work, you may be invited to join a trade union. If so, you will probably be introduced to your shop steward, the trade union official who will represent you and your colleagues in negotiations with management. Sooner or later, you will meet your boss. The person who you report to, could also be called a line manager or director. In factories, workers often take their orders from a team-leader or foreman, who is an intermediary between the employer and the employees.

TRAVEL

Students often manage to travel long distances on very limited budgets. The secret is to find cheap travel, food and accommodation.

In the 1960s, British students did this through hitch-hiking and youth hostelling. It can still be done today, though drivers are much more reluctant to offer lifts to strangers.

Youth hostels are also more expensive as they tend to offer a greater level of comfort. Hostellers used to carry their own sheet sleeping bags and would expect to sleep in bunk beds, often within large single sex dormitories. A long walk to one of few outside toilets was not uncommon.

Today, other possibilities present themselves to people living near one of Britain's international airports. The cost of international rail travel has become prohibitive, but hopping around Europe on charter flights can be done very cheaply. The

chief snag is finding reasonably priced accommodation when you arrive at your destination.

Cheap flights are advertised on Teletext, in most Sunday newspapers and on the web sites of budget airlines such as "Go", "Easy Jet" and "Ryan Air". Tickets can be purchased by credit card over the phone.

The very cheapest flights are to be found on the Internet where you can look for special offers, specify what kind of meal you want and even choose your exact seat, providing it has not already been booked. Payment is by credit card over a secure page and you will receive confirmation of your booking by e-mail.

Whether your reservations are made by phone or on the net, you will be given a booking reference number. If it is too late for your tickets to reach you by post, you can collect them at the airport on your day of departure by quoting your reference number.

Many British people own holiday apartments in Spain and let their properties to holiday-makers when they are not using them themselves. The apartments are usually well maintained and in beautiful locations. The owners advertise in Sunday newspapers, in journals such as "Dalton's Weekly" or "Exchange & Mart" or in exclusive magazines such as "The Lady".

CANADA - IT'S NOT the USA

Imagine yourself sitting in a café one day in your home town, when on the next table you hear some people speaking English with a strong North American accent. Being a friendly person, you lean over and say, "Hi! Are you American?" "No," comes the immediate answer. "Canadian!" Calling a English-speaking Canadian an American can be as bad as telling a Scotsman that he's English or a Swiss person he's German. In spite of a common language, there are differences in culture and national feeling. "No," many Canadians will tell you with insistence, "We're not Americans! We're Canadians"

In the same way as Quebecers are determined to keep their identity, Canadians from the other provinces are determined to keep Canada's identity. Although the Canadian way of life is more and more like the American way of life, lots of details are different, and many Canadians, particularly Quebecers, are worried about the survival of their own differences.

Canadians use metres and kilometres and measure temperatures in Celsius; Americans use feet and miles, and measure temperature in Fahrenheit. The USA has states, Canada has provinces.

Yet about 80% of Canadians live within 150 km. of the U.S. border, and this has had a bad effect on the Canadian economy. Like most European countries, Canada has a national health service, and a good social security system; but good welfare services have to be paid for by high taxes, so the cost of living in Canada is high. Because of this, hundreds of thousands of Canadians often get in their cars and drive over to the USA to go shopping. This is one cause of economic problems in Canada. Over half of Canada's imports come from the United States, and Canada has a trade deficit with the USA.

But the American influence is not just a question of shopping. Lots of Canadians drive American cars, and cars are almost as important in Canada as they are in the USA. There is television too. While Quebecers tend towatch their own French-language TV stations, English-speaking Canadians have a choice between local English-speaking channels, national programmes from CBC, and dozens of American channels brought to them by cable or satellite. Unless they specifically want to watch local stations, they're just as likely to tune in to one of the big American channels as they are to a Canadian channel.

Perhaps it is not surprising if some Canadians are afraid that their country will soon be just like another part of the USA. If, one day, Quebec becomes independent, many Canadians fear that the rest of Canada could break up. Perhaps that's an exaggeration; many Canadians feel it is a real risk.

LONDON AND ITS PLACES OF INTEREST

The capital of Great Britain is full of popular and world-famous tourist attractions, both educational and entertaining. Most of them are located close to the river Thames, others are in different parts of London and in its suburbs. The city was founded about 2 000 years ago, so there are a lot of interesting historic and architectural sights.

Big Ben is the most famous iconic clock tower of the Houses of Parliament. Behind this long and beautiful building stands medieval Westminster Abbey where many historic weddings, coronations and burials took place. The Tower of London has rich history as a royal palace, a fortress, a prison and a place of execution. Not far from the Tower guests can see the magnificent architecture of St Paul‘s Cathedral, originally designed by Sir Christopher Wren. In the middle of Trafalgar Square tourists stop to admire a 52-metre Nelson‘s column dedicated to Admiral Lord Nelson. Buckingham

Palace has been the official residence of British monarchs since the reign of Queen Victoria.

London is famous for its wonderful museums and art galleries. In British Museum one can see ancient paintings, sculptures and even Egyptian mummies. London‘s National Gallery has the greatest collection of paintings of Van Gogh, Leonardo da Vinci, Renoir and many others. The Natural History Museum boasts its fabulous dinosaur exhibition. Tate Modern is a unique museum with the works of Picasso, Dali and other modern artists. The Science Museum is a technology thought-provoking museum with interactive galleries devoted to many fields of science: from space travel to psychology.

As for the entertaining, it is impossible to get bored in London. The best places for quiet relaxation are traditional English parks and gardens. The tourists‘ favourites are Kew Gardens, Hyde Park, St. James‘s Park, Green Park and Kensington Gardens. Right in the heart of the capital we can find London Zoo and London Aquarium. In Madame Tussauds Museum visitors will meet face to face with hundreds of celebrities: from Shakespeare to Lady Gaga because it‘s an amazing collection of wax figures. Warner Bros. Studio Tour is an unbelievable behind-the-scenes tour where we can enjoy the magic of the Harry Potter films. The London Eye is a giant wheel that carries its visitors in one of its capsules for breathtaking experience above the city and its attractions.

TELEVISION ADVERTISING

Everything we eat, wear or use is often dictated to us through commercial advertising. One of the most powerful forms of advertising is television. It provides an excellent chance for companies to promote and sell their products. It is an easy and effective way to let people from all over the world know about certain brands and attract their interest. To my mind television is able to sell different goods like no other mass medium can.

Some people find TV commercials rather annoying. Advertisers use the concept of repetition in order to promote goods, services, ideas and to awake the desire of purchasing. Besides, people usually get nervous when their favourite film or programme is constantly interrupted by endless ads.

To spend a day without television is almost impossible for a child or teenager living in the 21st century. A number of hours a modern child spends in front of TV is enormous. Adults also depend greatly on TV news, weather reports, sports or entertaining programmes. Advertisers choose the particular time of the day and specific

programmes to gain attention of their target audience. For instance, a cartoon show will break for commercials advertising toys, cereals or chocolate for children. Or a soap opera will target women with ads of make-up products or household cleaners. Luckily alcohol and tobacco advertising is banned on TV in our country.

Children and youth are easily influenced and sometimes naive, so I believe that television ads should send only positive and healthy messages. Sex, violence or racism should be banned during TV commercials. Many food companies advertise unhealthy snacks, sugary cereals or fast food. It affects children‘s food choices and increases rates of childhood obesity.

Television advertising plays an important role in our lives. It influences our views and preferences unconsciously. We often choose this or that chewing gum, for example, because of the colourful TV commercials which convince us, as potential buyers, of its best qualities. Moreover, by exploiting celebrities, fashion or sports icons advertising companies make a huge impact on their consumers and promote their products even more effectively.

OUR LIFE WITHOUT TELEVISION

Today there is at least one television set in every house. Watching television has become an essential part of our everyday life. We come home from school or work and turn on the TV. It‘s our usual and comfortable background while cooking dinner or cleaning up the house. We can also just relax on a couch with a remote control in our hands looking for some nice programme or a film.

It‘s rather difficult to say if television is good or bad for us. It offers a great variety of informational and entertaining channels able to satisfy any taste. We love watching TV news, reality shows, concerts, quiz-shows, sports events, movies or soap operas. Television educates us about everything. It is a convenient source of information about current affairs and the latest achievements around the world.

We can hardly imagine our life without television nowadays. Unfortunately modern teachers claim that reading has almost vanished from the life of the young generation due to television. People are too busy working, surfing the Internet and watching TV. Besides, doctors claim that childhood obesity is rapidly becoming a global problem because of spending passive hours in front of TV or computers. A lot of parents are worried by the impact of constant sex and violence on the screen.

So what would our life be like without this popular electronic device? I think we could spend more quality time together with our families and friends going to theatres, picture galleries, enjoying long walks in the parks and doing sports. We could socialize with each other and participate in each other‘s lives. Parents could devote their free time to their children, playing and reading books together. But I am afraid I can only dream of such a world.

INTERNET IN OUR LIFE

Just a century ago we didn‘t even know about computers and the Internet. But today we take them for granted and can‘t imagine our life without these inventions. I think that the Internet (or WorldWideWeb) is the greatest invention ever and it has made a significant impact on our lives.

Nowadays the Internet is affordable almost for anyone and it connects people all around the world. You can stay in touch with your friends, relatives and colleagues. Our modern life will stop without the net because it helps to make on-line business transactions, manage our bank accounts, pay our gas or electricity bills and send important e-mails, for example.

The Internet is the largest source of information. There are millions of Internet sites storing plenty of useful data about everything: science, history, psychology, sports, fashion, music, cooking and many other subjects. We can also download our favourite movies or songs, listen to radio channels or play games. Learning or practising foreign languages is possible with the Internet too.

The Internet saves our time and money. We can do on-line shopping choosing the desirable thing at the best price. And then we just click ―Order the delivery‖. By the way, we can also sell various things in the net. We often don‘t need to go to the library: surfing the net can easily help us to find and open the book we need. Buying stamps and envelopes isn‘t required if you‘re going to send an e-mail. It takes just a few seconds to send an instant message by e-mail.

The Internet helps shy people or those with low-esteem to find each other on dating sites. On-line chatting through social networking websites is more comfortable for Internet users with the lack of social skills.

I am sure that the Internet has changed our life for the better. There is only one disadvantage about it: some people become rather addicted to it and spend all days long surfing the net, on-line dating or playing games. Over-using the net can be dangerous because new technology victims start neglecting their families, friends, work and real hobbies.

15. CHRISTMAS IN THE UK AND THE USA

Christmas is a favourite time of the year for many Christian people. It is celebrated by many cultures and religions. This is the holiday when families come together and

celebrate the birth of Jesus, love, peace and kindness. Catholic Christmas is celebrated in Europe, Australia and America on the 25th of December. However all preparations for this day start long before the date.

Christmas is rich in traditions which make this holiday very special for everyone. One of the most favourite traditions among children is decorating their houses, gardens and Christmas trees with colourful garlands, mistletoe wreaths, ornaments, gingerbread men, dazzling stars and artificial snow. Evergreen trees are symbols of eternal life, and mistletoe traditionally symbolizes love. The next tradition is writing a letter to Santa Claus and waiting for him and his reindeer with a bag full of presents in a sleigh. Children hang up stockings near their beds or by the fire-place hoping that Santa Claus will come at night and fill them with sweets, fruits and nuts.

On Christmas Eve people send holiday cards and visit their friends in order to exchange presents and good wishes. In the centre of London, in Trafalgar Square British people gather around the huge Christmas tree. Many of them attend church services on Christmas Eve. Singing Christmas carols to commemorate Christ‘s birth is also one of the oldest Catholic traditions. In America the biggest Christmas tree is usually lit up in New York, at Rockefeller Centre.

A big festive dinner is the most delicious meal of a year. People enjoy traditional plum puddings, stuffed turkey, mashed potatoes and pumpkin pies.

The warmth and joy of Christmas makes people much better. A lot of people help the poor, they organize festive dinners for the homeless.

16. TRADITIONAL ENGLISH FOOD

Traditional English food has been greatly influenced by other national cuisines in recent years. Despite this fact, if you travel to Britain, you can still be served up traditional English dishes in a restaurant or at a hotel.

A typical English breakfast is usually quite big and substantial. It includes pork sausages, bacon and eggs, tomatoes, baked beans, mushrooms and a toast. Some people enjoy porridge, fruit and yogurt in the morning, followed by a toast and jam, or orange marmalade. A traditional breakfast drink is tea, which British people prefer having with cold milk. Another popular morning drink is orange juice.

For many Englishmen lunch is a fast meal. In big cities there are a lot of sandwich bars where office clerks can choose all sorts of sandwiches with meat, fish, chicken, ham, prawns, eggs, cheese, vegetables and lettuce. English pubs also serve good food for lunch, hot and cold. Quite a lot of workers go to famous ―fish and chips shops‖ and buy their favourite deep fried cod or haddock with French fries.

A lot of Englishmen drink their 5 o‘clock tea. It‘s a traditional light meal after work. People enjoy their favourite teas with cookies, cakes, freshly baked sweet buns, scones and other pastries.

British people eat their evening meal at about 7 o‘clock, when all members of the family are at home together. As a rule, a typical dinner is meat and vegetables. It can be

roast chicken or lamb with potatoes, or steamed vegetables with meat gravy. For dessert, English wives cook various puddings and serve them with ice-cream or jam.

On Sundays British families like to sit together at the table enjoying roast beef, lamb or chicken, served with Yorkshire pudding and dressed with English mustard, apple sauce, cranberry sauce or mint sauce.

English food is simple but very delicious. Today it continues to merge in national cuisines from all over the world.

17. INVENTIONS IN OUR LIFE

From space shuttles to eye-glasses, from air-conditioning to the Internet – inventions of the last centuries have completely transformed our lives and our world. The era of fascinating discoveries has changed the way we communicate, the way we spend our free time. The machine gun has made our world more dangerous, the parking meter – more expensive and refrigerators have changed our eating habits. We can‘t imagine our life without electricity and domestic electric appliances today such as microwave ovens, toasters, washing-machines, dish-washers, vacuum cleaners, irons and many others. Our world is also impossible without modern means of transport: cars, trains, ships or airplanes.

I am really amazed by the greatest medical inventions of penicillin, anaesthetic, contact lenses, X-rays and many others. Penicillin is the name of an antibiotic that is used to kill dangerous bacteria in our bodies. This medicine was discovered in 1928 by Alexander Fleming. Many people worldwide stopped dying when their wounds had got infected. Of course, it is impossible to count how many lives have been saved by penicillin, but some estimate that it is about 200 million. As for X-rays, they were discovered by Wilhelm Rontgen in 1895 by accident. X-ray machines produced images of different parts in the human body. And since then they have been widely used for analyzing problems with bones, teeth and organs. Today they are also used at airports for luggage inspection.

I must say that some inventions are quite strange and funny. Among them are food fans (for making your hot food cool enough to eat), heated toilet seats or devices that translate dog barking. As for weapons, cigarettes and fast food, I believe they are the worst mankind inventions. Modern inventions should make our life easier and better, but they must not cause health problems or destroy our planet.

18. TRAVELLING

The best way to break the monotony of our life and learn a lot about different places and cultures in the world is travelling. I think that our modern life is impossible without travelling. People get tired of their daily routine, they need to change the surroundings. So they go to a travel agency, buy tickets to some nice place, pack their suitcases and set off on a journey.

Travelling has a great educational value because it is a chance to meet new people, visit museums and ancient sights, discover different ways of life, taste national cuisines and practice foreign languages. It makes us more appreciative of other cultures. The best way to study geography is to go to distant countries and cities.

We can travel by different means of transport: by plane, by ship, by train, by car and even on foot. It depends on our plans and preferences. Plane is the fastest but the most expensive means of transport. Travelling in a modern train can be very comfortable and enjoyable. We can admire picturesque landscapes from the window and communicate with our companions. When we travel by car we don‘t have to buy any tickets or book a hotel, we can stop wherever we want and stay there as long as we like. Travelling on foot (or hiking) is quite popular among young people. It‘s really exciting to walk in the countryside enjoying the beauty of hills and valleys, lakes and forests.

My parents spend their holidays travelling too. I was only 4 years old when they first took me to Turkey. That was an unforgettable holiday by the sea. We swam and sunbathed, went sailing and fishing. And we took plenty of beautiful pictures there.

Travelling is great! It can give you a great deal of pleasant emotions and memories. It‘s the time for relaxation and thinking. People often return home with a fresh outlook on life and a fantastic zeal to do something good. And they usually say: ―East or West – home is best.

19. BRITISH TRADITIONS AND CUSTOMS

Every nation becomes special by means of its own traditions and customs. There is no other nation that clings to the past with the tenacity of the British. They are really proud of their traditions, they cherish them. When we think of Britain we often think of people drinking white tea, eating fish and chips, sitting by the fireplace or wearing bowler hats, but there is much more in Britain than just those things. Some British traditions are royal, such as the Changing of the Guard which takes place every day at Buckingham Palace. The Trooping of the Colour happens on the Queen‘s official birthday. It‘s a big colouful parade with hundreds of soldiers and brass bands.

British holidays (Christmas, Easter, Guy Fawkes Night, Remembrance Day) are especially rich in old traditions and customs. A traditional Christmas dinner consists of roast turkey and potatoes, cranberry sauce, sweet mince pies and Christmas pudding. On Christmas Eve children hang up their stockings around the fireplace for Father Christmas to fill with presents. At Easter chocolate eggs are given as presents symbolizing new life. Guy Fawkes Night is also known as Bonfire Night because English people burn stuffed figures on bonfires. On Remembrance Day red poppies are traditionally worn in memory of servicemen who lost their lives in wars. National Morris Dancing can be seen throughout the month of May in most of English villages.

Groups of men and women wear coloured costumes, carry white handkerchiefs and perform their lively folkdance.

One of Englishmen‘s traditions is their tender love for animals. Pets are members of English families and are protected by law. There are even special cemeteries for animals in Great Britain. Most English people love their gardens too. They enjoy gardening and decorating their houses with beautiful flowers and plants.

Sports play an essential part in the life of Britain and it is a popular leisure activity. Rugby, golf, cricket, polo and horse-racing are British national sports and they are played on village greens and in towns on Sundays.

Politeness and punctuality are typical features of all British people. They often say ―Sorry‖, ―Please‖ and ―Thank you‖ with a smiling face and they always try to arrive on time.

The British are also traditional about their breakfast. They usually eat bacon and eggs, a toast with orange jam, a bowl of cereals or porridge in the morning.

There are over 60 thousand pubs in the United Kingdom. Pubs are an important part of British life too. People talk, eat, drink, meet their friends and relax there.

20. GLOBALIZATION: PROS & CONS

Globalization is a process of interaction between people, companies and government of of different nations. It is driven by international trade and the development of information technology. We observe its results in all spheres of our life. It has great influence on our environment, culture, political and economic systems. Globalization can be described as movement of people, goods, investments, labour and ideas all over the world. Of course it‘s impossible to define whether globalization is good or bad. It has both pros and cons. Some people just hate globalization and find it threatening for national cultures. Others believe that free trade between countries offers prosperity and economic growth for all nations and businesses.

Today we know a lot of world-famous brands. Wherever we are, we are likely to have lunch at a fast-food restaurant McDonald‘s. We can find Coca Cola or Lipton tea at any store. And these products are offered almost in every country. Multinational companies create additional work places for local people. But there is a negative side here because it‘s hard for small domestic firms to compete with worldly recognized companies. That‘s why they often incur great losses.

Globalization gives me freedom in choosing a place for holidays, in purchasing goods made in a country I prefer most. We can easily get acquainted with other traditions, customs and national cuisines. Living in Russia, for example, we can try new dishes in Japanese, Italian or Georgian restaurants. But on the other hand, little by little we forget about our own culture and the youth starts losing old traditions. Globalization destroys cultural identity.

Another benefit of globalization is advances in information technology. Thanks to the Internet I can get almost any information I need. It helps me with my education and with my studies at the university too. We can participate in international educational

programs, communicate with pen-friends from other countries, apply for a piece of advice to any professional through the Internet.

Another advantage of the era of globalization is that I have an opportunity to get closer to my friends and distant relatives by sending messages and exchanging photos and videos. However the Internet completely transformed our communication and we meet each other in reality less and less nowadays.

21. FASHION AND MY ATTITUDE TO IT

Fashion has always had a huge influence on people around the world. The main reason why we try to follow the latest fashion trends is a desire to look stylish, attractive, popular and more confident. Generally people judge a new person by his appearance and his clothes and only then, by his inner qualities. There is a proverb: ―Good clothes open all doors.‖ That‘s why we do our best to make a favourable impression on others. We spend a lot of money to keep up with fashion and buy designer clothes.

Fashion often means style, glamour and success. It is also a big business. It‘s hard to resist the temptation to buy some brand-name clothing in our modern world. Every day we pass by colourful shop-windows, we see plenty of ads everywhere: on buses, billboards, TV and in magazines. Many teenagers pay too much attention to their friends‘ and classmates‘ appearance. Sadly, if some parents are not able to afford buying trendy clothes with fashion labels, their kids often become outsiders. So clothes usually separate people into social groups.

In my opinion every person can have his own style and look unique. He should choose clothes according to his taste, age, job, constitution and character. I am glad to say that I don‘t pay so much attention to fashion and I am not its victim. I don‘t care too much about what other people wear. The most important thing for me in the outlook is neatness, natural look and beauty. And it should certainly suit the occasion. I must admit that some fashionable clothes are quite ridiculous and unpractical. There was a time, for instance, when young people wore baggy clothes, shoes on enormous platforms, red hair, black fingernails and bright make-up. To my mind, it was just a silly waste of money. Besides, if a person doesn‘t have a good taste he is not able to put things together and look attractive and stylish even in fashionable clothes.

22. EDUCATION IN THE USA

The system of education in the USA varies greatly from state to state. School education in so called state public schools is free. Parents are free to choose any public school for their children. Although there are a lot of private schools, mainly religious, and parents have to pay for them. A school year starts in September and ends in June. It is divided into three terms or four quarters.

American children start attending elementary schools at the age of 6. They continue their studies for eight years there (8 grades). Their basic subjects in the curriculum at this stage are English, Arithmetic, Natural Science, History, Geography, Foreign Language and some others. After that pupils may enter a Senior high school or if they go to a 5- or 6-year elementary school, they then attend a 3- or 4-year Junior high school, and then enter a Senior high school. Pupils graduate from high schools at the age of 18. The high schools (also known as secondary schools) are generally larger and accommodate teenagers from four or five elementary schools. During the school year the students study four or five selective subjects according to their professional interests. They must complete a certain number of courses to receive a high school diploma or a certificate of school graduation.

In order to develop social skills and encourage students‘ participation in extracurricular activities every high school has an orchestra, a music band, a choir, drama groups, football, basketball and baseball teams. School becomes the centre of social life for students.

At American colleges and universities young people get higher education. They study for 4 years and get a Bachelor's degree in arts or science. If a student wants to get a Master's degree he must study for two more years and do a research work. Students who want to advance their education even further in a specific field can pursue a Doctor degree. The most famous American universities are Harvard, Princeton, Stanford, Yale, Columbia Universities.

23. STONEHENGE

A circular group of massive, upright stones, the Stonehenge monument was once thought to have been a type of astronomical clock or calendar for predicting the seasons. The early belief that the monument was built as a temple for sky worship has never been definitively proved. Even more fanciful was an earlier notion that Stonehenge was connected with the Druids, a caste of Celtic priests.

Stonehenge was built between 3100 and 1550 BC about 8 miles (13 kilometers) north of Salisbury, England. Beginning in 1919, London's Society of Antiquaries carried out a series of excavations at the site that form the basis for most contemporary scientific understanding of Stonehenge's history and purpose.

According to evidence unearthed in the excavations, there were three main periods of building. The first period, beginning in about 3100 BC during the late Neolithic Age, included the digging of a circular ditch and a ring of 56 pits, now known as Aubrey Holes.

During the second period, probably about 2100 BC, huge pillars of rock were brought from southwestern Wales and erected in two concentric circles around the center of the site. The double circle was never completed and was dismantled during the following period. The monument was remodeled in the third period. A circle was erected of 30 upright stones weighing up to 50 tons each and capped by a ring of stone lintels. These enclosed a horseshoe-shaped formation of five pairs of stone uprights, each pair capped with a stone lintel. Subsequent changes involved adding, removing, and rearranging stones that had been used during the second period. This final phase of building probably ended before 1500 BC.

The 35-ton heel stone was possibly placed during the second period. Its placement was one of the most sophisticated accomplishments of that age and provides the best evidence that early people used astronomy. On Midsummer Day (June 24) a person standing in the center of the circle can see the sun rise directly above the heel stone.

Some scientists believe that early peoples were able to foretell eclipses of the sun and the moon by the positions of these celestial bodies in relation to the stone monument. The site may have served as an observatory where early rituals or religious ceremonies took place on specific days of the year. There are hundreds of similar structures throughout Britain.

24. STUDENT'S EXPERIENCE

I am a student. Yes, one of those shaggy, fashionable types who clog up Starbucks, drink far too often and are slowly figuring out that the more they learn, the less they know. I could list stereotypes like this all day long and my English readers would keep nodding away, but to a Russian reader, the concepts that we associate with student life may seem very alien indeed.

From September of last year till early December, I studied at the Philological Faculty of Petrozavodsk State University in the north-west of Russia. I sampled student life from a completely different angle and my observations provoked one of my more serious blog posts: The cat, the classroom and the caviar... In short, Russian student life reminded me of school so much so that my fellow English students and I began to refer to our course precisely in those terms.

Let me be more specific. Students are timetabled into classes run by their faculty. As such, they treat professors and academics as teachers, which completely alters the dynamic and power structure of the institution. At British universities, we are free to pick which lectures

we attend and while science and language degrees have compulsory classes, we seem more aware of the scope and size of our chosen subject. We are free to favour one academic‘s angle over another‘s and can even avoid a certain lecturer altogether if we feel they aren‘t teaching the subject properly or hold an opinion on it that we disagree with. In Russian universities, there seems to be less democracy. Timetabling backs up a sense of the impenetrability of the world of academia where an undergraduate voice is up against an even greater wall of opposition rigidly built out of scheduling and academic pomp.

The university environment seemed to be completely different too. We are used to sprawling campuses and colleges – places where we are given the freedom to amble about. We are often required to cross whole cities just to get to our next appointment. The British student‘s world is thus one of simulated reality, and our university is a looser institution that promotes personal growth and organisation by including in its education the need to orientate oneself and manage time. The Russian student often faces closed-off buildings structured like schools with rows and rows of classrooms, a lunch hall and a gym. They meet in groups in its corridors, wearing backpacks with packed lunches in them. They sometimes have compulsory sports lessons on the playing fields and or astro-turf.

Perhaps I am being unfair. I have only personally attended one Russian university and since arriving in Moscow my opinions garnered in rural Russia have changed a lot. My flatmate is a recent graduate of Moscow State University and he frequently recalls anecdotes of his university days, many of which chime with my own. He recalls the fun of quasi-independent living in halls of residence where oversleeping, hung-over students would miss lectures and classes. He recalls having to rush desperately across Moscow to his next class in another building. He remembers how infrequently he kept in touch with his parents back home in Kazakhstan. He mentions student club nights, protests and debates. Overall he seems far older, wiser and savvier than some of the students I met in Petrozavodsk, who still live with their parents and maintain the sixth-form mentality from the final two years of school. Then again, this is Moscow and as many people like to tell me: ―It‘s just not *real* Russia.‖

25. WHY DO WE STUDY THE ENGLISH LANGUAGE?

In his preface to *The Cambridge Encyclopedia of the English Language*, David Crystal examines the question ―Why study the English language?‖ and offers six good reasons for it. Here they are:

Because it's fascinating. It is remarkable how often the language turns up as a topic of interest in daily conversation – whether it is a question about accents and dialects, a comment about usage and standards, or simply curiosity about a word's origin and history.

Because it's important. The dominant role of English as a world language forces it upon our attention in a way that no language has ever done before. As English becomes the chief means of communication between nations, it is crucial to ensure that it is taught accurately and efficiently, and to study changes in its structure and use.

Because it's fun. One of the most popular leisure pursuits is to play with the English language – with its words, sounds, spellings, and structures. Crosswords, Scrabble®, media word shows, and many other quizzes and guessing games keep millions happily occupied every day, teasing their linguistic brain centres and sending them running to their dictionaries.

Because it's beautiful. Each language has its unique beauty and power, as seen to best effect in the works of its great orators and writers. We can see the 1,000-year-old history of English writing only through the glass of language, and anything we learn about English as a language can serve to increase our appreciation of its oratory and literature.

Because it's useful. Getting the language right is a major issue in almost every corner of society. No one wants to be accused of ambiguity and obscurity, or find themselves talking or writing at cross-purposes. The more we know about the language the more chance we shall have of success, whether we are advertisers, politicians, priests, journalists, doctors, lawyers – or just ordinary people at home, trying to understand and be understood.

Because it's there. English, more than any other language, has attracted the interest of professional linguists. It has been analysed in dozens of different ways, as part of the linguist's aim of devising a theory about the nature of language in general. The study of the English language, in this way, becomes a branch of linguistics – English linguistics.

3 семестр – тексты профессиональной направленности.

TEXT 1 What is Professional development

Professional development, also known as professional education, is learning that leads to or emphasizes education in a specific professional career field or builds practical job applicable skills emphasizing praxis in addition to the transferable skills and theoretical academic knowledge found in traditional liberal arts and pure sciences education. It is used to earn or maintain professional credentials such as professional certifications or academic degrees through formal coursework at institutions known as professional schools, or attending conferences and informal learning opportunities to strengthen or gain new skills.

Professional education has been described as intensive and collaborative, ideally incorporating an evaluative stage. There is a variety of approaches to professional development or professional education, including consultation, coaching, communities of practice, lesson study, case study, capstone project, mentoring, reflective supervision and technical assistance.

A wide variety of people, such as teachers, military officers and non-commissioned officers, health care professionals, architects, lawyers, accountants and engineers engage in professional development. Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, to enhance career progression, to keep abreast of new technology and practices, or to comply with professional regulatory requirements. In the training of school staff in the United States, "the need for professional development ... came to the forefront in the 1960s". Many American states have professional development requirements for

school teachers. For example, Arkansas teachers must complete 60 hours of documented professional development activities annually. Professional development credits are named differently from state to state. For example, teachers in Indiana are required to earn 90 Continuing Renewal Units (CRUs) per year; in Massachusetts, teachers need 150 Professional Development Points (PDPs); and in Georgia, teachers must earn 10 Professional Learning Units (PLUs). American and Canadian nurses, as well as those in the United Kingdom, have to participate in formal and informal professional development (earning credit based on attendance of education that has been accredited by a regulatory agency) in order to maintain professional registration.

TEXT 2 Approaches of Professional development

In a broad sense, professional development may include *formal* types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized. Individuals may pursue professional development independently, or programs may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are 'effectiveness skills', 'team functioning skills', and 'systems thinking skills'.[14][15]

Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include:[3]

- **Case Study Method** – The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond 1976) – See Case method.
- **Consultation** – to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
- **Coaching** – to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.
- **Community of Practice** – to improve professional practice by engaging in shared inquiry and learning with people who have a common goal
- **Lesson Study** – to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice
- **Mentoring** – to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation
- **Reflective Supervision** – to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
- **Technical Assistance** – to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts.

TEXT 3 Initial professional development

Initial professional development (IPD) is defined as "a period of development during which an individual acquires a level of competence necessary in order to operate as an autonomous professional".

Professional associations may recognise the successful completion of IPD by the award of chartered or similar status. Examples of professional bodies that require IPD prior to the award of professional status are the Institute of Mathematics and

its Applications, the Institution of Structural Engineers, and the Institution of Occupational Safety and Health.

Continuing professional development (CPD) or continuing professional education (CPE) is continuing education to maintain knowledge and skills. Most professions have CPD obligations. Examples are the Royal Institution of Chartered Surveyors, American Academy of Financial Management, safety professionals with the International Institute of Risk & Safety Management (IIRSM) or the Institution of Occupational Safety and Health (IOSH), and medical and legal professionals, who are subject to continuing medical education or continuing legal education requirements, which vary by jurisdiction.

CPD authorities in the United Kingdom include the CPD Standards Office who work in partnership with the CPD Institute, and also the CPD Certification Service. For example, CPD by the Institute of Highway Engineers is approved by the CPD Standards Office, and CPD by the Chartered Institution of Highways and Transportation is approved by the CPD Certification Service.

A systematic review published in 2023 by the Campbell Collaboration found little evidence of the effectiveness of continuing professional development (CPD).

TEXT 4 Information Technology

Information Technology (IT) encompasses the utilization of computers and the internet to store, retrieve, transmit, and manipulate data, particularly within the realm of business operations and enterprise settings. As a subset of information and communications technology (ICT), IT has evolved in response to evolving demands and technological advancements.

While commonly associated with computers and computer networks, the scope of IT extends beyond these platforms to include various information distribution technologies, such as television and telephones. Multiple industries are intertwined with information technology, spanning computer hardware, software development, electronics, telecommunications, healthcare, e-commerce, and more.

The landscape of IT has undergone significant transformations over time. From the emergence of minicomputers to the dominance of personal computers, technological progress has propelled computing systems forward. In the contemporary era, mobile phones are challenging the supremacy of personal computers, ushering in a new phase where computing becomes more abstract, resembling a cloud-based infrastructure accessible on-demand. This evolution has not only reshaped individual experiences but has also exerted profound influences on societal and economic structures, adapting to and shaping the needs of people and organizations alike.

TEXT 5 A Brief History of Information Technology

The origins of information technology trace back to ancient civilizations, where humans initially served as “computers,” performing computational tasks manually. The invention of machines revolutionized these processes, leading to the development of modern information technology. Information, once tethered to physical forms, has transcended boundaries, becoming disembodied and accessible from anywhere through advancements like cloud technology. Recent strides in IT owe their existence to the continuous refinement of computing systems.

The roots of information technology stretch back to ancient times, with civilizations like the Sumerians in Mesopotamia pioneering writing systems around 3000 BC. However, the modern conception of information technology emerged much later, with the term first appearing in a 1958 article published in the Harvard Business Review. Coined by Harold J. Leavitt and Thomas L. Whisler, the term “information

technology" encapsulated techniques for data processing, the application of statistical and mathematical methods to decision-making, and the simulation of higher-order cognitive processes through computer programs.

This historical trajectory highlights the evolution of information technology as a dynamic field that continues to shape the way we process, analyze, and interact with information in contemporary society.

TEXT 6 Usage of Robots in design

Robotics is the branch of technology dealing with the design, construction, operation, and application of robots, along with computer systems for their control, sensory feedback, and information processing.

Robots can generally be autonomous or semi-autonomous and are now employed across various fields. They have replaced humans in performing repetitive and hazardous tasks that humans prefer not to undertake, or are unable to do due to size limitations, or which take place in extreme environments such as outer space or the ocean floor. For example, robots are utilized in industries like car manufacturing and in households for domestic chores. Some robots are capable of responding to speech or even serving as medical operating tools.

Marge, a literate or "reading robot," derives intelligence from software. She can read newspapers, identify and correct misspelled words, learn about entities like Barclays Bank, and discern between superior and inferior restaurants.

Baxter is a novel robot distinct from other industrial robots as it possesses learning capabilities. A worker can teach Baxter tasks by physically demonstrating desired motions for it to memorize. Baxter's arm features additional dials, buttons, and controls for enhanced precision and functionality. Unlike conventional industrial robots requiring extensive programming and coding, Baxter can be programmed by any regular worker in a matter of minutes. This eliminates the need for software engineers and enables Baxter to perform multiple complex tasks.

The increasing use of robots raises concerns about their societal impact. They are often associated with rising unemployment as they replace human workers in various roles. Ethical concerns arise regarding the use of robots in military combat. The potential for robot autonomy and its ramifications have been explored in fiction and pose realistic concerns for the future

TEXT 7 The Evolution of Computers

Computers have revolutionized the way we live, work, and communicate. Initially, the term "computer," which was first recorded in 1613, referred to individuals who performed calculations manually. However, with advancements in technology, machines were developed to automate these tasks. The concept of programmable machines dates back to the early 19th century, with notable contributions from pioneers like Charles Babbage and Ada Lovelace. However, it wasn't until the mid-20th century that electronic computers began to emerge. These early computers were massive, occupying entire rooms, and were primarily used for complex calculations in scientific and military applications.

In the beginning, computers were as big as a large room. It is only later that they have become smaller and smaller, accessible to anyone.

The evolution of computers accelerated with the invention of the transistor in the 1950s, leading to the development of smaller and more powerful machines. This progression culminated in the creation of the personal computer in the 1970s, which revolutionized computing by making it accessible to individuals and businesses. As technology advanced, so did the capabilities of computers. Software development played a crucial role, with the creation of various applications for tasks ranging from word processing to graphic design. some of these applications are free and others are costly.

Today, computers are ubiquitous, impacting nearly every aspect of modern life. The internet, a global network of interconnected computers, has further transformed how we communicate, access information, and conduct business. Social media platforms, online collaboration tools, and e-commerce websites have reshaped social interactions and commerce, blurring the lines between virtual and physical realms. Computers have become indispensable tools, driving innovation, facilitating communication, and shaping the way we perceive and interact with the world.

TEXT 8

Understanding the Internet: A Comprehensive Overview

The Internet has emerged as a pivotal component of contemporary society, transforming the way we communicate, access information, and conduct business. In this comprehensive overview, we delve into the intricacies of the Internet, exploring its origins, impact on various sectors, and its profound influence on human interaction.

The Internet stands as a monumental global system, interlinking countless computer networks across the globe through the utilization of the standard Internet

protocol suite, a comprehensive set of communication protocols. This intricate web serves billions of users worldwide, revolutionizing and revitalizing conventional modes of communication across various mediums, such as telephony, music, cinema, and television. Moreover, this technological marvel has given rise to an array of innovative services, transforming traditional forms of media consumption.

Traditional avenues of information dissemination, like newspapers and books, have undergone a profound metamorphosis, adapting to the digital age through the utilization of website technology or transitioning into the realms of blogging and web feeds. They have evolved to integrate themselves into the online landscape, utilizing digital platforms to reach wider audiences and engage with readers in innovative ways. Concurrently, the Internet has facilitated and expedited novel forms of human interaction, fostering connections through platforms like instant messaging, Internet forums, and social networking sites.

TEXT 9 Commerce in design in the Digital Age

The realm of commerce has been significantly impacted as well, with online shopping experiencing an exponential surge in popularity, catering to both established retail giants and small-scale artisans and traders. Furthermore, the Internet's reach extends into the realm of business-to-business transactions and financial services, exerting profound effects on supply chains across various industries.

The roots of the Internet can be traced back to the research endeavors of the 1960s, commissioned by the United States government in collaboration with private commercial interests. This research aimed to construct robust, fault-tolerant, and distributed computer networks. The eventual commercialization of this network, which had evolved into an international entity by the 1990s, precipitated its

widespread adoption and integration into virtually every facet of modern human life. By 2021, the Internet had garnered a staggering user base, with over 2.1 billion individuals, nearly a third of the Earth's population, availing themselves of its myriad services. This unparalleled connectivity has not only revolutionized the way we communicate, consume information, and conduct commerce but has also fundamentally altered the fabric of human society, rendering the Internet an indispensable component of contemporary existence.

In conclusion, the Internet stands as a testament to human innovation and ingenuity, serving as a cornerstone of modern civilization. Its impact transcends geographical boundaries, reshaping industries, fostering connectivity, and empowering individuals worldwide. As we continue to navigate the digital landscape, it becomes increasingly evident that the Internet's influence will continue to shape our collective future in profound and unforeseen ways.

TEXT 10 Understanding and Addressing Computer Addiction

Computer addiction can be defined as the excessive or compulsive use of the computer, persisting despite serious negative consequences for personal, social, or occupational function. The addiction involves online and/or offline computer usage and consists of at least three subtypes: excessive gaming, sexual preoccupations, and e-mail/text messaging.

The concept of computer addiction is broadly divided into two types: offline and online computer addiction. The term "offline computer addiction" is generally used when referring to excessive gaming behavior, which can occur both offline and online. Online computer addiction, also known as Internet addiction, garners more

attention in scientific research than offline computer addiction, primarily because most cases of computer addiction are related to excessive Internet use.

The symptoms of computer addiction include:

- Being drawn to the computer upon waking up and before going to bed.
- Replacing old hobbies with excessive computer use, making the computer one's primary source of entertainment and procrastination.
- Lacking physical exercise and/or outdoor exposure due to constant computer use, which may contribute to health problems such as obesity.

Researchers link internet/computer addiction with existing mental health issues, notably depression. Studies have shown that the majority of those meeting the criteria for internet/computer addiction experience interpersonal difficulties and stress. Individuals addicted to online games specifically express a desire to avoid reality.

There are numerous consequences resulting from computer addiction. For example, excessive computer use may lead to a lack of face-to-face social interaction. It may also result in Computer Vision Syndrome (CVS), a condition characterized by headaches, blurred vision, neck pain, fatigue, eye strain, dry eyes, irritated eyes, double vision, vertigo, or dizziness.

TEXT 11 The Components of Information Systems in design

Information systems are made up of five components that interact to generate information needed by the users in an organization: hardware, software, data, people, and process. The first three components of information systems – hardware, software, and data –all fall under the category

of technology which can be thought of as the application of scientific knowledge for practical purposes.

From the invention of the wheel to the harnessing of electricity for artificial lighting, technology is a part of our lives in so many ways that we tend to take it for granted.

Hardware. Information systems hardware is the part of an information system you can touch – the physical components of the technology. Computers, keyboards, disk drives, iPads, and flash drives are all examples of information systems hardware.

Software. Software is a set of instructions that tells the hardware what to do. Software is not tangible – it cannot be touched. When programmers create software programs, what they are really doing is simply typing out lists of instructions that tell the hardware what to do. There are several categories of software, with the two main categories being operating-system software, which makes the hardware usable, and application software, which does something useful. Examples of operating systems include Microsoft Windows on a personal computer and Google's Android on a mobile phone. Examples of application software are Microsoft Excel and Angry Birds.

TEXT 12 Data in design

Components that interact to generate information needed by the users in an organization: hardware, software, data, people, and process. Another important component is data. You can think of data as a collection of facts. For example, your street address, the city you live in, and your phone number are all pieces of data. Like software, data is also intangible. By themselves, pieces of data are not really very useful. But aggregated, indexed, and organized together into a database, data can become a powerful tool for businesses.

Organizations collect all kinds of data and use it to make decisions. These decisions can then be analyzed as to their effectiveness and the organization can be improved. Besides the components of hardware, software, and data, which have long been considered the core technology of information systems, it has been suggested that one other component should be added: communication. An information system can exist without the ability to communicate – the first personal computers were stand-alone machines that did not access the Internet.
However, in today's hyper-connected world, it is an extremely rare computer that does not connect to another device or to a network. Technically, the networking communication component is made up of hardware and software, but it is such a core feature of today's information systems that it has become its own category.

When thinking about information systems, it is easy to get focused on the technology components and forget that we must look beyond these tools to fully understand how they integrate into an organization. A focus on the people involved in information systems is the next step. From the front-line help-desk workers, to systems analysts, to programmers, all the way up to the chief information officer (CIO), the people involved with information systems are an essential element that must not be overlooked.

TEXT 13 Types of Information Systems for designers

Typically, many types of information systems are used in businesses and other organizations. Systems used to increase productivity and facilitate communications in the office include office systems, document processing systems, document management systems (DMSs), content

management systems (CMSs), and communications systems. They perform tasks that generally involve the tedious recordkeeping that organizations handle regularly; they usually include order entry, payroll, and accounting systems.

Database Management Systems. To the computer, a database looks like one or more files. In order for the data in the database to be read, changed, added, or removed, a software program must access it. Many software applications have this ability: iTunes can read its database to give you a listing of its songs (and play the songs); your mobile-phone software can interact with your list of contacts. But what about applications to create or manage a database? What software can you use to create a database, change a database's structure, or simply do analysis? That is the purpose of a category of software applications called database management systems (DBMS).

A DBMS makes it possible for end users to create, read, update and delete data in a database. The DBMS essentially serves as an interface between the database and end users or application programs, ensuring that data is consistently organized and remains easily accessible. The DBMS manages three important things: the data, the database engine that allows data to be accessed, locked and modified - and the database schema, which defines the database's logical structure. These three foundational elements help provide concurrency, security, data integrity and uniform administration procedures. Typical database administration tasks supported by the DBMS include change management, performance monitoring/tuning and backup and recovery. Many database management systems are also responsible for automated rollbacks, restarts and recovery as well as the logging and auditing of activity.

TEXT 14 Software applications for designers

Software applications are called database management systems (DBMS).

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The DBMS manages three important things: the data, the database engine that allows data to be accessed, and modified - and the database schema, which defines the database's logical structure.

A key component of a DBMS is the database engine – the part of the program that actually stores and retrieves data. In addition to a database engine, most DBMSs come bundled with a set of tools to perform a variety of necessary tasks, such as creating forms (used to input data) and reports (used to output data), and interfacing with query languages and programming languages for complex applications. Programming languages typically used with databases today include Visual Basic, Java, and C++, although many older legacy database systems still use COBOL.

DBMS packages generally provide an interface to view and change the design of the database, create queries, and develop reports. Most of these packages are designed to work with a specific type of database, but generally are compatible with a wide range of databases.

For example, Apache OpenOffice.org Base can be used to create, modify, and analyze databases in open-database (ODB) format. Microsoft's Access DBMS is used to work with databases in its own Microsoft Access Database format. Both Access and Base have the ability to read and write to other

database formats as well. Microsoft Access and Open Office Base are examples of personal database-management systems.

These systems are primarily used to develop and analyze single-user databases.

TEXT 15 Advantages of a DBMS (database management systems) for designers

Using a DBMS to store and manage data comes with advantages, but also overhead. One of the biggest advantages of using a DBMS is that it lets end users and application programmers access and use the same data while managing data integrity. Data is better protected and maintained when it can be shared using a DBMS instead of creating new iterations of the same data stored in new files for every new application. The DBMS provides a central store of data that can be accessed by multiple users in a controlled manner.

Central storage and management of data within the DBMS provides:

- Data abstraction and independence;
- Data security;
- A locking mechanism for concurrent access;
- An efficient handler to balance the needs of multiple applications using the same data;
- The ability to swiftly recover from crashes and errors, including restartability and recoverability;
- Robust data integrity capabilities;
- Logging and auditing of activity;
- Simple access using a standard application programming interface (API);
- Uniform administration procedures for data.

Another advantage of a DBMS is that it can be used to impose a logical, structured organization on the data. A DBMS delivers economy of scale for processing large amounts of data because it is optimized for such operations.

A DBMS can also provide many views of a single database schema. A view defines what data the user sees and how that user sees the data. The DBMS provides a level of abstraction between the conceptual schema that defines the logical structure of the database and the physical schema that
describes the files, indexes and other physical mechanisms used by the database.

TEXT 16 What is Intent-Based Networking?

by Brandon Butler

Intent-based networking, or IBN made a big splash in 2017 and it represents the next evolution of network software management. This technology uses machine learning and advanced orchestration to
reduce the complexity of managing and maintaining network policies.

Managing networks has always been a complex process. Teams of network administrators have been responsible for managing network equipment, provisioning user access, configuring policies and ensuring the system is doing what is supposed to. Many admins use command line interfaces to control their networks. Unfortunately, this way of managing the network does not scale very well.

The idea of IBN is that network administrators simply tell the network what their intent is and the network automatically implements it. The IBN configures the network hardware. If the network changes, for example a new firewall is added, or a new WAN link is created, the IBN will change with it to maintain the intent. Think of a hospital with a network carrying sensitive patient information. Using an intent-based networking system, network administrators could dictate their intent that only doctors and nurses are able to interact with sensitive patient data, but no other users on the network are. The IBN automatically recognizes the identity of the doctor and enforces their access policy.

Research firm Gartner has defined IBNS (Intent-based networking systems) as having four components:

- Translation and validation: One of the key tenets of IBNS is its ability to translate commands from network administrators into actions the software performs. The idea is that network managers define a high-level business policy they want enforced in the network. The IBNS verifies that the policy can be executed.
- Automated implementation: After a network manager defines the desired state of the network, the IBNS software manipulates network resources to create the desired state and enforce policies.
- Awareness of state: Another key component of IBNS is its gathering of data to constantly monitor the state of the network.
- Dynamic optimization and remediation: IBN adapts to changes in the network to maintain the desired state of the network.

TEXT 17 TEXT 17 Global consequences of the climate change

The 20th century was very notable with its unparalleled technological advancement of humanity. With each passing day the lasting impact that we leave on our planet becomes more and more apparent. The most obvious and harmful outcomes of heavy industrialization are global warming and climate change.

The first signs of global warming became obvious in the middle of the last century. Since the 1970s, the surface temperature of Earth has risen by 1 °C. Multiple data records show now that the warming happens at the rate of roughly 0.2 °C per one decade.

This is a very alarming development. The bulk of global warming is attributed to human activity. Assuming we don't do something about it, the consequences would be lasting, probably irreversible, and very harsh.

The first and most obvious effect is the heating of Earth's atmosphere. This means that there will be less cold days and more hot days overall. This in turn means that both plants and animals will need to adjust to it. Some of them might not survive such a change.

The secondary effect is the melting of continental ice, which makes sea levels rise far above their normal point. Extreme cases could lead to floods and destruction of continental coastlines.

Warmer weather also results in more water evaporating and the air becoming more humid. This can lead to even more rains, floods and some extreme weather patterns such as wildfires and tropical cyclones.

One of the most insidious and less obvious effects is the change of the oceans oxygen levels. Warmer water can hold less oxygen than the colder one, and so if the temperatures continue to rise, many underwater species risk total extinction.

While humanity definitely contributes much to climate change with irresponsible burning of fossil fuels, we still can battle it. Switching to renewable and clear energy sources, electrical cars, and improving the efficiency of our factories can curb the adverse effects we've inflicted on our planet over the last 100 years.

TEXT 18 Wonders of the World

Humans are generally good at noticing beautiful things. Humans are also generally good at building beautiful things. A Wonder of the World is a landmark or a natural phenomenon that is significant enough to be noticed by any person around the world. Many different lists of the Wonders of the World were made over the course of history, so let's have a look at some!

The first of such lists was made by a Greek historian Herodotus. Only three places were mentioned in it. Eventually the list was expanded up to seven Wonders. Probably everyone can name at least some of those monuments: the Great Pyramid

of Giza; the Hanging Gardens of Babylon; the Lighthouse of Alexandria; the Colossus of Rhodes; the Mausoleum at Halicarnassus; the Temple of Artemis; the Statue of Zeus at Olympia. The curious thing about these Wonders is that almost all of them represent the Greek culture. Another thing to note is that the ancient Greeks haven't actually used the term 'wonder', but instead it was a list 'of things to see', making such lists essentially just a travel guide. Almost all of these Wonders were destroyed one way or another, and today only the Great Pyramid of Giza, also known as the Pyramid of Cheops or the Pyramid of Khufu, still stands.

This wasn't the only list of supposed Wonders though. Later on, many attempts were made (with a little to no consensus) to either make a new list or add more Wonders to the existing one. The most remarkable candidates were Colosseum of Rome, Hagia Sophia of Istanbul, Taj Mahal and the Great Wall of China.

Another peculiar attempt was made in 1994. The American Society of Civil Engineers made a list of Seven Wonders of Modern World, focusing mainly on an engineering scope of selected projects. Among other projects, this list features Panama Canal, Channel Tunnel and CN Tower of Toronto, which was the tallest structure in the world up to 2007.

There is also a list of Natural Wonders of the World. It included the Great Barrier Reef, Mount Everest, the Grand Canyon of Arizona and, curiously enough, aurorae, making it the first list of its kind to include a phenomenon instead of a place.

But what about the world beyond Earth? Surely, it must have its wonders too! And indeed, in 1999, an attempt was made to list Seven Wonders of the Solar System. Amongst those were the rings of Saturn, the asteroid belt and the Great Red Spot of Jupiter.

Ultimately, the world is too big of a place to make an exhaustive list of all landmarks worth visiting. But those that didn't make into any prominent list are still protected and treasured by their neighbours. The organization that manages the

lists of such landmarks and attends to any legal matters regarding them is called UNESCO.

TEXT 19 The ZX Spectrum

In April 1982 a British company, headed by Sir Clive Sinclair, launched the ZX Spectrum computer on the market and sparked an IT revolution.

The tiny black computer with its rubber keys ignited the home computer age both in the UK and elsewhere, which led to an boom in computer manufacturing and developed software programmers whose talent is still evident today.

The ZX Spectrum was the brainchild of the entrepeneur Clive Sinclair, who had previously developed one of the first cheap and slim pocket calculators. The Spectrum was Sinclair's fourth computer, but was by far the most successful.

For many people, the ZX Spectrum was their first experience of using a computer and it soon gained a loyal following. In fact, it would not be a great exaggeration to credit Clive Sinclair and his ZX Spectrum with almost single-handedly creating the IT industry in the UK and providing the first learning tools for the programmers who shape today's video games and information technology.

Even today, there are programs being written for the Spectrum, though it has not been made for years. The computer was so successful that there are many nostalgic users all over the world, who look back on this machine with great affection.

TEXT 20 GREEN TECHNOLOGIES in designers' work

When it comes to choosing where to place green technology bets, Ford Motor Co. leaves little to chance. The automaker has heavily invested in Big Data technologies and analytics to guide scientific decisions about everything from realistic fuel economy targets and green routing services to the potential availability of rare earth minerals used for powertrains and batteries.

“The company’s investments in the field of Big Data analytics have continually increased during the last 15 years”, John Viera, global director for sustainability and vehicle environmental matters, told attendees of the recent Net Impact conference in San Jose, Calif.

These decisions are made by the company's Research and Innovation Centre, established in the late 1990s. The group started out small but is now building out not just to provide insights based on information that could affect Ford decisions – such as weather trends or climate science findings –

but also to develop new services and products based on the information that Ford is collecting through its on-board sensors and diagnostics systems, Viera said.

Some Ford vehicles, such as the Ford Fusion Energi, already produce up to 25 gigabytes of data per hour, although that could increase to 250 gigabytes, Viera estimated.

Today, much of this sort of information exists in isolation, but increasingly it will be communicated, with the permission of vehicle owners, into cloud data centres where it can be analysed and used to inform future services, according to Ford executives. “Our challenge is that we have different pockets of how we store this data. We're trying to sort this out and answer, ‘What is the solution set?’ ” Viera said. The impact of Ford's investment in Big Data capabilities already has been far-reaching. The insights

that this group is producing, for example, were used to project the right production levels for Ford vehicles of all power types, based on potential climate impact over the next 50 years.

TEXT 21 Going Green: What is a Sustainable City?

A sustainable city or "eco-city" is a city which has been designed with environmental concerns in mind. A large percentage of the human population around the world lives in cities and urban areas, underscoring the need for sustainable practices in these environments. Sustainable cities aim to change the way they operate for the benefit of future generations, ensuring that they do not put a strain on resources which will cause such resources to vanish before future generations have an opportunity to benefit from them. Sustainability is a complex topic. On a basic level, it involves practices which are designed to be sustainable in the long term, meaning that people can continue using these practices without harming the environment, and possibly with some benefit to the environment. On a city-wide level, sustainability encompasses a wide variety of changes, all of which are intended to reduce the environmental impact of the city as a whole. These changes can include individual lifestyle changes made by citizens as well as city-wide shifts in policy.

One goal of a sustainable city is to reduce needs and reliance on surrounding areas. In addition to being environmentally sustainable, this can also be economically beneficial, and may allow a city to be more secure in the event of a natural or civil emergency. Reduction of reliance on surrounding areas includes growing food in a city, reducing water needs and reusing water as much as possible, and generating energy inside the city. The city may become independent of the surrounding area, reducing strain on outlying communities.

A sustainable city must also think about what it is putting out into the surrounding environment.

Sustainable cities want to reduce waste in addition to lowering pollution. This is especially important in cities with limited processing capacity for things like waste, as such materials may be pushed onto surrounding communities unless the city takes responsibility for them.

Some examples of things a sustainable city might implement include: green roofs, rooftop gardens, solar panels, bike lanes, better public transit, water recycling, centralized recycling facilities, energy efficient heating and cooling systems for large buildings, reuse of building materials, changes to the workweek which reduce congestion, tougher air quality controls, permeable pavement, wind energy, and community service programs. These changes may not have immediate effects and they can take years or decades to implement, but over time, they can have a cumulative benefit.

TEXT 22 COMPUTER NETWORKS for designers

AI, machine learning and your access network

Artificial intelligence (AI) and machine learning are two of the latest networking buzzwords being thrown around the industry. The problem is many enterprise network managers remain confused about the real value of these vastly useful technologies.

Emerging network analytics services, powered by AI and machine learning promise to transform traditional infrastructure management models by simplifying operations, lowering costs, and giving unprecedented insights into the user experience – improving the productivity of both IT professionals and their users.

For network staff, the concept and value of these technologies is extremely powerful if applied to the right problems.

Good problems to have for AI

One big problem is today's operational challenge in dealing with the mass of user, device, application and network service data traversing the enterprise access infrastructure. Machine learning, if applied properly, is an ideal solution for making sense of all this data to figure out how all the different parts of the network are behaving with each other. A second big problem is the need to automate the network within a grand closed loop. The use AI and all this “big data” is key to making this happen. But first, the industry must get the ‘making sense of the data’ part right among many other things.

Today, network managers must wade through volumes of data from Wi-Fi controllers, server logs, wired packet data and application transactions, analyzing and correlating all this data to determine the health of network as well as trends and patterns of network behavior across the stack that impact user performance. Then, they manually apply changes to the network with no real way to definitively determine whether those changes worked or not.

Conventional network management and monitoring tools, never designed or developed to deal with these 21st century realities, are ill-equipped to automate this process.

First things first

Simply put, artificial intelligence is the development of computer systems able to perform tasks that normally require (super) human intelligence.

The process of learning begins with observations of data, and looking for trends, patterns and anomalies within the data to make increasingly better correlations, inferences and predictions.

TEXT 23 **Machine learning for designers**

Machine learning is the ideal tool to automate many of the traditional infrastructure management processes that are performed manually. Specifically, in the context of enterprise access networks, it:

1.Eliminates costly and cumbersome manual analysis and correlation of myriad network data sources by network staff,

2.Identifies specific and systemic user network performance problems across the entire IP stack and makes recommendations and predictions on fixing them,

3.Delivers a single source of network truth that can be used by different factions within the

network team, each responsible for their own services,

4.Minimizes the finger-pointing among IT staff when issues arise, and

5.Predicts potential network problems and capacity requirements before they happen.

Because machines, not people, are staring at every client network transaction 24 hours a day, network managers care able to determine who, what, when, where and why network problems are

occurring – and what do about them – even if they don't know where to look or what questions to ask.

Cisco, HPE, Mist and Nyansa, the top talkers in the market giving lots of lip service to the use of AI and machine learning. Nyansa, the only of the four with a pure-play commercial offering of machine learning for access networks. Its Voyance network analytics platform provides a good glimpse into what can be practically achieved through the technology's application.

Putting ML to (net) work

Machine learning is useful but only when fed tons of relevant data. On the Enterprise access network, that includes live packets off the wired network, wireless metrics from WLAN controllers,

SYSLOG data from different network servers, ad other network data Sources. Machine learning is used to quickly analyze all this different data, correlating it across different network layers. This is
something that's not practically possible with people trying to manually correlate it. The beauty of these machine learning solutions is that they can be used without server agents, client software or intrusive architectural changes – using the data already running over the network.

Central to machine learning is the use of massively-scalable cloud computing resources, sophisticated big data repositories and analytics algorithms that turn everything into meaningful and
understandable actions that network managers can take. Once analyzed, this data is distilled to surface trends and patterns impacting the performance of
every device on the network. The resulting insights, not clearly visibility or easily achieved by network managers, tell IT staff exactly where, when and why user connectivity falters.

Because every client network transaction is analyzed by machines, pinpointing precisely where the network is struggling and quickly be determined.

TEXT 24 NETWORKING MEDIA and HARDWARE

How a National 5G Network Idea Materialized in Trump White House

The race to be the top 5G network provider in the U.S. is on among the country's biggest carriers. But private wireless service providers were blindsided by recently leaked national security
document that floats the idea of building a secure national 5G work. The document, obtained by U.S. news website Axios, indicates that President Donald Trump's national security advisers has

proposed building a secure national 5G network to ward off Chinese cyber-attacks. However, soon after the news broke, critics that included Federal Communications Commission Chairman Ajit Pai and top executives with private sector wireless service providers derided the proposal as an impractical and even irresponsible idea. This slide show will discuss what implications a national 5G network to the ongoing development of private sector.

A 5G Primer Over the past few years, industry watchers have working on the development of Fifth Generation wireless protocol technology specification, called simply 5G. When the technology is deployed it

will support higher capacity data transmission to accommodate a broader set of devices and services. Most importantly, it will deliver speeds at 1 Gbps which promises to reduce transmission latency over a network to about 4ms. That will ensure connected devices, including self-driving cars, will be able to communicate with each other far more quickly than currently possible and support a host of technical advances.

What the Private sector is doing to implement 5G To ensure people across the globe will be able to take advantage of 5G, the wireless industry is

working to agree on specifications for hardware and software to get the technology up and running. Wireless service providers can start building their networks until the specifications are approved.

TEXT 25 INFORMATION SYSTEMS in design

Dawn of intelligent applications

The future is intelligent applications. Learn how companies are shifting from big data to intelligent application approaches. Data remains a foundational element of computing. Recently, Hadoop and big data have been a central part of data progression, allowing you to capture data at scale. But companies now look to the expanding use of cloud computing and machine learning to create more intelligent applications.

This new generation of applications use all the data they can, including incoming real-time data, to respond in the moment to changing circumstances and formulate advantageous outcomes. This includes delivering on the digital transformation promise sought by companies to deliver rich customer experiences.

Intelligent applications can converge database and data warehouse workloads, allowing companies to respond and react to changing conditions in real time.

This builds on a theme covered by nearly every large industry analyst firm regarding the merging of transactional and analytical functions. Gartner refers to this convergence as hybrid transaction analytical processing, or HTAP; 451 Research refers to it as hybrid operational analytical processing, or HOAP; and Forrester refers to it as translytical data platforms.

Analytics at the speed of transactions has become an important agenda item for organizations. Translytical data platforms, an emerging technology, deliver faster access to business data to support various workloads and use cases. Enterprise architecture pros can use them to drive new business initiatives. Research also calls out the idea of seizing the moment:

Organizations are zeroing in on the so-called “transaction window” and realizing that it presents a significant opportunity – and once it’s gone, it’s gone for good.

The largest industry sectors are using these converged technologies for their intelligent applications.

These applications collect and process data from a variety of sources, provide experiences in real time, and make use of the latest techniques in machine learning and artificial intelligence to push their usefulness forward.

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Основными формами текущего контроля являются: выполнение лексико-грамматических упражнений, тестирование, проект (защита презентации), аннотация, деловое письмо, устный ответ, текст с социокультурной и профессионально-ориентированной направленностью.

Максимальное количество баллов, которое может набрать бакалавр в течение семестра за текущий контроль, равняется 80/70 баллам.

Максимальная сумма баллов, которые бакалавр может получить на зачѐте, равняется 20 баллам.

Максимальная сумма баллов, которые бакалавр может получить на экзамене, равняется 30 баллам

Зачет и экзамен проводится по результатам выполнения всех видов учебной работы, предусмотренных рабочей программой дисциплины, при этом учитываются результаты текущего контроля успеваемости в течение семестра.

Формой промежуточной аттестации является экзамен, который проходит в форме устного собеседования по вопросам.

Зачѐт может проводиться по билетам. Вопросы охватывают все содержание программы учебной дисциплины. Зачѐт состоит из двух вопросов.

За семестр студент может набрать максимально 100 баллов.

Содержание зачета (1 семестр 80 баллов текущий контроль, 20 баллов зачет)
1. Чтение и перевод фрагмента текста социокультурной или учебной направленности, понимание которого проверяется в форме беседы по содержанию. (10 баллов)
2. Монологическое высказывание по предложенной теме (10 баллов)

2.Содержание зачета(II семестр (80 баллов — учебный процесс, 20 баллов — зачет)
1. Чтение и написание аннотации к тексту социокультурной тематики. (10 баллов)

2. Монологическое высказывание по предложенной теме. (10 баллов)

3.Содержание экзамена (III семестр (70 баллов — учебный процесс, 30 баллов — экзамен)
1) Чтение и беседа по тексту социокультурной направленности. (10 баллов)
2) Написание аннотации по тексту профессионально-ориентированной направленности. (10 баллов)
3) Монологическое высказывание по предложенной теме. (10 баллов)

Шкала оценивания зачета

Баллы	**Критерии оценивания**
20	Студент демонстрирует отличное знание предмета (сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной): • произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений. • умеет работать с текстами разных типов, полно и точно передает содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления. • при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения. • способен вести беседу в соответствии с коммуникативной задачей. Умеет точно формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы,
	используует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.

16	Студент демонстрирует хорошее знание предмета: • произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной; • демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений; • владеет навыками письменной речи. • способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.
10	Студент демонстрирует отдельные речевые навыки и умения: • делает ошибки в произношении и речевой интонации; • не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки; • при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи. • может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.
6	Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения: • при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки; не способен вести беседу. При ответах на вопросы использует заученные фрагменты тем. Не владеет достаточным количеством устойчивых фраз и выражений для ведения беседы. Не умеет адекватно реагировать на вопросы собеседника. Владеет минимальным запасом лексики, но не умеет его использовать

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа обучающегося в течение освоения дисциплины, а также оценка по промежуточной аттестации

Баллы, полученные по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
81-100	зачтено
61-80	зачтено
41-60	зачтено
0-40	не зачтено

Шкала оценивания экзамена

Баллы	**Критерии оценивания**
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Баллы, полученные по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
81-100	отлично
61-80	хорошо
41-60	удовлетворительно
0-40	не удовлетворительно