

УДК

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Методические указания предназначены для самостоятельной работы студентов всех направлений подготовки заочной формы обучения с целью контроля грамматических, лексических навыков, чтения, говорения и письма, сформированных в результате изучения дисциплины «Иностранный язык».

Цель методических указаний – организовать самостоятельное изучение английского языка студента заочной формы обучения, руководствуясь рекомендациями преподавателя, которые он получает во время аудиторных занятий согласно учебному плану. Упражнения направлены на проверку понимания прочитанного, на развитие навыков говорения, письма, поиска информации.

*Утверждено редакционно-издательским советом
в качестве методических указаний по выполнению контрольных работ
для студентов I–II курсов всех направлений подготовки
заочной формы обучения*

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Общие сведения

В результате освоения дисциплины «Иностранный язык» у студента должна быть сформирована следующая общекультурная (ОК) компетенция:

ОК 5: способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

В условиях заочного обучения лишь небольшое количество часов отводится на практические занятия по иностранному языку, большая часть подготовки предполагает самостоятельное обучение. Данные методические указания стимулируют стремление к самоорганизации и самообразованию обучающегося, организуют, структурируют его самостоятельную работу в процессе изучения иностранного языка, включают в себя задания, направленные на развитие и формирование языковой и межкультурной коммуникативных компетенций, навыков чтения, говорения и письма.

Методические указания содержат две контрольные работы, каждая из которых в свою очередь состоит из пяти вариантов. Студенты выполняют контрольные задания согласно учебному плану, выбирают вариант согласно последней цифре своей зачетной книжки: **1-2 Вариант I, 3-4 Вариант II, 5-6 Вариант III, 7-8 Вариант IV, 9-0 Вариант V.**

Каждый вариант контрольной работы посвящен определенной лексической теме и состоит из пяти разделов: **Speaking** (Говорение), **Reading** (Чтение), **Vocabulary** (Лексика), **Grammar** (Грамматика) и **Writing** (Письмо).

Раздел **Speaking** включает в себя вопросы по лексической теме варианта. Предполагается, что студент должен быть готов побеседовать с преподавателем на практических занятиях по содержанию этих вопросов, уметь высказать и обосновать свою точку зрения по той или иной проблеме 3-5 английскими предложениями. Раздел **Reading** состоит из аутентичного общепопулярного текста с предтекстовыми и послетекстовыми заданиями на понимание прочитанного. Раздел **Vocabulary** предполагает перевод и составление английских предложений с выделенными в тексте словами и выражениями; составление тематического словаря (*Vocabulary list*) согласно **Приложению 1** стр. 43 (по 15-20 слов или словосочетаний в каждом разделе); содержит письменные задания на отработку лексики по теме. Раздел **Grammar** предполагает отработку определенных грамматических явлений на основе текста. Для дополнительной тренировки грамматических навыков студентам рекомендуется выполнять тестовые задания на сервере ДЭО вуза <https://dl.sibsau.ru>, кафедра иностранных языков. Раздел **Writing** включает в себя некоторые утверждения и цитаты по лексической теме варианта и требует от студента выбрать одно наиболее понравившееся утверждение/ цитату и прокомментировать его, высказать свое мнение согласно **Приложению 2** стр. 43.

Каждая контрольная работа выполняется письменно в отдельной тетради. На обложки тетради следует указать фамилию, имя, отчество студента, группу, номер и вариант контрольной работы. Формулировки заданий на русском языке необходимо записывать.

КОНТРОЛЬНАЯ РАБОТА №1

Для того чтобы выполнить контрольную работу №1, необходимо усвоить следующие разделы грамматики:

1. Имя существительное. Множественное число. Артикли и предлоги как показатели имени существительного. Выражения падежных отношений в английском языке с помощью предлогов и окончания – s. Существительное в функции определения и его перевод на русский язык.
2. Имя прилагательное. Степени сравнения имен прилагательных. Сравнительные конструкции.
3. Числительные.
4. Местоимения: личные, притяжательные, вопросительные, указательные, неопределенные и отрицательные.
5. Форма настоящего, прошедшего и будущего времени группы Indefinite действительного залога изъявительного наклонения. Спряжения глаголов to be, to have. Повелительное наклонение и его отрицательная форма.
6. Простое распространенное предложение: прямой порядок слов повествовательного и побудительного предложений в утвердительной и отрицательной формах, обратный порядок слов вопросительного предложения. оборот there is (are).
7. Основные случаи словообразования.

Вариант I *Feelings and emotions*



Speaking

Подготовьте устный ответ на следующие вопросы по заданной теме.

1. What gives you positive / negative emotions?
2. Which of your feelings do you let other people know about? Which do you keep to yourself?
3. What is good / bad for your physical and psychological health?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Подберите к каждой части текста (1-7) заголовок ниже (A - H), один заголовок лишний.

A Marital status

E Sport

B Drinks

F Eating chocolate

C Low self-esteem
D A low-fat diet

G Playing computer games
H Watching soap operas on TV

So you think you know what's good for you?

1. Everyone nowadays knows the **benefits** of physical exercise – but scientists at the University of Maastricht in the Netherlands say the key to staying slim and **keeping fit** is to eat less and **take gentle exercise** such as walking or cycling. ‘People who take intensive exercise often reward themselves by spending the rest of the day in front of the TV,’ says Professor Klaas Westertep. ‘At the same time they have to eat more to give them energy for the next workout. To avoid weight gain, it’s better to take gentle exercise over a longer period.’ And health researcher Peter Axt believes that spending a couple of hours a day doing absolutely nothing is more effective than exercise in building immunity and prolonging life.

2. It may be good for your waistline, but the latest **research** suggests that it is less beneficial psychologically. A team of volunteers at Sheffield University asked **to follow a diet** consisting of just twenty-five percent fat (the level recommended by the World Health Organisation) reported increased **feelings of depression** and **hostility** towards others. One reason perhaps that people on low-fat diets are apparently more likely **to meet a violent death!**

3. Many of us already know that drinking coffee **raises** your **blood pressure** but according to the latest research, it can also make you **bad-tempered**. Mice who were given regular doses of caffeine by researchers were found to be unusually **aggressive!** On the other hand, the chemicals found in tea can **reduce the risk of heart attacks**, and have a beneficial effect on cholesterol levels and high blood pressure. And tea doesn’t keep you awake at night either!

4. Well, if you’re a chocolate fan there’s good news! Recent studies have revealed that chemicals found in chocolate can **protect** you from a variety of **minor illnesses** including colds, coughs, depression and even help **reduce the risk of heart disease!**

5. Parents worried about their children spending hours on their PlayStation may have it all wrong - it could actually be time well spent. Researchers at Manchester University found that gamers who play up to eighteen hours a week seem able to focus on what they are doing better than other people, have better co-ordination; and, far from being **anti-social**, ‘computer nerds’ find it easier to **form friendships** than children who prefer activities such as reading and watching TV. But scientists in Japan have found that gaming develops only vision and movement, but not the parts of the brain associated with learning, emotion or **behaviour**. ‘This might be a problem in our increasingly **violent society**,’ says Professor Ryuta Kawashima of the Tohoku University.

6. ‘Every woman should marry - and no man’ commented one wit almost 150 years ago. But scientific evidence has tended to suggest that it’s men who

find **happiness** through marriage more than women. It has been shown that single men are the least happy social group, while married men are the happiest. But a new study from La Trobe University in Melbourne reveals that women do benefit as well: twenty-five percent of single people were **miserable**, compared with only thirteen percent of married people. Among the women surveyed, those who were married with children and a job had the fewest **mental health problems**.

7. The feeling of being **undervalued** can damage your health. Research by the National Arthritis Council shows that employees who suffer constant criticism, or feel out of control at work, are much more likely to **suffer from** back problems. Depression, says one researcher, is actually far more likely to **cause backache** than heavy lifting!

2. Выберите правильный вариант в предложениях согласно содержанию текста. Предложения запишите и переведите.

1. After strenuous exercise, people are often *more / less / a little bit* active for the rest of the day.

2. Doing nothing for a couple of hours every day is the best way to *keep fit / increase your immunity / relax*.

3. A low-fat diet will make you *slimmer but more aggressive / fatter and less aggressive / aggressive and slim*.

4. The chemicals in *coffee / tea / chocolate* reduce the risk of heart disease.

5. The chemicals in *coffee / chocolate / tea* protect you from coughs and colds.

6. Children who play a lot of computer games have better *social skills / behaviour / memory* than children who don't.

7. *Single / Married / Divorced* men are happier than *single / married / divorced* men.

8. The biggest cause of backache is *depression / heavy lifting / office work*.

3. Определите являются ли определения слов из текста истинными (True) или ложными (False). Исправьте ложные определения, предложения запишите и переведите.

1. Emotion is the quality of being happy.

2. Low self-esteem is a feeling of sadness that makes you think there is no hope for the future.

3. Business is the relationships between friends.

4. Criticism is saying things that show you have a bad opinion of someone

5. Happiness is something that you feel, e.g. anger, happiness, etc.

6. Behaviour is what you do; how you act.

7. Sympathy is actions or words that are intended to hurt people.

8. Self-esteem is respect for yourself.

9. Friendship is an occasion when someone shows that they do not agree with or like something

10. Bad-tempered means becoming annoyed or angry very easily.

4. Определите являются ли утверждения ниже истинными (*True*) или ложными (*False*) согласно содержанию текста. Исправьте ложные утверждения, предложения запишите и переведите.

1. Relaxing about two hours a day is better for your health than going to the gym.
2. Eating low-fat food is good for your physical and psychological health.
3. Drinking coffee is healthier for people than tea.
4. People who eat a lot of chocolate are often ill.
5. Playing computer games has as positive as well as negative effects on children.
6. Single people are the happiest and the healthiest people in the world.
7. People's psychological problems can cause health problems.

Vocabulary

1. Составьте английские предложения с выделенными словами и выражениями, переведите их.

2. Дополните список выделенных слов из текста (*Vocabulary list*) словами и выражениями по теме "*Feelings and emotions*". Распределите их по группам согласно Приложению 1.

3. Закончите предложения по смыслу, запишите предложения.

1. ... makes me laugh.
2. ... makes me happy.
3. My biggest fear is
4. A common thing that people worry about is
5. Lack of sleep makes me
6. Being unemployed makes me
7. ... is a big problem of society nowadays.

Grammar

1. Выпишите из текста три примера английских существительных, прилагательных, местоимений, глаголов, наречий. Слова переведите.

2. Выпишите из текста 5 неправильных глаголов. Запишите их три основные формы, переведите и употребите их в 6 предложениях: 2 – *Present Simple*, 2 – *Past Simple*, 2 – *Future Simple*.

3. Составьте 2 общих вопроса (*General question*), 2 специальных (*Wh-question*), 2 альтернативных вопроса (*alternative question*) по содержанию текста.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100 – 150 слов). Используйте фразы из Приложения 2.

1. Forcing yourself to smile makes you feel better.
2. Women are more emotional than men.
3. The more you earn, the better you feel.
4. Where there is love there is life / Mahatma Gandhi

5. You can close your eyes to the things you do not want to see, but you cannot close your heart to the things you do not want to feel / Johnny Depp

6. The secret of happiness is not in seeking more, but in learning to enjoy less / Socrates

7. Never play with the feelings of others, because you may win the game, but the risk is that you will surely lose the person for life time / William Shakespeare

Вариант II *Family matters*



Speaking

Подготовьте устные ответы на следующие вопросы по заданной теме.

1. What is ideal family for you?
2. What are the advantages and disadvantages of being married (single)?
3. What are the main features of Russian family?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Подберите к каждой части текста (A-F) заголовок ниже (1 - 7), один заголовок лишний.

- | | |
|--|---|
| 1. Different views on family life | 5. The permissiveness of American parents |
| 2. The family unit in Britain | 6. Independence is highly valued in the United States |
| 3. Changes in family relationship nowadays | 7. The definition of a family |
| 4. A "typical" American family | |

British and American family matters

A There are many different views on **family life**. Some people could not do without the **support** and love of their families. Others say it is the **source of** most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol.

The family is the most basic and ancient of all institutions, and it remains the fundamental **social unit** in every **society**. Sociologists **divide** families **into**

two general types: the **nuclear family** and the **extended family**, which may include three or more **generations** living together.

B A “typical” British family used to **consist of** a mother, a father and two children, but in recent years there have been many changes in family life. These changes are the result of new laws and changes in society. For example, since the law made it easier to **get a divorce**, the number of divorces has increased. In fact, one **marriage** in three now ends in divorce. This means that there are a lot of **one-parent families**.

Society is now more tolerant than it used to be of unmarried people, **unmarried couples** and **single parents**.

You might think that marriage and the family are not so popular as they once were. However, the majority of divorced people **marry** again, and they sometimes take responsibility for a second family.

Members of a family – **grandparents, aunts, uncles, cousins** – **keep in touch**, but they see less of each other than they used to. This is because people often **move away** from their home town to work, and so their family becomes scattered.

In general, each generation is keen to become **independent of** parents in establishing its own family unit, and this fact can lead to social and geographical differences within the larger family group.

C Relationships within the family are different now. **Parents** treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved with **bringing up** children, often because the mother goes out to work. Increased leisure facilities and more money mean that there are greater opportunities outside the home. Although the family holiday is still an important part of family life (usually taken in August, and often abroad) many children have holidays away from their parents.

D And what is the American family like? Most American families consist of a mother, a father and three or four children living at home. There may be **relatives** – grandparents, aunts, uncles, cousins, and **in-laws** in the same community, but American families usually maintain separate households. This familial structure is known as the “nuclear family”. It is unusual for members of the family other than the **husband, wife** and children to live together. Occasionally an aging grandparent may live with the family, but this arrangement is usually not considered desirable. Although the nuclear family unit is economically independent on the rest of the family, **members** of the whole family **maintain close kinship ties**.

E In the American family the husband and wife usually share important decision making. When the children are old enough, they **participate** as well. The father seldom expects his children to obey him without question, and children are often allowed to do what they wish without strict parental control. Americans believe that the individual person should have the freedom to decide the course of his or her life. Independence is highly valued in the United States. Children are

expected to make choices – appropriate to their age and maturity level – in many areas of their lives. Parents encourage their children to make choices from an early age: how to decorate their bedroom, what camp they would like to attend etc. Young people are expected to break from their families by the time they have reached their late teens or early twenties.

F So, what exactly is a family? Our ideas are often based on the middle-class “ideal” family, that consists of a husband, a wife, and their dependent children. This particular **family pattern**, however, is far from typical. There are many different family forms that have existed or still exist both in America and in other countries.

We may say, then, that the family is a relatively permanent group of people related by ancestry, marriage, or adoption.

2. Определите, являются ли утверждения ниже истинными (True) или ложными (False) согласно содержанию текста. Исправьте ложные утверждения. Запишите предложения и переведите их.

1. There are many different views on family life.
2. A “typical” British family used to consist of a mother, a father and three children.
3. There have been no changes in British family life recently.
4. Members of a family – grandparents, aunts, uncles, cousins – don’t keep in touch with each other.
5. Marriage and the family are not so popular as they once were in Britain.
6. The nuclear family is economically dependent on the rest of the family.
7. In the American family the husband and wife usually share important decision making, the children do not participate in it.

3. Определите, какие утверждения ниже описывают основную структуру американских (A) или британских семей (B), или обе из них (C).

1. A lot of divorces in recent years.
2. Independence in family life.
3. Equal relationships between parents and children.
4. Free time spending among family members.
5. Working mothers and fathers bringing up children.
6. A nation of “nuclear families”.
7. Early breaking up from parents’ home.

Vocabulary

1. Составьте английские предложения с выделенными словами и выражениями, переведите их.

2. Дополните список выделенных слов из текста (*Vocabulary list*) словами и выражениями по теме “*Family matters*”. Распределите их по группам согласно Приложению 1.

3. Подберите к каждому слову или словосочетанию (1-16) синоним или подходящее описание (a-p).

1. parents	a) to take part in
2. grandparents	b) to take care of
3. to participate (in)	c) mother and father
4. to look after	d) son(s) and daughter(s)
5. children	e) grandmother and grandfather
6. one-parent family	f) single parent
7. independence	g) freedom
8. to marry	h) to look like
9. to take after	i) to start family
10. to divorce	j) to end marriage
11. to take responsibility	k) married man
12. to keep in touch	l) married woman
13. husband	m) 3 or more generation live together
14. wife	n) parents and their dependent children live together
15. nuclear family	o) to be responsible
16. extended family	p) to maintain contact

Grammar

1. Выпишите из текста 5 неправильных и 5 правильных глагола. Запишите их три основные формы, переведите и употребите в предложениях: *Present Simple, Past Simple, Future Simple*.

2. Найдите в тексте прилагательные в сравнительной и/или превосходной степени, переведите их. Составьте 5 английских предложений.

3. Составьте 2 общих вопроса (*General question*) и 2 специальных вопроса (*Wh-question*) по содержанию текста.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100 – 150 слов). Используйте фразы из Приложения 2.

1. Family means putting your arms around each other and being there / Barbara Bush

2. Family is really a masterpiece and as every genius creation of humanity, it is immortal.

3. Family is everyday headache, which is caused with problems and arguments.

4. Family is something, which always helps us in difficult situations and will remain in one's soul forever.

5. Family is all people who live under one roof.

Вариант III
Hobbies and everyday activities



Speaking

Подготовьте устные ответы на следующие вопросы по заданной теме.

1. Do you agree that Russian people have become extremely health-conscious and for many young people keep-fit is a very important part of their lives? Why?
2. What traditional hobbies do you know? What are modern hobbies? Are they different the world over? Which of them do you have?
3. What is your favourite hobby? Why do you like it? How often do you do it?
4. What activities do you do at the same time every day? Which of these activities do you choose to do and which are obligations?
5. Are you happy with the way you use your time? What would you like to spend more/less time doing?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Вставьте каждое предложение (A - D) в подходящее место в тексте (1-4).

A. Almost half of all families in the UK eat together only once a month or less.

B. No wonder that the vast majority of working women in the UK say they are stressed and **exhausted!**

C. People over sixty-five spend nearly two hours a day doing **physical activities** such as **walking, cycling, gardening** or sport, while teenagers spend only seventy-five minutes.

D. **The vast majority**, eighty-five percent, regularly read newspapers, and fifty-four percent regularly **read books**.

How we really spend our time

Time, it seems, is what we're all **short of** these days. One reason perhaps, why there are thousands of studies every year into how we **spend our time** and how we could spend it better. Some of the results are startling. Did you know for example ...

Although people all over the world are working longer and longer hours, we also have more **leisure time** than ever before.

After sleeping and working, **watching TV** is by far the most popular **leisure activity** the world over. The British watch more TV than any other nation in Europe, but they also read more. **1** _____

Although up to two thirds of modern European women **work full-time**, they still do **the main share of the housework**, too. Husbands help in the house more than they did in the past, but in the UK for example, men do an average of just six hours a week compared to their wives, who do over eighteen hours. **2** _____

According to the latest research by supermarkets, the average British family spends just eleven minutes preparing the main evening meal, and prefers 'ready meals' and takeaways to home-cooked food. **3** _____

More than half of young people in the UK have a full-time job by the age of nineteen, but the majority of young Spanish and Italian people do not start full-time work until they are twenty-four.

The average American fourteen-year-old spends only half an hour a day doing homework, and less than a fifth of young people **participate in** sports, clubs, music or other traditional hobbies. Instead, sixty-five percent say they spend their time **chatting on their mobiles** and **hanging out with their friends** in shopping malls.

In the UK pensioners are almost twice as active as teenagers according to recent research. **4** _____. However, surprisingly, people who use the Internet regularly do more sport than people who never use it.

The Swedes and Finns are the sportiest nationalities in Europe. Seventy-three percent do some kind of sport at least once or **twice a week**.

People may spend more time at work these days, but are they always working? The latest research reveals that each day the average British employee spends fifty-five minutes chatting, sixteen minutes flirting, fourteen minutes surfing the Internet and nine minutes sending e mails to friends!

2. Выберите правильный вариант в предложениях согласно содержанию текста. Предложения запишите и переведите.

1. *Watching TV / Reading books / Sleeping* is the most popular leisure time activity.
2. Most people read a newspaper *regularly / from time to time / every month*.
3. The majority of women work *full-time / part-time / from time to time*.

4. *Women / Husbands / Children* do the main share of the housework.
5. People are eating *more and more / less and less / far less* ready meals and takeaways.
6. The majority of young people in the UK have a full-time job by the time they are *eighteen / twenty / twenty-four*.
7. Pensioners in the UK are *more / less / much less* physically active than teenagers.
8. Regular Internet users are *often / never / seldom* keen on sport.

3. Определите, означают ли данные словосочетания одинаковые (*the same*) или разные (*different*) понятия. Отметьте одинаковые понятия **S (*same*), разные понятия **D** (*different*). Составьте английские предложения с этими словосочетаниями.**

1. two thirds / sixty-six percent
2. the main share of the work / most of the work
3. an average of six hours / exactly six hours
4. over eighteen hours / less than eighteen hours
5. the vast majority / ninety percent
6. almost half / fifty-two percent
7. more than half / forty-five percent
8. a fifth / twenty percent
9. at least twice a week / two times a week or more

Vocabulary

- 1. Составьте английские предложения с выделенными в тексте словами и выражениями, переведите их.**
- 2. Дополните список выделенных слов из текста (*Vocabulary list*) словами и выражениями по теме “*Hobbies and everyday activities*”. Распределите их по группам согласно Приложению 1.**
- 3. Закончите предложения по смыслу.**
 1. I'm good at
 2. It is useful/ useless for me to ... in my free time.
 3. It is pleasure for me to ... in my free time.
 4. I absolutely hate ... in my free time.
 5. Unfortunately, I don't have enough time for ... in my free time.
 6. The most popular hobby in our country nowadays is
 7. ... is the best free time activity because

Grammar

- 1. Выпишите из текста 12 существительных во множественном числе, напишите их форму единственного числа. Слова переведите, составьте предложения с ними.**

2. Выпишите из текста 5 прилагательных и/или наречий, укажите их степень сравнения. Составьте предложения с ними.

3. Найдите в тексте 2 предложения в *Present Continuous*, 5 предложений в *Present Simple*. Предложения из *Present Simple* переделайте в *Past Simple* и *Future Simple*; предложения в *Present Continuous* переделайте в *Past Continuous* и *Future Continuous*. Запишите и переведите предложения.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100 – 150 слов). Используйте фразы из Приложения 2.

1. Lost time is never found again.
2. Time and tide wait for no man.
3. Time wasted with pleasure is never wasted.
4. All work and no play makes Jack a dull boy.
5. What may be done at any time, will be done at no time.
6. Leisure is time for doing something useful.

Вариант IV

Appearance and personality



Speaking

Подготовьте устные ответы на следующие вопросы по заданной теме.

1. Do you believe that attractive people have more advantages in our society? Why or why not?
2. Are personal qualities an important part of attractiveness for you? How important are they to you? Would you go out with someone who was not physically attractive but someone you really liked? Why or why not?
3. Are you satisfied with your appearance? Who has influenced your opinion about your own appearance? (Examples: family, peers, the media, medical professionals) Explain.
4. In your opinion, is plastic surgery worth the health risks? If you could change things about your face or body, what would they be?
5. What famous person do you think has the perfect face and body? Describe that person.

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Закончите предложение одним из предложенных вариантов (a - f), который, по Вашему мнению, в большей степени характеризует основную идею этого текста. Предложение выпишите и аргументируйте свой выбор несколькими английскими предложениями.

The Maasai people are satisfied with their physical appearance because ...

- a) they don't watch TV and don't read books.
- b) they have a high opinion of their appearance.
- c) they wear a lot of jewelry.
- d) they don't know what technology is.
- e) they have their own definition of beauty.
- f) behavior and character are more important for them than appearance.

Body Dissatisfaction? Maybe the Maasai Have the Answer

It is common knowledge that many Americans are **unhappy with** their **appearance**. However, do people in other cultures feel the same? Social researcher Robert Biswas-Diener wanted to find out, so he went to Kenya to study the Maasai people.



He conducted his study in a village that had no television, no magazines, or other forms of media. He asked the people questions such as, “How **satisfied** are you **with** your physical appearance?” Their answers were surprising. Everyone in the village was completely satisfied! They sometimes said that other people in the village were **unattractive**, but they **had a high opinion of** their own appearance.

Why do the Maasai **have** such a **healthy outlook on physical beauty**? According to Dr. Biswas-Diener, there are several reasons. One of the most important is that they **focus on** things they can control,

... every single person I interviewed mentioned **jewelry** as necessary for **attractiveness**. ... the Maasai **wisely** focus on **adornment** rather than the body itself when trying **to appear attractive**.

There is also a major difference in the way the Maasai **look at their bodies**. Out of 120 people that were interviewed, only one mentioned **breast size** when asked **to describe a good-looking woman**. Instead, the Maasai talked about **cleanliness, white teeth, short hair, height (tall is good),** and elongated ear lobes. (Maasai women lengthen their ear lobes by **wearing heavy earrings**.)

Americans, on the other hand, are **obsessed about** things over which they have limited control. **Plastic surgery, diets, liposuction, face lifts, exercise programs, and breast implants** are part of a culture that wants to control all aspects

of physical appearance. Americans believe they have more control over their physical appearance than the Maasai do. And they are correct. Technology gives them more control. Ironically, this control makes them **feel** more **dissatisfied**.

Perhaps the greatest difference that the researcher found between American and Maasai cultures is the definition of **attractiveness** itself. In the Maasai language, the word for physical appearance can also be used to describe **morality**. In fact, the Maasai usually think about attractiveness in terms of both physical traits and moral character. When he asked the Maasai to describe a good-looking person, they often used adjectives such as **friendly, well-respected, disciplined, and brave**.

So it seems according to the research that the Maasai are more satisfied with their physical appearance for three main reasons. They focus more on adornment than physical attributes. When they do think of bodily characteristics, they focus on those they can easily change. Finally, the Maasai consider **behavior** and **character**, as well as physical beauty, when they think about attractiveness.

2. Вставьте пропущенные прилагательные в утверждения согласно содержанию текста. Выпишите и переведите полученные утверждения.

1. Everyone in the world is ___ with his ___ appearance.
2. Jewelry can turn an ___ person into a ___ one.
3. Television and magazines make people be ___ with their ___ appearance.
4. To be ___ for people around you, you must first of all have a ___ opinion of your own appearance.
5. The more control over their appearance people have, the more they are ___ with it.
6. Every culture has its ___ definition of beauty.
7. Behave yourself, be friendly and polite and you will be ___ for everyone.

3. Объясните значения существительных из текста одним предложением на английском языке:

the Maasai people, appearance, jewelry, plastic surgery, technology, character.

4. Определите являются ли утверждения истинными (True), ложными (False) или в тексте нет информации (Not given). Исправьте ложные утверждения. Выпишите и переведите утверждения.

1. The Maasai people are totally satisfied with their physical appearance and character.
2. The Maasai people are self-confident people.
3. To appear attractive, the Maasai wear expensive and fashionable clothes.
4. The Maasai women are beautiful because they work much.
5. A woman with an average breast size, white teeth, long blond curly hair, of short height is a good-looking woman for the Maasai.
6. The Maasai men live longer than women.

7. Technological achievements give Americans more opportunities to be attractive.
8. Morality is equal to physical appearance for the Maasai.
9. Americans are unhappy with their appearance because they watch TV too much.
10. The Maasai people drink raw blood from their cows to make their body strong.
11. Ear piercing and the stretching of earlobes are the part of Maasai beauty.
12. Plastic surgery can change ordinary into extraordinary.

Vocabulary

1. Составьте английские предложения с выделенными словами и выражениями, переведите их.
2. Дополните список выделенных слов из текста (*Vocabulary list*) словами и выражениями по теме “*Appearance and personality*”. Распределите их по группам согласно Приложению 1.
3. Закончите предложения по смыслу.
 1. An attractive person for me is
 2. I judge people by their
 3. I admire ... people.
 4. I would like to change ... in my appearance.
 5. I like wearing
 6. I like that I am ... and I don't like that I'm ... as for my character.
 7. A polite person is a person who
 8. A hard-working person is a person who
 9. A communicative person is a person who
 10. An honest person is a person who
4. Опишите какими чертами характера, особенностями внешности должен обладать человек, чтобы быть успешным в Вашей профессии. Объясните почему и зачем это так важно.

Grammar

1. Выпишите из текста 10 английских прилагательных:
 - a) подберите к ним антонимы (слова с противоположным значением). Составьте 10 словосочетаний с данными прилагательными.
 - b) образуйте степени сравнения этих прилагательных. Составьте 5-7 предложений с этими прилагательными, употребляя различные степени сравнения.
2. Выпишите из текста 5 предложений в Present Simple и 5 предложений в Past Simple:
 - a) подчеркните подлежащее и сказуемое в предложениях.
 - b) предложения в Present Simple измените на Past Simple, в Past Simple на Present Simple. Переведите полученные предложения.
3. Составьте 5 вопросов по содержанию текста.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100 – 150 слов). Используйте фразы из Приложения 2.

1. The best mirror is an old friend.
2. Attractive people are less intelligent.
3. Women worry about their appearance more than men.
4. An ideal man is a hard-working man, an ideal woman is a beautiful woman.
5. The way you dress is an expression of your personality / Alessandro Michele
6. Appearance rules the world / Johann Schiller
7. Personality to a man what perfume is to a flower / Charles M. Schwab

Вариант V

The world I live in



Speaking

Подготовьте устные ответы на следующие вопросы по заданной теме.

1. What types of houses do you know? Are they different or the same the world over? Are there any special features of houses/accommodation in different countries/in your country?
2. Are you happy with your living conditions? What are they?
3. What is your ideal house?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Подберите к каждой части текста (1-5) заголовки ниже (A - E).

- | | |
|---------------------------------------|---------------------------------------|
| A The shape of things to come? | D Solutions of the government |
| B No place like home | E Solutions of ordinary people |
| C The roots of the problem | |

Priced out of the market

1. Jim Wynand sits in his flat in Amsterdam, enjoying a cup of coffee before classes begin. “It’s not my ideal home, and I don’t want to spend the rest of my life here”, he admits. “It’s a bit cramped inside, and it gets fairly **noisy** here with all the other students around, but for now this place is just right for me. For

starters, it's very **affordable**. I mean, if it wasn't for places like this, I'd still be living at home with my parents! On top of that, it's very central, which is great." Mr Wynand is one of many young people in Holland taking advantage of new developments aimed at tackling the country's housing shortage. He is **renting a flat** made from a recycled shipping container. The flats are compact, come with Internet, **plumbing, gas and electricity** fitted and can be placed one on top of another. At present, the housing development only has permission to stay where it is for the next five years, but developers hope they will be given longer.

2. It is quite possible that more and more people will soon find themselves living in similar kinds of developments, as they end up priced out of the housing market. Over the last decade, house prices around the world have risen dramatically. In London, for example, the price of an average house has increased by 240% over the past ten years, whilst prices in the Romanian capital, Bucharest, recently rose a terrifying 27% in just a few months!

3. There are several reasons for this. Firstly, banks have offered more mortgages at low interest rates, which has led to more people borrowing enough to buy property. Therefore, demand has increased faster than supply, which has increased prices. Also, prices in many countries started low, meaning dramatic price rises were inevitable. Finally, the number of people buying second homes - as investments or for use as holiday homes - has increased steadily.

4. Governments are constantly suggesting new ways of solving the problem. As well as innovative ideas like the Amsterdam developments, these include building more social housing, particularly in inner cities, and making sure that plenty of this housing is kept for key workers such as nurses and teachers. There has also been more building on land previously used for commercial or industrial purposes. Such projects protect the environment and stop cities getting ever larger.

5. While governments look for answers, families who can't afford to move are having to develop their existing properties instead. There has been a huge increase in the number of people building extensions in their gardens or adding basements, thus creating that extra space they so desperately want. And one of the reasons why space is needed is that many young people are living at home longer than they might want. Indeed, in some parts of Europe the average age that children leave home has reached 34! It appears to be part of a broader trend where people today are doing everything later in life - especially getting married and having children, events which traditionally led to house purchases.

2. Определите, являются ли утверждения ниже истинными (True) или ложными (False) согласно содержанию текста. Исправьте ложные утверждения.

1. Jim Wynand pays a lot of rent for his flat.
2. The development he's living in is temporary.
3. House prices in London have more than doubled over the last decade.

4. In recent years, it has become cheaper for house buyers to borrow money from banks.
5. More people want to sell houses than buy them.
6. Some houses are built specifically for people in jobs which are important for society.
7. The number of people adding extra rooms to their houses has increased slightly over recent years.
8. It is becoming more normal for people to leave home later than they had perhaps planned to.

Vocabulary

1. Составьте английские предложения с выделенными в тексте словами и выражениями, переведите их.
2. Дополните список выделенных слов из текста (*Vocabulary list*) словами и выражениями по теме “*The world I live in*”. Распределите их по группам согласно Приложению 1.
3. Соотнесите слова *a-g* с предложениями 1-7.
a) convenient b) noisy c) rough d) lively e) dirty f) green g) isolated

1. We live on a main road and lots of lorries go past.
2. The nightlife's good. There's always something happening.
3. It's quite run-down and there's quite a lot of crime and social problems.
4. There are lots of parks and trees, which is nice.
5. It's in the middle of nowhere. You need a car to get anywhere.
6. There's a lot of litter - the streets are filthy and there's graffiti everywhere.
7. There are plenty of shops and it's well connected for transport.

Grammar

1. Выпишите из текста три предложения в *Present Continuous*. Запишите их вопросительную и отрицательную формы.
2. Выпишите из текста 5 предложений в *Present Perfect*. Предложения переведите. Запишите три основные формы смысловых глаголов каждого предложения, переведите и составьте с ними 6 предложений: 2 – *Present Perfect*, 2 – *Past Perfect*, 2 – *Future Perfect*.
3. Составьте 4 специальных (*Wh-question*) вопроса по содержанию текста.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100 – 150 слов). Используйте фразы из Приложения 2.

1. Home sweet home
2. East, west, home is the best.
3. When a man is tired of London, he is tired of life.

КОНТРОЛЬНАЯ РАБОТА №2

Для того чтобы выполнить контрольную работу №2, необходимо усвоить следующие разделы грамматики:

1. Видовременные формы глагола:

а) активный залог:

б) пассивный залог. Особенности перевода пассивных конструкций на русский язык.

2. Модальные глаголы:

а) выражающие возможность: can (could), may и эквивалент глагола can – to be able.

б) выражающие долженствование: must, его эквиваленты to have to, to be to, should.

3. Простые неличные формы глагола: Participle I (Present Participle), Participle II в функциях определения и обстоятельства. Gerund – герундий, простые формы.

4. Определительные и дополнительные придаточные предложения (союзные), придаточные обстоятельственные времени и условия.

5. Сослагательное наклонение.

Вариант I

The world of work



Speaking

Подготовьте устные ответ на следующие вопросы по заданной теме.

1. What factors are most important when choosing a career? Why? What factors are not important to you at all? Why not? Explain your choice.

- ✓ salary
- ✓ amount of challenge
- ✓ amount of education or training necessary
- ✓ social status
- ✓ excitement
- ✓ possibility of advancement
- ✓ amount of free time
- ✓ amount of independence (autonomy)
- ✓ personal satisfaction

2. How many hours a week do you work? How much vacation do you take a year?
3. How satisfied do you feel about your job? Do you feel your employer values your work? Do you feel overworked?
4. Do you plan to work in one field for your entire life, or do you think you will change professions? Why or why not?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Подберите к частям текста (1-6) заголовки ниже (A - G), один заголовок лишний.

A Balance work and play

E Have realistic expectations

B Be cooperative

F Take back some control

C Communicate!

G Work as much as you can!

D Get support from colleagues

Say Goodbye to the Monday Morning Blues

It's Sunday evening. The weekend is gone. Tomorrow is the start of another long workweek.

Your head is already beginning to ache . . .

Many people **feel** so **much stress at work** that they hate going back on Monday morning after a weekend at home. They are **fearful, anxious,** and **uncertain** because work **gives** them **little job security** and **heavy workloads**. Peter Fielding, a Canadian psychologist, says, "There is no longer the feeling of being a **long-term, valued employee**. Just look at the newspaper and you read about **layoffs, strikes,** shutdowns." With downsizing, workers also have increased workloads. "We are all **expected** to do more with less and that's difficult," he explains.

Workers who used to **have autonomy, freedom,** and control now **feel powerless**. They are beginning to question **the value of their work**. "**Professional identity** is a real part of **personal identity**," says Nan Gardener, an **unemployment** counselor. "When you don't feel that you are **making a significant and worthwhile contribution**, it's hard to keep going."

Although the **work climate** today is difficult, there are ways for individuals **to fight the stress**.

1. You may not be able **to control events** that happen around you, but you can **control your response**. Ask yourself, "Where can I **get** some **job satisfaction** and **job challenge**? What can I do with what I've got?" Try to find something each day that **provides a challenge**, even if it is just a different way of **doing ordinary tasks**. Challenge creates excitement. It **motivates** and revitalizes.

2. After many years of **education**, many people are unable **to find a job in** their **field**. Instead, they have to take any job **to get a paycheck**. The job may not **be suited to** their **capabilities**. It may not present the challenge they are looking for. If this describes your job, remember you are more than your **occupation**. Enrich your life in other areas. **Involve** yourself **in activities** outside of work.

Gain strength from the areas in your life where things are going well. Realize that this **job** may be **temporary** and do the best job you can. Remember, too, many people don't have a job to hate.

3. We all need **support** from our **colleagues in the workplace**. Little things mean a lot, like potluck lunches and birthday celebrations. We also don't laugh as much as we used to in the workplace, yet **a sense of humor** can be vital. Decide that you will **laugh at** whatever you can laugh at and take advantage of the mutual support of colleagues.

4. With increased workloads and **cutbacks**, many people are feeling they can't **do their best work**. Keep your work in perspective. Look at the big picture and establish reasonable objectives. Prioritize and make lists. Do what you can each day, and recognize each accomplishment. Look at what you can **achieve**, not at what you can't.

5. In hard times, it is difficult **to focus on** the shared goals of **employer and employee**. Yet, maintaining an attitude of **cooperation** and **a team approach** can make your days more positive and rewarding.

6. Clear **communication** between management and **staff** is vital in these days of ongoing change. It is also important for management to invite input from staff on **work issues**, particularly those that will directly affect staff.

2. Ответьте на вопросы по содержанию текста, выбрав один из предложенных вариантов ответа. Запишите полные ответы на данные вопросы.

1. Why do people hate going back to work after weekends at home?
a) their work is boring and tiring b) people work much and get little c) their work is too stressful
2. Why are workers feeling nervous?
a) they need work experience b) they feel powerless c) they can't do their best work
3. Why do many people have jobs that they hate?
a) they take any job to get money b) they look for only well-paid work c) they have misunderstanding with their colleagues
4. How can you create challenge on the job?
a) go on business trips b) do ordinary tasks in a different way c) laugh a lot in the work place
5. What can you do outside of work?
a) improve your skills b) do activities you like c) look for a new working place
6. How can colleagues help?
a) they can support you in any situation b) do work you can't c) have lunch together with you

3. Определите являются ли утверждения ниже истинными (*True*) или ложными (*False*) согласно содержанию текста. Исправьте ложные утверждения, запишите их и переведите.

1. To like going back to work after weekends at home you must be fearful, relaxed and self-confident.
2. Career is an integral part of every personality.
3. To be motivated at work, your work must be like a challenge for you.
4. It's important for everyone to make useful work for society.
5. Many people have to take any job because they don't have enough experience.
6. It's better to have a job you hate than to be unemployed.
7. It's worth first doing difficult work tasks for you and only than easy ones.
8. Individual work is very rewarding.
9. Management and staff are separate parts of working process.
10. Good relationship with colleagues creates comfortable working atmosphere.

Vocabulary

1. Составьте английские предложения с выделенными словами и выражениями, переведите их.
2. Дополните список выделенных слов из текста (*Vocabulary list*) словами и выражениями по теме "*The world of work*". Распределите их по группам согласно Приложению 1.
3. Приведите по два примера профессий согласно следующим характеристикам. Предложения запишите и объясните свой выбор.

1. ... don't like wear suits or formal clothing.
2. ... are very organized.
3. ... love people.
4. ... want to work with their hands.
5. ... are the most dangerous jobs.
6. ... require the most education.
7. ... are only for young people.
8. ... would you enjoy to do the most and the least.

Grammar

1. Выпишите из текста 5 предложений с модальными глаголами. Переведите предложения, подчеркните сказуемое в них.

2. Закончите предложения по смыслу:

1. Every day I must
2. At work I mustn't
3. My colleagues and I have to
4. My employer doesn't have to
5. To be successful in my profession I should/ shouldn't
6. At weekends I can
7. I can't ... but I wish.

3. Составьте 2 общих вопроса (General question), 2 специальных (Wh-question), 2 альтернативных (alternative question), которые Вы бы могли задать человеку, интересуясь его профессией, местом работы и т. д.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100 – 150 слов). Используйте фразы из Приложения 2.

1. Businesses owned by women are more successful than businesses owned by men.
2. Women work for their own promotion, not for the good of the company.
3. Men have more ambition to make money than women do.
4. Job satisfaction is an important element of individual well-being.
5. Work experience is the best way to learn about a job.
6. Working from home is a good idea.
7. Choose a job you love, and you will never have to work a day in your life / Confucius
8. To become an able and successful in any profession, three things are necessary, nature, study and practice / Henry Ward Beecher
9. Work saves us from three great evils: boredom, vice and need / Voltaire

Вариант II *Education*



Speaking

Подготовьте устный ответ на следующие вопросы по заданной теме.

1. Look at the list of choices. Decide which of the two choices is better. Why? Is it better:
 - a) to do a course you enjoy OR to do a course that leads to a good job?
 - b) to study in your home town and live with your parents OR to go to a university in a different city?
 - c) to do what your parents think is best OR to do what you want to?
 - d) to get a job after you leave school OR to go straight to university?
2. What do you know about higher education in other countries?
3. Where would you like to go on a study abroad? Explain why.
4. What behavior rules at University are there for students?
5. How has technology helped to improve the educational system?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Подберите к каждому отрывку текста (1-3) подходящий заголовок из предложенных ниже (а-с).

- a) The benefits of studying abroad
- b) Enabling student access
- c) Student-friendly places

Is it better to go abroad to study?

1. The British Council (an organization that connects people worldwide with learning opportunities and creative ideas from the UK) has named the universities that are most **welcoming** to overseas students. As you would **expect**, English-speaking countries such as Australia, the UK and the US have made the top 10, but the number one may be a surprise: Germany. Two Far Eastern countries, i.e. China and Malaysia, made it to the top 5, **ranking** higher than the US, Japan, Russia, Nigeria and Brazil.

2. Russell Howe, a Scot who is **currently** studying for a Business degree at Stellinga International College in the Netherlands, **previously** also studied in India (which came 11th on the list). 'People often ask me why I needed to travel, because British universities have a good reputation elsewhere in the world. But this is not something I needed to do, but something I really wanted to do. I have learnt different ways of looking at things, but I also **found out** how much we all **have in common**, wherever we are from. All of this will be useful in my future career.'

Russell is not the only international student in his **department**. Business and administrative courses are the most popular with international students, followed by engineering and technology, social studies, creative arts and design, medicine-related topics and law. Manal, a student at the Faculty of Art and Design at Stellinga, says she has **similar reasons** to Russell, but there is more: 'I wanted to **broaden** my understanding of the world. I have **enhanced** my language skills: I am more **fluent** in English and have also taken a level 1 Dutch evening class. One of my modules is about European art, and I believe that I **am benefiting** more from studying this in Europe than anywhere else. I have **managed** to visit other countries in my holidays, and really feel that this **whole experience** is developing my global **perspective**. I also hope that I have made **lasting** friendships and contacts.'

3. What is it that makes these countries student-friendly? Well, all of them make it easy for international students **to apply** and **provide ongoing support** once they are there. They also offer good quality degrees, which are valued highly in other countries too. The fact that Germany **came out** as winner is probably due to the country's **efforts** towards internationalization. One aspect of this is that the country welcomes foreign students by **charging** them the same **fees** as home

students, meaning that in some universities overseas students study for free. Many classes are conducted in English, and most **leaflets** are in English too, making it easier for international students to keep informed and **take part in** student life.

Apart from the financial reasons already **mentioned**, this type of educational internationalization can help with the quality of research in these universities, e.g. through networking, team work and the sharing of skills. For students, it is a **valuable addition** to their skills and experience at a time when jobs are not easy to find.

2. Определите, являются следующие утверждения истинными (True) или ложными (False). Исправьте ложные утверждения, запишите и переведите их.

1. The British Council is an organization that connects people worldwide with job opportunities.
2. The most welcoming to overseas students university is in Germany.
3. Russell is currently studying a Philosophy degree at Stellinga International College in the Netherlands.
4. British universities have a bad reputation elsewhere in the world.
5. Business and administrative courses are the most popular with international students.
6. Studying abroad is of no use for Manal's language skills.
7. Germany welcomes foreign students by charging them the same fees as home students.
8. It is not difficult for international students to keep informed and take part in student life, because many classes are conducted in English, and most leaflets are in English too.
9. Educational internationalization can help with the quality of research in these universities and for students it is a valuable addition to their skills and experience.
10. The text is about student-friendly places and the benefits of studying abroad.

3. Дополните текст своим абзацем, содержащим недостающую на Ваш взгляд информацию по теме текста.

Vocabulary

1. Составьте английские предложения с выделенными в тексте словами и выражениями. Переведите их.
2. Дополните список выделенных слов из текста (*Vocabulary list*) другими словами и выражениями по теме "*Education*". Распределите их по группам согласно Приложению 1.
3. Заполните пропуски в предложениях подходящими по смыслу словами из предложенных ниже.

dorm elective major semester transcript tuition

1. He took four required courses and one ___ last semester.

2. Her parents pushed her to ___ in medicine and become a doctor.
3. Many students work while in university to help cover the cost of their ___ .
4. She wanted to take a(n) ___ off from school to travel in Europe.
5. The company requested a copy of his final ___ proving he finished his degree.
6. When I lived in the ___ on campus, I shared a room with another student.

Grammar

1. Найдите в тексте и выпишите 5 причастий, определите их тип (*Participle I/II*), объясните, как они были образованы. Дополните список своими примерами причастий, составьте с ними несколько английских предложений.
2. Выпишите из текста 3 предложения в *Present Perfect* и 3 в *Present Continuous*. Подчеркните в них подлежащее и сказуемое. Переведите предложения.
3. Выпишите из текста 5 сложноподчиненных предложений с придаточными определительными. Письменно переведите их, отметив определяемое слово знаком ×.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100-150 слов). Используйте слова и фразы из Приложения 2.

1. Learning is not a product of schooling, but the lifelong attempt to acquire it / Einstein
2. The roots of education are bitter, but the fruit is sweet / Aristotle
3. You are always a student, never a master. You have to keep moving forward / C. Hall
4. Learning is a gift. Even when pain is your teacher / M. Watson
5. Higher education abroad will never be out of fashion and will not lose its relevance.

Вариант III *Healthy lifestyle*



Speaking

Подготовьте устный ответ на следующие вопросы по заданной теме.

1. Describe your lifestyle and decide how healthy it is on a scale from 1 - unhealthy to 5 - healthy.

You might want to think about some of these areas:

- ✓ the kind of thing you eat
- ✓ the amount of exercise you take
- ✓ the amount of stress in your life
- ✓ whether you consider you are happy
- ✓ busy or laid-back lifestyle
- ✓ your own health over the past few years
- ✓ your past family health history
- ✓ whether you drink or smoke

2. Give three reasons why many people have an unhealthy diet.

3. Describe an activity you like doing to keep healthy.

You should say: what it is, when and where you do it, how it keeps you healthy and explain why you like doing it.

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Заполните пропуски в тексте (1-5) подходящими по смыслу фразами (a-e).

- a) mental illness
- b) weight loss and fitness regimes
- c) this particular body shape as 'wrong' and unhealthy
- d) they were financially successful in life
- e) there are social factors too

The body

The concept of 'the body' is closely related to the ideas of 'illness' and 'health'.

All of us exist in 'bodies' of different **shapes, heights**, colours and physical **abilities**. The main reasons for the differences are genetic, and the fact that people's bodies change as they **age**. **However, a huge range of** research indicates that **1** ____.

Poorer people are more likely to eat 'unhealthy' foods, to smoke cigarettes and **to be employed** boring, inactive employment. Moreover, their **housing conditions** and **neighbourhoods tend to be** worse. All of these factors **impact upon** the condition of a person's health: the physical shapes of bodies are strongly influenced by social factors.

These social factors are also closely linked to emotional **wellbeing**. People with low or no **incomes** are more likely to have **mental** health problems. It is not clear, however, whether **poverty** causes **2** ____, or whether it is the other way around. For example, certain people with mental health issues may be at risk of

becoming homeless, just as a person who is homeless may have an increased risk of illnesses such as depression.

There are other types of social factors too. Bodies are young or old, short or tall, big or small, weak or strong. Whether these **judgments** matter and whether they are positive or negative depends on the cultural and historical context. The culture and media of different societies promote very different **valuations** of body shapes. What is considered as attractive or ugly, normal or abnormal varies **enormously**. Currently, for example, in rich societies the ideal of slimness is highly valued, but historically this was different. In most societies the ideal body shape for a woman was a 'full figure' with a **noticeable** belly, while in middle-aged men, a large stomach indicated that **3** ____ . In many traditional African and Pacific island cultures, for example, a large body shape was a sign of success and a shape to be aimed at.

It is easy for people **to feel undervalued** because of factors they have no power to change, for example, their age and height. Equally, they can feel pressured into making changes to their appearance - when it is possible to make such changes - which **in extreme cases can lead to obsessions** with **4** ____ .

Sociologists, then, are suggesting that we should not just view bodies and minds in biological terms, but also in social terms. The physical body and what we seek to do with it change **over time**. This has important implications for medicine and ideas of health. Thus, the idea of people being '**obese**' is physically related to large amounts of processed food, together with **lack of** exercise, and is therefore a medical issue. However, it has also become a mental health issue and social problem as a result of people coming to define **5** ____ .

2. Определите, являются следующие утверждения истинными (True) или ложными (False). Исправьте ложные утверждения, запишите и переведите их.

1. The main reasons for the differences in people's bodies are genetic, the fact that they age and social factors.
2. Poor people's housing conditions and neighbourhoods tend to be better.
3. The social factors are closely linked to emotional wellbeing.
4. The culture and media of different societies promote one and the same valuations of body shapes.
5. Currently, in rich societies the ideal of slimness is highly valued.

3. Сформулируйте основную идею текста в 5-7 предложениях.

Vocabulary

1. Составьте английские предложения с выделенными в тексте словами и выражениями. Переведите их.

2. Дополните список выделенных слов из текста (*Vocabulary list*) другими словами и выражениями по теме “*Healthy lifestyle*”. Распределите их по группам согласно Приложению 1 стр. .

3. Найдите в тексте:

- 8 пар слов с противоположным значением;
- 8 слов-связок, соединяющих предложения между собой;
- 8 наречий и объясните, как они были образованы;
- 8 существительных с разными суффиксами (-ty, -ness, -ment, -tion, -sion).

4. Закончите предложения по смыслу:

1. Bad habits can lead to
2. ... is considered as attractive in our society today.
3. Many people are employed in
4. The physical shapes of bodies are influenced by
5. To be ‘obese’ means

Grammar

1. Выпишите из текста предложения в страдательном залоге, переделайте их в действительный залог. Подчеркните главные члены предложения, переведите предложения.

2. Найдите в тексте и выпишите 5 причастий, определите их тип (*Participle I/II*), объясните, как они были образованы. Дополните список своими примерами причастий, составьте с ними несколько английских предложений.

3. Составьте 5 предложений в страдательном залоге по заданной теме.

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100-150 слов). Используйте слова и фразы из Приложения 2.

1. There is a lot of people in this world who spend so much time watching their health that they haven't the time to enjoy it / Billings
2. A sound mind in a sound body.
3. Early to bed and early to rise, makes a man healthy, wealthy and wise.
4. Hard work never did anyone any harm.
5. Sleep is a healing balm for every ill.
6. Diseases are the interests of pleasures.
7. Health and cheerfulness mutually beget each other.
8. Hygiene is two thirds of health.

Вариант IV

Ecology



Speaking

Подготовьте устный ответ на следующие вопросы по заданной теме.

1. In what ways do humans cause damage to the planet?
2. What, in your opinion, are the major problems facing the Earth's environment today?
3. What are the best ways to help solve these problems?
4. If people disagree with government decisions, how should they express their disagreement? Why would this method be effective?
5. What are some things we can do to help prevent the extinction of a species?
6. Do you think that humans are in danger of becoming extinct? Why or why not?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Подберите к каждому отрывку текста (1-4) подходящий заголовок из предложенных ниже (a-d).

- a) The ways humans impact the Earth
- b) "Red list"
- c) Mass extinctions in the history of the Earth
- d) Scientific prognosis

Sixth Extinction

1. Most species of plants and animals that have ever lived on Earth are now **extinct**. Though most have become extinct slowly, some have been almost completely **wiped out** in a sudden, massive, catastrophic event. These mass extinctions have happened at least five times in the history of the Earth. The first mass extinction occurred about 450 million years ago, when **sudden** changes in sea level, caused by **melting** glaciers, killed most **marine species**. The most recent mass extinction was 65 million years ago, when most scientists believe an asteroid **struck** the Earth in Mexico and **extinguished** the dinosaurs.

Now scientists **claim** a "Sixth Extinction" **is underway**. This extinction is not caused by one big event but by a series of human actions that **disrupt** the environment. Edward O. Wilson, a Harvard University scientist, estimates that

human harm will cause half of all species of life to be extinct by 2100. Scientists say that human activities are causing biological extinction at a rate hundreds of times faster than ever before.

2. Humans cause damage to the Earth in three **primary** ways. The first is **exploitation**. Humans hunt animals for food, clothing, and sometimes just for fun. They also collect plants and insects such as butterflies for **recreation**. The second way humans **impact** the Earth is by putting alien plant or animal species in new environments. In Africa, for example, some fisherman put **perch** from Egypt's Nile River into Lake Victoria. Nile perch like to eat other fish. Since they came, more than 200 native species of fish have disappeared from the lake. The third way humans cause damage is by destroying natural **habitats**. They clear trees from forests to build houses, farms, cities, and roads. One of the most terrible instances of habitat destructions is the **cutting down** of the tropical rainforests. It is estimated that these rainforests, which cover less than 10 percent of the Earth, **contain** almost half of all the world's plant and animal species.

3. Human activity has had a **devastating effect** on the natural environment. Each year, an international organization of scientists releases a special "red list" that updates the status of more than 44,000 animal and plant species. In 2008, the organization reported that 25 percent of our planet's 5,487 mammals are **on the verge of** extinction. It also claimed that almost 40 percent of all species are "threatened" with extinction, including 33 percent of all amphibians, a quarter of the Earth's **coniferous** trees, and about 12 percent of all birds. Of all threatened species on the red list, about 3,000 are "critically endangered," which means they could disappear soon.

4. What would happen to people if the "Sixth Extinction" takes place? Scientists say life on Earth would be **grim**. There would not be enough food to eat, and water would be too polluted to drink. New species of **pests** and plants would **invade** the natural areas that remain. These invaders could carry new kinds of **germs**, causing diseases that human bodies cannot resist. Without plants to help cool the sun, the ice at the North and South Poles could melt, causing sea levels to rise and wash away coastal cities. By wiping out other species, human beings might be **paving** the way for the greatest extinction of all: their own.

2. Определите, являются следующие утверждения истинными (*True*) или ложными (*False*). Исправьте ложные утверждения, выпишите и переведите эти утверждения.

1. Some scientists estimate that half of all species will be extinct in the next century.
2. The Earth is facing its third mass extinction in history.
3. A higher percentage of bird species face extinction than coniferous trees.
4. Forty percent of all mammals are threatened with extinction.

3. Выберите правильный вариант ответа.

1. How many ways does the reading passage indicate that humans harm the environment?
a) One b) Two c) Three d) Four
2. Which is NOT an outcome of mass extinction of life on earth?
a) Rising of sea levels b) Food shortages c) Lack of fresh water d) Natural disasters
3. Which kind of animal is the Nile perch?
a) amphibian b) fish c) bird d) mammal
4. **Выразите свое мнение относительно информации текста несколькими английскими предложениями. Аргументируйте свой ответ.**

Vocabulary

1. Составьте английские предложения с выделенными в тексте словами и выражениями. Переведите их.
2. Дополните список выделенных слов из текста (*Vocabulary list*) другими словами и выражениями по теме “*Ecology*”. Распределите их по группам согласно Приложению 1.
3. Объясните значение следующих слов одним предложением на английском языке.

alien, extinct, grim, habitat, native, species, damage

4. Заполните пропуски в предложениях подходящими по смыслу словами из предложенных ниже, выпишите и переведите предложения.
brink ecosystem magnitude deforestation conserve wildlife
1. Earthquakes are measured on a scale ranging from minor to great depending on their __ .
2. With a population of less than 350, the California Condors are on the __ of extinction.
3. One of the main reasons for the destruction of the rainforest is __ .
4. An __ is a community of living and non-living things that work together.
5. It is important to __ water when living in the desert.
6. It is far easier to see __ in rural areas than in the city.

Grammar

1. Выпишите из текста предложения в *Present Perfect*, переведите их. Подчеркните главные члены предложения.
2. Найдите в тексте и выпишите 2 фразовых глагола, переведите их. Составьте свои предложения с ними.
3. Найдите в тексте предложения в сослагательном наклонении, определите их тип, выпишите и переведите их.
4. Закончите предложения, обращая внимание на форму сослагательного наклонения:
1. If people put alien plant or animal species in new environment,

2. If the “Sixth extinction” takes place, there would (not) be
3. If I could see the future of our Planet, I
4. If people could talk to animals and plants, they
5. If I had only a year to live, I
6. If people couldn't eat anything except grass,

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100-150 слов). Используйте слова и фразы из Приложения 2.

1. Never cast dirt into that fountain of which you have sometime drunk.
2. We know not what is good until we have lost it.
3. We never know the value of water till the well is dry.
4. Nature provides a free lunch, but only if we control our appetites / William Ruckelshaus
5. There are no passengers on Spaceship Earth. We are all crew / Marshall McLuhan
6. Our environmental problems originate in the hubris of imagining ourselves as the central nervous system or the brain of nature. We're not the brain, we are a cancer on nature / Dave Foreman
7. If you don't think about the future, you will not have it / John Galsworth

Вариант V *Science and technology*



Speaking

Подготовьте устные ответ на следующие вопросы по заданной теме.

1. What skills and qualities do you need to be a scientist or an engineer?
2. Which branch of science would you describe in the following ways? Give reasons for your answers.

✓ the most interesting	✓ the most difficult to study
✓ of the most practical use	✓ of the most relevance today
3. Which of the achievements below do you think is the most, the least important for our society? Explain your choice.

- | | |
|---------------------------------|-----------------------|
| ✓ water supply and distribution | ✓ roads |
| ✓ imaging | ✓ electrification |
| ✓ agricultural mechanization | ✓ electronics |
| ✓ household appliances | ✓ health technologies |
| ✓ high-performance materials | ✓ the motor car |

4. What methods of communication did you use in the past, do you use nowadays and maybe will use in the future? What is your favorite one? Why?

Reading

1. Прочитайте текст, обращая внимание на выделенные слова и выражения. Выберите темы (a-j), о которых идет речь в тексте.

- | | |
|----------------------|----------------|
| a) carrier pigeons | f) radio |
| b) computers | g) telegraph |
| c) flags (semaphore) | h) telephones |
| d) mirrors | i) television |
| e) newspapers | j) typewriters |

Communication technology: a brief history

Transcript of a speech given by Dr Elizabeth Wallace

A The 21st century is already being described as the ‘Information Age’, not surprisingly, since **communication and information technologies** are **widespread** - in our homes, workplaces, and universities. It is probable that you **have access to** a mobile phone, radio, and television. It is equally likely that you have access to the **global telecommunication network**: the Internet. These forms of communication seem very **modern**, and yet the ‘Information Age’ of the early 21st century has a long and fascinating history.

B Deciding where to begin this history is difficult, but I would argue that our modern communication era started with the **invention** of telegraphy, literally, ‘writing at a distance’. In 1830, **scientist** Joseph Henry used an electromagnet to force a steel bar to swing and ring a bell. This was the first electrical signaling.

C Samuel Morse **developed** this idea and **invented** the first practical telegraph in 1838. His system used an electrical circuit, a battery, a wire joining two telegraph stations, and an electromagnet. For ease of communication, he developed the Morse code of dots and dashes.

D By the 1870s, news was travelling the world in seconds and many historic events such as the eruption of Krakatoa in 1883 and the sinking of the Titanic in 1912 were announced via the telegraph.

E Alexander Graham Bell understood the theory of a telephone, but struggled for a number of years to make a working model. Then, on March 10th 1876, he finally succeeded in **transmitting speech**. Bell’s first telephone did not resemble the telephones of today, and over the next 100 years it underwent many changes. A microphone was added **to produce** a stronger signal. Then, the telephone ‘bell’ was attached, and **users** were given a unique ‘telephone number’.

Once amplifiers were **added** in the late 1920s, a telephone system was **established** that **allowed people to talk across continents** - the era of long-distance phone calls had arrived.

F The first half of the 20th century saw enormous **technical developments** in three main areas: radio, television, and computers. **Radio waves** were the first to be **explored**, and in 1902, Marconi sent the first transatlantic radio signal. The first domestic radio with tuners to listen to different stations **appeared** only 14 years later, in 1916. Once radio was established, scientists and **inventors** started **investigating** the possibility of transmitting pictures. The leap from transmitting sound to broadcasting pictures took place in 1925, when John Logie Baird sent the first experimental television signal. By 1939, regular scheduled **television broadcasting** had begun.

G Computers were being developed at the same time as TV and radio, and in 1944, computers were **put into public service** for the first time. The first **generation** of modern programmed electronic computers were built in 1947 and used Random Access Memory (RAM). This is a ‘memory’ which **allows access to** any particular piece of information at almost any time. The smallest of these computers was the size of a family car and could store only about 8,000 words. Since they were so large and stored so little, computers had to change considerably to become as widespread as televisions and radios had.

H From 1950 on, the **development** of computers was extremely **rapid**. In 1958, the integrated circuit or ‘chip’ was invented and computers started decreasing in size. In 1962, the first computer game, ‘Spacewar’, was sold, and computers became more popular. ARPANET, the original Internet, was **launched** in 1969, the first microprocessor was developed in 1971, and in 1981 the IBM PC (personal computer) was unveiled. The PC revolution had begun. Since then, computers have become smaller, faster, and ‘smarter’, and developed into what many of you **use for** your studies and entertainment today.

I But how did these technical advances in radio, television, and computing affect telephonic communication? Perhaps surprisingly, it was the work on radio waves that was **to have** the biggest **initial effect on the development of** the telephone. The new era of phones worked by using radio waves which transmitted a radio signal to a transmission center and then to the receiver. As they did not need to be attached to electrical wires, phones could be **portable** for the first time.

J The first generation (1G) phones were those developed in the 1980s. Much larger and heavier than today’s mobile phones, these had a fairly limited range as the transmission networks were still being established.

K It was with the second generation (2G) phones, developed in the 90s, that the mobile truly entered the digital era. The new protocols of these phones, the rules that organize how **devices connect to a network**, were transmitted digitalized, and the Short Message Service (SMS) was added. Texting was born.

L The second and a half generation (2.5G) phones worked on the same network protocol as 2G phones, but added **Wireless Application Protocol (WAP)**

and General Packet Radio Service (GPRS). These enabled mobile phones to access certain websites. In addition, some 2.5G phones had coloured screens and cameras.

M However, in 2000 a whole new generation of phones was launched: the third generation (3G). These were **based on** completely new protocols which **enabled high-speed connections**.

N It is the fast connection that has allowed mobile phones **to become multi-functional**, and now many 3G phones are similar to Personal Digital Assistants (PDA), with operating systems (OS) such as Microsoft and Linux. These allow the phones to be used as mini-computers. Some have M- Commerce (Mobile Commerce) systems to allow the user to access, organize, and operate financial transactions such as **making payments** or selling stocks and shares. Many 3G phones also have the Global Positioning System (GPS), which enables users to know their exact position and to get directions to places they want to go.

O However, for many people it is the **entertainment** that mobiles provide that makes them so attractive. Users can play games, **take pictures** or make short films, **listen to** MP3 recordings, watch films, and tune into TV programmes in real time. The phones can also act as a modem, allowing owners to access their emails at any time.

P Research is already being **carried out** into Fourth Generation (4G) phones. These are expected to be launched in 2010. It is believed that the connection speed will rise to 100Mb per second. Other developments include the production of tiny wrist phones, holophones which project three-dimensional moving images of the **owners**, and **remote-control** of a car via your phone.

K The development of the mobile phone has been rapid and astonishing. There is no real way of telling what developments are yet to come, but, as we have seen from this brief overview, communication technology has a long and exciting history. We cannot doubt that it has a long and exciting future, too.

2. В каких абзацах текста (А- К) можно найти ответы на следующие вопросы:

1. [] how the first telegraph system worked?
2. [] the early stages of computer technology?
3. [] [] [] the first three types of mobile phones?
4. [] future developments of mobile telephony?

3. Подберите к абзацам текста (А- К) заголовки (1-7). Абзацев, подходящих к одному заголовку, может быть несколько

- | | |
|---|--------------------------------------|
| 1. <i>50 years of progress</i> | 5. <i>What next?</i> |
| 2. <i>Mobile telephony: the first 25 years</i> | 6. <i>Multi-functions</i> |
| 3. <i>Car-sized to pocket-sized computers</i> | 7. <i>'Talking with electricity'</i> |
| 4. <i>The birth of electronic communication</i> | |

4. Найдите и исправьте три ошибки в заметке согласно содержанию текста.

2. The telephone

- 2.1 Speech first transmitted 1867
- 2.2 Developments over 50 years
 - 2.2.1 microphone added
 - 2.2.2 bell attached
 - 2.2.3 telephone book created
 - 2.2.4 amplifiers added
- 2.3 First long-distance phone calls 1920s

5. Найдите в тексте информацию о мобильных телефонах и заполните заметку. Составьте небольшой рассказ о истории развития мобильной связи по данной заметке.

3. Mobile phones

- 3.1 First generation (1G) 1980s
- 3.2 _____ 1990s
 - 3.2.1 digital transmission
 - 3.2.2 _____
- 3.3 _____
 - 3.3.1 WAP added
 - 3.3.2 _____
 - 3.3.3 access to websites
 - 3.3.4 _____ and _____
- 3.4 _____
 - 3.4.1 new protocols led to _____

Vocabulary

1. Составьте английские предложения с выделенными словами и выражениями, переведите их.

2. Дополните список выделенных слов из текста (*Vocabulary list*) словами и выражениями по теме “*Science and technology*”. Распределите их по группам согласно Приложению 1.

3. Закончите предложения по теме “*Science and technology*”.

- 1. Chemistry/ Psychology/ Ecology is a science which
- 2. Every day I use
- 3. I can't imagine my life without
- 4. Scientific and technological progress makes people
- 5. To be a good scientist you should

Grammar

1. Выпишите из текста 10 предложений в страдательном залоге (*Passive Voice*).

a) Подчеркните сказуемое, подлежащее и дополнение в этих предложениях, определите время (*Present Simple Passive, Past Simple Passive ...*). Переведите предложения.

b) Преобразуйте данные предложения в предложения в действительном залоге (*Active Voice*), не изменяя время, при необходимости добавьте субъект действия. Переведите предложения.

2. Перепишите абзац *P* текста, учитывая изменения в мобильной связи, произошедшие к данному периоду времени. Используйте страдательный залог (*Passive Voice*) в своих предложениях.

3. Выберите одно из изобретений науки и техники. Составьте небольшой доклад о нем по следующему плану:

- The history of the invention
- Its usage
- Its benefits
- Its drawbacks (to your mind)
- Summary (the useful or useless invention, why?)

Writing

Письменно прокомментируйте одно из предложенных ниже утверждений (100 – 150 слов). Используйте фразы из Приложения 2.

1. Modern facilities make our life exciting.

2. One can easily imagine the life today without any home gadgets.

3. Science brings more good than harm.

4. Computers are useless. They can only give you answers / Pablo Picasso

5. Equipped with his five senses, man explores the universe around him and calls the adventure Science / Edwin Powell Hubble

6. One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man / Elbert Hubbard

7. Science is a wonderful thing if one does not have to earn one's living at it / Albert Einstein

8. Science has radically changed the conditions of human life on earth. It has expanded our knowledge and our power but our capacity to use them with wisdom / J. William Fulbright

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Приложение 1

Vocabulary list

Nouns	Verbs	Adjectives/ Adverbs	Useful expressions

Приложение 2

Полезные фразы для эссе на английском языке

<i>Структура текста</i>	<i>Фразы-клише</i>
<p style="text-align: center;"><i>формулировка проблемы во введении</i></p>	<p>There is an opinion that ...while others think... It`s common knowledge ... but some people are against ... The popularity of ... is increasingly rising ... Let`s outline the problem ...</p>
<p style="text-align: center;"><i>выражение своего мнения, эмоций и чувств</i></p>	<p>As far as I`m concerned, ... I personally think ... I strongly believe ... In my opinion ... As for me... To my mind ... I hope ...there are some reasons why ...</p>
<p style="text-align: center;"><i>перечисление аргументов, доказательств</i></p>	<p>To begin with, ... Then, ... Also, ... Firstly, ... Secondly, ... What`s more, ... more than that, Finally, ...</p>
<p style="text-align: center;"><i>введение противоположного мнения, опровержения</i></p>	<p>On the other hand, ... In contrast ... I can`t completely agree that ... I agree, but let`s look at it this way ...</p>
<p style="text-align: center;"><i>демонстрация выразительности речи</i></p>	<p>идиомы, крылатые и вводные фразы</p>
<p style="text-align: center;"><i>демонстрация логики, адекватное</i></p>	

<p><i>использование средств связи</i></p>	<p>союзы и союзные слова (but, while, so, because, that`s why, though, meanwhile, however)</p>
<p><i>вывод в заключении</i></p>	<p>In conclusion I`d like to say... To sum up ... All things considered, ... It`s up to you to decide whether to ... or ... not ...but ... It`s not so easy to dot every “i” and cross every “t” but ...</p>

Образец выполнения задания *Writing*

Money spent on the brain is never spent in vain

*Many young people decide on a university career after leaving school and their parents are ready to pay. **But is learning worth spending money on? The purpose of this report is to outline the problem.***

*As far as I`m concerned, studying for a degree costs a lot but gives a lot of advantages. **To begin with**, it jogs your brain and improve your outlook on life. **Besides**, if you are a good language learner you`ll have a chance to participate in students` exchange programs and travel a lot. **Then**, it`s the best way to get a prestigious and well-paid job. If you have a degree, you`ll be able to earn a good living in information technology or other qualified professions. That is why students are eager to learn and some of them try to find after –university job if their parents are unable to pay. **However**, a number of school-leavers prefer not to spend money on brain. **The reasons are different. Firstly**, they realize that education is not for them and believe it`s possible to make loads of money and have BMWs without academic knowledge. **Secondly**, education is not very cheap today therefore those who don`t have a desire to study prefer to waste money on possessions. **I don`t mind** getting some work experience before studying but I strongly believe that it`s extremely beneficial to study for better education then and pay money for it.*

***In conclusion I`d like to say that it`s up to you to decide whether to spend money on your development or not** but in fact learning broadens your mind, builds up your character and as a result doesn`t let you become a loser. So, the brain is worth spending money on.*

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