



# **АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ**

**Учебное пособие**



Кемерово 2025

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное  
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«Кузбасский государственный технический университет  
имени Т. Ф. Горбачева»

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Данное учебное пособие составлено с требованиями рабочей программы по дисциплине «Иностранный язык» для студентов неязыковых вузов 1 курса очной формы обучения всех специальностей и направлений подготовки и предназначено как для практической, так и для самостоятельной работы по английскому языку.

Содержание учебного пособия представляет собой восемь тематических разделов (Units) и три приложения, которые обеспечены системой контрольно-тестовых заданий для проверки навыков и умений английской речи, с целью формирования общепрофессиональной коммуникативной компетентности студентов.

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## Introduction

Учебное пособие «Английский язык для студентов неязыковых вузов» составлено в соответствии с рабочей программой дисциплины «Иностранный язык» для студентов 1 курса очной формы обучения неязыковых вузов всех специальностей и направлений подготовки и предназначено как для практических занятий, так и для самостоятельной работы по английскому языку.

Целью данного учебного пособия является обучение практическому владению коммуникативной компетенции на английском языке в ситуациях бытового и профессионального общения на основе:

1) систематизации и закрепления тематического лексико-грамматического материала для активного владения английским языком в разных видах речевой деятельности;

2) усвоения необходимого вокабуляра предусмотренного программой по дисциплине «Иностранный язык» и овладения навыками работы со словарем / без словаря в процессе письменного и устного перевода текстов на английском языке;

3) формирования навыков аннотирования текстов и составления презентаций и проектов.

Учебный материал, представленный в пособии, направлен, прежде всего, на формирование общекультурных и общепрофессиональных компетенций, являющиеся профессионально значимыми для будущих специалистов.

Содержание данного электронного учебного пособия состоит из Оглавления (Contents), Предисловия (Introduction), восьми тематических разделов, трёх приложений и Списка литературы (Bibliography):

Раздел 1: Приветствие и прощание (Unit 1: Greeting and Parting);

Раздел 2: Знакомство с новыми людьми (Unit 2: Meeting People);

Раздел 3: О семейной жизни и родственных отношениях (Unit 3: About Family Life and Relationship);

Раздел 4: О своей семье, родственниках и о себе (Unit 4: About My Family, My Relatives and Self);

Раздел 5: Мой рабочий день и моя учёба (Unit 5: My Working Day and My Study);

Раздел 6: Увлечения и мой выходной день (Unit 6: Hobbies and My Day-Off);

Раздел 7: Кузбасский государственный технический университет им. Т. Ф. Горбачева (Unit 7: T. F. Gorbachev Kuzbass State Technical University);

Раздел 8: Мой институт и моя будущая профессия (Unit 8: My Institute and My Future Profession);

Приложение 1: Институты КузГТУ (Appendix 1: Institutes of the KuzSTU);

Приложение 2: Лексические кроссворд-тесты к Модулям 1-6 (Appendix 2: Vocabulary Crossword-Tests to Units 1-6);

Приложение 3: Алгоритм составления аннотации (Appendix 3: Algorithm for Annotating).

Каждый раздел пособия предлагает текстовый материал и сопровождается системой лексико-грамматических заданий в виде контрольно-тестовых упражнений, фасетных тестов и учебных лексических кроссворд-тестов, которые направлены на развитие умений и навыков работы с иноязычным текстом, а также, дидактический материал для развития умений и навыков говорения.

Система контрольно-тестовых заданий в каждом разделе пособия – прежде всего, как средство обучения – направлена на формирование у студентов иноязычной коммуникативной компетентности, посредством презентации текстов с необходимым лексическим запасом слов по разговорным темам, предусмотренные образовательным стандартом для всех технических направлений подготовки.

Контрольно-тестовые задания на любом этапе работы с текстом активизируют лексику, проверяют понимание прочитанной информации, которая в свою очередь способствует формированию у студентов логико-смысловых и причинно-следственных связей при составлении аннотаций, рефератов, сообщений по схемам и таблицам.

Следует отметить, что контрольно-тестовые задания фасетного типа и лексические кроссворд-тесты, позволяют применять вариативный подход при выполнении студентами одного задания в процессе текущего контроля или самоконтроля. Фасетные тесты оказывают положительное влияние, как на учебную деятельность самого студента, так и на учебный процесс в целом, поскольку благодаря данным тестам показателем качественной оценки сформированности речевых навыков и умений является выполнение студентом продуманных безошибочных действий.

Структура пособия позволяет использовать в процессе обучения широкий спектр интерактивных видов учебной деятельности, включая упражнения на развитие монологической, диалогической, полилогической и письменной речи, в виде презентаций, анкет и финальных проектов на основе изученной информации с их последующим обсуждением в мини-группах и др.

Данное пособие может быть также рекомендовано студентам СПО всех технических направлений подготовки специалистов, а также тем, кто интересуется английским языком.

## UNIT 1

### GREETING & PARTING



#### Ex. 1: Study vocabulary.

- 1) casual – неофициальный;
- 2) corridor = hallway (Am.) – коридор, проход, прихожая;
- 3) coworker = workmate – товарищ по работе;
- 4) to greet / to say hello – приветствовать; здороваться;
- 5) greeting – приветствие (при встрече);
- 6) homework = assignment (Am.) – домашнее задание;
- 7) kid (разг.) = child – ребёнок;
- 8) parting / leave-taking – прощание, расставание;
- 9) polite – вежливый, любезный, учтивый;
- 10) to say goodbye (to) / take (one's) leave (of) – прощаться;
- 11) superior – начальник, высший; вышестоящий, старший;
- 12) supervisor – руководитель;
- 13) How about + V-ing ...? – Как насчет (сделать что-то) ...?
- 14) Hello! / Hi! / Hey! – Здравствуйте! / Привет! / Приветик!
- 15) Hello there! / Hi there! / Hey there! – Привет! (среди друзей);
- 16) Long time no see! – Давно не виделись!
- 17) Nothing much. – Ничего особенного.
- 18) Yourself? / And you? – А ты как? / А у тебя как дела?

**Ex. 2: Do a Vocabulary Crossword-Test № 1. (See Page 229)**

**Ex. 3: Read the following information how to greet people to answer the question: What expressions do you use to say hello to people?**



### Greeting People

We greet people when we see them. We always greet people we know. We sometimes greet people we don't know. To greet someone is to say *hello* in a friendly way. There are many ways to greet someone. Here are some common greetings:

Formal	Informal
Hello. Hi. How are you doing? = How you doing? How are you? = How're you? Good morning. Good afternoon. Good evening.	Hello. Hello there. Hi.                      Hi, guys. Hi there.              Hi, everybody. Hey.                    Hey there. Howdy. Hey, how are you doing? What's up? (No reply is necessary) What's happening? Long time no see!

For greetings at different times of day, use these time tips:

*Good morning*: use before noon (12:00 p.m.)

*Good afternoon*: use from 12:01 p.m. until approximately 5:00 p.m.

*Good evening*: use from approximately 5:00 p.m. until midnight (12:00 a.m.)

Formal and informal greetings: Some greetings are formal, and some are informal. Formal greetings are more polite and used with people to whom we want to show respect, such as a boss or a teacher. Informal greetings are casual and used with friends and other people with whom we feel comfortable.

For example in the United States, men and women generally greet each other similarly: They use the same greetings and they shake hands the first time they meet.

Use formal language with a superior, such as a boss or a teacher. Use neutral and informal language with coworkers. Use informal language with friends.

### Note!

- *Howdy* is used only in North America. Most speakers link words together. A phrase of three words can sound like one long word. For example, *How are you?* may sound like *Howaya?* and *What's up?* may sound like *Wassup?*
- *Good night* is not used to greet someone. It does not mean *hello*. It means *Good-bye* or *Have a good sleep. / I am going to bed.*

**Ex. 4: Which of the greetings previously listed are formal and which are informal? A couple of greetings are neutral, meaning they can be used in most situations. Note each greeting in the appropriate column.**

Formal	Informal	Neutral
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



**Ex. 5: Look at the following situations and decide if the greeting is appropriate or inappropriate for the situation. Follow the example. When the greeting is inappropriate, think of a better one.**

EXAMPLE: It's 5:00 p.m. Cathy is at university and greets her friend.  
She says, "Good morning!"  
Better greetings: Hey! How are you? How's it going?  
What's up?

- 1) It's 10:00 a.m. Brenda is at work and greets her supervisor. She says, "Hey, what's up?"
- 2) It's 1:45 p.m. Jason is a student in the college cafeteria. He sees his good friend Johnny and greets him by saying, "What's happening?"
- 3) It's 9: p.m. Harry has just arrived at his night job and sees his supervisor. He greets him by saying, "Good night."

**Ex. 6: Read the following situations and create appropriate greetings. Follow the example.**

EMAPLE: It's 10:00 a.m. Dan is at work and sees his coworker. How does he say hello?  
Possible response: Good morning. / Hello there! / How are you? / How are you doing?

- 1) It's 4:00 p.m. Bertha is at work and greets her supervisor. What expressions can she use to say hello? \_\_\_\_\_.
- 2) It's 12:30 p.m. Dan sees his friend Bill. How does he say hello? \_\_\_\_\_.
- 3) It's 7 p.m. Karla greets her teacher in night class. How does she say hello? \_\_\_\_\_.
- 4) It's 8 a.m. Brenda sees her friend Michael. How does she greet him? \_\_\_\_\_.
- 5) It's 9 a.m. Ann sees her boss at work. How does she greet her? \_\_\_\_\_.
- 6) It's 11 a.m. Jack greets his groupmate Margaret. What expressions can he use to say hello? \_\_\_\_\_.
- 7) It's 11 p.m. You see his elder brother you haven't seen him for a long time. What expressions can you use to say hello? \_\_\_\_\_.

**Ex. 7: Before reading aloud some conversations analyse the following responses to common questions in greetings.**

Questions	Optional beginning	Responses (Use adjectives for states of health)	
How are you? How are you doing? How are things? How's it going?	I'm ... I'm doing ... Things are ... It's going ...	great / excellent / very good / good / fine / pretty good* / OK / all right / not bad* / well** / very well**,	
What's up?*	Not much* Nothing much* Nothing special* Nothing*	Yourself?	So-so* Not well
What's happening?*		And you?	
What's new?*		What about you?	
What's going on?*			
What's been going on?*			
*Informal			
**Only used with <i>How's it going?</i> and <i>How are you doing?</i>			

- 1) Dan: Hey, Nick. What's up?  
Nick (friend): Nothing. What's happening with you?  
Dan: Oh, not much. Just having some lunch.
- 2) Laura (teacher): Good afternoon, Kate.  
Kate (student): Hello!  
Laura: How is everything?  
Kate: Good, thank you. I have a question about the assignment.  
Laura: Yes?
- 3) Sarah: Good morning, Pamela.  
Pamela (boss): Good morning, Sarah. And how are you today?  
Sarah: Fine, thank you.
- 4) Jessica: Peter! How's it doing?  
Peter (friend): Hey, Jessica. Not bad. Yourself?  
Jessica: All right. Where are you going?  
Peter: To class.  
Jessica: So do I. Let's go together.

**Ex. 8: Make up resembling dialogues to act them out.**

**Ex. 9: Complete the following conversations with appropriate greetings and conversation. Use a variety of expressions.**

**Note!** To greet someone, we often ask questions. However, we usually are not engaged in long conversations during a greeting. Give brief responses and keep them positive.

- 1) It's 7 a.m. Brenda arrives at work and sees her supervisor, Donald.  
Brenda greets him: \_\_\_\_\_.  
Donald greets Brenda with a question: \_\_\_\_\_.  
Brenda replies: \_\_\_\_\_.
- 2) It's 1:45 p.m. Jason is a student in the college cafeteria. He sees his friend José.  
Jason greets José: \_\_\_\_\_.  
José replies with a greeting and a question: \_\_\_\_\_.  
Jason replies: \_\_\_\_\_.
- 3) It's 9 p.m. Harry has just arrived at his night job and sees his supervisor, Miguel.  
Miguel greets Harry with a question: \_\_\_\_\_.  
Harry replies and asks a question: \_\_\_\_\_.  
Miguel replies: \_\_\_\_\_.
- 4) It's 10 a.m. Adams is at work and sees his coworker, Mary, in the hallway.  
Adams greets her: \_\_\_\_\_.  
Mary replies and asks a question: \_\_\_\_\_.  
Adams responds: \_\_\_\_\_.

**Ex. 10: Give an answer using responses from the Ex. 7**

- 1) How's (s)he / your friend, groupmate, colleague? – He / She \_\_\_\_\_.
- 2) How's Jim / his sister / your brother / her cousin? – He / She \_\_\_\_\_.
- 3) How's your mum, dad / their daughter / our son? – He / She \_\_\_\_\_.
- 4) How are your kids / her parents, our grandparents? – They are \_\_\_\_\_.



**Ex. 11: Before reading the following information answer the question in written form. What expressions do you use to say good-bye? Make a list of them.**

**Saying Good-bye:** When we leave or when others leave, we say good-bye. There are many ways to do this. Here are some common ways to say good-bye. Read them aloud and try to remember them.

<b>Memorize!</b>	See you later / soon.	Later.(informal)
Good-bye.	See you day / time.	Talk to you later.
Bye.	See you next week.	Take care. (informal)
Bye-bye. (informal)	See you. (informal)	So long. (informal)

If you meet someone new, you can use these phrases to say good-bye. Read them aloud and try to remember them too.

<b>Memorize!</b>	
It was nice meeting you	Nice meeting you.
Great meeting you.	Good meeting you.
It was pleasure meeting you.	A pleasure meeting you.

**Wave Hello and Good-bye:**  
When we see someone we know and they are too far away to talk to, we often wave. To wave is to swing a hand or an arm from left to right with the palm facing the person. There are different ways to wave. You can wave with just your hand near your body. Or you can wave with your whole arm extended high above your head. The farther away a person is, the bigger the wave is.

**Give your answer:** Why and When do you wave hello and good-bye?



## Ex. 12: Study vocabulary.

- 1) Gosh! – Боже!
- 2) to get better – улучшаться, идти на поправку;
- 3) How was it? – Ну и как? (Как все прошло?)
- 4) That's great! – Это здорово!
- 5) Sounds good! – Отличная мысль! (Звучит заманчиво!)
- 6) You are so tan. – Ты такой загорелый.
- 7) You look great! – Ты выглядишь прекрасно!
- 8) Fine and dandy! – Отлично! (разг.)
- 9) Congratulations! – Поздравляю!
- 10) I'm glad for you. – Рад(а) за вас.
- 11) I was out of town. – Я уезжал. Меня не было в городе.
- 12) How've you been? – Как ты поживал(а) все это время? / Как ты?
- 13) That's good news! – Отличные новости.
- 14) Thanks for asking. – Спасибо, что поинтересовались.
- 15) Same old, same old. – Все по-старому.
- 16) It's been a long time. – Давно не виделись.
- 17) Where have you been? – Где ты был? (Где пропадаешь?)
- 18) I've got news for you! – У меня для тебя новости.
- 19) It is so good to see you here. – Так здорово тебя увидеть (встретить) здесь!
- 20) I hear you got a new job! – Я слышал, ты нашел новую работу!
- 21) It was absolutely fantastic! – Это было потрясающе!
- 22) Was it for business or travel? – Ты уезжал по работе или в отпуск?
- 23) I'm in a bit of a rush right now. – Сейчас я немного спешу.
- 24) I('ve) just got a promotion at work. – Я только что получил повышение по работе.
- 25) It's been ages since I last saw you. – Сто лет тебя не видел.
- 26) I haven't seen you around lately. – Тебя не видно в последнее время.
- 27) Remember me to smb. / Give my love to smb. – передать привет;
- 28) How about / we go out / going out / for a drink some night? – Давай сходим куда-нибудь как-нибудь вечером?
- 29) I'll call you and we'll make a time for this weekend. – Я позвоню тебе, и мы договоримся о времени на выходные.

**Ex. 13: Match the collocations.**

- |                       |  |
|-----------------------|--|
| 1) Hello!             | a. Привет! Как дела?                   |
| 2) How are you doing? | b. Как поживаете?                      |
| 3) Hey! What's up?    | c. Что происходит?                     |
| 4) Yourself?          | d. Как ты? (Как поживаешь?)            |
| 5) What's new?        | e. А ты как? (А у тебя как дела?)      |
| 6) Hi! How're you?    | f. Привет! Как дела? (Что происходит?) |
| 7) What's up?         | g. Что нового? Что новенького?         |
| 8) How've you been?   | h. Здравствуйте! Привет!               |

**Ex. 14: Match the collocations.**

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1) I'm fine. Yourself?       | a. Очень хорошо, спасибо.         |
| 2) I'm good, thanks.         | b. У меня все прекрасно, спасибо. |
| 3) Nothing much.             | c. Тоже хорошо, спасибо.          |
| 4) I'm fine, thank you.      | d. Хорошо, спасибо.               |
| 5) Very well, thanks.        | e. Ничего особенного.             |
| 6) I'm OK, thanks. Yourself? | f. Прекрасно! А ты?               |
| 7) I'm also good, thank you. | g. Хорошо, спасибо. А ты?         |

**Ex. 15: Choose the most appropriate explanation of the phrase.**

- 1) It's been ages since I last saw you.
- a) I haven't seen you for a long time.
  - b) We last met one hundred years ago.
  - c) You were the last person I saw.
- 2) I haven't seen you around lately.
- a) I have seen you somewhere else, but not around myself.
  - b) I wanted to meet with you, but I didn't have time.
  - c) We haven't met for some time.
- 3) You are so tanned.
- a) You burned your skin.
  - b) You have a suntan.
  - c) You are an African.

**Ex. 16: Fill in the blanks with appropriate phrases from the box.**

How was it?	It's been a long time!	Good, ... Yourself?
She's good.	How are your kids going?	I'm also good, ...
What's up?	Same old, same old.	How're you?
Just fine!	Thanks for asking.	I was out of town.
What's new?	Where have you been?	Good, thanks. (2)
It's good.	...it's never long enough.	Congratulations!
He's good.	...but he's getting better now.	
Nothing much.	Was it for business or travel?	
I'm fine, ...	What's been happening in your life?	

1) – Hi! \_\_\_\_?  
 – \_\_\_\_, thanks. \_\_\_\_?  
 – I'm also good, thank you.

2) – Hello! How are you doing?  
 – \_\_\_\_, thank you. Yourself?  
 – \_\_\_\_, thank you.

3) – Hey! What's up?  
 – \_\_\_\_.

4) – Hello, Jane! How are you?  
 – \_\_\_\_.  
 – How's your job?  
 – \_\_\_\_.  
 – How's your husband?  
 – \_\_\_\_.  
 – \_\_\_\_?  
 – They're good. \_\_\_\_.

5) – Gosh, Barbara! Is that you?  
 \_\_\_\_! How've you been?  
 – \_\_\_\_! How're you? \_\_\_\_?  
 – Not much has been going on. \_\_\_\_.  
 – Oh, I see.

6) – Hey, Sam!  
 – Hey! \_\_\_\_?  
 – You are so tan! \_\_\_\_?  
 – I just got back from Jamaica.  
 – Cool! \_\_\_\_?  
 – It was absolutely fantastic. You know, \_\_\_\_.

7) – Hey, Bill! \_\_\_\_?  
 – I just got a promotion at work!  
 – That's wonderful news! \_\_\_\_!

8) – Hey, Jack! How're you?  
 – \_\_\_\_.  
 – How's Sandra?  
 – \_\_\_\_.  
 – How's your father?  
 – He was sick, \_\_\_\_\_. Thanks for asking.

9) – Hi, Bill! How are you? I've not seen you around lately. \_\_\_\_?  
 – Oh, \_\_\_\_\_. I was in Germany.  
 – \_\_\_\_\_.  
 – No, I was just visiting my friends in Berlin.

## Ex. 17: Restore dialogues into English.

1.

- *Дорогие коллеги! We are so sorry расставаться с вами!*
- Nothing can be done. The conference закончилась and we уезжаем.
- *Спасибо so much, hope you'll приедете в следующем году.*
- We'd like so. *Вы были most hospitable.*
- *До свидания!*
- *Всего наилучшего!*

### Memorize!

- I am so sorry. – Мне так жаль.
- Nothing can be done. – Ничего не поделаешь.
- We'd like so. – Нам бы хотелось.
- hospitable – гостеприимный

2.

- Well, let me run.
- Ой, как летит время!
- Is it really *так поздно?*
- Yes. *Уже около 8.*
- *Передавай привет детям and bring them with you next time.*
- *Спасибо, by all means. До свидания.*
- *До свидания. Let's keep in touch. Веди машину safe.*

### Memorize!

- Well, let me run – Ну, мне пора бежать.
- really – неужели, по правде говоря
- by all means – обязательно, непременно
- Let's keep in touch. – Не теряйся. / Давай держать связь.

3.

- *Мне, действительно, hate the idea of going, but if I don't hurry, то я опоздаю.*
- *Было приятно talking to you. Передавай привет Татьяне.*
- *Спасибо, непременно. Пока.*
- Take care. *До следующих выходных. Всего хорошего.*

### Memorize!

- I hate the idea of going, but ... – Мне не хочется уходить, но ...
- to be going to + V – собираться что-л. сделать

**Ex. 18: Translate dialogues from Russian into English and then act them out.**

- 1) – Здравствуй, Джон! Как дела?  
– Хорошо, спасибо. У тебя как?  
– Тоже хорошо, спасибо.  
– Как твоя работа?  
– Хорошо.  
– Как твоя жена?  
– У нее все в порядке.  
– Как поживают твои дети?  
– У них все хорошо.  
– А как твой отец? Я слышал, он (I hear (that) he ...) болеет?  
– Да, но сейчас ему уже лучше. Спасибо, что спросил.
- 2) – Привет, Джулия! Как поживаешь?  
– Очень хорошо, спасибо. У меня для тебя приятная новость (welcome news). Мы с Майком скоро поженимся (to marry / to get married soon)!  
– Отличные новости! Рада за вас. Поздравляю!
- 3) – Привет, Дик! Что нового?  
– Я получил повышение на работе (to get a promotion to).  
– Круто!
- 4) – Привет, Кейт! Как дела?  
– Ничего особенного. Все по-старому.
- 5) – О Боже! Сандра! Ты ли это? Не видела тебя целую вечность! Как ты? Какие новости?  
– Хорошо, спасибо. Три дня тому назад я нашла новую работу.  
– Здорово! Я рада за тебя. Что за работа?  
– Менеджер по продажам в угольной компании.
- 6) – Привет, Пол! Ты такой загоревший! Куда ездил?  
– Я только что вернулся из Малайзии.  
– Ну и как?  
– Это было потрясающе (sensationally)! Отдыхать – не работать.

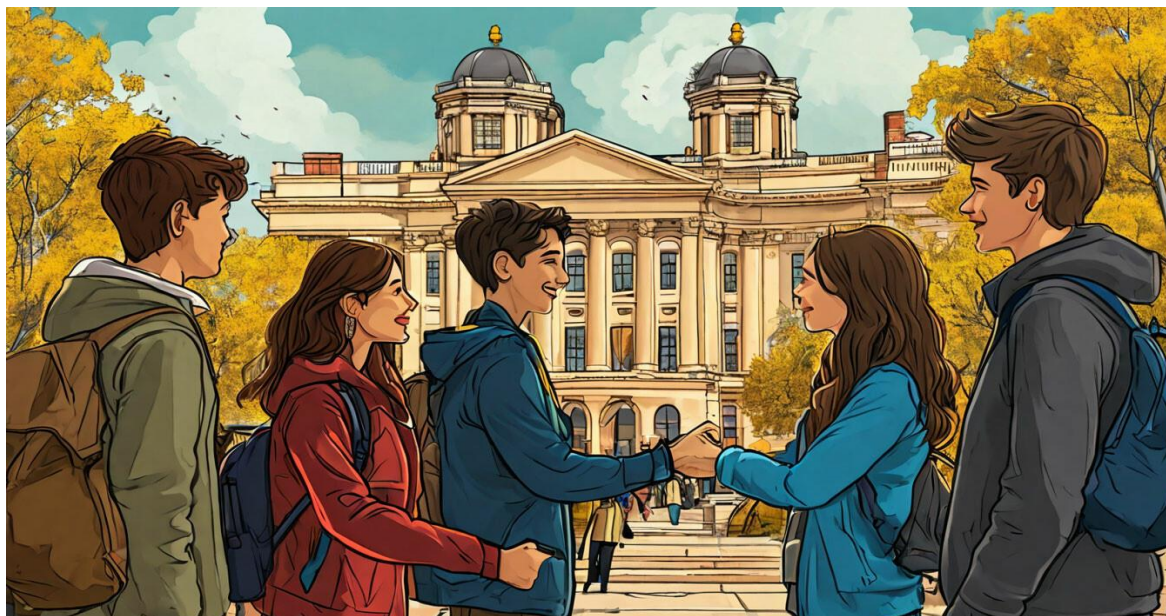
- 7) – Привет, Камала! Давно не виделись!  
– Привет, Джулия! Приятно тебя увидеть. Ты прекрасно выглядишь! Совсем не изменилась.  
– Спасибо. Ты тоже хорошо выглядишь.  
– И что происходит в твоей жизни? Какие новости?  
– Ничего особенного. Все без изменений.
- 8) – Привет, Татьяна! Как поживаешь?  
– Хорошо, спасибо. А ты?  
– Всё нормально. Прости, я сейчас тороплюсь. Давай сходим куда-нибудь вечером, если не против?  
– Отличная идея.  
– Я позвоню тебе завтра, и мы договоримся о времени на эти выходные. Пока!  
– До выходных.
- 9) – Олег? Привет! Что-то тебя не видно в последнее время. Где пропадаешь?  
– Я уезжал. Я провел неделю в Томске.  
– Это была деловая поездка или отдых?  
– Отдых. Я навещал своих друзей.
- 10) – Привет! Что новенького?  
– Привет! Да всё нормально, а у тебя?  
– Тоже всё хорошо. Где пропадал?  
– К сессии готовился. А ты?  
– Я тоже работала. Курсовую писала.  
– Послушай (Look (here))! Если не против, может, сходим куда-нибудь, в кино или на концерт?  
– Да, давай. Я за. Да, но вот только (mind you) нам нужно найти удобное (convenient) время.  
– Ну, тогда (Then) давай договоримся, чтобы было удобно по времени и тебе, и мне.  
– Хорошо. Я тебе скину SMS. Пока.  
– Будь! До скорого.

**Ex. 19: Make up some English dialogues similar to the dialogues from Exercise 18 and then act them out.**



## UNIT 2

### MEETING PEOPLE



#### Ex. 1: Study vocabulary.

- 1) acquaintance – знакомство;
- 2) to fancy – воображать, представлять себе (Syn: to imagine);
- 3) it is unlikely – вряд ли;
- 4) buddy – дружище, приятель, товарищ;
- 5) fellow traveler – попутчик;
- 6) to correspond with – осуществлять переписку, переписываться;
- 7) amenities (pl.) – прелести, красоты;
- 8) real-life / live [laiv] – живой, практический;
- 9) in person – лично;
- 10) interlocutor [intə'lokjətə] – собеседник;
- 11) to frown – смотреть неодобрительно; хмурить брови;
- 12) to embrace – обнимать;
- 13) to pat on the back – похлопать по спине;
- 14) to tickle – щекотать;
- 15) to pinch – щипать, ущипнуть;
- 16) fleeting world – быстротечный мир;
- 17) irreplaceable – незаменимый.

#### Ex. 2: Do a Vocabulary Crossword-Test № 2. (See Page 230)



**Ex. 3: Read text “Acquaintance and Communication” to answer the following questions.**

1) Without what would our life be uninteresting and boring? 2) What kind of way do new acquaintances appear in our life? 3) What opportunity does the internet give us? 4) Why is it still difficult to replace real-life communication by the internet? 5) Why is it very important to communicate with your interlocutor through off-line?

### Acquaintance and Communication



Only fancy, how would we live if people all over the world don't communicate with one another? Life would be dull and monotonous. Acquaintance plays a significant role for a society. If it were not for communication and dialogues between people, it is unlikely that we'd have friends, family and buddies. Our speech and tongue – this is what helps us start a simple conversation with passers-by, fellow travellers. That's the way new acquaintances appear in our life, who in the future may be our true friends. In modern world we can talk not only outdoors. The

Internet gives an opportunity to correspond with others – even with citizens of foreign countries – without leaving a house. Despite all amenities of the Internet communication, it's still hard to replace real-life communication. When you meet someone in person, you look into his eyes. This contact allows us to understand a mood of an interlocutor. Depending on the situation, you smile or frown, become happy or sad. You can take a person by the arm, embrace him / her, pat on the back, tickle and even pinch. It's impossible to replace a real-life talk. But at the same time benefits of technology in our fleeting world have become an irreplaceable thing and probably forever became a part of our life.

**Ex. 4: Match synonyms to words and collocations set off in italics.**

- 1) *Our native speech* helps us *begin easy to talk to* foot passengers or fellow travelers.
- 2) He led *an uninteresting and boring way of living*.
- 3) The Internet *enables to be in communication with foreigners* even *being at home*.
- 4) *In spite of* all advantages of *online* communication, *up to date* it's hard to *displace live conversation*.
- 5) *If you see* someone *personally*, you look into the eyes of *your partner taking part in a dialogue or conversation*.
- 6) *Advantages* of technology in our *changeable society* have become an *essential* thing.

**Ex. 5: Give your answer orally (3-5 sentences): Do you have a preference for real-life talk or for on-line communication? Why?**

**Ex. 6: Study vocabulary.**

- 1) to argue – спорить, препираться, ссориться;
- 2) awkward [ôkwəd] – неудобный; затруднительный, неловкий;
- 3) connection – контакт, связь, взаимоотношения;
- 4) elbow ['elbəu] – локоть;
- 5) to extend an arm – протянуть руку;
- 6) firmly – крепко;
- 7) impolite – грубый, невежливый, нелюбезный, неучтивый;
- 8) let go – отпускать, выпускать; освобождать;
- 9) to make small talk – вести светскую беседу
- 10) neighborhood – район;
- 11) to nod [nod] – кивнуть головой;
- 12) noncontroversial – не любящий спорить;
- 13) optional – необязательный;
- 14) recreational – развлекательный;
- 15) to refer to – иметь отношение к чему-л., относиться, касаться;
- 16) relevant to – относящийся к;
- 17) residential area – жилой район;
- 18) to stand in a queue [kju] – стоять в очереди;
- 19) tightly [taitli] – плотно, сжато.

**Ex. 7: Do a Vocabulary Crossword-Test № 3. (See Page 231)**

**Ex. 8: Scan through text “The Six Steps to Meeting Someone” within 20 minutes and then answer to the questions given below the text.**

**The Six Steps to Meeting Someone**

Sometimes you will be around people you have never met. For example, you may be near a person you don't know at university, at work or at a party. While meeting someone new, we usually follow these 6 steps:

- 1) Make eye contact.
- 2) Make small talk.
- 3) Introduce yourself.
- 4) Look for a connection.
- 5) Learn about each other.
- 6) End the conversation.

We usually follow these steps when socializing. At work, we sometimes do not follow all six steps. We sometimes know the connection, so we skip Step 4. Let's learn more about these steps.

**Step 1: Make Eye Contact**

It is common to make eye contact with someone you are meeting for the first time. To make eye contact means that two people look directly into each other's eyes. Usually, we make eye contact and then begin speaking. We often smile. Sometimes, we speak and make eye contact at the same time. Steps 1 and 2 are often done at the same time.

Note: In North America, eye contact is expected and acceptable during a conversation. When listening, we often watch someone's mouth, and when speaking, we look directly in the person's eyes.



## Step 2: Begin the Conversation with Small Talk and Be Positive

You can begin a conversation with someone by using small talk. Small talk is informal discussion about topics that are simple, non-personal, and noncontroversial. When you use small talk, speak about things in a positive way. Do not say negative things.

Topics are non-personal when they are about general ideas and things; they are not about specific people. Topics are controversial when they are taboo or when people often disagree about them.

Examples of controversial topics include money, politics, and religion. Noncontroversial topics are topics that many people can easily discuss without arguing.



### Making Small Talk

Common small talk topics in North America include:

- The weather – *Nice weather we're having. / Beautiful day, isn't it?*
- Your surroundings, such as the venue, drinks, food, and music – *Great music!*
- The latest technology – *Is that the newest smartphone?*
- Current movies or TV programs – *Have you seen (name of the movie or TV show)?*
- Any topic relevant to the situation, such as home assignment if you are in a classroom – *Did you do the home assignment?* – or the music and food at a party – *The food is really good.*

Common small talk topics in the United Kingdom include:

- The weather – *Nice weather we're having. / Beautiful day, isn't it?*
- Something you have in common – *Have you been standing here long?* – if you are standing behind someone in a queue.



### Step 3: Introduce Yourself – Smile and Shake Hands

To introduce yourself, say your name. Use the following expressions: *I'm (say name)*. Less common: *My name is (say name)*.

Giving your name in North America, you say just your first names in informal situations. In business or formal situations, you should give your first and last names. When you introduce yourself, shake hands.

#### How to Shake Hands in North America

Shake with your right hand. Stand one arm's length away from the other person, and extend your arm. Your elbow should be close to your body.

Put the palm of your hand firmly in the other person's hand and shake up and down once or twice. Do not shake too quickly. Hold the person's hand firmly, but not too tightly or too lightly. Then let go.

Look the person in the eye and smile when shaking hands.

In general, it is impolite to not shake if another person extends a hand.

However, if you do not want to shake hands because of your religious beliefs, you may smile and nod with your hands behind your back while you introduce yourself. If you have a cold, you can smile and say, *I'm sorry. I have a cold.*



#### Handshake Rules in the United Kingdom

In the United Kingdom women should initiate a handshake with men. Handshakes should be light, not firm. Shakes hands when meeting someone and always when leaving someone.

## Step 4: Look for a Connection or Common Interest

After you meet someone, continue the conversation by asking questions. A connection refers to how people know each other through places or other people like friends, coworkers, family members, and neighbors.

## Step 5: Learn About Each Other

After you find a connection, learn more about the person. However, do not ask for or give too many details. For example, it's okay to say in what neighborhood you live but do not give your street address. Here are some common topics for getting to know someone.

- Country of origin: *Where are you from?*
- Residential area or neighborhood: *Where do you live?*
- Your job: *What do you do? / Where do you work?*
- Areas of interest such as sightseeing, restaurants, or recreational activities: *What do you do for fun? / What's your favorite dish?*

In the United States, they often discuss jobs when getting to know someone. It is considered a neutral topic. It's okay to ask about someone's job, but do not ask about his or her position or title. In the United Kingdom, do not discuss jobs; this is considered a private topic, and people value their privacy highly. It is impolite to ask someone personal questions. A personal question is a question about someone's private or home life (семейная жизнь). Do not ask someone where he or she lives or what he or she does for work.

## Step 6: End the Conversation Politely and with a Smile

Ending a conversation can be awkward, so it is helpful to know how to do it politely. Say that you have enjoyed meeting the person. Then give a brief reason why you are ending the conversation. Here are some common and acceptable reasons for ending a conversation: *to find someone, to use the restroom, to get some food or drink.*

In North America, shaking hands is optional in social situations and expected in professional situations. In the United Kingdom, always shake hands when ending a conversation and leaving.

*(Taken from: Easy English: Step by Step by Danielle Pelletier. – New York: Mc Graw Hill. 2020. – P. 28-33)*

### Questions:

- 1) What is the title of the text?
- 2) Where and when was it published?
- 3) Who is the author of this text?
- 4) What is this text devoted to?
- 5) What is the main idea of the text?
- 6) How many parts does this text consist of?
- 7) What is spoken in the first / second / third / last part about?
- 8) What attention is given to shaking hands in the USA?
- 9) What conclusions does the author come to?
- 10) Is the text illustrated with any images?
- 11) Whom is this text addressed to?
- 12) Who may this text be recommended to?
- 13) How would you characterize this text in your opinion?

### **Ex. 9: Make up an oral translation of text “The Six Steps to Meeting Someone” and then answer the questions.**

- 1) What are the six steps to meeting anyone new?
- 2) What is the first step in meeting anyone new? What does it mean?
- 3) What is the second step in meeting anyone new? What does it mean?
- 4) What is the third step in meeting anyone new? What does it mean?
- 5) What is the fourth step in meeting anyone new? What does it mean?
- 6) What is the fifth step in meeting anyone new? What does it mean?
- 7) What is the sixth step in meeting anyone new? What does it mean?
- 8) How do you meet a new person?
- 9) How do you introduce yourself? What do you say when you meet anyone new?
- 10) What is the most common way to introduce yourself? Should you shake anyone’s hand when you first meet man or woman?
- 11) Where do you look when you shake anyone’s hand?
- 12) What is a connection?
- 13) What types of questions can you ask to learn more about the other person?
- 14) What are some common and acceptable reasons for ending a conversation?

**Ex. 10: Match the images to the given sentences.**

- 1) It's impolite to point at people. It's especially impolite to point at someone using your index finger, the first finger closest to your thumb.
- 2) To point politely, use an open hand with the palm turned slightly upward.



1.



2.



3.



4.

Express your opinion in 3-5 sentences: What do you think which of these persons represented in the images has good manners, and who does not? Why?



**Ex. 11: True or false? Prove or disprove the statements.**

- 1) In the United Kingdom, eye contact is expected and acceptable during a conversation.
- 2) While using small talk, you can speak about negative things which are also welcomed.
- 3) Topics are noncontroversial when they can be easily discussed by many people without arguing.
- 4) Common small talk topics in the United Kingdom include: the weather, your surroundings and the latest technology.
- 5) You should give your first and last names in business or formal situations in North America.
- 6) In the United Kingdom men should initiate a handshake with women.
- 7) While introducing yourself, you should shake with your right hand quickly.
- 8) As a rule job discussing is often a neutral topic when making someone's acquaintance in the United States.
- 9) A personal question is a question about someone's public life.

**Ex. 12: Acquaint yourself with some information that are needful for filling in visiting card or any other documents in written form.**

Visiting Card

To indicate the address the following abbreviations are used in a visiting card:

St. = street [stri:t] – улица;

Blvd. = boulevard ['buləvɜrd] – бульвар;

Emb. = embankment – набережная;

Ave. = avenue ['ævinju:] – проспект;

Sq. = square [skweɪ] – площадь;

Bldg. = building – строение.



The format of the address in English does not match the form that is used in Russia. Compare:

In Russian:	<p>Россия, 650021 г. Кемерово, Улица Грузовая, строение 1 КАО «Азот» Тел: 7 (3842) 57 22 99 E- mail: info@azot.kuzbass.net</p>
In English:	<p><b>AZOT</b></p> <p><b>AZOT Kemerovo Joint-Stock Company</b> <b>building 1, Gruzovaja St.</b> <b>Kemerovo, 650021</b> <b>Russia</b> <b>Phone: 7 (3842) 57 22 99</b> <b>E- mail: info@azot.kuzbass.net</b></p>

That is the visiting card sample:

<p>Иванов Иван Иванович Преподаватель Горного института Кузбасского государственного техни- ческого университета им. Т. Ф. Горба- чёва 650000, г. Кемерово, ул. Весенняя, 28 Телефон / факс: 8 (3842) 39-69-60 kuzstu@kuzstu.ru</p>	<p>Ivan I. Ivanov Lecturer of the Mining Institute of T. F. Gorbachev Kuzbass State Technical University 28, Vesennjaja St. Kemerovo, 650000 Phone / fax: 8 (3842) 39-69-60 kuzstu@kuzstu.ru</p>
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That is the identity card sample:

Удостоверение	Identity Card
Фамилия	Surname
Имя	First Name
Отчество	Middle Name
Гражданство	Citizenship
Национальность	Nationality
Род занятий	Occupation
Телефон	Telephone Number
Адрес	Full Postal Address
Дата	Date
Подпись	Signature

### Ex. 13: Tell us your full name.

Model: A: What is your full name?

B: My full name is *Ivan Lee*: my first name is *Ivan* and my surname is *Lee*.

#### Memorize!

- |                              |                                 |
|------------------------------|---------------------------------|
| • name – имя / фамилия;      | • patronymic – отчество;        |
| • full name – имя и фамилия; | • surname – фамилия;            |
| • first name – имя;          | • last name – фамилия;          |
| • middle name – второе имя;  | • maiden name – девичья фамилия |

### Ex. 14: Ask your partner for the names of his or her acquaintance. Use substitutions for the highlighted words.

Model: A: Please tell me *his* full name.

B: Well, *his* full name is *Tony Blake*: *his* first name is *Tony* and *his* surname is *Blake*.

Substitutions: /*his*, *Tony Blake*/; /*her*, *Susan Gold*/; /*his*. *Alan Guide*/; /*her*/ *Sarah Lee*/; /*his*. *Sam Jones*/; /*his*. *Michael Mc Millen*/; /*her*. *Jane O'Brien*/; /*his*. *Tim Byrd*/; /*her*. *Amy Cook*/; / *his*. *Olive Small*/; /*her*. *Kate Short*/.

### Ex. 15: Put down your first and last name in English using the table.

Letters:		Letters:	
Russian	English	Russian	English
е, ё	e, yo (Semyonov)	ш	sh (Shukshin)
ж	zh (Zhukov)	щ	sch (Khrushchov)
з	z, s (Kuzmin, Grusdev)	ы	y, i (Bykovskaya)
й	ei, (i)y, ai (Chaikovsky)	ь	' (Belen'kiy)
х	kh, h (Khrushchov)	ю	iu, yu (Yurkin)
ц	ts (Tsokov)	я	ia, ya (Yakovlev)
ч	ch (Chekhov)		

### Ex. 16: Spell the given names.

Model: Anton Chekhov: [ei], [en], [ti:], [ou], [en]; [si:], [eit], [i:], [kei], [eit], [ou], [vi:].

1) Yevgeniy Shvartz; 2) John Steinbeck; 3) Natasha Rostova; 4) Vladimir Majakovsky; 5) Mikhail Vasil'evich Lomonosov; Your name.

### Ex. 17 Ask your partner to spell his / her first and last name.

Model: A: Could you spell your name, please?

B: Sure. Let me see. Put down, please. It's [ei], [en], [di:], [a:(r)], [i:], [ai], and my surname is [pi:], [i:], [ti:], [a:(r)], [ou], [vi:].  
My full name is Andrei Petrov.

A: All right. (O.K.)

### Ex. 18: Answer some questions. Work in pairs.


- What is your name / surname? – My first name / surname is \_\_\_\_.
- What is your patronymic name? – My patronymic name is \_\_\_\_.
- What nationality are you? – I am \_\_\_\_.
- What country are you from? – I am from \_\_\_\_.
- What place do you come from? – I'm from \_\_\_\_ / I live in \_\_\_\_.
- What's your full postal address? – My address is \_\_\_\_.
- What is your phone number? – My (mobile) number is \_\_\_\_.
- What is your E-mail? – Put it down, please: \_\_\_\_.
- Do you have your university E-mail? – Yes, sure. It's \_\_\_\_.
- What's your occupation? – I am a \_\_\_\_.
- What languages do you speak? – I can speak \_\_\_\_ fluently. / I can speak \_\_\_\_ fairly well. / I speak \_\_\_\_ a little. / I don't speak \_\_\_\_.

**Note!** at @ – собака; flatworm = ( ) – знак подчеркивания;  
dot = (.) – точка; semi(colon) = (;) – точка с запятой;  
comma = (,) – запятая; brackets = [ ] – скобки;  
slash = (/) – прямой слеш; parenthesis = ( ) – круглая скобка;  
capital letter – большая буква; hash = (#) – знак «хэш»;  
small letter – маленькая буква / прописная буква

**Ex. 19: Write into English: your home address / address of your educational establishment.**

**Ex. 20: Make your own Identification Card.**

**Ex. 21: When arriving to one of the foreign countries you will be asked to fill in an entry card. Fill in the questionnaire.**

Entry Card	
Please complete clearly in BLOCK LETTERS	
Full name: _____	
Date of birth: _____	
Day / Month / Year	
Nationality: _____	
Citizenship: _____	
Place of birth: _____	
Sex (tick): <input type="checkbox"/> Male / <input type="checkbox"/> Female	
Occupation: _____	
Passport № . _____	
Date of issue: _____	
Purpose of entry (tick):	
<ul style="list-style-type: none"><li>• Employment</li><li>• Visit</li><li>• Transit</li><li>• Special Permit</li><li>• Invitation</li><li>• Tourism</li><li>• Study</li></ul>	<ul style="list-style-type: none"><li>• date of issue – дата выдачи загранпаспорта</li><li>• to tick – отметить галочкой</li><li>• receiving country – страна пребывания</li><li>• sex – пол</li><li>• residence – срок пребывания</li><li>• employment – работа по найму</li><li>• questionnaire – анкета, опросный лист</li><li>• business trip – командировка</li></ul>
Residence in receiving country _____	
Address in receiving country _____	
Phone number: _____	
E-mail: _____	
Signature _____ Custom Officer	

**Ex. 22: Make your dialogue “At the Customs Office” using the vocabulary of the previous Exercise 21 and then act it out.**



**Ex. 23: Make similar dialogue according to the algorithm given below in order to act them out.**

Person A and Person B are strangers. They strike up conversations with each other *at the airport* / on the train / on the bus / on the ship.

A: *Nice day, isn't it?\**

B: Yes, it is. It's sunny today.

A: Are you going on business?

B: I'm going in Moscow for a holiday. I'm a pensioner. I adore traveling. I do want to visit Red Square and the Kremlin.

A: That's great!

B: And you?

B: I'm a post-graduate student. I'm going to make a report in a scientific conference.



**Algorithm:**

Person A. should:

- 1A) make a remark about the weather
- 2A) ask where B. is going
- 3A) introduce himself and ask what B. does

→

Person B. should:

- 1B) agree with A.
- 2B) tell A. where he is going
- 3B) tell A. what he does and ask what A. does

**Note!** – Nice day, isn't it?\*/ What terrible weather!

- – Rather windy / stormy / sunny / rainy / frosty / foggy / snowy / cloudy / today, isn't it?
- – Wet / Dry / Freezing / Cold / Cool / Warm / Hot outside, isn't it?
- – It's partly cloudy. – Переменная облачность.
- – It's mostly cloudy. – Облачная погода.
- very → quite → really → so → pretty (informal Am.) → a bit → a little → a little bit → a tad

**Ex. 24: Make similar dialogue according to the algorithm given below in order to act them out.**

Professor A from Scotland is on his secondment at our university. Student B explains to professor how to find the necessary *classroom*\*.

A: Excuse me, do you speak English?

B: Yes, a little.

A: I'm looking for Classroom 407.

B: I'm sorry, could you repeat, please?

A: I'm looking for Classroom 407.

B: It is *upstairs*\*\* on the third floor. I can show you where it is.

A: Thank you very much. That's very kind of you. Your English is very good.

B: I've been learning English for 7 years. Are you here on holiday?

A: No, I'm giving some lectures at your University.

B: Here we are at last.

A: Goodbye.



Algorithm:

Person A. should:

1A) ask if B. speaks English

2A) say that he is looking for the ....\*

3A) repeat his last phrase

4A) say that B's English is very good ask how long he / she has been learning English

5A) thank B. for his / her help

Person B. should:

1B) say he / she speaks English

2B) ask A. to repeat

3B) offer to show A. where it is \*\*

4B) thank A. and say how long he / she has been learning English

5B) say goodbye

## Substitutions:

- *classroom\** – аудитория
- lecture hall – лекционная
- library – библиотека
- laboratory (lab) – лаборатория
- canteen – столовая
- refectory – столовая (отдельное здание)

- director's office – дирекция (института)
- teaching block – учебный корпус
- main teaching block – главный корпус
- toilet / WC – туалет

- It is *upstairs\*\**...
- It is downstairs ...
- Turn (on the) / left / right.
- Go straight (ahead / on).

- It's next to ...
- It's opposite ...
- Round the corner
- On the / ground / first / floor

## **Ex. 25: Restore the dialogues into English.**

### How to ask for a way

- *Извините, sir, do you know, где находится Rose Street?*
- Sure. It's not *недалеко отсюда*.
- Oh, *не могли бы вы подсказать, how I can туда добраться, please?*
- *Идите прямо. When you see светофор you should поверните налево and go straight on. You will see such большое серое здание. It's a shopping centre. За ним it there is a bank. Пройдите по тротуару, then the street с правой стороны side is Rose Street.*
- *Звучит немного difficult.*
- It's not so difficult. *Дорога займёт about ten minutes ходьбы from here.*
- Hm...
- *Знаете, I как раз keep going в ту side. I могу помочь вам and walk with you about 100 m.*
- Oh, *это будет здорово. Спасибо большое.*
- Let's go.
- *Вы знаете, I have в командировке. Я бы хотел купить some souvenirs from your city for my family. Чтобы вы посоветовали?*
- There are a lot of gift shops in a shopping centre. *Где вы остановились?*



- В гостинице.
- Вы несомненно сможете выбрать some presents in the hotel shops.
- Возможно, you are right.
- Ok, so look! Вот a shopping centre. Now продолжайте идти along тротуару.
- Is there a bank поблизости?
- Да, скоро увидите.
- Спасибо.
- Пожалуйста.
- Хорошего дня!

### Asking the Way

- Извините, Вы не могли бы подсказать нам the short way to the famous British Museum? We заблудились.
- Конечно же, могу. It is not very далеко отсюда. Думаю it will take you about thirty minutes чтобы добраться туда отсюда. Если вы спешите, you can go by bus. The bus-stop is at Oxford Circus.
- А как нам добраться до Oxford Circus?
- Идите прямо on, then поверните налево at the traffic lights and идите прямо again. Через две минуты you are at Oxford Circus.
- What bus must we сесть?
- Your bus is the 73.
- At what stop do we выходить?
- You нужно будет выйти at Great Russell Street. This bus stop's напротив the British Museum.
- А сколько нам потребуется времени to get to the British Museum на автобусе?
- Думаю, что около fifteen minutes.
- Одно уточнение. Есть ли расписание движения автобусов at the bus stop?
- Конечно you'll find a bus table at the bus stop. I think this bus arrives every 10–15 minutes.
- Thank you very much!
- Не за что. Have a good time.
- Many thanks.

## Memorize!

- 1) to be in a hurry – спешить, торопиться;
- 2) a bus table – расписание движения автобусов;
- 3) to take / to board / to catch / to get on / a bus – сесть в автобус;
- 4) to get off a bus – выйти из автобуса;
- 5) to go astray – потеряться, заблудиться, пропасть;
- 6) to keep + doing smth – продолжать что-то делать;
- 7) on the right hand / at the right hand – с правой стороны;
- 8) pavement / sidewalk / footpath – тротуар;
- 9) traffic light(s) – светофор;
- 10) Excuse me. – Извините. (If you have any intention to do something) / I'm sorry. – Извините. (If you've just done something)
- 11) Walk along a sidewalk. – Пройдите по тротуару.
- 12) Probably, you are right. – Возможно, вы правы.
- 13) Many thanks. – Премного благодарен / благодарны.
- 14) One more thing. – Ещё один момент. / Ещё уточнение.
- 15) You are welcome. – Пожалуйста. (в ответ на «спасибо»)

**Ex. 26: Make your dialogue “How to ask for the way” using the vocabulary of the previous Exercise 25 and then act it out.**



**Trafalgar Square**

Follow by the algorithm:

- 1) Take a map called “Central London Map” (See below: Page 38);
- 2) Zoom in the map if it's necessary and then find Trafalgar Square on it that would be your starting point (A) for your route through London;
- 3) Choose at random point (B) on the map, make a route from point A to point B and then act out your dialogue.

## Central London Map



(Taken from: [https://maps-london.com/maps-london-city/central-london-map?utm\\_source=perplexity](https://maps-london.com/maps-london-city/central-london-map?utm_source=perplexity))

### Ex. 27: Study vocabulary.

- 1) Are you here by yourself? – Вы здесь один (одна)?
- 2) Do you like it here? / Вам здесь нравится?
- 3) Friday works for me. – Пятница мне подходит.
- 4) Have a nice day! – Хорошего дня!
- 5) How long will you be here? – Сколько вы здесь пробудете?
- 6) I'm here for a business convention. – Я приехал на бизнес-конференцию.
- 7) I'm here with a friend. – Я здесь с другом (подругой).
- 8) I'm staying with some friends of mine. – Я остановился у друзей.
- 9) It's quite a change for me being here. – Довольно необычно для меня находиться здесь.
- 10) It was nice chatting with you. – Приятно было с вами поговорить.
- 11) I('ve) got to get going. – Мне пора идти.
- 12) Let me know – Скажите мне / Сообщите мне;
- 13) Sounds good! – Хорошо! Согласен! (Согласна!).

**Ex. 28: Fill in the blanks with appropriate phrases from the box.**

Yes, I am.	I'm here for work.
How about you?	I'm Susan Adams.
And you are...?	Do you like it here?
Nice to meet you.	Where did you learn it?
What's yours? (2)	Where are you from, John?
Are you Russian?	Is this your first time here?
I'm from France.	Where do you live in Russia?

Are you here on business or vacation?

1) – Hello! I'm Alex Dale. And you are ...?  
 – \_\_\_\_\_.  
 – Where are you from, Susan?  
 – I'm from Australia. \_\_\_\_\_?  
 – I'm from Scotland. \_\_\_\_\_?  
 – Both.  
 – \_\_\_\_\_?  
 – No, I've been here a couple of times.  
 – \_\_\_\_\_?  
 – I like it *a lot!*\*

2) – Hi! What's your name?  
 – Mary. \_\_\_\_\_?  
 – Deb. Are you Russian?  
 – \_\_\_\_\_.  
 – You speak very good English. \_\_\_\_\_?  
 – I spent some time in the UK.

3. – Hi! What's your name?  
 – John. \_\_\_\_\_?  
 – Eve. \_\_\_\_\_?  
 – I'm from the US. And you?  
 – \_\_\_\_\_.  
 – Are you here on business or vacation?  
 – \_\_\_\_\_.  
 – Nice to meet you, John.  
 – \_\_\_\_\_.

**Note!** *a lot\** = very much

4. – Hi! How're you?  
 – Good, thanks.  
 – I'm Ben. \_\_\_\_\_?  
 – I'm Svetlana.  
 – \_\_\_\_\_?  
 – Yes, I am.  
 – \_\_\_\_\_?  
 – I live in Kemerovo.

**Note!** Your English is very good. – У вас очень хороший английский.  
 You speak very good English. – Вы хорошо говорите по-английски.  
 You speak English very well. – Вы хорошо говорите по-английски.  
 He speaks English a little bit / fairly well. – Он говорит по-английски чуть-чуть / неплохо (довольно хорошо).

**Ex. 29: Choose the most suitable explanation for the phrase.**

- 1) When someone asks you where you are from, they want to know:
  - a) What country do you live in?
  - b) What hotel are you staying at?
  - c) Where were you born?
- 2) When a lady says that she is traveling with a friend, she means:
  - a) She can't go out with you.
  - b) She is traveling with her female friend.
  - c) She is traveling with her boyfriend.
- 3) When you say you've got to get going, you mean:
  - a) You need a place to go to.
  - b) You've got a place you can go to.
  - c) You need to leave.
- 4) When your friend says that his wife has gone shopping, he means:
  - a) She is not here because at the moment she is shopping.
  - b) She needs to do some shopping.
  - c) She loves shopping.

**Ex. 30: Choose the most suitable continuation of the phrase.**

- 1) Are you here by yourself?
  - a) No, I'm here alone.
  - b) I'm staying with a friend of mine.
  - c) No, I'm here with a friend.
- 2) Are you here on business or vacation?
  - a) I'm here for a business trip.
  - b) I like it here.
  - c) I'm going to go traveling.
- 3) Your English is very good. Where did you learn it?
  - a) I'm working for Yandex.
  - b) I spent some time in one of the English-speaking countries.
  - c) I'm staying with my Canadian friends.



### Ex. 31: Study vocabulary.

- 1) amazing [ə'meɪzɪŋ] – удивительный, поразительный;
- 2) awesome [o':səm] – потрясающий, фантастический;
- 3) to be willing + V – готов (сделать что-л.);
- 4) check out – взглянуть, посмотреть;
- 5) class – (единый) курс (обучения) лекций; занятие;
- 6) college – университет (обычно небольшой, с единым учебным планом); специальный ВУЗ; факультет университета;
- 7) computer science – информатика;
- 8) definitely – определённо, точно;
- 9) to engage in – привлекать, вовлекать, занимать;
- 10) to enjoy + V-ing – любить, получать удовольствие (от чего-л.);
- 11) to feel free to + V – не стесняться (что-л. делать);
- 12) to find groove – войти в определенный ритм;
- 13) to get the hang of smth. – освоить, овладеть чем-л., усвоить;
- 14) to get used to + Ger. – привыкнуть (к кому-л. / чему-л.);
- 15) to go through a course (a class) – пройти курс (обучения);
- 16) to grab a coffee – выпить чашечку кофе;
- 17) to grab some lunch on the hoof – перекусить на ходу;
- 18) to hesitate to + V – колебаться; сомневаться, не решаться;
- 19) to keep in mind – иметь в виду;
- 20) knowledgeable = well-informed / intelligent – информированный, умный;
- 21) likewise – аналогично;
- 22) to manage – управлять, уметь обращаться / расходовать;
- 23) major (Am.) – дисциплина, специализация;
- 24) to be majoring (in) = study (for) – готовиться стать;
- 25) to major (in) = to specialize (in) – специализироваться (в вузе);
- 26) overwhelming – невероятно, чрезвычайно;
- 27) peer [piə] – ровесник, сверстник; равный (по положению, способностям);
- 28) professor = teacher, lecturer, instructor – преподаватель;
- 29) soft wiring = coding / programming – программирование;
- 30) top-notch = excellent; superb – великолепный, роскошный;
- 31) to transfer – переходить, переводиться (с одного места какой-либо деятельности на другое);
- 32) until the end of next week – до конца следующей недели.



**Ex. 32: Do a Vocabulary Crossword-Test № 4. (See Page 232)**

**Ex. 33: Match synonyms to words and collocations set off in italics.**

- 1) That's *awesome*.
- 2) I'm sure you'll *love* it here.
- 3) My *major* is *computer science*.
- 4) He is *majoring in soft writing*.
- 5) I've just finished this *semester*.
- 6) I must say this *college* is *top-notch*.
- 7) My physics *professor* is Mrs. Brown.
- 8) Let's go to *grab* a coffee and discuss our *assignments*.
- 9) Friday *works for me*. Let's *meet up* at the cafeteria at noon?
- 10) She's *a part* of the students' scientific society.
- 11) We both study *in college*. I'm a *freshman*, but he is a *junior*.

**Ex. 34: Read aloud these dialogues and then reproduce them by roles using your own names.**

Dialogue 1:

A: Hi, my name is Tony. What's your name?

B: Hello, Tony. Nice to meet you. My name is Betty.

A: It's nice to meet you too, Betty. Are you a new student here?

B: Yes, I am. I just started this semester. How about you?

A: I've been here for a year now. Are you enjoying your classes so far?

B: Yes, I am. The teachers are very nice and the classes are interesting.  
What are you studying?

A: I'm majoring in Building. How about you?

B: I am majoring in Soft Writing. It's always been something I've been interested in.

A: That's great. Definitely. So, where are you from, Betty?

B: I'm from Dallas. How about you?

A: I'm from Boston. It's quite a change for me being here.

B: Yes, it can take some getting used to. But I'm sure you'll love it here once you get used to it.

A: I think so too. It's been nice meeting you, Betty.

B: Same to you, Tony. Let's definitely keep in touch.

## Dialogue 2:

A: Hi, I'm Dan. Nice to meet you!

B: Hi. Dan, I'm Mary. Nice to meet you too!

A: So, which course are you in?

B: I'm in the 2<sup>nd</sup> class and study geology, what about you?

A: Oh, I'm also in the geology class. I'm a senior student. Who's your professor?

B: My professor is Mr. Lloyd. And yours?

A: I have the same professor. You have gone through the first class, ain't you?

B: Yes, I have. I thought it was pretty interesting, what do you think?

A: I agree, it was quite engaging. Do you want to grab a coffee sometimes and discuss the assignments?

B: That sounds like a great idea, I would love that!

A: Cool, how about tomorrow after class?

B: Sounds good. Tomorrow works for me. See you then!

A: See you tomorrow! And let me know if you need any help with the assignments or anything else.

B: Thanks, I appreciate that!

## Dialogue 3:

A: Hi, are you new here?

B: Yeah, just moved here for college a week ago. My name's Tom. What's yours?

A: Hi. Tom, I'm Bess, nice to meet you. Which course are you studying here?

B: I'm studying computer science. You?

A: I'm majoring in psychology.

B: Nice to hear it. Any advice for a new student?

A: Yeah, don't hesitate to take part in different activities and clubs. It's a great way to meet new people and have fun.

B: Thanks for the advice. I'll keep that in mind.

A: You're welcome. If you need any help or have any questions, feel free to ask me.

B: Thanks, I appreciate it. It was nice meeting you, Bess.

A: Nice meeting you too, Tom. See you around.

**Ex. 35: Put the phrases of the dialogue in the correct sequence.**

1.

Dave: I'm in my second year, and I must say this university is top-notch.

2.

Dave: Yeah, I hope so! Do you want to grab a coffee sometime and chat more about university life?

Ellis: Sounds awesome, let's do it!

3.

Ellis: Yeah, I agree. Thanks for the advice!

Dave: No problem. So, what's your major?

Ellis: I'm majoring in psychology. And you?

4.

Dave: Hey there! Are you new here, in university?

Ellis: Yes, indeed. I just started this semester. And you?

5.

Dave: I'm majoring in computer science. But I also take some psychology courses as electives, it's fascinating.

Ellis: That's great! Maybe we will have some classes together.

6.

Ellis: I hope so. Do you have any tips for a new student?

Dave: Well, the first thing you should do is get organized and manage your time efficiently. Also, don't hesitate to ask your professors or peers for help if needed. They are always willing to assist you.

Your Response: \_\_\_\_\_

## Ex. 36: Restore dialogues into English.

### Dialogue 1:

A: Привет, ты здесь новенький?

B: Yeah, I('ve) just started на этой неделе.

A: Приятно познакомиться. Я Эйвис. Какая у тебя специальность?

B: Hi, Avis. I'm Tim. Моя специальность is Business Administration, а у тебя?

A: I'm studying Искусственный интеллект. So, how тебе нравится университет so far?

B: Все хорошо. Кампус большой, but I'm к нему привыкаю.

A: Yeah, это займет some time, but you'll освоишься of it.

B: Определенно. I've been feeling немного потерянным.

A: I know how that feels. As our преподаватель информатики, Mr\* Johnson, says, "Every beginning is hard". It can be трудновато at first, but вскоре ты втянешься в свой ритм (найдешь свой ритм).

B: Thanks for поддержку, Avis. Не хотела бы пообедать together?

A: Конечно, that sounds great. Как насчет того, чтобы we meet in the cafeteria после занятий tomorrow?

B: That мне подходит. Увидимся там, Avis!

A: See you there, Tim!



Note! Mr\* Johnson – Mr (mister) = Mister, gentleman (it's used only with a subsequent surname) = Mr Fennell;

Miss – Miss: it's used before the surname of an unmarried woman of any age, if she has never been married before = Miss Dene;

Mrs [misiz] – it's used before the surname of a married woman: = Mrs Flynn;

Ms [miz] – it's often used instead of Mrs. and Miss before the surname of both married and unmarried women: = Ms Bond.

## Dialogue 2:

A: Hi, I don't think *мы раньше не встречались*. My name is Ruth.

B: Hi, Ruth, I'm Roy. *Приятно познакомиться*.

A: *Мне тоже приятно познакомиться*, Roy. What brings you to this институт?

B: *Я первокурсник, хочу получить degree in Real Estate. А ты?*

A: *Я студентка третьего курса, majoring in Ecology.*

B: That's здорово. Are there any classes you're *с нетерпением ждёшь* to этом семестре?

A: Yes, I really enjoy my *занятий по* Environmental safety. *А ты?*

B: I'm looking forward to my Introduction to the specialty class.

A: *Звучит интересно. Тебе здесь нравится so far?*

B: Yeah, *Я здесь enjoying it*. The campus\* *красивый* and the professors *кажутся really знающими. А тебе как?*

A: I love it here too. *Существует so many возможностей* to get involved in *внеклассных* activities and the resources *доступные* to students are *просто потрясающие*.

B: *Это здорово*. Do you have any *рекомендации* for clubs or events which are *стоит обратить внимание?*

A: Well, I'm a part *научного студенческого* society and we have some interesting *дискуссии и мероприятия* coming up this *семестр*.

B: Thanks for *что сообщила*. I'll definitely *буду иметь в виду*. *Было приятно* meeting you, Ruth. Maybe, *ещё увидимся* some time.

A: *То же самое*, Roy. *Удачи* this semester!



**Note!** Campus\* is a students' (university) town. A complex of structures and buildings that consists of academic buildings, laboratories, a library, a gym, administrative offices, a students' clubs, a health center, dorms, etc. Many college and university buildings are usually built in the style of old European universities. Student-guided tours are conducted around the campus.



**Ex. 37: Interpret dialogue. Work on the following algorithm:**

Student 1 (St.1) reads aloud his phrase into English to Student 2,  
Student 2 (St.2) interprets Student 1's phrase to Russian to Student 3,  
Student 3 (St.3) answers Student 1's question into Russian,  
Student 2 (St.2) interprets Student 3's phrase to English to Student 1.

St.1: Hey! My name is Jack, what's yours?

St.2: (Russian interpretation).

St.3: О, привет Джек, я Алиса.

St.2: (English interpretation).

St.1: Nice to meet you, Alice! Are you a student from ...?

St.2: (Russian interpretation).

St.3: Да. Верно. Я студент по обмену из России.

St.2: (English interpretation).

St.1: Welcome to Oxford University! How are you liking it so far?

St.2: (Russian interpretation).

St.3: Спасибо. Чудесно. Я уже здесь второй день. Но пока ещё ни с кем не познакомилась.

St.2: (English interpretation).

St.1: That's awesome. If you ever need someone to show you around or hang out with, let me know. I've been here for a year now, so I know my way around pretty well.

St.2: (Russian interpretation).

St.3: Спасибо, я ценю это! У меня есть несколько вопросов о кампусе и занятиях, может, ты как-нибудь поможешь мне?

St.2: (English interpretation).

St.1: Sure thing, I'd be happy to help. We can grab some lunch together and chat about it, if you don't mind.

St.2: (Russian interpretation).

St.3: Превосходно. Это меня устраивает. Пойдёмте чего-нибудь перекусим.

St.2: (English interpretation).





**Ex. 38: Before translating text “The First Three Rules of Successful Acquaintance” into English find appropriate meanings of Russian words and collocations in the text.**

get to know (smb); basic rule; be sincere; confidence; take / show an interest (in, for); respect for; relationship; wish (for); to avoid; to require; effort; close connection; deep ties; It's important to realize

**Три правила успешного знакомства**

Знакомство – это процесс, который может быть началом дружбы, любви или просто приятным общением. Чтобы знакомство было успешным, необходимо учитывать несколько важных правил.

Во-первых, важно быть открытым и дружелюбным. Если вы не готовы к знакомству, то лучше его не начинать. Необходимо быть искренним и не скрывать чувства и интересы. Это поможет установить контакт с другим человеком и создать атмосферу доверия.



Второе правило – это умение слушать и слышать. Важно уметь слушать другого человека, задавать вопросы и показывать интерес к его жизни. Это поможет создать более глубокую связь и понять, что представляет собой другой человек.

Третье правило – это уважение. Уважение к другому человеку – это основа любых отношений. Необходимо уважать его мнение, чувства и желания. Это поможет избежать конфликтов и создать более прочные связи.

Наконец, важно помнить, знакомство – это процесс. Он может занять время и требует терпения и усилий. Однако если вы будете следовать этим трем основным правилам, то знакомство может привести к приятным результатам и новому уровню отношений.

**Ex. 39: How well you know the three basic rules of meeting. Do facet test. Construct statements from the given phrases. While doing the facet test, it must be probably some troubles, remember then the previous information of Exercise 36.**

In order to make the acquaintance of somebody successful one should take into consideration several fundamental rules. They are:

(1) The first rule

(2) The second rule

(3) The third rule

**says**

(1) respect for another person,

(2) be sincere, sociable, open,

(3) be able to hear and listen to someone,

**it means that it's necessary**

(1) to respect someone for his opinion, feelings, wishes.

(2) not to hide his feelings and interests.

(3) to ask questions and take an interest for his life.

**It helps**

(1) to form close connection and realize what person is like.

(2) to avoid conflict situations and create deeper ties.

(3) to get into contact another person and create an atmosphere of trust.

Your Response:

(1) The first rule: \_\_\_\_\_

(2) The second rule: \_\_\_\_\_

(3) The third rule: \_\_\_\_\_

## UNIT 3

### ABOUT FAMILY LIFE AND RELATIONSHIP



#### Ex. 1: Study vocabulary.

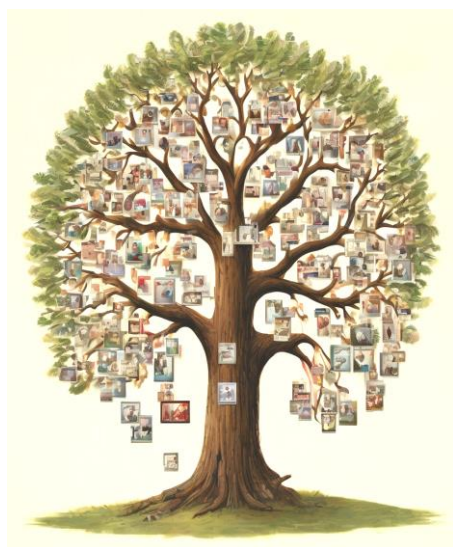
- 1) to acquire – приобретать;
- 2) ancestor ['ænsəstə] – предок;
- 3) brother-in-law – деверь, шурин;
- 4) daughter-in-law – невестка;
- 5) to denote – обозначать;
- 6) descendant [di'sendənt] – потомок;
- 7) distinguish – различать, проводить различия между;
- 8) family tree / genealogical tree – генеалогическое древо, семейное д(е)рево;
- 9) father-in-law – свекор, тесть;
- 10) great grandfather / grandmother – прадедушка / прабабушка;
- 11) half brother / sister – единокровный брат / единокровная сестра (если отец общий); единоутробный брат / единоутробная сестра (если мать общая);
- 12) to inherit – наследовать;
- 13) invisible link – невидимая связь;
- 14) marriage – брак, супружество, замужество, женитьба;
- 15) mother-in-law – свекровь, теща;

- 16) notion – понятие;
- 17) particular – особенный, специфический;
- 18) relative [ˈrelatɪv] – родственник;
- 19) to rely on – полагаться (надеяться) на кого-л.;
- 20) sibling – родные брат или сестра;
- 21) son-in-law – зять;
- 22) stem – основа (слова);
- 23) stepbrother – сводный брат;
- 24) stepdaughter – падчерица;
- 25) stepfather – отчим;
- 26) stepmother – мачеха;
- 27) stepsister – сводная сестра;
- 28) stepson – пасынок;
- 29) unified – унифицированный, общепринятый;
- 30) what is more – (и) вдобавок, (и) что ещё важнее, (и) больше того, (и) к тому же.

**Ex. 2: Do a Vocabulary Crossword-Test № 5. (See Page 233)**

**Ex. 3: Read the following information about Family Tree to answer the some questions.**

- 1) What do you understand under the meaning of collocation *A Family Tree*?
- 2) For what the family tree can be used?

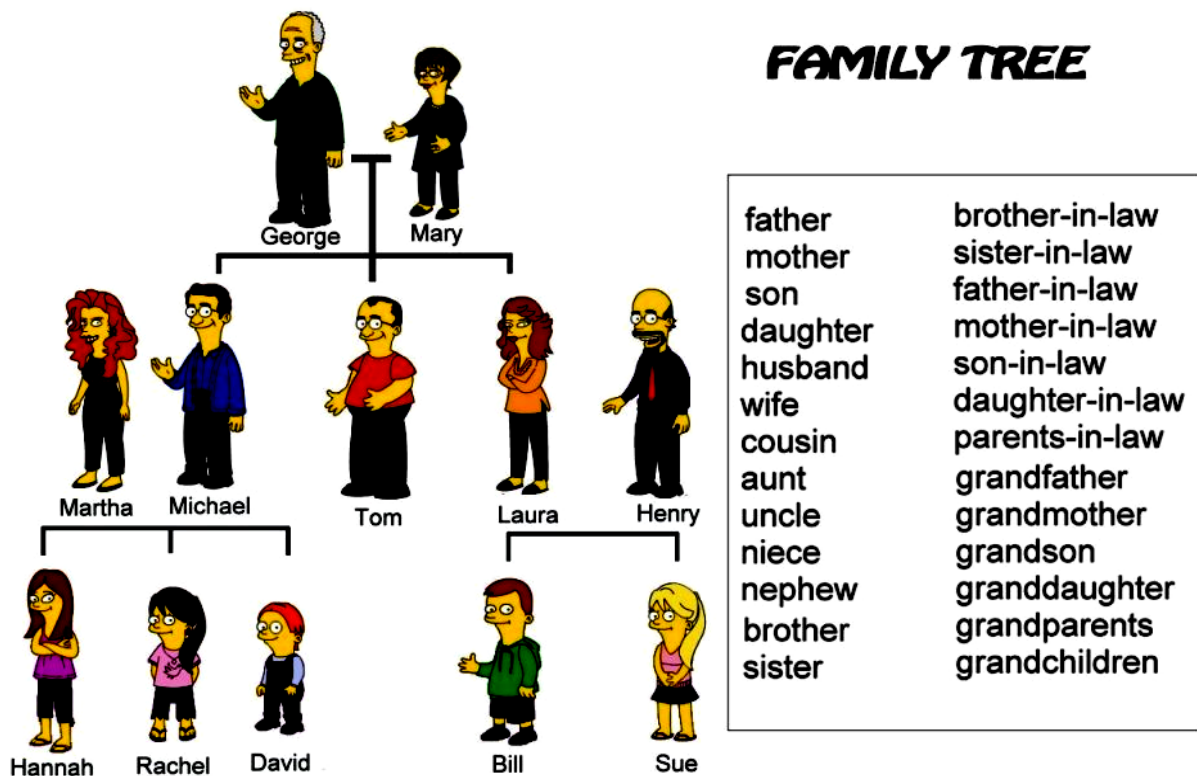


**Family Tree**

**Note!** A family tree is a graphical representation of the relationships between people. It shows the origins and connections between relatives over several generations. A family tree typically shows names, birth and death dates, and information about marriages and divorces. Genealogical research can be useful for studying family history, creating a family tree, finding relatives, and passing on family values.



**Ex. 4: Familiarize with the family tree and then write their relationship to each other.**



**Write the relationship.** Example: *Bill is Henry's son.*

David is Mary's \_\_\_\_.  
 Tom is Laura's \_\_\_\_.  
 Martha's Hannah's \_\_\_\_.  
 Mary is Rachel's \_\_\_\_.  
 George is Henry's \_\_\_\_.  
 Laura is David's \_\_\_\_.  
 Sue's George's \_\_\_\_.  
 Bill is Michael's \_\_\_\_.  
 Laura is Martha's \_\_\_\_.  
 George is Tom's \_\_\_\_.  
 Laura is Rachel's \_\_\_\_.  
 Laura's George's \_\_\_\_.  
 Henry is Tom's \_\_\_\_.

Henry's George's \_\_\_\_.  
 George and Mary are Henry's \_\_\_\_.  
 Mary is Martha's \_\_\_\_.  
 Henry is Laura's \_\_\_\_.  
 Sue and David are Mary's \_\_\_\_.  
 Laura is Tom's \_\_\_\_.  
 Hannah is Tom's \_\_\_\_.  
 George's Sue's \_\_\_\_.  
 Tom's Mary's \_\_\_\_.  
 Michael's Sue's \_\_\_\_.  
 Mary and George are Bill's \_\_\_\_.  
 Martha's George's \_\_\_\_.  
 George & Mary are Tom's \_\_\_\_.

(Taken from: [https://www.englishexercises.org/makeagame/view\\_game.asp?id=3355](https://www.englishexercises.org/makeagame/view_game.asp?id=3355))

**Ex. 5: How well you know relative ties. Do facet test. Construct statements from the given words and phrases.**

(1) Stepson	(5) Daughter-in-law	(9) Stepbrother
(2) Son-in-law	(6) Mother-in-law	(10) Stepmother
(3) Stepdaughter	(7) Father-in-law	(11) Stepsister
(4) Stepfather	(8) Brother-in-law	<b><u>is</u></b>

(1) the wife of one's son
(2) the mother of one's husband or wife
(3) the husband of one's daughter
(4) the father of one's wife or husband
(5) a son of one's husband or wife by a former union
(6) a daughter of one's husband or wife by a previous marriage
(7) the brother of one's wife or husband or the husband of one's sister
(8) a man who has married one's mother after the death or divorce of one's father
(9) a son of one's stepparent, by a marriage other than that with one's own father or mother
(10) a daughter of one's stepparent by a marriage other than with one's own father or mother
(11) a woman who has married one's father after the death or divorce of one's mother

**that means into Russian**

(1) отчим.	(5) падчерица.	(9) сводная сестра.
(2) зять.	(6) деверь, шурин.	(10) жена сына, невестка.
(3) мачеха.	(7) свекровь, теща.	(11) свёкор (отец мужа);
(4) пасынок.	(8) сводный брат.	тесть (отец жены).



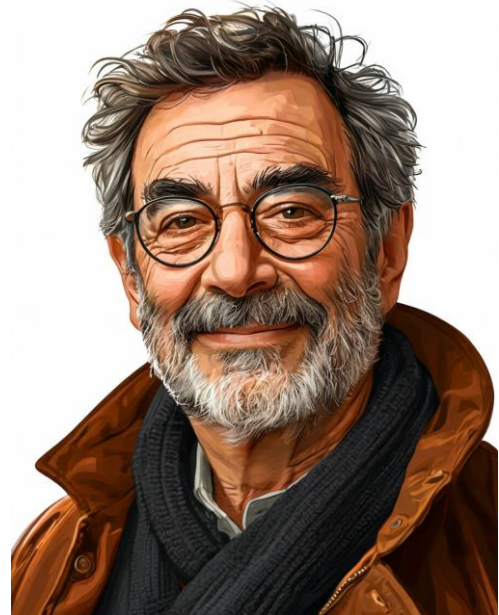
**Ex. 6: Read text The Coppola Family and then make up a genealogical tree for the Coppola family. What other famous families do you know? Tell us about one of them.**

### The Coppola Family

Francis Ford Coppola is one of America's most creative, energetic and controversial film-makers.

There are a lot of famous directors, musicians, writers and actors in the Coppola family. Francis Ford Coppola is a writer and a director. He is the director of the epic American war film, *Apocalypse Now*. He has five Oscars for the films *Patton*, *the Godfather* and *the Godfather II*.

His father Carmine was a musician. His mother Italia was an actress. Carmine's music for the *Godfather* won an Oscar. Francis's sister, Talia Shire (Talia Rose Coppola), is an actress. She played Connie Corleone in the *Godfather*. Francis's brother August, is a professor. Francis's wife Eleanor, is a documentary film director. Francis and Eleanor's home is in California, USA.



Francis and Eleanor's daughter is called Sofia and their son is called Roman. Sofia is a writer, a director and an actress. She's in seven of her father's films.

Her film *Lost in Translation* won the Academy Award for her original screenplay and three Golden Globe Awards. She won Venice ['venis] Film Festival award – the Golden Lion – for her film *Some-where*. Sofia lives in Paris, France. She is married to a singer from a French rock band. They have two daughters, Romy and Cosima.

Sofia's brother, Roman, is a director and writer too. Nicholas Cage (born Nicolas Kim Coppola) is Francis's nephew. His father is August Coppola.

Nicholas Cage is an actor and has an Oscar for the film *Leaving Las Vegas*. Nicholas Cage's cousin is the actor, writer and musician

Jason Schwartzman. Jason's mother is Francis's sister, Talia. And there are many more members of the Coppola family, too! There are 23 Academy Award nominees and 9 winners in the Coppola family.



([https://rusneb.ru/catalog/000200\\_000018\\_RU\\_NLR\\_bibl\\_1981555/](https://rusneb.ru/catalog/000200_000018_RU_NLR_bibl_1981555/))

**Ex. 7: Match the highlighted words in the texts to their definitions.**



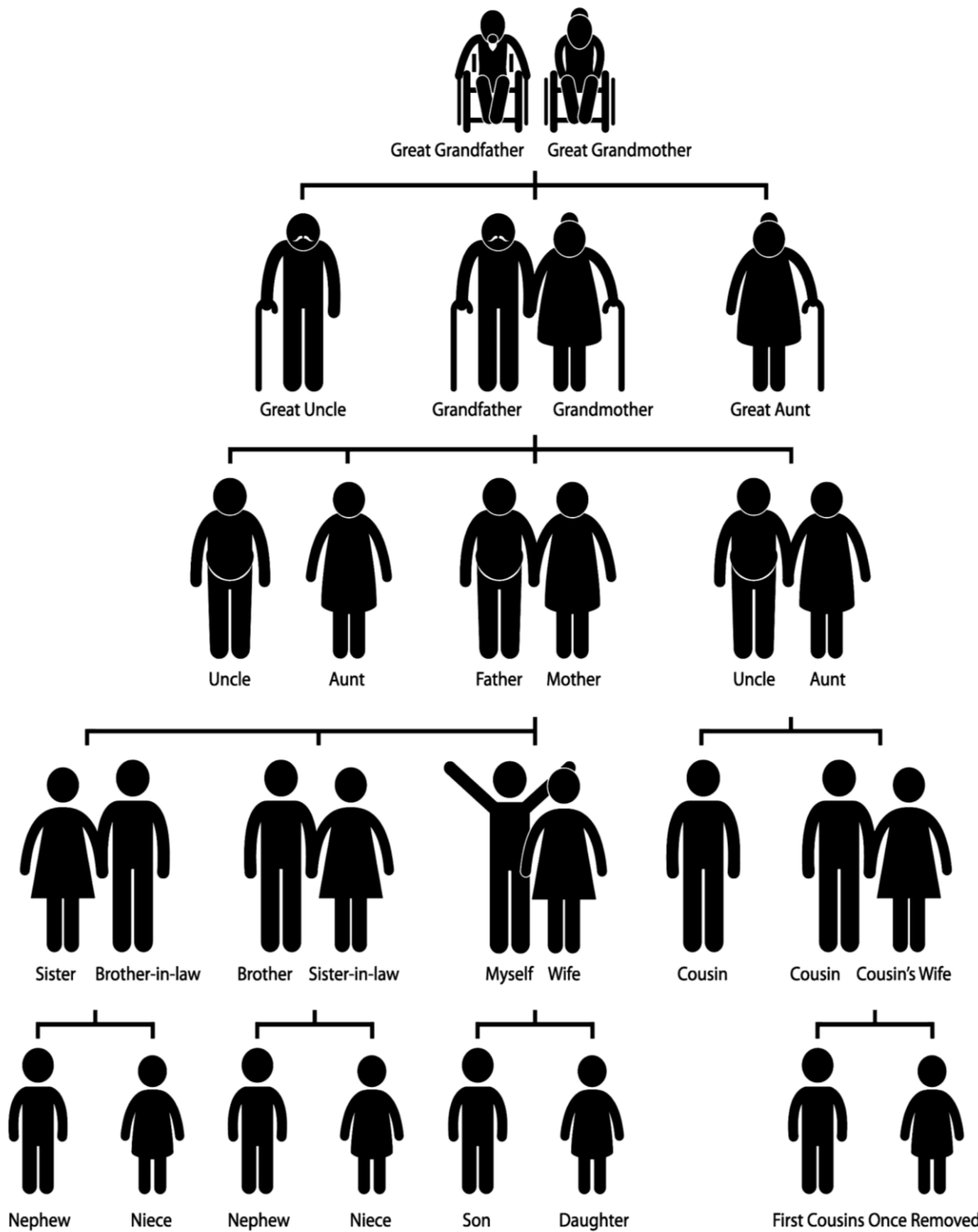
Marilyn Monroe, born Norma Jean Mortenson, was born on June 1, 1926, in Los Angeles.

She was an *only child* from a *single-parent family*, but she lived with *foster parents* until she was seven, and then she was *adopted* by her mother's best friend, Grace McKee. Marilyn Monroe was in Grace McKee's custody. When she was sixteen Marilyn got married. During her lifetime she got *divorced* three times.

- are people who officially take a child into their family for a period of time, without becoming the child's legal parents
- the legal dissolution of a marriage by a court or other competent body
- a person bringing up a child or children without a partner
- legally take another's child and bring it up as one's own
- a child without any sisters or brothers

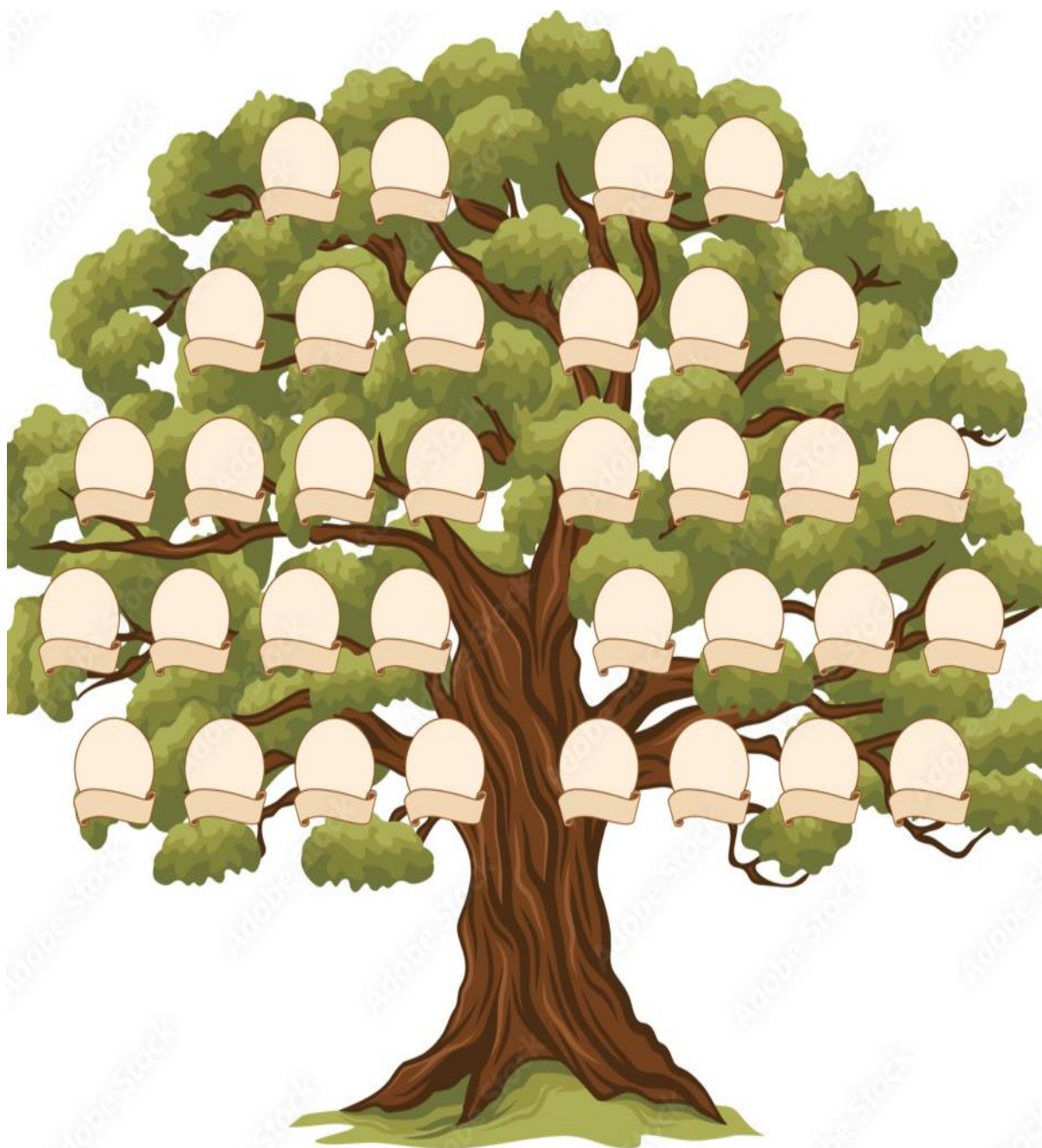
**Ex. 8: Make your own Genealogy Family Tree of Generation and Parents' Relationships. Fill in the empty cells on the family tree. Tell us about them.**

Note vocabulary about generation and parents' relationships





## Genealogy Family Tree of Generation and Parents' Relationships



### Note!

- 1) first cousin once removed – двоюродный племянник; двоюродная племянница;
- 2) grandaunt [grænd'a:nt] / great-aunt – двоюродная бабушка;
- 3) great grandaunt – двоюродная прабабушка;
- 4) great-uncle = great uncle / granduncle – двоюродный дедушка.

**Ex. 9: Read text “Relatives” and then answer the questions.**

Relatives



If a person has many relatives, he is happy because he feels protected and can always rely on their understanding and help. The notion “a relative” denotes a member of your family, especially one who does not live with you. We distinguish between relatives by blood and those by marriage. The first group includes both near relatives, such as your parents, (great) grandparents, siblings, and distant ones, such as your grandparents’ brothers or sisters.

If you get married, you acquire a lot of new relatives on your wife’s (husband’s) side. And here a great number of names denoting relations can be found in Russian. They are very particular and their English equivalents are presented by words of a unified structure whose last part is expressed with the phrase “in-law”: *a mother-in-law, a son-in-law, a brother-in-law* and so on. There are other complex names for relatives by marriage the first part of which is expressed by the stem “step”: *stepmother, a stepson, stepdaughter, stepsister*. What is more, we can find two words that mean relatives by blood and marriage at the same time: *a half brother* and *a half sister*.

More and more people nowadays are involved in the activity of finding out the names of their ancestors, who lived a long time ago. They want to know their family history, the most important and interesting events in the life of their relatives who died many years ago. Sometimes they discover the most popular names that were repeated within different generations or the same professions which were inherited from the relatives who had lived before. It has become a tradition for many families that someone draws a family tree containing the names of everyone in the family over a long period of time and showing the relationship between them. By this an invisible link between the ancestors and descendants is established.

### Questions:

- 1) What is the title of the text?
- 2) Where and when was it published?
- 3) Who is the author of this text?
- 4) What is this text devoted to?
- 5) What is the main idea of the text?
- 6) How many parts does this text consist of?
- 7) What is spoken in the first / second / third part about?
- 8) What attention is given to words of a unified structure whose last part is expressed with the phrase “in-law”?
- 9) What conclusions does the author come to?
- 10) Is this text illustrated with any images?
- 11) Whom is this text addressed to?
- 12) Who may this text be recommended to?
- 13) How would you characterize this text in your opinion?

**Ex. 10: Give your answer orally (3-5 sentences). What kind of role do relative ties play for you? Why?**

**Ex. 11: Answer the following questions.**

- 1) What does the notion “a relative” mean?
- 2) Do you have many near relatives?
- 3) In what relationship are they to you?
- 4) What distant relatives have you got?
- 5) Who do we call a stepfather?
- 6) Who do we call a daughter-in-law?
- 7) What relatives are you especially proud of?
- 8) Do you have any famous ancestors?
- 9) By what kind of phrase and stem can the complex names for relatives by marriage be expressed in Russian?
- 10) Are there any names or professions within your family that have been repeated from generation to generation?
- 11) What is the name of the eldest ancestor of your family that you know?
- 12) Who of your relatives is drawing a family tree? And you? Are you recording genealogy of your family?



## Ex. 12: Study vocabulary.

- 1) abuse – плохое, жестокое обращение; оскорбление;
- 2) to be on good terms with – быть в хороших отношениях с;
- 3) to be raised – расти, воспитываться;
- 4) broken home – распавшаяся семья;
- 5) carefree childhood – беззаботное детство;
- 6) close-knit family / loving family – крепкая семья;
- 7) to diagram – изображать схематически; представлять в виде графической схемы, диаграммы;
- 8) distant relative – дальний родственник;
- 9) divorce – развод;
- 10) dysfunctional family – неблагополучная семья;
- 11) to experience – испытывать, чувствовать;
- 12) extended family – расширенная семья;
- 13) to get along with – ладить с кем-л., находить общий язык;
- 14) great-aunt = great aunt – двоюродная бабушка;
- 15) immediate family – ближайшие родственники;
- 16) misbehavior – дурное поведение, недостойное поведение;
- 17) neglect – пренебрежение;
- 18) to pass on / away / over – умереть от чего-л.;
- 19) poverty – бедность, нищета, нужда;
- 20) separation – раздельное жительство супругов;
- 21) troubled childhood – трудное детство

## Ex. 13: Match the collocations.

- |                                  |  |
|----------------------------------|--|
| 1) a family tree                 | a. члены семьи                             |
| 2) a loving family               | b. подвергаться жестокости                 |
| 3) a distant relative            | c. беззаботное детство                     |
| 4) divorces or separations       | d. семейное древо                          |
| 5) to be raised in a family      | e. воспитываться в семье                   |
| 6) family members                | f. трудное детство                         |
| 7) a troubled childhood          | g. крепкая семья                           |
| 8) to experience abuse           | h. дальний родственник                     |
| 9) to cultivate strong ties with | i. поддерживать прочные связи              |
| 10) carefree childhood           | j. разводы и отдельное проживание супругов |

**Ex. 14: Do facet test. Construct statements from the given words and phrases.**

**A collocation**

- (1) a broken home
- (2) a close-knit family
- (3) an extended family
- (4) an immediate family
- (5) a dysfunctional family

**is a family in which**

- (1) the parents are divorced or separated
- (2) its members cultivate strong ties with each other
- (3) the members of your family are most closely related to you, for example your parents, children, brothers, and sisters.
- (4) conflict, misbehavior and often child neglect or abuse on the part of individual parents occur continuously and regularly
- (5) all relatives such as uncles, aunts, and grandparents, as well as parents, children, and brothers and sisters are included into a family group

**means into Russian**

- (1) крепкая семья.
- (2) распавшаяся семья.
- (3) расширенная семья.
- (4) неблагополучная семья.
- (5) ближайшие родственники.

Your Response: (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_  
(5) \_\_\_\_\_

**Ex. 15: Underline the best word to complete each sentence.**

- 1) I see my *excepted* / *expanded* / *extended* family once a year, during our annual family vacation.
- 2) I was raised in a very *joyful* / *loving* / *tender* family, in which everyone helped each other.
- 3) I was *grown* / *raised* by my aunt after my parents passed away.
- 4) I'm on good *friends* / *relations* / *terms* with all my relatives.
- 5) Jack had a *carefree* / *careful* / *careless* childhood, growing up with happily married parents, two brothers and one sister.
- 6) My husband doesn't get along with a few of my family *people* / *individuals* / *members*.
- 7) My son is making a diagram of our family *roots* / *tree* / *web*.
- 8) Teenagers who had a *distressed* / *troubled* / *worsened* childhood often have behavior problems in school.
- 9) The celebrity wrote an article about his *debilitated* / *defective* / *dysfunctional* family.
- 10) The divorce *contract* / *reimbursement* / *settlement* awarded the wife \$100,000.
- 11) There are six people in my *close* / *immediate* / *neighboring* family.
- 12) They have siblings and two *adopted* / *adoptive* / *adopting* children.

**Ex. 16: Fill in the gaps. Reconstruct information about family.**

An 1 includes your parents, siblings (brothers and sisters). And your 2 consists of all your relatives – uncles, aunts, nieces, nephews, cousins, grandparents and great grandmothers or great grandfathers, great-aunts, etc. You can use a 3 to diagram the relationships among your family 4. A person who is related to you by a long series of connections can be called a 5 relative.

If you're lucky, you have a 6 or a 7 family – these expressions refer to a family that has good relationships, where everyone loves each other and helps each other. If you were raised in a loving family, then you probably had a 8. On the other hand, a family in which the relationships are bad or unhealthy can be called a 9. A family in which there are divorces or separations is sometimes called a 10. If the children experience abuse, poverty, or problems with the law, we can say they had a 11.

**Ex. 17: Familiarize yourself with Questionnaire for studying the marital status of students. Fill in the questionnaire.**

Questionnaire for studying the marital status of students. Aim: to study the marital status of students to identify problems and opportunities in the field of education:

Questionnaire for students

1) Sex: male \_\_\_\_\_ female \_\_\_\_\_

2) Your age group: \_\_\_\_\_

3) Marital status (specify):

- ☐ married
- ☐ single
- ☐ divorced
- ☐ in a civil marriage

4) Student of the \_\_\_\_\_ basis:

- ☐ full-time
- ☐ part-time
- ☐ full-time and part-time



5) Do you have children? Yes \_\_\_\_\_ / No \_\_\_\_\_  
(If yes, how old are they and what gender are they?) \_\_\_\_\_

6) How do you treat your parents? (put tick(s) as appropriate):

- ☐ I love and respect them.
- ☐ I listen to their advice.
- ☐ I consider them as my friends.
- ☐ I have no relationship with them.

7) How often do you communicate with your parents? \_\_\_\_\_

8) What is your relationship with your brothers / sisters? Do you have common interests and hobbies? \_\_\_\_\_ Do you get along with your brothers / sisters? \_\_\_\_\_

- 9) What is your relationship with your relatives? Are you on good terms with them? \_\_\_\_\_
- 10) What values do you think should be in a family? (put tick(s))
- ☐ love and respect
  - ☐ financial stability
  - ☐ raising children
  - ☐ other values (specify) \_\_\_\_\_
- 11) Are there any traditions and holidays in your family that you celebrate together? \_\_\_\_\_
- 12) What qualities are important for creating a close-knit family? \_\_\_\_\_
- 13) Do you consider yourself a responsible parent?
- ☐ Yes, I try to be a good parent.
  - ☐ No, I don't always succeed in being good.
  - ☐ I don't consider myself a parent, but I have children.
  - ☐ I have not been a parent so far.
- 14) Are there any people among your friends who have already been married or have children? If so, how do you feel about their experience of family life? \_\_\_\_\_
- 15) What factors do you think influence starting a family and having children? \_\_\_\_\_
- 16) What is your attitude towards marriage and family?
- ☐ I think that family is the foundation of society.
  - ☐ I don't see the need for marriage and family.
  - ☐ My attitude towards it is neutral.
- 17) What are your plans for the future as to family and children? \_\_\_\_\_
- 18) Do you think that marriage and family are anything that should be in every person's life? (specify): Yes \_\_\_\_ / No \_\_\_\_ / I don't know \_\_\_\_

Thanks for Taking Part in Questionnaire!

**Ex. 18: Work in pairs. Make up your dialogue “Sidewalk Interview” using the vocabulary of the previous Exercise 15 and then act it out.**

### Sidewalk Interview

Situation: One of you is an interviewer (a person who is asking someone questions at an interview); another one is an interviewee (a person who is being interviewed). You are meeting on our university campus. You start communicating with each other: An interviewer is offering you to take part in a questionnaire survey about studying the marital status of our University students. You're agreeing to his / her suggestion with pleasure taking part in it. Familiarize yourself with the Algorithm to act out your dialogue.



Algorithm: To act out your dialogue, please, follow by this Algorithm!

- 1) An interviewer greets you: \_\_\_\_\_
- 2) You greet an interviewer: \_\_\_\_\_
- 3) An interviewer asks your occupation: \_\_\_\_\_
- 4) You reply to a question what you do for living: \_\_\_\_\_
- 5) An interviewer suggests you taking part in a questionnaire survey if you don't mind: \_\_\_\_\_
- 6) You ask for clarification: \_\_\_\_\_
- 7) An interviewer explains the problem of questionnaire to you: \_\_\_\_\_
- 8) You willingly agree to take part in a questionnaire survey: \_\_\_\_\_
- 9) An interviewer starts asking questions concerning your marital status and your family and relatives and so on: \_\_\_\_\_
- 10) You reply to the interviewer's questions: \_\_\_\_\_
- 11) An interviewer thanks you for the questionnaire and says good-bye: \_\_\_\_\_
- 12) You say thank you and good-bye: \_\_\_\_\_



**Ex. 19: Read two news stories. Determine their main subject. Choose the most appropriate Statement to each of them.**

1. The majority of young Americans today don't deny a family at all.
2. Fewer of the American Children Live in Traditional Families.
3. Now  $\frac{1}{3}$  American children are living in a lone-parent family.
4. Young Americans are abandoning traditional families.

1.

The American family continues to undergo major changes under the influence of economic and sociocultural factors. The previous ideal picture is acquiring more complex and less traditional features.

*The Pew Research Center* has published the results of an analysis of the changes that have occurred in the structure of the American family over the past 50 years. According to the study, only 46 % of children under the age of 18 in the USA live in a traditional family with two heterosexual parents for whom this is their first marriage.



34 % of American children in modern America live with one parent in the family. At the same time, in 1960, 73 % of children in the U.S. lived in a traditional family, and only 9 % lived in a single-parent family.

Rapid changes in the structure of the American family have changed the old idea of who gets together for the holidays. The old “ideal” was a wedding of young people who remained married “until death do them part”. Today, the family has become more complex and less “traditional.” Americans are increasingly postponing marriage. At the same time, the number of those who may never marry is growing.

At the same time, the percentage of children born out of wedlock today is 41 %. In 1960, this figure was only 5 %.

It is also noted another, less pronounced change: 5 % of American children, according to 2020 data, live in a family without parents – slightly more than in 1960, when the figure was 4 %. In most of these cases, the children's guardians are their grandparents. This has been a fairly rare phenomenon since the last recession in the United States.

*(Taken and translated from: <https://investfuture.ru/news/id/51264>)*

## 2.

The majority of young Americans do not consider traditional families an essential attribute of modern life, say researchers from *USamp*. According to this, 87 % of Americans believe that the institution of the traditional family is already outdated and does not meet the requirements of new times. Experts note that more and more non-traditional families are appearing in the US and other Western countries. Moreover, more and more people believe that they can do without a family at all. 82 % of Americans believe that a mother is a woman who raised a child, but not that one who gave birth to him. 86 % of them consider it normal if the father is a homebody and sits with the children, and the mother builds a career. 84 % believe that single-parent families no longer have a destructive effect on the psyche of children. 83 % have nothing against children being adopted by same-sex families. But what's even more interesting that the majority of young Americans today don't see any need to start a family at all.

*(Taken and translated from: <https://www.sdolanounih.ru/molodye-amerikancy-otkazyvayutsya-ot-tradicionnoj-semi/>)*

### **Memorize!**

- 1) born out of wedlock – внебрачный, незаконнорожденный;
- 2) to do / to go without – обходиться без чего-л.;
- 3) guardian [ˈga:diən] – опекун, попечитель;
- 4) to give birth to / to deliver – родить, произвести на свет;
- 5) homebody = stay-at-home – домосед, домоседка;
- 6) psyche [ˈsaiki] of children – психика детей;
- 7) a lone-parent / one-parent / single-parent family – неполная семья;
- 8) until death do them part – пока смерть не разлучит их.

**Ex. 20: Match the following information.**

1.

(1) 5 %

(2) 5 %

(3) 9 %

(4) 34 %

(5) 41 %

(6) 46 %

(7) 73 %

**of American children**

(1) lived in one-parent family in nineteen sixty.

(2) have been born as illegitimate ones so far.

(3) is living with one parent in the family.

(4) lived in a traditional family in nineteen sixty.

(5) were born as natural children in nineteen sixty.

(6) live in a family without parents where their grandparents are their children's guardians.

(7) under the age of eighteen live with two-parent family for whom this is their first marriage.

2.

(1) 82 %

(2) 83 %

(3) 84 %

(4) 86 %

(5) 87 %

**of Americans**

(1) don't mind adopting children by same-sex families.

(2) accept the statement that lone-parent families have no more damaging effect on the mentality of children.

(3) are sure that traditional family is already out-of-date nowadays.

(4) admit that a woman who fostered a child is a mother, but not that biological one who delivered him.

(5) consider it not unusual if supporter of the family is a stay-at-home being constantly with his kids.

## Ex. 21: Read text “British Families”. Restore the text into English.

### British Families

Today, most *жителей Великобритании владеют* the home they live in 66.8 % (16.9 million homes). This number is *меньше, чем в большинстве других европейских стран*. Около 67 % of people over the age of 65 live *одни*. Когда дети *взрослеют*, они *покидают* their parents' home *для работы или учёбы*. После *покупки собственного дома* their parents do not usually come and *не живут с ними*.

The family in Britain is *меняется*. К концу 2026 года there will be fewer *женатых мужчин и замужних женщин* than single people. In the past, *было очень difficult* *развестись* and *на это уходило много* time. The only reason for *короткого брака* was usually *смерть* of the husband *или супруги*. But today people's *взгляды на брак* are changing.

Many *пары*, mostly in their twenties or thirties, live together without *заключая брак*. About 61 % of these *пар* get married *в конечном итоге*. People *женятся* at a later age now and many *женщины* don't want to *сразу заводить детей*. They *предпочитают* to *преуспеть* their jobs first. So they often decide not to have a baby *до 30 или даже до 40 лет*.

*Раньше*, people married before *зарождения ребёнка*, однако в *наше время* about 42 % of children in Britain *родилось неофициально*. The number of *неполных семей* in Britain *растёт*. *Родители-одиночки* are usually *разведённые* women (две трети) or women who *никогда не были замужем* (одна треть). *Исследования* shows children are happier and more successful in *традиционных полных семьях*.

#### Memorize!

- 1) couple – пара (муж и жена, жених и невеста);
- 2) to get married – вступать в брак;
- 3) to grow up – становиться взрослым; взрослеть;
- 4) to have a baby – завести (родить) ребёнка;
- 5) immediately – сразу, немедленно, тотчас же; прямо сейчас;
- 6) in the end – в заключение; в конечном счёте / итоге;
- 7) a short marriage – недолгий брак, недолгое замужество / супружество;
- 8) until they are in their thirties, or even forties – до 30, или даже до 40 лет.



**Ex. 22: Answer the following questions in written form.**

- 1) What trends are there in American and British families?
- 2) Do we witness the same trends in the Russian families?
- 3) What is the average size of a typical Russian family?
- 4) While reading and looking through the information, did you find a number of things different or in common? Cite some examples.
- 5) Young people in the US and in the UK are known to live rarely with their parents, ain't they? Can you prove or disprove the same concerning Russian young people? Why?
- 6) How do modern lifestyles and work demands impact the quality and quantity of time spent with family?
- 7) Can you analyze the impact of technology and social media on family communication and relationships?
- 8) Do we have a lot of one-parent families in Russia? Why?
- 9) What is the average marriage age in Russia?
- 10) What do you think what measures one should do to rise birthrate in our country?

**Ex. 23: Describe the family photo with 7-10 sentences.**

**What kind of family is this?**



## UNIT 4

### ABOUT MY FAMILY, MY RELATIVES AND SELF



#### Ex. 1: Study vocabulary.

- 1) to adore – обожать;
- 2) to bury – похоронить;
- 3) to be deeply attached to somebody – быть сильно привязанным к кому-либо;
- 4) to be clever with one's hands – иметь золотые руки (разг.), быть мастером своего дела, быть профессионалом в чём-то;
- 5) to be good at – быть способным к (чему-л.);
- 6) to be handy with smth. – быть искусным в чем-либо, уметь делать что-либо;
- 7) black (dark) / chestnut hair – тёмные / каштановые волосы;
- 8) brown / hazel eyes – карие глаза;
- 9) charming – очаровательный, прелестный;
- 10) cheek – щека;
- 11) experienced – опытный, квалифицированный;
- 12) fair / grey hair – светлые волосы / седые волосы;
- 13) family event – семейный праздник, семейное торжество;
- 14) freckle – веснушка;
- 15) to frolic – проказничать, резвиться, веселиться;



- 16) to fulfill – выполнять, делать, исполнять;
- 17) to get on well – ладить, быть в хороших отношениях;
- 18) to go shopping – ходить за покупками;
- 19) handsome [ˈhæn(d)səm] – красивый, статный (о мужчине);
- 20) to keep the house – заниматься домашним хозяйством (вообще);
- 21) to lead an active (life)style – вести активный образ жизни;
- 22) light brown hair – светло-каштановые волосы;
- 23) lively [ˈlaɪvli] child – живой (подвижный) ребёнок;
- 24) mutual [ˈmjʊtʃuəl] understanding – взаимопонимание, согласие;
- 25) niece [nis] / nephew [ˈnefju], [ˈnevju] – племянница / племянник;
- 26) open-cast / open-pit mining – угольный разрез;
- 27) physician – врач, терапевт;
- 28) reasonable – разумный, благоразумный; справедливый;
- 29) reckling – младший ребёнок в семье;
- 30) to resemble in / to look like – быть похожим на кого-л.;
- 31) to respect (for) – уважать (за что-л.);
- 32) to retire / to be on pension – выйти на пенсию / быть на пенсии;
- 33) to run the house – вести домашнее хозяйство;
- 34) single-minded – целеустремлённый;
- 35) social unit – ячейка общества (семья, группа);
- 36) to spoil somebody – баловать кого-л.;
- 37) to take care (of) / to look (after) – заботиться о ком-л., о чём-л.;
- 38) well-liked – всеми любимый;
- 39) widow / widower – вдова / вдовец.

## **Ex. 2: Do a Vocabulary Crossword-Test № 6. (See Page 234)**

### **Ex. 3: Match the collocations.**

- |                           |                                  |
|---------------------------|----------------------------------|
| 1) to do well at          | a) to be strong (on)             |
| 2) to be fond of          | b) to take care of               |
| 3) to be good at          | c) to be keen on                 |
| 4) to look after          | d) to study well at              |
| 5) to get on well         | e) to keep the house             |
| 6) to run the house       | f) open-pit mining               |
| 7) to be handy with smth. | g) to get along with             |
| 8) open-cast mining       | h) to look like                  |
| 9) to resemble in         | i) to be clever with one's hands |

**Ex. 4: Read text “Our Lovely Family” attentively and then fulfil some tasks given below the text.**

### Our Lovely Family

What is a family? I think it's a small social unit with its laws, customs and traditions. Every family has its own budget and, it goes without saying, all members of the family have certain rights and duties. If there is mutual understanding in the family and if duties are fulfilled well, this family can be quite happy and can be confidently called as a close-knit family.

We have got a lot of relatives. We are deeply attached to one another and we get on very well. We are rather easy-going people. We try to spend our weekends together as family events. Our relatives often join us for tea or sometimes for dinner.

Now I would like to tell you a few words about my family and introduce my family members to you. My family is rather large. I've got a mom, a dad, a grandma, 2 sisters, a brother and me. There are seven of us in the family. Except my elder brother and his family, we live together in a five-room flat in one of the Kemerovo districts.

### My Dad

My dad's name is Vladimir. He is fifty-five. He's very handsome. He is not tall, but a well-built man with fair hair and brown eyes. He has his beard and moustache. By character my dad is not talkative. He is a very reasonable and quiet person. He is a mining engineer and works at an open-cast mining. His colleagues respect him. He likes his job. He is also handy with many things because he is very experienced. My dad knows all about his work. He likes fixing something. His hobbies are: biking, guitar playing, traveling and alpine skiing.



## My Mum

It's my mum. Her name's Anna. She is the most beautiful woman I've ever seen. She is a good-looking woman with oval-face. She has blue eyes, long black hair and charming smile. She is forty-nine but she looks much younger. She is tall and slim and works as a physician in a hospital.

She likes her profession too. My mum keeps the house and takes care of all of us. She is very good at cooking and she is clever with her hands. She is very practical. She knows what we need very well and tries to meet our needs. Her hobby is knitting and reading. We all wear sweaters made by her. She is also a loving mum. My mum always has a lot of work and we have to help her.



## My Grandma

This is our grandma. Her name's Tatiana Ivanovna. She's seventy-seven and to be honest, she looks pretty well for her age. She has blue eyes, curly grey hair. Although she is retired our grandma leads an active lifestyle. She is energetic and always in a good mood. Almost every day she does Nordic walking in the park.

Unfortunately, we buried our granddad 7 years ago, so our grandma is a widow and lives with us. She helps my mum to run the house. She likes bringing up her grandchildren, cooking, knitting and gardening. We love and adore our grandma because we know her as a very kind woman.





## My Elder Brother

Meet my elder brother Maxim. He is 27 years old. He is an energetic, single-minded and reasonable man. Besides he is intelligent and kind. He has dark hair and brown eyes. He is a tall man with beard. He is keen on snowboarding and diving.

Six years ago Maxim graduated from our university and moved to Tomsk. Now he is living with his family there. He is married and has two children they are my niece and nephew. Currently he is a cofounder of a company that is related to business in IT. However, these days he and his family are thinking about their returning to Kemerovo, his native city, to found his own IT business in chemical industry.

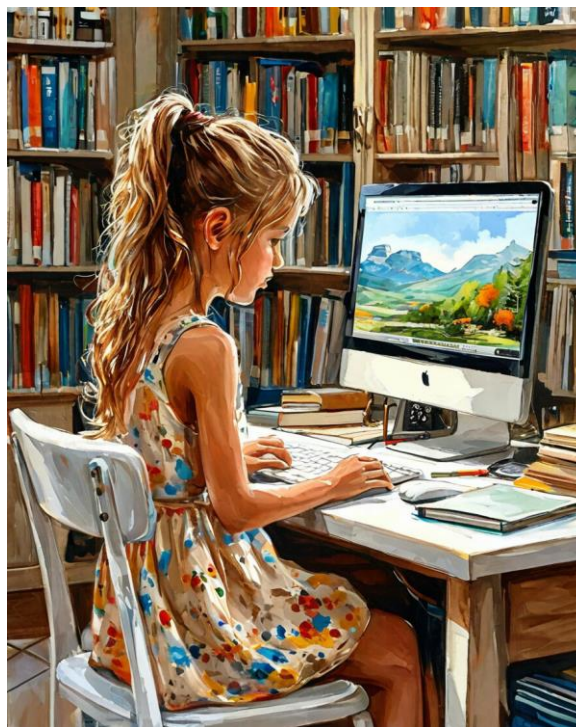


## My Younger Sister

It is my younger sister. Her name is Katya. She is eleven years old and seven years younger than me.

In appearance Katya resembles our grandma when a child being in her early days. She has an oval face and curly long blond hair. Her eyes are light-brown. By nature Katya takes after our mom. She is kind, attentive and always ready to help.

She is a pupil of the secondary school. She does well at all school subjects. Twice a week Katya goes studying vocal and piano at music school. She likes reading and painting. In a word, Katya is a dear child in our family.



## My Youngest Sister

Now I'd like to introduce you our well-liked reckling. Her name is Masha. Masha is three and a half years old. She is the youngest child in our family. We love her most of all. Masha goes to the kindergarten.

From our parents Masha has got merry light-blue eyes, rosy cheeks with freckles and short straight light-brown hair. As for character she is always cheerful and sometimes she can be frolic, but it's for a short time. In a word, she is a lively child.

Like all children, Masha likes to play with her toys, watch animated cartoons and listen to grandma telling her some kind of tales with great attention.

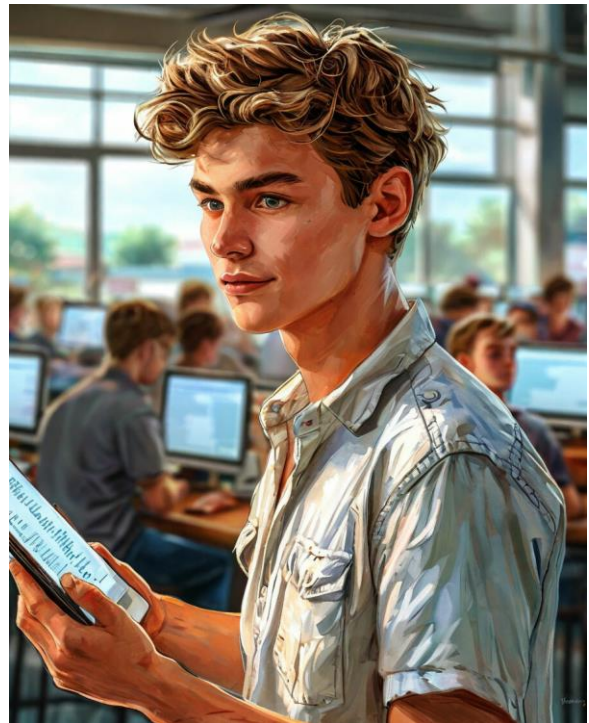


## Self

It's me. My name's Anton. I'm nine years younger than my elder brother, Maxim. I have slightly curly light-brown hair and light-blue eyes. I'm tall and well-built young man of 18 years. By nature I take after my father. I'm reasonable and quiet. Besides, I'm sociable, responsive and quick to help.

Nowadays I'm a full-timer of Kuzbass State Technical University named after T. F. Gorbachov and majoring in nanotechnology.

My hobbies are fine literature reading, skiing, playing bandy, software developing. Besides, I am taking part in volunteer activities.





1) Fill in the Chart:

1) Name	Anna	Anton	Katya	Masha	Maxim	Tatiana Ivanovna	Vladimir
2) Age							
3) Marital Status							
4) Appearance							
5) Character							
6) Occupation							
7) Hobby							

2) Choose from the filled chart any of the family members to tell us about him / her according to the received information.

### Ex. 5: Can you describe your appearance? Work in pairs.

- 1) What's your name? – \_\_\_\_.
- 2) How old are you? – I'm \_\_\_\_.
- 3) What do you look like? – I'm thin (not very thin, slim, rather fat, well-built, athletic, plump).
- 4) How tall are you? – I'm tall (short, of medium height, above average stature).
- 5) What's your face like? – My face's round (square, oval).
- 6) What's your nose like? – It's big (squab, bulbous, end-up, snub).
- 7) What kind of eyes do you have? – I have large (small) blue (black, grey, hazel, green) eyes.
- 8) What kind of hair do you have? – My hair is black (fair, dark, blonde, chestnut, ginger), straight (curly, wavy), long (short, not very long).



**Ex. 6: Match persons' description with their images.**

- 1) A person aged 17, oval head, end-up nose, green eyes, small thin lips, red hair, fair skin, scarcely perceptible smile, freckled face.
- 2) A person aged 17, oval head, snub nose, expressive shining eyes, big blue eyes, small plump mouth, bang hairstyle, chestnut curly long hair, fair skin, slim, smile.
- 3) A person aged 18, round head, end-up nose, expressive shining eyes, brown eyes, small plump mouth, bang with short hairstyle, black hair, fair skin, not very thin, scarcely perceptible smile.
- 4) A person aged 18, diamond-shaped head, squab nose, green eyes, thick lips, short ginger hair, fair skin, slightly freckled face.
- 5) A person aged 19, oval head, long nose, big mouth, fair-blue eyes, short and straight haircut, black-haired, fair skin, built, dimples in cheeks, strong smile.
- 6) A person aged 19, round head, squab nose, expressive shining grey big eyes, mouth with thin lips, great hairstyle, blonde wavy hair, freckled face, dark skin, thin, scarcely perceptible smile.

1.



2.





3.



4.



5.



6.



Your Response: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_

### **Ex. 7: Study vocabulary.**

- 1) accurate [’ækjərət] – аккуратный;
- 2) absent-minded – рассеянный;
- 3) attentive – внимательный, заботливый;
- 4) attractive – привлекательный, очаровательный, приятный;
- 5) boastful [’bəʊstfəl] – хвастливый;
- 6) bright – способный;
- 7) efficient – деловой, опытный, знающий своё дело;
- 8) envious – завистливый;
- 9) erudite – эрудированный, образованный; начитанный;
- 10) fair – справедливый;
- 11) faithful – преданный;
- 12) fussy [’fʌsi] – суетливый;
- 13) generous – щедрый;
- 14) great – замечательный, гениальный, великий;
- 15) greedy – жадный;
- 16) handsome – красивый (о мужчине);
- 17) indifferent – безразличный, равнодушный;
- 18) industrious – трудолюбивый;
- 19) light-minded – легкомысленный;
- 20) modest – скромный;
- 21) nice – хороший, милый, порядочный, воспитанный, тактичный;
- 22) noble – благородный;
- 23) patient – терпеливый;
- 24) punctual – пунктуальный;
- 25) quick – находчивый;
- 26) responsive – отзывчивый;
- 27) silly – глупый;
- 28) skilful – умелый, опытный;
- 29) sociable – общительный;
- 30) strict – строгий;
- 31) strong – сильный;
- 32) tactful – тактичный;
- 33) talkative – разговорчивый;
- 34) character trait – черта характера.

### **Ex. 8: Do Vocabulary Crossword-Test № 7. (See Page 235)**



**Ex. 9: Choose synonyms from the adjectives given below.**

Quiet, merry, beautiful, clever, lucky, handsome, happy, skilful, angry, good, slim, rough, calm, intelligent, joyful, kind, experienced, tall.

**Ex. 10: Write down antonyms for the adjectives. Pay attention to the prefixes *dis-*, *im-*, *in-*, *un-*, which give the opposite meaning to the adjective. Please, translate them.**

Dishonest, impolite, impatient, inattentive, insincere, indifferent, unhappy, untalented, unskillful, unfair, uneducated, unfriendly, unreliable, young, weak, brave, pessimistic, sad, noisy, free, greedy.

**Ex. 11: How would you describe your personality? Write 7-9 sentences. Use adverbs of indefinite tense.**

<p><b>100 %</b></p> <p><b>Always</b></p> <p><b>Almost always</b></p> <p><b>Often</b></p> <p><b>Usually</b></p> <p><b>Frequently</b></p> <p><b>Sometimes</b></p> <p><b>Occasionally</b></p> <p><b>Seldom</b></p> <p><b>Not often</b></p> <p><b>Hardly ever</b></p> <p><b>Rarely</b></p> <p><b>Never</b></p> <p><b>0 %</b></p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Well, I'm often _____. I think I'm always _____.</p> <p>They say I'm never _____.</p> <p>Usually I'm interested in _____.</p> <p>I'm _____ seldom _____.</p> <p>Be-sides I'm _____.</p> <p>In general I am some-times _____.</p> <p>They say I'm too _____. I would say I'm _____.</p> </div>  </div>
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**Ex. 12: Match adjectives that correspond to the image expressing character traits. What kind of person is he like?**

Calm; cheerful; clever; cowardly; cunning; depressed; dishonest; even-minded; dreamy; hot-tempered; hospitable; insincere; good; intelligent; kind; merry; quiet; reasonable; rational; romantic; rough; rude; sad; selfish; shy; sincere; unfair; wise.



1.



2.



3.



4.



5.



6.



7.



8.



9.



Your Response: 1. \_\_\_\_\_  
6. \_\_\_\_\_

2. \_\_\_\_\_  
7. \_\_\_\_\_

3. \_\_\_\_\_  
8. \_\_\_\_\_

4. \_\_\_\_\_  
9. \_\_\_\_\_

5. \_\_\_\_\_

**Ex. 13: Before doing Vocabulary Crossword-Test № 8. (Page 236)**  
**Study vocabulary.**

- |  |   |
|--|---|
| 1) brave – смелый;                       | 10) intelligent – умный, разумный, неглупый, смыслёный; |
| 2) capricious – капризный, непостоянный; | 11) joyful – радостный;                                 |
| 3) cheerful – весёлый;                   | 12) lazy – ленивый;                                     |
| 4) crazy – сумасшедший;                  | 13) lucky – везучий;                                    |
| 5) diligent – прилежный;                 | 14) merry – весёлый, забавный, радостный;               |
| 6) educated – образованный;              | 15) selfish – эгоистичный;                              |
| 7) easy-going – компанейский;            | 16) shy – робкий;                                       |
| 8) friendly – дружелюбный;               | 17) wise – мудрый.                                      |
| 9) helpful – готовый помочь;             |   |

**Ex. 14: Restore texts into English. Read the texts aloud to answer the following questions.**

- 1) My grandma is very *добрая, гостеприимная* and *мудрая*. She is 70, but she is *всё ещё энергичная, трудолюбивая* and *вежливая*. When she is *занята* she is *серьёзная, находчивая* and *и немного строгая*, but always *оптимистичная, спокойная* and *отзывчивая*. Кроме того, she is *очень трудолюбивая* and *счастливая*.
- 2) My dad is a *красивый, высокого роста* man. He is *крепкий и здоровый* too. He is *всегда хорошо одет*. Кроме того, he is *опытный в своей работе, справедливый* and rather *разумный*. When he isn't free he is always *аккуратный, серьёзный* и *знает своё дело*. Я бы даже сказал, he is never *грубым и равнодушным* к другим. He always is *искренний*. Часто he is *весёлым и забавным*, и *ещё заботливым* dad.
- 3) This is my *старшая сестра*. She is an English teacher. She is very *опытная, эрудированная* and *тактичная*. She is *молодая, стройная* and *красивая*. I would say she is very *очаровательная*. Как говорят her students she is always *добрая* and *учтивая*, but sometimes she is a little bit *строгой*. Besides she *никогда не бывает грустной* too. She *мастер своего дела*, so she is a *замечательный* teacher, я так считаю.

## Questions:

- 1) Who's hospitable?
- 2) Who's great?
- 3) Who is strong?
- 4) Is the teacher skilful?
- 5) Is the dad rough?
- 6) Is the grandma responsive?
- 7) The dad is merry, isn't he?
- 8) The elder sister isn't sad, is she?
- 9) Is the grandma industrious or patient?
- 10) Who's erudite, the grandma or the dad?
- 11) The grandma is kind and polite, ain't she?

**Ex. 15: Describe one of your acquaintances (5-7 sentences).**

**Ex. 16: Introduce yourself to your classmates. Describe yourself using adjectives, adverbial modifier of time and the letters of your name.**

**Model:** My name is Dmitry. There are six letters in my name: **D-M-I-T-R-Y**.

**D**

(Letter "D" means diligent.) I'm always (too) diligent.

**M**

(Letter "M" means merry.) I'm a merry man, I think.

**I**

(Letter "I" means I am a University student.) I'm industrious and intelligent too. I'm never indifferent.

**T**

(Letter "T" means tall and talkative.) I'm tall. In general I'm talkative. They say I am never tired, but I'm sometimes (too) tired.

**R**

(Letter "R" means responsive and right.) I think I'm often responsive. I'm not seldom right.

**Y**

(Letter "Y" means young.) I'm very young. I'm only 18 years old.





**Ex. 17: Translate the sentences in writing. Work in pairs.**

- 1) – Опишите вашего однокурсника.  
– Итак, Это всегда прилежный общительный человек. Он всегда весёлый. Говорят, что он никогда не бывает грустным. Я думаю, что он компанейский малый (fellow).
- 2) – Как бы вы себя охарактеризовали?  
– Я спокойный, дружелюбный, умный, вежливый, деловой. Я никогда не опаздываю на занятия.
- 3) – Говорят, что он довольно неглупый молодой человек.  
– Да, ты прав. К тому же он спокойный. Я бы сказал даже очень спокойный. Он никогда не паникует в трудных ситуациях.
- 4) – Кто это довольно стройная привлекательная девушка?  
– Это Катя, наша (our) однокурсница. Она также староста нашей группы. Она всегда хорошо одета. Я думаю, ей часто везёт.
- 5) – Как бы вы охарактеризовали своих родителей?  
– Я бы сказал, что они очень компанейские люди. К тому же они гостеприимные и общительные. Иногда они бывают строгими, но это ненадолго (for a short time).
- 6) – Я обычно занят в будни. Вообще-то я пунктуальный, но иногда, правда (really), очень редко, опаздываю по понедельникам.  
– Я тоже опаздываю по понедельникам, правда, очень часто.

**Ex. 18: Answer some questions.**

- 1) Does the appearance play a big role for you?
- 2) Do you suppose that a book can't be judged by its cover? What about a person and his / her appearance?
- 3) Are there such character traits that you can't endure?
- 4) Why does appearance always pale into insignificance when we talk about a person's character?



### Ex. 19: Restore dialogue into English.

Lena: Hi, Julia. *Как дела?*

Julia: *Привет. I'm fine, thank you. Как у тебя?*

Lena: *Хорошо, thanks. I'm just waiting for Emma. We договорились встретиться here at 12 p.m. Уже 12.30 and she is still not here.*

Julia: *Понятно. Если хочешь, I can подожду с тобой.*

Lena: *Было бы здорово! I'm already bored. At least I can поболтать to someone.*

Julia: *Эмма твоя подруга?*

Lena: *Да, she моя new одноклассница.*

Julia: *I've никогда не видела her. Как does she выглядит?*

Lena: *She довольно высокая. Я бы сказала taller than me. У неё большие голубые глаза and shoulder-length hair.*

Julia: *У нее темные волосы или светлые?*

Lena: *She блондинка. She usually носит jeans and футболку.*

Julia: *Ok, I'll высматривать её with you. Смотри! Вон там a girl похожая на Emma. Это она?*

Lena: *No, Emma никогда не wears хвостики. Её волосы is not long enough for хвостиков. Кроме того, she is достаточно симпатичная.*

Julia: *Может быть, this one is her?*

Lena: *No, not her. She нет веснушек and she довольно стройная. This girl is слишком полная to be her.*

Julia: *Понятно. There is одна курносая девушка с полными губами approaching us. Может быть, это она?*

Lena: *Возможно. Lets' wait and see. Yes, это она. But why did she stop?*

Julia: *She разговаривает with one темноволосым guy. Ты его знаешь?*





Lena: I'm *не уверена*. Can you *мне его описать*?

Julia: He is *высокий, симпатичный* and with *широкими плечами*. He's got *короткие, темные hair, прямой nose* and *впалые cheeks*.

Lena: *Наверное*, it's Adam, her boyfriend. Он *полный or худощавый*?

Julia: *Ни то, ни другое*. Я бы сказал he is *хорошо сложен*. And, now they *вместе направляются towards us*.

Lena: *Понятно*. It is Adam. *Наконец-то*, they are here.

Julia: Oh, wait. They *встретили another guy по пути*.

Lena: *Кто это*?

Julia: Я его *не знаю*. It's a *невысокого роста guy* with *кучeryавыми hair*. He *довольно полный* and carries *большую коробку*.

Lena: *Возможно, это Denis*. He is *друг и однокурсник Адама*. У него *коричневые или светлые волосы*?

Julia: He's got *темно-коричневые hair*, a *круглое лицо* with small eyes and *пухлыми щеками*.

Lena: *Должно быть, это Денис*. He *возможно be carrying коробку of книгами* that I asked for. Let's *их здесь подождём*.

Julia: *Хорошо*. Не забудь to introduce *меня своим new friends*.

## Memorize!

- 1) chubby ['tʃʌbi] – *полнощёкий*;
- 2) hollow cheeks – *ввалившиеся / впалые щеки*;
- 3) to look out for smb with someone – *высматривать (кого-л.) для кого-то*;
- 4) neither (of two / of that) – *ни то, ни другое*;
- 5) ponytail ['pəʊnɪteɪl] – *«конский хвост» (женская причёска)*;
- 6) to remind (of) – *напоминать (кого-то / что-то); быть похожим*;
- 7) shoulder-length hair – *волосы до плеч*;
- 8) skinny – *очень худой*;
- 9) It might be him. – *Возможно, это он. (менее вероятно)*;
- 10) That must be he / him. – *Должно быть, это он. (более вероятно)*;
- 11) Can it be her? – *Может быть, это она?*



**Ex. 20: Which illustration matches the reference and what do you think it conveys? Explain what emotion each illustration expresses.**

- 1) [https://ru.freepik.com/free-vector/hand-drawn-illustration-blue-monday\\_93773442.htm#fromView=keyword&page=8&position=4](https://ru.freepik.com/free-vector/hand-drawn-illustration-blue-monday_93773442.htm#fromView=keyword&page=8&position=4)
- 2) [https://ru.freepik.com/free-vector/flat-yellow-day-illustration\\_26314504.htm#fromView=keyword&page=6&position=7](https://ru.freepik.com/free-vector/flat-yellow-day-illustration_26314504.htm#fromView=keyword&page=6&position=7)
- 3) [https://ru.freepik.com/premium-vector/steam-from-ears-sparks-from-head\\_7916820.htm#fromView=keyword&page=1&position=31](https://ru.freepik.com/premium-vector/steam-from-ears-sparks-from-head_7916820.htm#fromView=keyword&page=1&position=31)
- 4) [https://ru.freepik.com/free-vector/hand-drawn-hate-emoji-illustration\\_172779275.htm#fromView=keyword&page=3&position=45](https://ru.freepik.com/free-vector/hand-drawn-hate-emoji-illustration_172779275.htm#fromView=keyword&page=3&position=45)
- 5) [https://ru.freepik.com/free-vector/lettering-enjoy-day\\_1585980.htm#fromView=keyword&page=4&position=11](https://ru.freepik.com/free-vector/lettering-enjoy-day_1585980.htm#fromView=keyword&page=4&position=11)
- 6) [https://ru.freepik.com/premium-vector/spotlight-guide-career-success-recruitment-hr-finding-candidate-talent-flat-vector\\_23206366.htm#fromView=keyword&page=1&position=1](https://ru.freepik.com/premium-vector/spotlight-guide-career-success-recruitment-hr-finding-candidate-talent-flat-vector_23206366.htm#fromView=keyword&page=1&position=1)
- 7) [https://ru.freepik.com/free-vector/moral-angel-demon-concept-concept-illustration\\_114360-2024](https://ru.freepik.com/free-vector/moral-angel-demon-concept-concept-illustration_114360-2024)
- 8) [https://ru.freepik.com/free-vector/backlit-girl-with-sunset-background\\_837394.htm#fromView=keyword&page=8&position=0](https://ru.freepik.com/free-vector/backlit-girl-with-sunset-background_837394.htm#fromView=keyword&page=8&position=0)
- 9) [https://ru.freepik.com/premium-vector/april-is-stress-awareness-month-woman-with-closed-eyes-meditating-yoga-lotus-posture\\_41665117.htm#fromView=keyword&page=5&position=45](https://ru.freepik.com/premium-vector/april-is-stress-awareness-month-woman-with-closed-eyes-meditating-yoga-lotus-posture_41665117.htm#fromView=keyword&page=5&position=45)
- 10) [https://ru.freepik.com/premium-vector/vector-guy-expressing-thumbs-up\\_138548956.htm#from\\_view=detail\\_alsolike](https://ru.freepik.com/premium-vector/vector-guy-expressing-thumbs-up_138548956.htm#from_view=detail_alsolike)
- 11) [https://ru.freepik.com/free-vector/freedom-thought-concept-illustration\\_38321974.htm#fromView=keyword&page=3&position=45](https://ru.freepik.com/free-vector/freedom-thought-concept-illustration_38321974.htm#fromView=keyword&page=3&position=45)
- 12) [https://ru.freepik.com/free-vector/business-crisis-concept-illustration\\_23509936.htm#from\\_view=detail\\_alsolike](https://ru.freepik.com/free-vector/business-crisis-concept-illustration_23509936.htm#from_view=detail_alsolike)

1.



2.



3.



4.



5.



6.



7.



8.



9.



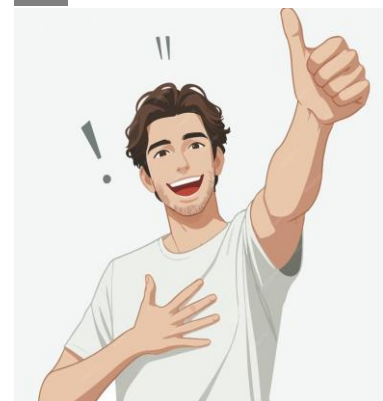
10.



11.



12.



## Ex. 21: Restore the dialogues into English.

### Dialogue 1:

Natalia: OK, Leslie. So, *что ты можешь* say about yourself?

Leslie: About my *внешности* or *характере*?

Natalia: *Давай начнем с* your appearance. *Что бы ты сказала о* about it?

Leslie: *Я довольно* tall and *худая*. *Говорят, that I'm стройная and привлекательная. У меня long dark прямые hair, light цвет лица and big карие eyes. Вот, кажется, и все.*

Natalia: OK. And, *как бы ты описала* your *личность*?

Leslie: *Я должна* describe myself *со своей точки зрения*?

Natalia: You can *описать* your *личные качества* from both angles.

Leslie: *Хорошо. Думаю, что I'm a смесь of introvert and extrovert. Я себя вижу as an introvert, мои друзья считают меня an extrovert. I like общение, going to parties, знакомиться с людьми. В то же самое время, I like being одной. My friends полагают I'm an легкий в общении и дружелюбный человек. I think I'm sometimes difficult to be around, because I'm достаточно самостоятельный человек.*



### Dialogue 2:

Natalia: *Понятно. Как насчёт* some other characteristics? *Как ещё* could you *охарактеризовать* yourself?

Leslie: *Я полагаю, что I'm надёжный and ответственный person. Я almost never не опаздываю. Если что-то promise то стараюсь keep my promises. Some of friends доверяют me to нянчить their little children which is a good sign.*

Natalia: *Какие ещё* positive *качества у тебя* have?



Leslie: I have *хорошее чувство* of humour and I can sometimes *рас- смешить* my friends. I'm also a good *собеседник*. People can *говорить со мной* about different topics.

Natalia: *Помнишь ли случаи* when you were surprised with yourself?

Leslie: *Было many случаев* like that. *Я часто удивляюсь* on how I *справляюсь* difficult situations. At first I look as a *слабый* and *безвольный* person but when *попадаю в сложную ситуацию*, I demonstrate *сила и мужество*.

Natalia: Do you have any *недостатки*? *Если да, то, какие?*

Leslie: *Думаю, что у всех людей есть* some good and bad *черты ха- рактера* and *я не исключение*. I can *быть нетерпеливой* some- times. I *загораюсь новой идеей* at first but it's very hard for me *довести начатое до конца*. I also have high expectations. I sometimes *ожидаю слишком много* from other people and I want them *были идеальными*.

Natalia: *Понятно*. It's good that you *осознаешь это*. *Как ты пыта- ешься* to improve *свои недостатки*?

Leslie: I just *напоминаю* myself about them *время от времени* and *пытаюсь закончить* what I've started. I also try to *не судить людей так строго*.

Natalia: *Ясно*. Ты *делишься* your problems with your friends or *близ- кими родственниками*?

Leslie: *Думаю, да*. It's good to have people, who can *выслушать твои проблемы* and *дать совет*.

### Memorise!

- to judge less strictly – не судить так строго;
- to finish things that I start – довести начатое до конца;
- demerit [di'merit] – недостаток, дурная черта;
- independent person (ality) – самостоятельный человек;
- make laugh / set laughing – рассмешить;
- handle – справляться (с чем-л.);
- weak – слабый / weak-willed – безвольный;
- to be trapped into a difficult situation – попасть в сложную ситу- ацию;
- to get very excited – сильно волноваться / возбуждаться.



**Ex. 22: Restore the dialogue into English and then answering the questions make your own dialogue using your personal childhood memories.**

St.1: Do you remember yourself when a child? If yes, what kind of a child were you?

St.2: Да, я все четко помню. Я был довольно самостоятельным ребенком. Мне нравилось делать все самому. Я был также немного непослушным, что, я думаю, нормально для маленьких детей. Я был любопытным ребенком. Я хотел знать всех и всё вокруг себя. Почему-то я любил играть с детьми, которые были чуть-чуть старше меня. Мы часто играли во дворе в футбол или катались на велосипедах и самокатах.



St.1: Have you changed a lot since that time, ... when you were a child?

St.2: В некотором смысле, да. Я стал дисциплинированным. Что осталось без изменений, так это мое стремление быть самостоятельным.

### **Memorise!**

- to be a bit naughty [’nə:ti] – быть немного непослушным;
- to befriend – помогать, содействовать, поддерживать;
- curious – любопытный;
- desire – стремление;
- for some reason / somehow – почему-то, как-то;
- to remain – оставаться, сохраняться;
- to ride a bicycle – кататься на велосипеде
- the same – без изменений, то же самое;
- In some ways, yes. – В некотором смысле, да.

**Ex. 23: Fill in the blanks with appropriate phrases from the box.**

She's five.	What do you do for fun?
I'm a doctor.	What do you do professionally?
it's demanding	What do you do in life anyway?
I'm from France.	They are six and eight years old.
I'm twenty-nine.	I was born and raised in Moscow.
How old are you?	I divorced my husband three years ago.
I have one daughter.	My parents immigrated when I was seven.
Do you have a family?	

1) – \_\_\_\_\_?  
 – I'm thirty-one.  
 – \_\_\_\_\_?  
 – I'm married with two kids.  
 – How old are your kids?  
 – \_\_\_\_\_.  
 – \_\_\_\_\_?  
 – I'm Head of Staff in a big company.

2) – Where are you from?  
 – \_\_\_\_\_?  
 – Where were you born?  
 – \_\_\_\_\_.  
 – When did you move to France?  
 – \_\_\_\_\_.  
 – \_\_\_\_\_?  
 – I'm a designer.

3) – How old are you?  
 – \_\_\_\_\_?  
 – Do you have a family?  
 – \_\_\_\_\_.  
 – Do you have children?  
 – \_\_\_\_\_.  
 – How old is she?  
 – \_\_\_\_\_.

4) – What do you do for living?  
 – \_\_\_\_\_. I work in a hospital.  
 – Do you like your job?  
 – Well, \_\_\_\_\_, but I like my job very much  
 – \_\_\_\_\_?  
 – I'm a great bandy fan. I play bandy every weekend.

**Note!**

- staff [sta:f] (персонал), but: stuff [stʌf] (вещи, вещество)  
Head of Staff – начальник отдела кадров
- demanding – ответственный: demanding job (ответственная работа), but: responsible person – ответственный человек
- I'm married and I have two kids. = I'm married with two kids.
- Do you have a family? (It's more polite than: Are you married?)

**Ex. 24: Choose the most suitable continuation of the phrase or answer to it.**

- 1) Where are you from? – I'm from London. – Are you British?
  - a) No, I have an Italian background.
  - b) No, I'm Russian, but I grew up in London with Russian parents.
  - c) I am British, but I plan to move to the US.
- 2) Where were you born?
  - a) I grew up in Tomsk.
  - b) I was born and raised in Omsk.
  - c) I moved to Kemerovo five years ago.
- 3) Do you have a family?
  - a) My wife and I are getting a divorce.
  - b) We are going to get married soon.
  - c) I'm married with three kids.
- 4) Are you a student?
  - a) I graduated with a Bachelor's degree in Building.
  - b) I'm still a high-school student.
  - c) My career is my priority.
- 5) When your friend says that he and his wife are getting a divorce, he means:
  - a) They are planning to divorce.
  - b) They are in the process of a divorce.
  - c) They are trying to get a divorce, but it's not easy.
- 6) When your friend says that his job is demanding, he means that:
  - a) It requires a lot of time, energy and responsibility.
  - b) He gets a lot of support from his co-workers.
  - c) His co-workers demand a lot of time and energy.
- 7) What do you usually do in your spare time?
  - a) I used to play in a rock-band.
  - b) I work hard to pay off my mortgage.
  - c) I adore visiting motor show.

**Ex. 25: Complete the dialogues.**

1.

– _____?	London and my mom lives in Berlin.
– I'm thirty-five.	– _____?
– _____?	– No, I'm not married. I have a girlfriend though.
– I'm from London. ... I'm a Londoner.	– _____?
– _____?	– I'm in IT-business. I'm an IT-manager.
– My father is British and my mother is German.	– _____?
– _____?	– Well, it's demanding, but I like my job very much.
– No, they divorced three years ago. My dad lives in	

2.

– What's your name?	– Are you married? (Do you have a family?)
– _____.	– _____.
– Where are you from?	– What's your wife's name?
– _____.	– _____.
– Were you born in the US?	– What does she do?
– _____.	– _____.
– What do you do professionally?	
– _____.	

3.

– _____?	– _____.
– I'm from _____.	– _____?
– _____?	– I'm a huge fan of arm wrestling. I like traveling too.
– No, I was born in _____. My parents moved to Kemerovo when I was six.	– Are you married? (Do you have a family?)
– What do you do _____?	– No, _____.

**Ex. 26: Make your English dialogue similar to the dialogues from previous Exercise 23 and then act it out.**

**Ex. 27: Interpret dialogue. Work on the following algorithm.**

Student 1 = St.1 (Russian postgraduate student) reads aloud his phrase into Russian to Student 2;

Student 2 = St.2 interprets Student 1's phrase to English to Student 3;

Student 3 = St.3 (Englishwoman) answers St. 1's question into English;

Student 2 (St.2) interprets Student 3's phrase to English to Student 1.

St.1: Привет!

St.2: (English interpretation).

St.3: Hello!

St.2: (Russian interpretation).

St.1: Как тебя зовут?

St.2: (English interpretation).

St.3: My name is Linda Davis.

St. 2: (Russian interpretation).

St.1: Приятно познакомиться.

St.2: (English interpretation).

St.3: Nice to meet you, too.

St.2: (Russian interpretation).

St.1: Можешь ли немного рассказать о себе, Линда?

St.2: (English interpretation).

St.3: Yes, with pleasure. I was born on March 2nd, 2005 in a village near Exeter in Devonshire. It's called Woodbury. You can find many antique shops there and a couple of pubs. There is also a primary school there where I went.

St. 2: (Russian interpretation).

St. 1: Как насчет твоих родителей? Чем они занимаются?

St. 2: (English interpretation).

St. 3: My mum is a nurse and my dad is an architect. They don't work in Woodbury. They both commute to Exeter to work. Exeter is the largest city of Devonshire and its capital.

St.2: (Russian interpretation).

St.1: Ясно. А чем ты занимаешься?

St.2: (English interpretation).

St.3: I currently study in the University of Exeter to become an archeologist. Apart from studying, I do some volunteer work.





St.2: (Russian interpretation).

St.1: Есть ли у тебя братья или сестры?

St.2: (English interpretation).

St.3: Yes, I do. There are 5 children in my family and I am the second child. I have one elder sister and 3 younger brothers.

St.2: (Russian interpretation).

St.1: Чем они занимаются?

St.2: (English interpretation).

St.3: My sister's name is Emily. She is five years older than me and she is a scientist. She conducts various researches. My brothers' names are Eric, Daniel and Edward. Eric is 15 years old. He is in a high school and he wants to become a lawyer. Daniel is 13. His dream is to become a professional footballer. He plays for the local team. Edward is only 7. He is a pupil of Woodbury Primary School.

St.2: (Russian interpretation).

St.1: Интересно. Кажется у вас очень дружная и сплоченная семья. Часто ли вы собираетесь вместе?

St.2: (English interpretation).

St.3: You're right. We have a rather united family. We often get together on different occasions. I spend little time at home these days, as I live at the university hostel. However, I spend weekends at home. On public holidays, such as New Year, Christmas, Easter and also on family birthdays we always get together.

St.2: (Russian interpretation).

St.1: Вы поддерживаете близкие отношения с бабушками и дедушками или другими родственниками?

St.2: (English interpretation).

St.3: Yes, of course. I have lovely grandparents. They often come to visit us. They live near Bristol. We also often see my aunt Mary, who is my mum's sister and my uncle Harry who is my dad's cousin.

St.2: (Russian interpretation).

St.1: Есть ли у вас родственники, которые живут за рубежом?

St.2: (English interpretation).

St.3: Yes, aunt Mary's daughter, Julia lives in Germany now. She is my favorite cousin. We always keep in touch.

St.2: (Russian interpretation).

St.1: Она учится там?

St.2: (English interpretation).

St.3: No, she isn't. She has married a guy from Hamburg and now they live there. They have already two children. My niece's name is Sophia and my nephew's name is Christian.

St.2: (Russian interpretation).

St.1: Можете ли вы сказать, что у вас типично английская семья?

St.2: (English interpretation).

St.3: I think so. We try to follow national traditions. At Christmas we nicely decorate our house and the nearby area. We cook traditional Christmas dishes – pudding and turkey. At Easter we buy chocolate Easter bunnies. On Friday or Saturday nights we go to a pub or to a family restaurant to eat fish & chips. My mum is very much into gardening and knitting. My dad likes reading local newspapers. We have several pets at home. I think we are a typical British family.

St.2: (Russian interpretation).

St.1: Понятно. Что же, было очень интересно поговорить с тобой, Линда. Я узнал много нового о британских семьях и их образе жизни, что очень полезно для моего исследования.

St. 2: (English interpretation).

St. 3: You're welcome. If you have any further questions, I'll gladly answer them.

St. 2: (Russian interpretation).

St. 1: Спасибо тебе большое.

St. 2: (English interpretation).

*(Taken and remade from: [https://www.en365.ru/dialog\\_my\\_family.htm](https://www.en365.ru/dialog_my_family.htm))*

### **Memorize!**

- antique shop – антикварный магазин;
- to be very much into + V-ing – очень увлекаться чем-либо;
- Christmas = X-mas – Рождество / Easter – Пасха;
- to commute – ездить на работу в город (о жителе пригорода);  
within a two-hour commute from my home – в двух часах езды от дома;
- fish & chips – картошка фри с рыбными палочками;
- volunteer work – волонтерская работа;
- pudding and turkey – пудинг и индейка;
- public holiday – официальный праздник, нерабочий день;
- You're welcome! – (Всегда) пожалуйста! (ответ на фразу: Thank you!)

**Ex. 28: Answer some questions. (Revise sequence of tenses.)**

1) Who is a man asking questions at an interview? 2) Who is a woman who is being interviewed? 3) What did she say about herself? 4) What did she say about her parents and grandparents? 5) What did she tell him about her sister and her brothers? 6) What did you learn about her family and family traditions? 7) What did Russian postgraduate student learn about British families and their life style? 8) What did you learn about her native town? 9) What did she answer about cooking British traditional dishes on public holidays?

**Ex. 29: Work in pairs. Make up your dialogue “An Interview About My Family” using the following algorithm to act it out.**

**An Interview About My Family**

Situation: One of you is a reporter (a person who is asking someone questions at an interview); another one is an interviewee (a person who is being interviewed). You're meeting outdoors. You start communicating: A reporter is offering you to take part in an interview about family life style and its traditions. You're agreeing to his / her suggestion to take part in it. Familiarize yourself with the Algorithm given below.

Algorithm: To act out your dialogue, please, follow by this Algorithm!

- 1) A reporter greets you: \_\_\_\_\_
- 2) You greet the reporter: \_\_\_\_\_
- 3) The reporter asks your occupation: \_\_\_\_\_
- 4) You reply to a question what you do for living: \_\_\_\_\_
- 5) The reporter suggests you taking part in  
an interview if you don't mind: \_\_\_\_\_
- 8) You willingly agree to take part in the interview: \_\_\_\_\_
- 9) The reporter starts asking questions concerning your family,  
your relatives, self, family life style and so on: \_\_\_\_\_
- 10) You reply to the reporter's questions: \_\_\_\_\_
- 11) The reporter thanks you for the interview  
and says good-bye: \_\_\_\_\_
- 12) You say thank you and good-bye: \_\_\_\_\_

### **Ex. 30: Study vocabulary.**

- 1) air-conditioning – кондиционирование воздуха;
- 2) to call somebody by name – звать кого-либо по имени;
- 3) central control – центральное управление;
- 4) cofounder – соучредитель;
- 5) computer control – компьютерное управление;
- 6) conveniences – (бытовые) удобства;
- 7) electrical equipment – электрооборудование;
- 8) enterprise – промышленное предприятие, фирма, компания;
- 9) heating – отопление;
- 10) industrial enterprise – промышленное предприятие;
- 11) installation – монтаж, установка;
- 12) joint-stock company – акционерное общество;
- 13) to keep house – вести домашнее хозяйство;
- 14) life support system – система жизнеобеспечения;
- 15) light(ing) – освещение;
- 16) lycée [li'sei] / ['lisei] – лицей;
- 17) on the outskirts of town / city – на окраине города;
- 18) service – техническое обслуживание оборудования;
- 19) smart house / home system – система «умный дом»;
- 20) water supply / water-supply – водоснабжение;
- 21) well-appointed / comfortable house – благоустроенный дом;
- 22) to work / for / at / in – работать (в компании, на Microsoft) / работать (на заводе, на предприятии, в институте, в школе) / работать (в магазине, в больнице, на фирме);
- 23) etcetera [it'set(ə)rə] = etc. / and so on – и так далее (в устной речи);
- 24) id est = i. e. (на письме) / that is (в устной речи) – то есть.

### **Ex. 31: Do a Vocabulary Crossword-Test № 9. (See Page 237)**

### **Ex. 32: Translate the text into English.**

Разрешите представиться. Меня зовут Андрей Петров. Я из Междуреченска. Я родился 18.11.2004. Мне 18 лет. Моя семья большая. Нас шестеро в семье: мои родители, бабушка, мой старший брат, моя младшая сестра и я. Моей маме и моему папе 45 и 47 лет соответственно. Они оба работают.

Мой папа работает на шахте. Он работает инженером-механиком в АО «Шахта Распадская». Он любит свою работу. Моя мама работает врачом в больнице. Она красивая и добрая. Моя бабушка, которая живёт с нами, не работает. Она на пенсии. Они ведут домашнее хозяйство, и мы им помогаем.

Мой старший брат, который старше меня на 7 лет, женат. У него двое детей. Они приходятся мне моими племянницей и племянником. Мой брат живет со своей семьёй в Кемерово. У него свой бизнес. Он является одним из соучредителей частного российско-германского предприятия, которое связано с установкой и эксплуатацией электрооборудования на предприятиях.

Моя сестра младше меня на 4 года. Она учится в лицее. По внешности и по характеру она напоминает мою маму. По характеру я похож на отца. Я спокойный и рассудительный, трудолюбивый и творческий, никогда не паникую и всегда готов помочь.

Наш дом расположен на окраине города в живописном месте недалеко от реки. Мы живём в частном трёхэтажном благоустроенном доме со всеми современными удобствами такими как, система «умный дом», т.е. дом с центральным компьютерным управлением над всеми системами жизнеобеспечения: освещением, водоснабжением, отоплением, кондиционированием воздуха и т.п.

У нас много родственников: две тёти и два дяди, несколько племянников и племянниц. Мы очень дружная семья и нам нравится собираться вместе праздновать дни рождения, праздники и различные юбилеи. Одним словом, мы очень компанейские люди.

Я студент первого курса университета. Я учусь в КузГТУ на программиста. Я иногородний студент очного обучения, поэтому живу в общежитии. Но на выходные я стараюсь, как можно чаще ездить домой, чтобы навестить своих родных и друзей.





**Ex. 33: Answer each question of 3-5 or more sentences in written form.**

- Who(m) do you take after by nature?
- Who(m) do you resemble in appearance?

**Ex. 34: Answer the following questions. Work in pairs: Student A interprets some questions to English. In his turn Student B answers to Student A's questions. You can switch the roles in the process.**

- 1) Представьтесь, пожалуйста. Как Ваше имя и фамилия?
- 2) Как Ваше имя? Как Ваше отчество? Как Ваша фамилия?
- 3) Как Вас обычно зовут Ваши друзья?
- 4) Ваша семья большая? Сколько человек в Вашей семье?
- 5) Как зовут Ваших родителей? Чем они занимаются?
- 6) У Вас есть братья и сестры? Как их зовут? Чем они занимаются?
- 7) У Вас много родственников?
- 8) У Вас есть дедушка и бабушка? Как их зовут?
- 9) Сколько Вам лет? Сколько лет Вашей сестре? / Сколько лет Вашему брату? Сколько лет Вашим родителям?
- 10) В каком году и где Вы родились? Когда Ваш день рождения?
- 11) Откуда Вы родом? Вы россиянин? Вы кемеровчанин?
- 12) В каком районе города Вы живёте? / Где живёт Ваша семья? / Вы живёте со своими родителями? / Вы живёте в общежитии или у родственников?
- 13) В каком доме Вы живёте? / На каком этаже? Сколько комнат в Вашей квартире / в Вашем доме? / У вас есть сад или огород?
- 14) У Вас есть друзья? Вы часто находите с ними общий язык?
- 15) Кто Ваш самый лучший друг? У Вас с ним много общего?
- 16) Чем Вы увлекаетесь? / Чем увлекается Ваш друг?
- 17) Вы учитесь в КузГТУ? В каком институте Вы учитесь?
- 18) Вы студент-очник или заочник? На кого Вы учитесь?



**Ex. 35: Discuss the following problems with a partner.**

- 1) Work is the most important thing in life.
- 2) It isn't possible to continue happy family life with a successful career – for men or women.
- 3) Everyone should think carefully about having children – some people are not suited to be parents.
- 4) People should not be allowed to have more than two children.
- 5) Family life comes to an end if the mother works.
- 6) Parents should share equal responsibility for bringing up children.
- 7) The most important role that a woman can play is that of a mother.
- 8) A woman's place is in the home.
- 9) A marriage may be made in heaven, but the maintenance must be done on earth.
- 10) "Money can't buy me love", that's what the "Beatles" sang back in the 60s. Do you think that anything has changed since then? Share your views on the problem of married life as you see it.

**Ex. 36: Make a story about yourself. (Volume is 18-20 sentences.)**

**Ex. 37: Final Project to Unit 4: Make a presentation about your family, relatives and self.**



## UNIT 5

### MY WORKING DAY & MY STUDY



#### Ex. 1: Study vocabulary.

- 1) admission – зачисление, допущение, принятие; приём (в учебное заведение, клуб, общество);
- 2) advice = counsel – совет; пожелание, наставление;
- 3) to allocate ['æləkeɪt] – распределять;
- 4) to broaden one's horizons – расширять свой кругозор;
- 5) don't be shy + Ger. = to feel free to + V – не стесняться что-либо делать;
- 6) to gain = to obtain = to secure – получать, приобретать;
- 7) to graduate ['grædjueɪt] – оканчивать (вуз);
- 8) graduate ['grædʒuɪt] – выпускник университета;
- 9) to maintain – поддерживать, сохранять;
- 10) participant – участник;
- 11) to play sport(s) / to go in for sport(s) / to do sport – заниматься спортом;
- 12) tip – полезный совет;
- 13) Make the most of them! – Используйте их по максимуму!

#### Ex. 2: Do a Vocabulary Crossword-Test № 10. (See Page 239)



**Ex. 3: Familiarize yourself with information about turns *used to*, *be used to smth* / *doing smth* and *get used to smth* / *doing smth* and then translate sentences explaining their action.**

- 1) The turn *used to* is applied to describe events that happened regularly in the past and then stopped: either temporarily or permanently. The turn *used to* is also used for describing states that took place in the past and then changed (at least for a while). It's translated into Russian as: *раньше, обычно, бывало* and *когда-то*:

*He used to meet her after school every day and see her home. – Он обычно встречал ее после школы каждый день и провожал до дома.*

- 2) In colloquial English, questions and negative sentences with the construction *used to* are constructed as follows:

*He didn't use to do that. He didn't used to do that* (although they would rather say *He never used to do that*). *Did he use to do that? Did he used to do that?*

In formal colloquial and written English, the following way of constructing questions and negative sentences with the construction *used to* is encountered:

*I used not to do that. I usedn't to do that. Used he to do that?*

- 3) Construction *used to* should not be confused with the turns *be used to smth* / *doing smth* and *get used to smth* / *doing smth*, with which the speaker reports actions that have become habitual:

*I am used to waking up at 6 AM every morning. – Я привык каждый день вставать в шесть часов утра.*

*I had got used to reading before going to bed. – Читать перед сном стало для меня привычкой.*

*I am not used to being lied to by those I do business with. – Я не привык к тому, чтобы мне лгали мои партнеры по бизнесу.*

*Did you get used to study easily? – Ты легко привык к учёбе?*

1. I used to help him.
2. Are you used to city life?
3. You've got to get used to it.
4. Are you getting used to living alone?
5. Are you used to studying late at night?
6. Over time, she'll get used to her study.
7. Did you use to go to the beach every summer?
8. The theatre used to be in the centre of the town.
9. I'm not used to being lied to by my business partners.
10. She used to have long hair but she cut it some time ago.
11. She is used to waking up early for her morning jogging.
12. I am getting used to my new job and its responsibilities.
13. I used to play soccer every weekend when I was a child.
14. It took me a while to get used to the new software at work.
15. She never used to like spicy (острая) food, but now she enjoys it.
16. I'm not getting used to the noise in the city after moving from a town.
17. It took him a while until he was used to driving on the left-hand side of the road.

**Ex. 4: Answer some questions using constructions of Exercise 3.**

- What did you used to do when a child?
- What are you used to being a student?
- What are you getting used to now?

**Ex. 5: Match the synonyms and the synonym constructions.**

- 1) a freshmen
- 2) a participant
- 3) a professor
- 4) an advice
- 4) to gain
- 5) to feel free to + V
- 6) to get used to + Ger.
- 7) to play sport(s)

- 1) a partner; 2) to obtain; 3) a lecturer; 4) to get;
- 5) a first-year student; 6) a tip; 7) an instructor;
- 8) to be used + Ger.; 9) a counsel; 10) to receive;
- 11) a teacher; 12) a participator; 13) to get accustomed to + Ger.;
- 14) don't be shy + Ger.; 15) to secure; 16) a partaker;
- 17) to go in for sport; 18) to do sport, 19) a recommendation

Your Response: 1) \_\_\_\_; 2) \_\_\_\_; 3) \_\_\_\_; 4) \_\_\_\_; 5) \_\_\_\_; 6) \_\_\_\_; 7) \_\_\_\_



**Ex. 6: Read text “Advice to freshmen from a graduate” to answer some questions.**

Advice to freshmen from a graduate

Dear freshmen! Congratulations on your admission to our university! I want to share with you some tips that will help you successfully adapt to your new life and studies.

1. Don't be afraid to ask questions. There are many new things and concepts at the university, so don't be shy about asking your professors or your classmates questions. This will help you understand the material better and get used to the new environment faster.

2. Be an active participant in the learning process. Attend all lectures and seminars, participate in discussions and projects. This will help you gain more knowledge and skills, as well as make new friends.

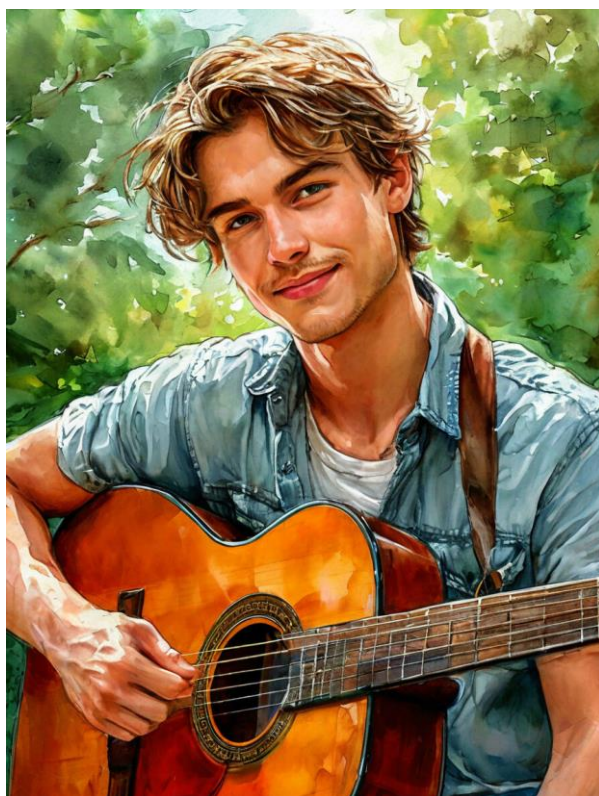
3. Set priorities in your studies. Don't forget: studying should come first. Try to plan your time and allocate enough time for each subject.

4. Find your place in student life. Join clubs and organizations that interest you. This will help broaden your horizons and meet new people. Another way of making new friends is to go to an evening class.

5. Don't forget about rest and entertainment. Studying can be stressful, so it's important to find time for rest and entertainment. Play sports; go to concerts and exhibitions, travel.

6. Don't forget about your health. Watch your diet, do physical activity and get enough sleep. This will help maintain your health and energy throughout the university years.

7. Don't be afraid to ask for help. If you have difficulties with your studies or need help with your homework, don't hesitate to contact your classmates. They are always ready to help.



8. Don't forget to enjoy your student life. University is not only about studying, but also about many opportunities for self-development and entertainment. Make the most of them!

9. Remember that university is just the beginning of your journey. Don't stop there, continue to learn and develop. And, of course, the most important thing is to enjoy your studies and meeting new people!

Questions:

- 1) What is the title of the text?
- 2) Where and when was it published?
- 3) Who are the authors of this text?
- 4) What is this text devoted to?
- 5) What is the main idea of the text?
- 6) How many parts does this text consist of?
- 7) What is spoken in the first / second / third part about?
- 8) What attention is given to words of being an active participant in the learning process?
- 9) What conclusions do the authors come to?
- 10) Is this text illustrated with any images?
- 11) Whom is this text addressed to?
- 12) Who may this text be recommended to?
- 13) How would you characterize this text in your opinion?

**Ex. 7: Answer the following questions.**

- 1) What kind of recommendations does the graduate give to the first-year students?
- 2) Why is it very important not to be afraid to ask your classmates for help?
- 3) Why is it very important to join clubs and organizations that interest you?
- 4) What does the phrase "Don't forget about your health." mean for you?
- 5) What did the graduate say about student life?

**Ex. 8: Give your answer orally (3-5 sentences). What kind of tips could you recommend to students majoring in your specialty? Why?**

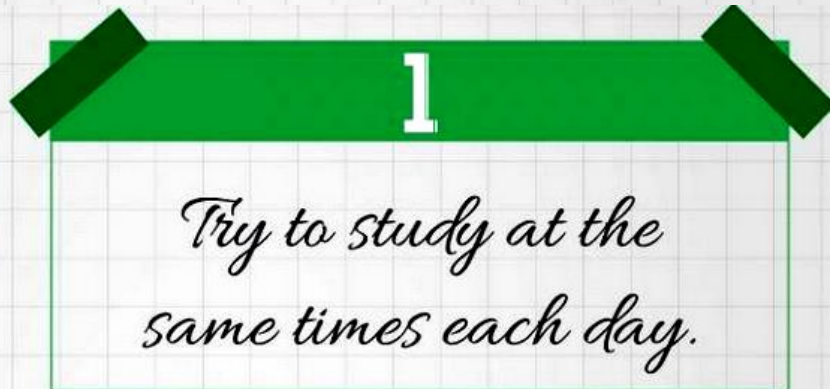
**Ex. 9: Familiarize yourself with 10 useful tips for your effective studying and then answer each question in 1-3 sentences.**

# SECRETS

*of Successful and Effective*



## STUDYING



Studying at the same times each day will establish a routine that will become a regular part of your life, like sleeping and eating. The world starts working early and college is your business. So get up and open for business – same time every day.

## 2 ATTEND EVERY CLASS

Never miss a class for any reason. Don't be sick, don't sleep in, don't take a traffic jam, don't do anything that causes you to miss a class. Your parents are paying a bucket of money for you to go to those. Do not let them down.







## SIT FRONT AND CENTER IN EVERY CLASS

# 3

Always sit down in the front row, directly in front of the lecturer. It will focus your attention and set you free from fiddling, daydreaming, doodling and browsing on facebook.



Laptops and phones can bring down your grade. Seriously. Send emails, surf the web and post facebook updates after your classes or during the breaks.

## 5 TAKE A PROPER CARE OF YOUR BODY AND HEALTHY MEALS

Avoid eating a heavy meal before studying it will make you sleepy. Try to eat small and frequent meals during the day. Do sports at your free time till the end of your life.

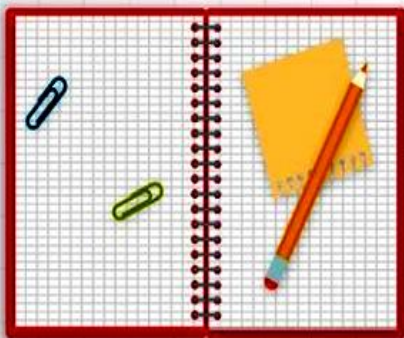
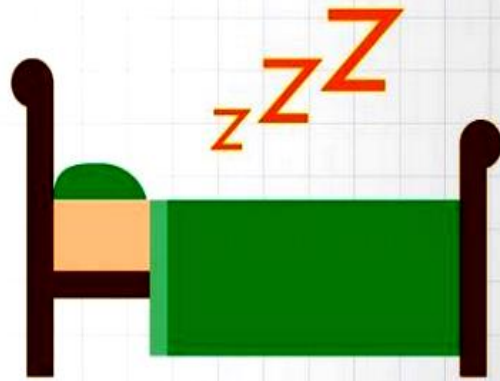


## ASK QUESTIONS 6

Talk to the professor. Face to face. Always ask "why" - it's an important question for a small word! Professors like initiative and proactive students.

## 7 GET ENOUGH SLEEP

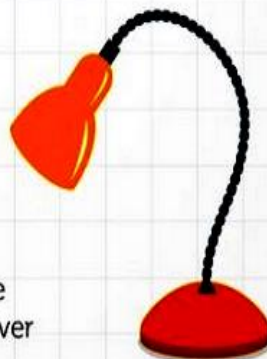
Sleep is important. When you properly rest, your brain strengthens the knowledge you have learned during the day by assimilating information. So the better you sleep, the better you learn.



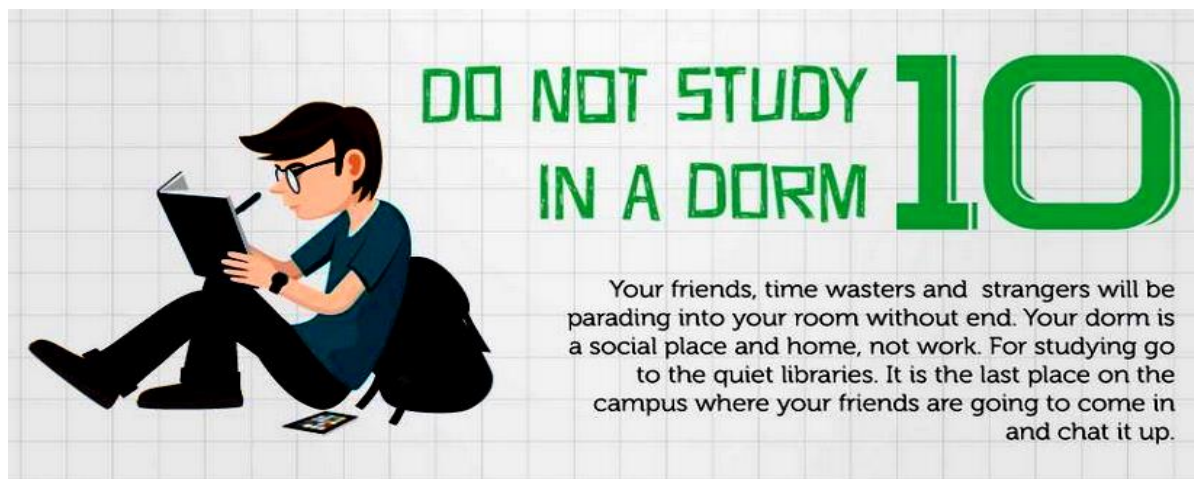
Immediately after class review your notes. You've got lots of abbreviations and shorthand. While they are still fresh in your mind, take a scan through the notes. If you missed a point and skipped some space, don't forget to take the information later from the prof or a classmate.

## 9 START WITH THE MOST DIFFICULT SUBJECT FIRST

Always start your homework with the most difficult assignment or subject, it requires the most effort and mental energy from you. Never procrastinate your planned study session. Procrastination leads to rushing, rushing to errors.







(Taken from: <https://cdn-infographic.pressidium.com/wp-content/uploads/Secrets-of-Successful-and-Effective-Studying-960x4487.jpg>)

### Questions:

- 1) Do you agree with the opinion expressed in infographics about of successful and effective studying? Give reasons for your opinion.
- 2) What kind of tips did you like best or did you dislike at all? Why?
- 3) Why is it important to follow these tips if you want to be successful and effective in your studies?

### **Memorize!**

- bring down – снижать;
- doodling – бессмысленное рисование;
- daydreaming – БЫТЬ в полусонном состоянии, дремать;
- fiddling – возня;
- to procrastinate [prə'kræstineit] – откладывать, медлить;
- shorthand – скоропись, запись символами;
- to strengthen ['streŋθ(ə)n] – усиливаться, укрепляться;
- time waster – бездельник;
- to update – обновлять;
- a bucket of money – (разг.) куча денег;
- to parade into your room – (разг.): «ломиться» в комнату (дверь);
- Don't let them down. – Не подводите их.

### **Ex. 10: Write your own tips of successful and effective studying.**

**Ex. 11: Look at the infographics and then tell us about what should you do to be a successful student?**



*(Taken from: <https://elearninginfographics.com/10-primary-habits-of-successful-students/>)*

**Ex. 12: Study vocabulary and then check yourself doing Vocabulary Crossword-Test № 11. (See page 240)**

1. to don – надевать;
2. to drift off – погружаться в сон, засыпать;
3. to ensure / to insure – гарантировать, обеспечивать;
4. hard hat / hard-hat – каска;
5. safety vest – защитный жилет;
6. agenda – повестка;
7. to consider – рассматривать;
8. to delve into the intricacies – углубляться в подробности;
9. demanding day – напряжённый день;
10. framework – каркас;
11. highlight – ключевой момент, кульминация;
12. integrity – целостность;
13. meticulous [mə'tikjələs] – тщательный, подробный;
14. to pepper someone with questions – засыпать кого-либо вопросами;
15. structure – здание, строение, конструкция;
16. sustainable – (экологически) устойчивый / чистый;
17. to tackle – энергично браться, приниматься (за что-л.);
18. takeout (pizza) – готовая еда (пицца), продающаяся на вынос.

**Ex. 13: Take Russian collocations from the box, find their English equivalents in the text, translate and remember them.**

• система автоматизированного проектирования • начальник строительства • надеть каски и защитные жилеты • экологически чистые строительные материалы • провели мозговой штурм по инновационным особенностям дизайна • несущая способность и распределение напряжения • для воплощения в жизнь видения архитектора • строительная площадка • экологически чистый • засыпать кого-либо вопросами • обсудить ход выполнения проекта дизайна общежития • стальная балочная опора • (экологически) устойчивый • углубляться в подробности • каркас • подробный • студенческая столовая

**Ex. 14: Read text “One Day in the Life of Construction Engineering Student” and then fulfill some exercises given below.**

**One Day in the Life of Construction Engineering Student**

As the first rays of sunlight kissed the horizon, painting the sky with a palette of soft blue and gold, Alexei, a third-year construction engineering student, awoke.

It was 6:30 a.m., and today promised to be another demanding day filled with lectures, design projects, and site visits. After a quick breakfast of toast and coffee, Alexei reviewed his schedule. Today's agenda included a structural analysis lecture, a CAD (Computer-Aided Design) lab, a group meeting for the dormitory design project, and a visit to a construction site on the outskirts of town.



At 7:45 a.m., Alexei got on his bike and cycled to campus. Alexei made it to the structural analysis lecture just in time. Professor Davidov was already delving into the intricacies of load-bearing capacity and stress distribution. The lecture was followed by the CAD lab. Alexei worked diligently on designing a steel beam support for a bridge, using specialized software to model the structural integrity of the design. The process was meticulous and required careful attention to detail, ensuring the design met all safety regulations and load requirements.

Lunch was fast. Alexei grabbed a sandwich from the students' hall. Then he reviewed his notes for the afternoon's group meeting. At 1:00 p.m., Alexei met with his group to discuss the progress of their dormitory design project.

They reviewed floor plans, considered sustainable building materials, and brainstormed innovative design features. They aimed to create a dorm that was not only functional and aesthetically pleasing but also environmentally friendly.

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The highlight of the day was the visit to a construction site. Alexei and his classmates donned hard hats and safety vests and were led on a tour of a multi-story building under construction. The site manager explained the different phases of the project, from laying the foundation to erecting the framework. Alexei was fascinated by the complexity of the operation and the coordination required bringing the architect's vision to life. He peppered the site manager with questions, eager to learn as much as possible.

By 5:00 p.m., Alexei was physically and mentally exhausted. He returned to his dorm room, took a shower, and changed into more comfortable clothes. After a quick dinner of takeout pizza, Alexei tackled his homework. He had to solve a structural analysis problem and read a chapter on sustainable building method.

By 10:00 p.m., he was finally finished with his assignments. He reviewed his notes for the next day's classes and then he drifted off to sleep at 10:30 p.m.

**Here are exercises to check your understanding of the text.**

### **14.1: Questions:**

- 1) What time does Alexei wake up?
- 2) What is Alexei studying for?
- 3) What is the first activity on Alexei's schedule for the day?
- 4) Does Alexei get to campus on foot?
- 5) Who is Professor Davidov?
- 6) Was the CAD lab followed by the lecture?
- 7) What is Alexei designing in the CAD lab?
- 8) Where does Alexei meet with his group?
- 9) What are they designing in the dorm project?
- 10) What does Alexei wear on the construction site?
- 11) Why did Alexei ask a lot of questions to the site manager?
- 12) What does Alexei have for dinner?
- 13) What did he have to do after 5 p.m.?
- 14) What time does Alexei finish his assignments?
- 15) What did the site manager explain to them at the construction site?
- 16) What do you think he is very tired by the end of his working day?
- 17) At what time did he drift off to sleep?

## 14.2: Choose the best answer for each statement.

- 1) How would you translate the title of text into Russian?
  - a) Студент строительного факультета на строительной площадке
  - b) Один день из инженерно-строительной жизни студента
  - c) Один день из жизни студента строительного факультета
  - d) Инженер-строитель изучает гражданское строительство
- 2) Alexei starts his day with:
  - a) a run in the park.
  - b) toast and coffee.
  - c) a structural analysis lecture.
  - d) a visit to the construction site.
- 3) Alexei's CAD lab involves:
  - a) building a physical model of a bridge.
  - b) designing a steel beam support.
  - c) writing a report on structural integrity.
  - d) conducting a soil test.
- 4) Alexei's group is working on:
  - a) a physics problem.
  - b) designing a sustainable dormitory.
  - c) preparing for a presentation on concrete.
  - d) writing an essay about architecture.
- 5) Alexei goes to the construction site:
  - a) for a pleasure.
  - b) to supervise the workers.
  - c) to see the progress of the project.
  - d) to build a wall.
- 6) Alexei studies:
  - a) bridge building.
  - b) construction engineering.
  - c) road building.
  - d) construction machinery.

- 7) Professor Davidov teaches:
- a) physical properties of rocks.
  - b) structural analysis.
  - c) building.
  - d) civil engineering.
- 8) Usually Alexei studies late by \_\_\_\_ o'clock in the evening.
- a) nine
  - b) half past nine
  - c) ten
  - d) half past ten
- 9) Alexei has a career in the building and:
- a) building design.
  - b) structural design.
  - c) planning.
  - d) construction management.
- 10) What is the most likely field Alexei has a career in:
- a) IT.
  - b) construction.
  - c) landscaping.
  - d) processing.

### **14.3: Fill in the blanks with words from the text.**

- 1) Alexei is a \_\_\_\_\_-year construction engineering student.
- 2) Professor Davidov explained the intricacies of \_\_\_\_\_ capacity and stress distribution.
- 3) They reviewed floor plans, considered \_\_\_\_\_ building materials.
- 4) He \_\_\_\_\_ the site manager with questions, eager to learn as much as possible.
- 5) Lunch was a \_\_\_\_\_ affair from the students' hall.
- 6) The site manager explained the different \_\_\_\_\_ of the project.
- 7) Alexei and his classmates donned \_\_\_\_\_ and safety vests.
- 8) He had to solve a \_\_\_\_\_ analysis problem.
- 9) The process was \_\_\_\_\_ and required careful attention to detail.
- 10) Alexei worked \_\_\_\_\_ on designing a steel beam support for a bridge.

**14.4: Match the items in Column A with descriptions in Column B.**

Column A	Column B
1) 6:30 AM	a) is a subject taught by Professor Davidov.
2) Professor Davidov	b) are Alexei's breakfast.
3) Steel beam support	c) that is what Alexei wears for site safety.
4) Sustainable materials	d) it is the time Alexei wakes up.
5) Hard hat	e) is construction engineering.
6) Toast and coffee	f) are materials the group considered for dorm construction.
7) Structural analysis	g) is Alexei's professor.
8) Alexei's study	h) it is a structure Alexei designs with CAD software.

**Ex. 15: Study vocabulary and then translate sentences below.**

- 1) clock – настольные, стенные, башенные часы;
- 2) to clock in – начинать работу (в установленное время);
- 3) watch – карманные, наручные часы;
- 4) wristwatch / ticker / tick-tock – наручные часы;
- 5) by my watch – по моим часам;
- 6) to set a watch /clock / ticker – поставить часы;
- 7) to wind a watch /clock / ticker – завести часы;
- 8) the watch is right – часы идут правильно;
- 9) the watch is fast / slow – часы спешат /отстают;
- 10) the clock is striking ten – часы бьют десять;

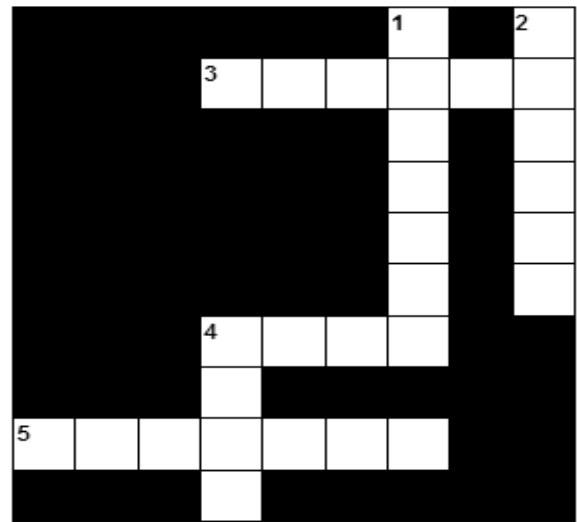
1) Wind your tick-tock before you forget. 2) She strapped the ticker on her left hand. 3) Well, there isn't anything in the motor which needed fixing. It is running like a clock. 4) She clocked in five minutes late. 5) An alarm clock is a clock that you can set to make a noise so that it wakes you up at a particular time. 6) A clock tower is a tall, narrow building with a clock at the top. 7) Let's see if our watches are right. 8) A wristwatch is a watch with a strap which you wear round your wrist. 9) Most of the workers clocked in before 8.30 this morning. 10) His gold shock-and waterproof watch bought by him long ago was right.



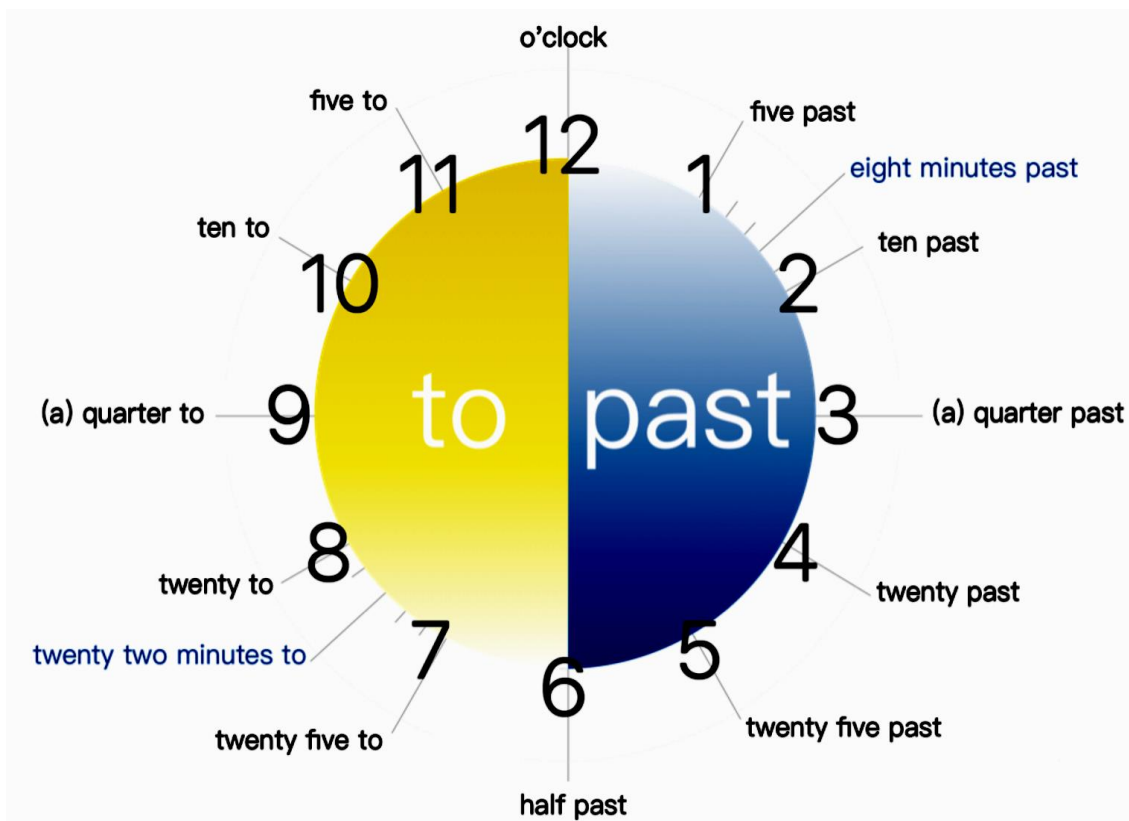
**Ex. 16: Familiarize yourself with terms and their definition related to telling time. Do Vocabulary Crossword-Test № 12.**

Across: 3) A unit of time equal to sixty seconds. 4) A unit of time equal to sixty minutes. 5) A term used to indicate the exact hour.

Down: 1) Fifteen minutes after the hour. 2) A unit of time equal to one-sixtieth of a minute. 4) Thirty minutes after the hour.



**Ex. 17: Familiarize yourself with telling time in English and then read different clock times looking at the following clock dials.**



*(Taken from: <https://list-english.ru/img/new/time.png>)*

## What's the time, please?

### Examples:

It is **5 minutes  
a quarter  
half** **past** **nine.**  
**a quarter  
20 minutes** **to**



It's **5 minutes  
past** **nine.**

It's **a quarter  
past** **nine.**

It's **half  
past** **nine.**

It's **a quarter  
to** **nine.**

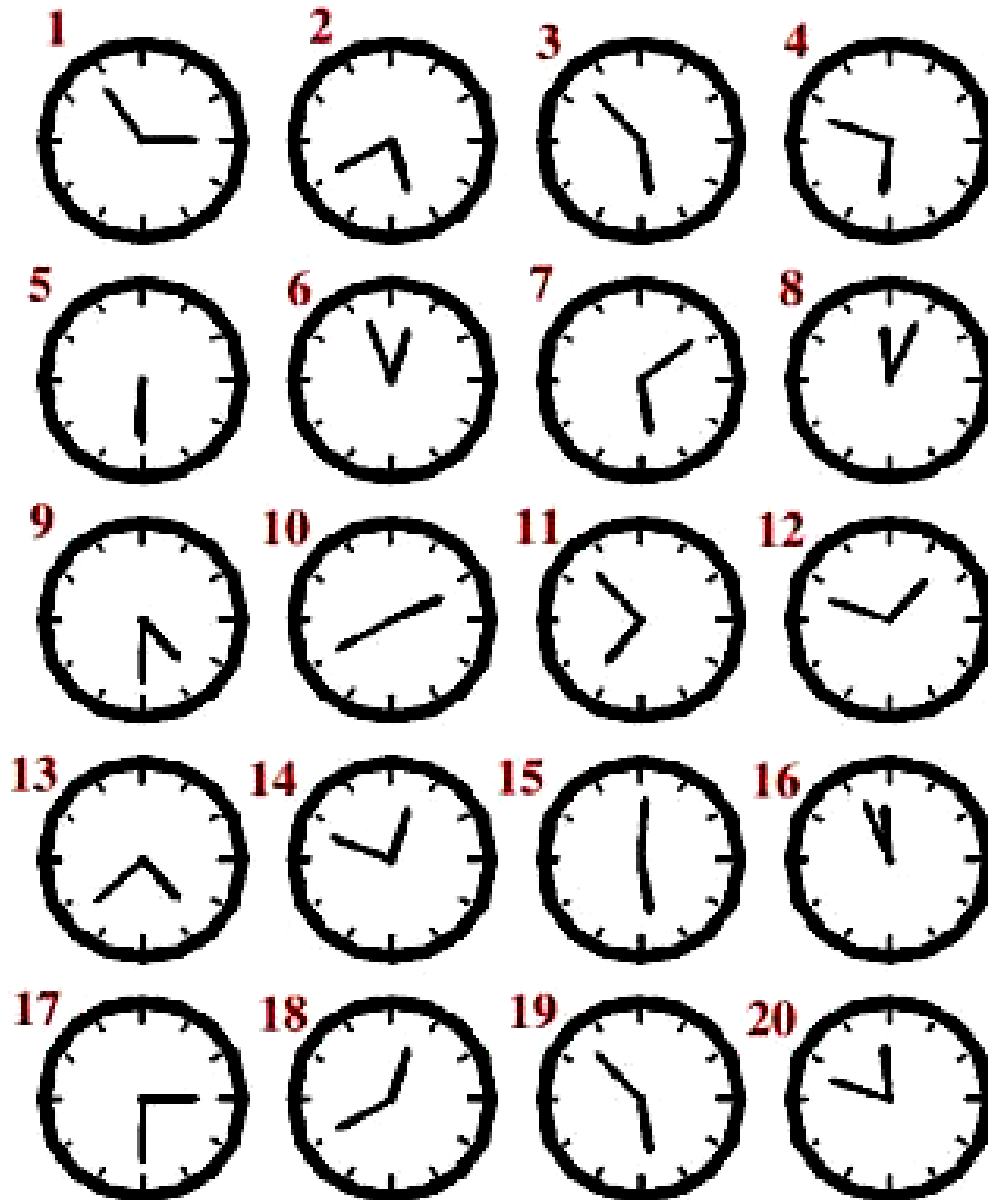
It's **twenty  
minutes to** **nine.**

## Say, what the time is.



Your Response: \_\_\_\_\_

**Ex. 18:** Look at the following clock dials and 1) write down the time in words (1-10 clock dials); 2) convert the following times into digital format (11-20 clock dials).



1) Write down the time in words (1-10 clock dials):

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. Clock showing 2:55. _____.   | 6. Clock showing 12:55. _____.  |
| 2. Clock showing 17:40. _____.  | 7. Clock showing 5:10. _____.   |
| 3. Clock showing 17: 53. _____. | 8. Clock showing 00:05. _____.  |
| 4. Clock showing 18:48. _____.  | 9. Clock showing 04: 30. _____. |
| 5. Clock showing 18:30. _____.  | 10. Clock showing 02:40. _____. |

2) Convert the following times into digital format (11-20 clock dials):

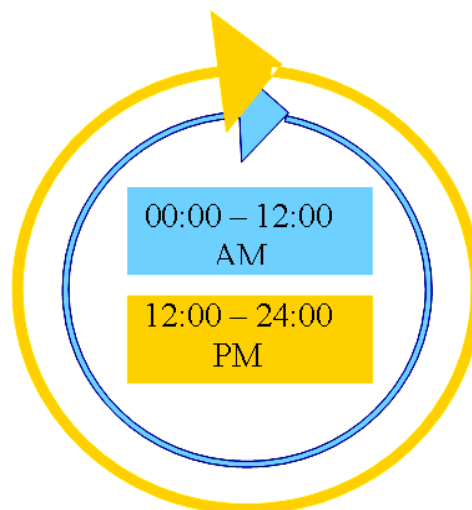
11. Seven minutes to eight in the morning. \_\_\_\_\_.
12. Twelve minutes to two in the afternoon. \_\_\_\_\_.
13. Twenty to five o'clock in the morning. \_\_\_\_\_.
14. Eleven minutes to one in the night. \_\_\_\_\_.
15. Two minutes past five in the night. \_\_\_\_\_.
16. Five to twelve in the evening. \_\_\_\_\_.
17. Half past two in the afternoon. \_\_\_\_\_.
18. Twenty to one o'clock in the night. \_\_\_\_\_.
19. Seven minutes to six in the evening. \_\_\_\_\_.
20. Eleven minutes to twelve o'clock in the evening. \_\_\_\_\_.

**Ex. 19: Familiarize yourself with the information about the time periods from midnight to noon and from noon to midnight, how they can be expressed. Then look at the chart given below with clock dials showing world time in different capitals and big cities and determine, what time of day (p.m. or a.m.) it is at each clock dials, if Moscow clock dial shows 4:00 p.m.**

Memorize:

a.m. = ante meridiem: before noon,  
used with times of day between midnight and noon –  
до полудня, в утренние часы;

p.m. = post meridiem: after noon,  
used after times of day between noon and midnight –  
после полудня, период времени с полудня до полуночи



- 1) 12 a.m. to 6 a.m. = in the night;
- 2) 6 a.m. to 12 p.m. = in the morning;
- 3) 12 p.m. to 6 p.m. = in the afternoon;
- 4) 6 p.m. to 12 a.m. = in the evening;



London



Paris



Berlin



Moscow



Beijing



Tokyo



Sydney



Los Angeles



New York

(Taken from: <https://cdn.vectorstock.com/i/1000v/63/73/world-clocks-vector-436373.jpg>)

Pair up with a partner and take turns asking and answering about the time.

Model: – What is the time in Moscow?

– Five sec, please. / Let me see. Clock dial showing 4:00 p.m. in Moscow. In other words, it's 4 o'clock sharp in the afternoon.

**Ex. 20:** Write five sentences using different ways to express time, such as: *"It is..."*, *"The meeting is at..."*, *"I wake up at..."*, etc.

Example: It is half past seven in the morning.


**Ex. 21:** Make your own dialogue discussing your plans based on the time.



**Ex. 22: Pair up with a partner: read aloud dialogues, and then make your own ones.**

- |  |   |
|--|---|
| <p>1) – I haven't got a watch. What time is it?<br/>– It's about ten to nine by my watch.</p> <p>2) – My ticker stopped. Can you tell me the exact time?<br/>– Certainly. It's 10 o'clock.</p> <p>3) – Look! There is a clock over there.<br/>– Oh, it says 7.45. We must hurry.</p> | <p>4) – When will you be back?<br/>– I'll come at five sharp.<br/>at a quarter to five.<br/>at half past five.<br/>before five.<br/>after five.</p> <p>5) – The clock is striking ten.<br/>– Oh, my ticker is 5 minutes fast.<br/>7 minutes slow.<br/>a few minutes fast.</p> |
|--|---|

**Ex. 23: Act out the following situations.**



*What time is it?*

**1.** A passer-by asks you about the time. Say you are not sure your watch shows the correct time.

**2.** Your new groupmate asks you about the daily routine. Answer all his questions.

**Ex. 24: Let's discuss the following problems.**

- 1) What time do you usually get up?
- 2) What's the first thing you do when you get out of bed?
- 3) Do you have a morning routine that you follow every day?
- 4) Are you a morning person, or do you prefer to sleep in?
- 5) How do you feel in the morning? Are you typically full of energy?
- 6) What's your best favorite part of your morning routine?
- 7) Is there something you must do every morning to start your day right?
- 8) Do you have a special breakfast that you enjoy in the morning?
- 9) Are there any morning habits that you'd like to change or improve?

**Ex. 25: Study vocabulary.**

- 1) to break down – выходить из строя, ломаться;
- 2) to chill out – расслабляться;
- 3) to clean / brush one's teeth – чистить зубы;
- 4) to feed the cat / hamster / fish – кормить кошку / хомяка / рыбок;
- 5) to freshen up – освежиться;
- 6) to freshen up oneself – приводить себя в порядок;
- 7) to get dressed – одеваться / to dress up – переодеваться;
- 8) to get up – подниматься, вставать (после сна);
- 9) to make the bed – заправлять кровать;
- 10) to make / prepare breakfast with – готовить завтрак;
- 11) to run out – кончаться, иссякать;
- 12) to set off – отправляться (в путь);
- 13) to shave oneself – бриться;
- 14) to show up – появляться, приходить;
- 15) stretch / journey – прогулка, разминка;
- 16) to surf / to browse the (Inter)net / Web – бродить / лазить по сети; сидеть в интернете;
- 17) to switch on / off – включать / выключать (свет, радио);
- 18) to take a shower / to shower – принимать душ;
- 19) to take the dog for a walk – гулять с собакой;
- 20) to turn on / off – включать (свет, электроплиту), открывать (кран) / выключать, закрывать что-либо;
- 21) to wake up – просыпаться;
- 22) to work out – заниматься спортом, тренироваться.

**Ex. 26: Fill in the gaps with appropriate words.**

shower • exercise • get dressed • alarm clock • breakfast • sunrise  
• energetic • meal • wake up • head out • important • moment

- 1) Every morning, I start my day by waking up to the sound of my 1 located on my desk.
- 2) I like to 2 early because I enjoy 3.
- 3) It's such a peaceful and beautiful 4.
- 4) The first thing I do is some light 5 to warm my body up.
- 5) I find it helps me feel more 6 throughout the day.
- 6) After that, I head to the bathroom for a quick 7.
- 7) For 8 I usually have a simple 9 like cereal or toast.
- 8) It's 10 for me to have something nutritious to start my day right.
- 9) After this, I have 11 and prepare for the day ahead.
- 10) I make sure I have everything I need, and then I 12 the door, ready to face the world.

**Note!**

nutritious – питательный;

cereal – блюдо из круп, злаков в виде хлопьев, употребляемое с молоком на завтрак; хлопья с молоком;

to head – направляться, следовать.

**Ex. 27: Fulfil the test related to daily routine vocabulary.**

**27.1: Match the phrasal verbs with their meanings.**

Phrasal Verbs	Meanings
1) Wake up	a) Relax and unwind
2) Get up	b) Begin your morning routine
3) Dress up	c) Put on nice clothes
4) Work out	d) Exercise
5) Chill out	e) Clean yourself up
6) Freshen up	f) Stop sleeping

**27.2: Complete the sentences with the appropriate phrasal verbs from the box (it includes one extra phrasal verb).**

a) wake up; b) dress up; c) work out; d) chill out e) freshen up

- 1) I usually \_\_\_\_\_ at 6:30 a.m. to start my day.
- 2) In the morning, I enjoy \_\_\_\_\_ by practicing yoga.
- 3) After a long workout, it's important to \_\_\_\_\_ and take a shower.
- 4) When I'm stressed, I find it helpful to \_\_\_\_\_ with a good book.
- 5) After walking I get home, shower and \_\_\_\_\_.

**27.3: Match the phrasal verbs with their meanings.**

Phrasal Verbs	Meanings
1) Get up	a) To rise from a lying or sitting position, especially from bed. It can also mean to wake up.
2) Set off	b) To deplete or exhaust the supply of something, such as running out of a particular item.
3) Break down	c) To stop functioning or operating correctly, usually referring to machines or systems.
4) Show up	d) To appear or arrive, often in the context of attending an event or meeting.
5) Run out	e) To activate a device, machine, or appliance by switching it to the «on» position.
6) Turn on	f) To start a journey or trip, often by leaving a particular place.

**27.4: Correct the sentences.**

- 1) I tried to **get off** at 6:30 AM, but my alarm didn't work.
- 2) She always **sets up** for a jog in the park before work.
- 3) My coffee machine always **turns off** a great smell in the morning.
- 4) The delivery of fresh bread usually **runs up** at the bakery early.
- 5) I usually **turn up** my computer and check emails before breakfast.
- 6) I hope I can **show out** at the gym every morning this week.

**Ex. 28:** Looking at the images tell us about student’s morning routine before his classes at the university.

07:00 a.m. His working day begins with... → → → → → →			
			
07:05 a.m.		07:10-07:20 a.m.	
			
07:20-07:30 a.m.		07:30-07:45 a.m.	
			
07:45-08:00 a.m.		08:00-08:05 a.m.	
			08:05 a.m.
			
08:10 a.m.		08:10-08:45 a.m.	
			09:00 a.m.
			



**Ex. 29: Describe your daily routine in the morning using the images from Exercise 28. Some vocabulary will be of use to you.**

- 1) at the bus stop – на автобусной остановке;
- 2) to check E-mail – проверять почту
- 3) chore – рутинная работа;
- 4) to do morning exercises – делать утреннюю зарядку;
- 5) dumbbell ['dʌmbel] – 1) гантель; 2) тренироваться с гантелями; выполнять упражнения с гантелями;
- 6) exercise – зарядка, ходьба, бег, плавание и т.п.; тренировка;
- 7) to get backpack – складывать в рюкзак;
- 8) jogging – джоггинг, пробежка, бег трусцой;
- 9) to leave for university – ехать / идти в университет;
- 10) to leave home – выходить из дома;
- 11) to put on make-up – накладывать макияж;
- 12) to review your schedule / timetable for the day – просматривать расписание на день;
- 13) to rinse your face – ополаскивать лицо;
- 14) to shave – бриться;
- 15) to surf the Internet – лазить по интернету;
- 16) to take the dog for a walk – гулять с собакой;
- 17) yoga ['jəʊgə] или ['yōgə] – йога (учение и метод управления психикой и физиологией человека, как элемент религиозных и философских систем Индии); to practise yoga – заниматься йогой;

**Ex. 30: Answer some questions.**

- 1) What time do you usually wake up in the morning?
- 2) Do you have breakfast before you start your day?
- 3) Can you describe your typical morning routine?
- 4) What do you like to do in the morning?
- 5) How do you feel when you wake up early?
- 6) Do you prefer to take a shower in the morning or in the evening?
- 7) Can you describe your morning routine?
- 8) What is your favorite thing about mornings?
- 9) Can you name some activities you don't like to do in the morning?
- 10) How does your morning routine set the tone for the rest of your day?

### Ex. 31: Translate into English.

Мой рабочий день начинается в 6:30 утра. \_\_\_\_\_.

В 6:30 я просыпаюсь. \_\_\_\_\_.

В 6:35 проветриваю комнату. \_\_\_\_\_.

В 6:40 делаю интенсивную зарядку. \_\_\_\_\_.

В 6:50 умываюсь и принимаю душ. \_\_\_\_\_.

В 7:00 завтракаю. \_\_\_\_\_.

В 7:25 просматриваю почту, расписание занятий и складываю тетради и учебники в рюкзак.

В 7:45 выхожу из дома и иду на остановку. \_\_\_\_\_.

В 7:50 жду автобус, сажусь в него, еду 11 остановок и выхожу около университета. Дорога занимает 40–50 минут до университета. \_\_\_\_\_.

С 9:00 до 12:20 занятия в институте: первые 2 пары до обеда. \_\_\_\_\_.

С 12:20 до 13:20 перерыв на обед. \_\_\_\_\_.

С 13:20 до 14:50 лекция по физике. \_\_\_\_\_.

В 14:50 дорога домой.

В 16:00 переодевшись, иду на тренировку. \_\_\_\_\_.

Тренировка длится 90 минут. \_\_\_\_\_.

В шесть вечера принимаю душ и отдыхаю один час. \_\_\_\_\_.

В семь часов готовлю ужин и ужинаю. \_\_\_\_\_.

С полвосьмого выполняю домашнее задание. \_\_\_\_\_.

В 21:30 отдыхаю: смотрю передачи или слушаю музыку, либо читаю книги, либо разговариваю с друзьями по телефону, либо сижу за компьютером. \_\_\_\_\_.

В 23:00 раздеваюсь и ложусь спать. \_\_\_\_\_.



**Ex. 32: Fulfil the following tasks related to daily routine. (Revise the Past Simple Active Voice Tense, the Past Continuous Active Voice Tense and Past-Continuous Active Voice Tense.) Use the timetable given below.**

**Ex. 32.1: Write 10 sentences about yesterday's Alice's working day.**

Model: Yesterday Alice got up at 7 o'clock in the morning as usual.  
Then she did morning jerks. After that she ...

Timetable	Activity	
7:00	get up	
7:00-7:10	do morning jerks	
7:10-7:20	have a shower	
7:20-7:40	have breakfast	
8:00	leave home	
9:00-15:00	study at university	
15:00	come home	
17:00	have dinner	
17:30-19:00	do homework	
19:00-20:30	go for a walk	
20:30-21:30	chat with friends	
23:00	go to bed	
		<a href="https://img.freepik.com/free-photo/3d-portrait-high-school-teenager_23-2150793941.jpg?ga=GA1.1.1167770277.1680532507&amp;semt=ais_hybrid">https://img.freepik.com/free-photo/3d-portrait-high-school-teenager_23-2150793941.jpg?ga=GA1.1.1167770277.1680532507&amp;semt=ais_hybrid</a>

**Ex. 32.2: Speak about 10 things what you were doing all day yesterday.**

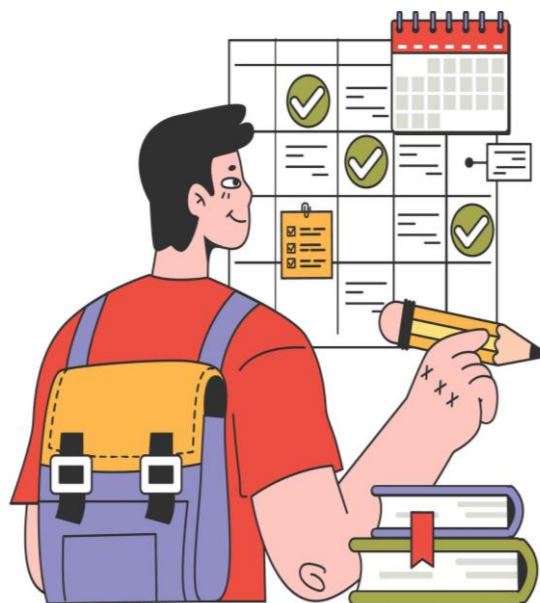
Model: I was getting up at 7 a.m. yesterday. From 7:00 a.m. to 7:10 a.m. I was doing my morning jerks in my room. I had been doing it for ten minutes. Then ... ..

**Ex. 33: Read text “Weekly Plans of a University Student” paying your attention to future times and markers.**

Weekly Plans of a University Student

As a university student, I *have a busy week ahead* filled with classes, study sessions, and social activities. Here's what I *am going to* do throughout the week.

On Monday, I *am going to* attend my morning lecture on Philosophy. *After classes*, I *will meet* my study group in the library to prepare for our upcoming exam. In the evening, I *plan to* relax by watching a movie with my friends.



*On Tuesday*, I *have a* lab classes for my physics course. I *am going to* focus on our group project during the afternoon. *Later*, I'll join a meeting where *we're going to* discuss our plans for an upcoming event.

Wednesday *is going to* be quite busy! *In the morning* I *will have* two back-to-back classes. After that, I *am going to* visit my professor during office hours to ask about some questions I have regarding the coursework. *In the evening* I *will attend* a guest lecture that *promises to* be very interesting.

On Thursday I *am going to* work on my assignments *all day*. I *have a paper due next week*, so I need to dedicate some time to research and writing. *In the evening* I *will go out for* dinner with friends to celebrate finishing our assignments.

Friday is finally here! *In the morning* I *will attend* my last class of the week. *Afterward*, I *am going to* join at a café with my classmates. *In the evening*, *we are planning to* go out for a fun night at a local concert. Overall, this week *is going to* be productive and enjoyable!

**Ex. 34: Familiarize yourself with Table “Weekly Schedule for a Programming Student” and then using some information of this table choose one of the week days and hour to tell us about: 1) what he / she is going to do today; 2) what he / she is going to do tomorrow or this week.**

Weekly Schedule for a Programming Student

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
7:00 a.m.	Wake up	Wake up	Wake up	Wake up	Wake up
8:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00 a.m.-10:30 a.m.	Physics	Free time	Math	Engl	Free time
10:50 a.m.-12:20 p.m.	Math	Physics	RLSS	PE	PPSS
12:20 p.m.-1:20 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:20 p.m.-2:50 p.m.	RLSS	CM	AP	TtS	AP
3:10 p.m.-4:40 p.m.	TtS	Library WP	CSDNT	Dead-line	CSDNT
5:00 p.m.-6:00 p.m.	Library	Skiing training	Tutorial	Group meeting	Shopping
6:00 p.m.	Dinner	Dinner	Dinner	Dinner	Dinner
7:00 p.m.	WP	HA	Tutorial	Gym	Walking
8:00 p.m.	HA	PP	WP	HA	Theatre
9:00 p.m.	Relax Music	Watch film	HA	Reading	Theatre / Walking
10:00 p.m.	Sleep	Sleep	Sleep	Sleep	Sleep



Note!:

- 1) Concrete mathematics (CM) – дискретная математика;
- 2) Public Project “Training through the Service” (TtS) – Общественный проект «Обучение служением»;
- 3) Algorithmization and Programming (AP) – алгоритмизация и программирование;
- 4) Computing Systems, Digital network and Telecommunications (CSDNT) – Вычислительные системы, сети и телекоммуникации;

Color Key:	Main Activity	Subject and Activity
<b>Brown</b>	Lecture (on)	Math(ematics)
<b>Green</b>	Practicals / Workshop (on)	Library (L)
<b>Blue</b>	Laboratory Class (on)	English (Engl)
<b>Blue-green</b>	Independent work (on)	Physical education (PE)
<b>Purple</b>	Meals	Personal projects (PP)
<b>Yellow</b>	Free Times / Relaxation	Work at the project (WP)
<b>Orange</b>	Physical Activity / Training	Home assignment (HA)
<b>Indigo</b>	Tutorial (T)	the Russian language and speech standards (RLSS)
<b>Red</b>	Deadlines / Important Dates	Principles of personal and social safety (PPSS)
<b>Light-green</b>	Wake up	spare / free time, leisure – свободное время;
<b>Light-blue</b>	Sleep	free time / a space of time / break – окно (в расписании занятий)

### Ex. 35: Reconstruct the dialogue into English and then act it out.

#### A typical day in the life of a student

– What does your daily routine depend on?

– *Мой распорядок дня as a student зависит a lot от расписания, but in general I стараюсь соблюдать a certain schedule чтобы успеть to do everything and сохранить баланс between учёбой, work and отдыхом.*

– What do you do in the morning?

– I usually *просыпаюсь в 7 утра*

and do *зарядку чтобы зарядиться* me for the day. Then I go wash my face and *чистить зубы*, after which I *заправляю кровать* and *иду готовить* breakfast. It is usually *овсянка*, sandwiches or *яичница* which I eat along with tea.

– When you *выходите из дома*?

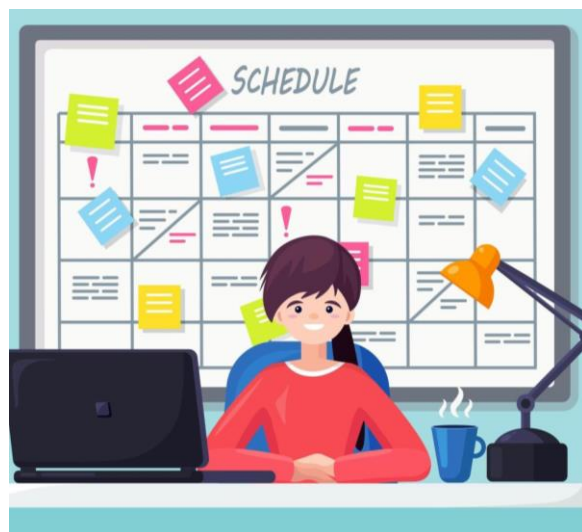
– *Около 8:00 я выхожу из дома и еду to the university for my classes.* The drive *занимает около 30 minutes*, so I *успеваю добраться* to the university 10 minutes before *начала занятий*. During classes I try to be as *максимально внимательным и активным*, I ask questions to the lecturers and *участвую в дискуссиях* with my однокурсниками.

– When *обычно заканчиваются* classes?

– Classes usually *заканчиваются в 3 часа дня*, после чего I go to a café where I work as *официантом*. Работа *занимает about 4–5 часов*, after which I *возвращаюсь home* and *готовлюсь for занятиям*.

– *Когда* you usually *ужинаете*?

– *Ужин* usually *готовлю around 20:00 часов*. After dinner, I *занимаюсь своими делами*: read books, *смотрю фильмы*, play video games, or *просто отдыхаю*. At 11:00 p.m. I try to go to bed *выспаться* and *быть готовым* for the next day. *Хочу добавить, что мой распорядок дня may change в зависимости on academic events, exams or праздников, но в целом I try придерживаться to it so that I успе- вать everything and find time for relaxation and увлечений.*



## Memorize!

- 1) academic events – учебные мероприятия;
- 2) around – около, приблизительно;
- 3) to depend on – зависеть от чего-л.;
- 4) to energize – заряжаться;
- 5) to get a good night's sleep – выспаться;
- 6) to keep balance – сохранять равновесие;
- 7) to keep up with – не отставать, успевать за кем-л. / чем-л.;
- 8) to manage – справиться (с чем-л.), суметь сделать (что-л.);
- 9) oatmeal ['əʊtmil] – овсянка, овсяная каша;
- 10) to participate – участвовать;
- 11) scrambled eggs – яичница-болтунья;
- 12) to stick to smth. – придерживаться чего-л.

**Ex. 36: Restore the English text. Supplement the English text with the corresponding fragments, having previously translated them from Russian.**

### One day in my life

My day usually starts with me waking up *около 8 утра* and doing *небольшую разминку*. Then I *умываюсь, чищу зубы и иду* breakfast. *Обычно я ем хлопья* with milk *or тосты с джемом*.

After breakfast, *я собираюсь в* the university. Classes start *в 9 утра и заканчиваются около 3:00 p.m.* After class, I usually go to a café with my friends *чтобы пообщаться и отдохнуть*.

When I *возвращаюсь в общежитие*, я *готовлюсь к следующему дню*: by doing homework *или читаю книги*. I usually make *ужин в 8:00 и стараюсь делать его as healthy as possible*.

Before going to bed, I try to take time *своим увлечениям*. Sometimes *это может быть* reading a book, *иногда игра на гитаре или просто* walk in the fresh air. In any case, I try not to forget *о своих интересах и развиваться* in different directions.

I go to bed usually *около 23:00, чтобы хорошо выспаться и быть готовым к следующему дню*. My routine *может немного меняться в зависимости от расписания* and academic events, but in general I try *придерживаться его*.

**Ex. 37: Answer the questions.**

- 1) Do you make plans for your day? What do you usually do?
- 2) How do you decide what to do first in the morning?
- 3) What activities do you like to include in your daily routine?
- 4) Do you prefer to have a schedule or go with the flow during the day?
- 5) How do you make sure you don't forget important tasks?
- 6) Do you like to plan your meals for the day? What do you usually eat?
- 7) How do you feel when you have a well-planned day?
- 8) Do you use any tools or apps to help you plan your day?
- 9) Can you describe a typical day in your life?
- 10) How do you celebrate completing your planned tasks for the day?

**Ex. 38: Study vocabulary.**

- 1) alone – один;
- 2) canteen / refectory – столовая / большая столовая (комплекс);
- 3) to chat [tʃæt] (on-line) – вести чат, общаться (с кем-л.) по интернету; болтать в интернете; чатиться;
- 4) to come back from – вернуться, возвратиться из;
- 5) to differ (from) – отличаться, различаться (от кого-л., чего-л.; в чём-л.); различаться (чем-л.);
- 6) descriptive geometry – начертательная геометрия;
- 7) to do well at smth. – преуспевать, хорошо себя показать;
- 8) during – во время чего-л.;
- 9) lunch-break = dinner hour – перерыв на обед;
- 10) practical training / practicals – практические занятия;
- 11) physical jerks – гимнастика, зарядка, разминка;
- 12) quite – вполне, совсем;
- 13) to say the truth – по правде сказать, по правде говоря;
- 14) snack-bar / snackbar – буфет;
- 15) to stay – оставаться;
- 16) to take an examination / exam (in) – сдавать экзамен по;
- 17) that's why – поэтому, вот почему;
- 18) workshop – практическое занятие, семинар;
- 19) immediately – сразу (же) после чего-либо.

**Ex. 39: Do a Vocabulary Crossword-Test № 13. (See Page 241)**

**Ex. 40: Open the brackets using verbs in the Present Simple of the Active Voice. Translate text “My Working Day” into Russian.**

**My Working Day**

1. I (**to be**) a non-resident student, that's why I (**to live**) in the hostel.
2. My room (**to be**) on the third floor of a nine-storey building.
3. There (**to be**) a bathroom and a very small kitchen in every room of the hostel.
4. I (**to share**) the room with a friend of mine. We got acquainted during the entrance into university.
5. My everyday activities (**to be**) quite routine.
6. They (**not to differ**) much from those of any other student.
7. My working day (**to begin**) at 7:30 a.m. when I (**to get**) up.
8. I (**to do**) my physical jerks, (**to take**) a shower, (**to brush**) my teeth.
9. Then my friend and I (**to have**) a light breakfast, usually it (**to be**) a sandwich or some corn flakes, a cup of coffee or tea.
10. The hostel (**not to be**) far from the university, it (**to take**) us 7–10 minutes to get there.
11. Our studies at university (**to begin**) at 9:00 a.m. sharp.
12. We (**to study**) five days a week and (**to have**) three or four periods of classes every day.
13. There (**to be**) lectures, practical training, seminars, laboratory works.
14. From 12:20 to 13:20 there (**to be**) a lunch-break.
15. Usually we (**to have**) our meals at one of the University's canteens or sometimes at some kind of snackbars located near our university.
16. During a lunch hour we often (**to communicate**) or (**to chat**) with our classmates.
17. After class we often (**to stay**) to work in the reading hall of the library or to make some chemical or physical experiments in this or that labs, but sometimes we (**to go**) to consult our teachers.
18. We (**to come**) back to the hostel at 6 or 7 o'clock in the evening.
19. After having supper we (**to start**) doing our homework that (**to take**) us 2 or 3 hours to do it.
20. After that we (**to watch**) telly, (**to read**) books, (**to visit**) our friends or (**to take**) a short walk.
21. At 11 or 11:30 we (**to go**) to bed.
22. So, on weekdays we (**to be**) rather busy and tired.



**Ex. 41: Interpret dialogues to English and then act out them using your own data.**

- 1) – Вы живёте со своими родителями, не так ли?  
– Нет. Я живу в общежитии, так как я иногородний студент.  
– Вы живёте в комнате один или с кем-нибудь ещё?  
– Я делю комнату с одним из моих одногруппников.  
– Ваше общежитие далеко от университета, да?  
– Вовсе нет. Оно расположено недалеко. Мы добираемся до него пешком.  
– Сколько времени Вы тратите на дорогу до университета?  
– У меня уходит около 7–10 минут, чтобы добраться до университета.

- 2) – Во сколько ты встаёшь?  
– Обычно я просыпаюсь в 7:15 утра.  
– Что у тебя обычно на завтрак?  
– Как правило, у меня лёгкий завтрак, который в основном состоит из бутерброда и чашки чая или кофе.  
– А где ты обедаешь и ужинаешь?  
– Я всегда хожу на обед в нашу столовую. Что касается ужина, то я готовлю его сам в общежитии.  
– А у вас в университете есть обеденный перерыв?  
– Конечно. Во время перерыва мы спокойно можем пообедать или немного отдохнуть, общаясь с одногруппниками.

**Memorize!**

- not at all – 1) отнюдь не(т), вовсе не(т), нисколько (не), ничуть (не), совсем нет:  
a) – I'm sorry we're rather late.  
– Not at all. Come in.  
b) – Don't you mind?  
– Not at all.
- 2) пожалуйста, не стоит (в ответ на «спасибо»):  
– Thank you very much.  
– Not at all.
- as a rule – как правило
- as for – что касается
- immediately / right after (smth) – сразу (же) после чего-либо
- quietly – спокойно, от quiet – спокойный, тихий
- to conduct a workshop on – проводить семинар по
- to be situated / located – быть расположенным (где-л.)
- mainly – главным образом, преимущественно, в основном
- coffee ['kofi] – кофе
- café ['kæfei] – кафе: Café is a public place where people can drink their coffee.

3) – Сколько у вас занятий в день?

– Обычно у нас 3 или 4 пары каждый день, то есть лекции, практические, семинары, лабораторные работы.

– Какие предметы ты изучаешь?

– Я изучаю высшую математику, иностранный язык, физику, геологию, начертательную геометрию, физкультуру, инженерную графику и другие предметы.

– Вы ведь также изучаете и сопромат, правда?

– Нет. Мы его не изучаем.

– У тебя есть любимый предмет, не так ли?

– Да. Это программирование.

– Ты идёшь в общежитие сразу же после занятий?

– Нет. Я часто остаюсь в библиотеке университета или в какой-нибудь лаборатории, чтобы поработать над заданным материалом.

### Memorize!

- such as; as; for example – такие как
- engineering graphics – инженерная графика
- strength of materials – сопротивление материалов
- favorite – любимый (предмет)
- right after (smth) – сразу (же) после чего-либо
- given – заданный (материал)
- that is true – это правда
- residence hall – общежитие
- be full of fun – (зд.): жить весёлой жизнью
- between the exams periods – от сессии до сессии
- from morning to night – с утра до вечера

4) – Известно, что от сессии до сессии живут студенты весело, не так ли?

– Это действительно так, особенно веселее тем студентам, которые живут в общежитии. Поскольку там они с утра до вечера общаются со своими одногруппниками и однокурсниками. Но учёба есть учёба, поэтому я часто сижу за книгами до 2 часов ночи, пропуская всё студенческое веселье.

**Ex. 42: Make up a story about your working day using information known to you. (Volume is 18-20 sentences.)**

**Ex. 43: Final Project to Unit 5: Make a presentation about your working day or your study at the university. (Time of your presentation is 5–7 minutes.)**

## UNIT 6

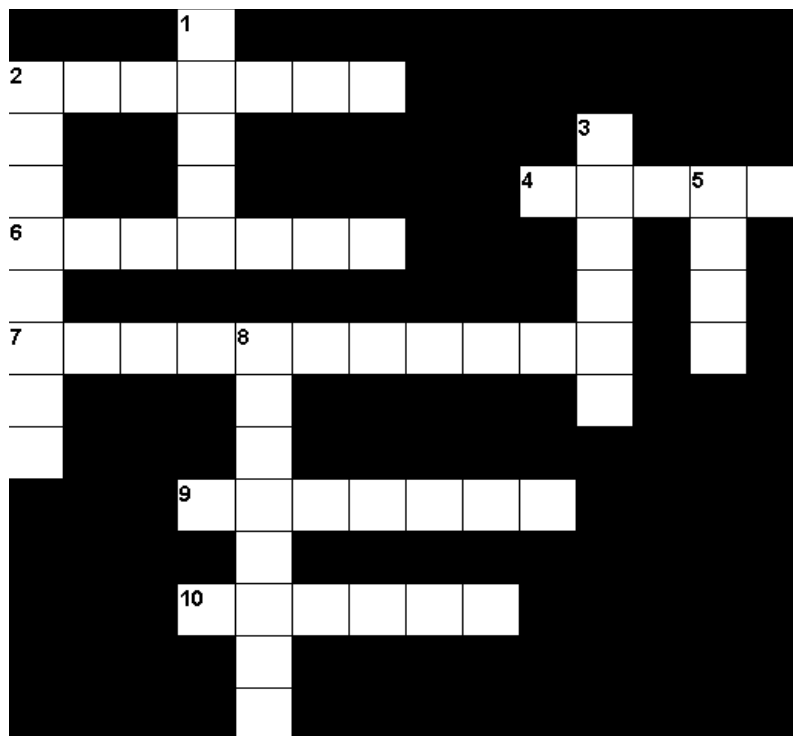
### HOBBIES & MY DAY-OFF



#### Ex. 1: Study vocabulary.

- 1) accomplishment = achievement = progress – достижение, успех;
- 2) beneficial – полезный, целебный;
- 3) blog = Live Journal (LJ) / weblog (informal) – сетевой дневник, «живой журнал», ЖЖ; вести блог, заниматься блоггингом;
- 4) to boost – повышать, поднимать;
- 5) to craft – выполнять ручную работу;
- 6) crafting – рукоделие;
- 7) fitness – хорошая физическая форма;
- 8) to inspire – способствовать, влиять, воздействовать;
- 9) to maintain = to sustain – поддерживать, подкреплять;
- 10) recipe ['resipi] – кулинарный рецепт;
- 11) social medium – социальная среда / социум;
- 12) to take up – браться (за что-л.); заниматься (чем-л.);
- 13) truly ['tru:li] – по-настоящему; в полном смысле слова;
- 14) to vary = to differ from – различаться, отличаться;
- 15) vlogging – видеоблоггинг;
- 16) work-life balance – равновесие «дом-работа».

**Ex. 2: Do a Vocabulary Crossword-Test №14.**



- Across:
- 2) The process of preparing food by heating it.
  - 4) An activity done regularly in one's leisure time for pleasure.
  - 6) Possession of the qualities required to do something; necessary skill, competence, or power.
  - 7) The faculty or action of producing ideas, esp. mental images of what is not present or has not been experienced.
  - 9) The act of a person who reads.
  - 10) It is a journal written on-line and accessible to users of the internet.

- Down:
- 1) It is a type of work or activity which requires special training and knowledge.
  - 2) Adjective relating to or involving the use of the imagination or original ideas to create something.
  - 3) The process of assigning a code to something for classification or identification.
  - 5) Another name for the concept Live Journal (LJ) being a website that contains a diary or journal on a particular subject.
  - 8) The feeling of wanting to know or learn about something or someone.



**Ex. 3: Read text “About Hobbies” and then fulfill some exercises given below.**



### About Hobbies

Hobbies are activities that people enjoy doing in their free time. They are a great way to relax, learn new skills, and express creativity. Everyone has different interests, so hobbies can vary widely from person to person. Some people enjoy physical activities like playing sports, hiking, or dancing. Others prefer creative hobbies such as painting, writing, or playing musical instruments. There are also hobbies that involve collecting items like stamps, coins, or rare books. Hobbies are not only fun but also beneficial for mental and physical health. For example, exercising as a hobby can improve fitness and reduce stress. Creative hobbies like drawing or crafting can boost imagination and problem-solving skills. Even simple hobbies like gardening can bring joy and a sense of accomplishment. In today's world, technology has introduced new hobbies such as video gaming, coding, and photography. Social media platforms have also inspired people to take up blogging or vlogging as hobbies. These activities allow people to connect with others who share similar interests. Spending time on hobbies is important because it helps maintain a healthy work-life balance. It allows people to take a break from their busy schedules and focus on something they truly enjoy. Whether it's reading a book, cooking a new recipe, or learning a new language, hobbies make life more fulfilling.



**Here are exercises to check your understanding of the text:**

### **3.1: Questions:**

- 1) What are hobbies?
- 2) Why are hobbies considered important for mental health?
- 3) Name three examples of physical hobbies mentioned in the text.
- 4) What are some creative hobbies listed in the text?
- 5) How can gardening be beneficial as a hobby?
- 6) What role does technology play in modern hobbies?
- 7) Why is it important to have a work-life balance?
- 8) Name two examples of collecting-based hobbies.
- 9) How do social media platforms influence hobbies today?
- 10) What is one hobby you would like to try and why?

**3.2: Looking at the picture before the text, say what the person is interested in.**

**3.3: Match the hobby on the left with its corresponding description on the right.**

Hobby	Description
1) Gardening	a) Writing personal stories or sharing ideas online.
2) Painting	b) Growing plants and flowers for relaxation.
3) Hiking	c) Taking pictures with cameras or smartphones.
4) Blogging	d) Creating art using colors and brushes.
5) Playing guitar	e) Exploring nature trails on foot.
6) Stamp collecting	f) Preparing meals and experimenting with recipes.
7) Photography	g) Learning programming languages to build software.
8) Coding	h) Moving rhythmically to music.
9) Cooking	i) Playing music on stringed instruments.
10) Dancing	j) Collecting postage stamps from different countries.

### **3.4: True or false statements.**

- 1) Hobbies are only for entertainment purposes and have no other benefits.
- 2) Hiking is an example of a physical activity hobby.
- 3) Gardening cannot improve mental health.
- 4) Technology has introduced new types of hobbies.
- 5) Blogging is an activity where people write online content.
- 6) Collecting coins is a creative hobby.
- 7) Reading books is not considered a hobby.
- 8) Social media has no influence on modern hobbies.
- 9) Playing musical instruments is an example of a creative hobby.
- 10) Hobbies help achieve work-life balance.

### **3.5: Fill in the blanks**

- 1) Hobbies help people 1 from their busy schedules. 2) 2 is an example of a physical activity hobby mentioned in the text. 3) Painting and writing are examples of 3 hobbies. 4) Gardening brings joy and a sense of 4. 5) Technology has introduced new hobbies like coding and 5. 6) Social media platforms have inspired people to take up 6 or vlogging. 7) Spending time on hobbies improves 7 health. 8) Collecting stamps and coins are examples of 8-based hobbies. 9) A healthy 9-life balance is essential for well-being. 10) 10 allows people to connect with others who share similar interests.

### **Ex. 4: Express your opinion by answering the following questions.**

- 1) Why do you think people need hobbies?
- 2) Which type of hobby do you think is most relaxing? Why?
- 3) How can technology-based hobbies benefit individuals?
- 4) Do you think collecting items as a hobby is still popular today? Why or why not?
- 5) What creative hobby would you like to start? Explain your choice!
- 6) How do physical activity hobbies improve overall health?
- 7) How can social media inspire someone to take up new hobbies?
- 8) Do you believe everyone should have at least one hobby? Why?
- 9) How does spending time on hobbies affect stress levels?

**Ex. 5: Open the brackets using verbs in suitable form. Translate text “Recreation and Hobbies” into Russian using a dictionary.**

**Recreation and Hobbies**

What **(to be)** recreation? Recreation **(to be)** what people **(to do)** for fun, entertainment, amusement, and refreshment. There **(to be)** many types of recreation. For example, some people **(to like)** to go to history museums. Others **(to enjoy)** attending plays at the theater.

Hobbies **(to be)** also activities people **(to enjoy)** doing outside of work. Most people **(to spend)** a lot of time on their hobby and **(to take)** a great interest in learning all about the activity. For example, some people **(to like)** to paint portraits, and they **(to do)** it often. Others **(to enjoy)** collecting old coins and **(to know)** all about them.

See the following short list of different types of recreation and hobbies:

Recreation	Hobbies
<ul style="list-style-type: none"><li>• Go to the museums, the movies, the park, the library, the amusement park, the circus, the theater, poetry reading, comedy shows and musical plays</li><li>• Play sports such as baseball, basketball, football, tennis or volleyball</li><li>• Do yoga, meditate and volunteer</li><li>• Go to concerts and other live-music events</li></ul>	<ul style="list-style-type: none"><li>• Collect things such as baseball cards, stamps, coins and antique furniture</li><li>• Take lessons in dancing, music, singing and art</li><li>• Create art – paint, color, draw, illustrate, take photos, make collages</li><li>• Play a musical instrument, sing in a band or choir, write song lyrics</li><li>• Make soap, jewelry or pottery</li><li>• Sew, knit and crochet ['krəʊʃeɪ]</li><li>• Cooking and gardening</li></ul>

**Ex. 6: Open the brackets using verbs in the Present Simple, the Past Simple and the Present Continuous or in the Present Perfect of the Active Voice. Translate text “My Pastime and Hobby” into Russian to answer some questions.**

### My Pastime and Hobby

Hobby is what a person likes to do in his spare time. Hobbies **(to differ)** like tastes. If you already **(to choose)** a hobby according to your character and taste you **(to be)** lucky because your life **(to become)** more interesting.



The most popular kind of hobby **(to be)** doing things. It **(to include)** a wide variety of activities from gardening to traveling, from chess to volleyball. Both grown-ups and children **(to be)** fond of playing different computer games. At present this hobby **(to become)** more and more popular.

Making things (**to include**) drawing, painting, handicrafts etc.

Many people (**to collect**) something – coins, stamps, compact discs, toys, books and so on. This hobby is called collecting things. Some collections (**to have**) some value. Rich people often (**to collect**) paintings, rare things and other art objects. Often such private collections are given to museums and libraries.

As for me, I (**to adore**) listening to music. I (**to like**) different music, it should be good. I (**to collect**) discs of my favorite groups and singers. I carefully (**to study**) the information printed on disc booklets. I (**to try**) to find everything about my favorite singers. Also I (**to enjoy**) watching music programs on TV or on the Internet. I (**to want**) to keep up with the news in the world of music.

### Questions:

- 1) What is the title of the text? 2) Where and when was it published?
- 3) Who are the authors of this text? 4) What is this text devoted to?
- 5) What is the main idea of the text? 6) What conclusions do the authors come to? 7) Is this text illustrated with any images? 8) Whom is this text addressed to? 9) Who may this text be recommended to? 10) How would you characterize this text in your opinion?

### **Ex. 7: Answer the questions.**

- 1) What groups can all hobbies be divided into?
- 2) What do they mean?
- 3) Can you give examples of each of them?
- 4) What groups of hobbies are shown in the illustration? (See Ex. 6)  
Could you name what kinds of hobbies or activity belong to each group?
- 5) Which of them is the most creative?
- 6) Which of these is adding to a person's knowledge?
- 7) Have you ever collected anything?
- 8) What is your favorite pastime?
- 9) Recreation is a kind of hobbies like doing things, isn't it?
- 10) In what way does your hobby add to your knowledge and self-development?



**Ex. 8: Guess what a sport or an activity it is. Do the test. Choose the right variant from the given elements to compose a full statement.**

**It is a sport or an activity**

- {1} of swimming underwater using special breathing equipment that consists of cylinders of air which you carry on your back and which are connected to your mouth by rubber tubes
- {2} of long walking in the country, especially one that you go on for pleasure
- {3} of betting money, for example in card games or on horse racing that is a form of entertainment
- {4} of riding a horse, especially for enjoyment or as a form of exercise
- {5} in which a participant jumps from a high bridge, building, etc., secured only by a rubber cord attached to the ankles
- {6} of riding on a raft over rough, dangerous parts of a fast-flowing river
- {7} of taking walks for exercise or pleasure, especially in the country
- {8} of climbing on steep rock faces, usually with ropes and other equipment and as part of a team or pair
- {9} which includes a device allowing a swimmer to breathe while face down on the surface of the water, consisting of a bent tube fitting into the mouth and projecting above the surface
- {10} of riding a bicycle that has three main forms: road racing (typically over long distances), pursuit (on an oval track), and cyclo-cross (over rough, open country)
- {11} in which a water-skier wearing a parachute is towed by a speedboat, becomes airborne, and sails along in the air
- {12} of jumping from an aircraft and performing acrobatic maneuvers in the air during free fall before landing by parachute
- {13} of jumping from an aircraft and surfing through the air on a board before landing by parachute
- {14} in which a person jumps from an aircraft or off a hill or tall building while wearing a specially parachute shaped like flexible wing which allows him to control the way he floats to the ground
- {15} in which you move along the surface of the sea or a lake on a long narrow board with a sail on it
- {16} of traveling down snowy slopes using a snowboard

shown in illustration №

1.



2.



3.



4.



5.



6.



7.



8.



9.





10.



11.



12.



13.



14.



15.



16.



17.



18.



19.



**that means into English**

- |                |                        |
|----------------|------------------------|
| a) hiking      | i) paragliding         |
| b) cycling     | j) windsurfing         |
| c) walking     | k) scuba diving        |
| d) gambling    | l) rock climbing       |
| e) skydiving   | m) snowboarding        |
| f) snorkeling  | n) bungee jumping      |
| g) parasailing | o) horseback riding    |
| h) sky surfing | p) white-water rafting |

**and is translated into Russian as**

- |                                   |  |
|-----------------------------------|--|
| a) ходьба.                        | l) сплав по горным рекам (рафтинг).                      |
| b) сноуборд.                      | m) затяжные прыжки с парашютом (скайдайвинг).            |
| c) скайсёрфинг.                   | n) парапланеризм, полёт на параплане (параглайдинг).     |
| d) виндсёрфинг.                   | o) плавание под водой с маской и трубкой (сноркелинг).   |
| e) скалолазание.                  | p) полёт на парашюте, буксируемом катером (парасейлинг). |
| f) верховая езда.                 |  |
| g) ходить в поход.                |  |
| h) прыжки с тарзанкой.            |  |
| i) плавание с аквалангом.         |  |
| j) азартная игра, игра на деньги. |  |
| k) езда на велосипеде, велоспорт. |  |



**Ex. 9: Complete the following sentences with an activity given below or one from previous Exercise 8. Use the *GO + V-ing* structure in the Past Simple Tense. Some are negative.**

**Memorize!**

skateboarding, shopping, waterskiing, photo hunting, jogging, running, boating, canoeing, clubbing, downhill skiing, diving, sailing

Example 1: He / go / ACTIVITY / all summer.

He went swimming all summer.

Example 2: Mike / NEGATIVE / go / ACTIVITY / yesterday.

Mike didn't go bungee jumping yesterday.

- 1) Ron / go / ACTIVITY / over the weekend.
- 2) Tom / NEGATIVE / go / ACTIVITY / earlier this month.
- 3) Early this week, my mom / go / ACTIVITY.
- 4) Julia / NEGATIVE / go / ACTIVITY / last week.
- 5) We / NEGATIVE / go / ACTIVITY / 3 days ago.
- 6) Greg / go / ACTIVITY / all winter.
- 7) I / go / ACTIVITY / for the weekend.

**Ex. 10: Form four different sentences expressing activities you *like*, *love*, *hate* and *prefer*. Use two gerund forms and two infinitive forms. Use each verb once.**

**Memorize!**

The verbs *like*, *love*, *hate* and *prefer* can be followed by both gerunds and infinitives. The meaning is similar.

EXAMPLE 1: We love **hiking** every Sunday. (Gerund)

EXAMPLE 2: We love **to hike** every Sunday. (Infinitive)

- 1) (like) \_\_\_\_\_
- 2) (love) \_\_\_\_\_
- 3) (hate) \_\_\_\_\_
- 4) (prefer) \_\_\_\_\_



**Ex. 11: Read the text and open the brackets using verbs:**

**1) in the Present Times. / 2) in the Past Times.**

- 1) My hobby (**to be**) to read books.
- 2) I (**to like**) reading books everywhere – at home, at the institute, but mostly in the bus or in the fixed-run taxi on my way home or to the institute.
- 3) If I (**to want**) to read a book I always (**to remember**) that some books (**to be**) to be tasted, others to be swallowed, and some few to be chewed and digested.
- 4) I also (**to know**) well that there (**to be**) a great difference between the eager man who (**to want**) to read a book, and the tired man who (**to want**) a book to read.

**Memorize!**

- to chew over / (up)on – обдумывать (что-л.), размышлять (над чем-л.);
- to digest [dai'dʒest] – усваивать, понимать; думать, продумывать;
- eager – активный, страстно желающий, жаждущий;
- fixed-run taxi = minibus – маршрутное такси;
- jitney – ехать в маршрутном такси;
- to taste – пробовать (на вкус); получать удовольствие, наслаждаться;
- swallow – глотать, поглощать;
- a book to read / to be read – книга, которую необходимо прочитать / книга, которая будет (должна быть) прочитана:  
Translate: the problem to solve;  
the problem to be solved at once;  
this method to be designed and applied in work;  
Software to install into the computer immediately;  
This equipment to be used in our company is of a new design.
- some books are to be tasted – некоторыми книгами следует наслаждаться (Заменитель модального глагола MUST = to be + to V).

**Ex. 12: Ask your groupmate in English. Answer the questions.**

- 1) Какие книги вы любите читать? Почему? 2) Что вы читаете сейчас? 3) Сколько времени вы читаете эту книгу? 4) Когда вы начали читать эту книгу? 5) Когда вы её прочитаете? 6) Как часто вы читаете книги?

**Ex. 13: Read text “Modern Hobbies: Fun Things to Do Today” and then fulfill some exercises given below.**

## Modern Hobbies: Fun Things to Do Today

In today's world, people have many interesting hobbies. Hobbies are activities we do for fun in our free time. Some hobbies are old, like reading or gardening. But many new hobbies have appeared because of technology and new interests.

**Gaming:** Video games are very popular. People play on computers, consoles (like PlayStation or Xbox), or phones. Some games are about adventure, others are about solving puzzles, and some let you build entire worlds!

Podcasting: Do you like to talk or tell stories? Podcasting might be for you! A podcast is like a radio show, but you can listen to it whenever you want. People create podcasts about everything – from sports to movies to learning new languages.

Coding is like speaking to computers. You write instructions that tell the computer what to do. It might sound difficult, but it can be very creative. With coding, you can create websites, apps, or even your own video games.

Digital Art: You don't need paint or brushes to create art anymore. With digital art, you can use a computer or tablet to draw, paint, and design. There are many different programs that can help you make amazing pictures.

Online Learning: The internet makes it easy to learn new things. You can take online courses about almost anything! Maybe you want to learn a new language, how to play the guitar, or how to cook.

Hobbies are a great way to relax, learn new skills, and meet people who like the same things as you. So, what are you waiting for? Find a hobby you enjoy and start having fun!



**Here are exercises to check your understanding of the text:**

**13.1: Questions.**

- 1) What is your favorite hobby?
- 2) Could you name the old hobbies mentioned in the text?
- 3) Could you name the new hobbies mentioned in the text?
- 4) Where can people play video games?
- 5) What can you create with coding?

**13.2: Match the word with its meaning.**

Word	Meaning
1) Hobby	a) A machine used for playing video games.
2) Console	b) Creating instructions for computers.
3) Podcast	c) An activity done for fun in free time.
4) Coding	d) A radio show available online.
5) Digital Art	e) Art created using computers.

**13.3: Test: Choose the best answer for each question.**

- 1) Which of these is NOT mentioned as a place to play video games?
  - a) Computers
  - b) Consoles
  - c) Books
  - d) Phones
- 2) What is a podcast similar to?
  - a) A movie
  - b) A radio show
  - c) A book
  - d) A video game
- 3) What do you do when you are coding?
  - a) Draw pictures
  - b) Speak to computers
  - c) Play music
  - d) Cook food

- 4) What do you use to create digital art?
  - a) Paint and brushes
  - b) Computer or tablet
  - c) Musical instruments
  - d) Hardware equipment
- 5) What can you learn through online learning?
  - a) Only languages
  - b) Only cooking
  - c) Almost anything
  - d) Only sports
- 6) Which of these is an example of a traditional hobby?
  - a) Podcasting
  - b) Coding
  - c) Gaming
  - d) Gardening
- 7) Why are hobbies important?
  - a) They are a waste of time.
  - b) They help you relax and learn new skills.
  - c) They are only for young people.
  - d) They are only for old people.
- 8) What do you need to create your own video game?
  - a) Digital art
  - b) Podcasting
  - c) Coding
  - d) Online learning
- 9) If you enjoy talking, what hobby might be good for you?
  - a) Gaming
  - b) Digital art
  - c) Coding
  - d) Podcasting
- 10) Where can you find a lot of different online courses?
  - a) In a book
  - b) On the internet
  - c) At the cinema
  - d) At the park

**Ex. 14: Match the following information.**

In today's world, there are many different hobbies that can be interesting to people of all ages and interests. Some types of hobbies are becoming more and more common in the modern world.

**One such hobby is**

1) gaming

2) coding

3) digital art

4) podcasting

**it involves people creating**

1) digital paintings on a computer or tablet.

2) software and applications on a computer.

3) and publishing audio or video recordings on various topics.

4) positive emotions and development of intelligence playing on various platforms, such as computer games, mobile games, etc.

**This can be**

1) a very exciting activity for people of all ages and interests.

2) interesting for those who want to share their thoughts and ideas with others.

3) interesting for both professionals and hobbyists who want to create their own projects.

4) very interesting for people who love to draw but do not have the opportunity to do so on paper.



**This hobby is shown in illustration №**

**1.**



**2.**



**3.**



**4.**



Your Response: 1) \_\_\_\_\_ 3) \_\_\_\_\_  
2) \_\_\_\_\_ 4) \_\_\_\_\_

**Ex. 15: Interpret dialogue. Work on the following algorithm:**

Student 1 (St.1) reads aloud his phrase into Russian to Student 2,  
Student 2 (St.2) interprets Student 1's phrase to English to Student 3,  
Student 3 (St.3) answers Student 1's question into English,  
Student 2 (St.2) interprets Student 3's phrase to Russian to Student 1.

St.1: Чем вы занимаетесь на досуге?

St.2: (English interpretation).

St.3: I'm a huge fan of extreme tourism.

St.2: (Russian interpretation).

St.1: Интересно! Расскажите мне об этом. Почему вам это нравится?

St.2: (English interpretation).

St.3: Extreme tourism puts adrenaline into traveling. It gives a strong sense of adventure. Some people call it shock tourism.

St.2: (Russian interpretation).

St.1: Как вы думаете, почему он становится все более популярным?

St.2: (English interpretation).

St.3: The truth is I see a vacation as an opportunity to experience an extreme sport or explore dangerous locations.

St.2: (Russian interpretation).

St.1: Вы можете привести примеры экстремального туризма?

St.2: (English interpretation).

St.3: Rafting, climbing a volcano, bungee-jumping, sky-diving.

St.2: (Russian interpretation).

St.1: Какой ваш личный опыт в (with) экстремальном туризме?

St.2: (English interpretation).

St.3: I'm a great fan of bungee-jumping. I've jumped from the Macau Tower in China and the Victoria Falls Bridge in Zimbabwe.

St.2: (Russian interpretation).

St.1: Невероятно. Немногие рискнут на такое (would dare do that).

St.2: (English interpretation).

St.3: I remember my first bungee-jump. I thought I would never do it. Once you do it though, you get addicted to it.

St.2: (Russian interpretation).

*(Taken from: Chernikhovskaya N. O. 200 dialogues in English for all occasions. Moscow: Eksmo, 2021. – P. 90-91)*

**Ex. 16: Familiarize yourself with Questionnaire for studying the students' free time. Fill in the questionnaire.**

Questionnaire for studying the students' free time. Aim: to study the students' free time to identify problems and opportunities to solve them.

Questionnaire for students

- 1) Sex: male \_\_\_\_\_ female \_\_\_\_\_
- 2) Your age group: \_\_\_\_\_
- 3) Student of the \_\_\_\_\_ basis:  
☐ full-time      ☐ part-time  
☐ full-time and part-time
- 4) What do you like to do in your free time? \_\_\_\_\_
- 5) Is there a hobby you enjoy? \_\_\_\_\_
- 6) Many people enjoy watching streaming services like TikTok or RuTube. What are your favorite shows or movies to watch? \_\_\_\_\_
- 7) Have you ever tried playing video games? What kind of games do you like, and why? \_\_\_\_\_
- 8) Do you enjoy creating content online, like making videos for RuTube? What kind of content do you create or watch? \_\_\_\_\_
- 9) Lots of people are learning new things online. Are you taking any online courses or learning any new skills through the internet? \_\_\_\_\_
- 10) Some people enjoy photography as a hobby. Do you like taking photos? What kind of things do you like to photograph? \_\_\_\_\_
- 11) Many people are interested in fitness and health. Do you exercise regularly, and what kind of activities do you enjoy? \_\_\_\_\_
- 12) Creative hobbies are popular! Do you like drawing, painting or making music? Can you tell me about something you create? \_\_\_\_\_
- 13) Have you ever tried a DIY (Do It Yourself) project, like making something for your home? What did you make? \_\_\_\_\_
- 14) Some people enjoy podcasts. Do you listen to podcasts? What are your favorite topics or shows? \_\_\_\_\_



Thanks for Taking Part in Questionnaire!

**Ex. 17: Open the brackets using verbs in the Present Times and in the Past Simple. Translate the conversation between two friends.**

*Doris:* Hey, Lloyd!

*Lloyd:* Hi, Doris. What's up?

*Doris:* Nothing much. What you **(to do)** this weekend?

*Lloyd:* Oh, I just **(to relax)** and **(to take)** it easy. What about you?

*Doris:* You'll never believe what I **(to try)** my past weekend.

*Lloyd:* What you **(to try)**?

*Doris:* Bungee jumping.

*Lloyd:* No way! How **(to be)** it?

*Doris:* It **(to be)** crazy, Lloyd. I never **(to think)** I'd do something like that. I **(to be)** afraid of heights you **(to be)** in the know!

*Lloyd:* Rock on! So, what **(to be)** it like?

*Doris:* It **(to be)** so scary at first. To jump off a cliff like that. I **(to think)** I was going to die.

*Lloyd:* Well, some people already **(to die)** bungee jumping. How you **(to feel)** after?

*Doris:* I **(to feel)** so exhilarated. My heart was beating so fast. I **(to feel)** so alive then. My adrenaline still **(to flow)**. It **(to be)** amazing.

*Lloyd:* Wow! That **(to be)** really great. Good for you. High five! (Lloyd puts his hand up for a high five.)

*Doris:* Yeah. (Responds to high five by raising her hand and clapping Lloyd's). I **(to have)** to try to concentrate to work today.

*Lloyd:* Well, hang in there. I've got to go. I'll talk to you later.

*Doris:* I'll try. Bye.

**Memorize!**

- alive [ə'laɪv] – бодрый, энергичный, живой
- cliff – отвесная скала
- exhilarating [ɪgzɪlə'reɪtɪŋ] – быть в приподнятом настроении
- scary – жуткий, ужасный, пугливый, боязливый
- Good for you! (Good for him, etc.!) – Bravo!, Молодцом! (разг.)
- Hang in there! – Ну, будь! Береги себя! (разг.)
- High five! – Дай пять! = американское рукопожатие у друзей (разг.)
- No way! – Ничего себе! (удивление)
- Rock on! – Молодчина! (разг.)

**Ex. 18: Complete the following conversation about events of the past weekend between two friends. Make your own dialogue.**

Jack and Paul are friends. They also study together. It is Monday afternoon, and they are drinking coffee in the cafeteria of the university and talking about their weekend activities. Jack begins the conversation.

1. Greet friend. / **Jack:** \_\_\_\_\_
2. Greet friend. / **Paul:** \_\_\_\_\_
3. Ask about weekend. / **Jack:** \_\_\_\_\_
4. Describe an exciting recreational activity. /  
**Paul:** \_\_\_\_\_
5. Ask for clarification. / **Jack:** \_\_\_\_\_
6. Clarify. **Paul:** \_\_\_\_\_
7. Express disbelief. / **Jack:** \_\_\_\_\_
8. Ask for more information about the activity using a WH-question. /  
**Jack:** \_\_\_\_\_
9. Answer question. / **Paul:** \_\_\_\_\_
10. Show encouragement. / **Jack:** \_\_\_\_\_
11. Close the conversation by changing the focus to work. /  
**Paul:** \_\_\_\_\_
12. Say good-bye. / **Jack:** \_\_\_\_\_
13. Say good-bye. / **Paul:** \_\_\_\_\_

**Ex. 19: Answer the following questions.**

- 1) What do you do for fun?
- 2) How do you usually spend your free time?
- 3) What are you interested in?
- 4) What's so interesting about this hobby?
- 5) For how long has it been your hobby?
- 6) What is your favorite music (movie, book, sport etc.)?
- 7) What do you enjoy doing else?
- 8) What did you use to do?
- 9) What do you adore visiting?
- 10) What do you hate to do?

**Ex. 20: Make up a 5 minutes presentation about your hobbies.**



**Ex. 21: Translate the letter of thanks into English without a dictionary. Use vocabulary given below.**

October 17<sup>th</sup>, 2025

Dear, Lena,

Я только что вернулся из Самары и хочу поблагодарить тебя и твоих родителей за гостеприимство. Я прекрасно провел время и так много узнал о твоём родном городе и людях. Я надеюсь, тебе также понравится Кузбасс; я буду ждать тебя в марте. Мы совершим поездку в Шерегеш и проживем несколько дней у наших друзей, а затем на турбазе. Я покажу тебе всё, что стоит посмотреть в Шерегеше и его окрестностях. Передавай привет родителям и детям.



Yours sincerely, Maxim

**Memorize!**

- Best regards to ... / Give my love to ... / Best wishes to ... – передать привет кому-л.: Best regards to Jane.  
Give my love to your children. / Best wishes to them.
- Yours sincerely, ... / Sincerely, ... – искренне Ваш(а), с уважением (фраза в конце письма, начинавшегося с обращения, в котором указывается фамилия адресата, например: Dear Mr Brown или Dear Ms Raley)
- camp(ing) site / holiday camp – турбаза
- to enjoy as much staying in – понравится (от пребывания в)
- in and round (the city) – в городе и его окрестностях
- to make a trip – совершить поездку
- to stay at smb. – здесь: пожить (у кого-л.)
- to thank for a hospitality – благодарить за гостеприимство
- (It's) worth seeing / reading – стоит посмотреть / прочитать

**Ex. 22: Read the text of a letter and open the brackets using verbs in the Present Simple or in the Present Continuous of the Active Voice.**

December 12<sup>th</sup>, 2025

Hi, Kai!

Now I **(to have)** a great time here in Canada. My MSc course **(not to start)** until next month, so I **(to make)** use of the time to get to know the place. I **(to stay)** near Vancouver with Ryan, my Canadian cousin. He and his brother Glen **(to own)** a software business. In the evenings we **(to drive)** into the city and **(to go)** clubbing or **(to see)** a movie. I **(to make)** a lot of new friends at the moment. I **(to think)** my pronunciation **(to be)** much better already, and I **(to understand)** almost everything. On weekdays I **(to help)** Glen. Now he **(to work)** on their new website and he **(to need)** help with it. I **(to learn)** some useful stuff about how people **(to do)** business in this country. Are you coming to see me? I **(to spend)** the winter holiday skiing with Ryan and Glen. They **(to want)** to meet you and there **(to be)** plenty of space. Let me know as soon as you **(to decide)**. And tell me what you **(to do)** these days.

See you in late December, I **(to hope)**.

**Note!** Vancouver is a city in south-western Canada, the largest in the province of British Columbia. Situated at the foot of the Coastal Cordillera, on the Pacific coast, at the mouth of the Fraser River.

**Memorize!**

- MSc = Master of Science – магистр (естественных) наук
- to make use of – воспользоваться
- to get to know – ознакомиться
- to own – владеть
- to make friends with somebody – подружиться с кем-л.
- stuff – материал (документы)



**Ex. 23: Open the brackets using verbs in the correct form and time.**

- 1) Eric (**to talk**) about his holiday plans, but Kenny (**not to listen**) to him. He (**to think**) about his new car at the moment.
- 2) Arriving at the theatre, Misha (**to find**) that the performance already (**to begin**) and that the actors (**to play**) on the stage for several minutes.
- 3) It was evening. My mom (**to read**) a book and I (**to play**) on my computer. Suddenly my mother's brother (**to come**) into my room. We (**to talk**) for about 10 minutes, when his wife (**to ring up**) him and (**to remind**) about theatre.
- 4) – They (**to say**) Andrea (**to learn**) English currently because she (**to like**) learning languages and she (**to want**) to impress everybody.  
– I (**to be**) in the know. Her English (**to get**) better day after day I (**think**).
- 5) – Hello, Kate. I am so glad you (**to come**) at last. Where you (**to spend**) the morning?  
– I (**to be**) in the bookstore choosing new books in English.  
– It (**to rain**) still? It (**to be**) rather dark in the room.  
– No, the rain (**to stop**), but the wind (**to blow**). On my way to your place I (**to meet**) Mary. You (**to know**) her?  
– Of course I (**to know**) her since childhood. When we (**to be**) children, we often (**to play**) together. Where you (**to meet**) her? I (**not to see**) her for a long time. What she (**to look**) like?  
– She (**not to change**) a bit. She (**to go**) to the library when I (**to meet**) her.  
– What she (**to tell**) you?  
– She (**to tell**) me she recently (**to return**) from a very interesting trip and that she (**to travel**) a lot and (**to see**) many interesting things. She (**to want**) to see all her friends soon.  
– Oh, then she (**to come**) to see me, too, I (**to think**).  
– Yes, that (**to be**) a pleasant meeting, I (**to be**) sure. But what (**to be**) the time?  
– It (**to be**) ten to three ...

**Ex. 24: Reconstruct the following dialogues into English.**

- 1) – Why would we go to the zoo?  
– *Прекрасная идея. Я никогда там не был* before.
- 2) – How long *ты находишься* in Moscow?  
– *Я здесь* since May.  
– *Ты уже видел* any sights?  
– *Да*, just a few.  
– *Где ты был?*  
– *Я был* in the Kremlin and in the *Третьяковской галерее*.
- 3) – *Вы были во Владивостоке?*  
– *Я был там* several times.  
– As for me, *то я никогда не был* there.
- 4) – *Что ты думаешь* about film that you *смотрел* вчера?  
– It's a good movie that *я видел* за последнее время.  
– *Кстати*, I quite *забыл* сказать тебе, что *был* in the museum.  
– When *ты ходил* there?  
– *Я был* there в прошлые выходные.  
– *А я не был* there since the last year.
- 5) – Здравствуй, Борис. *Я не видел* you for ages! Where *ты был*?  
– *Я был на* the Caucasus. *Я вернулся* just to Kemerovo.  
– *Ты провёл* a good time there?  
– Yes, I did, *я чудесно провёл* time there.  
– *Ты ездил* alone there?  
– *Нет*, alone with my wife.  
– When *вы приехали*?  
– *Два дня тому назад*.
- 6) – *А видела ли ты* any films since we *встретились* each other в последний раз?  
– *Нет*.  
– I very often *хожу* to the cinema and even this week *посмотрела* two films. Yesterday, when I *пришла* to the cinema, my friends *ждали* for me there *уже 15 минут*.

**Ex. 25: Transform the following verbs in the text from the present simple into the past simple of the active voice.**

Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bathroom. He has just time to take a cold shower and drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train.

At the railway station he meets three other boys from his group. They all have small backpacks and fishing rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming. They return home late at night, tired but happy.

**Memorize!**

- backpack – рюкзак (туристический / для учёбы / школьный)
- fishing rod / rod – удочка
- shore – берег (моря, озера, океана, но не реки); побережье
- to be in a hurry – спешить, торопиться
- to get off – сойти (выйти) с (из) трамвая, автобуса
- to get out of the car – выйти из машины

**Ex. 26: Open the brackets and translate the text into English.**

Я только что (**to get**) сообщение от своего друга Андрея. Он сейчас (**to be**) в Томске. Он (**to be**) там уже 3 недели. Андрей (**to be**) художник. Он уже (**to visit**) ряд музеев Томска. Сейчас он (улетел **to fly**) в Карелию. Он там раньше никогда не (**to be**). Он (**to paint**) несколько акварелей тех мест. Я (**to be**) в Карелии в прошлом году. Я прекрасно (**to have**) там время. Почти каждый день я (**to swim**) в озере и (**to go**) в походы. Вечером мы (**to gather**) вокруг костра и (**to sing**) песни под гитару.

**Memorize!**

- Karelia [kə'reiliə] – Карелия
- to go on hikes / go hiking – ходить в походы
- to paint in watercolors – рисовать акварелью



**Ex. 27: Interpret dialogues. Work on the following algorithm:**

Student 1 (St.1) reads aloud his phrase into Russian to Student 2,  
Student 2 (St.2) interprets Student 1's phrase to English to Student 3,  
Student 3 (St.3) answers Student 1's question into English,  
Student 2 (St.2) interprets Student 3's phrase to Russian to Student 1.



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1) St.1: Вы раньше были в Кемерово, господин Джонсон?

St.2: (English interpretation).

St.3: Yes, I have. I come here very often. I've seen many places of interests here. I've already visited culture preserves such as world famous "Tomskaya Pisanitsa", "Monument to the Liberator Soldier" and "Red Hill". Kemerovo is attractive city.

St.2: (Russian interpretation).

St.1: Да, это так. Кемерово сильно изменился, не правда ли, господин Джонсон?

St.2: (English interpretation).

St.3: Yes, it has. It's changed even since my last visit. It's becoming more crowded and the traffic is getting heavy.

St.2: (Russian interpretation).

St.1: Вы абсолютно правы. Сколько дней Вы уже (находитесь) в нашем городе, господин Джонсон?

St.2: (English interpretation).

St.3: I've been here for 3 days already. We've worked so hard that we haven't been anywhere.

St.2: (Russian interpretation).

St.1: Я слышал, что вы сегодня вечером уезжаете в Новосибирск.

St.2: (English interpretation).

St.3: Yes, we are. Mr. Petrov has already booked tickets.

St.2: (Russian interpretation).

2) St.1: Вы много путешествуете по миру, господин Палмер?

St.2: (English interpretation).

St.3: Yes, I have been to 35 different countries.

St.2: (Russian interpretation).

St.1: Не может быть! А вы когда-нибудь были в Китае?

St.2: (English interpretation).

St.3: Yes, I've visited China twice.

St.2: (Russian interpretation).

St.1: А в Индии?

St.2: (English interpretation).

St.3: No, I've never been to India. But Gerald has been there.

St.2: (Russian interpretation).

St.1: Да, кстати, сколько лет Вы знакомы с Джеральдом?

St.2: (English interpretation).

St.3: For 7 years, since our study at the university.

St.2: (Russian interpretation).

### **Memorize!**

- to book – заказывать; бронировать; брать билет
- to be / to stay – находиться: stay at smb.'s place – останавливаться у кого-л.;
- to stay with smb. – гостить у кого-л.;
- to change a lot / greatly – меняться, изменяться сильно;
- crowded – переполненный (народом);
- culture preserve – музей-заповедник;
- places of interests / sights – достопримечательности;  
to see the sights (of); to go sightseeing; to do the sights (of) – осматривать достопримечательности;
- «Red Hill» – «Красная горка»;
- by the way – (Да), кстати / между прочим;
- the traffic is heavy – движение на дорогах интенсивное;
- It's a pity. – Жаль.;
- Really? – Вы так думаете? / Не может быть!

**Ex. 28: Read text “How People Spend Their Weekend” and then fulfill some exercises given below.**



### How People Spend Their Weekend

Weekends are a special time for people to relax, recharge, and enjoy activities they might not have time for during the busy weekdays. While everyone spends their weekends differently, there are some common ways people use this time to balance work and personal life. Here are a few popular weekend activities:

**Relaxing at Home:** Many people prefer to stay at home, watching movies, reading books, or simply catching up on sleep. It's a great way to unwind after a hectic week.

**Spending Time with Family and Friends:** Weekends offer an opportunity to reconnect with loved ones. Whether it's sharing meals, playing games, or having meaningful conversations, quality time with family and friends is cherished.

**Outdoor Activities:** Some enjoy being outdoors – going for walks, hiking, cycling, or even just sitting in a park. Fresh air and nature can boost energy and mood.

**Hobbies:** Weekends are perfect for pursuing hobbies like painting, gardening, cooking, or playing musical instruments.

**Shopping:** For some, weekends are the ideal time to visit malls or markets to shop for essentials or indulge in retail therapy.

**Sports and Fitness:** Many people engage in sports or fitness activities such as jogging, yoga, swimming, or gym workouts to stay healthy and active.

Traveling or Day Trips: Short trips to nearby places can make weekends exciting and refreshing.

Household Chores: Tasks like cleaning, laundry, and organizing the house often get done over the weekend.

Social Events: Attending parties, weddings, or community gatherings is another way people spend their weekends.

Learning Something New: Some use the weekend to take online classes, learn new skills, or work on self-improvement.

Weekends are versatile and cater to individual preferences. Whether it's about relaxing or being productive, they provide a much-needed break from routine.

### Memorize!

- 1) to boost – поднимать, повышать;
- 2) to catch up on sleep – выспаться;
- 3) to cater for / to – принимать во внимание, учитывать;
- 4) to cherish – ценить;
- 5) hectic – насыщенный, напряженный;
- 6) household chores – работа по дому;
- 7) to pursue – заниматься чем-л.;
- 8) to reconnect with loved ones – воссоединиться с близкими;
- 9) retail therapy – шопинг-терапия, прогулка по магазинам для поднятия настроения;
- 10) versatile – универсальный.

### Questions:

1) What do many people do at home during the weekend? 2) How do families typically spend time together on weekends? 3) Name two outdoor activities mentioned in the text. 4) What kind of hobbies might someone pursue over the weekend? 5) Why do some people dedicate their weekends to fitness? 6) How might adventurous individuals spend their weekends? 7) What is an example of community-related activities done on weekends? 8) What kind of personal development activities are mentioned in the text? 9) Why do some people spend part of their weekend doing household chores? 10) What is the main purpose of weekends for most people?

**Here are exercises to check your understanding of the text:**

**28.1: Decide whether the following statements are true or false.**

- 1) Many people spend weekends relaxing at home.
- 2) Weekends are not suitable for spending time with family.
- 3) Outdoor activities include hiking and cycling.
- 4) People never use weekends to pursue hobbies.
- 5) Shopping is a common activity during the weekend.
- 6) Sports and fitness are avoided on weekends.
- 7) Traveling is an exciting way to spend the weekend.
- 8) Household chores are usually done during weekdays only.
- 9) Social events like parties often happen on weekends.
- 10) Learning new skills is a productive way to spend the weekend.
- 11) Each person spends his weekend in his own way.

**28.2: Fill in the Blanks. Complete the sentences using words from the text.**

- 1) Many people prefer to \_\_\_\_\_ at home during weekends by watching movies or reading books.
- 2) Spending time with \_\_\_\_\_ is a cherished activity on weekends .
- 3) Outdoor activities like hiking and \_\_\_\_\_ can improve mood and energy levels.
- 4) Pursuing hobbies such as painting or \_\_\_\_\_ is common during weekends.
- 5) Shopping malls are often crowded on \_\_\_\_\_ as people indulge in retail therapy.
- 6) Sports and fitness activities help individuals stay \_\_\_\_\_ during weekends.
- 7) Short trips or \_\_\_\_\_ make weekends exciting for travelers.
- 8) Cleaning and organizing the house are examples of \_\_\_\_\_ chores done on weekends.
- 9) Parties and community gatherings are examples of \_\_\_\_\_ events that happen on weekends.
- 10) Taking online classes is a way of learning something \_\_\_\_\_ during weekends.



### 28.3: Match each activity with its description.

Activity	Description
1. Sports	a) Going on day trips
2. Hobbies	b) Painting, gardening
3. Shopping	c) Jogging, yoga, gym
4. Traveling	d) Taking online courses
5. Social Events	e) Hiking, walking in parks
6. Household Chores	f) Visiting malls or markets
7. Outdoor Activities	g) Cleaning and doing laundry
8. Learning New Skills	h) Attending weddings or parties

**Ex. 29: Translate text “How Do People Spend Their Weekends?” into English and then answer the question given below.**

Как люди проводят свои выходные?

Люди проводят свои выходные по-разному, в зависимости от их интересов и возможностей. Некоторые предпочитают провести время дома, занимаясь домашними делами, просмотром фильмов или чтением книг. Другие же любят проводить время на природе, занимаясь спортом, рыбалкой или просто прогулками. Одни предпочитают активный отдых, например, походы в горы, катание на лыжах или велосипеде.

Другие любят различные мероприятия, такие как концерты, фестивали, выставки, и т.д. Многие люди любят путешествовать и открывать для себя новые места и культуры. В целом, каждый человек имеет свои предпочтения и способы проведения выходных дней.



Question: Look at the image and tell us what does a person do in his spare time? Yours?

**Ex. 30: Do facet test. Match the following information constructing statements from the given words and phrases.**

Weekends are a cherished time for many people around the world. After a long week of work or study, the weekend offers a much-needed break to relax, recharge, and pursue activities that bring joy and fulfillment. The way people spend their weekends can vary greatly depending on their interests, lifestyle, and cultural background.

**Kind of activity**

(1) Relaxation and Leisure:

(2) Socializing:

(3) Personal Projects and Hobbies:

(4) Travel and Exploration:

(5) Reflection and Planning:

1. Weekends are also a prime time for socializing.
2. For many, the weekend is a time to unwind and engage in leisure activities.
3. Some individuals dedicate their weekends to pursuing personal projects or hobbies.
4. Lastly, some people use their weekends to reflect on the past week and plan for the upcoming one.
5. For those who have the time and resources, weekends can be an excellent opportunity for short trips or weekend getaways.

1.

This might include gardening, painting, writing, cooking, or working on DIY projects. Engaging in these activities not only provides a sense of accomplishment but also allows people to express their creativity and explore new interests.

2.

Whether it's visiting nearby cities, exploring nature reserves, or simply taking a road trip, traveling during the weekend allows people to experience new places and cultures without having to take extended time off from work or university.

3.

Many people use this opportunity to catch up with friends and family. This could involve hosting or attending dinner parties, going out to restaurants, attending concerts or festivals, or participating in group activities like game nights or sports events.

4.

This might involve journaling, setting goals, or organizing tasks and schedules. Taking a moment to reflect and plan can help individuals feel more prepared and focused for the week ahead.

5.

This might include sleeping in late, watching movies, reading books, or simply lounging around the house. Some people enjoy spending time outdoors, whether it's going for a walk, having a picnic, or engaging in sports like hiking, cycling, or playing team sports.

Your Response: (1) \_\_\_\_ (3) \_\_\_\_ (2) \_\_\_\_ (4) \_\_\_\_ (5) \_\_\_\_

**Ex. 31: Answer some questions.**

- 1) What are some common ways people spend their weekends?
- 2) How do cultural backgrounds influence weekend activities?
- 3) How can weekends be used to improve mental and physical health?
- 4) How do you think technology has changed the way people spend their weekends?

**Ex. 32: Write 3-5 sentences: Imagine you have a perfect weekend. Describe how you would spend it and why these activities are important to you.**

**Ex. 33: Read text “About One Day-Off of the University Student” and then fulfill some exercises given below.**

### About One Day-Off of the University Student

Saturdays are special for Anna, a university student who spends her week combining with lectures, assignments, and part-time work. Her day-off begins early in the morning, not because she has to wake up, but because she enjoys starting her day with a sense of calm. She brews a cup of coffee and sits by the window watching the sunrise.

After breakfast, Anna dedicates some time to her hobbies. She loves painting and often creates vibrant landscapes or abstract art. Painting helps her relax and recharge after a hectic week. Around mid-morning, she heads to the park for a jog. The fresh air and exercise energize her and clear her mind.

By noon, Anna meets up with friends at a local café. They chat about their week, share stories, and laugh over silly jokes. Socializing is important to her as it keeps her connected to her loved ones. After lunch, Anna often visits the library to read books unrelated to her studies – novels, biographies, or even poetry collections.

In the evening, Anna prepares a simple dinner while listening to music or a podcast. She enjoys experimenting with recipes and finds cooking therapeutic. After dinner, she watches a movie or catches up on a TV series before winding down with some yoga or meditation.

Anna’s day-off is not just about rest; it’s about rediscovering herself and finding balance in her busy life. By the end of the day, she feels refreshed and is ready to tackle whatever challenges lie ahead.



**33.1: Looking at the image in the text tell us what did Anna used to do.**

**33.2: Convey the content of text “About One Day-Off of the University Student” using questions as an outline.**

- 1) What does Anna do first thing in the morning on her day-off?
- 2) Why does Anna enjoy painting?
- 3) Where does Anna go for exercise during her day-off?
- 4) Who does Anna meet at the café, and what do they do there?
- 5) Why is socializing important to Anna?
- 6) What kind of books does Anna read at the library?
- 7) How does Anna feel about cooking?
- 8) What does Anna do after dinner?
- 9) What activities help Anna relax in the evening?
- 10) How does Anna feel at the end of her day-off?

**33.3: Match the words.**

1) заваривать	a) to head	a) with friends
2) отдыхать	b) to meet up	b) silly jokes
3) встречаться с	c) to laugh over	c) with some yoga
4) направляться в	d) to brew	d) to the park
5) смеяться над	e) to experiment	e) with recipes
6) экспериментировать	f) to clear	f) a cup of coffee
7) прояснять	g) to wind down	g) her mind

**33.4: Fill in the blanks with one word from the text.**

- 1) On her day-off, Anna starts her morning with \_\_\_\_\_ by the window.
- 2) Painting helps Anna \_\_\_\_\_ after a busy week.
- 3) During mid-morning, she goes jogging in the \_\_\_\_\_.
- 4) At noon, she meets friends at a \_\_\_\_\_ café.
- 5) In the library, she reads \_\_\_\_\_ unrelated to her studies.
- 6) Cooking dinner while listening to \_\_\_\_\_ makes her happy.
- 7) Yoga or meditation helps her \_\_\_\_\_ down before bed.
- 8) Socializing keeps her connected to \_\_\_\_\_ ones.
- 9) By the end of her day-off, she feels \_\_\_\_\_ and ready for challenges.



### **Ex. 34: Study vocabulary.**

- 1) abroad – за границей;
- 2) bank – берег (реки);
- 3) to bathe in the sun = to tan – загорать;
- 4) to clear (away) the dishes – убирать (посуду) со стола;
- 5) day off / day-off – выходной; свободный день;
- 6) to do one's bed – заправлять кровать;
- 7) fire – костёр;
- 8) to fish = to go fishing – рыбачить;
- 9) to go for a holiday – поехать отдыхать;
- 10) to go to the country – ездить за город, ездить в деревню;
- 11) to have a rest = to rest – отдыхать;
- 12) headphones / informal: cans – наушники;
- 13) holiday – каникулы, отпуск; отдыхать, проводить отпуск / каникулы;
- 14) home assignment = homework – домашнее задание;
- 15) to hurry – торопиться, спешить;
- 16) journal – журнал (научный);
- 17) to learn – узнавать, изучать;
- 18) magazine – журнал (мод);
- 19) to make a bed – застилать постель;
- 20) occupation – занятие, профессия, должность;
- 21) pine forest – сосновый бор;
- 22) pleasure – удовольствие;
- 23) pupil – ученик;
- 24) to skate = to go skating – кататься на коньках;
- 25) skating-rink – каток;
- 26) to ski = to go skiing – кататься / ходить на лыжах;
- 27) to spend time – проводить время;
- 28) taiga ['taigə], ['taiga:] – тайга, таёжный;
- 29) tent – палатка; ставить палатку;
- 30) weekdays – будни;
- 31) weekend – выходные дни;
- 32) workweek – рабочая неделя;
- 33) to wash up – мыть посуду.

### **Ex. 35: Do Vocabulary Crossword-Test № 15. (See Page 242)**

**Ex. 36: Open the brackets using verbs in the Present Simple or in the Past Simple. Translate text “My Day Off” into Russian.**

### My Day Off

1. Most people in our country (**to work**) 5 days a week and (**to have**) a rest on Saturdays and Sundays.
2. But students and pupils (**to study**) six days and (**to have**) only one day off. It (**to be**) Sunday.
3. I (**to like**) this day very much. You needn't hurry anywhere and you may go wherever you (**to like**) after your workweek.
4. On this day I (**to get**) up later than usual, sometimes at nine or ten o'clock.
5. As soon as I (**to get**) up I (**to air**) the room, (**to make**) my bed and (**to do**) morning exercises.
6. Then I (**to have**) breakfast, (**to clear**) the dishes and (**wash up**).
7. I (**to read**) some magazines or (**to listen**) to music with my cans.
8. Two more hours for getting ready with my home assignment and I (**to be**) free.
9. I (**to meet**) my friends and we (**to discuss**) our plans together. We may go to the cinema or theater, to a museum or a park.
10. Last Sunday we (**to go**) to the Botanical Garden in Lesnaya Polyana.
11. There (**to be**) many exotic trees and flowers there. It (**to be**) a pleasure to spend time there.
12. We often (**to go**) to the country if the weather is fine.
13. Last summer we (**to go**) to the country for a holiday.
14. We (**to find**) nice place on the bank of the taiga river and (**to tent**).
15. During our holiday we (**to tan**), (**to play**) different games, (**to fish**) and (**to swim**).
16. In the evenings we (**to get**) together round the camp fire and (**to sing**) songs to the guitar. We (**to have**) a good time there.
17. Now it (**to be**) winter. In winter my friends and I often (**to go**) to the skating-rink. Skating (**to be**) my favorite kind of sport, but I (**to like**) to ski too.
18. If the weather (**to be**) bad my friends (**to come**) to my place.
19. We (**to listen**) to music, (**to watch**) films, sometimes we (**to go**) out to the cinema or theater and so on.
20. I (**to enjoy**) my days off very much.

**Ex. 37: Translate dialogues into English and then act them out using your own data.**

- 1) – Сколько у Вас выходных дней в неделю, и какие это дни?  
– Я учусь 6 дней в неделю. Поэтому у меня только один выходной – это воскресенье.  
– Во сколько Вы обычно встаёте в воскресенье? Вы просыпаетесь как обычно?  
– Нет, конечно. Я встаю на 2-3 часа позже в свои выходные.  
– Вы проводите свои выходные с друзьями?  
– Иногда. Видите ли, я иногородний студент, поэтому, дважды в месяц я еду домой навестить своих родителей и других родственников.  
– Вы любите выезжать за город?  
– Несомненно. Я уверен, каждому это нравится. Одно удовольствие проводить время в лесу на берегу реки.
- 2) – Чем Вы обычно занимаетесь в свои выходные, если хорошая или плохая погода?  
– Знаете, я занимаюсь спортом. Если на улице тепло, то я играю в волейбол, теннис и другие виды. Зимой я часто хожу на каток, чтобы покататься на коньках, иногда еду в сосновый бор, чтобы покататься на лыжах.  
– Какое у Вас любимое занятие?  
– Прежде всего, моё любимое занятие – это чтение. Из книг вы узнаете много полезного и интересного.  
– Вам определённо нравятся выходные, не так ли??  
– Да. Я действительно от них получаю большое удовольствие, потому что в эти дни мне не нужно никуда торопиться, и я могу делать то, что мне нравится.
- 3) – Привет! Как ты провела свои выходные?  
– Жаль, что сейчас не выходные.  
– Да. А что ты делала?  
– Ходили в поход и сплавились по горной реке. Было очень здорово! Мы прекрасно провели там время.  
– Здорово! А какая была погода!

- Просто замечательная. Все дни светило солнце, дул лёгкий ветерок, а по ночам было чуть-чуть прохладно. Мы действительно наслаждались такой погодой.
- Я никогда не сплавлялась по горной реке. Наверное, было страшно?
- Мне пришлось немного поволноваться, но потом всё было отлично. А у тебя как прошли выходные?
- Я провела свои выходные не так интересно, как ты. Мы ходили по магазинам и убিরались в доме. В основном мы отдыхали, смотрели телевизор, ходили в кино. Но на следующие выходные я хочу предпринять что-нибудь интересное, как ты.

### Memorize!

- be nervous – волноваться;
- have + to V – приходиться что-л. делать: I had to redo this exercise. – Мне пришлось переделать это задание.
- hair-raising – страшный, жуткий;
- just – просто
- just a little; slightly – чуть-чуть?
- nothing like as interesting as you – не так интересно, как ты;
- on the whole – в основном;
- really – действительно, в самом деле;
- white-water rafting – сплав по горным рекам;
- undertake – зд.: сделать (предпринять что-л.);
- Great!; Splendid! – Здорово!
- (I) wish it were still the weekend. – Как жаль, что сейчас не выходные.
- It is sunny. – Солнечно.
- There is a cool breeze. – Дует прохладный лёгкий ветерок.
- What did you do this weekend? = How was your weekend?

**Ex. 38: Make a story about your day off. (Volume is 18-20 sentences.)**

**Ex. 39: Final Project to Unit 6: Make a presentation about your hobbies or your day-off.**

## UNIT 7

### T. F. GORBACHEV KUZBASS STATE TECHNICAL UNIVERSITY



#### **Ex. 1: Study vocabulary.**

- 1) to implement – выполнять, осуществлять, реализовать;
- 2) Club of Merry and Ready-Witted Persons – Клуб весёлых и находчивых (КВН);
- 3) cognitive – познавательный;
- 4) evolve – развивать(ся), эволюционировать;
- 5) extracurricular activity – внеаудиторная деятельность;
- 6) information stand – информационный стол;
- 7) over the past decades – за последние десятилетия;
- 8) participant – участник;
- 9) to provides for – предоставлять;
- 10) to sign agreements with – подписывать соглашение с кем-л.;
- 11) shortage – нехватка, недостаток; дефицит;
- 12) ski base = skiing lodge – лыжная база;
- 13) support – поддержка;
- 14) teaching aid – средство обучения.



## Ex. 2: Memorize the following abbreviations.

- JSC = joint-stock company – акционерная компания / общество (АК / АО);
- Public JSC – открытое акционерное общество (ОАО);
- LLC = limited liability company – товарищество / компания / общество с ограниченной ответственностью (ООО);
- КОАО = Kemerovo Joint Stock Company – Кемеровская ОАО;
- МС = mining company – угольная компания (УК);
- KemMI = Kemerovo Mining Institute – Кемеровский горный институт (КемГИ).

1.



Kemerovo  
Joint Stock Company “AZOT”

2.



**СУЭК**  
СИБИРСКАЯ УГОЛЬНАЯ  
ЭНЕРГЕТИЧЕСКАЯ КОМПАНИЯ

Joint Stock Company  
“SUEK-Kuzbass”

3.



**КУЗБАССРАЗРЕЗУГОЛЬ**

JSC MC “Kuzbassrazrezugol”

4.



LLC “Belaz-24”

5.



JSC “Kemerovospetsstroy”

6.



**КОКС**

Public JSC “Koks”

**Ex. 3: Read text “T. F. Gorbachev Kuzbass State Technical University” to answer the following questions given below the text.**

### T. F. Gorbachev Kuzbass State Technical University

T. F. Gorbachev Kuzbass State Technical University (KuzSTU) has a rich history of development. It was established in 1950.

Today, the University is a leader in the field of engineering education, scientific innovations for the industrial sector of the region and the country, are implemented on the basis of the University.

The structure of KuzSTU includes 10 institutes:

Institute of Power Engineering;

Construction Institute;

Mining Institute;

Institute of Chemical and Oil and Gas Technologies;

Institute of Professional Education;

Institute of Information Technologies, Mechanical Engineering and Motor Transport;

Institute of Economics and Management;

Institute of Further Vocational Education;

Institute of E-training;

Institute of Industrial and Ecological Safety.

KuzSTU is located in the center of Kemerovo; you can get to the university by public transport or by private car.

Lecture halls are equipped to connect a laptop and a projector, classrooms for practical classes are equipped with computers, technical teaching aids and information stands. The implementation of the educational program at KuzSTU provides for the following forms of organization of cognitive activity of students: lectures, practicals and seminars, extracurricular activities. The Kuzbass State Technical University is an official participant of the World-Class Research and Academic Centre “Kuzbass”.



On the basis of the University there is the “Lodge” Theatre, the “Karman” Theatre; the student video magazine “MiniTV”, Club of Merry and Ready-Witted Persons’ teams, Fashion Theatre “Haute [o:t] Couture Branch”, experimental dance studio “New Format”.

On the basis of KuzSTU, the Center for Practical Education, Promotion of Employment of Graduates and Career Support of Students was opened. The main task of the center is to provide comprehensive support to students and graduates of the University. Every year, more than 80% of graduates get a job in the first year after graduating from KuzSTU.

As a part of supporting students regarding their employment, the university has signed cooperation agreements with such important partners or employers as: JSC MC “Kuzbassrazrezugol”; LLC “Belaz-24”; JSC “SUEK-Kuzbass”; KAO “AZOT”; JSC “Kemerovospetsstroy”; Public JSC “KOKS”, etc.

Over the years of the university existence, more than 100 thousand specialists have been trained, who form the basis of the engineering corps of the most important sectors of the Russian economy.

Questions:

- 1) What is the title of the text?
- 2) Where and when was it published?
- 3) Who is the author of this text?
- 4) What is this text devoted to?
- 5) What is the main idea of the text?
- 6) How many parts does this text consist of?
- 7) What is spoken in the first / second / third / last part about?
- 8) What is the text illustrated with?
- 9) Whom is this text addressed to?
- 10) Who may this text be recommended to?
- 11) How would you characterize this text in your opinion?

**Ex. 4: Make your own brief summary to text “T. F. Gorbachev Kuzbass State Technical University”. While working on your summary follow instructions of algorithm and linguistic clichés from Appendix 3. (See pages 243-244)**

**Ex. 5: Read text “History of the Kuzbass State Technical University” and then make a short summary (See Appendix 3: P. 243)**

**History of the Kuzbass State Technical University**

The history of the Kuzbass State Technical University is closely connected with the history of the industrial development of the region.

The order to establish the Kemerovo Mining Institute was signed on September 9, 1950 – this day is considered the birthday of the university. At that time, the coal industry of Kuzbass was actively developing and reaching a new level. At the same time, there was a clear shortage of qualified engineers.

On November 1, 1950, 256 first-year students of the new institute began classes. Training was conducted in three specialties: “Development of mineral deposits”, “Construction of mining enterprises” and “Mining electromechanics”.

The first director of Kemerovo Mining Institute was Timofey Fedorovich Gorbachev – an outstanding engineer, scientist, organizer of coal industry enterprises, Hero of Socialist Labor. The university has borne his name since 2011. In 1965, the KemMI was renamed the Kuzbass Polytechnic, and in 1993 it was transformed into the Kuzbass State Technical University.

Комс. правда" 24 июля - август.  
КЕМЕРОВСКИЙ 1950г.

**ГОРНЫЙ ИНСТИТУТ**

ПРОВОДИТ ПРИЕМ СТУДЕНТОВ на первый курс в г. Кемерово и в МОСКОВСКОМ ГОРНОМ ИНСТИТУТЕ по следующим специальностям:

1. Разработка месторождений полезных ископаемых.
2. Строительство горных предприятий.
3. Горная электромеханика.

СРОК ОБУЧЕНИЯ 5 лет и 6 мес.

Заявления о поступлении в Институт принимаются с 15 сентября по 25 сентября 1950 г. в Московском горном институте.

Начало занятий 1 ноября 1950 г. в гор. Кемерово.

Принятые студенты обеспечиваются общежитием.

Все успевающие студенты получают стипендию в размере от 395 до 480 рублей в месяц. Стипендии для отличников повышаются на 25%.

Заявления подаются на имя директора Института с указанием избранной специальности и приложением документов, необходимых для поступления в ВУЗ.

Справки по вопросам приема даются ежедневно от 12 до 18 час. лично или по телеф. В 1-61-03. Адрес Института: Москва, 49, Б. Калужская ул., 6.

**ДИРЕКЦИЯ**

(Illustration was taken from:  
<https://ok.ru/group/54108987850752/album/54726127648768/839550952704>)

Over the past decades, the university has evolved from a mining institute into a comprehensive educational and research center. Today, KuzSTU continues its main line – it conducts scientific and educational work in accordance with the economic goals and objectives.

*(Taken from: <https://kuzstu.ru/universitet/znakomstvo-s-kuzgtu/history/>  
published: 2021 in section: History)*

**Ex. 6: Familiarize yourself with information about T. F. Gorbachev, the first rector of the former Kemerovo Mining Institute.**

GORBACHEV, Timofey Fyodorovich (1900–1973), Russian scientist in the field of mining science, Corresponding Member of the USSR Academy of Sciences (1958), Hero of Socialist Labor (1948). Member of the CPSU since 1942. Graduated from the Tomsk Technological Institute (1928). In 1929–50 he held managerial positions at enterprises in Kuzbass, and in 1950–54 he was the director of the Kemerovo Mining Institute (now the Kuzbass State Technical University) (professor since 1951). In 1954–57 he was the chairman of the Presidium of the West Siberian branch of the USSR Academy



of Sciences, and in 1957–72 he was the deputy chairman (заместитель председатель) of the Presidium of the Siberian branch of the USSR Academy of Sciences. He took part in organizing the construction of large mines in Kuzbass. He was one of the creators of mechanized mobile supports (механизированных передвижных крепей) for coal mines, and of improved systems for developing thick steeply dipping coal seams (крутопадающих угольных пластов). USSR State Prize (1949) – for the development and implementation of a new type of mine lamps.

*(Taken from: <http://www.mining-enc.ru/g/gorbachev>)*



**Ex. 7: Answer the questions.**

- 1) When was the order signed to establish the Kemerovo Mining Institute?
- 2) Why was it taken the decision to found the first Mining Institute in Siberia, namely, in Kemerovo,?
- 3) On what date did the first classes at the university start?
- 4) What was the first enrollment of students at that time?
- 5) How many and in what specialties were classes taught at the institute at that time?
- 6) Who was the first rector of the Kemerovo Mining Institute?
- 7) What was Timofey Fyodorovich Gorbachev?
- 8) What services to his fatherland does T. F. Gorbachev have?
- 9) What research and development did he work on? What achievements was he famous for?
- 10) What contribution did Timofey Fyodorovich make to development of Kuzbass?
- 11) When was the Kemerovo Mining Institute renamed the Kuzbass Polytechnic and transformed into the Kuzbass State Technical University?
- 12) How long has our university been bearing Timofey Fyodorovich Gorbachev's name?
- 13) How many institutes are there at the university? Could you name them?
- 14) What institute do you study at? What are you majoring in?
- 15) What enterprises are sponsors and employers for the Kuzbass State Technical University?
- 16) Why do more than 80% of graduates get a job in the first year after graduating from KuzSTU?
- 17) In what field is our university a leader?
- 18) How many specialists have been working after graduation from the KuzSTU in the Kemerovo region and in our country after its establishment since 1950?
- 19) What forms of organization of cognitive activity of students can our university provide for?
- 20) What cultural events does the Kuzbass State Technical University provide for students?
- 21) Where is the Kuzbass State Technical University located?

**Ex. 8: Translate the words and memorize them.**

have relations with, construction, teaching staff, branch, environmental protection, mineral deposit, design, research, named after, department, water purification, industrial safety, chemistry, educate, counsel, development, device, academician, emission

**Ex. 9: Translate the following word-chains. Mind word formation.**

technique – technics – technical – technologist – technician,  
mine – miner – mining,  
construct – constructor – construction – reconstruction,  
mechanic – mechanical – electromechanical – mechanism,  
train – trainer – trainee – training,  
certify – certificate – certification,  
apply – applied – application – applicant,  
transmit – transmitter – transmission,  
perform – performer – performance,  
provide – provider – provision.

**Ex. 10: Open the brackets using verbs in the Present Simple / the Past Simple of the Active or the Passive Voice.**

1. Kuzbass state technical university named after T. F. Gorbachev KuzSTU in short (**to found**) on September 9, 1950 as Mining Institute on the basis of Kemerovo mining and construction technical school. It (**to name**) after its first rector – the Doctor of Engineering, professor, the Hero of Socialist Labor, Timofey Fedorovich Gorbachev.

2. The first 256 students (**to come**) mostly from Moscow (See photo, page 192). The first academic year (**to start**) on the 1st of November. There (**to be**) only two faculties: mining and mine construction, and electromechanical. At that time there (**to be**) 14 departments and 27 members of the teaching staff (only 6 of them (**to have**) academic degrees).

3. In 1965 the Mining Institute (**to transform**) into Kuzbass Polytechnic Institute. In November 1993 it (**to rename**) into Kuzbass State Technical University. In 2011 the university was named after Timofey Fedorovich Gorbachev.



First enrollment of students at Kemerovo Mining Institute in 1950

(Taken from: <https://kuzstu.ru/universitet/znakomstvo-s-kuzgtu/history/>)

4. In 1997 the university (**to open**) training and counseling centers in Anzhero-Sudzhensk, Belovo, Mezhdurechensk, Novokuznetsk, Prokopyevsk and Tashtagol. In 1998 training and counseling centers (**to transform**) to branches of KuzSTU.

5. Nowadays Kuzbass state technical university (**to have**) international relations with higher education institutions and the companies in the USA, Germany, Holland, Sweden, Great Britain, China, Mongolia and neighboring countries.

6. The university (**to have**) got several research laboratories: applied thermo physics, improvement of ways of development of coal fields, environmental protection, processes and devices of water purification, geodynamic division into mineral deposits.

7. The university (**to have**) licenses for design of buildings and constructions, for expertise of industrial safety, for performance of geodetic works, for development of standards of emissions of the polluting substances in environment, for providing telematic services and services of data transmission. Today KuzSTU (**to be**) one of the largest higher education institutions of Siberia. The history of KuzSTU (closely / **to connect**) with history of Kuzbass and (**to be**) one of its symbols.

**Ex. 11: Read the text again and answer the following questions.**

- 1) When was the university founded?
- 2) On what base was the Kemerovo Mining Institute founded?
- 3) Who is our university named after?
- 4) How many faculties did it have at that time? What were they?
- 5) How many chairs were there at that time?
- 6) How big was the teaching staff at first?
- 7) How many members of the teaching staff had scientific degrees in the early 50s?
- 8) What happened in 1965 and in 1993?
- 9) Which higher institutions has the university got international relations with?
- 10) What happened in 1998?
- 11) What laboratories has our university got? What are they?
- 12) What licenses has the university got?

**Ex. 12: Find English equivalents in the text and then make a micro-story from the suggested words and phrases (5-7 sentences).**

- |                                   |   |
|-----------------------------------|---|
| 1) был основан                    | 16) учреждение высшего образования                                  |
| 2) государственный                |   |
| 3) на основе                      | 17) угольные месторождения  |
| 4) горно-строительный техникум    | 18) исследовательские лаборатории                                   |
| 5) назван в честь                 | 19) улучшение способов разработки                                   |
| 6) учебный год                    |   |
| 7) строительство шахт             | 20) геодинамическое районирование месторождений полезных ископаемых |
| 8) кафедра                        |   |
| 9) был преобразован               | 21) проектирование зданий и сооружений                              |
| 10) был переименован              |   |
| 11) филиалы                       | 22) приборы для очистки воды  |
| 12) международные отношения       | 23) передача данных   |
| 13) первый набор студентов        | 24) залежи полезных ископаемых                                      |
| 14) учебно-консультационный центр | 25) тесно связан  |
| 15) соседние страны               | 26) доктор технических наук   |
|                                   | 27) учебный год   |

**Ex. 13: Read the text and fill in the gaps. Use the information from the site of KuzSTU. Discuss your information in the group.**

KuzSTU has imposing personnel's potential. There are 538 instructors in it. 1 academicians and associate members, State prize and Russia's Government prize laureates, Honored Scientists are among the professors of the university and some leading specialists of various branches of industry work at the University. Currently there are 2 institutes and 3 departments, many well-equipped laboratories, a research institute, a computer centre, a large library and 2 museums in it.



The training for 4 specialties is carried out. Some towns and cities of Kemerovo region have branches of the University. The total amount of students is 5. Full-time students are 6, students by correspondence are 7 and post-graduates are 8. There is a post-graduate course for 9 specialties. The total amount of graduates is about 100 000 engineers. There are Heroes of Socialist Labor, the heads of regional, municipal administrations, representatives of different Ministries and Departments, academicians and associate members of various Academies among them. They work in all regions of Russia. But they have made the most valuable contribution in the development of the main branches of industry in Kuzbass.



Kuzbass State Technical University has 9 buildings with total area of 102 578 m<sup>2</sup>, 10 hostels (one is for family students), geodesic base and skiing lodge, 11 dining-halls, a dispensary, a polyclinic, 2 recreation facilities. The University has necessary technical devices for computer training of students.

The size of the book stock of the University's library is more than 600,000 copies. The best students have a chance to study abroad. There is a theatre-studio "Lodge" and some other amateur groups. It also has the scientific newspaper "Vestnik" where instructors and students can publish the results of their research work in it. In 12 the Trustee Council was formed which consists of many enterprises and firms of the region.

**Ex. 14: Find English equivalents in the text.**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1) кадровый потенциал               | 8) кафедра                           |
| 2) государственная премия           | 9) научно-исследовательский институт |
| 3) почетный ученый                  |                                      |
| 4) различные отрасли промышленности | 10) хорошо оборудованные лаборатории |
| 5) в настоящее время                | 11) профилакторий                    |
| 6) аспиранты                        | 12) заслуженный деятель науки        |
| 7) база отдыха                      | 13) студенты заочники                |

**Ex. 15: Study vocabulary.**

- 1) advanced – углублённый (об обучении);
- 2) to confer (doctorate) – присуждать (докторскую степень);
- 3) extra-curriculum – факультативный; внеаудиторный;
- 4) graduating class – выпуск (группа уч-ся, завершившая учёбу);
- 5) extra-mural / correspondence / part-time – заочный;
- 6) to last – длиться, продолжаться;
- 7) to permit – разрешать, позволять, допускать;
- 8) supervision / leadership – руководство;
- 9) supervisor / adviser – руководитель;
- 10) student body = enrollment of students – состав учащихся;
- 11) the Bachelor's degree – степень бакалавра;
- 12) the Master's degree – степень магистра.

## Ex. 16: Reconstruct the text in English.

1.

The Kuzbass State Technical University *имени Т.Ф. Горбачёва*, KuzSTU as it *часто называют сокращённо*, is one of the oldest and largest *вузов Кемеровской области*, а также, it is *одним из* the major research centres in West Siberia.

The KuzSTU *был создан* in 1950. *Это был* the seventh *горный вуз* in the former Soviet Union. It *был создан* on base of *горного техникума*. At that time *состав учащихся института* numbered only 256 persons, а *преподавателей* fewer than 30. Its first rector *был Тимофей Фёдорович Горбачёв* *выдающаяся* figure in the mining science. *В течение 8 лет* the Institute *проводил занятия* in space rented from the *горного техникума* *расположенного* on the right bank of the river Tom. The first *выпуск составил* 236 persons, 12 of them *получили «красные» diplomas*.

2.

Nowadays, *университет работает* on a semester basis. The nine-month *учебный год* *делится* into two *семестра*. *Осенний семестр* begins in September and *заканчивается* in late January. *Весенний семестр* *длится* from mid-February *до конца* June. *Зачёты* and exams *сдают в конце* of each term. If students *сдают их* successfully, *то* they *получают* scholarships. Students who *провалил экзамен* may *пересдать его*. Every student *как полагают* to attend all regular scheduled class sessions. Absences *разрешены* for *болезни* and emergencies.

3.

The KuzSTU *присуждает* the Bachelor's degree (B.Sc.) and Master of Engineering degree (M.Sc.). To get *степень бакалавра или магистра* one should *учиться* 4 and 5 years *соответственно*.

КузГТУ *предлагает* its students many *культурных, общественных* and *факультативных* programs. Students *гордятся* of their «Debut» *любительским* theatre. *Фестиваль «Студенческая весна»*, that *проводится ежегодно* in March is very much popular among students. The University's «*Клуб Весёлых и Находчивых*» is well-known *как в области, так и за её пределами*.

**Ex. 17: Fill in the gaps using *there, it* and the forms of the verb *to be*.**

Having been established in 1993 on the basis of the Mining Institute (1950) and the Kuzbass Polytechnic (1965), the Kuzbass State Technical University named after T. F. Gorbachev is currently one of the largest higher educational institutions in Kemerovo region.



On the right there is a building of the main teaching block of KemMI (1958), in the center there is an area of the future Volkov Square

(Photo was taken from:  
[https://ok.ru/group/54108987850752/album/54726127648\\_768/815717872128](https://ok.ru/group/54108987850752/album/54726127648_768/815717872128))

- 1) In 1950 \_\_\_\_ one two-story wooden teaching block on the campus.
- 2) It should be noted, in the early 50s \_\_\_\_ the first higher school in town.
- 3) \_\_\_\_ only three hundred students and twelve teachers at it then.
- 4) At that time \_\_\_\_ no the Volkov Square near the University.
- 5) At present \_\_\_\_ the largest higher educational centre in Kemerovo.
- 6) \_\_\_\_ fifty two chairs and many well-equipped laboratories as well.
- 7) \_\_\_\_ 27 students' scientific societies at the university.
- 8) Among its staff \_\_\_\_ a lot of professors and academicians.
- 9) At the KuzSTU a students' body \_\_\_\_ more than 11 000 students.
- 10) \_\_\_\_ two terms in the academic year.
- 11) Those who want to combine work with study \_\_\_\_ a part-time department at each institute of the university.

**Ex. 18: Answer the following questions. Work with your partner.**

- 1) What year student are you? Where do you study? – I \_\_\_\_.
- 2) What is the mission of our University? – Its mission is to \_\_\_\_.
- 3) In what branch of national economy will you work after graduation? – After graduation from the University I'll \_\_\_\_.
- 4) How old is our University? – You know it was established in 1950 therefore our University \_\_\_\_.
- 5) What do you know of the history of the University? – The history of our University has some remarkable events such as: \_\_\_\_.
- 6) How many institutes and chairs are there? – As far as I know nowadays there are \_\_\_\_.
- 7) What institute do you study at? – Don't you know? I \_\_\_\_.
- 8) What do you study for? – I'm specializing in \_\_\_\_.
- 9) Who is the director of your institute? – \_\_\_\_ is the director of our institute.
- 10) Who is the rector of our University? – Don't you know? The rector of our University is \_\_\_\_.
- 11) Do you know anything of the teaching staff and teaching standards? – Yes, sure. I can tell you about it with pleasure. \_\_\_\_.
- 12) How many specialties are there in our University? – If I'm not mistaken there are \_\_\_\_.
- 13) Are you full- or a part-timer? – Am I? Guess! \_\_\_\_.
- 14) What is the difference between a full- and a part-time student? – There is a great difference between them. \_\_\_\_.
- 15) Is it possible for working people to study at Kuzbass State Technical University? – It goes without saying. \_\_\_\_.
- 16) What degrees can be obtained by students? – They \_\_\_\_.
- 17) What is necessary for obtaining each one of them? – Firstly, one should \_\_\_\_.
- 18) What degree or diploma are you going to obtain? – First of all I'd like to get \_\_\_\_.
- 19) What subjects do you study? – We \_\_\_\_.
- 20) Have you got a favorite subject? – Certainly! I have some ones. \_\_\_\_.
- 21) What facilities are there for non-resident students? – Our University can provide non-resident students with \_\_\_\_.
- 22) What other facilities for study and rest do the University students have? – As for all the University students \_\_\_\_.

### Ex. 19: Reconstruct the text in English.

Kemerovo Mining Institute *был открыт* on September 9, 1950, when the *быстрое развитие угольной промышленности* of Kuzbass was sorely lacking *квалифицированных инженерных кадров*. In 1965, the KemMI *был переименован* Kuzbass Polytechnic, and in 1993 it *был преобразован* into Kuzbass State Technical University. In 2025, KuzSTU *отметил* its 75<sup>th</sup>-*летие*.

KuzSTU is the main *поставщик инженерных кадров* for *предприятий угольной промышленности*, not only in Kuzbass, but also in other regions of the country. The university successfully *готовит* highly qualified personnel for *машиностроения*, IT technologies, *строительства*, energy, *транспорта*, chemistry, *экономики и управления*.

KuzSTU *предлагает обучение* at three levels of education:

*Специалитет* – a traditional form of *высшего образования* – 5–6 years of study, upon completion of *which* a *выдаётся диплом специалиста*.

*Степень бакалавра* – *базовый* level of higher education – 4 years of study (correspondence course – 5 years). *Выпускник получает* general fundamental training. *По завершении обучения* a bachelor's diploma *присуждается*.

*Степень магистра* – the next two-year level of study. *По окончании* диплом *магистра* is issued.

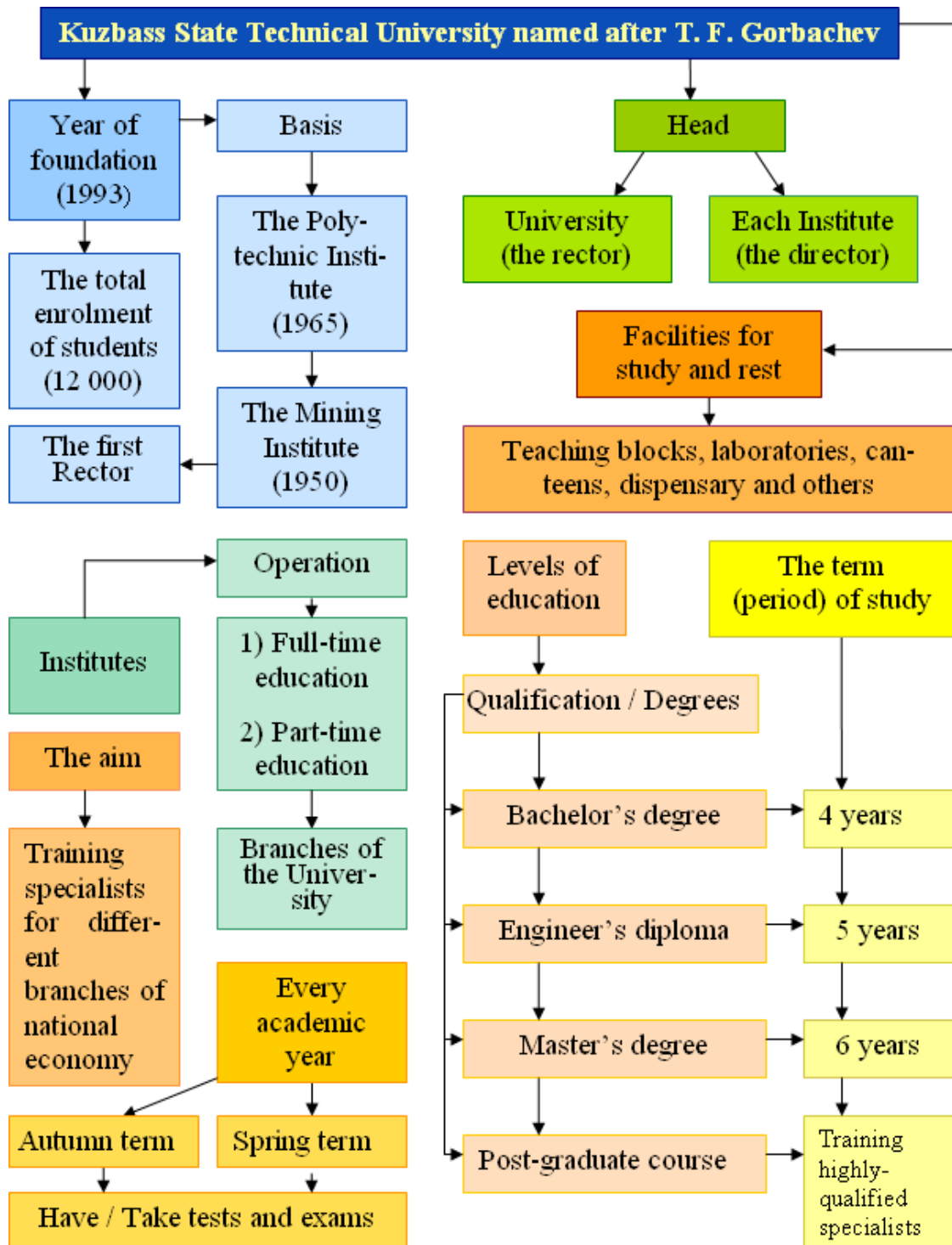
Upon completion of *специалитета* или *магистратуры* *выпускник университета* can continue his/her studies *в аспирантуре*, during which he/she works *над диссертацией*. *После защиты кандидатской* one can continue scientific *research* *для работы над докторской диссертацией*.

Most of the *выпускников* find work *по специальности*. Young specialists with KuzSTU diplomas are truly valued *на рынке труда*, since all students *знакомятся с* future profession in conditions of complete immersion in real production. They *проходят практику*, *делают курсовые и дипломные работы* and scientific research that *have прикладное значение*, are relevant in mines, *разрезах*, *в лабораториях и цехах* of enterprises in the region.

The university has signed cooperation agreements with more than 200 enterprises and organizations in the region and the country.



**Ex. 20: Tell us about information connected with our University.**



**Ex. 21: Make a story about T. F. Gorbachev Kuzbass State Technical University. (Volume is 18-20 sentences.)**

**Ex. 22: Final Project to Unit 7: Make a 5 minutes presentation about T. F. Gorbachev Kuzbass State Technical University.**

## UNIT 8 MY INSTITUTE AND MY FUTURE PROFESSION



**I'm  
majoring  
in ...**



### Ex. 1: Match information to its institute logo. Name the Institute.

1. It is a modern scientific and educational complex. It trains highly qualified mining engineers of various profiles for coal enterprises of the region. The training is combined with scientific work and practical work in production



2. This institute trains engineers with a high level of professional competence for enterprises of electric and thermal power engineering. Graduates work at complex technological facilities of thermal power plants, energy sales and utility companies.



3. This institute trains specialists for chemical enterprises for processing coal, oil and natural gas, production of polymer materials. The modern scientific complex allows conducting research at the world level.



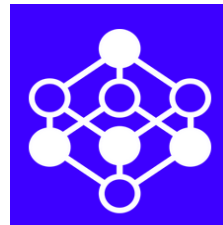
4. This institute produces specialists in the field of industrial and civil construction, road management. Training in the best traditions of the Russian engineering school - strong theoretical training combined with a large volume of practical classes.



5. This institute trains specialists – creators of new technologies, who know how to make and effectively operate modern machines and devices. Graduates work in mechanical engineering and enterprises of the real sector of the economy.



6. This institute provides qualified state and municipal government bodies, enterprises, commercial banks, service and tourism organizations. Future managers and economists acquire here the skills and abilities of effective work, develop creative potential.



7. This institute organizes continuous engineering education through the implementation of secondary vocational education programs on the basis of basic general education with the possibility of obtaining higher education.



**Ex. 2: Answer the following questions.**

- 1) Could you introduce yourself?
- 2) What higher educational institution do you study at?
- 3) What institute do you study at?
- 4) What are you majoring in?
- 5) What kind of degree are you going to get?
- 6) Why have you chosen this specialty?
- 7) Was it your own choice to study this profession?
- 8) What will you be after graduation from the university?
- 9) What subject do you think are most important for your future job?
- 10) What skills do you learn in your university specialty?
- 11) Which subject do you enjoy the most that relates to your future job?
- 12) How can computer skills help you in your future profession?
- 13) What do you like most about your future specialty?
- 14) What kind of jobs can you get after studying your specialty?
- 15) Would you recommend your university specialty to others? Why?

**Ex. 3: Find the institute you are studying at in the list provided and go to this page to complete the assignments.**

- 1) Mining Institute: See Appendix 1: 1.1, p.p. 204-206;
- 2) Construction Institute: See Appendix 1: 1.2, p.p. 207-211;
- 3) Institute of Power Engineering: See Appendix 1: 1.3, p.p. 212-214;
- 4) Institute of Information Technologies, Mechanical Engineering and Motor Transport: See Appendix 1: 1.4, p.p. 215-219;
- 5) Institute of Chemical and Oil and Gas Technologies: See Appendix 1: 1.5, p.p. 220-222;
- 6) Institute of Economics and management: See Appendix 1: 1.6, p.p. 223-225;
- 7) Institute of Professional Education: See Appendix 1: 1.7, p.p. 226-228.

**Ex. 4: Make a story about your future profession. (Volume is 18-20 sentences.)**

**Ex. 5: Final Project to Unit 8: Make a 5 minutes presentation about your Institute.**



## APPENDIX 1

### 1.1. MINING INSTITUTE



**Ex. 1.1.1: Study information about Mining Institute and then make a report what you have known about institute you are studying at.**

Year of Foundation: 9, September, 1950.

Departments: 9

(Department of Mineral Deposit Development;

Department of Open-pit Mining;

Department of Mine Surveying and Geology;

Department of Mineral Processing;

Department of Aerology, Occupational Safety and Environment;

Department of Physical Processes and Construction Geotechnology of  
Subsoil Development;

Department of Mining Machines and Complexes Areas of study  
Bachelor and Specialist Degrees;

Department of Physics;

Department of Physical Education)

Director: Ermakov Aleksandr Nikolaevich

Teaching Staff: 102: 34 doctors of science; 58 candidates of science

Students: more than 1800 full-timers and part-timers.

Research work (including scientific articles, monographs and theses):  
developing and improving equipment and technology for  
coal mining and processing (20 million rubles per year).

Currently, the Mining Institute as part of the university occupies a  
leading position in training engineering personnel for the  
coal industry of Kuzbass and Russia. The region produc-  
es over 230 million tons of coal per year.

*(Taken from: <https://kuzstu.ru/departament/gornii-institut/>)*



**Ex. 1.1.2: Read text “I Am Studying for a Mining Engineer” to answer the following questions.**

**I Am Studying for a Mining Engineer**

Studying to become a mining engineer is an exciting and challenging journey. It involves delving into the world of geology, engineering, and environmental science to extract valuable minerals and resources from the earth safely and efficiently. As a mining engineer, one must understand the geological processes that form mineral deposits, the mechanical systems used in mining operations, and the environmental impacts of mining activities.

Mining engineers are responsible for designing mines, managing mining operations, and ensuring that all activities are conducted with safety and sustainability in mind. This includes assessing the economic viability of mining projects, developing strategies to minimize environmental damage, and implementing technologies that reduce waste and improve resource recovery.

The field of mining engineering is constantly evolving, with advancements in technology and sustainability playing key roles. Modern mining engineers must be adept at using sophisticated software for mine planning and design, as well as understanding the latest environmental regulations and practices.

Throughout their careers, mining engineers often work in diverse environments, from underground mines to open-pit operations, and may travel extensively depending on the location of mining projects. The role requires strong problem-solving skills, the ability to work well in teams, and a commitment to ongoing learning and professional development.

- 1) What subjects does studying to be a mining engineer involve?
- 2) What are some of the key responsibilities of a mining engineer?
- 3) How do mining engineers ensure sustainability in their operations?
- 4) What role does technology play in modern mining engineering?
- 5) What skills are essential for a mining engineer to possess?
- 6) In what types of environments do mining engineers typically work?
- 7) Why is ongoing learning important for mining engineers?
- 8) How do mining engineers assess the economic viability of a mining project?

- 9) What are some of the environmental challenges faced by mining engineers?
- 10) How do mining engineers contribute to reducing waste and improving resource recovery?

**Ex. 1.1.3: Read dialogue and make your own one to act it out.**

Scene: Two friends, Alexei (a student studying mining) and Oleg (a geology major), sit in a university library. Alexei stares at a textbook titled “Rock Mechanics and Mining Systems.”

Alexei: I don’t know how much more of this I can handle. Fluid mechanics, geostatistics, and now this? My brain’s turning into granite.

Oleg: (laughs) Granite? Nice pun. But seriously, why’s it so tough?

Alexei: Mining engineering isn’t just digging holes. We have to design safe mine tunnels, predict rock stability, and optimize extraction methods. Environmental regulations and sustainability are huge now.

Oleg: That makes sense. I’ve seen your notes on ventilation systems and waste management. It’s like a puzzle – how to get resources out without collapsing the mine or poisoning groundwater.

Alexei: Exactly! And it’s not just theory. Last semester, we did a project simulating a coal mine collapse. We had to redesign the support beams using software like AutoCAD and 3D.

Oleg: That sounds intense. Any advice for someone who might want to join the field?

Alexei: First, love math and physics. Second, intern at a mine to see the real-world chaos.

Oleg: (nods) Noted. Maybe I’ll switch majors.

Alexei: (shakes head) Stick with geology. We need people who can map faults and find coal deposits. Teamwork, right?

Oleg: (smiles) Teamwork.

Alexei: Now, if you’ll excuse me, I have to conquer this chapter on subsidence prediction.

Oleg: I’ll let you conquer. But if you need a study break, I’m buying coffee.

Alexei: Deal.

## APPENDIX 1

### 1.2. CONSTRUCTION INSTITUTE



**Ex. 1.2.1: Study information about Construction Institute and then make a report what you have known about institute you are studying at.**

Year of Foundation: 1950, Mine Construction and Electromechanical Faculty;  
1952, Mine Construction Faculty;  
2007, Faculty of Surface and Underground Construction;  
2012, Construction Faculty;  
2013, Construction Institute.

Departments: 7 (3 of them are main ones): Department of Construction Production and Real Estate Expertise; Department of Building Structures, Water Supply and Sewage disposal; Department of Motor Roads and Urban Cadastre.

Director: Pokatilov Andrei Vladimirovich

Research work (scientific articles: 58 in Scopus, 14 in Web of Science; 79 in the list of the Higher Attestation Commission, monographs (15), theses (3) and 134 contractual research projects were carried out with enterprises of the construction complex of Kuzbass): developing and improving concrete and building materials based on waste from local industrial enterprises, seismic resistance and safety of buildings and structures; justification of design parameters of technological roads of coal mines and public roads; use of industrial waste in the road industry of Kuzbass, laying of underground structures, water purification, soil stabilization, development of new and reconstruction of existing building structures.

\* 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

*(Taken from: <https://kuzstu.ru/departament/stroitelnyj-institut/>)*

**Ex. 1.2.2: Read text “I Am Studying for a Building Engineer” to answer the following questions.**

**I Am Studying for a Building Engineer**

As a student pursuing a career in building engineering, I am deeply engaged in understanding the technical, practical, and creative aspects of designing, constructing, and maintaining structures. Building engineers play a critical role in ensuring buildings are safe, sustainable, efficient, and functional, balancing aesthetics with engineering principles. My studies focus on foundational subjects like mathematics, physics, and materials science, alongside specialized courses in structural analysis, HVAC systems, energy efficiency, and construction management.

I am particularly interested in sustainable building practices, such as green architecture and energy-efficient systems, which align with global efforts to reduce environmental impact. Learning about advanced technologies like 3D BIM (Building Information Modeling) and computational design tools has also been transformative, as these tools enable precise planning and collaboration across multidisciplinary teams.

Beyond academics, I recognize the importance of hands-on experience. Internships and projects allow me to apply theoretical knowledge to real-world challenges, such as optimizing building layouts, troubleshooting structural issues, or improving energy consumption. These experiences not only sharpen my problem-solving skills but also foster collaboration with architects, contractors, and clients to deliver projects on time and within budget.

Ultimately, my goal is to contribute to innovative, resilient, and eco-conscious infrastructure that enhances communities while minimizing environmental harm.

- 1) What core subjects form the foundation of a building engineer’s education?
- 2) How do building engineers balance aesthetics with engineering principles in their work?
- 3) What role do sustainable practices like green architecture play in modern building engineering?
- 4) How does BIM enhance collaboration in construction projects?

- 5) What skills or tools are critical for optimizing energy efficiency in buildings?
- 6) Why is hands-on experience, such as internships, important for aspiring building engineers?
- 7) How do building engineers address challenges like structural integrity or material durability?
- 8) What technologies or innovations are shaping the future of sustainable construction?

**Note!**

- HVAC = heating, ventilation and conditioning system – система отопления, вентиляции и кондиционирования воздуха
- 3D BIM = Building Information Modeling – информационное моделирование зданий в 3D

**Ex. 1.2.3: Read dialogue and make your own one to act it out.**

Scene: Alexei (a prospective student) and Lena (a student of building institute)

Alexei: Hi Lena, I heard you're studying building engineering at university. What's it like?

Lena: Hi Alexei! It's really exciting. We learn how to design energy-efficient buildings and study systems like HVAC, acoustics, and structural properties.

Alexei: That sounds fascinating! What kind of projects do you work on?

Lena: We do hands-on projects in labs, like analyzing building materials and simulating energy systems. There's also a lot of teamwork and problem-solving involved.

Alexei: Wow! And what career options do you have after graduating?

Lena: Building engineers can work on sustainable construction, energy systems design, or even specialize in smart buildings. The field is growing fast!

Alexei: Thanks for sharing, Lena. I think I'll apply for the university!

Lena: Go for it, Alexei! It's challenging but very rewarding. Let me know if you need any tips for applying!



**Ex. 1.2.4: Read text “I Am Studying for a Road-Building Engineer” to answer the following questions.**

**I Am Studying for a Road-Building Engineer**

As a student pursuing a career in road-building engineering, I’m immersed in a multidisciplinary field that combines civil engineering, materials science, and environmental planning. My studies focus on designing safe, efficient and sustainable road networks connecting communities while minimizing ecological impact. Key areas of study include:

**Materials Science:** Understanding the properties of asphalt, concrete, and aggregates to optimize durability and cost-effectiveness.

**Geotechnical Engineering:** Analyzing soil mechanics and terrain stability to ensure roads withstand natural forces: earthquakes and floods.

**Traffic Flow Dynamics:** Applying mathematical models to predict traffic patterns and reduce congestion.

**Environmental Impact Assessment:** Balancing construction with habitat preservation and noise pollution mitigation.

**Project Management:** Learning to coordinate teams, manage budgets, and adhere to safety regulations.

Emerging technologies like smart materials, drone-based surveying, and AI-driven traffic simulations are reshaping the field. My goal is to contribute to infrastructure projects that enhance connectivity, safety, and sustainability for future generations.

- 1) What disciplines does road-building engineering combine?
- 2) What materials are commonly studied for road construction?
- 3) Why is geotechnical engineering critical in road design?
- 4) How do engineers assess traffic flow patterns?
- 5) What environmental factors must road-building engineers address?
- 6) What role does project management play in infrastructure development?
- 7) How are emerging technologies like drones used in road engineering?
- 8) Why is sustainability a key focus in modern road-building projects?
- 9) What challenges might arise from balancing construction with environmental preservation?
- 10) How can AI improve traffic management in road networks?

### **Ex. 1.2.5: Read dialogue and make your own one to act it out.**

Scene: Alexei (a prospective student interested in road-building engineering);

Lena (a student studying civil engineering with a specialization in road management)

Alexei: Hi, Lena! I heard you're studying civil engineering at university. Can you tell me more about the road-building engineering specialization?

Lena: Sure, Alexei! It's a fascinating field. My program focuses on designing, constructing, and maintaining roads and highways. It's perfect for people who want to contribute to infrastructure development globally.

Alexei: That sounds interesting! What kind of subjects do you study?

Lena: We cover topics like pavement materials, geometric alignment, drainage system design, and highway safety. There's also project management and environmental impact assessment.

Alexei: Wow! Is there hands-on learning involved?

Lena: Absolutely! We have field trips, lab sessions, and site visits where we apply theories to real-world scenarios. Plus, we work on team projects that simulate actual road-building challenges.

Alexei: What career opportunities are available after graduation?

Lena: Many graduates work as road engineers, project managers, or consultants for government agencies and private companies. Some even join organizations dealing with roads or pursue PhDs.

Alexei: That's inspiring! What skills do you think are essential for succeeding in this field?

Lena: Critical thinking, problem-solving, teamwork, and time management are key. You also need strong communication skills to present your ideas effectively.

Alexei: Thanks for sharing all this information, Lena! I'm seriously considering applying now.

Lena: That's great to hear! If you have more questions or need advice on applications, feel free to ask anytime. Good luck! Best regards your parents.

Alexei: Good luck! Thanks a lot!

## APPENDIX 1

### 1.3. INSTITUTE OF POWER ENGINEERING



**Ex. 1.3.1: Study information about Institute of Power Engineering and then make a report what you have known about institute you are studying at.**

Year of Foundation: 1952, Electromechanical Faculty;  
1957, Mining and Electromechanical Faculty;  
2012, Institute of Power Engineering.

Departments: 4

Department of Power Supply for Mining and Industrial Enterprises;  
Department of Electric Drive and Automation;  
Department of Thermal Power Engineering;  
Department of Mathematics.

Director: Egorov Ivan Sergeevich

Teaching Staff: more than 60 (more than 40 with academic degrees,  
16 people – teaching and support staff)

Students: about 1000 (between them 23 post-graduate students)

Interaction with energy and industrial enterprises in the region:  
LLC “SGK”, “Kuzbassenergo-RES”, JSC “SUEK-Kuzbass”, LLC  
“KESK”, JSC “SKEK”, LLC “Elektromashina”, JSC UK  
“Kuzbassrazrezugol”.

Two youth research laboratories: 1) for catalysis and conversion  
of carbon-containing materials to obtain useful products; 2) for mod-  
ernization, development and reengineering of electronic automation  
devices for enterprises in the fuel and energy complex.

*(Taken from: <https://kuzstu.ru/departament/institut-energetiki/>)*

**Ex. 1.3.2: Read text “I Am Studying for an Electrical Engineer” to answer the following questions.**

**I Am Studying for an Electrical Engineer**

Studying electrical engineering is a dynamic and rewarding journey that combines theoretical knowledge with practical problem-solving. Electrical engineers design, develop, and maintain electrical systems, including power grids, electronic circuits, and communication networks. The field requires a strong foundation in mathematics (calculus, linear algebra) and physics, as these principles govern the behavior of electrical systems.

Key areas of study include electrical circuits, where students learn to analyze resistive circuits, AC / DC systems, and circuit theorems like Kirchhoff's laws. Electronics involves working with semiconductors, amplifiers, and digital logic circuits, while power systems focus on energy transmission, distribution, and renewable energy integration. Control systems teach feedback mechanisms to regulate processes, and communication systems explore signal processing and wireless technologies.

Modern applications span smart grids, IoT devices, robotics, and sustainable energy solutions. Engineers must also consider safety standards, cost efficiency, and ethical implications of their work. Practical skills are honed through lab experiments, simulations (e.g., SPICE software), and projects like designing microcontrollers or optimizing solar panel systems.

**Note!**

- (IoT) = Internet of Things – Интернет вещей: An **IoT** device is a physical object equipped with embedded sensors, software, and other technologies that allow it to connect to the Internet and exchange data with other devices and systems.
- AC/DC = alternating current / direct current – переменного / постоянного тока
- SPICE = Simulation Program with Integrated Circuit Emphasis – программа моделирования с ориентацией на интегральные схемы, программа SPICE

- 1) What core subjects form the foundation of electrical engineering studies?
- 2) Name three key areas of focus in electrical engineering education.
- 3) What is the significance of Kirchhoff's laws in circuit analysis?
- 4) How do electrical engineers contribute to renewable energy integration?
- 5) What role do control systems play in regulating industrial processes?
- 6) What software tools are commonly used for circuit simulations?
- 7) Why is safety a critical consideration in electrical engineering projects?
- 8) How does the study of electronics prepare students for modern technologies like IoT devices?
- 9) What ethical responsibilities do electrical engineers have in their work?
- 10) Describe a practical project that combines circuit design and energy efficiency goals.

**Ex. 1.3.3: Read dialogue and make your own one to act it out.**

Alexei: I don't know how you're not tired yet, Lena. This AC circuits chapter is killing me.

Lena: You're just not seeing the pattern. Think of it like a dance – voltage and current are partners. One leads, the other follows.

Alexei: A dance? You're comparing electrical engineering to ballet?

Lena: Why not? It's all about harmony. Now, let's break down this problem step by step. First, identify the circuit type...

Alexei: Okay, it's a series RLC circuit. Then I apply Kirchhoff's laws...

Lena: Not just Kirchhoff's – use the Phasor method for AC. Remember, impedance is your friend here.

Alexei: Wait, so I convert everything to phasors, solve for current, and then convert back?

Lena: Exactly! Now try it. I'll check your work.

Alexei: Yes! I got it! Thanks, Lena – you're a lifesaver.

Lena: Anytime. Now let's grab coffee. We've got a lab report due tomorrow.

Alexei: Deal. But next time, let's skip the dance metaphors.

Lena: No promises.

Alexei: OK.



## APPENDIX 1

### 1.4. INSTITUTE OF INFORMATION TECHNOLOGIES, MECHANICAL ENGINEERING AND MOTOR TRANSPORT



**Ex. 1.4.1: Study information about Institute of Information Technologies, Mechanical Engineering and Motor Transport to make a report about institute you are studying at.**

Year of Foundation: 1973, Faculty of Mechanical Engineering; 2013, Institute of Information Technology, Mechanical Engineering and Motor Transport.

Departments – 6: Department of Information and Automated Manufacturing Systems; Department of Metal-Cutting Machines and Tools; Department of Mechanical Engineering Technology; Department of Vehicle Operation; Department of Applied Information Technologies; Department of Information Security.

Director: Dubinkin Dmitri Mikhailovich

Students: more than 1,700 students (1,300 – full-timers)

Training: in 9 areas of bachelor's degree training; in 3 areas of specialist's degree training; in 9 areas of master's degree training; in 5 areas of postgraduate training.

Scientific research: 6 scientific and educational centers; 6 research laboratories; 12 educational laboratories, 3 youth scientific communities and 2 students' scientific societies

Research work over the past 5 years: including more than 500 scientific articles; 50 patents for inventions, utility models, certificates for computer programs and other intellectual property objects; 10 monographs; 6 grants.

*(Taken from: <https://kuzstu.ru/departament/institut-informatsionnikh-tekhnologii-mashinostroeniya-i-avtotransporta/>)*

**Ex. 1.4.2: Read text “I Am Studying for a Mechanical Engineer” to answer the following questions.**

**I Am Studying for a Mechanical Engineer**

Mechanical engineering is a dynamic field that combines physics, mathematics, and materials science to design, build, and optimize mechanical systems. As a student pursuing this discipline, I am immersed in foundational courses like thermodynamics, mechanics of materials, and fluid dynamics. My curriculum emphasizes both theoretical knowledge and practical skills, such as CAD software proficiency (e.g., SolidWorks or AutoCAD) and hands-on projects like prototyping mechanical devices.

Mechanical engineers play critical roles in industries ranging from automotive and aerospace to renewable energy and robotics. For example, they might design more efficient engines, develop sustainable manufacturing processes or innovate technical devices. The field demands problem-solving creativity, attention to detail, and adaptability to emerging technologies like AI-driven simulations or additive manufacturing.

Beyond academics, I engage in internships and collaborative projects to apply classroom concepts to real-world challenges. Networking with professionals and staying updated on industry trends – such as advancements in electric vehicles or smart factories – are also key to career success. Ultimately, my goal is to contribute to innovations that enhance safety, efficiency, and sustainability in mechanical systems.

- 1) What core subjects form the foundation of mechanical engineering studies?
- 2) How do mechanical engineers contribute to sustainable energy solutions?
- 3) What software tools are commonly used for mechanical design and prototyping?
- 4) Which industries heavily rely on mechanical engineers for innovation?
- 5) How do internships and collaborative projects enhance mechanical engineering education?
- 6) What role does problem-solving play in a mechanical engineer’s daily work?

- 7) How does emerging technology like AI impact mechanical engineering practices?
- 8) Why is networking important for aspiring mechanical engineers?
- 9) What are some key challenges mechanical engineers might face in their careers?
- 10) How can mechanical engineers balance efficiency with sustainability in their designs?

**Ex. 1.4.3: Read dialogue and make your own one to act it out.**

Alexei: I'm stuck on this thermodynamics project. How do you even design a heat exchanger from scratch?

Lena: Wait, you're building actual machines? In my classes, we just code simulations.

Alex: Yeah! Mechanical engineers need hands-on skills. We study everything from fluid dynamics to materials science. But it's not all wrenches and gears – there's math behind every design.

Lena: Like... calculus for stress analysis? I've heard that's brutal.

Alexei: Brutal, but rewarding. Last semester, we optimized a robotic arm's motion using differential equations. It's cool seeing equations turn into moving parts.

Lena: Do you ever get to work on big projects? Like, cars?

Alexei: Absolutely! My team's designing a solar-powered car for a competition. We're tweaking the suspension system right now. It's a mix of creativity and precision.

Lena: I'll stick to coding, but I admire how you guys turn abstract ideas into physical solutions.

Alexei: And I'll stick to not crashing robots. But hey, want to help me test this prototype? You can be my quality-control expert!

Lena: Deal – if you promise not to blame me when it breaks.

Alexei: See this? It's a gear we machined in the lab. Every groove and angle matters. That's what I love – engineering isn't just theory; it's problem-solving with real-world impact.

Lena: You're making me rethink my career choices...

Alexei: It's tough, but every challenge makes you better. Want to join me for a study session? I'll teach you how to calculate torque.

Lena: Only if you promise to explain it in memes.

Alexei: Deal!

**Ex. 1.4.4: Read text “I Am Studying for a Programming Engineer” to answer the following questions.**

**I Am Studying for a Programming Engineer**

Studying to become a programming engineer combines technical expertise with problem-solving creativity. This field requires mastering programming languages like Python, Java, or C++, alongside understanding software development methodologies such as Agile or Scrum. Students learn to design algorithms, debug code, and collaborate on projects, often using tools for version control.

Programming engineers also explore specialized domains like web development (HTML / CSS, JavaScript), mobile app design (Swift), or data science (SQL, machine learning). They must stay updated with industry trends, such as cloud computing (AWS, Azure) or cybersecurity, and practice through real-world projects or coding challenges on platforms like LeetCode or HackerRank.

Ethical considerations, like ensuring privacy in data handling or accessibility in software, are increasingly important. Many aspiring engineers pursue certifications (e.g., AWS Certified Developer) or internships to gain practical experience. The field demands continuous learning, as technologies evolve rapidly, but offers opportunities to innovate and solve global challenges through technology.

- 1) What programming languages are commonly studied by aspiring programming engineers?
- 2) How do software development methodologies like Agile influence the work of programming engineers?
- 3) What tools do engineers use for version control during collaborative projects?
- 4) What specialized domains might a programming engineer explore beyond general coding?
- 5) Why is staying updated with industry trends like cloud computing important for programming engineers?
- 6) How do platforms like LeetCode or HackerRank help students prepare for real-world challenges?
- 7) What ethical considerations should programming engineers prioritize when handling user data?

- 8) Why are certifications (e.g., AWS Certified Developer) valuable for career advancement?
- 9) How does continuous learning impact the long-term success of programming engineers?
- 10) What role do internships play in bridging theoretical knowledge with practical experience?

**Ex. 1.4.5: Read dialogue and make your own one to act it out.**

Alexei: I don't get why we need to learn C++ for embedded systems. Can't we just use Python?

Lena: You think Python can handle real-time control for a robot's motor? C++ gives you direct hardware access. Trust me, it's worth the struggle.

Alexei: But isn't that what embedded engineers do? I'm aiming for software roles – apps, web developing.

Lena: True, but knowing both worlds makes you versatile. My electrical engineer professor says the best programmers understand the hardware they're coding for. Plus, IoT projects need both.

Alexei: Fair point. So, what's your study plan? I'm drowning in algorithms and operating system theory.

Lena: Break it down: Core Skills: Master C/C++ for low-level tasks. Projects: Build a simple microcontroller project – like a sensor reader. Certifications: Look into AWS or Azure for cloud integration. Networking: Join hackathons or robotics clubs.

Alexei: Hackathons? I've only done coding challenges online.

Lena: Exactly why you should! Real-world collaboration beats solo coding. Plus, recruiters love seeing projects with hardware-software integration.

Alexei: Alright, you've convinced me. Let's team up for that IoT project next semester.

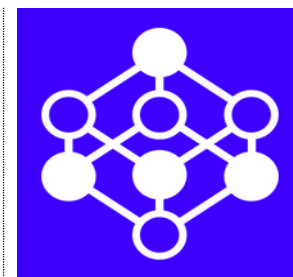
Lena: Deal. Now, let's debug this code before the deadline.

**Note!** AWS = Amazon Web Services (is the world's most comprehensive and broadly adopted cloud, with more than 240 fully featured services. Millions of customers – including the fastest-growing startups, largest enterprises, and leading government agencies – are using AWS to lower costs, increase security, become more agile, and innovate faster.



## APPENDIX 1

### 1.5. INSTITUTE OF CHEMICAL AND OIL AND GAS TECHNOLOGIES



**Ex. 1.5.1: Study information about Institute of Chemical and Oil and Gas Technologies and then make a report what you have known about institute you are studying at.**

Year of Foundation: 1959, Chemical Faculty; 1973, Chemical-Technological Faculty; 2012, Institute of Chemical and Oil and Gas Technologies.

Departments – 5: Department of Chemistry, Technology of Inorganic Substances and Nanomaterials; Department of Energy-Saving Processes in Chemical and Oil and Gas Technologies; Department of Chemical Technology of Solid Fuels; Department of Technology of Plastics, Organic Substances and Petrochemistry; Foreign Languages Department.

Director: Tikhonov Viktor Vladimirovich

Teaching Staff: 47 teachers, 6 professors, doctors of science, and 34 candidates of science, (PhD of 85%. at the institute). 9000 graduates.

Scientific research: in the last 5 years more than 20 patents; more than 20 textbooks; more than 300 scientific articles of which more than 100 were indexed in the Web of Science and Scopus. An International Chemical Laboratory named after Honorary Professor Tatyana Grigoryevna Cherkasova has been opened at Kunming University (PRC). Developing international relations of the Institute (4 Chinese post-graduates).

*(Taken from: <https://kuzstu.ru/departament/institut-himicheskikh-i-neftegazovykh-tekhnologiy/>)*

**Ex. 1.5.2: Read text “I Am Studying for a Chemical Engineer” to answer the following questions.**

**I Am Studying for a Chemical Engineer**

Chemical engineering is a dynamic field that combines principles from chemistry, physics, and mathematics to design, develop, and optimize processes for transforming raw materials into products. As a student pursuing this discipline, I am immersed in coursework that spans thermodynamics, reaction engineering, mass and energy balances, and process control. These subjects form the foundation for understanding how to scale laboratory experiments into industrial-scale operations, ensuring efficiency, safety, and sustainability.

Beyond academics, I engage in hands-on projects like simulating plant operations using software tools (e.g., ASPEN Plus) and analyzing data from experiments. These activities help me grasp real-world challenges, such as minimizing waste, optimizing energy use, and adhering to environmental regulations. Internships and collaborative research with peers further deepen my understanding of industry practices, from refining petroleum and deep processing of coal to developing chemical products.

The field's emphasis on innovation excites me, as chemical engineers address global issues like climate change through advancements in renewable energy, carbon capture, and green chemistry. Balancing theoretical knowledge with practical problem-solving skills is critical, and I strive to stay updated on emerging technologies, such as nanotechnology and bioengineering, which are reshaping traditional processes.

Ultimately, my goal is to contribute to sustainable solutions that benefit society while ensuring economic viability – a hallmark of chemical engineering.

- 1) What core subjects form the foundation of chemical engineering education?
- 2) How do chemical engineers use software tools like ASPEN Plus in their work?
- 3) What are some key real-world challenges addressed by chemical engineers?

- 4) How do internships and collaborative research benefit students in this field?
- 5) What role do chemical engineers play in addressing climate change?
- 6) Why is balancing theoretical knowledge with practical skills important for chemical engineers?
- 7) What emerging technologies are reshaping traditional chemical engineering processes?
- 8) How do chemical engineers ensure industrial processes are both sustainable and economically viable?
- 9) What types of industries rely heavily on chemical engineers (e.g., pharmaceuticals, energy)?
- 10) Why is minimizing waste and optimizing energy use critical in chemical engineering?

**Ex. 1.5.3: Read dialogue and make your own one to act it out.**

Lena: Alexei, you're always buried in textbooks. What's it like studying chemical engineering?

Alexei: It's like solving puzzles with science. We learn how to turn raw materials into products – like turning oil into plastic or designing cleaner energy systems. It's all about chemistry, math, and engineering principles.

Lena: That sounds intense. Do you ever get overwhelmed?

Alexei: Definitely. But it's worth it. Last semester, we designed a lab experiment to optimize a reaction for making biofuels. Seeing theory become real-world solutions is amazing.

Lena: Biofuels? That's cool. How does it connect to sustainability?

Alexei: Exactly! Chemical engineers focus on efficiency and safety. We ask: How can we reduce waste? Use renewable resources? It's not just about formulas – it's about making the world better.

Lena: I never thought about it that way. Do you have advice for someone curious about the field?

Alexei: Start with chemistry and math basics. Join clubs or internships to see projects in action. And don't be afraid to ask questions.

Lena: You've inspired me to take a chemistry elective. Thanks for the chat!

Alexei: Anytime! Now, back to my thermodynamics notes...

## APPENDIX 1

### 1.6. INSTITUTE OF ECONOMICS AND MANAGEMENT



**Ex. 1.6.1: Study information about Institute of Economics and Management and then make a report what you have known about institute you are studying at.**

Year of Foundation: 1968, Engineering and Economics Faculty; 2011, Faculty of Information Technology and Management; 2012, Institute of Economics and Management.

Departments – 4: Department of Production Management;  
Department of Finance and Credit;  
Department of Economics;  
Department of State and Municipal Administration.

Director: Kudrevatikh Natalia Vladimirovna

Teaching Staff: candidates and doctors of science, professors, academicians and corresponding members of Public Academies of Sciences.

Training: both in bachelor's degree programs and in master's degree programs.

Scientific research: more than 3,000 scientific articles, including those posted in the international scientometric databases Scopus and Web of Science, 19 objects of intellectual property have been registered, more than 250 textbooks and teaching aids, 85 monographs have been prepared, 36 of which have been published in external publications.

*(Taken from: <https://kuzstu.ru/departament/institut-ekonomiki-i-upravleniya/>)*

**Ex. 1.6.2: Read text “I Am Studying for an Economist” to answer the following questions.**

**I Am Studying for an Economist**

As an aspiring Economist, I am immersed in a multidisciplinary field that bridges economics, engineering, and management. My studies focus on optimizing systems, resources, and processes to achieve economic efficiency while balancing technical feasibility. This involves analyzing market dynamics, cost-benefit ratios, and risk assessments to design solutions for industries ranging from energy to manufacturing.

Key areas of my curriculum include:

**Economic Modeling:** Building mathematical frameworks to predict market trends, inflation, and supply-demand imbalances.

**Engineering Economics:** Evaluating long-term profitability of projects through discounted cash flow analysis and break-even calculations.

**Operational Research:** Using linear programming and simulation tools to solve complex logistical or production challenges.

**Sustainability Integration:** Assessing how environmental policies and renewable energy adoption impact economic outcomes.

**Data Analysis:** Leveraging statistical software (e.g., Python, Excel) to interpret large datasets and forecast economic indicators.

My goal is to apply these skills to real-world challenges, such as streamlining supply chains, reducing operational costs, or advising policymakers on infrastructure investments. The field demands continuous learning, as global economic shifts, technological advancements, and climate change create

- 1) What disciplines does Economics Study combine, and why is this integration important?
- 2) How does economic modeling help predict market trends or inflation?
- 3) What is the purpose of discounted cash flow analysis in engineering economics?
- 4) How do sustainability policies influence economic outcomes in industries like energy?
- 5) How does an Economist use data analysis tools like Python or Excel?



- 6) What are some real-world applications of Economic Engineering in supply chain optimization?
- 7) How do global economic shifts impact the work of an Economic Engineer?
- 8) What is the significance of break-even calculations in evaluating project profitability?
- 9) How does climate change create new challenges and opportunities for Economic Engineers?

**Ex. 1.6.3: Read dialogue and make your own one to act it out.**

Alexei: Hey, Lena! How's it going? I haven't seen you in a while. What have you been up to?

Lena: Hi, Alexei! I've been good, just really busy with my studies. I'm currently studying to become an Economic Engineer.

Alexei: Economic Engineer? That sounds interesting! What exactly does that involve?

Lena: It's a mix of economics and engineering. I learn how to apply engineering principles to solve economic problems, like optimizing resources, analyzing costs, or improving efficiency in industries.

Alexei: Wow, that sounds pretty challenging but also really useful. What kind of courses are you taking?

Lena: Right now, I'm taking classes in microeconomics, macroeconomics, statistical analysis, and engineering design. I'm also learning about project management and financial modeling.

Alexei: That's a lot! Do you enjoy it?

Lena: I do! It's tough, but I love how it combines technical skills with strategic thinking. Plus, it opens up a lot of career opportunities in fields like energy, manufacturing, and even consulting.

Alexei: That's awesome. Do you have any idea what you want to do after you graduate?

Lena: I'm still figuring it out, but I'm leaning toward working in renewable energy. I think it's an exciting field where I can make a real impact.

Alexei: That's a great choice. I can totally see you doing something meaningful like that. Good luck with your studies!

Lena: Thanks, Alex! I'll need it.

## APPENDIX 1

### 1.7. INSTITUTE OF PROFESSIONAL EDUCATION



**Ex. 1.7.1: Study information about Institute of Professional Education and then make a report what you have known about institute you are studying at.**

Year of Foundation: 29/01/2018

Departments – 2: Department of Theory and Methodology of Professional Education; Department of Computer Science and Information Systems.

Director: Syanova Tatyana Yurievna

The aim of the IPE is to ensure high quality training of qualified mid-level specialists on the basis of joint educational activities. The main objectives of the IPE are: ensuring the intellectual, cultural and professional development of students; meeting the needs of the individual in deepening and expanding education; meeting the needs of society in mid-level specialists; developing students' civic position, developing responsibility, independence and creative activity; preserving and enhancing the moral and cultural values of society.

Studying at the Institute of Professional Education, students have the opportunity not only to receive a decent education and become a sought-after specialist, but also to develop in science, creativity and sports. The Institute regularly hosts various events that involve students in interesting extracurricular life. Students of the Institute of Professional Education take an active part and win prizes in regional, all-Russian competitions, scientific and practical conferences, sports competitions.

*(Taken from: <https://kuzstu.ru/departament/institut-professionalnogo-obrazovaniya-ipo/>)*

**Ex. 1.7.2: Read text “I Am Studying at the Institute of Professional Education” to answer the following questions.**

**I Am Studying at the Institute of Professional Education**

Professional education plays a vital role in shaping skilled professionals who are ready to contribute to various industries. I am currently studying at the Institute of Professional Education, where I am gaining practical knowledge and hands-on experience in my chosen field. This form of education focuses on equipping students with the specific skills and competencies needed to excel in their careers. Unlike traditional academic programs, vocational education emphasizes real-world applications, preparing students to meet the demands of the job market. My journey at the institute has been enriching, as I learn from experienced instructors and collaborate with peers who share similar career aspirations. This experience is helping me build a strong foundation for my future professional endeavors.

- 1) What is the main focus of vocational education?
- 2) Where is the author currently studying?
- 3) How does vocational education differ from traditional academic programs?
- 4) What kind of knowledge is the author gaining at the institute?
- 5) Why is professional education important for the job market?
- 6) Who teaches the author at the Institute of Professional Education?
- 7) What does the author find enriching about their experience?
- 8) How does professional education prepare students for their careers?
- 9) What role do peers play in the author’s educational journey?
- 10) How is the author building a foundation for their future?

**Ex. 1.7.3: Read dialogues and make your own ones to act them out.**

**Dialogue 1:**

A: Hey, what are you up to these days?

B: I’m studying at an institute of professional education.

A: Oh, that’s great! What are you studying?

B: I’m focusing on (insert field, e.g., IT, chemistry, car service, etc.)

A: How's it going so far?

B: It's challenging but really interesting. I'm learning a lot of practical skills.

A: That's awesome. Do you enjoy it?

B: Yes, I do. It's preparing me well for my future career.

A: How long is your program?

B: It's a [insert duration, e.g., two-year] program.

A: Good luck with your studies!

B: Thanks! I'll do my best.

## Dialogue 2:

Alexei: Hey, Maria! How's it going? I heard you're studying somewhere new. What's that about?

Maria: Hi, Alexei! Yeah, I'm studying at an institute of professional education now. It's been really interesting!

Alexei: Great! What's that like? Is it different from a regular university?

Maria: It's pretty different. It's more focused on practical skills and job training. I'm learning things that directly apply to the career.

Alexei: That sounds awesome! What are you studying there?

Maria: I'm studying graphic design. We work on real projects, like creating logos and designing websites. It's hands-on, which I love.

Alexei: That's so cool! Do you feel like you're learning more than you would in a traditional program?

Maria: Sure. The classes are smaller, and the instructors have industry experience. Plus, we get to use professional tools and software.

Alexei: That sounds like a great way to prepare for a job. How long is the program?

Maria: It's a four-year course. At the end, I'll have a diploma and a portfolio of work to show potential employers.

Alexei: That's fantastic! I'm really happy for you. It sounds like a great fit for your goals.

Maria: Thanks, Alexei! I'm really excited about it. It's challenging, but I feel like I'm growing a lot.

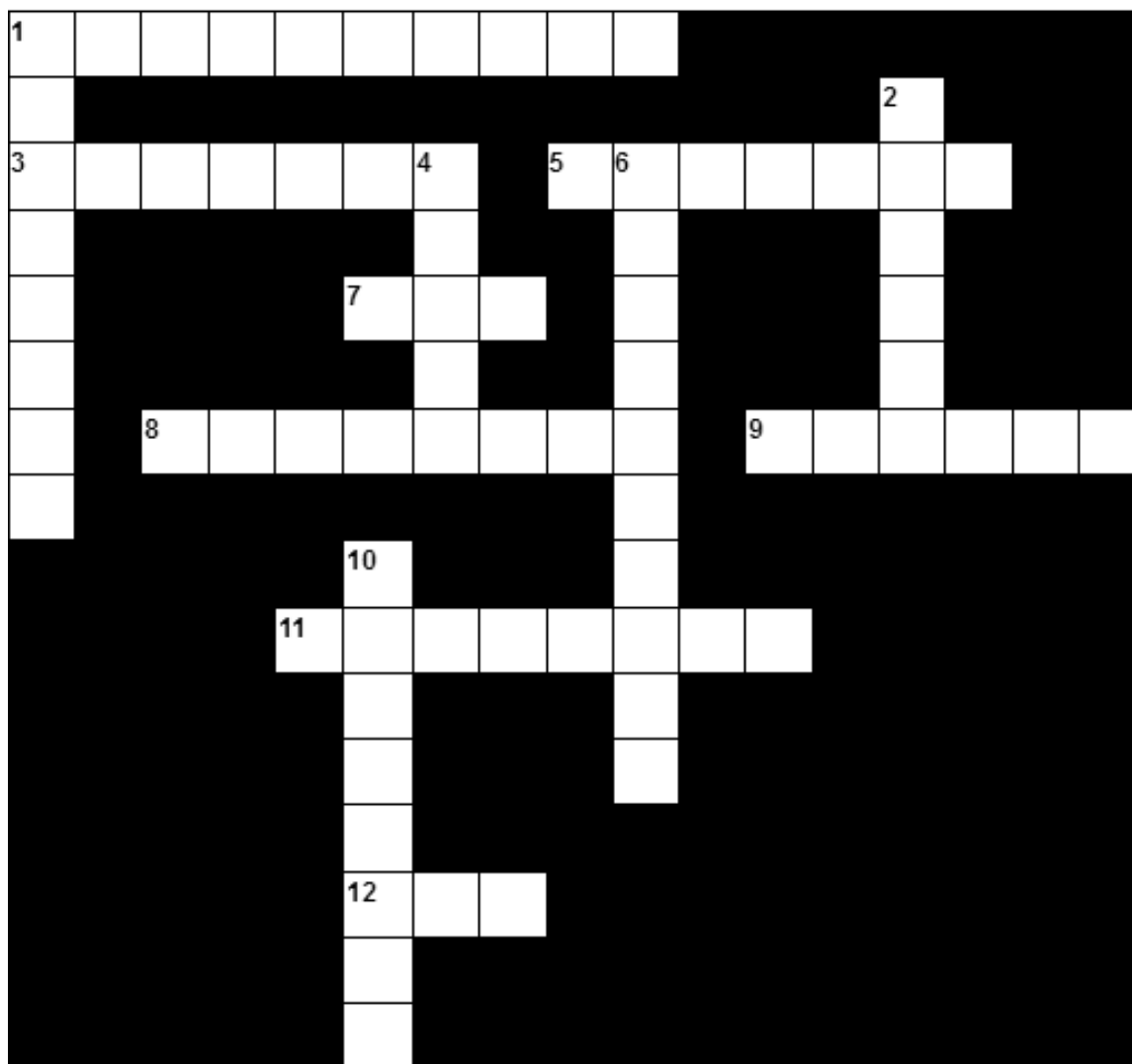
Alexei: That's what matters. Keep up the great work, and let me know if you need help with anything!

Maria: Will do! Thanks for the support!

## APPENDIX 2

### Vocabulary Crossword-Tests to Units 1-6

#### Vocabulary Crossword-Test 1. (Unit 1: Ex. 2, Page 7)

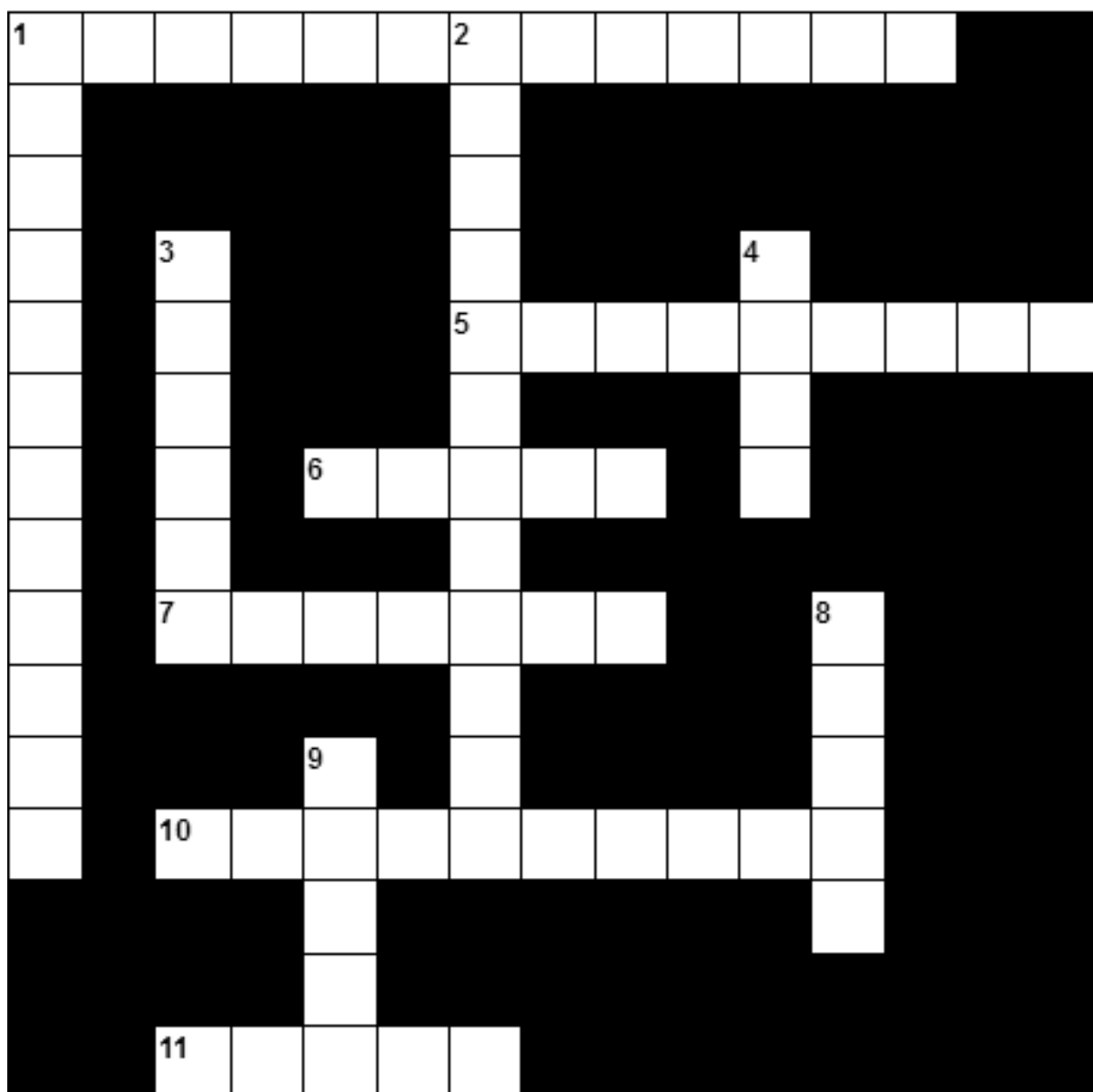


**Across:** 1) руководитель; 3) прощание, расставание; 5) коридор, прихожая (Ам.); 7) Привет!; 8) приветствие; 9) вежливый, любезный, учтивый; 11) А ты как? / А у тебя как дела?; 12) ребёнок (разг.)

**Down:** 1) начальник, высший; вышестоящий, старший; 2) неофициальный; 4) приветствовать; здороваться; 6) домашнее задание (Ам.); 10) товарищ по работе



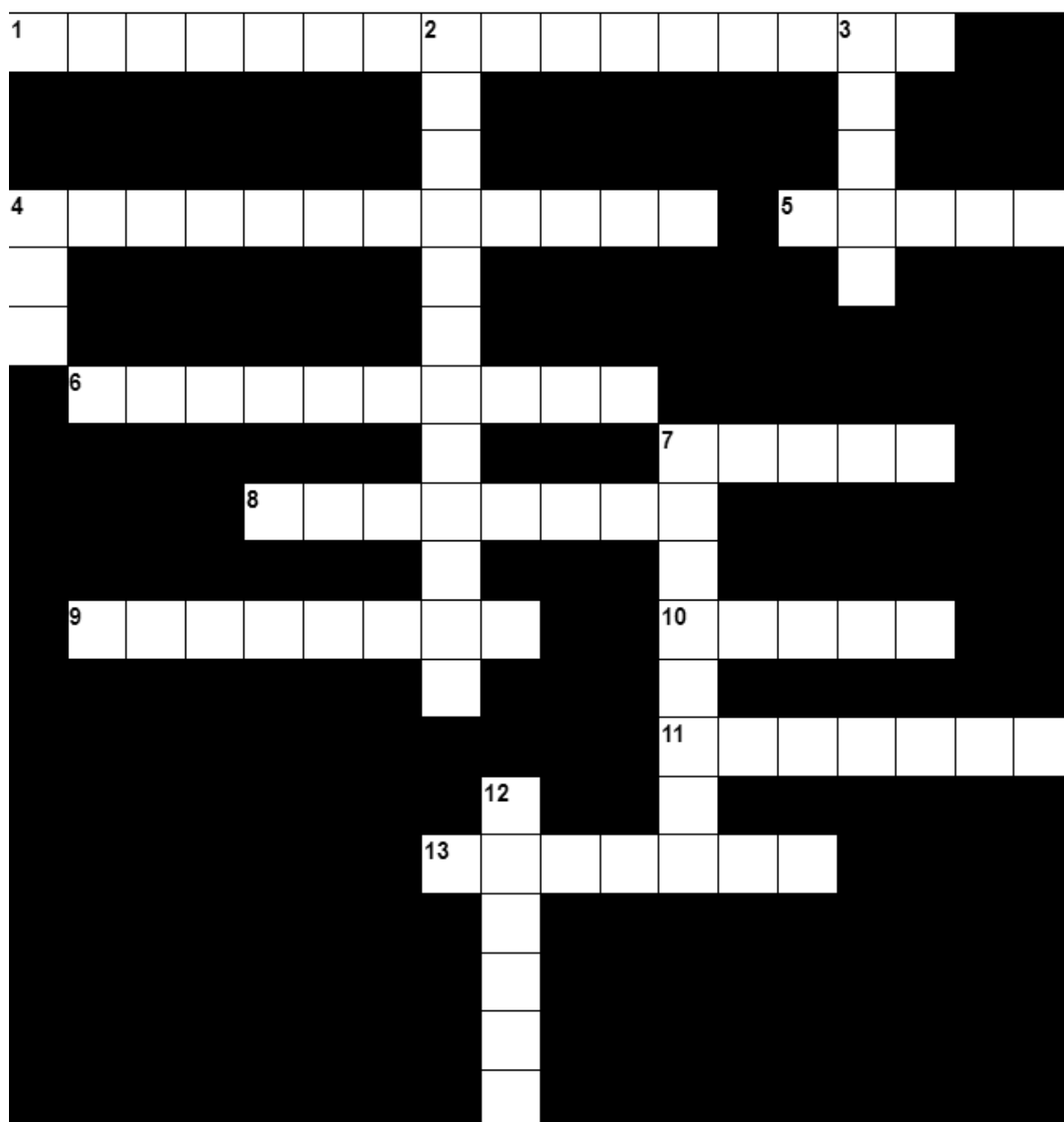
## Vocabulary Crossword-Test 2. (Unit 2: Ex. 2, Page 19)



**Across:** 1) незаменимый; 5) прелести, красоты; 6) воображать, представлять себе; 7) обнимать; 10) осуществлять переписку, переписываться; 11) щипать, ущипнуть

**Down:** 1) собеседник; 2) знакомство; 3) щекотать; 4) живой, практический; 8) дружище, приятель, товарищ; 9) смотреть неодобрительно; хмурить брови

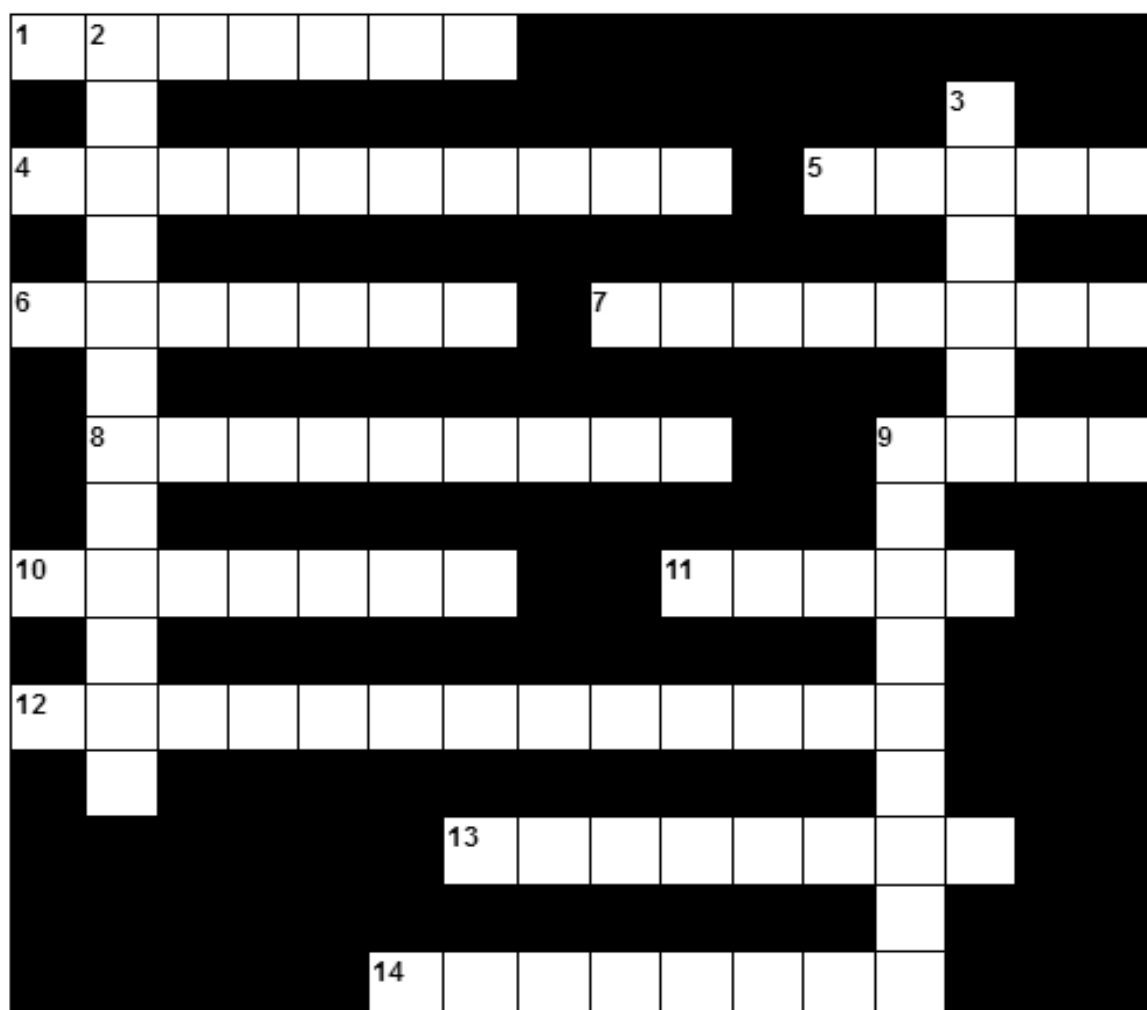
### Vocabulary Crossword-Test 3. (Unit 2: Ex. 7, Page 22)



**Across:** 1) не любящий спорить; 4) район; 5) очередь; 6) контакт, связь, взаимоотношения; 7) иметь отношение к чему-л., относиться, касаться; 8) грубый, невежливый, нелюбезный, неучтивый; 9) необязательный; 10) локоть; 11) неудобный; затруднительный, неловкий; 13) плотно, сжато

**Down:** 2) развлекательный; 3) спорить, препираться, ссориться; 4) кивнуть головой; 7) относящийся к; 12) крепко

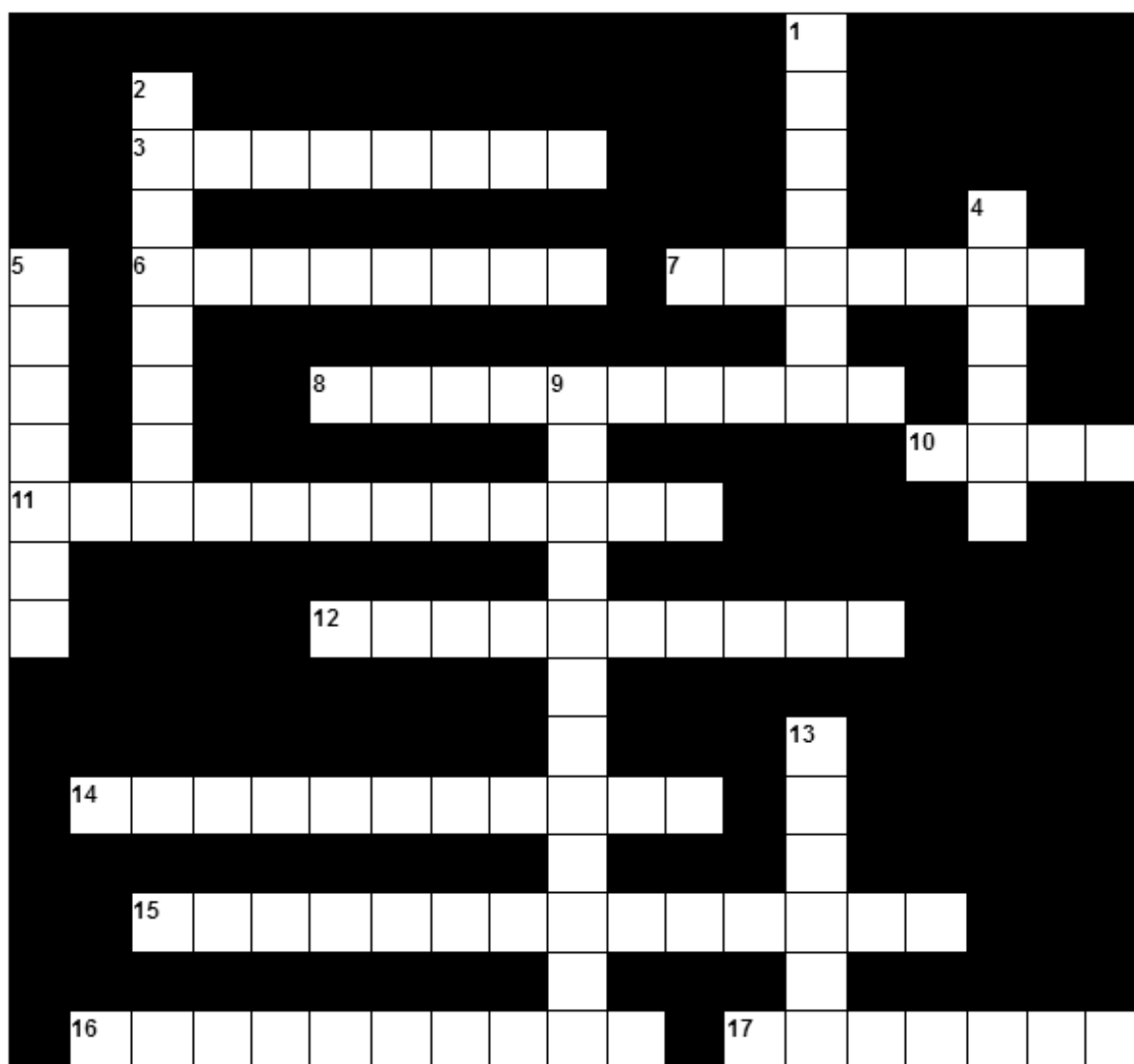
## Vocabulary Crossword-Test 4. (Unit 2: Ex. 32, Page 42)



**Across:** 1) университет (небольшой, специальный вуз; факультет университета; 4) определённо, точно; 5) (единый) курс (обучения) лекций; занятие; 6) потрясающий, фантастический; 7) колебаться; сомневаться, не решаться; 8) великолепный, роскошный; 9) ровесник, сверстник; равный (по положению, способностям); 10) удивительный, поразительный; 11) дисциплина, специализация (Ам.); 12) информированный. умный; 13) аналогично; 14) переходить, переводиться

**Down:** 2) невероятно, чрезвычайно; 3) управлять, уметь обращаться; 9) преподаватель

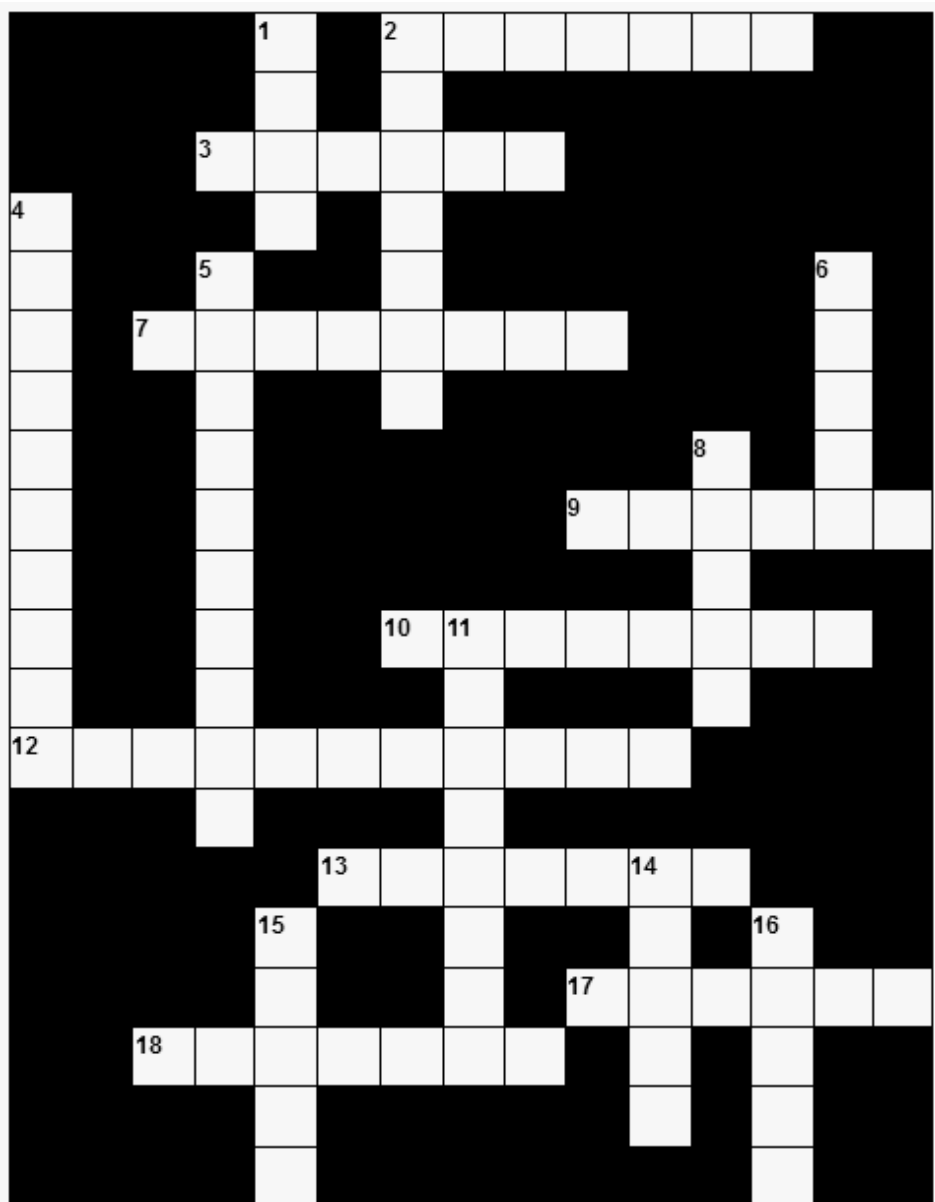
## Vocabulary Crossword-Test 5. (Unit 3: Ex. 2, Page 51)



**Across:** 3) предок; 6) родственник; 7) унифицированный, общепринятый; 8) мачеха; 10) основа (слова); 11) падчерица; 12) потомок; 14) различать, проводить различия между; 15) деверь, шурин; 16) зять; 17) наследовать

**Down:** 1) приобретать; 2) брак, супружество, замужество, женитьба; 4) обозначать; 5) пасынок; 9) свекровь, теща; 13) родные брат или сестра

## Vocabulary Crossword-Test 6. (Unit 4: Ex. 2, Page 72)

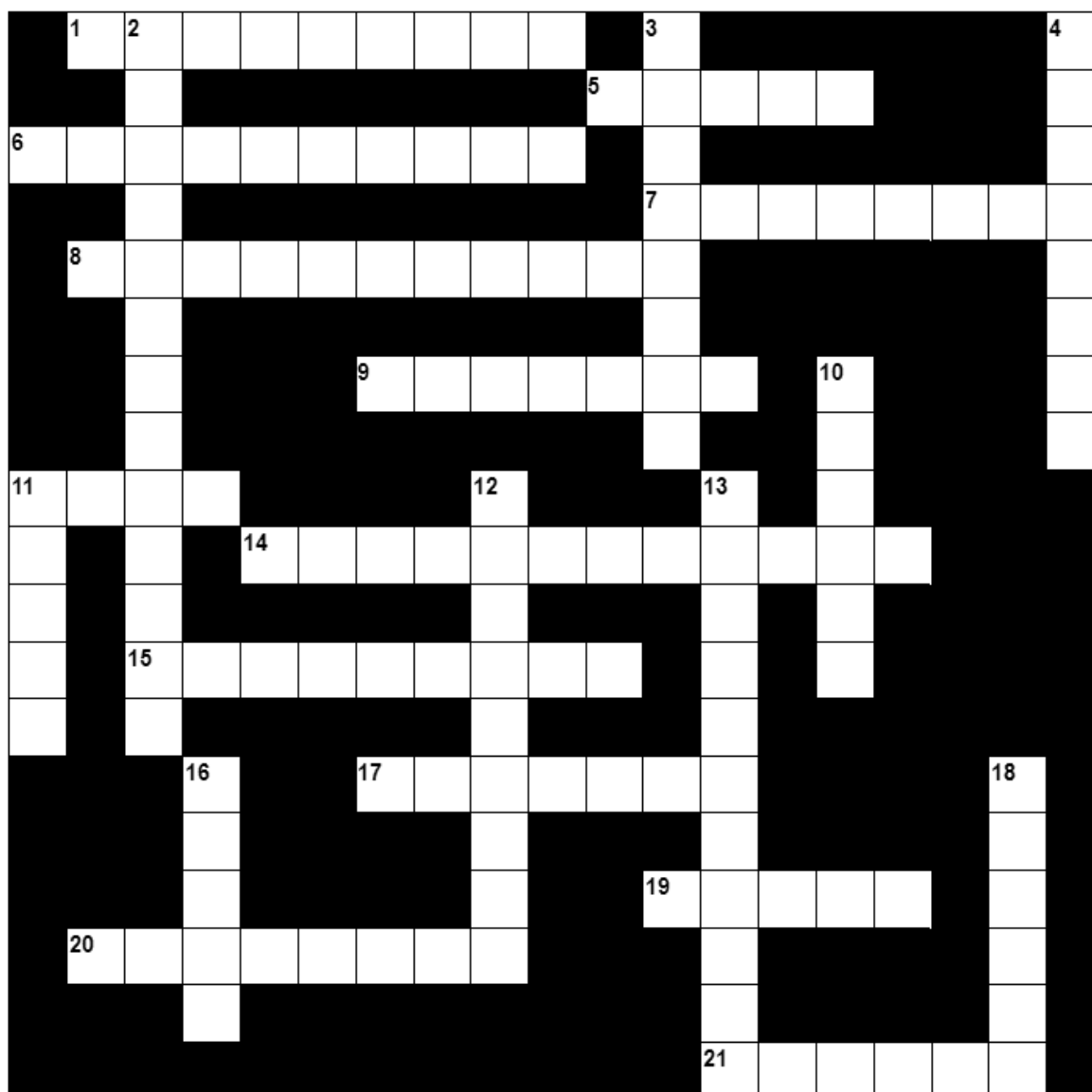


**Across:** 2) веснушка; 3) проказничать, резвиться, 7) младший ребёнок в семье; 9) племянник; 10) очаровательный, 12) опытный, квалифицированный; 13) уважать; 17) выйти на пенсию; 18) вдовец

**Down:** 1) похоронить; 2) выполнять, делать, исполнять; 4) разумный, справедливый; 5) всеми любимый; 6) обожать; 8) баловать кого-л.; 11) красивый, статный (о мужчине); 14) щека; 15) вдова; 16) племянница



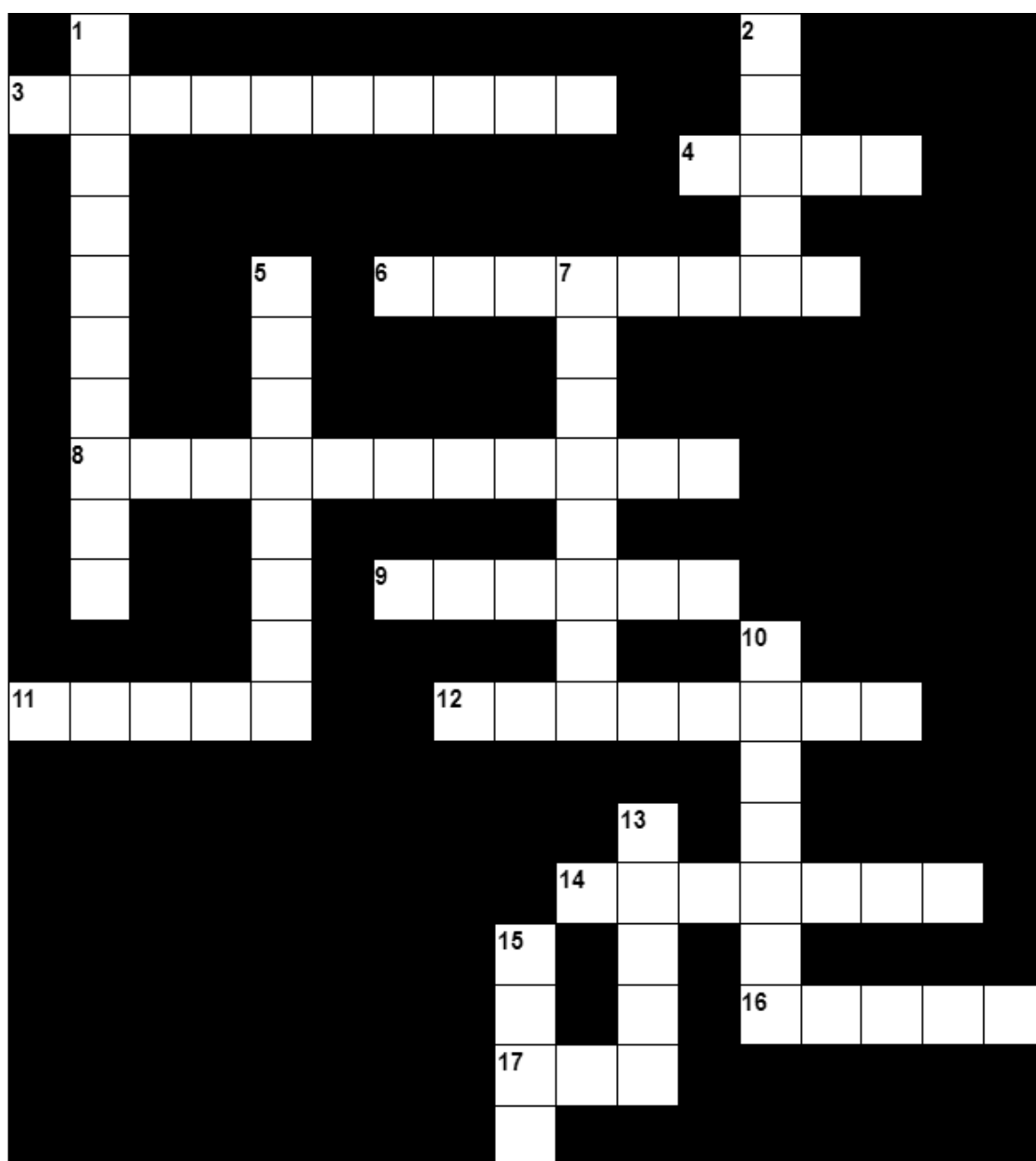
## Vocabulary Crossword-Test 7. (Unit 4: Ex. 8, Page 80)



**Across:** 1) разговорчивый; 5) благородный; 6) отзывчивый; 7) общительный; 8) безразличный, равнодушный; 9) завистливый; 11) справедливый; 14) легкомысленный; 15) деловой, опытный, знающий своё дело; 17) терпеливый; 19) глупый; 20) аккуратный; 21) строгий

**Down:** 2) рассеянный; 3) хвастливый; 4) щедрый; 10) жадный; 11) суетливый; 12) внимательный, заботливый; 13) трудолюбивый; 16) находчивый; 18) скромный

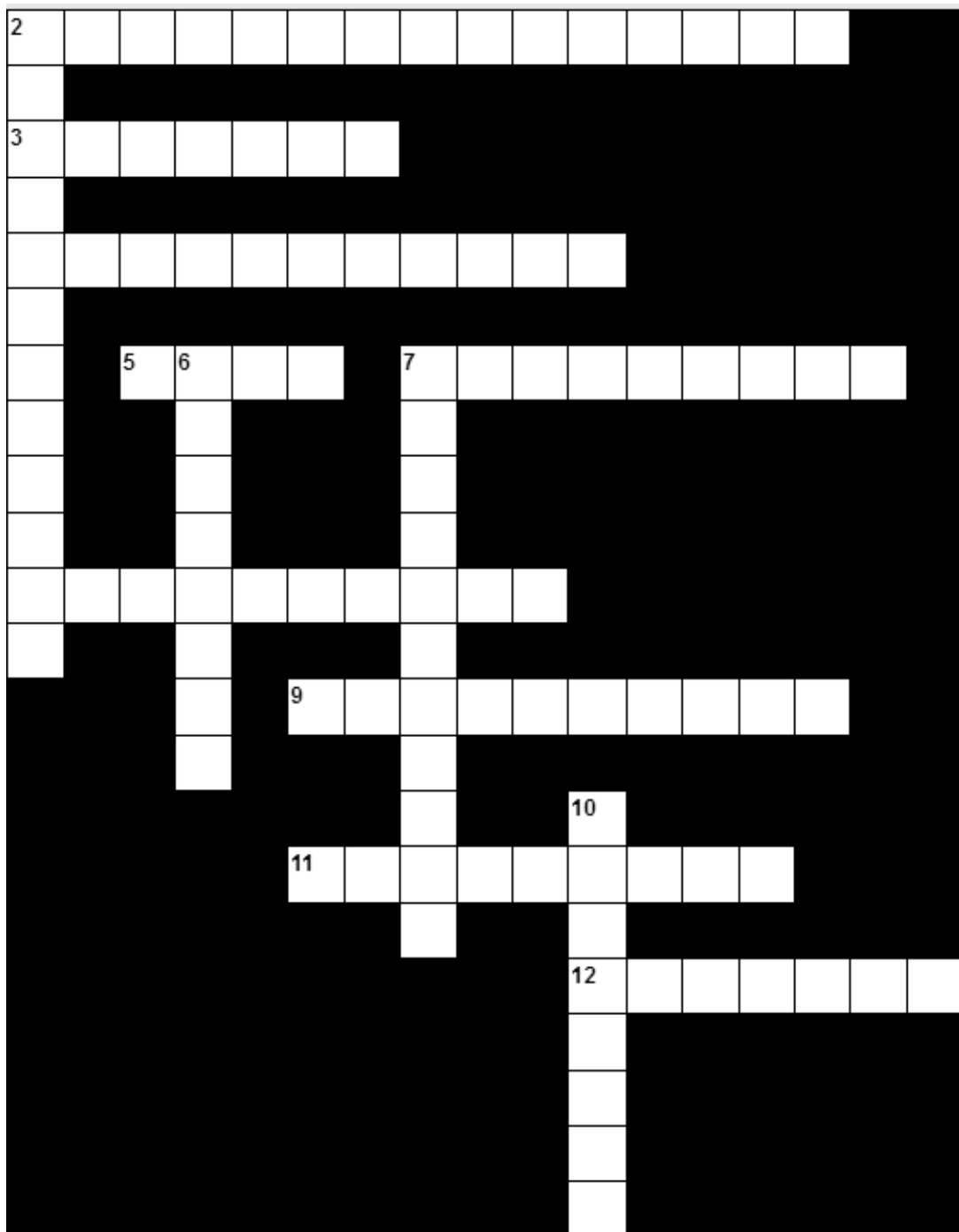
## Vocabulary Crossword-Test 8. (Unit 4: Ex. 13, Page 83)



**Across:** 3) капризный, непостоянный; 4) ленивый; 6) образованный; 8) умный, разумный, неглупый, смыслённый; 9) радостный; 11) сумасшедший; 12) прилежный; 14) эгоистичный; 16) везучий; 17) робкий

**Down:** 1) компанейский; 2) смелый; 5) дружелюбный; 7) весёлый; 10) готовый помочь; 13) весёлый, забавный, радостный; 15) мудрый

## Vocabulary Crossword-Test 9. (Unit 4: Ex. 31, Page 100)



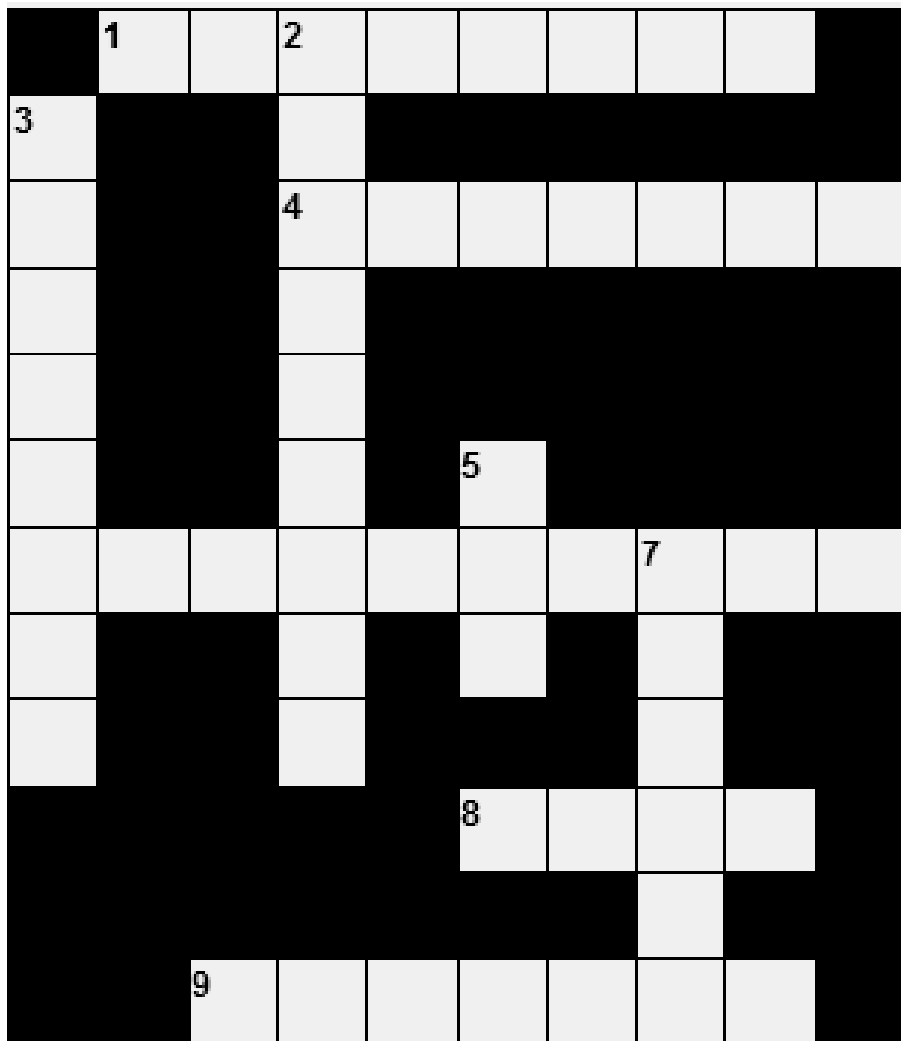
- Across:** 1) A system for controlling the humidity, ventilation, and temperature in a building or vehicle, typically to maintain a cool atmosphere in warm conditions.
- 3) Maintenance of equipment.
- 4) It is a system used for the supply of treated and purified water for a community.

- 5) The action of a verb in collocation «.... house» denoting that someone should do the cooking, cleaning, and other tasks involved in the running of a household.
- 7) A joint founder is a ... .
- 8) A company whose stock is owned jointly by the shareholders is called a ... company.
- 9) One of the English synonyms for noun «industrial».
- 11) All members of your family.
- 12) It is a device or system for supplying heat, esp. to a building.

**Down:** 2) It is the action or process of installing something, or of being installed.

- 6) «etc.» is a written abbreviation of Latin for «....».
- 7) An English synonym for «well-appointed».
- 10) It is an equipment in a home, workplace, studio, theater, or street for producing light.

## Vocabulary Crossword-Test 10. (Unit 5: Ex. 2, Page 104)

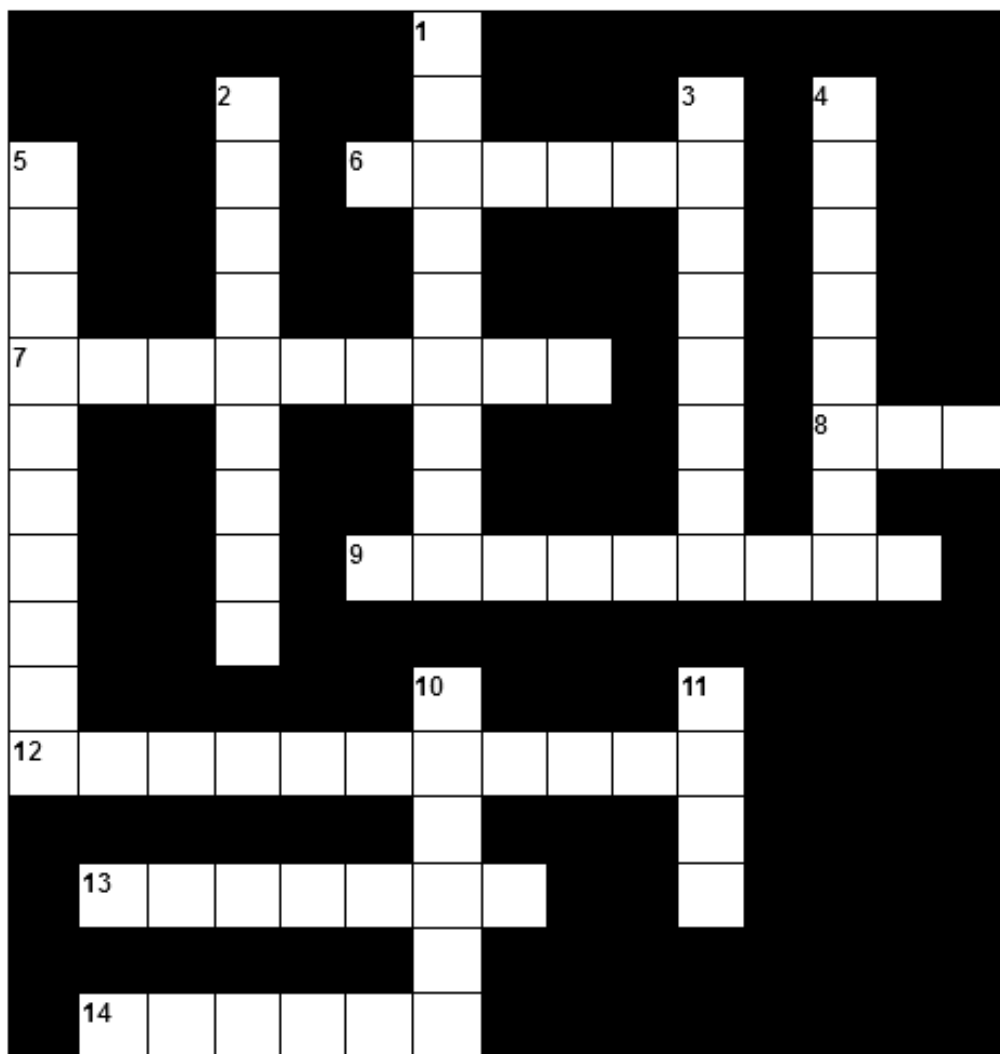


**Across:** 1) оканчивать (вуз);  
 4) поддерживать, сохранять;  
 6) участник;  
 8) получать, приобретать;  
 9) расширять

**Down:** 2) зачисление, допущение, принятие; приём (в учебное заведение, клуб, общество);  
 3) распределять;  
 5) полезный совет;  
 7) совет; пожелание, наставление



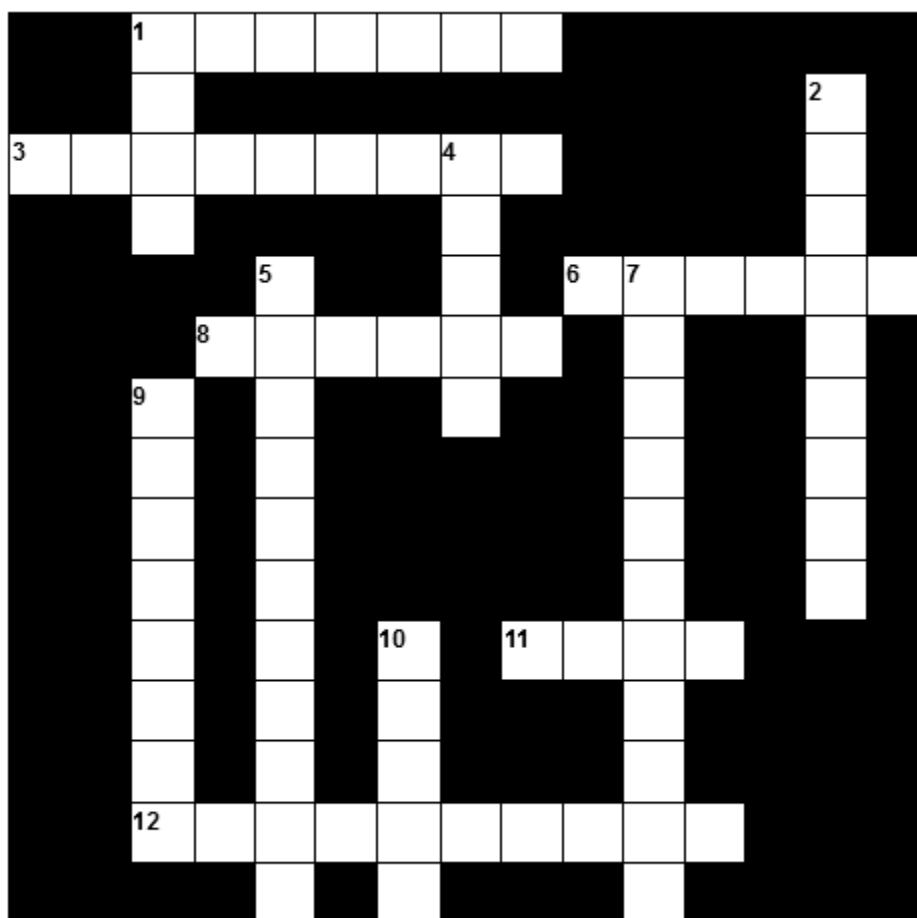
## Vocabulary Crossword-Test 11. (Unit 5: Ex. 12, Page 114)



**Across:** 6) повестка; 7) целостность; 8) надевать; 9) здание, строение, конструкция; 12) (экологически) устойчивый / чистый; 13) готовая еда, продающаяся на вынос; 14) энергично браться, приниматься (за что-л.)

**Down:** 1) ключевой момент, кульминация; 2) каркас; 3) каска; 4) рассматривать; 5) тщательный, подробный; 10) гарантировать, обеспечивать; 11) жилет

## Vocabulary Crossword-Test 13. (Unit 5: Ex. 39, Page 138)



**Across:** 1) столовая (обычная);

3) буфет;

6) отличаться, различаться, различаться (чем-л.);

8) во время чего-л.;

11) оставаться;

12) практические занятия

**Down:** 1) вести чат, общаться (с кем-л.) по интернету; болтать в интернете; чатиться;

2) большая столовая (комплекс);

4) один;

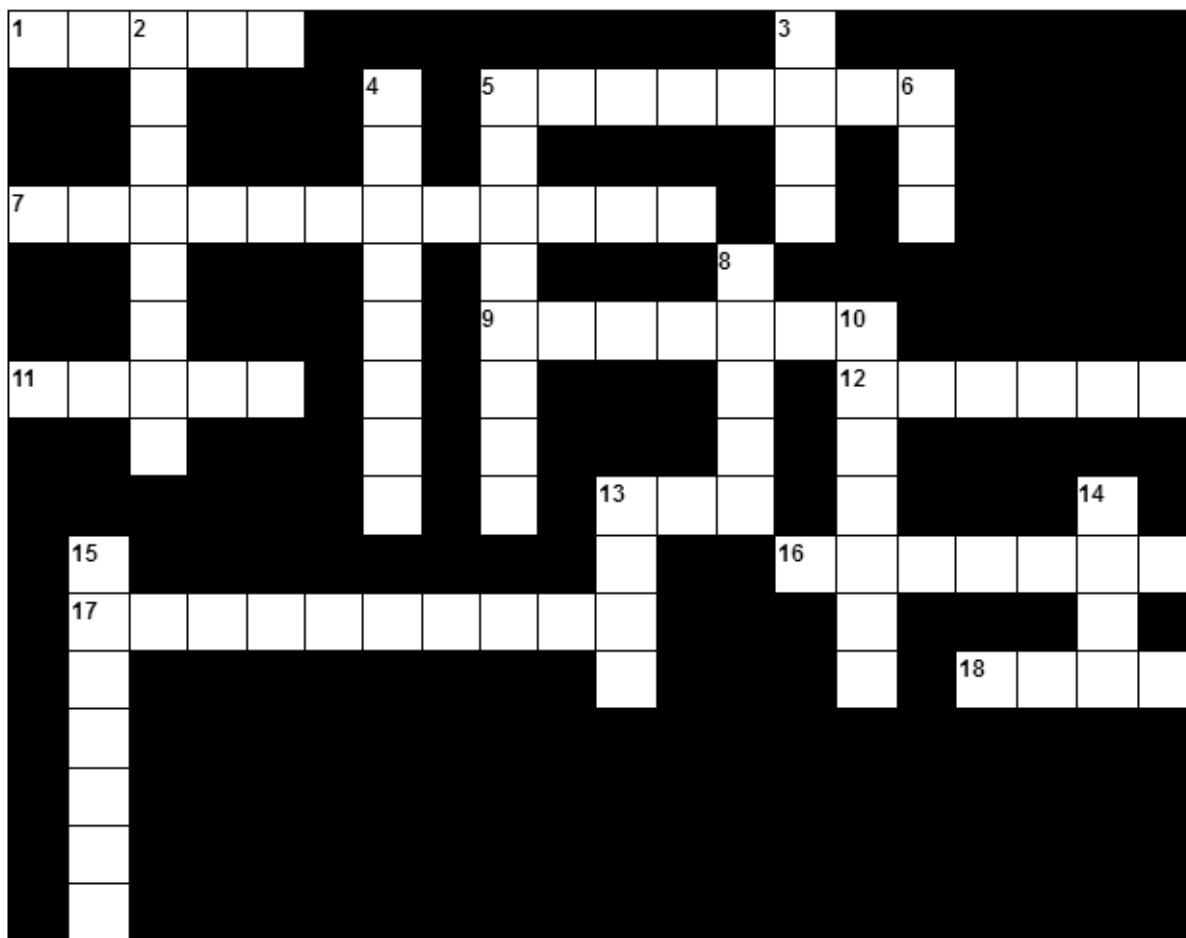
5) перерыв на обед;

7) сразу (же) после чего-л.;

9) практическое занятие, семинар;

10) вполне, совсем

## Vocabulary Crossword-Test 15. (Unit 6: Ex. 35, Page 180)



### Across:

- 1) ученик;
- 5) будни;
- 7) каток;
- 9) выходные дни;
- 11) торопиться, спешить;
- 12) за границей;
- 13) загорать;
- 16) каникулы, отпуск; отдыхать,  
проводить отпуск / каникулы;
- 17) занятие, профессия, долж-  
ность;
- 18) рыбачить

### Down:

- 2) удовольствие;
- 3) берег (реки);
- 4) журнал (мод);
- 5) рабочая неделя;
- 6) кататься / ходить на лыжах;
- 8) узнавать, изучать;
- 10) выходной; свободный  
день;
- 13) палатка; ставить палатку;
- 14) наушники;
- 15) журнал (научный)

## **APPENDIX 3**

### **Algorithm for Annotating**

Аннотация статьи или текста – это краткая характеристика оригинала, излагающая его содержание в виде перечня основных вопросов и иногда дающая критическую оценку. Объём аннотации обычно составляет 500-600 печатных знаков. При составлении аннотации следует проделать следующие операции:

1. Запишите заголовок аннотируемой работы с указанием фамилии её автора, названия издательства, места и года издания.
2. Пронумеруйте абзацы текста.
3. Просмотрите текст и определите его ведущую тему.
4. Определите тему и подтемы каждого абзаца и выпишите их вместе с номером каждого абзаца. Составьте логический план текста.
5. Дайте описание выделенных пунктов плана, используя ключевые фрагменты и языковые клише.
6. Прочтите составленный текст аннотации и отредактируйте его.

#### **Языковые клише для составления аннотации**

а) для представления данных «шапки»:

The title (the headline, the heading) of the article (text) is...

It is published in the methodical book (in the text-book, in the journal / magazine, in the newspaper) “.....” of 2018.

The author(s) of the article (text) is (are) ...

б) для информационной части аннотации:

The article (text) deals with (is devoted to, describes)...

The main idea of the article (text) is to show ...

It consists of (contains) ... parts (chapters) dealing with the information on ...

A brief description of ... is given.

It is spoken in short (in detail) about ...

Special (much) attention is given (is paid) to ...

в) для заключительной части аннотации:

The author comes to the conclusion that ...

In conclusion the author says that ...

The article (text) embodies good drawings, photographic illustrations, diagrams, schemes.

The article (text) is (well, poorly, not profusely) illustrated with ...

The information of the article (the text) is addressed to students (engineers, specialists, all those who are interested in) ...

The article (text) may be recommended to ...

The information of the article (text) is interesting (important, useful, hard to understand, rich in contents).

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